YORK U
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The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, June 26, 2014
in the Senate Chamber, N940 Ross Building.

A wine and cheese reception will follow the meeting.

AGENDA

Harriet Lewis, Secretary

Consent Agenda (ASCP Items)

The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, May 22, 2014
in the Senate Chamber, N940 Ross Building.

A. Asif *Acting Chair*	E. Gutterman	W. Maas	C. Sandilands
A. Annisette	R. Haché	A. MacLennan	A. Schrauwers
C. Archer	M. Hamadeh	M. Martel	L. Serigio
S. Ariyarathnam	D. Hastie	S. McLaren	M. Shoukri
M. Aubin	C. Heron	K. McRoberts	J. Simeon
M. Biehl	R. Hornsey	G. Mianda	H. Skinner
G. Brewer	M. Hosale	K. Michasiw	M. Singer
S. Brixey	K. Hudak	A. Moakler	R. Sohal
M. Budworth	D. Hunt	J. Morrison	B. Spotton Visano, *Acting Vice-Chair*
H. Campbell	C. Innes	P. Ng	G. Tourlakis
G. Comninel	A. Karim	R. Owston	S. Tufts
B. Crow	D. Khayatt	S. Pagiatakis	G. Vanstone
M. Derayeh	A. Kumarakrishnan	A. Pitt	P. Walsh
K. Dowler	R. Lee	B. Rahder	K. White
P. Giordan	R. Lenton	A. Richins	J. Yeomans
D. Golemi-Kotra	H. Lewis *Secretary*	P. Ryan	A. Zalik
S. Grace	D. Leyton-Brown	I. Saleem	
T. Gulliver	K. Little	L. Sanders	

1. Chair's Remarks

The Acting Chair, Professor Amir Asif, congratulated the new Chancellor, Gregory Sorbara and thanked those who served on the search committee or submitted nominations. He also conveyed best wishes to faculty members and students and encouraged Senators to participate in upcoming Convocation ceremonies.

2. Minutes of the Meeting of April 24, 2014

It was moved, seconded and *carried* "**that the minutes of the meeting of April 24, 2014 be approved**."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1   Senators on the Board of Governors re: Board Meeting of April 28, 2014

Senators Belcastro and Lockshin presented a synopsis of the Board meeting of April 28, 2014. There were no questions.

5. President's Items

Dr Shoukri commented on the postsecondary education platforms of major parties contesting the provincial election and the "York Region in York" initaitve. The President also responded in his remarks to questions about the role and responsibilities of Deans following on publicized events at the University of Saskatchewan. Senior administrators work in a collegial and cooperative way at York. With very few exceptions, there is no scenario in which termination of tenure would occur.

6. Committee Reports

6.1   Executive

6.1.1   Nominees for Election to the Senate Tenure and Promotions Appeals Committee

A slate of recommended nominees was *noted*. The Vice-Chair advised that two nominees had withdrawn. There being no further nominations, it was moved, seconded and *carried* "**that nominations be closed**." As a result, Senate acclaimed nominees for the position of Academic Colleague to the Council of Ontario Universities and membership on Senate committees. An e-ballot will be conducted from May 27 to June 3 to designate Senate's nominee on the Board of Governors.

6.1.2 Information Items

Senate Executive advised that thirteen individuals previously approved for inclusion in the pool of prospective honorary degree recipients have been renewed for a further term and six have been added to the pool. It also reported on forthcoming consultations on the recognition of Aboriginal students and Aboriginal heritage at Convocation ceremonies.

6.2   Academic Standards, Curriculum and Pedagogy

6.2.1   Consent Agenda Approvals

Senate *approved by consent* ASCP recommendations to

- add a full-time Option for the Tax Law Specialization, Professional LLM Program, Graduate Studies
- change admission and program requirements, MSc and PhD Programs in Chemistry, Graduate Studies
- add of a new test to satisfy language proficiency admission requirements, Glendon
- change the requirements of the JD Program, Osgoode Hall Law School
- change the requirements of the PhD Program in Social & Political Thought, Graduate Studies

6.2.2   Information Items

Academic Standards Curriculum and Pedagogy reported that it had approved minor changes to degree requirements for BA programs in Translation and the Certificate in Spanish-English / English-Spanish Translation (Glendon) as well as requirements for Bachelor of Administrative Studies programs (90 credit and Specialized Honours, Human Resources Management Stream) in Liberal Arts and Professional Studies.

6.3   Awards

Senators joined in congratulating the following recipients of prestigious awards for faculty members announced by the Awards Committee:

> Distinguished Research Professors: Professor Isabella Bakker, Political Science, LA&PS and Professor Russell Belk, Schulich

> University Professors: Professor Susan Dimock, Philosophy, LA&PS and Professor Martin Lockshin, Humanities, LA&PS

6.4   Academic Policy, Planning and Research

6.4.1   Overview of Academic Planning in 2014

APPRC presented an overview of planning discussions with the Deans, Principal and University Librarian and facilitated a year-end report on University Academic Plan progress. The Committee's report included recommendations and commitments, and the Acting Chair drew special attention to the timing and topic of a planning forum tentatively scheduled for November, following the release of the AAPR Academic Task Force report. The Committee will also consult Senate on the renewal of the UAP in the autumn.

Provost Lenton covered a wide range of topics in her presentation. In general, planners throughout the University continue to pursue UAP goals with some success. Progress has been slow or partial in some important areas, and resource constraints have been deleterious. Reputational issues continue to impact, but there are indications of a revival in interest among prospective applicants.

The following were among the perspectives shared by Senators:

- the budgetary challenges facing LA&PS reflect a deficit inherited from the merger (to which the Provost responded that transitional funding had been invested, and that the SHARP model will enhance transparency and permit a full and proper reckoning of Faculty positions)
- concern that SHARP will create a stressful, alien "audit culture" that blurs the distinction between public sector institutions and corporations
- many universities are grappling with issues – such as relatively poor retention rates – because of the poor preparation of students and uncertainty about program selections; it was suggested that this may an incentive for York to become a leader in education that bridges scholarship and vocational preparation
- students should be supported, but not at the expense of quality, and the University should be clear about expectations and standards
- there is strong evidence that employers continue to value the critical skills of liberally educated students, and the push to transform universities should be resisted

6.4.2   Other Information Items

The Academic Policy, Planning and Research Committee reported that it had reviewed the AAPR Academic Scoring Rubric before it was posted for use and that it had recorded its satisfaction that the transfer of academic responsibility for three programs from Graduate Studies to Liberal Arts and Professional Studies -- Communication and Culture, Interdisciplinary Studies and Social and Political Thought -- was consistent with the strategic and organizational plans of FGS.

7.   **Other Business**

There being no further business, Senate *adjourned*.

A. Asif, Acting Chair   _____

H. Lewis, Secretary   _____

Report to Senate
at its Meeting of June 26, 2014

FOR ACTION

1.   **Nominees for Election to Senate Committees**

Senate Executive recommends the following candidates for nomination to Senate committees (non-Faculty-designated seats) for three-year terms beginning July 1, 2014 (or later) and ending June 30, 2017, or for two-month extension of terms on the Appeals Committee for members whose terms end on June 30, 2014

The Nominations Sub-Committee reports that the Senate Appeals Committee is scheduled to meet this summer but will not be able to attain quorum based on a canvas of continuing and new members. As a result, it is proposed that the terms of two sitting members whose terms expire June 30 but are available to attend in the summer be extended until August 31, 2014. Members nominated for regular terms would begin on September 1, 2014.

Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee.   Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion "those nominations are closed" as moved by the Vice-Chair of Senate.

Senate Executive may submit additional nominations prior to the meeting of June 26.

Appeals (2 Full-time faculty members; extension of term to August 31, 2014**)**
(*Meets in panels at the call of the Chair and periodically in plenary session*)

> Jen Gilbert, Associate Professor, Faculty of Education
> Ali Asgary, Associate Professor, School of Administrative Studies, LA&PS

Appeals (Full-time faculty members; 3 vacancies; term beginning September 1, 2014**)**
(*Meets in panels at the call of the Chair and periodically in plenary session*)

> Petros Faloutsos, Associate Professor, Electrical Engineering / Computer Science, Lassonde
> Valeria Tsoukanova, Associate Professor, Chemistry, Science

Awards (Full-time faculty member; 1 **vacancy**)
(*Meets 4-5 times annually on Friday mornings*)

> Leesa Fawcett, Associate Professor, Environmental Studies

FOR INFORMATION

1. **Election Results**

Professor David Leyton-Brown, Political Science, LA&PS, has been nominated by Senate to serve on the Board of Governors.

2. **Remaining Vacancies on Senate Committees**

Senate Executive continues to seek nominees for the positions listed below.

Academic Standards, Curriculum and Pedagogy	2 full-time faculty members
Appeals	1 full-time faculty member
Tenure and Promotions	3 full-time faculty members

3. **Summer Authority**

In accordance with Senate rules as amended in October 2006, Senate Executive affirms that

"Between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority."

4. **Senate in 2013-2014**

A consolidated report on actions taken by Senate in 2013-2014 is attached as Appendix A. Senate Executive is sincerely grateful to Senate committees and Faculty Councils for their efforts over the past year.

5. **Senate Committee Priorities: Progress Report**

APPRC and ASCP established priorities for the year in the autumn, and have reported on the progress they made in achieving them.

Documentation is attached as Appendix B.

6. **Senate Attendance in 2011-2012**

Last year the size of Senate grew to 167 members. Senate Executive maintains a close watch on patterns of attendance, and the attendance record for the past year is appended. Attendance was higher than last year but is somewhat below recent benchmarks. Senate membership will be reviewed in 2014-2015 to account for changes in complement that may impact on Faculty distributions and the temporary allocation of seats to Glendon approved by Senate in 2013.

Documentation is attached as Appendix C.

7. **Thanks to Retiring Members**

Continuing members and staff of the University Secretariat wish to record their sincere gratitude to

members of Senate Executive whose terms end on June 30: Sayjon Ariyarathnam, David Cappadocia, Katlin Hudak, and Brenda Spotton Visano. We thank them for their service to Senate and the Committee, and wish them the best in all of their future endeavours.

June 26 marks the final Senate meeting for Harriet Lewis, who has been the Secretary of Senate since 1998. Harriet has been a faithful guardian of collegiality, a strong supporter of the University in so many ways for so long, and an exemplary colleague to us all. We know that she will continue to make York an important part of her life in the years to come, and we are sure that she will make wonderful, creative use of the days and hours -- without minutes -- ahead!

Amir Asif, Acting Chair

Senate and Senate Committees
Year End Review 2013-2014

From July 2013 to June 2014 the Senate of York University was presided over by Professor Roxanne Mykitiuk of Osgoode Hall Law School, who continues as Chair until December 31.   Professor Amir Asif of the Lassonde School of Engineering began an eighteen-month term as Vice-Chair on July 1, 2013 and he will become Chair on January 1, 2015.   Senate met on ten occasions during the year. In January the 600th meeting of Senate was commemorated. In April, Senate approved a new name for the Faculty of Fine Arts – School of the Arts, Media, Performance and Design. Senate was briefed during the development of a Strategic Mandate Agreement and endorsed a process leading to a bid for a campus in York Region.

Harriet Lewis, the Secretary of the University and General Counsel since 1998, stepped down on June 30 as Senate Secretary. Maureen Armstrong will assume the office on July 1, 2014

Information about items referenced in this report can be accessed from the online meeting synopses and minutes of Senate meetings or obtained by contacting the University Secretariat. Senate committees identify priorities for the year in the autumn and provide progress and year-end reports on progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

Appointment of a New Chancellor

Members of Senate Executive participated in the search which resulted in the appointment by the Board of Governors of the Honourable Greg Sorbara as the 13th Chancellor of York University (May).

Faculty Name Change

The Faculty of Fine Arts became the School of the Arts, Media, Performance and Design (April; APPRC recommendation).

Strategic Mandate Agreement

The President and Provost provided frequent updates on the process leading to the signing of a Strategic Mandate Agreement, and the Academic Policy, Planning and Research Committee advised the Provost as the process unfolded and facilitated reporting.

York Region Campus

In April, Senate endorsed the University's engagement in a process leading to a bid for a new campus in York Region under the Major Capacity Expansion Policy Framework (May, APPRC recommendation)

Academic and Administrative Program Review

APPRC sponsored a special forum in May 2013 to discuss the current financial and academic context for academic planners in the early stages of a process which resulted in an Academic and Administrative Program Review. APPRC also provided Senate with regular updates on its involvement in the process (generally speaking advisory) and facilitated reporting by the Provost. Senate itself designated by election two individuals to join members of APPRC on an augmented AAPR Academic Sub-Committee to finalize the Program Information Forum. Senate also commented on the draft PIF at the final stage of consultations prior to its release to the community.

Major Vice-Presidential Reports

Vice-President Academic and Provost on Appointments, Complement, Enrolments / Academic Planning Progress and Priorities (September, October, May)
Vice-President Research and Innovation on Research Performance and Strategies (December)
Vice-President Finance and Administration on the Budget Context for Academic Planning (June)

Regular Reports

President Shoukri
Senate Members on the Board of Governors on meetings of the Board
Academic Colleague to the Council of Ontario Universities on COU Issues Updates

Planning Reports

Faculty and University Library Planning (APPRC, May; with Provost's Spring Report on Academic Planning)
Joint Sub-Committee on Quality Assurance of APPRC and ASCP (January, June)

Annual Reports from Senate Committees

Academic Planning Discussions (APPRC, May)
Additions and Extensions to the Pool of Honorary Degree Recipients (Periodic)
Allocations of Scholarship and Bursaries (Awards, April)
Animal Care Sub-Committee, Biological Safety, Human Participants Review Committee (via APPRC, May)
Appeals and Petitions (Annual Appeals, November)
Distinguished Research Professors (Awards, May)
New Scholarships and Bursaries (Awards, April)
President's University-Wide Teaching Awards Recipients (Awards, April)
Prestigious Awards for Graduating Students (Awards, May)
Senate Attendance (Executive, June, pending)
Sessional Dates for 2014-2015 (ASCP, October)
Tenure and Promotions (Tenure and Promotions, October)
University Professors (Awards, May)

New Academic Units

Senate (and subsequently the Board of Governors) approved the establishment of the Department of Science and Technology Studies in the Faculty of Science (December, APPRC recommendation)

Senate Policies

Sessional Dates, Amendments (ASCP; pending, June)

Bachelor of Education Restructuring

Revised Structure and Requirements of Bachelor of Education Programs, Faculty of Education (ASCP, April)

Faculty Policy Amendments

Length of Completion of York-Seneca-Georgian BScN Program, Nursing, Health (ASCP, January)
Policy and Procedures for Academic Honesty for Graduate Programs, FGS / Schulich (ASCP, October)
Thesis and Dissertation and Supervision Guidelines (ASCP, December)

New Degrees / Degree Types Changes

Change the degree type for Business Analytics from Master of Science (MSc) to Master of Business Analytics (MBAN) (ASCP, February)

Academic Program Establishment

Bachelor of Engineering (BEng) Degree Program in Civil Engineering, Lassonde (October, ASCP)
Dual Credential Degree, Environmental Studies (ASCP, June, pending)
Graduate Diploma in Comparative Literature, Graduate Program in Humanities, FGS (ASCP, January)
Honours Minor BA Option,Computational Arts & Technology, Digital Media, AMPD (ASCP, January)
Honours Minor BA option in in Medical Anthropology, Anthropology, LA&PS (ASCP, February)
Honours Minor in Marketing, Non-Business Students, Administrative Studies, LA&PS (ASCP, February)
Master of Business Analytics Degree, Graduate Studies (ASCP, February)
Transition Year Program (Formalization) (ASCP, June, pending)
York University English as a Second Language Bridging Program (YUBridge) YUELI (ASCP, December)

Undergraduate Certificates (New)

Certificate of Proficiency in Modern Hebrew Language, DLLL, LA&PS (ASCP, February)

Graduate Diplomas (New)

World Literature, Graduate Program English, Graduate Studies (ASCP, January)
Comparative Literature, Graduate Program in Humanities, Graduate Studies (ASCP, January)

Academic Unit Transfers

APPRC reported that it had reviewed and approved the transfer of administrative responsibility of certain programs housed in the Faculty of Graduate Studies (FGS) to departments in the Faculty of Liberal and Professional Studies (LA&PS):

> Communication and Culture (to the Department of Communication Studies, LA&PS)
> Interdisciplinary Studies (to the Department of Humanities, LA&PS)
> Social and Political Thought (to the Department of Social Sciences LA&PS)

Academic Program and Certificate Name Changes

Insolvency Law Specialization, Professional LLM to *Bankruptcy and Insolvency Law* (ASCP, October)
Non-profit Management and Leadership Specialization to *Social Sector Management* (ASCP, October)
Social Science to Interdisciplinary Social Science, LA&PS (ASCP, February)

Academic Program: New Streams, Options, Fields and Specializations

Full-Time-Time Option for the Tax Law Specialization, LLM Program, Graduate Studies (ASCP, May)

Specialty Stream in Neuropsychology, PhD program in Psychology, Graduate Studies (ASCP, February)
Stream in Accelerated Honours BA Program, Translation, School of Translation, Glendon (ASCP, March)

Program, Diploma and Certificate Closures

Graduate Diploma in Health Services & Policy Research, FGS (ASCP, January)
Graduate Diploma in Teaching of Acting, Program in Theatre, FGS (ASCP, January)
Graduate Diploma in Teaching Movement for Theatre, Program in Theatre, FGS (ASCP, January)

Certificate in Biblical Studies, Humanities, Liberal Arts & Professional Studies (ASCP, January)
BA Programs in Social & Political Thought, Social Science, LA&PS (ASCP, February)

New Rubrics Approved by Academic Standards, Curriculum and Pedagogy

Digital Media program (DATT)
Master of Business Analytics (MBAN)
Mechanical (MECH) and Civil (CIVL) Engineering
Social Sector Management Specialization, MBA program

Changes in Admissions Requirements

Bachelor, Masters & Doctoral Programs, Environmental Studies / Graduate Studies (ASCP, October)
Chemistry, MSc and PhD Programs in Chemistry, Graduate Studies (ASCP, May)
Critical Disability Studies, MA Program, Graduate Studies (ASCP, January)
English Language Proficiency for all graduate programs (ASCP, October)
Glendon, Additional Test of Language Proficiency, Glendon (ASCP, May)
International MBA (IMBA), Schulich / Faculty of Graduate Studies (ASCP, March)
Master of Business Analytics, Addition of Graduate Record Exam (GRE) scores (ASCP, February)

Changes in Degree Requirements (Degree Programs)

During the year the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of amendments to the requirements for the following:

Anthropology MA, Faculty of Graduate Studies (ASCP, November)
Art History MA and the PhD program in Art History and Visual Culture (ASCP, October)
Business & Society Honours BA, LA&) S (ASCP, February)
Chemistry, MSc and PhD Programs in Chemistry, Graduate Studies (ASCP, May)
Communication & Culture Graduate Program Requirements, Faculty of Graduate Studies (ASCP, October)
Communication & Culture Graduate Program, Faculty of Graduate Studies (October)
Digital Media, Digital Media Program Specialized Honours, Fine Arts / Lassonde (ASCP, January)
Engineering BEng Programs programs (ASCP, February)
Master of Finance Program (ASCP, October)
Formalization of the Transition Year Program (Originally Approved as a Pilot Program)
Health, General Education (BA, BSc and BHS) (ASCP, February) and companion changes to Liberal Arts &
Professional Studies general education legislation;
Information Technology, School of Administrative Studies, LA&PS (ASCP, March)
Interdisciplinary Social Science, LA&PS (ASCP, February)
International Development Studies, MA (ASCP, October)
International MBA (IMBA), Schulich / Faculty of Graduate Studies (ASCP, March)
Master of Financial Accountability Program, Graduate Studies (ASCP, June, pending)
Nursing, MSC, Time to Completion Option for Part-Time Students, Graduate Studies (ASCP, January)
Osgoode Hall Law School, JD Program (ASCP, May)
Psychology PhD (Clinical; Psychology Clinical Developmental;History and Theory of Psychology
Quantitative Methods; and Social and Personality Psychology areas) (ASCP, October)
Psychology, MA Programs (Brain, Behaviour & Cognitive Sciences; Developmental Science) (ASCP, Oct.)
Social & Political Thought, PhD, Graduate Studies (ASCP, May)
Social Anthropology Program, LA&PS (June, pending)
Visual Arts, MFA and PhD Programs, Graduate Studies (ASCP, February)

Changes in Requirements (Certificate Programs)

Cross-Disciplinary Certificate in Anti-Racist Research & Practice (ASCP, February)

Recipients of Prestigious Awards

2014 President's University-Wide Teaching Awards (Awards, March):

Full-Time Senior Faculty: Professor Norma Sue Fisher-Stitt, Dance, Fine Arts
Full-Time Faculty: Professor Tamara Kelly, Biology, Science
Contract & Adjunct Faculty: Professor Isha DeCoito, Education
Teaching Assistants: Yael C.B. Machtinger, Social Science, Liberal Arts and Professional Studies
and Rehanna Siew-Sarju, Sociology, Liberal Arts and Professional Studies

Distinguished Research Professors

Professor Isabella Bakker, Political Science, LA&PS
Professor Russell Belk, Schulich (Awards, May)

University Professors

Professor Susan Dimock, Philosophy, LA&PS
Professor Martin Lockshin, Humanities, LA&PS (Awards, May)

Amendments to Faculty Council Rules and Procedures

Senate Executive reported that it had reviewed changes to the rules and procedures of the Faculty Councils of Education and Glendon.

Additions to the Pool of Prospective Honorary Degree Recipients

The Sub-Committee on Honorary Degrees and Ceremonials recommended the addition of 14 individuals to the pool and the extension of 13 previously approved candidates.

Organized Research Unit Charters (APPRC recommendations in June, pending)

City Institute (CITY)
Israel and Golda Koschitzky Centre for Jewish Studies (CJS)
Institute for Research on Digital Learning (IRDL)
Harriet Tubman Institute for Research on Africa and its Diasporas (Tubman)
York Institute for Health Research (YIHR)
Centre for Research on Language and Culture Contact (CRLCC)
LaMarsh Centre for Child and Youth Research (LaMarsh)
Muscle Health Research Centre (MHRC)
Jack and Mae Nathanson Centre on Transnational Human Rights, Crime & Security (Nathanson)
Innovation in Computing at Lassonde (IC@L)
York University Centre for Aging Research & Education (YU-CARE)

Endowed Chairs and Professorships

York Research Chairs (by APPRC and subsequently the Board of Governors, February)

Executive Committee Meetings with Others

The Executive Committee held a gathering with the Executive Committee of the Board of Governors in April. The Chair, Vice-Chair and University Secretariat staff met with Senate Committee Chairs (November and June).

Senate Committees in 2013-2014

Academic Policy, Planning and Research Committee
Progress on the Achievement of Priorities in 2013-2014

Priorities	UAP Priority Area	Measurements
Participate effectively in Program Prioritization	UAP objective of promoting effective governance	Committee advised the Provost on process, reviewed draft documents prior to finalization, facilitated Senate consideration of reporting by the Provost Members served on the augmented Academic Sub-Committee of AAPR charged with drafting Program Information Forms Chair and Secretary participated in discussions concerning the designation of Senators to serve on the augmented Sub-Committee, drafted agreement on Senate action concerning program information forms Senate provided with regular reports on the Committee's involvement in the process
Faculty of Graduate Studies initiatives, including possible structural changes	UAP objective of promoting effective governance	Dean provided with "check list" in 2013 following her participation in annual planning exercise (it is used by the Dean in her current planning activities) Committee held detailed discussion with the Dean on planning priorities, provided commentary to Dean and Senate
Engage Faculty and York University Library planners	UAP objective of promoting effective governance	Discussions held from February – April Report provided to Senate in May as a companion piece to Provost's reporting Information and advice gathered will help frame the Committee's 2014-2015 agenda (especially re AAPR, progress report / timing of UAP renewal)
Promote understanding of the linkages between wider public policy initiatives and trends and academic planning at York	UAP objectives associated with outreach and engagement, and promoting effective governance	Academic Colleague chaired APPRC in 2013-2014; provided the Committee and Senate with background information in a timely way Committee provided advice to the Provost on the York Region campus initiative and facilitated reporting to Senate Committee provided advice on the Strategic Mandate Agreement as it evolved and facilitated reporting to Senate

Follow up on strategic enrolment management	Enrolment and retention within the scope of Senate's mandate UAP objectives of enhancing the student experience	Committee had a discussion with the Vice-Provost Students
Amendments to the Senate / Board Policy on Chairs and Professorships / Proposal to establish an internal research program	UAP objectives associated with research	Committee approved and reported to Senate on the establishment of York Research Chairs Secretary drafted amendments to the Policy in 2013 for consideration by the Senate, Board – expected action deferred to early autumn 2014

Considerations

- Committee held 3 special meetings to process additional work
- Committee will provide Senate with a comprehensive report on University Academic Plan progress and seek input from Senate on the timing of the UAP renewal process in autumn 2014
- APPRC did not hold a planning forum in 2013-2014 given the number and intensity of other processes (especially AAPR) but has agreed to hold a forum in November at which the AAPR Academic Task Force report will be in scope.

Academic Standards, Curriculum and Pedagogy
Progress on the Achievement of Priorities in 2013-2014

Initiative	UAP / University Priority Area	ASCP Lead	Status
First-Year Forgiveness Establishment of the First-Year Leniency Policy and Revisions to the Graded Feedback regulation	Enriching the Student Experience:	Joint ASCP-SAC Sub-committee on Academic Integrity & Appeals C & P Sub-committee	Discussed initiative with Vice-Provost in May; recommendation to establish pan-university criteria rather than a separate Leniency Policy. Carry forward to 2014-15
General Education Review Expansion of general education curriculum to all Faculties for LA&PS students	Enhancing Teaching and Learning	General Education Working Group	Request to Deans for Faculty representatives sent late March. ASCP Chair and Vice-Provost agreed initiative would overlap with AAPR; best to defer the Gen Ed work for now.
Faculties' program learning outcomes and mapping to degree program requirements	Enhancing Teaching and Learning	Vice-Provost Academic Joint Sub-Committee on Quality Assurance	Vice-Provost Academic establishing the review process of Programs' submissions jointly with Teaching Commons
Senate Policy on the Student Evaluation of Teaching Revisions to the Policy flowing from YUFA-Admin working group	Promoting Effective Governance	C&P	Awaiting the YUFA-University joint working group to report on recommendations.
Transfer Credit Policy / practice issues to be clarified	Promoting Effective Governance	C&P	A Working Group on Credit Transfer established by the Vice-Provost Academic; Secretariat contributing to its work on policy recommendations.

Key Items of Committee Business to be Taken Up in 2013 – 2014
- Call for Faculties' *Annual Grades Review Report* – **New framing questions pending; DEFERRED** (due to timing overlap with AAPR)
- YU Bridging Program status - **COMPLETED**
- Pilot Transition-Year Program (TYP) status – **Recommendation to ASCP May 28**
- Sessional Dates: Report from Vice-Provost on Orientation and proposed revisions to the *Senate Policy on Sessional Dates and Scheduling of Examinations* **COMPLETED**; Policy changes to Senate in June

Planned Consultations
- Report from Experiential Education Working Group *(AVP Teaching & Learning)* - **COMPLETED**
- Report from the First-Year Student Experience Working Group (VP Students) – **RECEIVED**; data and follow up discussion on courses with high failure/DNW rates **PENDING**

Other Committees

Appeals

- Filed annual report in November 2013
- Have identified areas of SAC Procedures and University petitions guidelines for revisions, to be reviewed with the ASCP-SAC Joint Sub-Committee for proposal to go to Senate for approval in 2014
- Number of files to date: 79

Awards

- Selection of Distinguished Research Professors, University Professors, President's Research Excellence Award and President's University-Wide Teaching Award
- Participated in changes to undergraduate scholarships

Tenure Promotions

- Filed annual report in October 2013
- Number of received files to date: 41

Tenure and Promotions Appeals

- One appeal pending (first since 2007)

Senate Attendance in 2013-2014

**Senate Attendance, 2013-2014
by Category of Membership and Meeting Date
(n =164)1**

Membership by Category	Sept 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	March 2014	April 2014	May 2014	Per Cent
LA&PS (40)	29	33	34	21	25	36	31	27	24	72.2
Education (4)	2	4	2	3	4	3	4	4	1	75
FES (4)	3	2	3	3	2	3	1	2	3	61.1
Fine Arts (8)	3	5	5	4	3	5	4	3	1	45.8
Glendon (8)	7	2	6	4	3	6	3	1	3	48.6
Lassonde (5)	4	2	3	2	2	3	4	3	4	60
Health (11)	7	5	8	6	8	8	7	6	4	59.5
Osgoode (4)	2	2	2	1	1	2	0	1	0	30.5
Schulich (6)	3	4	4	2	4	5	4	3	3	59.2
Science (9)	6	5	6	4	8	9	6	7	3	66.6
All Faculty Members(99)	66	64	73	50	60	80	64	57	46	62.8
Librarians (2)	1	2	2	2	1	2	1	2	2	83.3
President (1)	1	0	1	1	0	0	1	1	1	67
Vice-Presidents (4)	3	3	3	4	4	4	4	4	3	88.8
Deans/Principal/ Librarian (12)	8	4	10	9	9	10	6	9	8	67.5
Students (28)	14	11	11	6	12	9	10	2	7	32.5
Committee Chairs(5)	4	4	4	4	4	4	4	4	3	77.7
Other Members (13)	7	7	10	8	10	10	9	10	6	65.8
Number Senators Attending (Percent)	104 (63.4)	95 (58)	114 (70)	84 (51)	100 (61)	119 (72)	99 (60)	89 (54)	76 (46)	**(59.6)**

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1 Totals in the tables and graphs do not include the Chancellor and members of the Board of Governors.

Senate Attendance 2010-2011 to 2013-2014
by Category of Membership and Percentage

Membership Category	2010-2011	2011-2012	2012-2013	2013-2014
All Faculty Members (99)	61.4	60.4	51.1	63.0
Education (4)	82.1	69.0	47.0	75.0
Environmental Studies (4)	53.6	69.0	59.3	61.0
Fine Arts (8)	53.6	36.0	25.0	46.0
Glendon (8)	66.1	47.0	42.2	49.0
Health (11)	67.1	76.2	55.0	59.5
Lassonde (5)	n/a	n/a	n/a	60.0
Liberal Arts and Professional Studies(40)	61.4	63.1	53.4	72.2
Osgoode (4)	92.9	47.0	47.0	30.5
Schulich (6)	64.3	56.2	54.2	59.2
Science (9)	68.8	62.5	66.0	67.0
Librarians (2)	64.3	88.0	87.5	83.3
President / Vice-Presidents (5)	78.8	77.0	78.1	89.0
Deans / Principal / Librarian (12)	57.1	41.0	37.5	67.5
Students (28)	53.4	36.0	36.5	32.5
Committee Chairs (5)	42.9	50.0	42.5	78.0
Other Members (13)	56.3	70.8	64.5	66.0
Percentage Attendance	**63.3**	**56.4**	**50.0**	**59.6**

Senate Attendance in 2013-2014
by Meeting Date (n = 164)
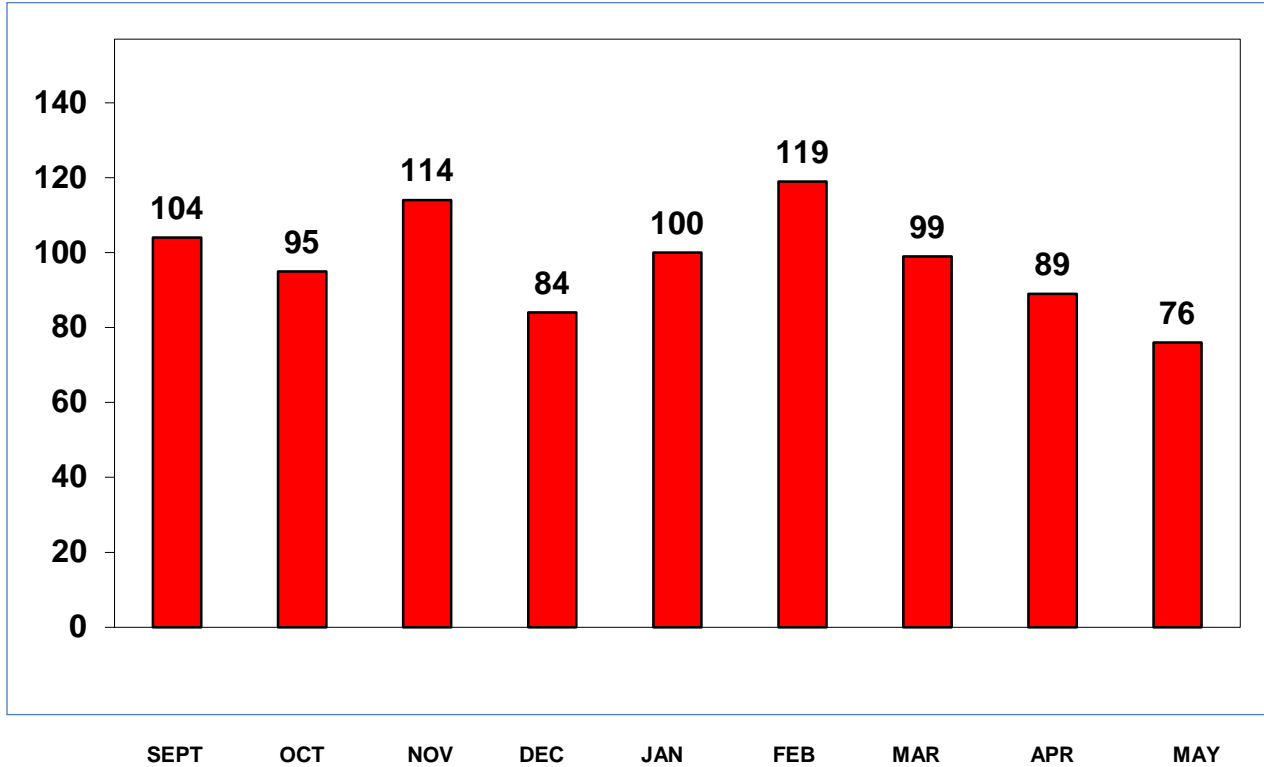
Senate Attendance
2005-2006 to 2013-2014
by Year and Percentage
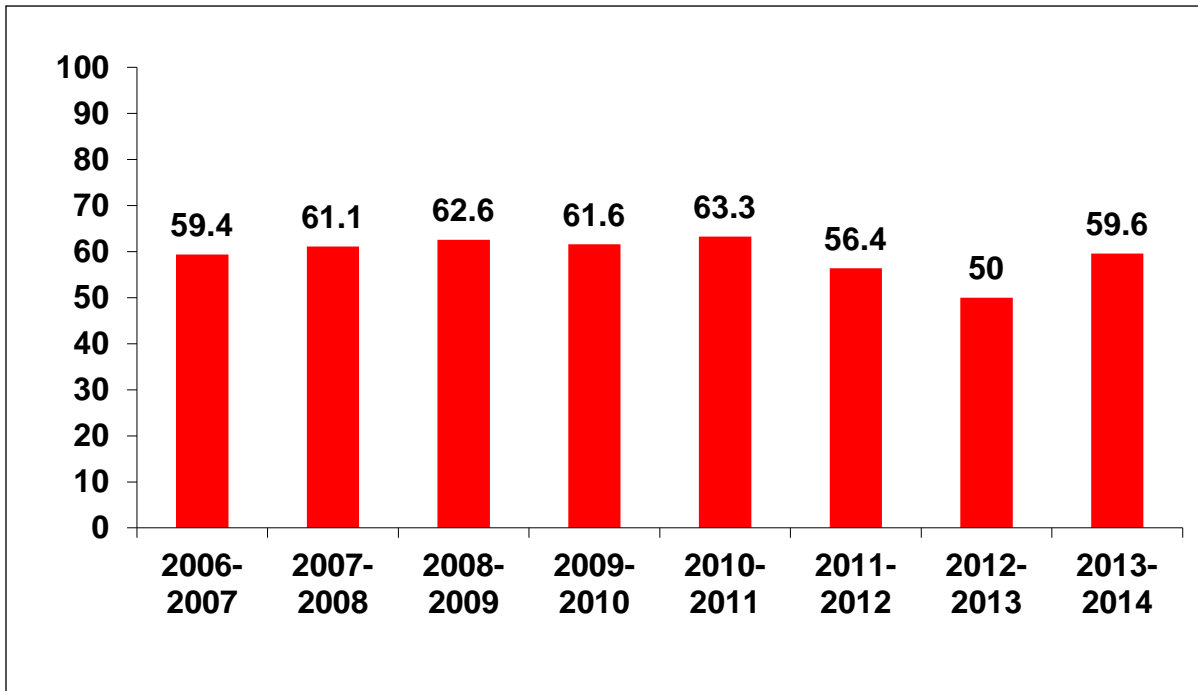
Awards Committee

Report to Senate
at its meeting of June 26, 2014

FOR INFORMATION

1. **Recipients of Prestigious Awards for Graduating Students**

i. Governor-General's Gold Medals

The Committee is pleased to announce that Jacqueline Beaudry, Graduate Program in Kinesiology and Health Science, and Aidan Moir, Graduate Program in Communications and Culture, are the recipients of the 2014 Governor-General's Gold Medals. The Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York.

In addition to Jacqueline Beaudry's prize-winning dissertation, *Role of stress in the development of type 2 diabetes*, her doctoral work has led to numerous peer-reviewed publications, many of them first-authored, in top quality physiology journals. She is also noted for the leadership she demonstrated in the laboratory, where she mentored colleagues and instructed new students in her exceptional laboratory skills. Dr. Beaudry is currently a Postdoctoral Fellow at the Samuel Lunenfeld Research Institute and Diabetes Research Centre at Mount Sinai Hospital.

Aidan Moir's MA thesis, *Transient Vogue: The Commodification and Spectacle of the Vagrant Other*, is seen as a work that is "theoretically and methodologically creative and substantial." Noting her excellent written and oral skills, the external examiner considered the defense as impressive as the thesis itself. Those who have worked with her consider her one of the finest graduate students they have encountered. Ms Moir is currently in the doctoral program in Communications and Culture.

ii. Governor-General's Silver Medals

The Governor-General's Silver Medals are awarded annually to the undergraduate students who have demonstrated the highest academic standing upon graduation. The Committee is pleased to announce that the 2014 winners are:

Jeffrey Kay, Faculty of Science, BSc, Applied Math, First Class with Distinction.
Rebecca Atkins, Faculty of Health, BA, Psychology, with Distinction
Christina Marie Ransom, Faculty of Health, BA, Hons. Psychology, *summa cum laude*

iii. The Murray G. Ross Award

The 2014 recipient of the Murray G. Ross Award is Roshan Udit, Faculty of Liberal Arts and Professional Studies, who graduated *summa cum laude* with a B.A., Hons. Double Major in Criminology & Human Rights and Equity Studies. The nomination file prepared by Professor Robert Kenedy is testimony to his outstanding academic achievements and tremendous contributions to the York community. On top of a stellar academic record, he demonstrated leadership in a myriad of activities with student government, University governance and peer mentorship. The many who wrote to the file represent all parts of the community – fellow students and alumni, faculty and staff – and all are eloquent in their praise of the energy, enthusiasm and effectiveness which he brought to the broad range of activities to which he contributed. Mr. Udit's full involvement in the life of the University and tireless work in all he undertakes make him an exemplary role model for students and a true ambassador for York University.

David Leyton-Brown, Chair

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY
Report to Senate
at its meeting of 22 May 2014

FOR ACTION

I.   Policies

6.3.1 Revisions to the Senate Policy on Sessional Dates and Scheduling of Examinations

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the revisions to the **Senate Policy on Sessional Dates and Scheduling of Examinations, as set out in Appendix A,** effective FW2015-2016.

Rationale

When ASCP discussed the Fall/Winter 2014-2015 sessional dates this past autumn, the scheduling of orientation days in the Fall term before the start of classes was flagged as an issue for further discussion in the context of *the Policy on Sessional Dates and the Scheduling of Examinations.* The challenge that has emerged with sessional dates is accommodating several priorities, including:

- a balanced 12-week term (12 class meets for each course)
- dedicated orientation days to be held after Labour Day
- co-curricular days in late October – early November
- the large number of final examination slots required
- a back-up day(s) for inclement weather in the December exam period

Within the *Senate Policy on Sessional Dates and the Scheduling of Exams*, the guidelines on the formal examinations periods (Section 6) calls for the exam schedules to be set in a manner that provides the longest interval possible between the last day of examinations in the Fall term and the start of the December holidays. Providing for each of the above Fall term components has resulted in the examination period often continuing right up to the last day before the University closes for the December holiday (December 23).

ASCP concurred with the sessional dates for the upcoming 2014-15 academic year. It was noted at the time – and communicated to Senate - that for the following year, 2015-2016, the Fall term would not be able to accommodate all the term components with Labour Day falling late on September 7th.

As requested by the Committee, the Vice-Provost Students reported on the University orientation outcomes from Fall 2013 to ASCP in mid-May. Upon discussion of the principles, objectives, the promising early outcomes from the 2012 and 2013 YU Start and orientation programming, and the expansion of the orientation plans for 2014, the Committee agreed that identifying orientation as a factor governing the determination of Fall Term dates is warranted. Formally recognizing the pan-university orientation programming within the Sessional Dates policy does not preclude individual Faculties, programs, units from hosting orientation activities for students.

To incorporate dedicated orientation days in the Fall Term, revisions are being proposed to the Senate policy on *Sessional Dates and the Scheduling of Examinations,* as set out in the Appendix. In sum, the two primary changes are:

- establishing two days for orientation programming after Labour Day, before classes commence
- reducing the number of co-curricular days in the Fall Term from 3 to 2, and changing the nomenclature to *Fall Reading Days*

Several other minor revisions of an editorial nature are also being proposed to update the policy. Also included in the Appendix is the revised policy, with all of the proposed changes incorporated.

Approved by ASCP 14 May 2014

II. Expedited Approvals

6.3.2 Establishment of the Environmental Management and Technology Dual Credential Program • York University (Faculty of Environmental Studies) and Seneca College

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the establishment of the **Environmental Management and Technology BES - Diploma Dual Credential Program offered by York University and Seneca College, effective FW 2015-2016.**

Rationale
A full rationale is set out in the accompanying documentation (Appendix B). The University Academic Plan (UAP) emphasizes the need for the University to make the best possible use of its resources in support of priorities given constrained budgets, and to realize opportunities offered through external collaborations. The Plan calls for creative combinations of programs with institutional partners that will lead to the "acquisition, dissemination, and sharing of special skills and approaches" and enhance students' engagement and experiences. The proposed dual credential program offered between the Faculty of Environmental Studies at York and Seneca College very effectively brings together these goals and provides students a unique opportunity.

It combines two complementary programs, one primarily social science - the Honours Bachelor of Environmental Studies program - and the other primarily technical and field oriented – the Advanced Diploma in Environmental Technology - to provide a valuable theoretically informed and practically-based education which will enhance employment opportunities for its graduates. The dual credential program provides a broader education than either institution can amount alone. It combines the strengths each has in the field of environmental studies in a distinct program structure that reduces the amount of time it would take students to complete the individual programs separately, shares resources of the institutions and avoids competition and duplication.

It is a five-year program, the successful completion of which earns students both an Honours BES degree and the Advanced Diploma in Environmental Technology. There are two study paths available to students within the program:

- Years 1-3 in the Honours BES program at York; years 4-5 in the Diploma program at Seneca; or
- Years 1-3 in the Diploma program at Seneca; years 4-5 in the Honours BES program at York

The Senate Committee is satisfied that the program learning outcomes articulated are supported by the program structure and requirements. Students must maintain honours standing to remain in and graduate from the dual credential program. The BES curriculum for the proposed program is already in place and can accommodate the projected new enrolments; it carries no additional start-up costs. The Dean of the Faculty of Environmental Studies enthusiastically supports the initiative. The statement from the Vice-Provost Academic records support for it as well, noting its alignment with the University's Strategic Mandate Agreement.

Approvals: FES Council 3 April 2014 • ASCP 14 May 2014 • APPR Concurrence 4 June 2014

III. Major Modifications

6.3.3 Formalization of the Transition Year Program

Upon the successful conclusion of the pilot phase of the bridging program, the Senate Committee on Academic Standards, Curriculum and Pedagogy recommends that Senate **formalize approval of the *Transition Year Program*,** administratively housed in the Office of the Vice President Academic and Provost, effective 1 July 2014.

Background

The Transition Year Program (TYP) was established by Senate as a pilot bridging program in 2007 and launched in the 2010-2011 academic year. As a reminder for Senators TYP is a special access program for youth (19+) and adults who, due to various barriers, have not had an opportunity to finish high school and who do not have the formal educational credentials to qualify for university admission. It is a full-time program that combines academic and non-academic activities over a two-term (September to April) session. Students enrol in a combination of university courses and workshops totaling 30 credits worth of full-time study. Courses and workshops bridge the gap between a student's prior experience and level of education and the formal educational credentials to qualify for admission to a university degree program. Upon successful completion of the program students earn a Certificate of Completion and up to 18 academic credits toward university degree study which are eligible to transfer into an academic degree at York University. In this way, TYP serves as a bridge into the first year of an undergraduate degree.

In March 2013 an extension of the pilot phase for the 2013-2014 year was approved by Senate in order for the Office of the Vice-Provost Academic to complete a review of the program. Professor Brenda Spotton Visano has led the program at its Director.

Rationale

The TYP has contributed in many ways to York's commitment to accessible education, diversity and social justice. Students who make up the majority of TYP students represent the most under-represented populations in post-secondary education (e.g., First Generation, low income) and the University shares in the Ontario Government's interest in wanting to increase participation rates of underrepresented groups. The program has also developed positive connections with a variety of external contacts (community agencies, other post-secondary access programs, Council of Educators Toronto) that help strengthen York's reputation as an engaged university. Continuing the program helps further the University's goals and aspirations in this domain.

The certificate program has supported many students over its four year pilot phase, over half of whom have successfully completed the program. While some students have transferred to other post-secondary institutions, many remain at York. Students continuing into a York degree have, as expected, transferred into programs in the liberal arts, professional programs, languages, and health. A summary of the program data is set out below.

Flow-through Participation and Completions 2010/11 – 2013/14

Total Number of Students Applying to TYP (2010/11 - 2013/14)	235
Students offered admission to TYP, Women's Bridging (as a part-time alternative), or Direct entry as a mature student	188
Students completing TYP orientation and enrolling in courses	116
Students in primary cohort actively participating as at Nov 1st	101*
Students in primary cohort actively participating as at Feb 1st	84*
Students who successfully complete TYP	61**

*Internal program numbers for active students, excluding both students from a previous year who are actively enrolled in classes in a second attempt to meet the completion requirements as well as students who remain enrolled in the system but are not attending classes. **Includes 5 projected completions beyond May 2014.*

For its contributions to the University's accessibility goals and its ongoing success, the Office of the Vice-President Academic and Provost supports the continuation of the Transition Year Program, and ASCP recommends that its preliminary approval from Senate be formalized.

Approved by 11 June 2014

6.3.4 Changes to the Requirements of the Social Anthropology Program • Graduate Program in Anthropology • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the following changes to the requirements for the MA and PhD programs in Social Anthropology, effective FW'15**:

- **for MA and PhD programs replacement of the non-credit required colloquium with a 6-credit required seminar**
- **increase from 18 to 24 credits of coursework for MA**
- **increase from 15 to 21 credits of coursework for PhD**

Rationale

These proposed changes are intended to address issues raised during the 2008 OCGS review and to align the requirements with the graduate degree learning expectations for both the MA and PhD programs. The program's new academic plan includes the need for more extensive training in various aspects of ethnographic research and practice, which is a core theoretical and methodological concern in anthropology, and a commitment to providing focused and sustained opportunities for professional development in this area in order to better prepare students for both academic and non-academic careers. Introducing a new required Graduate Seminar that students must complete for credit, with specific assessment outcomes adds curricular rigour to the program in an area of particular importance in Anthropology. The increase in the number of credits is a result of formalizing and strengthening a pre-existing non-credit course requirement. The changes to the requirements carry no resource implications for the graduate program.

Approvals: FGS Council 6 March 2014 • ASCP 14 May 2014

FOR INFORMATION

MINOR CURRICULUM CHANGES

1. Minor Curriculum / Academic Standards Items Approved by ASCP

Minor changes / clarifications to degree requirements were made for the following:

Faculty of Health
- admission requirements for the BSc program in Global Health such that one rather than two 4U math courses are required.

Lassonde School of Engineering
- degree requirements for the BEng program in Software Engineering such that a 3-credit science elective has been added to meet accreditation requirements

2. Council on Quality Assurance: Report on Program Decisions

To remind Senators, the Council of Ontario Universities (COU) established a quality assurance body under the direction of the Ontario Council of Academic Vice-Presidents. Established in 2010, the body is called the Ontario Universities Council on Quality Assurance (the *Quality Council*). The universities have vested in the Quality Council the authority to make the final decision on whether proposed new undergraduate and graduate programs and graduate diplomas may commence. This Council operates at arm's length from universities and the government to ensure its independence.

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

The outcome of York's submissions to the Quality Council from 2013-14 are presented below for Senate's information.

Program	Senate Approval	Quality Council Decision
Diploma in Comparative Literature, Graduate Program in Humanities	January 2014	Request for more information (April 2014) Revised proposal submitted (May 2014) Approved to commence (June 2014)
Diploma in World Literature, Graduate Program in English	January 2014	Request for more information (April 2014) Revised proposal submitted (May 2014) Approved to commence (June 2014)
BEng program in Civil Engineering	October 2013	Approved to commence with report (Dec 2013)
Master of Conference Interpreting	April 2012	Approved to commence upon successful tenure-track appointment by 1 July 2014 (Nov 2013)

3. Farewell and Thanks

Ms Alicia Richins and Ms Safiyah Husein, both student members, and Professors Jacqueline Choiniere (*Nursing, Health*), Niru Nirupama (*Administrative Studies, LA&PS)* and Kabita Chakraborty (Humanities, LA&PS) are all completing their terms this year. Members wish to thank each for their valuable contributions to the work of the committee. A special thank you goes to Cynthia Archer, University Librarian, upon her retirement from York. Cynthia has served on ASCP and several Senate committees during her years as University Librarian. The work of the Committee was enhanced by Cynthia's wisdom, broad perspective and collegiality, and her contributions to the work of Senate are deeply appreciated.

Leslie Sanders
Chair, Academic Standards, Curriculum & Pedagogy

Proposed Revisions to the Senate Policy on Session Dates and the Scheduling of Exams

To incorporate dedicated orientation days in the Fall Term, several revisions are being proposed to the Senate policy, as set out in the table below. In sum, the two primary changes are:

- establishing two days for orientation programming after Labour Day, before classes commence
- reducing the number of co-curricular days in the Fall Term from 3 to 2, and changing the nomenclature to Fall Reading Days

Several other revisions are also being proposed to update the policy. Attached is the revised policy, with all of the proposed changes incorporated.

Section	Current Policy Text	Proposed Revisions *(in bold)*
4. Beginning, End and Suspension Dates: Fall Term The following guidelines will govern the determination of dates by the Registrar for the Fall Term:	(a) Sessional dates will be scheduled to provide a 12 week teaching term (12 class meets for each day of the week).	(a) Sessional dates will be scheduled to provide a 12 week teaching term (12 **weeks of instruction**) **and an appropriate examination schedule (as defined in Section 6).**
	(b) ~~Normally~~ classes will begin ~~on the day after the public holiday of Labour Day. Classes may begin later if a 12 week teaching term and appropriate examination schedule is maintained.~~	(b) Classes will begin no later than the Monday following the **statutory** holiday of Labour Day.
		(c) **A minimum of two days shall be reserved for student orientation programming before classes begin, normally the Tuesday and Wednesday following Labour Day.**
	~~(c)~~ There shall be ~~three~~ days designated as ~~Co-curricular~~ days in the Fall term during which classes, examinations and tests will not be held. The Co-curricular days will be scheduled after six full weeks of instruction have been completed (6 meets for each day of the week) and will be observed on ~~Wednesday~~, Thursday & Friday following the sixth week of classes.	(d) Classes, examinations and tests will not be held on **two days** designated as **'Fall Reading Days'**. **These days, normally a Thursday and Friday,** will be scheduled after six (6) full weeks of instruction have been completed.
	(d) The final day of classes will be set by the Registrar in compliance with the length of term described in 4 (a).	~~(d) The final day of classes will be set by the Registrar in compliance with the length of term described in 4 (a).~~
	(e) A minimum one day study break will occur between the end of the teaching term and the start of the examination period. No classes will be scheduled on this day.	(e) A minimum one day study break will occur between the end of the teaching term and the start of the examination period. No classes, **tests or examinations** shall be scheduled on this day.

5. Beginning, End and Suspension Dates: Winter Term The following guidelines will govern the determination of dates by the Registrar for the Winter Term:	(a) Sessional dates will be scheduled to provide a 12 week teaching term (12 class meets for each day of the week).	(a) Sessional dates will be scheduled to provide a 12 week teaching term (12 **weeks of instruction**) **and an appropriate examination schedule (as defined in Section 6).**
	(b) ~~Normally~~ classes will begin ~~on the day after~~ the public holiday of New Year's Day. ~~Classes may begin later if a 12 week teaching term and appropriate examination schedule is maintained.~~	(b) Classes will **begin no later than the Monday following the statutory** holiday of New Year's Day.
	(c) Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Family Day. These days shall be designated as Reading Week.	(c) Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Family Day. These days shall be designated as **'Winter** Reading Week'.
	(d) ~~The final day of classes will be set by the Registrar in compliance with the length of term described in 5 (a).~~	
	~~(e)~~ A minimum one day study break will occur between the end of the teaching term and the start of the examination period. No classes will be scheduled on this day.	(d) A minimum one day study break will occur between the end of the teaching term and the start of the examination period. No classes, **tests or examinations** will be scheduled on this day.
6. Formal Examination Periods Examination schedules for end of term formal examination periods will be set by the Registrar in accordance with the following guidelines:	(c) Examination schedules will be set in a manner that provides the longest interval possible between the last day of examinations in the Fall Term and the ~~public holiday of Christmas.~~	(c) Examination schedules will be set in a manner that provides the longest interval possible between the last day of examinations in the Fall Term and the **closure of the University for the December-January holidays.**

Senate Policy on Sessional Dates and the Scheduling of Examinations

1. Applicability to All Faculties

This legislation will apply to all Faculties and programs unless otherwise noted.

2. Exceptions

Elements of this policy governing the setting of dates and schedules as expressed in 4, 5, and 6 will not apply to Osgoode Hall Law School, Faculty of Education (Bachelor of Education, Consecutive Program only), and Schulich School of Business (Master's Programs and Graduate Diplomas only).

3. Days When Classes and Examinations Will Not Be Held

Classes and examinations will not be held on public holidays or at other times as directed by the University Senate, administration, or Board of Governors.

4. Beginning, End and Suspension Dates: Fall Term

The following guidelines will govern the determination of dates by the Registrar for the Fall Term:

(a)   Sessional dates will be scheduled to provide a 12 week teaching term (12 weeks of instruction) and an appropriate examination schedule (as defined in Section 6).
(b)   Classes will begin no later than the Monday following the public holiday of Labour Day.
(c)   A minimum of two days shall be reserved for student orientation programming before classes begin, normally the Tuesday and Wednesday following Labour Day.
(d)   Classes, examinations and tests will not be held on two days designated as 'Fall Reading Days'. These days, normally a Thursday and Friday, will be scheduled after six (6) full weeks of instruction have been completed.
(e)   A minimum one day study break will occur between the end of the teaching term and the start of the examination period. No classes, tests or examinations shall be scheduled on this day.

5. Beginning, End and Suspension Dates: Winter Term

The following guidelines will govern the determination of dates by the Registrar for the Winter Term:

(a)   Sessional dates will be scheduled to provide a 12 week teaching term (12 weeks of instruction) and an appropriate examination schedule (as defined in Section 6).
(b)   Classes will begin no later than the Monday following the statutory holiday of New Year's Day.
(c)   Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Family Day. These days shall be designated as 'Winter Reading Week'.
(d)   A minimum one day study break will occur between the end of the teaching term and the start of the examination period. No classes will be scheduled on this day.

6. Formal Examination Periods

Examination schedules for end of term formal examination periods will be set by the Registrar in accordance with the following guidelines:

(a)   Examination schedules and room allocations for examinations will be coordinated among all Faculties.

(b)   Examination schedules will not overlap with teaching dates.

(c)   Examination schedules will be set in a manner that provides the longest interval possible between the last day of examinations in the Fall Term and the closure of the University for the December- January holidays.

(d)   Examinations will be set in a manner that provides the longest interval possible between the last day of examinations and the beginning of summer sessions.

(e)   Examination schedules will make the maximum use possible of available facilities and times, including evening sittings for day courses.

(f)   All other guidelines and principles, will continue in effect, including the Senate Policy and Guidelines on the Conduct of Examinations and the following factors influencing the scheduling of examinations:

      i   Students will be protected from direct examination conflicts.
      ii Students will be protected from having to write three consecutive examinations within a 24-hour period.
      iii There will be a maximum of three examination periods of three hours duration each day.
      iv Special requests for exam date or time placements will be accommodated only with the approval of the designated Associate Dean of the concerned Faculty.
      v. Weekend examinations will be scheduled only if necessary.

7. Religious Observances

(a)   York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents.
(b)   Every effort will be made to avoid scheduling in-class or formal examinations on days of special religious significance throughout the year. A schedule of dates for such days for various faiths will be compiled annually and distributed widely. Students will be informed of procedures for requesting and arranging accommodations.

8. Beginning, End and Suspension Dates: Summer Sessions and Other Terms

The setting of dates for summer sessions and other teaching periods will be coordinated to the fullest possible extent with other terms.

New Undergraduate Dual Credential Degree Program

Bachelor in the Faculty of Environmental Studies, York University and Environmental Technology Program, Seneca College

Submitted: March, 2014

Name of the Dual Program
Environmental Management and Technology Dual Credential Program

i) Objectives and Program Content

Objectives The Faculty of Environmental Studies at York University (FES) proposes to create a new Dual Credential Program with the Environmental Technology Program at Seneca College (hereinafter "Program"). The proposed Program would allow FES undergraduate students, after successful completion of three of the four years in the Bachelor in Environmental Studies Honours Program (BES; Environmental Management Area of Concentration), to complete the Environmental Technology Program at Seneca College in 2 years which normally requires 3 years of study. Upon successful completion of 2 years at Seneca College, students would be awarded an Environmental Technology Advanced Diploma and an Honours BES degree. Similarly, graduates of Seneca's Environmental Technology Program would be eligible to apply to the BES Program (Environmental Management Area of Concentration) and work towards a Honours B.E.S. degree in 2 years at York rather than the required 4 years. The benefit of the Dual Program to Seneca and York students is that they will enhance their education and obtain both an Honours degree and a Environmental Technology Advanced Diploma in 5 years rather than 7 years if completed separately.

Alignment with academic plans
The FES Academic Plan states that the BES program is committed to preparing students to take action on critical environmental issues. Students are encouraged to explore alternatives, strategies, and action related to social and environmental change. The proposed Program provides enhanced opportunities for BES students.

FES Academic Plan for the BES program states:
-"Continue to ensure an excellent undergraduate curriculum…

-Continually review and update the undergraduate curriculum…"

-The new Dual Credential Program continues to reflect faculty strengths and students' needs and meets goals articulated in our Academic Plan.

Clarity and appropriateness of the degree requirements of the Dual/Combined program relative to the originating program's requirements.
The proposed Program recognizes the need for broader training in certain environmental areas than either York or Seneca offers alone. It combines two complementary programs, one primarily social science and the other primarily technical and field oriented, thus enhancing the education of students as well as their ability to find jobs in their field. It responds to FES student's understandable concern for enhanced opportunities in applied and technical training while confirming York's commitment to the values of a broader education. The Program also ensures that qualified Seneca students will benefit from further education at FES by providing the critical thinking and analytical skills necessary for tomorrow's

economy. The Program recognizes that the two arms of the provincial post-secondary educational system enjoy unique, but complementary strengths, and that there is little point in trying to duplicate each other's strong points and strengths. Rather, by sharing facilities, and co-operating in curriculum design, we can greatly enhance the educational opportunities available to students currently enrolled in both kinds of institutions, thereby maximizing available resources and avoiding competition and duplication. York's strengths in Environmental Management lie in our broad approaches to understanding policy and management, and the social, economic, legal and political nature of environmental issues. Seneca's strengths are in the hands-on, technical areas associated with environmental technology seen through the management of water resources and engineering through applied sciences. The Program thus provides a broader education than either institution can mount alone, emphasizing field and laboratory skills as well as skills in critical analysis, issue analysis, effective management and problem solving and independent and teamwork. An additional objective of the Program is to bolster enrolment in both institutions by joining two existing programs.

Demonstration that the program UUDLES/GDLES satisfy the University's established degree level expectations.
The proposed Program requirements meet the existing degree requirements (Tables 1 and 2).

Table 1. The Proposed Program Learning Outcomes and Objectives.

Program Learning Outcomes	University Undergraduate Level Degree Expectations (UUDLEs)
1. Provide students with an understanding of the basic concepts of environmental management and technology	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
2. Introduce students to the technical aspects that apply to the field of environmental technology and the applicable procedures	Depth and Breadth of Knowledge Application of Knowledge
3. Provide students with social, economic, legal and political perspectives on the aspects environmental management	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
4. Introduce students to different field, laboratory and workplace safety skills as well as technical knowledge	Application of Knowledge
5. Provide students with the ability to apply technical knowledge to the field of environmental technology	Application of Knowledge
6. Provide students with a theoretical perspective on the pressures being exerted on the structures and processes, which are regulated by environmental management	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
7. Provide students with an understanding of the critical analyses required for the technological management of environmental issues	Depth and Breadth of Knowledge Awareness of Limits of Knowledge Application of Knowledge
8. Provide students with an overview of the key ideas associated with environmental	Depth and Breadth of Knowledge

	management and technology that are both theoretical and applied	Awareness of Limits of Knowledge
9.	Provide students with an overview of how theoretical knowledge and practical skills obtained within the Dual Credential Program at York and Seneca can contribute to further study and future work experience	Awareness of Limits of Knowledge Application of Knowledge Autonomy and Professional Capacity
10.	Provide students with an ability to work democratically and collectively	Awareness of Limits of Knowledge Application of Knowledge Autonomy and Professional Capacity
11.	Provide students with an understanding of ethics within research and common ethical dilemmas present within the field of environmental management	Depth and Breadth of Knowledge Awareness of Limits of Knowledge Autonomy and Professional Capacity
12.	Provide students with skills required to enhance their mathematical, critical reading, research, writing, communication, presentation and laboratory skills	Depth and Breadth of Knowledge Awareness of Limits of Knowledge Application of Knowledge Communication of Knowledge
13.	Teach students the importance of recognizing and having respect for different ways of knowing	Autonomy and Professional Capacity Awareness of Limits of Knowledge
14.	Provide students with the ability to communicate information reliably, in oral or written format to effectively engage in society on pressing environmental challenges	Application of Knowledge Communication of Knowledge

Table 2. Degree level expectations & Program level outcomes (see Table 1).

Degree level expectations	Program learning outcomes
The ability to identify and situate complex environmental issues with a critical interdisciplinary perspective.	**6,7, 9, 13**
The ability to understand, diagnose and engage with complex environmental topics, especially within the Area of Concentration chosen.	**1,2,3,6,7,8,11**
The skills to tackle complex environmental issues, including key research methodologies, analytical tools and essential communication approaches.	**3, 4, 5, 9, 12,14**
The ability to engage effectively in society on pressing environmental challenges.	**14**

ii) Admission Requirements

Confirmation that the existing admission requirements for the parent program(s) remain appropriate for the Dual/Combined program's learning expectations and University degree level expectations.
Existing requirements for admission to the BES Honours program remain unchanged. The existing requirements are as follows:

Minimum admission requirements

Ontario Secondary School Diploma (OSSD) and six 4U or 4M courses, including ENG4U, all Faculty- or program-specific prerequisites. Francophone applicants may present FRA4U, FEF4U or FIF4U. Students must successfully complete the OSSD diploma, including six 4U/M or OAC courses and all of the prerequisites for their program, and maintain the average used for conditional admission[1].

York University students in the BES Honours Program will either enter into the BES program knowing they want the proposed Program or will identify their interest at the end of their first year[1] (Appendix 1).

Similarly, Seneca Environmental Technology students who expect to successfully complete the requirements for the Technology Diploma with a College 3.0 Grade Point Average –York equivalent to a 'B' average or better in their last year - can apply to the proposed dual credential Program through the Ontario Universities' Application Centre, http://www.ouac.on.ca/ for admissions to the BES Honours program. Successful applicants will be awarded 60 block transfer credits towards their BES Honours degree and can then work towards successful completion of a BES Honours degree within two years. The block transfer credits are in accordance to the current model we have with Seneca's Civil Engineering Program and it is not on a course by course basis.

iii) Structure

Demonstration that the structure of the Dual Credential program will meet the Program-level and Degree-level learning expectations at York University.
Tables 1 and 2 provide the Program learning expectations and the Degree-level expectations. The Program learning outcomes fulfil the Degree level expectation, respectively. See Program of Study below. Appendix 2 provides the learning outcomes for the courses used in the Program and how they link to the Program level outcomes.

Program of Study:

The Program proposes to award 2 years of university credit for incoming students who have completed 3 years of successful studies at Seneca. This rationale is based partly on awarding credit for equivalency in courses (see Appendix 3) and partly on awarding block transfer credit for courses not available at York but essential to the proposed Program. As noted above, Seneca Environmental Technology students who expect to successfully complete the requirements for the Technology Advanced Diploma with a College 3.0 Grade Point Average –York equivalent to a 'B' average or better in their last year - can apply to the proposed Program through the normal application process to York University for admissions to the BES honours program. Successful applicants will be awarded 60 block transfer credits towards their BES honours degree and can then work towards successful completion of a BES Honours degree within two years.

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[1] Students may enter into the BES program with the required Math prerequisites for the Seneca portion of the Dual Credential Program. On the other hand, students who may not have the Math prerequisites, but could opt to take specified Math courses at Seneca, the summer before entering into the Environmental Technology Program at Seneca. In this way, students are not prohibited in taking the Dual Credential Program because they do not have grade 12 math. See Appendix 1.

Students admitted to the program from Seneca and whose academic standing drop below the honours progression requirements at York will not be eligible to continue in the Dual Credential Program; such students will be transferred into the Bachelor's BES program and have their block transfer credits reassessed. Students who choose to opt out of the Dual Credential program at York and apply for another degree program at York University will have their advanced standing (block transfer credits) revaluated according to the York University transfer credits guidelines.

BES students will spend two years at Seneca and upon successfully completing the program, they will receive the Ontario College Advanced Diploma in Environmental Technology from Seneca College, these York students will then be awarded 30 block transfer credits towards their BES Honours degree. Transcripts from Seneca will be forwarded to the Registrar's Office for processing. BES students will then graduate from York with an Honours BES degree at the fall convocation ceremony.

York students enrolled at Seneca will be considered an inactive student at York University while being enrolled at Seneca and will not have access to York's services (i.e., library, computer services emails etc.) however, students will have access to all of Seneca's services. Even though BES students will be inactive at York during their studies at Seneca they will continue to be engaged with the Faculty of Environmental Studies through regular advising meetings and emails correspondence that will be provided by existing staff (advisor and administrative staff) that currently support the BES program.

Students are expected to be enrolled full-time at the respective institution; however, students who opt out or need to take a stop out term/year will be addressed on a case-by-case basis at their respective institution. Additionally, arrangements for students who need to pursue their studies part-time will be considered by the respective academic coordinators.

In addition, students will be required to follow the respective academic policies, regulations, legislation, sessional dates etc. of the institution at which they are enrolled (e.g., petitions, academic honesty, grade reappraisals, academic fees, dropping courses).

The set of courses given below illustrates how a York student pursuing a Bachelor's degree and a Seneca student admitted to the BES Program are expected to proceed while at York. The rationale for course selection is that students are expected to take the normal suite of required courses to be awarded both the BES degree at York University and the Advanced Diploma at Seneca College. The examples below are subject to future changes that may be made to the BES program.

Courses common to FES and Seneca are subject to the following: York students take them to prepare for their 4th and 5th year of study at Seneca while they are degree credit exclusions for Seneca students coming to York for their 4th year (3rd at York) and 5th year of study (4th year at York).

Calendar Copy for York Students going to Seneca

York University students in the BES Honours Program will either enter into the BES program knowing they want the proposed Program or will identify their interest in at the end of their first year[2] (Appendix 1). York students who have completed 60 credits towards their BES degree (and declare their Area of Concentration in Environmental Management; and fulfil the requirements as set out for the Dual Credential Program) and expect to complete 90 credits with a minimum cumulative Grade Point Average (GPA) of

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[2] Students may enter into the BES program with the required Math prerequisites for the Seneca portion of the Dual Credential Program. On the other hand, students who may not have the Math prerequisites, but could opt to take specified Math courses at Seneca, the summer before entering into the Environmental Technology Program at Seneca. In this way, students are not prohibited in taking the Dual Credential Program because they do not have grade 12 math. Appendix 1.

5.00 (C+) at the fall of their third year of study in the BES Honours program may apply to Seneca College, Environmental Technology Program through the college application centre (OCAS). Once admitted, BES students will spend two years a Seneca College and upon successfully completing the program, they will received the Ontario College Advanced Diploma in Environmental Technology from Seneca College, these York Students will then be awarded 30 block transfer credits towards their BES Honours degree. After successfully completing the Environmental Technology Program at Seneca, students will receive both their BES Honours Degree from York University and their Advanced Diploma in Environmental Technology from Seneca College. Transcripts from Seneca will be forwarded to the Registrar's Office for processing. BES students will then graduate from York with an Honours BES degree at the fall convocation ceremony. Students who only complete one of the dual credential program requirements at one of the two institutions will not be eligible to receive the corresponding credential from that institution. Students would need to complete the full set of stand-alone program's requirements in order to earn the credential from that institution.

Degree requirements for students first enrolling in the BES program at York:

Year 1 (30 credits)

- ENVS 1000 6.0 Earth in Our Hands
- ENVS 1200 6.0 Taking Action: Engaging People and the Environment
- ENVS 1500 6.0 Introduction to Environmental Science: The Web of Life
- Humanities General Education (6 credits)
- Electives (6 credits)

Year 2 (30 credits)

- ENVS 2100 6.0 Foundations of Environment and Culture
- ENVS 2200 6.0 Foundations of Urban and Regional Environments
- ENVS 2400 6.0 Foundations of Environmental Management
- ENVS 2410 3.0 The Science of Pollution
- ENVS 2420 3.0 Ecology and Conservation Science
- ENVS 2009 3.0 Quantitative Methods in Environmental Studies
- Electives (3 credits)

Year 3 (30 credits)
- ENVS 3420 3.0 Environmental Law
- ENVS 3520 3.0 Applications of GIS in Environ. Studies
- ENVS 3521 3.0 Environmental Remote Sensing
- ENVS 4700 3.0 Urban Ecologies Workshop
- 18 credits at the 4000 level from the Area of Concentration in Environmental Management

Years 4 and 5 (at Seneca College) (see Seneca curriculum below and Appendix 3 for Course Exemptions).

York BES students enrolling in Environmental Technology Diploma (Seneca Curriculum for BES students)[3]

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[3] See Appendix 3 for course exemptions. The program currently list six semesters, however, with course credit exclusions, BES students will be able to complete the program in two years (four semesters) allowing students to still be eligible for OSAP.

Year 4 of the Program (1st year study at Seneca):

Semester 1 (Fall Term)
- EBE 151 Introduction to Engineering Principles and Practices
- HSP 151 Health and Safety
- MAT 001 Mathematics 1 (required only if Math pre-req is not met)
- GTY 151Geomorphology and Geology
- BEA001 CAD Fundamentals

Semester 2 (Winter Term)
- ECD251 Environmental CAD
- MAT 002 Mathematics II (required only if Math pre-req is not met)
- SVE001 Surveying I
- SIP251 Sampling and Instrumentation Practices
- CHE251 Fundamentals of Chemistry

Semester 3 (Fall Term)
- SVE002 Surveying II
- GEM351 Soil Science and Geomechanic Principles
- CHE351 Environmental Chemistry

Year 5 of the Program (2nd year study at Seneca):

Semester 4 (Winter Term)
- HDG451 Environmental Hydrology
- HYD451 Applied Hydraulics for Environmental Technology
- SES 394 Effective Technical Writing (exemptions approved on a case by case basis)
- Literature General Ed (EAC ---, or SES ---) (exemptions approved on a case by case basis)

Semester 5 (Fall Term)
- ETR 591 Technical Report (part 1)
- WRM 551 Fundamentals of Water Resource Modelling
- GIS 551 Advanced Environmental GIS
- EPM551 Environmental Project Management

Semester 6 (Winter Term)

- ETR 592 Technical Report (part 2)
- AMA651 Advanced Modeling Applications
- MPT651 Municipal Engineering Systems
- PPE651 Professional Practices and Ethics
- WMD 651 Water Management System Design

Calendar Copy for Seneca students going to York University
Seneca Environmental Technology students who expect to successfully complete the requirements for the Technology Advanced Diploma with a College 3.0 Grade Point Average –York equivalent to a 'B' average or better in their last year can apply to the proposed Program through the normal application process to York University for admissions to the BES Honours program. Successful applicants will be

awarded 60 block transfer credits towards their BES Honours degree and can then work towards successful completion of a BES Honours degree within two years.

Students who only complete one of the dual credential program requirements at one of the two institutions will not be eligible to receive the corresponding credential from that institution. Students would need to complete the full set of a stand-alone program's requirements in order to earn the credential from that institution.

Degree requirements for students first completing the Environmental Technology Program at Seneca College and then attending York:

Year 4 of Dual Credential Program (First year of study at York; 30 credits)
- ENVS 1000 6.0 Earth in Our Hands
- ENVS 2400 6.0 Foundations of Environmental Management
- ENVS 2100 6.0 Foundations of Environment and Culture
- Humanities General Education (6 credits)
- Electives (6 credits)

Year 5 of Dual Credential Program (2nd year of study at York; 30 Credits)

- 12 credits at the 3000 level from the Area of Concentration in Environmental Management
- 18 credits at the 4000 level from the Area of Concentration in Environmental Management

Academic regulations of the originating program.

The academic regulations remain unchanged. The most recent version of the academic regulations for the BES program can be found at http://fes.yorku.ca/acadreg

Confirmation that students will normally spend at least two terms at the partner institution.

According to the Council of Ontario Universities Task Force on Ministerial Consents (October 26, 1998), a university degree involving a partner institution should consist of at least 40% of university-level courses. The proposed Program meets that minimum with students taking 50% to 75% of their courses at York. Once admitted, BES students will spend two years a Seneca College and upon successfully completing the program, they will receive the Ontario College Advanced Diploma in Environmental Technology from Seneca College.

iv)Mode of Delivery
Confirmation that the mode of delivery is unchanged from the parent program(s), including at partner institutions for Dual Credential program.

The mode of delivery will remain unchanged for both institutions which is primarily based on face-to-face contact time in classes/tutorials with instructor/professor and/or teaching assistants.

v) Assessment of Teaching and Learning

Confirmation that the methods for the assessment of student achievement of the Dual/Combined program learning expectations and University degree level expectations are substantially similar to the parent program.

We will use the existing methods of assessment for student achievement: in both programs students must take required courses to fulfil their program degree/diploma requirements, which are based on practical and theoretical assessments. In the BES program a minimum of 75% of the courses provide theoretical grounding and require written work as part of the assessment and require foundation and methods courses. In Seneca the majority of the courses provide practical training: "*studies will focus on environmental technology, water resources and applied sciences, engineering and problem–solving abilities, and public and communications skills*." In the final two semesters students take advanced computer modelling, water management and analytical courses. Taken together, this structure with the required courses (see Calendar Copies above), fulfills the expected learning outcomes of the Program (Table 1).

vi) Quality Indicators

Confirmation that the faculty complement in the originating program(s) will be teaching and supervising students in the Dual/Combined program.
Our existing Faculty of Environmental Studies faculty complement will be teaching in the program, we will not be seeking a new hire in this area. Appendix 4 lists the faculty members involved in teaching the BES courses used for the proposed Program.

vii) Enrolment projections and resources
Indication of the demand. Seneca has 109 students currently enrolled in their Environmental Technology Program; FES has a projected 100 incoming students. Both programs have students that either want more technical training, or a university level degree.

Jobs in the environmental fields represent 3.2% of employment in Canada (Eco Cananda; http://www.eco.ca/publications/Canadian-Environmental-Sector-Trends-2010/4/Green-Jobs-/) and are projected to continue to contribute significantly to Canada's economy. Students who are both technically trained and have the ability to understand and tackle the breadth of environmental challenges will be sought after.
Inclusion of enrolment projections. The program is intended to be delivered to an incoming class of approximately 15-20 students either way with an initial intake of at least 5 students in the first year (approximately 4.6% of Seneca's Environmental Technology Program; 5% of BES incoming class). We provide estimates on projected growth in Table 3.

Table 3. Projected enrolments.

Proposed intake targets- BES students going to Seneca			
2015-16	**2016-17**	**2017-18**	**2018-2019**
5	10	15	20
Proposed intake targets- Seneca students coming to York			
2015-16	**2016-17**	**2017-18**	**2018-2019**
5	10	15	20

Confirmation of planned enrolments. The Faculty of Environmental Studies has developed an enrolment model to support planning for the implementation, on-going development and sustainability of the Program. There is no additional start-up cost to support the activities of the proposed Program. The existing Undergraduate Program Director, clerical/administrative support and advisor will support the Program.

All courses to be offered within this proposed Program do not require additional space because the courses are already in existence. Students will have access to existing computing labs and classrooms in Environmental Studies and various labs and classrooms at Seneca College, which will support the delivery of the respective program offerings.

Supporting Statements

Supporting statements are attached from the following individuals/departments (see Appendix 5):
☐ Dean, Noël A. Sturgeon, Faculty of Environmental Studies
☐ Vice Provost, Alice Pitt
☐ University Librarian, Cynthia Archer *(*forthcoming)*
☐ University Registrar, Don Hunt

Appendix 1. Admission Requirements.

Applicants from Ontario Secondary Schools to the BES Program, BES Specialized Honours:

The current admissions requirements standards to the BES Honours program will apply, however, students interested in the Dual Credential Program are advised to complete the following recommended requirements below (Although, students without the recommended requirements below would still be eligible for the Dual Credential Program as long as they complete the Math requirement at Seneca College.):

• Recommended Admissions Requirements: Ontario Secondary School Diploma (OSSD)

•six 4U or 4M courses, including ENG4U, MCT4(C) Mathematics for College Technology (recommended grade 60% or over) or Grade 12 (U) Mathematics, MHF4(U) (Advanced Functions) or MCV4(U) (Calculus and Vectors). *applicants with good grades in MAP4(C) (80% or over recommended) or MCR3(U) (70% or over) may also be considered.

Applications from non-Ontario secondary Schools will be required to meet admission standard equivalents. Applicants will be subject to similar admission averages for the BES Honours programs in Environmental Studies at York but the intent is to aim for the highest quality of students. Similarly, applicants to the Environmental Technology Program at Seneca College will be required to meet Seneca's admissions requirements.

Appendix 2 Course Learning Objectives and Program Learning Objectives

Program Core Course	Course learning objectives	Program learning objectives addressed by course learning objectives
	SENECA	
EBE 151 Introduction to Engineering Principles and Practices **(Seneca)**	1. Demonstrate an understanding of the various sub-disciplines of civil engineering;	1, 2, 8
	2. Demonstrate effective basic level mathematics skill, in an individual activity, by applying appropriate fundamental principles and concepts in the solution of a given set of conditions;	4, 5
	3. Perform unit conversions (metric and imperial);	4, 5
	4. Identify elements of the OACETT code of ethics and its application to engineering or construction scenarios;	8, 11
	5. Demonstrate an understanding of mapping symbology and map interpretation for engineering applications;	4, 5
	6. Demonstrate typical drawing techniques for Civil/Environmental engineering applications;	4, 5, 12
	7. Demonstrate effective field preparation skills.	4
HSP 151 Health and Safety **(Seneca)**	1. Understand and apply general workplace safety practices and procedures.	4, 5, 9
	2. Recognize and understand the elements of safety in the workplace.	4, 5
	3. Take necessary precautions when using hazardous materials, applying	5

	an understanding of WHMIS practices and procedures.	
	4. Recognize and understand responsibilities and obligations under provincial legislation.	4, 5
GTY 151 Geomorphology and Geology **(Seneca)**	1. Have an understanding of the origin, development and structure of the earth.	1, 2
	2. Understand geological time and know the geological time scale with the ability to highlight the significant periods of development of the Earth and Ontario.	1, 8
	3. Understand the theory of plate tectonics and volcanism.	6, 8
	4. Be able to identify and classify common minerals, outlining their development.	4, 5, 8
	5. Be able to identify and classify common rocks, outlining their development.	4, 5
	6. Understand the principles of stratigraphy.	4
	7. Identify and understand the Earth forces that have shaped the geology and geomorphology of Ontario and abroad.	4, 8
	8. Identify subsurface and surface deposits and landforms in Ontario and understand their importance as a component of a natural system and an economic resource.	4, 8
	9. Understand the processes involved in the development of soil deposits and profiles.	4, 8
	10. Understand the processes involved in erosion, fluvial and glacial transport and deposition.	4, 8

BEA001 CAD Fundamentals **(Seneca)**	1. Identify various items in the AutoCAD interface, within menus and toolbars.	1, 4
	2. Apply the Cartesian coordinate system and its functionality within AutoCAD environment.	4, 5
	3. Input numerical data in Cartesian and surveying formats to produce accurate layout geometry in a timely manner.	5
	4. Apply various basic Draw commands to create two-dimensional discipline-specific drawings based on Seneca Drafting Standards.	5
	5. Apply Linear and Aligned Dimensions, Leaders, Line Types, and Line Weights to drawings based on discipline specific drafting conventions and Seneca Drafting Standards.	5
	6. Apply various, basic Modify commands to change drawings.	5
	7. Create and insert basic blocks into AutoCAD drawings, inquiry areas, coordinates and distances in AutoCAD environment.	5
	8. Demonstrate Set up and Plot of scaled drawings optimized for display to the system printer/plotter using proper font sizes and linetype scales.	5
ECD 251 Environmental CAD **(Seneca)**	1. Combine a variety of electronic data to effectively communicate findings through technical drawings.	4, 5, 12
	2. Demonstrate effective interpretation skills of technical drawings, such as calculations of areas and volumes.	5
	3. Illustrate application of fundamental principles by producing, as an individual activity, drawings that comply with the industry standards	5, 12

	and practices.	
	4. Demonstrate effective use of Computer Aided Design/Drafting by completing individual projects, according to stated guidelines	5, 12
SVE001 Surveying I **(Seneca)**	1. Understand the application of co-ordinate geometry and directionality in basic plane and geodetic surveying;	4, 5
	2. Demonstrate basic understanding of geodetic surveying;	4
	3. Demonstrate effective numeracy skills, in individual or group activities, by using appropriate areas of mathematics, such as algebra, geometry and trigonometry, to correctly solve surveying related problems;	4, 10
	4. Demonstrate positive attitudes and behaviour, acceptance of responsibility and accountability by participating effectively as a member of the class during survey related tasks.	4, 10, 11, 12
SIP 251 Sampling and Instrumentation Practices **(Seneca)**	1. Summarize principles of water quality and sampling techniques for soil, groundwater, surface water and sediments using standard methods	4, 5, 12
	2. Differentiate between various sampling parameters for surface water and sediments	5, 7
	3. Interpret results of sampling for certain conditions.	5
	4. Evaluate results of sampling for certain conditions.	5
	5. Design a sampling plan based on given parameters.	5, 12
	6. Determine sampling options based on parameters of contaminants' nature, source and occurrence in the	5, 7

	environment (soil, air, rain water, surface water, ground water).	
	7. Explain principles and processes utilized for quantification of pollutants in the environmental laboratory.	5, 12
	8. Demonstrate data validity requirements to produce a sampling plan, including QA/QC constraints	5, 12
	9. Demonstrate the operation and use essential tools, accessories, documentation, procedures and protocols for a successful field sampling project	5, 12
CHE 251 Fundamentals of Chemistry **(Seneca)**	1. Describe the basic model of the atom and its constituents.	4, 5
	2. Recognize and identify the different types of compounds and bonding involved.	5, 7
	3. Provide formulas and names of binary molecular compounds, ionic compounds, acids and bases.	5
	4. Identify the four basic types of chemical reactions and predict the outcome of each reaction type.	5
	5. Balance chemical equations and demonstrate an understanding of stoichiometric relationships in a reaction.	5
	6. Apply the concept of the mole.	5
	7. Predict solubility of ionic compounds.	5
	8. Utilize solution concentration units (e.g. molarity).	5
	9. Apply the ideal gas law in quantitative chemistry.	5
	10. Apply the knowledge of chemistry to environmental science and engineering.	5, 7, 8, 12

	11. Identify glassware and select the appropriate equipment required to conduct an experiment.	5, 7
SVC002 Surveying II **(Seneca)**	1. Demonstrate, in a group activity, the effective use of surveying equipment such as levels, theodolites and total stations, by completing a series of projects that meet surveying standards;	5, 10
	2. Demonstrate effective presentation skills, as a group activity, by producing from collected data accurate drawings that represent existing field conditions and adhere to recognized surveying standards;	5, 10, 12
	3. Demonstrate effective use of electronic surveying systems such as total stations and electronic field books, in a group activity, by completing a series of field assignments to proper surveying standards;	5, 10
	4. Identify fundamental principles, in a group activity, by solving a set of given conditions, in accordance with accepted construction surveying practices;	5, 7, 10
	5. Demonstrate effective field skills, in a group activity, by completing site preparations, according to stated specifications, such that construction may proceed;	5, 10
	6. Demonstrate positive attitudes and behaviour, acceptance of responsibility and accountability by participating effectively as a member of the class during survey related tasks.	10, 11
GEM 351 Soil Science and Geomechanic Principles	1. Classify soils for engineering and environmental purposes.	2, 4, 5
	2. Identify various soil parameters	5

(Seneca)	through the use of field and laboratory tests.	
	3. Infer soil characteristics based on soil classification systems.	5, 7
	4. Calculate hydraulic gradient and groundwater flow direction.	5
	5. Prepare borehole logs and soil profiles that address site investigation objectives.	5
	6. Relate the importance of field and laboratory observations to common Civil and Environmental projects.	2, 8
CHE 351 Environmental Chemistry **(Seneca)**	1. Describe important chemical reactions in the aquatic environment, including redox reactions and acid-base reactions involving equilibrium, as well as dissolution reactions	2, 5
	2. Interpret phase and pH/PE diagrams	5, 7
	3. Classify aquatic pollutants	5
	4. Summarize the chemical processes used in wastewater and drinking water treatment	5
	5. Describe important chemical reactions in the atmosphere, including smog formation, ozone chemistry and acid rain chemistry	2, 5
	6. Identify toxic pollutants such as PCBs, PAHs, and CFCs	5
	7. Describe the interactions between soil solids, precipitates and solution phases in soils including: ion exchange, adsorption, weathering and buffering	5, 7
	8. Explain microbial metabolism and pollutant degradation	5
	9. Apply quantitative or qualitative theories of molecular behavior to a broad variety of experimental analyses	5, 7, 8
	10. Competently perform analytical and synthetic procedures	5

	11. Critically evaluate results of experimental analyses	5, 7
	12. Communicate scientific information orally and in writing	7, 12
HDG 451 Environmental Hydrology **(Seneca)**	1. Understand commonly used methods of measurements, equations and sources of data important for hydrological calculations	1, 2, 4, 5
	2. Recognize and quantify basic hydrologic processes such as runoff, infiltration, evaporation in order to analyze the hydrologic functioning of a watershed	4, 5
	3. Select and apply methods of calculation to obtain quantitative estimates of the response of a watershed to atmospheric inputs (i.e., rainfall)	5, 7
	4. Predict and mitigate changes in hydrologic response created by changes in watershed characteristics (i.e., storm water management applications)	5, 7
	5. Describe hydrological models commonly used in industry in terms of attributes, strengths and weaknesses	2, 5, 12
HYD 451 Applied Hydraulics for Environmental Technology **(Seneca)**	1. Describe properties of water such as cohesion, adhesion, and capillarity.	1, 5
	2. Calculate the specific weight, specific gravity and viscosity of various liquids.	4, 5
	3. Compute pressure in water at various depths, on submerged vertical surfaces.	5
	4. Compute the buoyant force on a submerged object.	5
	5. Recognize the types of water flow occurring in different circumstances.	5, 7
	6. Compute the discharge and velocity	5

	of water flowing in a simple hydraulic system including orifices and weirs.	
	7. Calculate water level, normal and critical depth and flow characteristics in open channels and pipes.	5
	8. Identify water surface profiles for mild- and steep-sloped channels.	4, 5
	9. Compute a basic hydraulic jump.	5
	10. Identify the type of flow pattern in a culvert: inlet control or outlet control.	5, 7
	11. Communicate hydraulic principles in clear and concise manner.	12
SES394 Effective Technical Writing **(Seneca)**	1. Organize written reports and other documents according to acceptable professional formats and principles;	7, 9, 12
	2. Use language that is concise and clear;	5, 12
	3. Use vocabulary that is accurate and appropriate to specific audiences;	5, 12
	4. Use consistently correct grammar, punctuation, and spelling;	5, 12
	5. Edit and proofread closely;	12
	6. Understand assigned case studies and respond effectively to them;	7, 12
	7. Follow correct research procedures;	11, 12
	8. Deliver an effective business/technical presentation.	10, 12
ETR591 Engineering Technical Report I **(Seneca)**	1. Select, narrow and focus an appropriate civil engineering formal technical report topic,	2, 4, 12
	2. Demonstrate correct and consistent applied civil engineering technical analysis appropriate to their topic, to industry standards,	7, 12
	3. Prepare an appropriate data acquisition plan (methodology), with appropriate measurement parameters, to industry standards,	7, 12
	4. Select and analyse appropriate case	

	studies (if applicable), to industry standards,	7, 12
	5. Apply correct, concise and clear technical writing, through proofreading, editing and revision,	12
	6. Apply accurate, appropriate and specific vocabulary, including technical terminology,	12
	7. Apply correct grammar, punctuation, spelling and technical writing techniques,	12
	8. Apply correct and appropriate report formatting techniques, to professional standards,	11, 12
	9. Report on progress, according to professional procedures and standards,	11, 12
	10. Plan and write a topic proposal for their future technical report, to professional and industry standards	11, 12
	11. Create an annotated bibliography of current research, applicable to their topic,	5, 12
	12. Plan and write a detailed technical report outline, to professional and industry standards,	5, 12
	13. Follow and apply correct research, citation and Academic Honesty procedures.	11, 12
WRM 551 Fundamentals of Water Resource Modelling **(Seneca)**	1. Use technology tools to assemble, analyze and present environmental data effectively.	2, 5, 7
	2. Participate in the planning, design, implementation and maintenance of environmental projects and systems management.	5, 10
	3. Build models in various frameworks and programs including BASINS, QUAL2K and StormCAD.	5
	4. Determine model assumptions and limitations in environmental	5, 7, 13

	modeling.	
	5. Apply the principles of hydraulics in the design of water distribution systems.	5
GIS551 Advanced Environmental GIS **(Seneca)**	1. Describe various methods of symbolizing and categorizing geospatial data.	2, 5, 12, 14
	2. Demonstrate the techniques of mapping quantities and analyzing geospatial patterns.	4, 5
	3. Distinguish various geospatial tools available in ArcGIS and how to use them.	4, 5, 7
	4. Perform spatial statistics on geographic data for intermediate-advanced geospatial analysis.	5, 12
EPM 551 Environmental Project Management **(Seneca)**	1. Define a project	2, 5
	2. Articulate the five primary components in Project Management	2, 5
	3. Demonstrate an understanding of the five components in project execution	2, 5, 12, 13
	4. Employ the principles of standard professional project management and its tools and techniques to schedule, plan, monitor, and control project performance	2, 5
	5. Describe the roles of budget and schedule in project management	2, 5
	6. Formulate project costs to produce a budget and control project costs.	2, 5
	7. Explain the process of Project Change Control and tools/approaches to track issues; monitor assumptions and make decisions in a timely manner.	2, 5
	8. Identify environmental permitting or review constraints on project execution and management	2, 5
	9. Identify potential risk events, monitor and control risk events, and assess risk management actions	2, 4, 5

	10. Identify procurement requirements, establish procurement processes, and implement and evaluate contracts.	2, 5, 7
	11. Prepare a scope statement, budget, and schedule from a Request for Proposal outline	2, 5
ETR592 Engineering Technical Report II **(Seneca)**	1. Develop an appropriate civil engineering topic, through original, applied technical analysis,	5, 7, 12
	2. Demonstrate appropriate, consistent and correct civil engineering methodology (applied data acquisition, management and analysis and case study analysis [if applicable], etc.) related to their topic and according to professional principles and industry standards,	2, 4, 5
	3. Integrate appropriate technical illustrations, through figures and tables, according to professional principles and industry standards,	2, 4, 7
	4. Apply precise, appropriate and correct technical writing principles, to analyze their topic, according to professional, industry standards,	4, 12
	5. Demonstrate correct and consistent grammar, sentence structure, punctuation, spelling and word choice,	12
	6. Apply appropriate, consistent and correct formal report formatting, according to professional standards,	12
	7. Demonstrate editing and revision procedures to professional standards,	12
	8. Apply consistent and correct research, citation and Academic Honesty procedures.	11, 12
AMA 651 Advanced Modelling Applications **(Seneca)**	1. Apply the concepts of groundwater movement and contaminant transport in typical applications.	4, 5
	2. Explain the basic concepts of well	4, 5

	design.	
	3. Develop groundwater models to evaluate the movement of groundwater and contaminants	4, 5
MPT 651 Municipal Engineering Systems **(Seneca)**	1. Determine required dimensions for road classifications, public transportation, sidewalk, public stairs, and public ramps,	2, 4, 5
	2. Apply principles for water main network design,	2, 5
	3. Apply principles for municipal sanitary systems design,	2, 5
	4. Apply principles for storm water system design.	2, 5
PPE 651 Professional Practices & Ethics **(Seneca)**	1. Understand how the Canadian Legal System developed and operates.	3, 11
	2. Understand the complex area of tort law and their legal responsibility as professionals to clients, fellow professionals and to the public at large.	6, 12
	3. Exhibit an understanding of moral and ethical behaviour and recognize the types of issues that cause ethical dilemmas.	3,6, 11
	4. Understand the competing social, economic, political and commercial interests regarding environmental issues which pit the good of the environment or an endangered species against the "greater good" of society and recognize that the position of engineering professionals in these dilemmas is uncertain, even with codes of ethics and interpretive guidelines.	11
WMD 651 Water Management Systems Design **(Seneca)**	1. Use technology tools to assemble, analyze and present environmental data effectively	2, 5, 7
	2. Participate in the planning, design, implementation and maintenance of environmental projects and systems management.	5, 7, 8 10

	3. Build models in various frameworks and programs including BASINS, QUAL2K and StormCAD.	2, 4, 5
	4. Understand the principles of hydraulics in the design of water distribution systems.	4, 8
York		
ENVS 1000 6.0 Earth in Our Hands **(YORK)**	1. Provide students with a perspective or framework of understanding for environmental studies at the broadest level.	1, 3, 6, 8, 13
	2. Introduce students to environmental issues, using the urgent, emerging prospect of the fate of the "Earth in our hands" as the organizing principle.	1, 3, 6, 8, 13
ENVS 1200 6.0 Taking Action: Engaging People and the Environment **(YORK)**	1. The ability to locate, explore and connect environmental and social issues – from the local to the global	1, 3, 5
	2. The ability to critically examine democratic practice – from the local to the global.	3, 4
	3. The ability to name and take diverse forms of action.	3, 5
	4. The ability to examine in depth, through a research project, an example of social justice and environmental sustainability.	1, 3, 6, 8
	5. To know the options the BES program offers for further study and practice	9
	6. The ability to ask critical questions, or pose problems.	7, 12
	7. The capacity to work collectively and democratically.	10, 14
	8. The ability to use skills in various forms of research and creative communications.	12
	9. The ability to plan for, think about,	7, 12, 13

	and, engage in action informed by research.	
ENVS 1500 6.0 Introduction to Environmental Science: the Web of Life **(YORK)**	1. To learn the elements of scientific thought using examples from biology and ecology.	2, 4, 5, 7
	2. Learning the fundamental logic of ecology and biology: the identification of purpose, questions, concepts, types of information required to answer questions, points of view, assumptions, inferences and implications.	1, 2, 4
	3. To relate content to your life and the world around you.	6, 7, 10, 13
ENVS 2100 6.0 Foundations in Environment and Culture **(YORK)**	1. To develop *critical thinking skills* about the relationships between nature(s), technologies and societies by examining cultural assumptions	1, 2, 7
	2. To understand contemporary environmental thought and philosophies and the contributions made to the field by diverse environmental scholars. We will also consider the role ecological processes can play in mediating our thought and providing a challenge to technological mediums.	1, 3, 6, 8
	3. To explore various cultural productions (environmental art and literature), popular environmental and sustainability educations, and technologies in terms of their ethics, ideals, scale, and appropriateness with respect to the natural and social environments in which they are embedded.	1, 3, 6, 7, 8, 13
	4. To increase critical ecological and media literacy skills learn how to read texts and situations critically and carefully; and to develop a cross-	6, 7, 8, 12

	cultural, cross-disciplinary, environmentally grounded array of creative skills.	
	5. To survey and contribute to a dialogue about the nature of interdisciplinary environmental studies; and become familiar with some of the environment and culture views that exist at FES.	3, 6, 7, 8
	6. To complete learning projects, to develop research skills and to remember ourselves as active participants, not just passive consumers of environments, cultures and technologies.	3, 6, 11, 12, 13
ENVS 2200 6.0 Foundations in Urban and Regional Environments **(YORK)**	1. Present global, comparative and historical perspectives on urbanization and its impacts	1, 3, 6, 8
	2. Introduce concepts and theories necessary to analyze urban and regional environments	6, 7, 8
	3. Discuss how forms of urban politics and planning have dealt with the challenges urban and regional environments present for social justice, democracy and ecology	3, 7, 11
ENVS 2400 6.0 Foundations of Environmental Management **(YORK)**	1. To provide students with an understanding of the meaning, scope and integration of environmental policy and management.	1, 2, 3
	2. To introduce students to the institutional, legal, political economic and ideational context within which environmental policy is formulated, implemented and evaluated with an emphasis on the Canadian experience.	3, 6, 7, 8, 13
	3. To examine the roles of governmental institutions and non-governmental actors and forces in environmental decision-making in Canada.	3, 7, 8

	4. To introduce the principal policy instruments employed in the implementation of environmental policies and the processes for evaluating their effectiveness.	3, 5, 8
	5. To explore the place of science in policy formulation and implementation.	2, 5
	6. To explore the use and limitations of analytical models in environmental management, with examples using systems analysis.	1, 7, 8
	7. To help students develop skills in critical thinking and writing, issue and options analysis, data collection, interpretation and analysis, and group processes.	7, 12, 13
	8. To enable students wishing to go further in environmental policy and management to identify their priorities for further study.	7, 12, 13
	9. To assist students in planning their future studies.	12
ENVS 2410 3.0 The Science and Pollution **(YORK)**	1. Provide an introduction to the science of pollution as it is found in the soil, air, and water.	1, 2, 4
	2. Develop critical thinking and research-based skills.	7, 12
	3. Examination of specific case studies to illustrate relevant scientific concepts.	6, 7, 8
ENVS 2420 3.0 Ecology and Conservation Science **(YORK)**	1. Learn how ecological concepts are applied to conservation issues.	1, 2, 6, 8, 13
	2. Provide an overview on current key conservation issues.	1, 3, 6
	3. Develop critical thinking and writing skills.	7, 12

ENVS 2009 3.0 Quantitative Methods in Environmental Studies **(YORK)**	1. This course introduces basic concepts of statistics and teaches the applications of some commonly used statistical tests.	4, 5
	2. The course places emphasis on the application rather than the theoretical development of the statistical tests.	2, 4, 5
	3. Students would finish the course with a grasp of basic concepts, terminology, and appreciation of what statistical test to apply under various circumstances.	1, 2, 4
	4. The course includes a component on surveys.	4, 5
ENVS 3420 3.0 Environmental Law **(YORK)**	1. To provide an introduction to the network of institutions and concepts that comprise the legal system, including: the division of jurisdiction among federal, provincial and municipal levels of government, the relationship between legislation, regulations and judicial decisions (case law), the structure and functions of the court system and administrative tribunals, and the distinctions between different kinds of law (criminal, civil, regulatory, administrative), of issues (fact, law), and of cases (trial, motion, appeal).	1, 3
	2. To situate environmental law in the context of federal, provincial, and municipal jurisdiction.	
	3. To introduce the legal dimensions of environmental liability and defences	3, 6, 8
	4. To critically examine the regulatory system and its relation to environmental policy implementation.	3
	5. To explore the legal powers that the Ontario Environmental Bill of Rights confers on individuals and civil society organizations to review executive rule making concerning the environment.	3, 7, 8
		3, 7

	6. To introduce and critically assess civil litigation (including class action suits) as a response to environmental injuries.	3, 7, 12
ENVS 3520 3.0 Applications of GIS in Environmental Studies **(YORK)**	1. Provide students with an introduction to Geographic Information System (GIS).	2, 4, 5
	2. Develop a working knowledge and theoretical appreciation of the application of GIS in environmental studies.	4, 5
	3. Prepare students to: continue to move into advance levels of the field of GIS; to use GIS in their academic research, and; to gain practical skills to work in roles requiring basic understanding of GIS and related technologies.	2, 4, 5, 12
ENVS 3521 3.0 Environmental Remote Sensing **(YORK)**	1. Be familiar with the basic principles active and passive remote sensing	2, 4
	2. Be familiar with ground, air, satellite-based sensor platforms.	2, 4
	3. Be able to select and apply appropriate data manipulation and visualisation methods for a number of Earth Science applications.	4, 5
	4. Be able to operate PC-based visualisation software effectively.	
	5. Be able to plot, map, and interpret, Earth Science data and present the results in an organised and concise fashion.	4, 5 4, 5
ENVS 4700 3.0 Urban Ecologies Workshop **(YORK)**	1. To review and explore current efforts in urban ecological management in order to evaluate them for their usefulness in the local Toronto context;	1, 3, 7
	2. To examine the role of institutions across several scales in the	3, 6, 7

	management of urban ecosystems in order to understand their effects upon ecological structure, function and resilience;	
	3. To engage in a variety of ecologically based research at several scales in order to understand their usefulness in ecologically based management;	4, 5, 8, 12, 13
	4. To study the social, political and economic dynamics of one small and one large scale ecosystem in order to understand the effects of these dynamics on the structure and functions of these ecosystems; and	3, 8
	5. To develop students' abilities to clearly communicate ideas, observations and critical analysis of urban ecosystem dynamics and the social, political and economic context that affects them.	3, 7, 12, 13, 14

Appendix 3. Exemptions

Seneca students will be exempt from the following BES courses: ENVS 1500 6.0 (Introduction to Environmental Science), ENVS 2420 3.0 (Ecology and Conservation Science); ENVS 2009 3.0 (Quantitative Analysis); ENVS 2200 6.0 Foundations in Urban and Regional Environments; ENVS 3520 3.0 (Application of GIS in Environmental Studies); ENVS 3521 3.0 (Geoinformatics: Remote Sensing I), ENVS 3420 3.0 (Environmental Law); ENVS 4700 3.0 (Urban Ecologies Workshop). These courses would be redundant, it is understood that students coming from the college already have conceptualized that area of study, and therefore do not require this course.

York students will be exempt from the following Seneca courses: EVS 141(Environmental Science), EVP151 (Environmental Field Practices), NATS265(General Education), ATE351 (Aquatic and Terrestrial Ecology), STA351 (Environmental Statistics), SOCI145 (General Education), GIS451 (Environmental GIS), ELR451 (Environmental Law and Regulations), RM451 (Remote Sensing and Image Interpretation), PLN551 (Planning), LDS551 (Landscape Practices).

Note: Further Course Credits Exclusions or Advanced Standing for EAC 150, SES 394 and all other General Education Electives courses will need to be approved by Seneca's English and Liberal Studies Department.

Appendix 4. FES faculty directly involved in course delivery.

Faculty Name and Rank	Area(s) of Specialization
Harris Syed Ali, Associate Professor	Research: Environmental Disasters; Environment and Health; Environmental Sociology
Martin Bunch, Associate Professor, Associate Dean Research	Research: Decision support in GIS; web-distributed GIS; ecosystem approaches; problems of developing area cities (particularly in India); adaptive management; urban development; urban environmental management; complex systems; systems approaches to problem solving
Gail Fraser, Associate Professor, Undergraduate Program Director	Research: Ecology (avian, aquatic, behavioral, marine, terrestrial); Wildlife management; Protected areas management; Extractive industries: oil and gas
Liette Gilbert, Professor	Research: Immigration, Multiculturalism and Citizenship (multicultural cities and identities; politics of difference in the city; neoliberalisation of immigration policy; social justice, media representations of immigration and multiculturalism, and North American border politics); Urban and Environmental Politics (planning, design and urbanism; exurban growth and environmental conservation; political ecology of landscapes; and environmental justice)
Peter Timmerman, Associate Professor, Graduate Diploma in Business & the Environment Coordinator	Research: Environmental ethics; Environmental conflict; Coastal city management
Anders Sandberg, Professor	Research: Politics of science and planning; Gentrification of conservation; Pedagogies of space and place; Political economies and ecologies of natural resources; Climate/environmental justice; Sustainability and social democracy; Forest, environmental and conservation history.
Lewis Molot, Professor	Research: Iron promotion of toxic cyanobacterial blooms in freshwaters; Role of ultraviolet radiation and visible radiation in freshwater organic carbon processing; Role of phosphorus in dissolved oxygen depletion in Lake Simcoe bottom waters; Internal loading of phosphorus and iron.
Timothy B. Leduc, Assistant Professor	Research: Intercultural views on northern climate change; Ecological worldviews, religion and eco-humanities; Colonial and indigenous knowledges in Canada; Environmental education; Interdisciplinarity in Canadian Environmental Studies
Roger Keil, Professor	Research: Global Suburbanism; Urban Governance; Global Cities; Infectious Disease and Cities; Urban Infrastructures; Urban Political Ecology
Stefan Kipfer, Associate Professor	Research: Theories of society, politics and urbanization; Comparative urban politics and planning; Urban social movements and restructuring; 'Colonization', racialization and urbanization in post-colonial times; Sub/ex/urbanization, territorial relations and regional planning; Public housing: gentrification, privatization and redevelopment; Public transit and red-green urban strategies
Mark Winfield, Associate Professor, Co-Chair, Sustainable Energy Initiative (SEI)	Research: Environmental Policy; Environmental Law; Sustainable Energy; Urban Sustainability; Climate Change Policy
Peter Mulvihill, Associate Professor	Research: Emerging or fringe approaches to environmental assessment; Scoping; Mega-development in Northern Canada; Scenario development; China; Environmental and sustainability thought

Justin Podur, Associate Professor, Graduate Program Director	Research: Urban planning history, theory, and education; Access to affordable housing, community services, and public space; Social sustainability, diversity, equity and justice; Women and planning; Participatory research and planning; Planning in Sri Lanka
Tarmo Remmel, Associate Professor [LAPS] Chair, GIScience Study Group (Canadian Association of Geographers) Department of Geography Computer Coordinator	Research: Geography , Information Technologies , Remote Sensing, GIS, Spatial Pattern Analysis
Jennifer Foster, Associate Professor, Urban Ecologies Certificate Coordinator	Research: Urban environmental justice; Habitat creation and novel ecologies; Post-industrial urban space; Political ecology and cultural politics of representation; Urban environmental aesthetics; Contemporary arts as planning discourse
Peter Victor, Professor	Research; Growth, urbanization, sprawl and nature; Public policy, local government and local politics; Social movements; Urban agriculture; Gender and the neoliberal city
Jose Etcheverry, Associate Professor, Co-Chair, Sustainable Energy Initiative (SEI)	Research: Climate Change Mitigation; International and National Renewable Energy Policies; Rural Electrification; Educational and Capacity Development Networks; New Media and Communications.
Christina E. Hoicka, Assistant Professor, PowerStream Chair in Sustainable Energy Economics	Research: Energy consumption and decision-making; Community energy planning; Sustainable energy systems; Climate change mitigation; Energy policy.
Phillip J. Montoya, Associate Professor, Chair of Neotropical Conservation	Research; Environmental Anthropology; Critical Studies in Development; Environmental Conservation in the .Neotropics; Community Livelihood and Well-Being
Ray Rogers, Associate Professor, Vice-Chair, Faculty Council	Relationship between economics and the natural world focusing on critiques of conservation and development; Application of social theory to the environmental crisis; Cultural studies.

**FACULTY OF
ENVIRONMENTAL
STUDIES**

Office of the Dean

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Memo

To: Professor, Leslie Sanders, Chair,
Academic Standards, Curriculum and Pedagogy Committee
(ASCP)

From: Noël Sturgeon, Dean, FES

Date: April 4, 2014

Subject: Approval of proposal for Seneca/FES Dual Credential Program in
Environmental Management and Technology

I am very enthusiastic about the attached proposal for a dual credential program between Seneca College and the Faculty of Environmental Studies at York. This program is an excellent example of sharing different strengths of a college and university program to allow students to enhance their education and position themselves successfully in the job market. The program allows FES students to gain technical expertise at Seneca's Environmental Technology Program, while Seneca students will gain critical analytical skills as well as an integrated understanding of the social and political context of environmental management. Both sets of students will then be awarded an Environmental Technology Advanced Diploma and a Honours BES degree. The proposed program is the kind of effective collaboration we seek in our credit transfer efforts, and will not only enhance the educational experience and qualifications of students, but bring greater visibility to the excellence of environmental education at York. I am fully in support of the proposal.

Memo

YORK U UNIVERSITÉ UNIVERSITY

OFFICE OF THE VICE PROVOST ACADEMIC

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 650 8017
Fax 416 736 5876

To: Paul Axelrod, Chair of APPRC
        Leslie Sanders, Chair of ASCP

From: Alice J Pitt, Vice-Provost Academic

Date: May 21, 2014

Re: Dual Credential Program: Bachelor in Environmental Studies and Environmental Technology Program (Seneca College)

I have reviewed the new dual credential program proposed by Faculty of Environmental Studies to be offered with Seneca College. The opportunity to earn an Honours BES degree along with a Seneca Environmental Technology Advanced Diploma in 5 as opposed to 7 years should prove to be attractive and beneficial to prospective students.

This proposed program is an exemplary representation of a college –university collaboration that provides broad and critical education in combination with a strong set of technical skills in a related area.

The development of the Program is well-aligned with the York's Strategic Mandate Agreement submitted in December 2013: "York University is the recognized provincial leader in college-university collaboration including unique Partnerships."

Dr. Sturgeon, Dean of Faculty of Environmental Studies is supportive and enthusiastic about the Proposal and Don Hunt, University Registrar will work collaboratively with the Proponents to develop the operational implementation.

I am delighted to support this initiative.

Cc: Cheryl Underhill, Secretary of ASCP
     Robert Everett, Secretary of APPRC

ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of June 26, 2014

FOR ACTION

> **Note on action item 1.** Documentation in support of the chartering applications is extensive. The appendices reproduced for the agenda package include "terms and expectations documents" and a summary provided by APPRC's Sub-Committee on Organized Research Units. Other documentation (including full applications and additional material supplied by applicants, external reviews and responses, letters of support and other commentaries) are available in hard copy at the University Secretariat and may be reviewed by Senators on request.
>
> The terms and expectations agreements are especially helpful as they have been designed to capture the main elements of applications and provide Senate with a full sense of the vision, value, make-up, mandate, aspirations, and range of support behind applications.
>
> As is required by the Senate Policy on Organized Research Units and its associated guidelines and procedures, members of APPRC and its Sub-Committee on ORUs absented themselves from all decision-making processes when proposals for ORUs to which they would belong were under consideration.

1.   Chartering of Organized Research Units

Academic Policy, Planning and Research recommends

    that Senate approve the chartering of the following Organized Research Units:

    The City Institute
    The Israel and Golda Koschitzky Centre for Jewish Studies
    Institute for Research on Digital Learning (IRDLT formerly IRLT)
    The Harriet Tubman Institute for Research on Africa and its Diasporas
    York Institute for Health Research
    LaMarsh Centre for Child and Youth Research
    Centre for Research on Language and Culture Contact
    Muscle Health Research Centre
    Jack and Mae Nathanson Centre on Transnational Human Rights, Crime & Security
    Innovation in Computing at Lassonde (IC@L)
    York University Centre for Aging Research & Education (YU-CARE)

Rationale

APPRC has agreed to recommend the chartering of these ORUs based on recommendations from its Sub-Committee on Organized Research Units, and is satisfied that all of them are of high academic caliber, are predicated on appropriate strategic planning, and have plans for sustainable resourcing. Applicants will be in attendance at the Senate meeting to answer specific questions about the ORU applications.   If all of these applicants are chartered there will be 25 ORUs of which 11 will be institutional.

Documentation is attached as Appendix A.

FOR INFORMATION

1. **Status of IRIS Application / Inquiries about the Chartering Process**

One existing ORU – the Institute for Research and Innovation on Sustainability – applied for a new charter but is not being recommended in this round of applications. The applicants and the Sub-Committee had an exchange of correspondence on this matter, following which the IRIS Executive Committee asked for an opportunity to discuss matters of process with APPRC and to make the case for a new charter. APPRC meet with members of the Executive Committee on June 5.

After further deliberations, APPRC confirmed that the Senate Policy on Organized Research had been properly applied with respect to the IRIS application and that it was not possible to re-open consideration by the Sub-Committee or APPRC. According to the Procedures associated with the Senate Policy, "unsuccessful applicants may re-apply" for a charter. Although the IRIS charter ends June 30, it will keep its name and space for a period of one year. In conveying the outcome, APPRC encouraged IRIS members to take full advantage of this opportunity to reflect on input received during the chartering process and explore options for housing activities.

2. **Progress on Priorities for 2013-2014**

The Committee has submitted a report to Senate Executive on progress on the priorities it identified in the autumn of 2013 (see Executive Committee report, Appendix B). Generally speaking the Committee was able to maintain a focus on priorities despite the additional meetings necessary to deal with significant initiatives that arose during the year (certain aspects of AAPR, the Strategic Mandate Agreement, and the York Region campus opportunity. In May the Committee provided Senate with a report on academic planning that identified a number of initiatives that may emerge as priorities for the Committee in 2014-2015, and APPRC will engage Senate at the earliest opportunity on questions such as the timing of University Academic Plan renewal. The Committee has already signaled that it plans to hold a planning forum in November following the release of the AAPR Task Force reports.

3. **Task Force on Sustainability Research Mandate and Membership**

The Committee reviewed a preliminary draft of the terms of reference for a Task Force on Sustainability Research sponsored by the VPRI. The mandate will be finalized by the Task Force itself. The initaitve grows out of the Strategic Research Plan them of "Forging a Just and Sustainable World" and is intended to confirm York as a leader in sustainability research.

4. **Spring Report of the Vice-President Finance and Administration on the Budget Context for Academic Planning**

Vice-President Brewer previewed his spring report on the context for academic planning at APPRC's meeting of June 19. Senators will be advised when documentation has been posted.

Vice-President Brewer characterizes his presentation as a limited or technical update that does not extend the planning horizon a further year as is customary given the number of initiatives that may alter the shape of the budget in future (SHARP, AAPR, pending governmental policy decisions in the wake of the election). It nevertheless adds significant context for academic planners:

*   budget cuts will be adjusted from the June 13 budget plan approved by the Board and will be

2.5 per cent, 3.0 per cent and 2.5 per cent in the next three years (rather than 3.5, 3.5 and 2.0 per cent);
- a Faculty Funding Recovery envelope will provide some relief for Faculties dealing with the consequences of enrolment shortfalls
- funding will continue to be available for strategic academic initiatives

Improvements in the pension plan (solid returns on investment and government sign-off on stage II solvency relief) have enhanced the budget outlook. However, our inability to meet overall enrolment targets has a strong negative impact. Coupled with retention challenges, the downside risk is real and profound. It is imperative that we achieve enrolment targets and significantly improve retention rates. For some members of APPRC, the situation is serious enough to raise the question of whether or not it would be preferable to scale back enrolment targets to more realistic levels in order to better align revenues and expenses. The enrolment issue has to take into account Strategic Mandate Agreement commitments and the York in York Region initiative. Even so it may be useful to address the size of the University in the context of planning discussion in the near future, including those involving the University Academic Plan.

Paul Axelrod *Chair*

1. **Hail and Farewells**

Special thanks are due to members of APPRC whose terms end on June 30: Alicia Richins, Iqra Saleem, and Eleanor Westney. All made outstanding contributions to the work of the Committee during their term, and they leave with the gratitude and best wishes of continuing members. George Tourlakis has been the Committee's designated member from Lassonde, but will continue on APPRC by virtue of his position as Academic Colleague to the Council of Ontario Universities.

Members and the Secretary are extremely grateful to another retiring member, Paul Axelrod, who served as APPRC's Chair in 2013-2014. With his vast knowledge of postsecondary education, wealth of experience at York, depth of knowledge about planning, and enduring enthusiasm, he created a positive and empowering environment for the Committee. He represented the Committee exceptionally well in the additional duties that fall to APPRC chairs, and his Colleague's reports to Senate did much to inform Senators about provincial contexts for academic planning. We wish him the very best in the future.

- *Secretary*

Proposal	The CITY Institute at York University
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Faculty-based. This is a **new charter** for an existing ORU.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement

Full application available on request |

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from external reviewers and SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

In their commendation of CITY, the reviewers noted that "York Senate's Policy on ORUs identifies 'research intensification', 'collaboration and interdisciplinarity' as primary University goals. Without doubt, CITY has contributed significantly to these goals, enhancing York's reputation and reach." They also found that it is "a crucial venue to bring together researchers for whom various dimensions of "the urban" are either the object of study or a crucial part of the context of their work. York has for some time had many excellent faculty researchers doing urban research, but we heard over and over again during our site visit that the City Institute has created an institutional presence for urban research and, in so doing, has enhanced the visibility and reputation of its urban-focused scholars."

Terms and Expectations for the City Institute at York University (CITY): 2014-19 Charter

1. Mandate

The mandate of the City Institute is to facilitate critical, diverse, interdisciplinary and collaborative research on a wide range of urban matters and to promote dialogue on Canada's urban agenda at York and beyond. It is the explicit goal of the City Institute to increase the research performance of the university through an assertive program of obtaining sponsored research income that can help fulfill the goals set under the mandate of the ORU. It is also a primary site for developing a community of urban scholars at York University. Through these initiatives, the City Institute will enhance the reputation of York University and its urban researchers in the region, nationally and globally. The City Institute is positioning itself as a national leader and an internationally recognized reference institution in urban research. While academic excellence is of prime importance for the City Institute, the institute considers effective intervention in the public policy process and in processes of community activism locally and globally a salient aspect of its mandate.

2. Lead Faculties

As the co-lead Faculties, the Faculty of Environmental Studies (FES) and Faculty of Liberal Arts & Professional Studies (LA&PS) agree to support the development of CITY in collaboration with the Office of the VPRI by promoting membership in CITY, supplying a decanal representative to serve as co-Vice-Chairs of CITY's Board, and facilitating selection and approval of Directors for CITY as warranted. The lead Faculties further agree to integrate CITY objectives into their strategic research planning and to champion the development of CITY as a cornerstone of interdisciplinary research activity in the areas of its mandate.

3. Participating Faculties

As participating Faculties, the Faculties of Fine Arts and Health agree to play a supportive role in promoting the development of CITY and to provide a representative to its Board.

4. Board

The Board for CITY has responsibility for oversight and regular review of CITY's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CITY with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CITY to achieve its objectives. Composition of the Board for CITY normally will be as follows:

   a. VPRI (or designate), Chair
   b. Dean, Faculty of Environmental Studies (or designate), Co-Vice-Chair
   c. Dean, Faculty of Liberal Arts & Professional Studies (or designate), Co-Vice-Chair

1

     d.   Dean, Faculty of Fine Arts (or designate)

     e.   Dean, Faculty of Health (or designate)

     f.   Senior Development Officer, Faculty of Environmental Studies (non-voting)

The Board may consult with the Executive or other governance or advisory bodies established by CITY, but is not intended to replace or take over the functions of those bodies.

5.   Objectives and expectations for 2014-19

Membership and Governance: The Institute has succeeded during its first term in engaging a critical mass of faculty and students from several Faculties and units across York University. During its next charter term it should work to strengthen engagement of full-time faculty across a more diverse range of disciplines (especially those outside FES and the Department of Geography in LA&PS). In addition, the Institute is expected to continue to administer members' research grants and to seek out more such grants to administer (see *Externally Funded Research Activity*, below). CITY's Director should seek to grow the Institute's capacity to advance its priorities beyond the personal efforts of the Director and core staff, by engaging members actively on the Executive or in other leadership roles. The Institute is expected to complete its internal governance policies (including a policy on allocation of available space), and to maintain records that allow it to distinguish active members from those who have a more nominal association with CITY. The Institute is encouraged to communicate with faculty and students about the benefits and expectations of membership in CITY.

Externally Funded Research Activity: The Institute has established a solid track record of assisting members to attract research funding (especially from SSHRC) and supporting funded research activity. During its first term it administered research income of over $3.6 million, including a SSHRC Major Collaborative Research Initiative. Over its next charter term CITY should aim to build on this momentum with a target of administering at least $2.5 million of new, additional external research funding by the end of this five year period, with recognition of the effort required to develop applications. In addition to administering smaller conference grants and individual PI grants, the Institute is expected to support applications for at least two larger collaborative grants during this period (for example a SSHRC Partnership Grant or Partnership Development Grant). A further expectation is that CITY will diversify its funding beyond the tri-council to other agencies, including sources that will generate unrestricted overhead funding. In evaluating the Institute's progress toward meeting these expectations the Board will consider the funding applications submitted with the support of CITY, the success of its Directors and members in attracting external research funds, the number of members with grants and contracts administered by CITY, and the amount of external research income administered by the Institute.

Strategic Research Development: CITY has played a critical role in elevating the University's stature in Canada and abroad as a leader in cutting edge urban research. As described in the charter application, its research program has contributed to several areas of cross-disciplinary strength reflected in the University's Strategic Research Plan 2013-18. Going forward it is expected that CITY will develop as one of the flagships for research and scholarship that promotes Public Engagement for a Just and Sustainable

World, particularly addressing complex challenges in urban environments and urban sustainability. It is expected to work collaboratively with Faculties represented on its Board as well as other units to build the University's overall reputation as a leader in this area. The Institute should develop its proposed overarching theme of "Sub/Urban: Lives/Forms/Environments" by articulating the sub-themes that will provide a focus for its activities over the next five years. To facilitate strategic planning CITY is expected during the first year of this charter to produce a more detailed roadmap for prioritizing and implementing its objectives sequentially over a timeline. The roadmap should be presented to the Board for discussion no later than spring 2015, with CITY's 2014-15 annual report. Success in strategic research development will be evaluated by reference to the Institute's external reputation as evidenced for example through its publications and other forms of dissemination, external research funding, partnerships, participation in its programming, web traffic and publicity.

Supporting Junior Faculty: CITY is expected to reach out annually to early career faculty members with urban research interests and to assist them wherever possible in developing their research agendas, proposals and networks. The impact of these activities will be assessed using the metrics proposed by the applicants: (a) the number of early career scholars who have met one-on-one with the Director; (b) the number of research activities in which early career faculty in particular are encouraged to participate; and (c) the number of research grant applications and successful research grants that involve such scholars.

Student and Postdoctoral Mentoring: The Institute is expected to continue its strong record of providing mentoring and research opportunities to undergraduate and graduate students and post-doctoral fellows, and to encourage them to apply for appropriate scholarship, bursary and research funding. The charter application commits specifically to the following:

a. Annually identify students and post-doctoral fellows and encourage them to join CITY as a nexus of support to develop their research agendas and networks;
b. Create informal spaces and venues for discussion and debate;
c. Continue to develop exchange programs for graduate students;
d. Continue to develop academic events that highlight the work of graduate students and post-doctoral fellows;
e. Engage students in the work of administering CITY;
f. Establish writing groups and seminars to support research development;
g. Enhance training and development opportunities available to graduate student members (for example by establishing a graduate diploma in Critical Urban Studies or a summer school on research methods, in collaboration with other ORUs); and
h. Establish an undergraduate and graduate essay writing prize.

The Institute should also investigate the potential to create a CITY-affiliated graduate scholarship, as recommended in its external review. CITY is expected to provide flexible space where possible to graduate students and to host at least two post-doctoral students per year (domestic or international).

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Research Dissemination, Knowledge Mobilization and Engagement: As proposed in the charter application, CITY is expected to develop a strategic communications plan to disseminate its work to academic and other audiences and to further enhance its national and international reputation. Specific deliverables to be addressed in the plan include,

a. a target of four conferences, seminars or other events per annum designed to engage different partners and audiences, including an annual open house and annual public lecture series;
b. activities designed specifically to engage York Region partners and community members;
c. working with the University on its engagement strategy through the President's Community Engagement Council;
d. a revitalised website;
e. a strategy for maintaining and building CITY's traditional and social media presence;
f. regular Director updates to the CITY community through a blog or other means;
g. creating an artist- or activist-in-residence program;
h. publicizing the opportunity for senior research fellows to visit CITY; and
i. working with the KMb Unit to develop knowledge mobilization plans for CITY research projects.

The Institute is encouraged also to work with Communications offices in its sponsoring Faculties to develop and implement its strategic communications plan.

Recognizing and Promoting the Achievements of CITY Members: Many of the activities identified under the previous heading will also serve to advance this objective. In addition, CITY is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the charter term.

Securing Financial Stability: CITY is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. In addition, the Director is expected to lead the development of a fundraising plan that identifies concrete steps for the Institute to position itself to secure external support for its activities. It is expected that by the conclusion of the charter term, CITY will have progressed toward securing external funding sufficient to cover its own core staffing costs (particularly Coordinator funding).

6. Resource Commitments

VPRI: The Office of the VPRI will ensure CITY has access to core operating resources throughout the Charter term, subject to the notes below, and subject to CITY meeting its ongoing responsibility to make good faith, concerted efforts to obtain external funding to offset the cost of these resources. Core operating resources are defined for this purpose to include: a) Director course release, stipend and benefits as mandated by the YUFA Collective Agreement; b) access to a half-time Coordinator, or equivalent funding based on the average Coordinator salary and benefits, to be used for the purpose of securing appropriate research support services; and c) discretionary operating funds up to $2,000. In the normal course, ORUs are expected to use unexpended carryforwards to offset current operating

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costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

The VPRI will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, any unrestricted overheads shared by Faculties with the ORU may be expected to be applied to offset VPRI contributions to the ORU's core operating costs on a 2:1 ratio (that is VPRI will withdraw $1 of core operating support for every $2 of overhead funding received by the ORU).

In addition to core operating resources, subject to the notes below, the Office of the VPRI will make best efforts to increase the space allocation for CITY to meet needs identified in its charter application for additional student, post-doctoral fellow and visitor space. The VPRI Office will also ensure CITY has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Sponsoring Faculties: The Lead and Participating Faculties will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, it is expected the sponsoring Faculties will look to share any unrestricted overheads received through ORU activities, to be used by the ORU towards the support of the indirect costs of research within the ORU.

Lead Faculties: As co-lLead Faculties, FES and LA&PS commit to factoring into their strategic planning the development of CITY in relevant areas including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications and advancement opportunities.   FES has also committed to provide CITY with six Graduate Assistant positions per annum to support its achievement of the charter terms and expectations.

Participating Faculties: The Participating Faculties agree to contribute to discussions of how to enable CITY's research success in areas including membership, strategic research development, leadership of CITY, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model, and VPRI resourcing models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs.   ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above. Space allocations may also

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be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

Proposal	Israel and Golda Koschitzky Centre for Jewish Studies
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Institutional. This is a new charter for an **existing** ORU.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

In confirming resource support for a new charter, Dean Singer cited the alignment between Centre and Faculty strategic planning with regard to "research intensification, internationalization and student engagement." Reviewers depicted an "exceptionally successful in community engagement and knowledge mobilization" while Dean Sossin confirmed that the "Centre enriches the law school's research goals through partnership and collaboration."

Terms and Expectations for the
Israel and Golda Koschitzky Centre for Jewish Studies (CJS):
2014-19 Charter

1. **Mandate**

The Israel and Golda Koschitzky Centre for Jewish Studies occupies a unique place within York University. In addition to its ORU mandate as a centre for cutting-edge, interdisciplinary research on the broad range of Jewish Studies and its dissemination through publications and conferences, the Centre also oversees a graduate diploma program, a program in Jewish Teacher Education, maintains close relations with the B.A. program in Jewish Studies, and plays an important role as a liaison between York and the broader non-academic community.

2. **Lead Faculty**

As the lead Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees to support the development of CJS in collaboration with the Office of the VPRI by promoting membership in CJS, supplying a decanal representative to serve as Vice-Chair of CJS's Board, and facilitating selection and approval of Directors for CJS as warranted. The lead Faculty further agrees to integrate CJS objectives into its strategic research planning and to champion the development of CJS as a cornerstone of interdisciplinary research activity in the areas of its mandate.

3. **Participating Faculties**

As a participating Faculty, Osgoode Hall Law School (Osgoode) agrees to play a supportive role in promoting the development of CJS and to provide a representative to its Board.

4. **Board**

The Board for CJS has responsibility for oversight and regular review of CJS's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CJS with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CJS to achieve its objectives. Composition of the Board for CJS normally will be as follows:

   a. VPRI (or designate), Chair
   b. Dean, LA&PS (or designate), Vice-Chair
   c. Dean, Osgoode (or designate)
   d. Chair, Humanities Department, LA&PS
   e. Vice-Provost (or designate)

The Board may consult with the Executive or other governance or advisory bodies established by CJS, but is not intended to replace or take over the functions of those bodies.

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5. Objectives and expectations for 2014-19

Membership and Governance: The Centre is expected to take steps to increase engagement of full-time York faculty across disciplines with its activities. It is encouraged to reach out to other units at York to explore possibilities for collaboration in areas of common interest, and to communicate with faculty and students about opportunities to be involved in research, scholarship, teaching, and other activities at CJS.   The Centre should communicate with its members about the benefits and expectations of membership, and should maintain records that allow it to distinguish active members from those who have a more nominal association. The Director should continue to work with members of the Executive Committee and seek their support to implement the terms and expectations of this charter, including approval of appropriate budgetary expenditures needed to achieve objectives.

Externally Funded Research Activity: CJS is to be commended for its significant past successes in attracting donations and endowments, as well as tri-council and other grants, to support its research and scholarly programming. Over its next charter term CJS should aim to build on this foundation by submitting external funding proposals for an average of two scholarly conferences per academic year, as proposed in its charter application. Members have proposed a number of exciting new projects and it is expected that conferences will be designed wherever possible to lay the groundwork for additional collaborative or individual research funding proposals. In order to facilitate this activity CJS is expected to establish its own infrastructure and processes to support the development of research funding applications.   It should identify and communicate to members the administrative, peer and financial supports that are available for pre- and post-award stages of externally funded research, and should deploy its available resources to develop and enhance the in-house support for its members to pursue their proposed projects and to administer external research funding.   In evaluating the Centre's progress toward meeting these expectations the Board will consider the funding applications submitted with the support of CJS, the nature and extent of pre- as well as post-award support services provided to members, the success of its members in attracting external research funds, the number of members with grants and contracts administered by CJS, and the amount of external research income administered by the Centre.

Strategic Research Development: CJS has been instrumental in establishing York University's national and international reputation as a source of outstanding scholarship across a broad range of Jewish Studies topics. The Centre is a shining example of our strengths in advancing fundamental discovery and critical knowledge, as described in the University's Strategic Research Plan 2013-18.   Going forward it is expected that CJS will work collaboratively with Faculties represented on its Board as well as other units to build the University's overall capacity and reputation as a scholarly leader in Jewish Studies. It will work actively with the Division of Advancement to secure funding for additional faculty positions in Jewish Studies that will allow York to maintain and grow its pre-eminence in the field. Success in strategic research development will be evaluated by reference to the Centre's external reputation as evidenced for example through its fundraising progress, publications and other forms of dissemination, partnerships, participation in its programming, website traffic and publicity.

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Supporting Junior Faculty: CJS is expected to reach out to current and newly arriving early career faculty members with relevant interests and to assist them wherever possible in developing their research agendas, proposals and networks. The Centre has a special role in nurturing the next generation of leaders in this field. The impact of these activities will be assessed based on the number of early career scholars who have met one-on-one with the Director or Associate Director, the number of research activities in which early career faculty in particular are encouraged to participate; and the number of research funding proposals and successful research grants that involve such scholars.

Student and Postdoctoral Mentoring: CJS is expected to continue its strong record of providing learning, mentoring and research opportunities to undergraduate and graduate students and post-doctoral fellows. It should actively encourage them to apply for appropriate scholarship, bursary and research funding, including from the Centre itself. The charter application proposes specifically to continue or develop the following initiatives:

a. The Mark and Gail Appel Program in Holocaust Education (aka Teaching for the Future);
b. The summer educational program for Osgoode Hall Law Students at Hebrew University;
c. The Torah Tea or equivalent internal workshops that promote faculty-student interaction and highlight the scholarly work of graduate students and post-doctoral fellows;
d. Diploma programming in Jewish Studies ; and
e. A program of active outreach to York's undergraduate Jewish student population;

CJS is expected to clarify plans for its existing diploma programs and to provide more specific objectives and deliverables to its Board by the time of its 2014-15 Annual Report. CJS should provide flexible space where possible to graduate students and post-doctoral fellows. It is expected to renew and grow its community of approximately 20 graduate student members over the next five years. It should continue to recognize student achievement through its awards program.

Research Dissemination, Knowledge Mobilization and Engagement: As proposed in the charter application and recommended in the external reviewers' report, CJS should continue its excellent work to disseminate high quality scholarship and to share its knowledge and expertise with a broader community of interest.   It is expected over the next five years to develop a more robust communications strategy to publicize its work to both academic and community audiences and to further enhance its national and international reputation. Specific deliverables to be addressed include,

a. Publication of work emerging from each of its planned conferences, including peer reviewed books or articles as well as non-peer reviewed proceedings or reports;
b. An event or other activities to celebrate the Koschitzky family's generous endowment;
c. An event or other activities to celebrate the 25th anniversary of the Centre's founding;
d. Regular hosting of public and academic lectures, particularly its endowed lectures;
e. Active steps to explore options for launching a new CJS publication series;
f. Regular Director updates to the CJS community through a newsletter or other means;
g. Development of a speakers' bureau in Jewish Studies as a community resource;
h. Development of new and updated website content; and

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i.   i. Maintain an active external Advisory Board to act as liaison with the wider community interested in the work of CJS.

The Centre is encouraged to work with the LA&PS Communications office in developing and implementing its communications strategy.

Recognizing and Promoting the Achievements of CJS Members: Many of the activities identified under the previous heading will serve to advance this objective. In addition, CJS is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the charter term.

Securing Financial Stability: CJS should continue working with the VPRI Office and other units to clarify the terms of past gifts and endowments so that it can access all funds reasonably available to advance its priorities and meet the expectations laid out in this charter. CJS is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. In addition, the Director is expected to lead the development of a fundraising plan that identifies concrete steps for the Centre to position itself to secure additional external support for its activities.   It is expected that by the conclusion of the charter term, CJS will have secured external funding to cover all of its core operating costs, including Director benefits.

6.   Resource Commitments

VPRI: The Office of the VPRI will ensure CJS has access to core operating resources throughout the Charter term, subject to the notes below, and subject to CJS meeting its ongoing responsibility to take maximum advantage of its gifts and endowments to cover staff and other operating costs (apart from Director benefits), and to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities. During this charter term the VPRI Office will continue to fund the Director's course release, stipend and benefits as mandated by the YUFA Collective Agreement, but expects CJS to develop an endowment or other resources that will in future make the Directorship self-sustaining. In the normal course, ORUs are expected to use unexpended carryforwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. The VPRI Office will ensure that CJS has access to at least a half-time Coordinator throughout the charter term, should its own resources fall short. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

The VPRI will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, any unrestricted overheads shared by Faculties with the ORU may be expected to be applied to offset VPRI contributions to the ORU's core operating costs on a 2:1 ratio (that is VPRI will withdraw $1 of core operating support for every $2 of overhead funding received by the ORU).

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In addition to core operating resources, subject to the notes below, the Office of the VPRI will also ensure CJS has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Sponsoring Faculties: The Lead and Participating Faculties will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, it is expected the sponsoring Faculties will look to share any unrestricted overheads received through ORU activities, to be used by the ORU towards the support of the indirect costs of research within the ORU.

Lead Faculty: As Lead Faculty, LA&PS commits to factoring into its strategic planning the development of CJS in relevant areas including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

Participating Faculty: Osgoode commits to working with CJS to continue the summer law student program at Hebrew University, and to assist in the search for resources to enable the program to be offered annually as it was in the past. Osgoode also agrees to contribute to discussions of how to enable CJS's research success in areas including membership, strategic research development, leadership of CJS, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model, and VPRI resourcing models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	Institute for Research on Digital Learning
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Institutional **This is a new charter for an existing ORU.**
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

IRDL conducts its own strategic planning and locates its objectives in a pan-University strategic context. Dean Owston of the lead Faculty of Education states that IRDL's "mission is central to the research being carried out in the Faculty. In particular, IRLT members' research relates directly to the *digital culture and technology* theme in our Faculty Research Plan." Schulich's support commends the continuing responsiveness of IRLT to its four-pronged mandate and the benefits derived by sponsoring Faculties and the University as a whole. External reviewers were convinced the the ORU forged a strong alignment between both the strategic goals of the Faculty of Education and York University as a whole.:

Terms and Expectations for the
Institute for Research on Digital Learning (IRDL):
2014-19 Charter

1. Mandate

Education in the 21st century, both formal and non-formal, must contend with rapid changes in learning tools and media. York University's Institute for Research on Digital Learning (IRDL) is at the leading edge of addressing these challenges through the design, development, evaluation and application of digital technologies for teaching and learning. Its mandate encompasses critical inquiry and innovation relating to online and blended courses, digital games and mobile technologies as learning platforms, and learning in formal and informal digital contexts.

2. Lead Faculty

As the lead Faculty, the Faculty of Education agrees to support the development of IRDL in collaboration with the Office of the VPRI by promoting membership in IRDL, supplying a decanal representative to serve as Vice-Chair of the Institute's Board, and facilitating selection and approval of Directors for IRDL as warranted. The lead Faculty further agrees to integrate IRDL objectives into its strategic research planning and to champion the development of IRDL as a cornerstone of interdisciplinary research activity in the areas of its mandate.

3. Participating Faculties

As participating Faculties, the Faculties of Fine Arts (FFA) and Liberal Arts & Professional Studies (LA&PS) and the Schulich School of Business (SSB) agree to play a supportive role in promoting the development of IRDL and to provide representatives to its Board.

4. Board

The Board for IRDL has responsibility for oversight and regular review of the Institute's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion IRDL with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting IRDL to achieve its objectives. Composition of the Board for IRDL normally will be as follows:

   a. VPRI (or designate), Chair
   b. Dean, Faculty of Education (or designate), Vice-Chair
   c. Dean, Faculty of Liberal Arts & Professional Studies (or designate)
   d. Dean, Faculty of Fine Arts (or designate)
   e. Dean, Schulich School of Business (or designate)
   f. Senior Development Officer, Faculty of Education (non-voting)

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The Board may consult with the Executive or other governance or advisory bodies established by IRDL, but is not intended to replace or take over the functions of those bodies.

5. Objectives and expectations for 2014-19

Membership and Governance: During its last mandate the Institute succeeded in expanding its reach further beyond its roots in the Faculty of Education to engage a larger critical mass of faculty and students from different Faculties and units across York University. During its next charter term it should continue these outreach efforts with the goal of engaging more full-time faculty especially within LA&PS, and drawing their attention to the Institute's new and broader mandate as expressed in this charter. The Institute is encouraged to consider whether a system of formal designations such as IRDL Scholar may assist in achieving this goal, as suggested by the external review team.   More generally it is encouraged to communicate with faculty and students about the process to become a member, and the benefits and expectations of membership in IRDL. The Institute is expected to continue to administer members' research grants and to seek out more such grants to administer (see *Externally Funded Research Activity*, below). It is expected to maintain records that allow it to distinguish active members from those who have a more nominal association with IRDL.

Externally Funded Research Activity: The Institute has established a strong track record of assisting members to attract tri-council and other research funding and supporting funded research activity. Since its last rechartering in 2005 members have attracted over $16 million in new research funding for individual, partnered, and larger scale collaborative projects. Over its next charter term IRDL should aim to build on this momentum with a target of administering at least $2.5 million of new, additional external research funding by the end of this five year period, with recognition of the effort required to develop applications. In addition to administering smaller conference grants and individual PI grants, the Institute is expected to support applications for at least two larger collaborative grants during this period (for example a SSHRC Partnership Grant or Partnership Development Grant). A further expectation is that IRDL will continue to pursue diverse funding sources including those that will provide for unrestricted overhead funding. In evaluating the Institute's progress toward meeting these expectations the Board will consider the funding applications submitted with the support of the Institute, the success of its Director(s) and members in attracting external research funds, the number of members with grants and contracts administered by IRDL, and the amount of external research income administered by the Institute.

Strategic Research Development: In its past incarnation the Institute has played a critical role in establishing York as a leader in critical inquiry, discussion, and information sharing related to the uses of technology in teaching and learning. Going forward it is expected that IRDL will develop as one of the flagships for research in the area of Digital Cultures and will contribute to leadership in the Scholarship of Socially Engaged Research, as key areas of opportunity identified in the University's Strategic Research Plan 2013-18. It is expected to work collaboratively with Faculties represented on its Board as well as other units to build the University's overall reputation for leadership in these areas, as expressed through its newly reconceptualised mandate. IRDL should continue articulating plans and taking concrete steps to achieve its objectives in the three focus areas identified in the charter application: 1)

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Online and Blended Learning, 2) Digital Cultures and Learning: Games, New Media and Virtual Worlds, and 3) Public Education Reconfigured: Technology & Policy. The role of ABEL (Advanced Broadband Enabled Learning) in fulfilling this strategic vision should be clarified and presented to the IRDL Board for discussion by the end of the first year of the charter term. Success in strategic research development will be evaluated by reference to the Institute's external reputation as evidenced for example through its publications and other forms of dissemination, external research funding, partnerships, participation in its programming, web traffic and publicity.

Supporting Junior Faculty*:* IRDL is expected to reach out annually to early career faculty members with interests in digital learning and to assist them wherever possible in developing their research agendas, proposals and networks. The impact of these activities will be assessed by reference to the number of early career scholars who have met with the Director; the number of research and innovation activities in which early career faculty in particular are encouraged to participate; and the number of research grant applications and successful research grants that involve such scholars.

Student and Postdoctoral Mentoring*:* The Institute is expected to continue its strong record of providing mentoring, research and innovation opportunities to undergraduate and graduate students and post-doctoral fellows, and to encourage them to apply for appropriate scholarship, bursary and research funding. As proposed in the charter application or raised in the external reviewer report, the Institute should continue or initiate the following specific activities:

a. Provide informal spaces for discussion and debate, and flexible work spaces where possible to facilitate student and post-doctoral research;
b. Provide trainees with access to cutting edge infrastructure for digital learning research;
c. Connect trainees to relevant networks, from local to global;
d. Consider whether a New Scholar designation or similar recognition would help to strengthen student and post-doctoral engagement;
e. Develop and advertise opportunities for graduate students to visit IRDL from other institutions;
f. Support post-doctoral funding applications and invite at least one post-doctoral fellow to be hosted at IRDL each year;
g. Consider offering more formal professional skills training and certification in digital learning methods that could benefit graduate students across a range of disciplines;
h. Create opportunities to highlight the work of graduate students and post-doctoral fellows; and
i. Provide students with opportunities to work in GA and RA capacities on IRDL projects and programs, working directly with more senior members.

Success in student and post-doctoral mentoring will be evaluated by reference to the numbers of individual trainees who engage with IRDL and the range of programming and other opportunities provided.

Research Dissemination, Knowledge Mobilization and Engagement: The Institute has been productive over its last charter term in disseminating and sharing its members' work through peer reviewed publications as well as technical reports and applications that are of interest to a wider community of

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readers and users. It has fostered engagement by collaborating on joint projects with a number partners in different sectors. IRDL is expected over the next five years to extend the impact of its work even further through additional communications and knowledge mobilization efforts, with the goal of increasing its external visibility and reputation as a nationally leading and internationally recognized research Institute at York University. Specific deliverables to be addressed include,

a.   Revitalizing the Institute website as proposed in the charter application;
b.   Creating a robust social media presence to regularly update and engage the IRDL membership and broader community of interest;
c.   Maintaining its annual Speakers Series or other programming to build research community and profile IRDL as a leading hub for digital learning research;
d.   Sponsoring periodic workshops, roundtables, seminars, summer schools, networking events or other gatherings to foster collaborative research and knowledge mobilization with a range of partners and audiences important to the Institute's strategic goals;
e.   Producing plain language summaries and other branded communications materials to highlight key research projects and findings to a wide audience;
f.   Forging new partnerships, with an emphasis in the short term on strengthening local, regional and provincial relationships; and
g.   Create opportunities for research partners to spend time at IRDL as visiting scholars.

IRDL is encouraged to work with the Communications office in its lead Faculty and with the Knowledge Mobilization Unit to develop and implement its engagement strategy. The Institute is expected to track the impact of its communications, partnerships and engagement efforts wherever possible through web analytics or other feedback and data.

Recognizing and Promoting the Achievements of IRDL Members: Many of the activities identified under the previous headings will serve to advance this objective. In addition, IRDL is expected actively to support the nomination of at least one of its members for an external research-related award in each year of the charter term.

Securing Financial Stability: IRDL is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. In addition, the Director is expected to lead the development of a fundraising plan that identifies concrete steps for the Institute to position itself to secure external support for its activities.   It is expected that by the conclusion of the charter term, IRDL will have progressed toward securing external funding sufficient to cover its own core staffing costs (particularly Coordinator funding).

6.   Resource Commitments

VPRI: The Office of the VPRI will ensure IRDL has access to core operating resources throughout the Charter term, subject to the notes below, and subject to IRDL meeting its ongoing responsibility to make good faith, concerted efforts to obtain external funding to offset the cost of these resources. Core

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operating resources are defined for this purpose to include: a) Director course release, stipend and benefits as mandated by the YUFA Collective Agreement; b) access to a half-time Coordinator, or equivalent funding based on the average Coordinator salary and benefits, to be used for the purpose of securing appropriate research support services; and c) discretionary operating funds up to $2,000. In the normal course, ORUs are expected to use unexpended carryforwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

The VPRI will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, any unrestricted overheads shared by Faculties with the ORU may be expected to be applied to offset VPRI contributions to the ORU's core operating costs on a 2:1 ratio (that is VPRI will withdraw $1 of core operating support for every $2 of overhead funding received by the ORU).

The VPRI Office will also ensure IRDL has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Sponsoring Faculties: The Lead and Participating Faculties will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, it is expected the sponsoring Faculties will look to share any unrestricted overheads received through ORU activities, to be used by the ORU towards the support of the indirect costs of research within the ORU.

Lead Faculty: As Lead Faculty, Education commits to factoring into its strategic planning the development of IRDL in relevant areas including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications and advancement opportunities.

Participating Faculties: The Participating Faculties agree to contribute to discussions of how to enable IRDL's research success in areas including membership, strategic research development, leadership of IRDL, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model, and VPRI resourcing models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above. Space allocations may also

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be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	The Harriet Tubman Institute for Research on the Global Migrations of African Peoples
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Institutional. This is a **new charter for an existing** ORU.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

The Dean of LA&PS wrote that Tubman "clearly advances the research mandate of the Faculty with its particularly strong level of research engagement and activities, its outreach into the broader academic community, its enhancement of international partnerships and its support of strengthening the student experience." Reviewers determined that "there is no question that the Institute is vital to achieving its research goals. It creates synergies, collaborations and opportunities for faculty members that could not exist without it. The proposal clearly justifies and demonstrates the necessity of the Institute to enhance the individual, departmental and faculty based structures in realizing research goals in this field.

Terms and Expectations for the
Harriet Tubman Institute for Research on Africa and its Diasporas (Tubman):
2014-19 Charter

1. Mandate

The Harriet Tubman Institute seeks to be the preeminent, interdisciplinary centre for research, both historical and contemporary, on Africa and its global diasporas. Its mandate encompasses histories of slavery, including preservation and digitization of endangered archives; contemporary forms of exploitation/enslavement; and documentation and outreach on the experiences of Africans in the diaspora, including in Canada. The Institute offers York University and the broader community an internationally recognized hub for studies and documentation on Africa and its diasporas.

2. Lead Faculty

As the lead Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees to support the development of Tubman in collaboration with the Office of the VPRI by promoting membership in Tubman, supplying a decanal representative to serve as Vice-Chair of Tubman's Board, and facilitating selection and approval of Directors for Tubman as warranted. The lead Faculty further agrees to integrate Tubman objectives into its strategic research planning and to champion the development of Tubman as a cornerstone of interdisciplinary research activity in the areas of its mandate.

3. Participating Faculties

As participating Faculties, the Faculty of Fine Arts and Faculty of Graduate Studies agree to play a supportive role in promoting the development of Tubman and to provide a representative to its Board.

4. Board

The Board for Tubman has responsibility for oversight and regular review of the Institute's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion Tubman with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting Tubman to achieve its objectives. Composition of the Board for Tubman normally will be as follows:

   a. VPRI (or designate), Chair
   b. Dean, Faculty of Liberal Arts & Professional Studies (or designate), Vice-Chair
   c. Dean, Faculty of Fine Arts (or designate)
   d. Dean, Faculty of Graduate Studies (or designate)
   e. Senior Development Officer, Faculty of Liberal Arts & Professional Studies (non-voting)

The Board may consult with the Executive or other governance or advisory bodies established by Tubman, but is not intended to replace or take over the functions of those bodies.

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5. Objectives and expectations for 2013-18

Membership and Governance: The Institute has succeeded during its first term in engaging a critical mass of faculty and students from several Faculties and units across York University. During its next charter term it should continue its work to engage more full-time faculty across a diverse range of disciplines (especially those outside LA&PS), and to draw their attention to the broadening of the Institute's mandate as expressed in this charter. In addition, the Institute is expected to continue to administer members' research grants and to seek out more such grants to administer (see *Externally Funded Research Activity*, below). The Institute is expected to maintain records that allow it to distinguish active members from those who have a more nominal association with Tubman. The Institute is encouraged to communicate with faculty and students about the process to become a member, and the benefits and expectations of membership in Tubman.

Externally Funded Research Activity*:* The Institute has established a solid track record of assisting members to attract research funding (especially from SSHRC) and supporting funded research activity. During its first term it administered research income of over $3 million, including a SSHRC Major Collaborative Research Initiative. Over its next charter term the Institute should aim to build on this momentum with a target of administering at least $2.5 million of new, additional external research funding by the end of this five year period, with recognition of the effort required to develop applications. In addition to administering smaller conference grants and individual PI grants, the Institute is expected to support applications for at least two larger collaborative grants during this period (for example a SSHRC Partnership Grant or Partnership Development Grant). A further expectation is that Tubman will diversify its funding beyond the tri-council to other agencies, including sources that will generate unrestricted overhead funding. In evaluating the Institute's progress toward meeting these expectations the Board will consider the funding applications submitted with the support of the Institute, the success of its Director(s) and members in attracting external research funds, the number of members with grants and contracts administered by Tubman, and the amount of external research income administered by the Institute.

Strategic Research Development: Tubman has played a critical role in elevating the University's stature as a leader in cutting edge research on Africa and its diasporas, especially its international reputation for groundbreaking work on histories of slavery. As described in the charter application, its research program has contributed to several areas of cross-disciplinary strength reflected in the University's Strategic Research Plan 2013-18. Going forward it is expected that Tubman will develop as one of the flagships for research that promotes Public Engagement for a Just and Sustainable World, and will contribute to strategic growth in the areas of Digital Cultures and the Scholarship of Socially Engaged Research. It is expected to work collaboratively with Faculties represented on its Board as well as other units to build the University's overall reputation for leadership in these areas, as expressed through its particular mandate. The Institute should work to develop more detailed plans to raise its profile within Canada, and to promote its important but less well known research and creative activity on African diaspora and on contemporary forms of exploitation and enslavement. To facilitate strategic planning

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and allocation of resources, Tubman is encouraged during the first year of this charter to produce a more detailed roadmap for prioritizing and implementing its objectives sequentially over a timeline. The roadmap should be presented to the Board for discussion with the Institute's 2014-15 annual report. Success in strategic research development will be evaluated by reference to the Institute's external reputation as evidenced for example through its publications and other forms of dissemination, external research funding, partnerships, participation in its programming, web traffic and publicity.

Supporting Junior Faculty: Tubman is expected to reach out annually to early career faculty members with Africa-related research interests and to assist them wherever possible in developing their research agendas, proposals and networks. The impact of these activities will be assessed by reference to the the number of early career scholars who have met with the Director or Deputy Director; the number of research activities in which early career faculty in particular are encouraged to participate; and the number of research grant applications and successful research grants that involve such scholars.

Student and Postdoctoral Mentoring: The Institute is expected to continue its strong record of providing mentoring and research opportunities to undergraduate and graduate students and post-doctoral fellows, and to encourage them to apply for appropriate scholarship, bursary and research funding. As proposed in the charter application or raised in the external reviewer report, the Institute should continue or initiate the following specific activities:

a. Provide informal spaces for discussion and debate, and flexible work spaces where possible to facilitate student and post-doctoral fellow research;
b. Develop exchange and visitor opportunities for graduate students;
c. Support applications for funded post-doctoral fellowships to be held at Tubman;
d. Reach out actively to undergraduate students with academic interests in the areas of the Tubman mandate;
e. Promote the Tubman Resource Centre as a teaching and learning resource for York students and faculty;
f. Offer an annual Working Paper Series or other opportunities that highlight the work of graduate students and post-doctoral fellows;
g. Offer the annual Tubman Summer Institute, and identify funding to continue it following the conclusion of the MCRI;
h. Provide students with opportunities to work in GA and RA capacities on Tubman projects and programs;
i. Provide training opportunities in archival research, qualitative interviewing techniques, and other research skills; and
j. Investigate the potential benefits of offering a graduate certificate program, and consult members, prospective students and others about the possible design of and demand for such a program.

Success in student and post-doctoral mentoring will be evaluated by reference to the numbers of individual trainees who engage with Tubman and the range of programming and other opportunities provided.

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Research Dissemination, Knowledge Mobilization and Engagement: As proposed in the charter application, Tubman is expected to continue disseminating its research and archival resources to academic audiences, and engaging wider audiences and community partners in its work with a view to further enhancing its national and international reputation. Specific deliverables to be addressed include,

a. Maintaining an Annual Speakers Series or other programming to profile Tubman as a leading hub for research on Africa and its diasporas;
b. Maintaining an annual Performing Diasporas event or other programming to highlight the Institute's work in cultural expression, digital humanities and the arts;
c. Sponsoring periodic workshops, seminars, networking events or other gatherings to foster collaborative research and knowledge mobilization with a range of partners and audiences important to the Institute's strategic goals;
d. Working with the York University Libraries to ensure appropriate cataloguing, digitization, storage, maintenance and utilization of archival and documentary materials;
e. Maintaining an annual conference with the Buxton Museum, annual summer program for GTA high school students, or other programming that builds community partnerships, subject to the Institute's capacity; and
f. Developing and implementing a communications strategy that uses the Director's blog, facebook or other social media, listservs or other tools regularly to update and engage the Tubman community.

The Institute is encouraged also to work with the Communications office in its lead Faculty to develop and implement its communications strategy.

Recognizing and Promoting the Achievements of Tubman Members: Many of the activities identified under the previous heading will serve to advance this objective. In addition, Tubman is expected actively to support the nomination of at least one of its members for an external research-related award in each year of the charter term.

Securing Financial Stability: Tubman is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. In addition, the Director is expected to lead the development of a fundraising plan that identifies concrete steps for the Institute to position itself to secure external support for its activities. It is expected that by the conclusion of the charter term, Tubman will have progressed toward securing external funding sufficient to cover its own core staffing costs (particularly Coordinator funding).

6. Resource Commitments

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VPRI: The Office of the VPRI will ensure Tubman has access to core operating resources throughout the Charter term, subject to the notes below, and subject to Tubman meeting its ongoing responsibility to make good faith, concerted efforts to obtain external funding to offset the cost of these resources. Core operating resources are defined for this purpose to include: a) Director course release, stipend and benefits as mandated by the YUFA Collective Agreement; b) access to a half-time Coordinator, or equivalent funding based on the average Coordinator salary and benefits, to be used for the purpose of securing appropriate research support services; and c) discretionary operating funds up to $2,000. The VPRI Office confirms that these commitments are not affected by Tubman's financial history prior to the 2013-14 academic year. In the normal course, ORUs are expected to use unexpended carryforwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

The VPRI will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, any unrestricted overheads shared by Faculties with the ORU may be expected to be applied to offset VPRI contributions to the ORU's core operating costs on a 2:1 ratio (that is VPRI will withdraw $1 of core operating support for every $2 of overhead funding received by the ORU).

The VPRI Office will also ensure Tubman has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Sponsoring Faculties: The Lead and Participating Faculties will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, it is expected the sponsoring Faculties will look to share any unrestricted overheads received through ORU activities, to be used by the ORU towards the support of the indirect costs of research within the ORU.

Lead Faculty: As Lead Faculty, LA&PS commits to factoring into its strategic planning the development of Tubman in relevant areas including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications and advancement opportunities.

Participating Faculties: The Participating Faculties agree to contribute to discussions of how to enable Tubman's research success in areas including membership, strategic research development, leadership of Tubman, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model, and VPRI resourcing models for promoting ORU

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self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs.   ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	York Institute for Health Research
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Institutional This is a **new charter for an existing ORU.**
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

The Associate Dean Research for the Faculty of Science confirms that "the institute aligns closely with Science as it encompasses the strategic themes of the *Environment* and *Cause and Propagation of Disease* highlighted in the Faculty's 2009 5-year plan" and Dean Sossin of Osgoode adds that YIHR's s "mandate is in accordance with the law school's research objectives." External reviewers reported that when scholars participate in "international research projects or attend international research meetings, it is York University, and its unique approach to health research (interdisciplinarity, social justice, social determinants of health), that is prominent." Proponents confirm that they will continue to be guided by UAP and SRP imperatives and cite SRP "objectives that have been evident in the foundation and development of YIHR's mandate. These include research that promotes interdisciplinarity, local to global, socially engaged, graduate opportunities and knowledge mobilization."

Terms and Expectations for the York Institute for Health Research (YIHR): 2014-19 Charter

1. Mandate

YIHR mobilizes community-engaged and policy relevant health equity research across disciplines and around the world. It has a mandate to facilitate, support and conduct health research under six broad themes: Diversity and Health; Health Law and Ethics; Health and the Environment; Health Governance; Health Care and Health Equity; and Social Justice. YIHR develops research through the lenses of community engagement, interdisciplinarity, internationality, multi-method approaches and policy relevance. As an ORU, YIHR has the unique opportunity to bridge faculty gaps in order to drive interdisciplinary research and to expand new innovative research areas.

2. Lead Faculty

As co-lead Faculties, the Faculty of Health and Faculty of Science agree to support the development of YIHR in collaboration with the Office of the VPRI by promoting membership in YIHR, supplying decanal representatives to serve as Co-Vice-Chairs of YIHR's Board, and facilitating selection and approval of Directors for YIHR as warranted. The co-lead Faculties further agree to integrate YIHR objectives into their strategic research planning and to champion the development of YIHR as a cornerstone of interdisciplinary research activity in the areas of its mandate.

3. Participating Faculties

As participating Faculties, the Faculty of Environmental Studies (FES), Liberal Arts & Professional Studies (LA&PS), and Osgoode Hall Law School (Osgoode) agree to play a supportive role in promoting the development of YIHR and to provide a decanal representative to its Board.

4. Board

The Board for YIHR has responsibility for oversight and regular review of the Institute's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion YIHR with internal and external stakeholders as appropriate and to serve as a resource for the Director in assisting YIHR to achieve its objectives. In addition, it is expected to collaborate with the Boards of other ORUs engaged in health-related research at York University to promote coordinated development of the University's overall reputation for excellence and innovation in health research. Composition of the Board for YIHR normally will be as follows:

a. VPRI (or designate), Chair
b. Dean, Faculty of Health (or designate), Co-Vice-Chair
c. Dean, Faculty of Science (or designate), Co-Vice-Chair
d. Dean, FES (or designate)
e. Dean, LA&PS (or designate)

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f. Dean, Osgoode (or designate)

g. Division of Advancement representative (non-voting)

The Board may consult with the Executive or other governance or advisory bodies established by YIHR, but is not intended to replace or take over the functions of those bodies.

5. Objectives and expectations for 2014-19

Membership and Governance: The Institute has succeeded during its past term in engaging a critical mass of faculty and students from several Faculties and units across York University. In order to sustain and grow the level of engagement over its next term it should continue its past successful strategies for reaching out proactively to existing and potential new members from different disciplines and Faculties to join collaborative research projects. Given the areas of opportunity identified in the charter application it is particularly encouraged to grow participation by faculty members who can bring science and engineering perspectives to interdisciplinary teams where this is advantageous to the project. YIHR is expected to maintain records that allow it to distinguish active members from those who have a more nominal association with the Institute. In addition to maintaining an Executive Committee with cross-Faculty representation, YIHR is encouraged to create additional opportunities for existing and potential members to interact and share their research in ways that will foster collaboration.

Externally Funded Research Activity: The Institute has established a strong track record of assisting members to attract funding from tri-council and other agencies, and to manage their individual and larger scale collaborative grants. Over its next charter term YIHR should aim to continue its success on this front with the following deliverables as identified in the charter application:

- maintain the number of active projects
- increase its applications to and grants from CIHR
- work with University advancement professionals to attract a broader set of funders to YIHR
- grow its capacity for grant development (pre-award) support
- recruit and support new faculty to take on Principal Investigator roles
- strengthen project management expertise and infrastructure

The Institute is expected to continue offering support for the preparation of larger collaborative grants with a goal of administering at least $2.5 million of new, additional external research funding by the end of this five year period. In evaluating progress toward meeting these expectations the Board will consider the funding applications submitted with the support of YIHR, the success of its Directors and members in attracting external research funds, the number of members with grants and contracts administered by YIHR, and the amount of external research income administered by the Institute.

Strategic Research Development: YIHR has played a critical role in elevating the University's stature in Canada and abroad as a leader in interdisciplinary, policy-relevant health research that engages communities from the local to the international. As described in the charter application, its research program has contributed to several areas of cross-disciplinary strength reflected in the University's

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Strategic Research Plan 2013-18. Going forward it is expected that YIHR will develop as one of the flagships for research and scholarship that promotes Healthy Individuals, Healthy Communities and Global Health. It is expected to work collaboratively with Faculties represented on its Board and other health related ORUs at York to build the University's overall reputation as a leader in this area. To facilitate strategic planning YIHR is expected during the first year of this charter to produce a more detailed roadmap for prioritizing and pursuing areas of specific opportunity identified in the charter application including epigenetics, global health, health informatics and technology, health economics, health systems restructuring, health care decision-making, health effects of environmental degradation, workplace health, social determinants of health, labour rights and health, and expansion of its program evaluation unit. The roadmap should be presented to the Board for discussion no later than spring 2015, with YIHR's 2014-15 annual report. Success in strategic research development will be evaluated by reference to the Institute's external reputation as evidenced for example through its publications and other forms of dissemination, external research funding, partnerships, participation in its programming, web traffic and publicity.

Supporting Junior Faculty*:* YIHR is expected to continue reaching out to early career faculty members with research interests in the areas of its mandate and to assist them wherever possible in developing their research agendas, proposals and networks. The impact of these activities will be assessed based on the number of projects and other research activities in which emerging scholars in particular are encouraged to participate, the number of research funding proposals and successful research grants that involve such scholars, and the number of first-time principal investigators who receive support from YIHR.

Student and Postdoctoral Mentoring*:* The Institute has expressed its ongoing commitment to provide mentoring and research opportunities to a diverse population of undergraduate and graduate students and post-doctoral fellows. It should encourage them to apply for appropriate scholarship, bursary and research funding. YIHR is expected specifically to:

a. Support the YIHR Student Committee in reaching out to encourage students and post-doctoral fellows to participate in YIHR as a nexus of support to develop their research agendas and networks;
b. Work with student members to create Research Skills Development Workshops or other programming to foster research skills and encourage interdisciplinary discussion;
c. Organize seminars or other opportunities for graduate students to share their research findings and questions with each other and with faculty;
d. Create student opportunities to be employed or otherwise involved in research projects;
e. Support students to continue the online peer-reviewed journal *Health Tomorrow: Interdisciplinarity and Internationality*;
f. Create opportunities for students and post-doctoral fellows to present their research, for example through the YIHR Annual Student Symposium and CDM Incubation Day;
g. Continue offering the CDM summer school;
h. Engage students in the work of governing and administering YIHR;

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i. Develop new training and development opportunities (for example by establishing a diploma in Program Evaluation, in collaboration with other ORUs); and

j. Provide flexible space where possible to graduate students and to host at least four post-doctoral fellows per year, subject to available space.

Research Dissemination, Knowledge Mobilization and Engagement: YIHR is well known for its commitment to engaged scholarship and for mobilizing knowledge through partnerships with policy makers, community agencies, health professionals, patients, advocates, and others. During this next charter term it will be important to focus on promoting and disseminating its work more effectively. YIHR is expected over the next five years to develop and implement a more explicit and robust communications plan in order to increase its external visibility and to build its reputation as a nationally leading and internationally recognized research Institute at York University. It is also expected to take concrete steps to strengthen communications internally among members and with others at York to promote sharing of existing research and to extend interdisciplinary collaboration. Specific deliverables to be addressed in the plan include,

a. Revitalization of the YIHR website;

b. Proactively showcasing YIHR activity to a range of external audiences through strategic use of digital and social media, press releases, well designed and accessible reports, or other means;

c. Development of an e-newsletter or other tools to enhance internal networking and communications among YIHR members and other individuals and units engaged in health research at York; and

d. Organize internal or external events and seminars relating to each of its initiatives, and track participation in these events.

The Institute is encouraged to work with Communications offices in its sponsoring Faculties to develop and implement its strategic communications plan.

Recognizing and Promoting the Achievements of YIHR Members: Many of the activities identified under the previous heading will serve to advance this objective. In addition, YIHR is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the charter term.

Securing Financial Stability: YIHR is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. As proposed in the charter application, it should work to secure contract and project funding from international, private sector and government sources that provide for unrestricted overheads to cover staffing and other infrastructure costs. In addition, the Director is expected to lead the development of a fundraising plan that identifies concrete steps for the Institute to position itself to secure longer term external support for its infrastructure. It is expected that by the conclusion of the charter term, YIHR will have progressed toward securing external funding to cover all of its core operating costs, including Director benefits.

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6. Resource Commitments

VPRI: The Office of the VPRI will ensure YIHR has access to core operating resources throughout the Charter term, subject to the notes below, and subject to YIHR meeting its ongoing responsibility to make good faith, concerted efforts to obtain external funding to offset the cost of these resources. During this charter term the VPRI Office will continue to fund the Director's course release, stipend and benefits as mandated by the YUFA Collective Agreement. In the normal course, ORUs are expected to use unexpended carryforwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. However, the VPRI Office will ensure that YIHR has access to at least a half-time Coordinator throughout the charter term, should its own resources fall short. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

The VPRI will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, any unrestricted overheads shared by Faculties with the ORU may be expected to be applied to offset VPRI contributions to the ORU's core operating costs on a 2:1 ratio (that is VPRI will withdraw $1 of core operating support for every $2 of overhead funding received by the ORU).

In addition to core operating resources, subject to the notes below, the Office of the VPRI will make best efforts to meet future space requests by YIHR to meet anticipated needs for additional project, staff and trainee space. The VPRI Office will also ensure YIHR has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Sponsoring Faculties: The Lead and Participating Faculties will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, it is expected the sponsoring Faculties will look to share any unrestricted overheads received through ORU activities, to be used by the ORU towards the support of the indirect costs of research within the ORU.

Lead Faculty: As Lead Faculties, Health and Science commit to factoring into their strategic planning the development of YIHR in relevant areas including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications and advancement opportunities.

Participating Faculties: The Participating Faculties agree to contribute to discussions of how to enable YIHR's research success in areas including membership, strategic research development, leadership of YIHR, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

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Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model, and VPRI resourcing models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs.   ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	**LaMarsh Centre for Child and Youth Research**
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Faculty-based. This is a new charter for an existing ORU (the charter lapsed in 2013 but LaMarsh was permitted to continue pending further development of this application). LaMarsh was founded in 1980 with a donation from the Ontario government. This is the third variation on the name of the ORU as its research orientation has evolved.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

Dean Skinner of the Faculty of Health confirmed that "the objectives of LaMarsh are and will continue to be integrated into the Faculty's planning. Although Health's strategic research planning process has just begun, we anticipate that child and youth health will be reflected in that document. For example, we recently launched a Faculty initiative focused on mental health in York Region, particularly in school settings." The reviewers observed that "Knowledge transfer is a core feature of the Centre's activities and mandate. More than any other group in Canada they have been adept and successful at engaging with community partners for purposes of knowledge transfer and mobilization."

Terms and Expectations for the
LaMarsh Centre for Child and Youth Research: 2014-19 Charter

1.   Mandate

The LaMarsh Centre for Child and Youth Research (LaMarsh) has a mandate to conduct and disseminate social and behavioural science research that is relevant to the societal concerns of Canadians, with a particular focus on youth development, health promotion and violence prevention. It is a collaborative group of faculty and students that supports community-engaged, interdisciplinary research in health, education, relationships and development of infants, children, adolescents, emerging adults and families everywhere. Inspired by its vision to produce child and youth research that matters, the Centre aims to lead through excellence in research, education and mobilization of empirically-based scientific knowledge together with the community.

2.   Sponsoring Faculty

As the sponsoring Faculty, the Faculty of Health agrees to support the development of LaMarsh in collaboration with the Office of the VPRI. This support includes promoting membership in LaMarsh, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for LaMarsh as warranted. The Faculty of Health further agrees to integrate LaMarsh objectives into its strategic research planning and to champion the development of LaMarsh as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of LaMarsh will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, continuing education, and other relevant areas.

3.   Board

The Board for LaMarsh has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion LaMarsh with internal and external stakeholders as appropriate, and to serve as a resource for Directors in assisting the Centre to achieve its objectives. Composition of the Board for LaMarsh normally will be as follows:

- a.   Dean (or designate), Faculty of Health (Chair)
- b.   VPRI (or designate) (Vice-Chair)
- c.   Chair, Department of Psychology, Faculty of Health
- d.   Senior Development Officer, Faculty of Health (non-voting)

The Board may consult with the Executive or other governance or advisory bodies established by LaMarsh, but is not intended to replace or take over the functions of those bodies.

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4.   Directorship

Prior to the conclusion of the current Director's term (June 30th, 2015), the Faculty of Health will launch a search process to appoint a new Director to lead the Centre through the balance of the Charter term.

5.   Objectives and expectations for 2014-19

Membership and Governance: The active membership of LaMarsh is expected to include approximately 15 full-time faculty, including several affiliated with the Department of Psychology as well as members from other units within the Faculty of Health and from other Faculties. The Centre should maintain records to document the nature and extent of active engagement by individual members for purposes of its Annual Report, recognizing that members will contribute in different ways and to different degrees over time. LaMarsh will work toward recruiting 5 new active members over the Charter term with the goal of further diversifying its membership. It will also explore the potential to create an Associate Director role to build the Centre's leadership capacity and resources.

Strategic Research Development: Child and youth research has been recognized as a priority within the Faculty of Health through its support for the LaMarsh Centre and for major projects of LaMarsh members, and through careful complement planning to develop capacity in the field. LaMarsh has played a critical role in elevating the University's stature as a leading source of influential child and youth research, and has built a distinctive reputation as an innovator and leader in knowledge mobilization. Going forward it is expected to develop as one of the flagships for York University's overall reputation as a national and international leader in research that promotes Healthy Individuals, Healthy Communities and Global Health, as identified in our institutional Strategic Research Plan 2013-18, and to contribute to strategic growth in the Scholarship of Socially Engaged Research. LaMarsh proposes to focus its development of multi-disciplinary, collaborative research around four initiatives that address the positive development of youth from infant to emerging adult: i) Bullying Prevention/Healthy Relationships/PREVNet; ii) Youth Mental Health and Resilience; iii) Adolescent Romantic Relationships & Vulnerable Teens; and iv) Infant and Child Mental Health and Global Parenting. LaMarsh will work with other Faculty based and institutional ORUs including YU-CARE, the Muscle Health Research Centre and the York Institute for Health Research, in a coordinated effort to further strengthen the University's capacity for health research across the life span.

Externally Funded Research Activity: LaMarsh has established a strong track record of assisting members to attract funding from tri-council and other agencies, and to manage their individual and larger scale collaborative grants. Over its next charter term the Centre should continue its success on this front with the following objectives as outlined in the charter application:

a.   aim to support four or more collaborative funding applications by LaMarsh members;
b.   aim to support four or more funding applications in collaboration with another ORU or ORUs at York;

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c. aim to support four or more funding applications with new academic partners from outside York;

d. aim to secure additional government research contracts;

e. aim to secure contracts for program evaluations in Toronto and York Region; and

f. aim to diversify funding sources for research by exploring foundations, crowd funding or other opportunities.

Through these activities the Centre should aim to administer at least $2.5 million of external research funding by the end of this five year period.   In evaluating the Centre's progress the Board of LaMarsh will consider the funding applications submitted with the support of LaMarsh, the success of its Director and members in attracting external research funds, and the number and scale of external awards administered by the Centre.

Supporting Faculty Research: LaMarsh provides the infrastructure and organizing framework for its members to collaborate across disciplines and with research partners locally and internationally.   It offers a shared space and coordinator services, and will continue to provide both pre- and post-award support for individual members and teams to prepare applications and administer funded projects. The Centre expects to pursue collaborations with both existing and new partners to strengthen the breadth and depth of its research activities, with a particular interest in expanding its partnerships in low and middle income countries.   LaMarsh will provide early career faculty with mentorship through opportunities to be co-investigators on senior members' grants, have their grants internally reviewed, learn how to supervise and mentor graduate students and post-doctoral fellows in child and youth research, and gain experience participating in and leading interdisciplinary research teams. LaMarsh is also expected to support the broad activities of individual researchers and research teams to undertake contract research and innovative projects to inform policy and practice.

Student and Post-Doctoral Education and Mentoring: The Centre provides a rich interdisciplinary educational environment to support the development of graduate and undergraduate students and post-doctoral fellows ("trainees"). It is expected to continue its strong record of mentoring trainees and to encourage them to apply for appropriate scholarship, bursary and research funding.   The charter application proposed the following specific deliverables (assuming that the interest generated by LaMarsh endowments and trust funds, and paid to the centre by the university continues to be relatively stable) :

a. provide at least 12 graduate students per year with research awards to conduct new cross-disciplinary research with a LaMarsh member (other than their supervisor);

b. provide one travel award per year to give students the opportunity to collaborate with LaMarsh international partners;

c. confer three LaMarsh Student Leadership awards yearly, to provide enriched leadership development opportunities to successful applicants;

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d. create opportunities for trainees to present their research and participate in an annual Student Symposium;

e. support students to organize one additional student-led and student-focused event each year;

f. welcome trainees to attend the bi-monthly LaMarsh Speakers series and the Methodology LaMarsh workshops;

g. mentor trainees in knowledge mobilization and welcome them to attend an annual KM conference;

h. support publication of an electronic student newsletter once per year; and

i. reach out to undergraduate students to raise awareness of the opportunities for them at LaMarsh.

Success in student and post-doctoral mentoring will be evaluated by reference to the numbers of individual trainees who engage with LaMarsh and the range of programming and other opportunities provided in light of the above objectives.

Research Dissemination, Knowledge Mobilization and Engagement: LaMarsh proposes to continue supporting its members to generate and disseminate new knowledge on child and youth health, wellness and violence prevention in leading peer reviewed journals and other scholarly fora. The Centre will also continue to build its reputation for excellence in knowledge mobilization through its media work and wide range of presentations, and by involving community partners and knowledge users directly in the design, implementation and dissemination of research activities.   The charter application proposes the following specific activities and deliverables over the next five year term:

a. a collective scholarly publication output of 60 or more articles;
b. presentation of 60 or more conference papers by LaMarsh members;
c. updating the Centre's website to create a state-of-the-art interactive medium to showcase research and events at LaMarsh, and establishing systems to monitor site traffic;
d. organizing 16 or more media interviews or events highlighting LaMarsh research;
e. hosting at least four highly publicized events;
f. hosting or participating in at least four policy oriented events;
g. establishing an external advisory board for LaMarsh to assist in raising awareness of its work;
h. establishing an annual interactive KM conference in partnership with Children's Mental Health Ontario (or other community based agency), and aiming to sponsor four or more KM events;
i. delivery of 16 or more community presentations by LaMarsh members;
j. publication of eight or more articles by LaMarsh members in applied or policy oriented journals;
k. production of 12 or more collaborative products (joint conference presentations; joint funding applications; journal articles) with community partners;
l. initiating a web-based, youth led project to engage young people in identifying child/youth research priorities; and/or
m. organizing four or more community based youth engagement events.

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Internationalization: LaMarsh aims to continue building its international research collaborations and presence and has proposed the following specific objectives:

a. maintain four or more international research collaborations, with at least two partners from low/ mid-income countries;
b. host at least eight international visitors and at least four graduate students from low/mid-income countries;
c. collaborate on a minimum of 12 joint products (joint conference presentations; joint funding applications; journal articles) with international partners; and
d. sponsor four graduate students with LaMarsh travel awards to contribute to international collaborations.

Recognizing and Promoting the Achievements of ORU Members: LaMarsh is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Securing Financial Stability: LaMarsh is expected to pursue a variety of opportunities for revenue generation through sponsored research, fundraising or profit generating events, professional development and continuing education offerings, crowd funding or other activities as proposed in the application. It is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. Its Director is expected to work with the Dean's Office and professional advancement staff in the Faculty of Health, to steward existing donors and to position the Centre to secure new external support for its activities, including the goal of identifying a naming donor.

Resource Commitments

Faculty of Health: The Faculty is committed to ensuring that LaMarsh has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for its Director. It will ensure the Centre has access to dedicated space and at least part-time administrative support staff, who may be shared with other ORUs in the Faculty of Health. In order to support progress toward a self-sustaining financial model for LaMarsh, the Faculty has agreed to flow 2/3 of any unrestricted overhead generated through research grants, contracts or revenue generating programs in the Centre directly to its operating budget.

VPRI: The VPRI Office will ensure LaMarsh has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. The Centre is welcomed to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Faculty of Environmental Studies: The Faculty of Environmental Studies has committed to provide GA support to projects based at LaMarsh and involving FES faculty members.

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Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	Centre for Research on Language Contact
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Faculty-based. This is a **new charter for an existing ORU**.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Strategic Planning

Principal McRoberts wrote that "the Centre for Research on Language Contact is very much aligned with Glendon 's strategic objectives and plays important ro les for faculty members and graduate students." External reviewers praised the alignment "with emergent new directions in their fields of research" and concluded that

> the Centre effectively serves as an 'incubator', an intellectual and creative space where ideas can be proposed and discussed, inspiring formal and informal meetings and exchanges of ideas that eventually lead to collaboration on research projects and activities. The Centre fulfills its interdisciplinary mandate through the encounters of methodologies and approaches from diverse disciplines.

Terms and Expectations for the
Centre for Research on Language and Culture Contact (CRLCC):
2014-19 Charter

1. Mandate

Established at Glendon College, the Centre for Research on Language and Culture Contact (CRLCC) has a mandate to foster nationally leading and internationally recognized research and scholarship investigating the many dimensions and implications of language, culture and knowledge contact. The Centre provides a forum for well-established and emerging scholars to exchange knowledge across disciplines, enabling individual and collaborative research on the theories, policies and practices surrounding language and culture contact in local, regional and international settings. CRLCC enriches Glendon's unique excellence in bilingual studies. It supports the wide dissemination and mobilization of knowledge on language and cultural diversity and interaction, engaging community partners in the multilingual, multicultural urban centre of Toronto, and the francophone community across Southwestern Ontario and beyond.

2. Sponsoring Faculty

As the sponsoring Faculty, Glendon College agrees to support the development of CRLCC in collaboration with the Office of the VPRI. This support includes promoting membership in CRLCC, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for CRLCC as warranted. Glendon College further agrees to integrate CRLCC objectives into its strategic research planning and to champion the development of CRLCC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CRLCC will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, continuing education, and other relevant areas.

3. Board

The Board for CRLCC has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CRLCC with internal and external stakeholders as appropriate, and to serve as a resource for Directors in assisting the Centre to achieve its objectives. Composition of the Board for CRLCC normally will be as follows:

   a. Principal (or designate), Glendon College (Chair)
   b. VPRI (or designate) (Vice-Chair)
   c. Dean (or designate), Faculty of Liberal Arts & Professional Studies (LA&PS)

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The Board may consult with the Executive or other governance or advisory bodies established by CRLCC, but is not intended to replace or take over the functions of those bodies.

4. Directorship

Upon the conclusion of the current Director's term, Glendon College will launch a search process to appoint a new Director to lead the Centre through the balance of the Charter term.

5. Objectives and expectations for 2014-19

Membership and Governance: The active membership of CRLCC is expected to include approximately 20 full-time faculty members of York University, affiliated primarily with diverse units of Glendon College, as well as LA&PS. The Centre is encouraged to continue its outreach efforts to engage additional faculty, particularly those whose work in cultural studies may be relevant to the broader mandate expressed in this Charter. It is expected to maintain records to document the nature and extent of active engagement by individual members for purposes of its Annual Report, recognizing that members will contribute in different ways and to different degrees over time. Going forward the Centre should ensure that its Annual Report includes information on the research activities and publications of all active members for the reporting period in question.   It should also respond to the external reviewers' recommendation to articulate more explicitly its governance processes.

Strategic Research Development: Research on language and inter-cultural relations has been recognized as a priority of Glendon College within its strategic plans and through its support for CRLCC and its complement planning to develop research capacity in this area. CRLCC members have played a critical role in elevating the University's stature as a leading source of influential research and scholarship on second language acquisition and pedagogy, bilingual education, minority and endangered language education, translation and interpreting, and language planning in bilingual or multilingual settings. Going forward the Centre is expected to develop as one of the flagships for York University's reputation as a national and international leader in the areas of its mandate, contributing to its growth as a premier hub for French language education and scholarship in the province of Ontario. It is expected that CRLCC will contribute to the University's overall strengths in the area of Analyzing Cultures and Mobilizing Creativity, as identified in the University's Strategic Research Plan 2013-18. Over the next five years CRLCC proposes to focus its development of inter-disciplinary research around three organizing themes: i) Language ecology and language contact documentation in multilingual urban centres, locally and internationally; ii) Theories of socio-cultural and linguistic contact, linguistic variation and change, and linguistic mixing; and iii) Translation, interpreting, and language and knowledge exchange.   The Centre is encouraged to continue defining its focus areas and distinctive research strengths in relation to comparator units in Canada and internationally.   It is expected to seek opportunities to work with other ORUs and programs at Glendon and across York University, where joint activities can further strengthen capacity for research that situates language and cultural diversity as a key factor shaping knowledge, policy, and practice across disciplines and domains.

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Externally Funded Research Activity: CRLCC members have attracted significant funding for their research from tri-council and other agencies, and the Centre has provided essential services to manage their grants. Scholarly events sponsored by the Centre have assisted members to incubate new research projects and collaborations. Over its next term the Centre is expected to build on this momentum by establishing administrative and peer supports for members to develop research funding applications. It should communicate to members the supports that are available through CRLCC for both pre- and post-award stages of externally funded research. By the end of this five year term the Centre should aim to administer $2.5 million of new, additional external research funding, with recognition of the effort required to develop applications.   In addition to administering smaller conference grants and individual PI grants, CRLCC is expected to support applications for at least two larger collaborative grants during this period (for example a SSHRC Partnership Grant or Partnership Development Grant).   A further expectation is that CRLCC will pursue diverse funding sources including those that will provide for unrestricted overhead funding. In evaluating the Centre's progress toward meeting these expectations the Board will consider the funding applications submitted with the support of CRLCC, the nature and extent of pre- as well as post-award support services provided to members, the success of its members in attracting external research funds, the number of members with grants and contracts administered by CRLCC, and the amount of external research income administered by the Centre.

Supporting Faculty Research: CRLCC provides the infrastructure and organizing framework for its members to collaborate across disciplines and units, and with research partners locally and internationally.   It offers a shared space and administrative support services, and is expected to provide both pre- and post-award support for individual members and teams to prepare applications and administer funded projects. CRLCC is expected by the end of 2014-15 to have launched a new members' area of its website as well as updated listservs, with the goal of enhancing research community internally. The Charter application identifies a significant opportunity in the arrival of new faculty with interests germane to the Centre's work.   It is expected to play a leading role in supporting the development of this new generation of scholars, reaching out to assist them wherever possible in developing their research agendas, proposals and networks, and creating opportunities to be mentored by more established scholars in grant preparation and other aspects of research development. The Centre should likewise seek opportunities to support the objectives of Glendon's Research Group on Translation and Transcultural Contact, and to integrate this Group more fully into CRLCC activities. The impact of these efforts will be assessed based on the number of early career scholars who have met one-on-one with the Director, and the number of research activities, funding proposals and successful research grants that involve such scholars. The Centre is also expected to support the entrepreneurial activities of individual researchers and research teams to undertake contract research and innovative projects to inform policy and practice.

Student and Post-Doctoral Education and Mentoring: The Centre is to be commended for its work in providing a rich interdisciplinary educational environment to support the development of graduate and undergraduate students. It is expected to continue its strong record of mentoring students, including them wherever possible as participants in faculty research projects, and encouraging them to apply for

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appropriate scholarship, bursary and research funding. The Charter application outlined the following plans to maintain and enhance graduate and undergraduate education:

a. welcome students to participate in the Centre's lecture series, conferences, seminars and roundtables;

b. continue sponsoring student-led graduate colloquia in Translation and Francophone Studies, or other relevant topics;

c. seek opportunities for students to be employed on Centre projects, and to undertake fieldwork, internships or other forms of experiential learning connected to Centre research and knowledge mobilization activities;

d. develop a unique bilingual Graduate Diploma on Language and Cultural Contact, designed to complement degree-based research and enhance career prospects by building cross-cultural competency and literacy; and

e. develop a CRLC Summer School for graduate students, emerging scholars, practitioners and other community members to receive intensive training in critical theories and methodologies informing research on translation and cultural contact.

During its next term CRLCC should also seek opportunities to engage post-doctoral fellows and to support their applications for funding. Success in student and post-doctoral mentoring will be evaluated by reference to the numbers of individual trainees who engage with CRLCC and the range of programming and other opportunities provided in light of the above objectives.

Research Dissemination, Knowledge Mobilization and Engagement: CRLCC proposes to continue supporting its members to disseminate new knowledge on language and culture contact in leading peer reviewed journals and other scholarly fora. It is expected to gather information at least annually on members' publications and other outputs, and to assist in disseminating and profiling their work via the Centre's website or institutional repositories. The application outlines a number of additional activities aimed at further building the Centre's profile and the impact of its work over the Charter term:

a. host at least three academic symposia as well as the Annual Association for French Language Studies conference;

b. sponsor a suite of activities to promote dialogue on the international implications of Canadian practices on language and educational policy making, including roundtables, networking events, and social media;

c. strengthen external communication about CRLCC members and their research, for example through an improved website, updated listservs, and a regular newsletter to keep community members informed about important findings, events and opportunities to engage;

d. work with Faculty and University communications and media relations offices to profile CRLCC strengths; and

e. strike a sub-committee to identify relevant metrics and establish tracking mechanisms to assess more systematically the influence and impact of knowledge mobilization activities, for example by reference to the level of participation by different stakeholders.

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CRLCC should report in more detail to its Board on proposed strategies and metrics for evaluating its progress in mobilizing knowledge and raising its profile externally.

Recognizing and Promoting the Achievements of ORU Members: CRLCC proposes to create its own internal awards to recognize both emerging and senior scholars for their contributions in building research capacity, leveraging research strengths across Faculties and units, and fostering strategic collaboration with external partners worldwide. In addition, the Centre is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Securing Financial Stability: CRLCC is expected to be active in pursuing opportunities for revenue generation through sponsored research, fundraising or profit generating events, professional development and continuing education offerings, or other activities. It is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. Its Director is expected to work with the Principal's Office and professional advancement staff of Glendon College to position the Centre to secure new external support for its activities.

Resource Commitments

Glendon College: The College is committed to ensuring that CRLCC has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for its Director. It will ensure the Centre has access to dedicated space and at least part-time administrative support staff. Glendon will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, it is expected that Glendon will look to share any unrestricted overheads received through CRLCC activities, to be used by CRLCC towards the support of the indirect costs of research within the ORU.

VPRI: The VPRI Office will ensure CRLCC has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. The Centre is welcomed to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	**Muscle Health Research Centre (MHRC)**
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Faculty-based. This is a **new charter for an existing ORU.**
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement

Full application available on request |

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from external reviewers and SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

For Dean Skinner, "the MHRC is well aligned with areas of institutional research excellence in "building healthy lives and communities" and with the opportunities for research in "healthy individuals, communities and global health" identified in York University's new Strategic Research Plan. Of course, muscle health is also a priority at a Faculty level." The reviewers concluded that "this is a growing research unit with a critical mass of muscle health researchers that has no parallel in Canada, and is poised to become an internationally renowned ORU" and the application noted that "Our research is also nicely aligned with the themes of "Advancing fundamental discovery and critical knowledge" and "Exploring the frontiers of Science and Technology" – recognized strengths in the Strategic Research Plan."

Terms and Expectations for the
Muscle Health Research Centre (MHRC): 2014-19 Charter

1.   Mandate

The Muscle Health Research Centre (MHRC) bring together a dynamic community of faculty and students who collaborate across disciplines to perform leading edge research on muscle growth, development, metabolism, disease and adaptation to exercise.   The MHRC vision is to be Canada's leading research centre for the study of muscle health and disease, and one of the top centres of its kind in North America. The Centre strives to gain national and international recognition for its leadership by producing innovative research, by educating highly qualified trainees, and by translating its findings for the benefit of all Canadians.

2.   Sponsoring Faculty

As the sponsoring Faculty, the Faculty of Health agrees to support the development of MHRC in collaboration with the Office of the VPRI. This support includes promoting membership in MHRC, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for MHRC as warranted. The Faculty of Health further agrees to integrate MHRC objectives into its strategic research planning and to champion the development of MHRC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of MHRC will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, continuing education, and other relevant areas.

3.   Participating Faculty

As a participating Faculty, the Faculty of Science agrees to play a supportive role in promoting the development of MHRC and to provide a decanal representative to its Board.

4.   Board

The Board for MHRC has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion MHRC with internal and external stakeholders as appropriate, and to serve as a resource for Directors in assisting the Centre to achieve its objectives. Composition of the Board for MHRC normally will be as follows:

   a.   Dean (or designate), Faculty of Health (Chair)
   b.   VPRI (or designate) (Vice-Chair)
   c.   Dean (or designate), Faculty of Science
   d.   Senior Development Officer, Faculty of Health (non-voting)

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The Board may consult with the Executive or other governance or advisory bodies established by MHRC, but is not intended to replace or take over the functions of those bodies.

5. Directorship

The Centre is led by its founding Director, Dr. David Hood. Upon the conclusion of his current term the Faculty of Health will launch a process to either renew the appointment or appoint a new Director to lead the Centre through the balance of the Charter term.

6. Objectives and expectations for 2014-19

Membership and Governance: The active membership of MHRC is expected to include approximately 15 full-time faculty drawn primarily from the School of Kinesiology and Health Science within the Faculty of Health, as well as the Department of Biology within the Faculty of Science. The Centre will seek to grow by integrating newly hired faculty with research programs relevant to its mandate. MHRC proposes to build its Adjunct Membership to include additional researchers and clinical experts from other southern Ontario universities and health services organizations. It also proposes to maintain a cohort of approximately 100 trainee members. The Centre should maintain records to document the nature and extent of active engagement by at least its full members for purposes of its Annual Report, recognizing that members will contribute in different ways and to different degrees over time. With respect to governance, the Director is encouraged to engage the Centre's Executive in the further development of plans to achieve its mandate, and to solicit their active involvement in implementing these plans, as recommended by external reviewers. The Director is also expected to initiate full membership meetings or other mechanisms to address the need identified by the reviewers, for members to have a forum to discuss new initiatives and opportunities for collaboration.

Strategic Research Development: MHRC has played a critical role during its inaugural term in elevating the University's stature as a leading source of innovative biomedical research on muscle health and disease. Its members bring a range of disciplinary perspectives to the study of skeletal muscle, its blood supply, and its relationship to other important organs such as the heart and adipose tissue, in health, in aging, and in disease, with a particular interest in the effects of exercise. Muscle health research has been recognized as a priority within the Faculty of Health through its support for MHRC as well as careful complement planning to develop capacity in the field. The relevance of its research program to chronic disease, physical activity and aging is synergistic with the Faculty of Health's vision of "keeping more people healthier, longer". Going forward MHRC is expected to develop as one of the flagships for York University's overall reputation as a national and international leader in research that promotes Healthy Individuals, Healthy Communities and Global Health, as identified in our institutional Strategic Research Plan 2013-18. By the end of its second term the Centre should be able to demonstrate tangible progress toward its goal of being recognized as an international leader in the field, and toward its long term goal of establishing a muscle health research centre of excellence based at York University. To facilitate continued articulation of strategies and plans to attain these goals the Centre should engage in a benchmarking exercise as recommended by external reviewers, to define its strengths and identity relative to comparable units internationally, and should report to its Board on insights gleaned

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from this exercise. It is expected to interact and share information with other Faculty based and institutional ORUs at York, including YU-CARE, the LaMarsh Centre for Child and Youth Research, and the York Institute for Health Research, in a coordinated effort to further strengthen the University's capacity for health research across the life span.

Externally Funded Research Activity: MHRC members have established a strong track record of attracting funding for their research from tri-council and other agencies. The Centre has facilitated their success through its collaborative activities and culture of peer mentoring. Over its next term MHRC proposes to maintain this success while focusing additional energy on building capacity and funding for collaborative research. As recommended by external reviewers, the Director is encouraged to lead discussion among members to identify the overarching research questions that define MHRC as a community, and to consider whether broadening the disciplinary mix of members and collaborators to include more health services and health policy expertise would be advantageous in accessing collaborative funding programs. It is expected that the Centre will pursue the following priorities for external funding:

a. secure infrastructure funding for a Core Facility to be shared by members, through the Canadian Foundation for Innovation or other sources;
b. lead the development of applications for at least two group grants through programs such as CIHR's Collaborative Health Research Program or NSERC's CREATE;
c. support members to adapt successfully to CIHR's new funding structure, and lead the development of at least one application for Foundation scheme funding; and
d. diversify funding sources by leading development of at least one application for a foundation or other non-tri-council grant.

Through these activities the Centre should aim to administer at least $2.5 million of new external funding for collaborative research by the end of this five year period.   In evaluating the Centre's progress the Board of MHRC will consider the funding applications submitted with the support of the Centre, the success of its Director and members in attracting external research funds, and the number and scale of external awards administered by the Centre.

Supporting Faculty Research: MHRC provides the infrastructure and organizing framework for its members to collaborate across disciplines and with external research partners.   It has fostered a valuable informal network of peer support and mentorship for early career faculty members, and has provided financial support to members through its Faculty Research Award program. Over the next five years the Centre is expected to continue and build on these activities to exploit more fully the MHRC's potential for collaborative research. As recommended by external reviewers, it should work to secure at least part-time staff administrative support to assist in coordinating regular interactions and joint activities by internal members. Staff support should be available to organize collaborative activities by members including development and management of collaborative grants. The Centre is also expected to take a leadership role in building external relationships with potential research collaborators, and to

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support the entrepreneurial activities of its members to undertake contract research or innovation projects with industrial, government and other partners.

Student and Post-Doctoral Education and Mentoring: The Centre provides a rich interdisciplinary educational environment to support the development of graduate and undergraduate students and post-doctoral fellows ("trainees"). It is expected to continue its strong record of mentoring trainees and to encourage them to apply for appropriate scholarship, bursary and research funding.   The charter application proposed to continue or initiate the following specific activities:

a.   award a Graduate Student Fellowship annually;

b.   welcome trainees to participate in MHRC colloquia, seminars and conferences, including the annual Muscle Health Awareness Day and its student poster presentations and awards;

c.   invite student input on MHRC speakers and activities through a Student Committee or other channels;

d.   sponsor a Student Colloquium for trainees to present their own work and receive feedback from colleagues;

e.   offer a Career Workshop for trainees to learn about pathways in multiple sectors;

f.   secure Mitacs funding or other forms of support for experiential learning opportunities; and

g.   create opportunities for trainees to be employed or otherwise involved in operationalizing the Centre and running its activities.

Success in student and post-doctoral mentoring will be evaluated by reference to the numbers of individual trainees who engage with MHRC and the range of programming and other opportunities provided in light of the above objectives.

Research Dissemination, Knowledge Mobilization and Engagement: MHRC members are productive scholars who will continue to disseminate new knowledge on muscle health in leading peer reviewed journals and other scholarly fora, and through presentations at prestigious conferences and seminars around the world. The Centre is also committed to translating knowledge for a wider audience through its website and other vehicles. However, the application recognized a need to strengthen the Centre's message to Canadians about its mission and work. A critical priority in the next five years will be to build a higher external profile for the MHRC, in academic circles and in the wider community. It is expected to pursue the following specific objectives during this five year term:

a.   work with the Dean's Office in the Faculty of Health to establish an external Advisory Committee for the Centre;

b.   as part of its benchmarking exercise described above under *Strategic Research Development*, examine the strategies that comparator units internationally have used to raise their profile;

c.   work with communications experts in Health, and with the university's Knowledge Mobilization Unit, to develop a plan with concrete steps to publicize and engage the wider community in the work of MHRC, including government, industry and NGO partners;

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d. explore the potential to develop a summer school or workshop for visiting students that would raise awareness of MHRC nationally and internationally;

e. establish a Muscle Health Network among researchers in southern Ontario, upstate New York and northern Michigan, and consider whether this could usefully be expanded to a larger catchment area;

f. establish continuing education programming to address the needs of a range of health professionals; and

g. develop further the MHRC website and social media activities, and monitor traffic to these channels.

Recognizing and Promoting the Achievements of ORU Members: MHRC is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Securing Financial Stability: MHRC is expected to be entrepreneurial in pursuing opportunities for revenue generation through sponsored research, fundraising or profit generating events, professional development and continuing education offerings, or other activities as proposed in the application. It is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. Its Director is expected to work with the Dean's Office and professional advancement staff in the Faculty of Health, to position the Centre to secure new external support for its activities.

Resource Commitments

Faculty of Health: The Faculty is committed to ensuring that MHRC has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for its Director. It will ensure the Centre has access to dedicated space and, subject to MHRC securing external funding, will support establishment of an expanded Core Facility for the Centre. The Faculty will contribute to the costs of part-time administrative support, and encourages MHRC to consider sharing staff support with other ORUs in the Faculty of Health. In order to support progress toward a self-sustaining financial model for MHRC, the Faculty has agreed to flow 2/3 of any unrestricted overhead generated through research grants, contracts or revenue generating programs in the Centre directly to its operating budget.

VPRI: The VPRI Office will ensure MHRC has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. The Centre is welcomed to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and

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the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	**Jack & Mae Nathanson Centre on Transnational Human Rights, Crime & Security**
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Faculty-based. This is a **new charter for an existing** ORU.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from external reviewers and SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

In his letter of support, Dean Sossin confirmed the ORU :mandate is in accordance with the law school's research objectives [and] strategic research plan." The reviewers were taken with the interdisciplinary thrust of the membership and research, adding that "the Centre serves as an important inter-disciplinary hub. In our meetings, we heard repeatedly from faculty members and students from academic units outside of Osgoode Hall Law School. These individuals spoke highly of the degree to which the Centre constitutes a confluence of research activities that draw them outside the confines of their discipline. Indeed, the Centre's obvious links outside of Osgoode Hall should be considered one of its strengths."

Terms and Expectations for the
Jack & Mae Nathanson Centre
on Transnational Human Rights, Crime and Security:
2014-19 Charter

1. Mandate

The Jack & Mae Nathanson Centre on Transnational Human Rights, Crime and Security (NC) seeks to make a leading, cross-disciplinary contribution to the study of the relationships amongst crime, human rights, and security in the context of transnational phenomena and as informed by normative and theoretical perspectives. The Centre focuses on research and knowledge-generation activities that contribute to fundamental scholarship and/or public policy debates. It draws on the expertise of a variety of law researchers from Osgoode Hall Law School, where it is based, as well as of researchers in cognate areas such as Philosophy, Sociology, Criminology, Political Science, and Law and Society. The Centre further seeks to broaden the impact of its work by engaging researchers at other universities, in government, and in various other professional and nongovernmental sectors, in Canada and internationally.

2. Sponsoring Faculty

As the sponsoring Faculty, Osgoode Hall Law School (Osgoode) agrees to support the development of NC in collaboration with the Office of the VPRI. This support includes promoting membership in NC, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for NC as warranted. Osgoode further agrees to integrate NC objectives into its strategic research planning and to champion the development of NC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of NC will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, continuing education, and other relevant areas.

3. Board

The Board for NC has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion NC with internal and external stakeholders as appropriate, and to serve as a resource for Directors in assisting the Centre to achieve its objectives. Composition of the Board for NC normally will be as follows:

   a. Dean (or designate), Osgoode (Chair)
   b. VPRI (or designate) (Vice-Chair)
   c. Chair, Department of Philosophy, Faculty of Liberal Arts & Professional Studies (LA&PS)

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The Board may consult with the Executive or other governance or advisory bodies established by NC, but is not intended to replace or take over the functions of those bodies.

4.   Directorship

The current Director is Dr. François Tanguay-Renaud. In the final year of his term Osgoode will launch a process to either renew the appointment or to appoint a new Director to lead the Centre through the balance of the Charter term.

5.   Objectives and expectations for 2014-19

Membership and Governance: The active membership of NC is expected to include between 20 and 30 full-time faculty members of York University, affiliated primarily with Osgoode as well as the Department of Philosophy and other units of LA&PS. The Centre plans to continue its outreach to engage additional faculty across a range of relevant disciplines. It is committed to maintaining records to document the nature and extent of active engagement by individual members for purposes of its Annual Report, recognizing that members will contribute in different ways and to different degrees over time. NC proposes to complete the writing of its formal governance document over the course of this next term. The Centre is encouraged to continue recent efforts to build capacity beyond the personal efforts of the Director, by engaging members in leading some of its activities.

Strategic Research Development: Transnational law and human rights research has been recognized as a priority for Osgoode through its support for NC, including development of dedicated space for the Centre, and its complement planning to develop research capacity in this broad area. With the support of its endowment, NC has played a critical role in elevating the University's stature nationally and internationally as a leading source of influential research and scholarship in the areas of its mandate. Going forward the Centre is expected to continue developing as a flagship for York University's reputation as a premier source of leading edge, interdisciplinary scholarship on transnational human rights, crime and security. It is expected that NC will contribute to the University's overall strengths in Advancing Fundamental Discovery and Critical Knowledge, and its growth in research that promotes Public Engagement for a Just and Sustainable World, as well as the Scholarship of Socially Engaged Research, as identified in the University's Strategic Research Plan 2013-18. The Charter application proposed an ambitious agenda of collaborative projects to increase the reach of its research programs and further enhance its international influence and leadership. NC's research focus over the next five years will be on the overarching issue of "Wrongs across Borders" (their nature, the principles governing them, and institutional and noninstitutional accountability frameworks) with a strong emphasis on its theoretical development, but also on exploring key practical implications. In the process, NC will continue to engage and speak to important current affairs issues related to transnational human rights, crime and security, from the perspective of an internationally leading *Canadian* research unit. In carrying out this promising agenda NC will continue to pursue opportunities to build cross-disciplinary synergies with other ORUs and programs across York University, while also securing the continued and growing partnership of like-minded organizations in Canada and internationally.

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Externally Funded Research Activity*:* NC is to be commended for its energetic work to attract tri-council and other external funding to support its members' research, in response to recommendations in its 2011 review. It expects to continue offering seed funding and in-kind support for grants that will enable its members to pursue additional research activities and publications that contribute to the Centre's profile. NC is encouraged to communicate to current and prospective members the supports that are available through the Centre for both pre- and post-award stages of externally funded research. The Centre expects during this term to provide direct support for at least eight applications for SSHRC Insight and Insight Development Grants.   The Centre also proposes to lead development of a major collaborative funding application for a multi-year initiative on Wrongs Across Borders, building on its existing network of academic and NGO partners, with the goal of securing a SSHRC Partnership Grant or equivalent funding.   It will encourage its members to apply for other grants (such as SSHRC Connections and Partnership Development Grants), and to partner with like-minded organizations to share the costs of research events and projects.   In evaluating the Centre's progress on this front NC's Board will consider the funding applications submitted with NC's support, the nature and extent of pre- as well as post-award support services provided to members, the success of its Directors and members in attracting external research funds and securing collaborative funding arrangements with other institutions, and the amount of external funds administered by the Centre.

Supporting Faculty Research:* NC provides the infrastructure and organizing framework for its members to develop intellectual connections and collaborations across disciplines and units, and with leading researchers and cognate research centres around the world.   It will continue building research capacity and promoting research community through its dynamic events program (with details provided below under *Research Dissemination, Knowledge Mobilization and Engagement*). With the completion of major renovations to the Kaneff Building the Centre now offers a physical home for its research community with a dedicated suite of offices and meeting space. The Centre will continue to encourage its members to organize new series and events generating fruitful international and Canadian linkages, and will offer financial, in-kind and administrative support for such activities as its capacity allows. The Centre will also maintain and fund an active Visiting Fellows program (two to four per year), through which its members will be invited to bring to the Centre researchers with which they are involved in close NC-related collaborations.   NC will continue to take a special interest in supporting the development of early career faculty, reaching out to assist them wherever possible in developing their research agendas, proposals and networks, and creating opportunities to be mentored by more established scholars in grant preparation and other aspects of research development. The impact of these efforts will be assessed based on the number of early career scholars who have met one-on-one with the Director, and the number of research activities, funding proposals and successful research grants that involve such scholars.

Student and Post-Doctoral Education and Mentoring*: NC is to be commended for its work in providing a rich interdisciplinary educational environment to support the development of graduate and undergraduate students, and for its efforts to attract post-doctoral fellows who can both benefit from and contribute to the Centre's development. It is expected to continue its strong record of mentoring students, including them wherever possible as participants in faculty research projects, and encouraging

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them to apply for appropriate scholarship, bursary and research funding. The Charter application outlined the following plans to maintain and enhance student and post-doctoral development:

a. award Nathanson Graduate Fellowships on a yearly basis to no less than six York graduate students, for a total amount of no less than $60,000 per year (or the annual return on the Fellowships portion of its endowment, if less), one third of which will be earmarked to attract top new students to Osgoode and York;

b. create opportunities for Graduate Fellows to present their work-in-progress by initiating a once-a-term informal seminar, where they will be invited to present;

c. formalize a policy of approaching Graduate Fellows first when the Centre requires graduate research or organizational assistance;

d. offer its workshop course on "Legal Philosophy between State and Transnationalism", built around its annual lecture series, and which graduate and JD students may take for academic credit;

e. encourage and support members to develop other workshop courses related to their research, to provide enhanced educational opportunities for students;

f. provide funding for at least two graduate conferences annually (for a total amount of no less than $4,000);

g. provide an office within its space for the JD International Legal Partnerships program;

h. work in partnership with Osgoode to explore possibilities for an international justice clinic for JD students;

i. invite at least one post-doctoral fellow each year to visit NC as a resident fellow; and

j. welcome students to participate in NC events;

Success in student and post-doctoral mentoring will be evaluated by reference to the numbers of students and post-doc fellows who engage with NC and the range of programming and supports provided in light of the above objectives.

Research Dissemination, Knowledge Mobilization and Engagement: NC expects to undertake the following activities to support continued wide dissemination of Centre-related research, and to further build the Centre's profile and the impact of its work over the coming five years:

a. host its flagship seminar series on "Legal Philosophy between State and Transnationalism", with at least eight speakers per year;
b. organize at least one major scholarly workshop or conference each year;
c. organize at least one large-scale public forum on current affairs issues at the heart of NC's mandate every year-and-a-half;
d. record its scholarly events for public dissemination on its Youtube channel, and roll out a podcast strategy in partnership with Osgoode by 2015-16;

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e. expand its use of Twitter to publicize its events in addition to its current listserv, postering and web-based outreach strategies;

f. continually update its website content with a specific focus on its databases, including its organized and transnational crimes database, and monitor changes in website traffic;

g. lend its full support and imprimatur to the peer reviewed journal Transnational Legal Theory;

h. support the launch of a new Transnational Human Rights journal under the leadership of Professor Obiora Okafor;

i. subsidize conference and research travel of members where they have exhausted other sources, subject to budget capacity; and

j. work with Faculty and University communications and media relations offices to profile NC research and expertise.

Recognizing and Promoting the Achievements of ORU Members: NC is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Building Financial Capacity: NC is expected to be active in pursuing opportunities for revenue generation to advance its priorities through sponsored research, fundraising, or other activities. It is encouraged to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. Its Director is encouraged to work with the Dean's Office and Osgoode's professional advancement staff to position the Centre to secure new external support for its activities in future.

Resource Commitments

Osgoode: Osgoode is committed to ensuring that NC has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for its Director (or to meet pre-Collective Agreement commitments, if greater). It will ensure the Centre has continued access to dedicated space and at least part-time administrative support staff. Osgoode will honour existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. As the University moves toward a new budget model in which overhead funding flows directly to the Faculties, it is expected that Osgoode will look to share any unrestricted overheads received through NC activities, to be used by NC towards the support of the indirect costs of research within the ORU.

VPRI: The VPRI Office will ensure NC has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. The Centre is welcomed to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU

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resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

6

Proposal	Innovation in Computing at Lassonde (IC@L)
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Faculty-based. This is a **new** ORU.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement Full application available on request

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT. A review was conducted in 2012-2013 when this application took a different form.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Planning

The Associate Dean of Lassonde stressed that this is an opportune time to establish infrastructure that aligns with the Faculty's priorities. A reviewer wrote that the proposal aligns with York University's goal of research intensification, interdisciplinarity, and high quality learning experiences for students. The proposed centre focuses on research intensity in a number of disciplines with an emphasis on computer science. There are also several mechanisms defined in the proposal for engaging graduate students and post-doctoral fellows in interdisciplinary research.

Terms and Expectations for the
Innovation in Computing at Lassonde (IC@L): 2014-19 Charter

1.   Mandate

The mandate of IC@L is to establish itself as a nationally leading and internationally recognized research unit focusing on the science of computing and its realization to enable novel solutions and technologies. The future of many disciplines depends on advances in computational science via theoretical and empirical research, and hardware and software development. IC@L joins computational scientists with hospitals, industry and government to address the next generation of computational problems. It addresses critical issues for a knowledge society and advances problem solving in areas such as health, environment, and business.

2.   Sponsoring Faculty

As the sponsoring Faculty, the Lassonde School of Engineering (LSE) agrees to support the development of IC@L in collaboration with the Office of the VPRI. This support includes promoting membership in IC@L, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for IC@L as warranted. LSE further agrees to integrate IC@L objectives into its strategic research planning and to champion the development of IC@L as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of IC@L will be factored appropriately into the School's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, continuing education, and other relevant areas.

3.   Board

The Board for IC@L has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion IC@L with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting IC@L to achieve its objectives. Composition of the Board for IC@L normally will be as follows:

   a.   Dean (or designate), LSE (Chair)
   b.   VPRI (or designate) (Vice-Chair)
   c.   Chair, Department of Electrical Engineering and Computer Science, LSE
   d.   Director of Development (or designate), LSE (non-voting)

The Board may consult with the Executive or other governance or advisory bodies established by IC@L, but is not intended to replace or take over the functions of those bodies.

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4. Directorship

As proposed in the application and subject to the Board's approval, it is expected that the principal applicant, Dr. John Tsotsos, will be appointed as the founding Director of IC@L for the five year term of the Charter.

5. Objectives and expectations for 2014-19

Membership: The active membership of IC@L is expected to include over a dozen full-time faculty drawn predominantly from LSE's Department of Electrical Engineering and Computer Science (EECS). IC@L is expected to reach out across LSE and to other Faculties to attract additional members over time, to build and diversify the critical mass of researchers who are active in its work. It should maintain records to document the nature and extent of active engagement by individual members for purposes of its Annual Report, recognizing that members will contribute in different ways and to different degrees over time.

Strategic Research Development: IC@L is expected to develop as one of the flagships for Engineering Research that Matters, as identified in LSE and University Strategic Research Plans, and to contribute to building the University's overall reputation as a source of cutting edge, collaborative engineering research and innovation. It is expected particularly to elevate the profile of computer science research at LSE and York, contributing to a steady growth in research presence and recognition both nationally and internationally, as evidenced for example through public rankings of computer science programs, and recognition of its members through prestigious awards and invited papers, lectures and guest editorships. IC@L's focus areas initially will be organized around major funded projects of its founding members, advancing both fundamental knowledge of Large Scale Systems and Big Data Analytics, and applied analytics in the broad areas of Life Sciences, Health and Business. Over the term of the Charter IC@L is expected to attract and catalyze additional projects across the full spectrum of computational research. In advancing its research agenda IC@L will seek to maximize collaboration and synergies with other ORUs, and to work with relevant Faculties and Departments to develop a coordinated vision for further strengthening and focusing the University's national and international reputation in computer science.

Externally Funded Research Activity: IC@L will encourage and support its members to develop research funding proposals for tri-council and other external funders, particularly NSERC, OCE, Mitacs and other programs that lend themselves well to collaboration with industry. It will enable its members to pursue contract research opportunities and funding for industry-focused collaborations. IC@L is expected to foster the development of new collaborative research initiatives in the area of its mandate. It will deploy its resources to provide both pre- and post-award support for individual members and teams to prepare applications and administer funded projects. In partnership with Innovation York, IC@L will also pursue opportunities for commercialization of members' research. In evaluating IC@L's progress the Board will consider the funding applications submitted with the support of IC@L, the success of its

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Director and members in attracting external research funds, and the number and scale of external awards administered by the Institute.

Supporting Faculty Research: IC@L will provide the organizing framework for its members to collaborate, sparking novel research questions and group projects.   It will foster linkages between individual PI's within LSE and across the University to enable cross-fertilization among projects and application domains. It is expected to hold regular seminars or other gatherings to facilitate sharing of problems, solutions, ideas, and resources among researchers based in different disciplines for which high level computing theory and practice is important. IC@L is also expected to arrange mentoring for less experienced faculty to prepare funding applications, participate in collaborative projects, disseminate their research, and develop and commercialize research applications.

Student and Post-Doctoral Education and Mentoring: IC@L is expected to attract and engage graduate and undergraduate students and post-doctoral fellows ("trainees") in its work and to provide a rich environment to support their development.   Trainees will be mentored in research through their involvement in IC@L research projects and their access to the expertise of IC@L faculty.   The Charter application proposed the following specific activities:

a. Include trainees in Distinguished Speaker events, seminars and other gatherings where they can benefit from interacting with faculty researchers;

b. Offer two trainee conferences per year at which trainees will have an opportunity to present and receive feedback on their research from senior members as well as a visiting Distinguished Speaker;

c. Create applied research and placement opportunities for trainees through Mitacs funded projects; and

d. Create structured post-graduation mentoring opportunities for trainees to support their early career development.

Measures for evaluating progress in this area will include the numbers of graduate students and post-doctoral fellows funded by IC@L grants and trained by its members; the numbers of undergraduate students who experience substantial involvement in IC@L-based research; and the calibre of placements of trainees after graduation.

Research Dissemination, Knowledge Mobilization and Engagement: IC@L is expected to support its members to generate and disseminate new knowledge in computer science through leading peer reviewed journals and other scholarly fora. As noted in the application, it will be critical to develop a communications strategy for the ORU to strengthen external visibility of the group's activities. IC@L is expected within its first year of operations to launch a website that will be used to profile current projects, results and opportunities, and should elaborate further on its communications strategy in its 2014-15 Annual Report. It is expected to reach out to engage external partners and collaborators from the public and private sectors, to ultilize research findings and participate in joint research projects. IC@L will also actively support its members to identify and pursue technology transfer opportunities,

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drawing on the expertise of senior members to mentor those with less experience in commercializing their research. Measures of progress against these expectations include publication of ORU-related research results in high impact journals and conferences; citations of this published research; invited speaking engagements of ORU members; the number and quality of external research partnerships; and extent of knowledge transfer as indicated by industrial contracts, licenses, patents, start-up companies or other forms of commercialization.

Recognizing and Promoting the Achievements of ORU Members: IC@L is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Securing Financial Stability: IC@L is expected to be entrepreneurial in pursuing opportunities for revenue generation through sponsored research. It is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. Its Director is expected to work with the Dean's Office and professional advancement staff in LSE to position IC@L to secure external support for its activities.

6. **Resource Commitments**

Lassonde School of Engineering: As the sponsoring Faculty LSE will ensure IC@L has sufficient resources throughout the term of the Charter to cover the course release, stipend and benefits for a Director as mandated under the Collective Agreement, plus $5,800 per annum to fund enhanced administrative and technical support for IC@L projects, subject to an expectation that the ORU will make best efforts to recover these costs from external sources. LSE will also continue to provide IC@L members based in LSE with normal access to administrative services including basic grant and contract administrative support as well as regular technical support provided to faculty researchers. It will welcome IC@L to apply to its competitive programs for support of research events. LSE will facilitate approval of eligible faculty to serve as Director. It will incorporate the Directorship and other needs of IC@L into its complement plan and will provide the ORU with access to its professional advancement staff. LSE has committed to flow at least 70% of unrestricted overhead funding generated through IC@L's activities back to the ORU, to fund Director compensation and other operating costs. The Faculty will continue to provide current spaces devoted to computer science research of IC@L members, and as new space becomes available it will seek to provide other appropriate lab, office and student spaces as needed for IC@L to meet its objectives, subject to overall space demands and availability.

VPRI: The VPRI Office will ensure IC@L has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. IC@L is welcomed to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

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Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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Proposal	York University Centre for Aging Research & Education (YU-CARE)
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2014
ORU Category	Faculty-based. This is **a charter for a new ORU.**
Sub-Committee Approval	Sub-Committee recommendation finalized on May 29, 2014
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Chartering) Agreement

Full application available on request |

Integrity of Process

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT.

All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

Sub-Committee Rationale

This Sub-Committee is satisfied that the application reflects:

- high academic quality
- a critical mass of researchers who will participate actively in the ORU
- resource commitments that are firm and sufficient
- value added to the research conducted in the domains covered by the ORU's mandate
- a plan to achieve or exceed the expectations of the Senate policy

Relationship to the Academic Plans

The Dean of the Faculty of Health advises that "there is ample evidence that this area represents one of our key priorities" and that the proposed ORU is well aligned with areas of institutional research excellence in "building healthy lives and communities," including the emphasis on "wellness through the lifespan," and with the opportunities for research in "healthy individuals, communities and global health" identified in York University's new Strategic Research Plan." Proponents wrote that a new unit "aligns with the overarching themes of the UAP by proposing to enhance academic quality and student success and engagement by "attracting and retaining the highest quality faculty, graduate, and undergraduate students" which will hinge on "success in competitions for research funding…pedagogic innovation…and connections and partnerships with research networks across and beyond the university sector."

Terms and Expectations for the
York University Centre for Aging Research & Education
(YU-CARE): 2014-19 Charter

1. Mandate

The mandate of YU-CARE is to:

• Develop community responsive and culturally relevant interdisciplinary knowledge in optimizing functioning. The knowledge will inform policy, practice, and educational initiatives that prevent and facilitate management of health related decline, chronic disease and disability in aging.
• Build capacity in optimal aging research, education and practice by mentoring students, post-doctoral fellows and junior faculty.
• Promote optimal functioning throughout the aging process on an individual, system, and societal level.

2. Sponsoring Faculty

As the sponsoring Faculty, the Faculty of Health agrees to support the development of YU-CARE in collaboration with the Office of the VPRI. This support includes promoting membership in YU-CARE, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for YU-CARE as warranted. The Faculty of Health further agrees to integrate YU-CARE objectives into its strategic research planning and to champion the development of YU-CARE as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of YU-CARE will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, continuing education, and other relevant areas.

3. Board

The Board for YU-CARE has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion YU-CARE with internal and external stakeholders as appropriate, and to serve as a resource for Directors in assisting YU-CARE to achieve its objectives. Composition of the Board for YU-CARE normally will be as follows:

    a. Dean (or designate), Faculty of Health (Chair)

    b. VPRI (or designate) (Vice-Chair)

    c. Senior Development Officer, Faculty of Health (non-voting)

    d. Chair (or designate), School/Department, Faculty of Health (rotating)

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The Board may consult with the Executive or other governance or advisory bodies established by YU-CARE, but is not intended to replace or take over the functions of those bodies.

4.   Directorship

The Faculty of Health will appoint a Director or Directors for the full 5 year term of the Charter as outlined in the application.

5.   Objectives and expectations for 2014-19

Membership*:* The active membership of YU-CARE is expected to include over 25 full-time faculty including members from all four Departments within the Faculty of Health, as well as members from other Faculties at York University. The Centre should maintain records to document the nature and extent of active engagement by individual members for purposes of its Annual Report, recognizing that members will contribute in different ways and to different degrees over time.

Strategic Research Development: Aging-related research has consistently been highlighted as a strategic priority for the Faculty of Health and has been advanced through initiatives such as its Graceful Aging Alliance and careful complement planning to develop unique faculty expertise and synergies in this field. YU-CARE will serve to strengthen these interdisciplinary linkages and elevate even further the Faculty's reputation for distinctive leadership in optimal aging research. YU-CARE will differ from other Canadian research centres focused on aging through its members' engagement with socio-cultural influences on aging, their "health first" perspective on aging in the context of chronic diseases and disabilities, their knowledge exchange approach to working with community stakeholders, and their integrated view that includes a multicultural, mind, body, community and societal perspective on aging. As proposed in the Charter application YU-CARE will focus its efforts around four organizing themes:

     i)   Care practices, caregiving and care delivery;
     ii)   Aging policy and healthy aging promotion;
     iii)   Cognitive neuroscience of aging; and
     iv)   Physiology and biomechanics of aging.

The Establishment of YU-CARE will serve to complement efforts ongoing in other Faculty based and institutional ORUs including the LaMarsh Centre for Child and Youth Research, the Muscle Health Research Centre and the York Institute for Health Research. YU-CARE will share information and interact with these and other units in a coordinated effort to further strengthen the University's capacity for health research across the life span. It is expected to develop as one of the flagships for York University's overall reputation as a national and international leader in research that promotes Healthy Individuals, Health Communities and Global Health, as identified in our Strategic Research Plan 2013-18.

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Externally Funded Research Activity*:* YU-CARE will encourage and support its members to develop research funding proposals for tri-council and other external funders, and will lead the development of new collaborative research initiatives in its thematic areas. The Centre will enable its members to pursue contract research opportunities and funding for industry-focused collaborations. It will deploy its resources as funds allow to provide both pre- and post-award support for individual members and teams to prepare applications and administer funded projects. In partnership with Innovation York, YU-CARE will also pursue opportunities for commercialization of members' research. In evaluating the Centre's progress the Board of YU-CARE will consider the funding applications submitted with the support of YU-CARE, the success of its Director and members in attracting external research funds, and the number and scale of external awards administered by the Centre, with consideration given to the Centre's maturity and financial resources.

Supporting Faculty Research: The nature of the proposed activities (i.e. interdisciplinary, community responsive, and culturally relevant research focused on optimizing functioning in the context of aging and chronic diseases) requires highly collaborative interdisciplinary research teams working in partnership with community stakeholders towards a shared vision. YU-CARE will provide the infrastructure and organizing framework to enable members to forge partnerships and exchange knowledge with interdisciplinary researchers and community stakeholders and will foster cross-pollination of research ideas. It will facilitate collaboration through a shared space and coordinator services, and through sharing of equipment and other resources such as a roster of research participants, research databases, and inventories of published studies in optimal aging. YU-CARE will provide junior faculty with mentorship through opportunities to be co-investigators on senior members' grants, have their grants internally reviewed, learn how to supervise and mentor graduate students and post-doctoral fellows in aging research, and gain experience participating in and leading interdisciplinary research teams. Through its connection with the Health Leadership and Learning Network (HLLN), YU-CARE will enable the entrepreneurial activities of individual researchers and research teams and the development and commercialization of applications and tools that maximize functioning.

Student and Post-Doctoral Education and Mentoring: The Centre is expected to engage graduate and undergraduate students and post-doctoral fellows ("trainees") in its work and to provide a rich interdisciplinary training ground to support their development.   Trainees will be mentored in research through their involvement in YU-CARE research projects. Doctoral students and post-doctoral fellows will be provided opportunities to learn mentorship and supervisory skills; they will be assigned to work with undergraduate and/or Master students involved in members' research. Trainees will have access to the vast array of expertise of YU-CARE members. They will receive theoretical and research training though individual and monthly team meeting and seminars, and additional Knowledge Translation (KT) training through York's Knowledge Mobilization Unit. They will be involved in developing KT products that include synthesized evidences as well as policy briefs and fact sheets tailored to different stakeholders. Trainees will also have opportunities to present their work at student conferences and summer institutes. The charter application proposed the following specific deliverables:

    a.   Establish a YU-CARE trainee network;

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b. Create an interdisciplinary Certificate in Aging;

c. Develop educational products such as courses for professionals working with older adults;

d. Hold conferences and lunch-and-learn sessions on aging that feature interdisciplinary academic and community researchers, practitioners, and policy makers; and

e. Offer enhanced placement opportunities for undergraduate, graduate, and post-doctoral training in research and education with local community partners.

Measures for evaluating the Centre's progress in this area will include the number of educational products developed; the number of students and post-doctoral visitors; student satisfaction with aging curriculum content and placement opportunities; and the number of courses about aging offered for the certificate and as electives.

Research Dissemination, Knowledge Mobilization and Engagement: YU-CARE will support its members to generate and disseminate new knowledge on optimal aging in leading peer reviewed journals and other scholarly fora. It will also place a high value on producing research that is relevant and responsive to the knowledge needs of stakeholders and community partners. To this end it will host Knowledge Exchange events that bring together academics, community researchers, practitioners and policy makers, to articulate research priorities that are relevant to stakeholder knowledge needs. The Centre will produce knowledge synthesis reviews and policy papers in response to identified stakeholder needs. It is expected to promote timely and efficient access to research results through its website and other means, and to employ tailored knowledge transfer strategies to maximize consideration of research results for use in practice and policy. The charter application proposes the following measures for evaluating progress against these expectations:

a. The number of published manuscripts and abstracts;

b. impact factor and ranking of journals in which published works appear;

c. number of fact sheets, , plain language summaries or other KT products disseminated;

d. citations of both scholarly and knowledge transfer products;

e. number of Knowledge Exchange activities hosted;

f. traffic on the YU-CARE website;

g. level of media attention;

h. number of speaking engagements of YU-CARE members; and

i. number and quality of partnerships established with stakeholders and interdisciplinary researchers.

Recognizing and Promoting the Achievements of ORU Members: YU-CARE is expected actively to encourage the nomination of its meritorious members to external research-related awards .

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Securing Financial Stability: YU-CARE is expected to be entrepreneurial in pursuing opportunities for revenue generation through sponsored research, professional development and continuing education offerings. It is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible.   Its Director is expected to work with the Dean's Office and professional advancement staff in the Faculty of Health, to position the Centre to secure external support for its activities.

6.   Resource Commitments

Faculty of Health: The Faculty is committed to ensuring that YU-CARE has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for its Director. It will ensure the Centre has access to dedicated space and at least part-time administrative support staff , who may be shared with other ORUs in the Faculty of Health. In order to support progress toward a self-sustaining financial model for YU-CARE, the Faculty has agreed to flow 2/3 of any unrestricted overhead generated on research grants or contracts in the Centre directly to its operating budget.

VPRI: The VPRI Office will ensure YU-CARE has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. The Centre is welcomed to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time, subject to prior notice by email, based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

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The Senate of
York University

Joint Report to Senate
at its Meeting of June 26, 2014

FOR INFORMATION

1.   **Report of the Joint Sub-Committee on Quality Assurance**

The Joint Sub-Committee has submitted its final report of 2013-2014. ASCP and APPRC are grateful to members of the Sub-Committee for their efforts.

The Joint Sub-Committee reports that many of the mandatory Student Learning Outcomes have yet to be submitted by programs. As of May 2014, 86 per cent of undergraduate programs have forwarded their SLOs (compared to 85 per cent as of November 2013). At the graduate level, the overall completion rate is now 61 per cent, up from 58 in November.

The completion rate is unacceptable. APPRC and ASCP join the Vice-Provost in asking that programs complete and submit their Student Learning Outcomes promptly for review and feedback.

Documentation is attached as Appendix A.

Paul Axelrod   *Leslie Sanders*
Chair, APPRC   Chair, ASCP

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Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy

Sub-Committee on Quality Assurance

Report to the Full Committees
June 2014

The Sub-Committee met on May 29 and submits the following report to the full Committees.

1.   Cyclical Program Reviews

1.1   Reviews Completed

The Sub-Committee has concluded its deliberations on six completed program reviews: Design, Earth and Space Science Engineering, Hispanic Studies, International Studies, Spanish, and Visual Arts (Masters).[1] The Vice-Provost Academic's executive summaries are attached, along with decanal implementation plans. In some cases the Sub-Committee has recommended that the follow-up reviews normally held 18 months after reviews have been completed be held sooner because the implementation plans were finalized a year or more before disposition by the Sub-Committee (meaning that planning should be at an advanced stage). One review has been held back at this stage pending a meeting of the Sub-Committee with the program leadership and the Dean of the Faculty involved (such meetings are typically arranged to explore issues in depth or clarify the planning process).

Documentation is attached as Appendix A (the full dossiers are available to members of APPRC and ASCP on request)

2.   Process Issues

The Sub-Committee offered – and shared with the Vice-Provost Academic -- the following observations about the process:

- Decanal implementation plans that have a format of recommendations, measures taken, milestones and timelines are especially helpful
- Decanal implementation plans are quite varied in terms of length, matters attended to, and commitments, and the Sub-Committee will consider what, if any, guidance should be given to the Deans and Principal.
- The Sub-Committee welcomes efforts to align reviews with accreditation cycles as this is consistent with the spirit of Senate policy.
- The Sub-Committee has agreed that "department-focused" review processes can be conducted whereby units with multiple programs are assigned an augmented review team following discrete self-studies by constituent elements. Collation of reviews would lessen burdens on planners while providing a lens on the full range of (often closely associated) activities. There is no impediment to conducting reviews in this mode from the standpoint of provincial guidelines and internal policies and procedures, and the change has now been incorporated into the York University Quality Assurance Procedures.

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[1] The Sub-Committee has asked that the implementation plan for International Studies be more sharply outlined. As a result, the current version should be treated as preliminary. Two other reviews are subject to further consultations.

3.   **Minor Changes to York University Quality Assurance Procedures** (YUQAP)

The Sub-Committee has endorsed minor editorial changes to the York University Quality Assurance Procedures (YUQAP) as indicated in the attached excerpt.

Documentation is attached as Appendix B.

4.   **Major Modifications**

One of the distinctive features of the new quality assurance regime in Ontario is the introduction of a category of "major modifications" to capture a variety of changes to programs. The Sub-Committee endorsed the creation of a comprehensive template for major modifications and is pleased to report that such a template has been created and endorsed by the Sub-Committee.

Documentation is attached as Appendix C.

5.   **Issues Associated with Diplomas and Certificates**

The Sub-Committee is aware that the full Committees have expressed interest in matters associated with certificates and diplomas, including the issue of free-standing offerings by Organized Research Units. There are other matters that have a direct bearing on quality assurance including:

- how to treat certificates and diplomas in "program" reviews (separately or as part of a larger review of allied degree programs)
- in particular, how to review certificates that do not have an anchor program per se (there are several)

In principle, the Sub-Committee believes that certificates and diplomas should be bundled with the appropriate cognate degree program. However, this conclusion is a preliminary one. Before coming to any definitive judgments and advice, the Sub-Committee has asked the Office of the Dean in FGS (which is canvassing the terrain of diplomas), the Secretariat, and the Office of the Vice-Provost Academic to provide a comprehensive background report on academic dimensions of certificates and diplomas.

6.   **Updated Review Schedule** ("Rota")

An updated schedule of reviews for this and the coming years was shared with the Sub-Committee. The Sub-Committee was not asked to consider any requests for deferrals or other arrangements such as the de-coupling of undergraduate and graduate reviews. There is some concern about the slippage of several reviews this year but the Sub-Committee understands that no review will exceed the mandated maximum time between reviews.

7.   **Student Learning Outcomes Update**

As reported earlier in the year, efforts to hasten completion have proven somewhat successful and the number of programs in compliance has improved in recent months (see table A, below). The Sub-Committee has been informed that further progress has been made in rounding up and evaluating Student Learning Outcomes from programs that have yet to file a submission. As of May 2014, 86 per cent of undergraduate programs have forwarded their SLOs (compared to 85 per cent

as of November 2013). At the graduate level, the overall completion rate is 61 per cent, up from 58 in November. The full Committees may wish to note the following:

- The Office of the Vice-Provost Academic works closely with UIT and the Teaching Commons to implement the tool that supports curriculum mapping (that is, how courses fulfill learning outcomes).
- The Teaching Commons offers workshops and individual consultations to programs that have not developed their SLOs or are in the process of revising existing ones.
- The Vice-Provost Academic is a member of a committee organizing a COU conference on SLOs scheduled for October 2014.

G. Tourlakis, Chair of the Sub-Committee

Design

Cyclical Program Review

Executive Summary

Program description:

The Department of Design, Faculty of Fine Arts, was established in 1999 with an undergraduate program, the York University/Sheridan College Program in Design (BDes), offered jointly by York University and Sheridan College Institute of Technology and Advanced Learning. A Master of Design (MDes) was established in 2005 and is delivered at York. The first students graduated in 2006/07.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BDes	116	267	85
MDes	7	11	4

Reviewers:
Jeff Bellatoni, Associate Professor and Chair, Communications Design Department, Pratt Institute (External)
Rudi Meyer, Associate Professor and Director of MDes program, Nova Scotia College of Art and Design (External)
Michael Coghlan, Associate Professor and Graduate Program Director, Department of Music, York University (Internal)

Site Visit: November 18-21, 2012

Reported to Joint-Committee: May 2014

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due November 2015.

Program Strengths
- Curriculum is an innovative interweaving of practical and theoretical considerations resulting in strong national and international reputation. The reviewers note in particular a fourth-year interactivity course, Design in Interactive Environments as leading edge
- A graduate course GS/MDes 5006 0.0 Design Colloquium is open to all York students, and undergraduate students are encouraged to attend
- Students in the graduate program have garnered an impressive array of awards from international organizations and trade publications.
- Student experience is enriched by research, industry and community partnerships, and advanced undergraduate students complete an internship as members of the Registered Graphic Designers of Ontario

- Faculty research and creation and student projects, current and proposed, align with York priorities, particularly in areas of technology, sustainability, knowledge mobilization and internationalization

Opportunities for Program improvement (selected from self-study and reviewers' report)
- Improve balance in teaching of full-time faculty members between the two institutions by increasing York's complement
- Develop a strategic enrolment plan that includes careful efforts to increase international student enrolments and, for the graduate program, efforts to increase pool of qualified applications. Program is recommended to consider a 'preparation year' in order to expand quality of entering students
- Improve communication between the two campuses, across program years, and with Design Student Association
- Consider increasing online and blended delivery models as pedagogically appropriate as well as, for the graduate program, more flexible scheduling
- Dedicate social space for faculty and students to mitigate dual campus environment and commuting times and improve graduate student studio space and facilities
- Improve transportation between campuses and student access to bursary funds
- Improve collegial relations between faculty members at the two institutions and between full and part-time instructors
- Increase partnerships and collaborations; consider a co-ordinator role to move towards a self-funded 'design centre'

Decanal Implementation Plan (selected)

The Decanal Implementation Plan for BDes and MDes identifies the Dean's Office, including the Facilities Manager, and the Chair and Graduate Program Director as responsible for carrying out the plan and identifies timelines.

Two positions, one in Interactive/Information Design and the other in Design Studios, build upon existing strengths and address 21st century issues. These have been included in 2013-2014 and 2014-2015 complement plans with a commitment to retain a CLA bridging position.

The Plan addresses student concerns about access to bursary funds and transportation and endorses the Department's plans to expand experiential learning opportunities with an in-house design studio lab as well as plans to rethink current studio configuration.

The Dean has convened meetings to address the capacity of York and Sheridan to strengthen their relationship by way of clarifying the program goals and learning outcomes and addressing these with an understanding of the distinct demands each institution makes on faculty. Initiatives within the Faculty of Fine Arts to support admissions, including international application processes, e-learning and non-major course offerings are cited as opportunities for the Department of Design to advance their plans.

Executive Summary

The Bachelor of Design, offered jointly with Sheridan College Institute of Technology and Advanced Learning, and the more recently-established Master of Design provide innovative and rigorous studio and conceptual curriculum with well-designed opportunities for students to interact with industry professionals, solve real-world problems and present their work in public fora. Both programs have strong national and international reputations. Ongoing work to strengthen the relationship between the two institutions will benefit both programs and enhance the exchange between faculty members in an area that is playing an ever-increasing role in society, particularly in the multi-faceted digital realm. Clarification of program goals and learning outcomes will improve the programs and enhance their capacity to attract local and international students in a competitive market.

Memo

FACULTY OF FINE ARTS

Office of the Dean

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To: Alice Pitt, Vice Provost, Academic

From: Barbara Sellers-Young, Dean, Faculty of Fine Arts

Date: May 14, 2013

Subject: Decanal Implementation Plan BDes and MDes Design

The Review Team's thoughtful and thorough review of the BDes and MDes in the Department of Design has made several recommendations to which I have replied in this document. Those responsible for the implementation of this plan include the Dean and Executive Officer of the FFA, Chair and GPD in the Department of Design. The timeline is embedded in the discussion of each area.

Faculty Complement and Resources

The Department of Design has lost four faculty in the last five years through resignations and retirements. The department has taken this opportunity to consider its curriculum and the direction of the professional design community and has suggested the hire of the following faculty:

1. Interactive/Information Design

In terms of our complement priorities, our strengths in graphic design as it relates to the digital realm (interactivity, interactive environments, dynamic information visualization, and motion graphics) have developed alongside more traditional forms of graphic design as the discipline has evolved with technological advancements. We have built a robust concentration in the area of interactivity, which is perhaps the single most important growth area for us in terms of providing our students with the skill sets that are in the most demand in the job market. These skill sets include up-to-date software and equipment training, but also include conceptual thinking and speculative project development. This area in our program is key to our students' abilities to move the industry forward and anticipate future needs of both designers and users.

2. Design Studies

One of the significant features of our undergraduate program that sets us apart from other design programs across North America is the breadth of our studies course offerings. These courses have distinguished our program as one clearly located within the framework of university scholarship. They act to prepare our students for graduate study in design as well as to take up leadership positions in professional design settings. Design Studies encompasses a broad range of areas and approaches to the study of design and are intentionally aligned with the research priorities of the Faculty of Fine Arts. The history of design is intertwined with the history of technology and its relationship with humanity. Firm grounding in that history allows for theoretical exploration into possibilities for environmental and cultural sustainability. From this vantage point, design is poised to address significant 21st century issues.

I agree with the Department of Design's assessment and I have incorporated into the FFA Faculty Complement Plan a hire in 2013/14 for an Interactive/Information Design position and in 2014/15 for a Design Studies position. They will also retain a CLA position which will be positioned to take advantage of Toronto as a center for design in Canada.

The Department of Design's funding structure is based on the fact that it is a deregulated program. It is the policy of the FFA that funds from tuition in these programs go directly to support the curriculum and technology needs of Design. The only exceptions are Design's share of support for the central services of the FFA including human resources, communication, recruitment, budget and student academic services. It is also the expectation for all departments within the FFA that the cost of the curriculum will not exceed its revenues.

Student Support:

There are several areas of ongoing support for students some of which has to do with the mechanics of the programs and other which is related to the ongoing professional development of the students.

In terms of mechanics, there are two issues which are of concern to students. The first is the relationship between funds they receive from the government and York's payment timeline which are not coordinated with each other. The second is the transportation between the York and Sheridan campuses, a situation that is noted in the report:

Transportation costs are only expected to increase when the subway opens because the GO bus stop will no longer be directly on the York campus, thereby forcing students to pay for a subway ride each way in order to use the GO bus to travel between the two campuses. In our efforts to address the situation, we have identified existing shuttle service(s) at York to investigate the feasibility of expanding them for our students.

Executive Officer, Carol Altilia will take up both the issues to coordinate new payment structures and to examine a means for providing bus transportation that will be supported by a fee that is the same or less than students are now paying.

The professional development of the students has been consistently supported by the professional profiles of the faculty and the internship program in the final years of the student's degree which provides them with an experience in design studios around the world. The Department of Design is going to expand this aspect of the program in an in-house design studio lab that will support the students in their projects. As the report phrases it:

The Department of Design is exploring models for integrating a sponsored studio into the program curriculum to allow the students to take on "real-world"

projects for the not-for-profit sector and groups, which otherwise would not have resources for professional design services.

As part of the planning process for this studio the Department of Design is undergoing a space planning exercise "to identify and address the needs of the 21st century design studio environment. This includes a rethinking of our current studio configuration." I am asking Facilities Manager Terry Wright to work with the department to determine changes that need to be made and Executive Officer, Carol Altilia, to develop a budgetary framework within the deregulated tuition structure that supports these changes. The interdepartmental planning is underway and it will extend in the next year to engage the services of Wright and Altilia.

The department has also taken on a major fall conference in 2013 in association with professional design organization of Ontario (RGD). It will be the first conference from the organization created by and for design educations which will provide opportunities for educators and graduate students to share experiences and disseminate research. Undergraduate students will have opportunities to interact with both professional designers and design educators, and see multiple models for their career paths. The Dean of the FFA has supported an additional 0.5 off load for an Associate Chair to support this conference.

MDes Program:

The MDes program is relatively new and the Department of Design is in the process of revising areas noted in the review in relationship to the program. Most specifically, this is in the second year of the program. As Dean, I am however aware of how well this graduate program is integrated in the FFA and programs at York in general as a critical site for considering the role of design in society. For example, MDes students have worked within the area of digital education and the creation of new applications for eLearning or in the area of health. As noted in the response to the reviewers the department outlines its approach and its organization into a 5-term format:

The MDes program has instituted a required public thesis defense for all MDes candidates as formal presentation of the student's visual and written research. This method provides an intense oral evaluation of the candidate's thesis work by the examining committee and is open to other faculty, students and the general public. In an academic setting, the candidate's opportunity to present and respond to the examining committee's questions is a proven and effective measure of scholarly achievement. In the year leading up to the oral defense, three progress reviews are held as methods of assessing the formative development of each candidate's research. These well-attended reviews commence with thesis proposal presentations by the candidates in late August to initiate their thesis year. The other two thesis progress reviews are held in November and February for each thesis student.

York Sheridan Relationship

There was concern on the part of the reviewers regarding the tensions that have existed between the two programs that comprise the BDes degree. Recently, Dean Ronni Rosenberg and Associate Dean Donna Braggins from Sheridan and Chair of Design Angela Norwood and I met to discuss these concerns. The group came to the conclusion that the issues were primarily related to the different demands on faculty at the two institutions and discussions about the evolution of courses. Sheridan faculty have a teaching load of 4.0 courses a year and although they do research this is not necessarily built into their workload. York faculty have a 2.5 teaching load with the expectation that they will devote 40% of their time to research; in fact their merit and other evaluations at York are determined primarily on their research. York faculty also have the mandate to consistently revise their curriculum based on this research. Ultimately, the most direct solution to this issue is for York and Sheridan faculty to agree on program goals and learning outcomes but create their individual approach to the topic without the assumption that syllabi should be shared between faculty. This solution acknowledges the distinct climates of each institution and allows for the faculty of each to function according to the

demands of their institution. Donna Braggins (Sheridan) and Angela Norwood (York) will work with their respective faculty to continue to evolve a joint program.

Other initiatives:

The Department of Design has undertaken initiatives in the area of admissions, non-major courses and eLearning that have support within the FFA. For example, the international applicants now have access to online portfolio review through Decision Desk and the Faculty will continue to support that process. The Department of Design has also started conversations with colleagues in the Faculty of Fine Arts through the FFA Working Group in Collaboration and the eLearning Task force regarding potential courses in Design for non-majors and integration into courses specifically in the studio program in Visual Art and Art History and eLearning courses such as the one they have developed in "History and Culture of Interaction Design". These committees and related discussions are ongoing.

Earth and Space Science Engineering

Cyclical Program Review

Executive Summary

Program description

The Department offers a three-year Bachelor degree in Earth and Atmospheric Science and four-year Honours Bachelor degrees in the following areas: Earth Science (geomatics), Atmospheric Science, Space Science, Geomatics Engineering (not under this review), and Space Engineering (not under this review). Honours degree candidates in Earth Science must complete the Earth Science Core and Honours degree candidates in Atmospheric Science must complete the Atmospheric Science Core. In addition, a variety of Honours Double Major Programs with other departments are offered. Honours Major/Minor programs also exist involving ESSE majors or minors with minors or majors in other Science disciplines and in other Faculties.

The Department provides instruction in the fundamental sciences of the Earth and its atmosphere including structure and dynamics of the deep interior, motions in the fluid outer core and the origin and maintenance of the main magnetic field, convective motions in the solid mantle and surface plate tectonics, rotational dynamics of the Earth and space geodynamics, exploration geophysics, geographical information systems (GIS), atmospheric motions and composition, numerical modelling of atmospheric dynamics and convection, radar sounding of the atmosphere, and remote sensing of the Earth from satellites.

The Graduate Program in Earth and Space Science (ESS) is a multidisciplinary research program associated with the Department of Earth and Space Science & Engineering (ESSE) and the Centre for Research in Earth and Space Science (CRESS). The graduate program provides postgraduate instruction and research experience for graduate students working towards either MSc or PhD degrees. Research is carried out under the supervision of ESS faculty members, who are drawn from a number of science departments within York University or Adjunct Faculty Members appointed to the Graduate Program.

Program	Accepts 2013	Enrolment FFTES 2013	Degrees Awarded 2013
BSc	26	86	12
MSc	16	27	6
PhD	8	39	6

Reviewers:

Dr. John R. Gyakum, Atmospheric and Oceanic Sciences, McGill Univeristy (External)
Dr. Jeffrey M. Forbes, Aerospace Engineering Sciences, University of Colorado (External)
Dr. Richard Bello, Geography, York University (Internal).

Site Visit: October 1-3, 2013

Reported to Joint-Committee: May 2014

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due November 2015.

Program Strengths

- Clear vision of an Engineering program with a strong Science component evident in graduate and undergraduate curriculum
- Clear commitment to innovative education with articulated directions for improvements in pedagogy, experiential learning, and social learning and plans to increase internship opportunities
- Clearly articulated program learning outcomes that align with degree level expectations
- Strong research programs on the part of faculty members with international reputation in earth, atmospheric, space and planetary sciences

Opportunities for Program improvement

The reviewers made several recommendations for improvement that include the following:
- Align admissions requirements for Science students with those of Engineering students
- Enhance course requirements for the Master's and PhD programs and consolidate the undergraduate Science streams to improve rigour
- Provide hands-on experience in weather prediction and introduce current topics throughout
- Create a single Science degree with two streams: existing certificate in meteorology and a stream to prepare students for graduate level education with option to complete joint BS/MS degree
- Create minor options for students in other Lassonde School of Engineering Departments
- Expedite processing of graduate school applications
- Improve communication skills of instructors and teaching assistants

Decanal Implementation Plan

The Department of Earth and Space Science and Engineering is now housed within the recently founded Lassonde School of Engineering and the Decanal Implementation Plan has been issued by the Associate Dean Academic of the School. The plan points out that a period of transition is necessary while the new School develops its financial plan and strategy for enrolment growth.

The plan supports many of the recommendations but points out that curriculum renewal must balance competing priorities. The Department is urged to consider consolidation of the science degrees, to explore the possibility of a joint BS/MS degree, to enhance laboratory experience, and to create a comprehensive complement plan.

The plan identifies the expansion of Engineering as having the potential to provide new opportunities for increasing enrolments in the Department's graduate programs and for resource sharing. As well, the School's plans to restructure graduate education will support the Department's efforts in this area. The plan is supportive of initiatives to improve communications skills of instructors and teaching assistants.

The plan notes that the Department has already produced an interim implementation plan that addresses enrolment growth, faculty hiring requirements, and the need for fiscal restraint.

Executive Summary

As one of two founding departments in the Lassonde School of Engineering, Earth and Space Science Engineering will benefit from the energy and creativity that brings about the new. The Decanal Implementation Plan sees alignment of vision among the School, the issues and strategies identified by the unit, and the reviewers' recommendations and supports the Department's plans to strengthen and consolidate its offerings and identity. The Department will benefit from resource sharing and participation in graduate education restructuring as Lassonde develops. The Decanal Plan stresses the importance of strategic decision-making to maximize resources and to increase student enrollment and experience.

9 May 2013

Alice Pitt,
Vice-Provost Academic,
931 Kaneff Tower.

Dear Alice:

I am pleased to present the support of the Lassonde School of Engineering to the Decanal
Implementation Plan for the Department of Earth & Space Science and Engineering.

Context

I was delighted to receive confirmation from the reviewers' that *ESSE enjoys an international
reputation in terms of its research in earth, atmospheric, space and planetary sciences.* As the
Department moves into the Lassonde School of Engineering as one of the founding units, we rely
on this teaching and research strength as the foundation for future growth.

I do note however that the transition to Lassonde brings a unique set of challenges and
uncertainties for the Department, particularly with regard to finances. From 1 May 2013 the
Lassonde School of Engineering is pioneering an activity-based budget. However the two
departments that are moving from the former Faculty of Science and Engineering to Lassonde will
remain on the previous budget model for some years. The budget transfer process has brought to
light a substantial annual deficit for the Department's operations.

Many of these issues are in the process of being resolved. Multi-year budget strategy and
enrolment growth plans are under development by the Department and the Lassonde Dean's
Office. While this will bring stability for planning, the details are not yet finalized and so this
response is necessarily conditional.

In general, the Lassonde School of Engineering is pleased to support the Department's plan for
addressing the issues raised by the reviewers. For more detailed comments, I have grouped the
Recommendations into three categories, relating to undergraduate programs, graduate program
and administrative issues.

Undergraduate Programs and their Delivery

Recommendations:
2. Rigorous Science Programs
3. Hand-on Experience in Meteorology
4. Single Science Degree
5. Two Streams of Atmospheric Science
7. Minor Options
10. Coverage of Current topics

I am pleased to read the responses of the Department to the Reviewers' comments. It is clear that
there is a will and intention to address a variety of curricular issues within the Department's

programs and recognition that some of the Department's offerings need to be rationalized. The Department does need to balance competing priorities (eg between the Reviewers' suggestions and the requirements for PGeo licensure). As the response correctly states, however, this is a matter for the Department to resolve collegially, under the guidance of the Chair and the Curriculum Committee. A wider consultation exercise as well as a consolidation of ideas in a possible departmental retreat may be needed, as suggested in the Departmental Response document.

As per reviewers' Recommendations, the Department should go through a number of curricular enhancements, ideally within the next 6-8 months that will:

- Consider consolidation of the science degrees (Atmospheric and Earth Sciences)
- Explore the possibility of a joint BSc/MSc degree
- Enhance laboratory experience and learning,
- Carefully assess the impact of the eminent retirement of a few faculty members on the science program and prepare a comprehensive complement plan.

My understanding is that the restructuring of the programs along the lines proposed by the Department will serve both curricular needs and achieve some streamlining of the number of courses required. I therefore expect that these changes can be made within the scope of the multi-year budget agreement currently under development over a period of the next several months and be implemented officially in the Fall of 2014. The responsibility for these changes will fall to the Departmental colleagues, coordinated by the Program Directors and the Chair, for approval by the Curriculum Committee.

Graduate Program

Recommendations:
1. Graduate Program restructuring
9. Improved Graduate Student Admissions Process
11. Faculty and Graduate Student Communication Skills

The Department correctly identifies a number of opportunities that have the potential to change the landscape of its graduate education. In particular, two broader issues stand a good chance of improving the situation significantly. The first is the major expansion of Engineering currently underway. Synergies with new programs, such as Civil Engineering will bring a substantial growth in the enrolments in several key undergraduate courses and it is also well recognized that Geomatics Engineering receives a significant fraction of its students as transfers from other programs, which should also increase. Such a growth would support a Departmental case for additional resources.

The second opportunity is the restructuring of graduate education that the Lassonde School of Engineering will be part of. We expect that this will make it significantly easier for the Department to accept visa graduate students, permitting enrolment growth in graduate courses and providing a good supply of teaching assistants for undergraduate courses. Changes to the graduate program would also include improvements to the admissions process mentioned by the Reviewers.

Improving the communication skills of instructors and TAs is always of high concern and the Dean's office will gladly work with the Department on pursuing such initiatives.

I fully endorse the Department's response to Reviewer's Recommendation #1, regarding the plan of action in the following points:

- Adopt general rules and regulations under LSE's New Graduate Studies Program to be tabled in the Fall of 2013
- Enrich graduate course offerings
- Revise the number of required courses in both degree programs (MSc, PhD)
- Revise and consolidate the undergraduate science programs to gain efficiencies in both, undergraduate and graduate programs.
- The Department must prepare a comprehensive plan proposal for discussion and implementation by early Fall 2013. This is also commensurate with ESSE's response under Recommendation #6.

Under the current administrative structure for graduate studies, the responsibility for implementing these changes lies with the members of the Graduate Faculty, under the coordination of the Graduate Program Director.

Administrative Issues

Recommendations:
6. Implementation Plan
8. Departmental Name

I fully endorse the suggestion that the Department develops an implementation plan. Indeed, the Department has already prepared an interim version, addressing the need for fiscal restraint, commenting on forthcoming faculty hiring requirements, and planning for sustained, yet reasonable, enrolment growth. I look forward to working with my colleagues both in the Department and in the Dean's Office, to finalize this plan and to bring it to a successful conclusion. This requires the participation of the Chair, Departmental colleagues, the Dean, Associate Deans Academic, Associate Dean Research, and the Assistant Dean Finance.

The Departmental name has long been a topic of debate, dating from the introduction of the Geomatics and Space Engineering programs. The Department recognizes the awkwardness of the current name and is actively considering the options.

Sincerely,

Richard Hornsey
Associate Dean Academic

Hispanic Studies

Cyclical Program Review

Executive Summary

Program description
Spanish Department was established in 1988 and it started with offering Honours BA in Hispanic Studies. Currently Program is offered in 9 degree options. Spanish is a key to Glendon's trilingual iBA, where it is the most popular third language choice, and to Glendon's Certificate of Trilingual Distinction.

Program	Accepts 2013	Enrolments FFTES 2013	Degrees Awarded 2013
Hispanic Studies	13	47	18

Reviewers:
>   Dr. María José Giménez Micó, Dalhousie University (External)
>   Dr. Yvette Szmidt, Glendon College, York University (Internal)

Site Visit: October 13-15, 2012

Reported to Joint-Committee: May 2014

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **Autumn 2014 / Winter 2015**

Program Strengths:
- Strong reputation in Canada with robust enrolments
- A key participant at Glendon as the provider of the third language
- Strong interdisciplinary focus beyond language, literature and history to include Hispanic culture, visual arts, performance art, criticism and theory
- Experiential learning and community engagement enhanced by course in Hispanic Cultural Heritage and its Interactions in the GTA
- Collaborative relationship with Department of Language, Literatures, and Linguistics enriches program and provides capacity for joint initiatives, eg, international conferences
- Home to the Spanish Recourse Centre with impressive holdings as well as capacity to animate community engagement

Opportunities for Program improvement (selected from self-study, decanal agenda of concerns and reviewers' report)
- Increase opportunities for students to develop competencies in cultural awareness to enhance employment opportunities for students
- Develop course for native speakers of Spanish (as recommended in 2003 UPR)
- Improve study abroad opportunities
- Improve alumni connection and communication
- Further increase e experiential learning opportunities by developing a language course with internships in Toronto institutions

- Consider locating English-Spanish translation program in the School of Translation
- Increase faculty complement
- Increase post-graduate education with a masters in collaboration with DLLL

Decanal Implementation Plan

The Principal of Glendon College endorses the Department's vision to create a Masters of Hispanic Studies if student demand can be clearly demonstrated. The plan notes that discussions are underway for development of an undergraduate program in English-Spanish and Spanish-English translation based in the School of Translation with a certificate to remain within the Department. The plan encourages the Department to develop language internships with Toronto institutions. The plan addresses the clear recommendation of the part of the reviewers' report to increase faculty complement but offers no commitment for new positions and notes that one faculty member will return to the Department upon completion of an administrative role in July 2013.

Executive Summary

Hispanic Studies has a strong reputation in Canada and plays a key role at Glendon College as representing the third language in an urban setting with an increasing population of Spanish speakers. The program has and continues to develop attractive aspects of student experience, and plans to develop a certificate in translation are underway. Collaboration with Spanish Studies in the Department of Language, literatures and Linguistics (LA&PS) provides a sound footing to continue exploring viability of a joint Master's program. There is support for developing relationships with Spanish-speaking institutions in the GTA, and program has been responsive to the native speaker population.

Memo / Note de service

To/À: Alice Pitt, Vice-provost

From/De: Kenneth McRoberts, Principal

Date: 3 June 2013

Subject/Objet: Principal's Implementation Plan for Hispanic Studies

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It is a pleasure to read such a uniformly positive, even glowing, assessment of the program. There are in fact few recommendations that might form the basis of an implementation plan. I will address the ones that I have identified.

1) *Tenure-stream complement*

   The primary recommendation is the addition of two or three tenure-stream positions to the department. While such a reinforcement might be desirable, it is not a viable option under current budgetary conditions.

   It should be noted that Professor Jerzy Kowal will be completing his term as Associate Principal this June and will return to the department.

2) *Master's program in Hispanic Studies*

   I agree that the time has come to revisit this project. As with any proposal for a new program, it would be essential to demonstrate that there is clear student demand and enrolment projections are fully realistic.

3) *B.A. in English-Spanish/Spanish-English Translation*

   I know firsthand that a working group has been developing a proposal for an undergraduate program in this area that would be professionally recognized.   This is a compelling project; I will be meeting shortly with the members of the group.

   My presumption is that the program would be based in the School of Translation while the certificate would remain with the department.

4) *Language Inter ships with Toronto institutions*

   This would indeed help to make Spanish a social reality, as opposed to classroom experience, for the students.

International Studies

Cyclical Program Review

Executive Summary

Program description

This academic program, approved by Senate in 1968, consisted primarily of a mix of selected courses that had an international component from three major departments, Economics, History, and Political Science, but also included courses from other social sciences departments that also had an international component. Program was revised in 1999, introducing a more structured and interdisciplinary approach based on required courses defined and controlled by the ISP. In 2006, the Senate of York University approved the transformation of the ISP into a Department of International Studies (DIS). In September 2011, the Department reexamined its academic program and introduced the concept of three thematic pillars that touch on fundamental issues in international society, but also strengthen the program's interdisciplinary approach and identity.

Program	Accepts 2013	Enrolments FFTES 2013	Degrees Awarded 2013
International Studies	114	260	61

Reviewers:

Dr. Claire Turenne Sjolander, Professor, School of Political Studies & Vice-Dean, Graduate Studies, Faculty of Social Sciences, University of Ottawa (external)

Dr. Ann M. Hutchison, Associate Professor, Department of English, Glendon College (internal)

Site Visit: November 20, 2012

Reported to Joint-Committee: May 2014

Outcome: The Joint-Committee on Quality Assurance asked that the Decanal implentation

plan be updated and expanded. Follow-up report Autumn 2014

Program Strengths

- Option of an international Bachelor of Arts, annual student symposium, student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students
- Responsive to student input with result that tutorials have been added to large introductory courses and several courses have been revised in terms of content and format, including the Capstone ILST 4501
- Students appreciate bilingual nature of program, its interdisciplinarity, small class size, and student diversity (including international students)
- High rate of retention to graduation

The Decanal Agenda of concerns identified several issues for the reviewers to consider

- How to understand decline in number of majors, particularly given departmental organization, and account for the length of time to completion
- How to understand the relationship between International Studies and other Departments, particularly in terms of elective course offerings
- How to determine whether or not students are prepared effectively for pursuit of graduate study
- How to understand low registration for internships

The Reviewers made several recommendations intended to strengthen the program's identity and curriculum

1. Rename the "Resources and Wellbeing" cluster so that it more closely reflects the material found in that cluster of courses.
2. Explore partnerships for cross-listing courses with other academic units on campus.
3. Rationalize its optional courses so that those that are retained clearly contribute to the pillars identified by the program.
4. Ensure that disciplines other than Political Science figure more prominently in the program.
5. Review the material covered in each International Studies course to reduce redundancies as much as possible.
6. Work to revitalize the professional internship component of the program so that a greater number of students are able to complete an internship.
7. Explore the development of a co-op option within International Studies.
8. Examine ways in which students can benefit from second-language support when taking International Studies courses in their second language, including developing a mechanism to direct students towards the language courses that are most appropriate given their abilities and language acquisition ambitions.
9. In order to preserve the stability and continuity of the program, the fourth tenure-track position should be replaced with a tenure-track appointment if the person currently holding the position does not return to International Studies at Glendon College at the end of her leave.
10. Regional clusters ("area studies") within the program should be developed through collaboration with other academic units already offering courses in these areas.
11. The Department of International Studies should offer a minor in IS.
12. The Department of International Studies should review its governance structure in order to develop structures that facilitate exchanges between IS and related disciplines (representatives from other departments), especially as concerns curriculum innovations and revisions.

Decanal Implementation Plan

The Decanal Implementation Plan responds to recommendations extracted from the consultants' report. The Plan supports several changes that would be initiated at the program level and advanced through internal processes.

> *Explore partnerships for cross-listing courses with the other academic units on campus.* The departmental response indicates that the new Senate rules about courses outside the major preclude students from use cross-listed courses for that purpose. However, I understand through the Associate Principal Academic & Research that this difficulty has

been resolved. Should they have met the major requirement, International Studies students will indeed be permitted to use cross-listed courses to meet the 'outside the major' requirement.

Ensure that disciplines other than Political Science figure more prominently in the program.
This is a legitimate concern for the reviewers to raise given the fundamentally interdisciplinary nature of the program. The department offers a good defense of the configuration among the faculty members.

Work to revitalize the professional internship component of the program so that a greater number of students are able to complete an internship.
I noted in my Agenda of Concerns that participation in this program appears to be exceedingly low. Given that a course director is given responsibility for the program, one would expect higher participation. Indeed, perhaps the director should take a more proactive approach, helping students to locate appropriate internships.

Explore the development of a co-op option with International Studies.
I agree with the department that this is not a viable option at this point. It would be better to focus on building the internship program.

The fourth tenure-track position should be replaced with a tenure track appointment if the person currently holding the position does not return.
This is a most compelling argument. Hopefully, it would be possible despite our current financial constraints. At the moment, the possibility of an addition an appointment is not great.

The Department of International Studies should review its governance structure in order to develop structures that facilitate exchanges between IS and related disciplines (representatives from other departments), especially as concerns curriculum innovations and revisions.
While it is quite correct that college-level structures oversee the curricular development of all departments, I do believe that, given International Studies distinctive interdisciplinarity, an additional measure is warranted. Historically, the International Studies maintained an executive program involving all appropriate departments.   This structure was abandoned when International Studies was granted departmental status. I believe that it should be revived.
As for participation in decision-making, I am pleased with the assurance that strategic planning and decision-making is reserved for tenure-stream faculty.
More generally, it will be important for the Department to review the continued decline in student majors. Hopefully, the recent inclusion of International Studies in the iBA will help. The department may need to explore other measures, in consultation with Glendon's student recruitment operation.
In addition, my original Agenda of Concerns flagged two other issues that the department should address: (1) the ability of students to complete the program within four years and (2) the relative success of students in entering graduate studies.

Executive Summary

The program demonstrates its commitment to ongoing improvement. It has identified further enhancements that have been endorsed by the consultants and encouraged by the Principal. Program has argued with some recommendations made by Reviewers, but committed to explore the suggestions made during the review process.

Memo / Note de service

To/À: Alice Pitt, Vice-Provost

From/De: Kenneth McRoberts, Principal

Date: 3 June, 2013

Subject/Objet: Principal's Implementation Plan for International Studies

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I have read with great interest both the reviewers' report and the department's response to it.

By way of a Principal's Implementation Plan, I will address each of the reviewers' recommendations and the departmental responses to them.

1) *Rename the 'Resources and Wellbeing' cluster*.
   I understand that the department will do so. I also gather that the department has agreed to substitute 'cluster' for 'pillar'.

2) '*Explore partnerships for cross-listing courses with the other academic units on campus'* The departmental response indicates that the new Senate rules about courses outside the major preclude students from use cross-listed courses for that purpose.   However, I understand through the Associate Principal Academic & Research that this difficulty has been resolved. Should they have met the major requirement, International Studies students will indeed be permitted to use cross-listed courses to meet the 'outside the major' requirement.

3) '*Rationalize its optional courses so that those that are retained clearly contribute to the pillars identified by the program'*.
   The department's approach, geared in part to historical patterns of student interest, is a reasonable one.

4) *'Ensure that disciplines other than Political Science figure more prominently in the program*.'
   This is a legitimate concern for the reviewers to raise given the fundamentally interdisciplinary nature of the program. The department offers a good defense of the configuration among the faculty members.

5) '*Review the material covered in each International Studies course to reduce redundancies as much as possible'*.
   This was a major theme in the student comments. Clearly, the department is taking it seriously.

6) '*Work to revitalize the professional internship component of the program so that a greater number of students are able to complete an internship'*
   I noted in my Agenda of Concerns that participation in this program appears to   be exceedingly low. Given that a course director is given responsibility for the program, one would expect higher participation. Indeed, perhaps the director should take a more proactive approach, helping students to locate appropriate
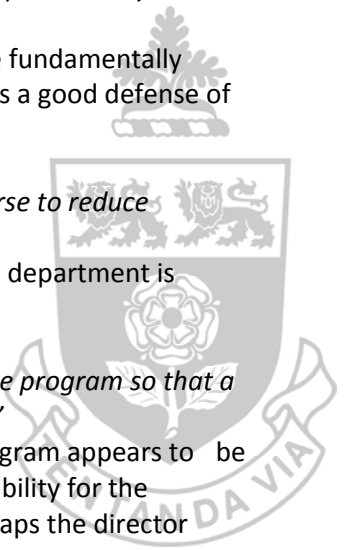
internships.

7) *'Explore the development of a co-op option with International Studies'*.
I agree with the department that this is not a viable option at this point. It would be better to focus on building the internship program.

8) *'Examine the ways in which students can benefits from second-language support'*
The department is quite correct to take the position that this is a responsibility of the College as whole rather than a particular department. The creation of the Centre for Second Language Study is a critical initiative for discharging more effectively this responsibility. It is also correct that the department has been supportive of the Centre.

9) *'The fourth tenure-track position should be replaced with a tenure track appointment if the person currently holding the position does not return'*.
This is a most compelling argument. Hopefully, it would be possible despite our current financial constraints. At the moment, the possibility of an additional appointment is not great.

10) *'Regional clusters ('area studies') within the program should be developed through collaboration with other academic units already offering courses in these areas*..
The department is quite correct in contending that it is not currently in a position to purse this.

11) '*The Department of International Studies should offer a minor'*.
I'm pleased to learn that the department will be considering this option.

12) *'The Department of International Studies should review its governance structure in order to develop structures that facilitate exchanges between IS and related disciplines (representatives from other departments), especially as concerns curriculum innovations and revisions.'*

While it is quite correct that college-level structures oversee the curricular development of all departments, I do believe that, given International Studies distinctive interdisciplinarity, an additional measure is warranted. Historically, the International Studies maintained an executive program involving all appropriate departments. This structure was abandoned when International Studies was granted departmental status. I believe that it should be revived.

As for participation in decision-making, I am pleased with the assurance that 'strategic planning and decision-making is reserved for tenure-stream faculty.

More generally, it will be important for the Department to review the continued decline in student majors. Hopefully, the recent inclusion of International Studies in the iBA will help. The department may need to explore other measures, in consultation with Glendon's student recruitment operation.

In addition, my original Agenda of Concerns flagged two other issues that the department should address: (1) the ability of students to complete the program within four years and (2) the relative success of students in entering graduate studies.

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Cyclical Program Review

Executive Summary

Program description
Spanish was one of the Keele campus' original foreign language and literature degree programs, along with Russian and German. The Spanish Program currently has the largest number of foreign language majors in the department.

Program	Accepts 2013	Enrolments FFTES 2013	Degrees Awarded 2013
Spanish	13	39	11

Reviewers:

Dr. María José Giménez Micó, Dalhousie University (External)
Dr. Yvette Szmidt, Glendon College, York University (Internal)

Site Visit: October 13-15, 2012

Reported to Joint-Committee: May 2014

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **Autumn 2014 / Winter 2015.**
Program Strengths

Reviewers describe the Program as well run and thoughtful in its planning for the future. They noted that the faculty members' expertise and research interests complement each other and provide students with a high level of course choice in all areas of specialization. They further identified faculty enthusiasm and dynamic teaching as key to student learning and the quality of the program.

Opportunities for Program improvement

The program is experiencing a decline in the number of majors while continuing to enroll large numbers in entry level courses. It identified several changes to the curriculum to improve the balance across three areas, enhance level of skills and knowledge, create a more flexible schedule, attend to students interest, make better use of technology, improve offerings at 3000 and 4000 levels, and broaden appeal to wider student body. The program identified the need to improve marketing to future students, communication with current students, and the enhancement of a study abroad project. The consultants supported the ambitions of the program and provided several recommendations.

Decanal Implementation Plan

The Decanal Implementation Plan responds to recommendations extracted from the consultants' report. The Plan supports several changes that would be initiated at the program level and advanced through internal processes. These include a name change to align with current offerings and new directions and the development of new courses. The Plan supports a study abroad initiative and recommends consideration of a model that maximizes student experience without overstretching program resources. The Plan also encourages the program to consider more flexible scheduling in order to ease access to appropriate classrooms.

The Plan reviews the process and conditions for approving new full-time positions and identifies the challenges for prioritizing the consultants' recommendations in this regard given the program's current level of student majors. The Plan supports in principle the development of a proposal for a Master's program in Hispanic Studies (joint with Glendon) but identifies further impoverishment of the undergraduate program as a significant challenge. The Plan does not support the recommendation to create a foreign language requirement for all students.

Executive Summary

The consultants applauded the program's attention to recommendations from the previous review. The program demonstrates its commitment to ongoing improvement. It has identified further enhancements that have been endorsed by the consultants and encouraged by the Dean. The Decanal Plan provided suggestions to the program to develop a complement plan.

Memorandum

To: Alice Pitt,
              Vice-Provost Academic

From: Kim Michasiw,
              Vice Dean

Date: April 15, 2013

Subject: Cyclical Review, Decanal Implementation Plan for Spanish Studies.
_____

On behalf of Dean Martin Singer of the Faculty of Liberal Art & Professional
Studies, I have reviewed the Reviewers' Report on the undergraduate program in
Spanish, and offer the response that follows. This reviewers' report is not so careful
as others I have encountered in its separating out of recommendations; hence I have
had to extract recommendations, some of which are not announced as such, and may
have missed one or two. You will, I am sure, inform me of key omissions.

Please note: the somewhat edited recommendations of the Reviewers are recorded in
italics.

1) Faculty Resources:

*The Review Committee considers that the minimum number of competent teaching-
research faculty would be two more Ph.D. in Hispanic Studies or similar disciplines,
such as comparative literature, with demonstrated research in Hispanic Studies, and
at least another Ph.D. in Spanish Applied linguistics.*

It is hard to disagree that additional resources are required if the Spanish section is
fully to achieve itself. Unfortunately, much the same can be said for almost all of
LA&PS's units and sections. There are programs in LA&PS with ten times
the majors of Spanish and fewer full-time faculty members. The Dean's
Office in LA&PS stages annual complement planning meetings with each
of the Faculty's twenty-one teaching units in order to discuss and plan for

short- and longer-term hiring priorities. Individual language sections, like interdisciplinary programs based in departments, are at something of a structural disadvantage in this process, in that the section's coordinator does not meet the Dean directly (unless by virtue of some other departmental office). Rather the section is represented by a unit Chair and Undergraduate Program Director who have, in DLLL, the responsibility of speaking for the needs of five degree programs and thirteen language sections that do not, as yet, offer degrees.

Complement planning and the setting of hiring priorities are conducted interactively and collegially in LA&PS, by means of dialogue between the Dean's Office and the units, and through a broader conversation among the Chairs, Directors, and the DO. Any individual section must persuade its Chair that Spanish Linguistics, for instance, is the unit's first priority, and then the Chair must persuade her/his peers that this appointment should take precedence over the priorities of other units. What would be useful, from the section, is a phased timetable for appointments that would show what Spanish requires to be sustained, and what more is needed to augment.

In addition, in order to respond to the urgent needs in language teaching we recommend two long-term appointments: One position for long-standing Contract Faculty who qualify for appointment to Tenured, Teaching-only positions; one CLA appointment, with possible renewal or other type of Full-Time appointment for the program's ongoing staffing needs.

Given York's revival of interest in "alternate stream," teaching-centred appointments, and given the historical clustering of such appointments in the language-teaching sections, a reasoned discussion of the use that alternate stream could be to the Spanish section would be a valuable first step. The Dean's Office has circulated a request to all units that they submit an account of how alternate-stream appointments could be most effectively deployed within that unit. We are expecting that Spanish, and other language sections, will have suggestions ready for the 2013-14 hiring season, and the Dean's Office will take responsibility for integrating these suggestions into the Faculty-wide hiring plan that will be delivered to the Provost in June.

That plan will also involve the placement of CLAs, and again, the first responsibility for proposing CLA positions falls to the unit.

2) Renaming:

We also encourage the Spanish program to rename itself to represent their present broaden focus, to better reflect the current offering of courses beyond the traditional literary realm (adding for example the word "cultural") and highlighting their own perspective within the global Hispanic world.

As with curricular initiatives various, the immediate responsibility for developing a proposal to change the program's name from "Spanish" to "Hispanic Language and

Culture," or whatever designation is finally selected, falls to the section itself. For truth in advertising reasons, the Dean's Office would be strongly supportive of such a proposal, and would offer its services to help prepare such a proposal for its arduous journey through the approval process. The initial impetus, however, must come from the section, and any change of this nature must assume a fifteen-month process, commencing in May or one year, for implementation in the Fall/Winter session of the following year.

3) Participation in General Education:

The members of the Spanish program suggest also that "a DLLL course offering (language/culture) be part of the General Education requirements at York University"

Assuming passage of LA&PS's revised General Education requirements by Senate this spring, implementation of those changes will be phased in for FW 14 and 15. The Spanish section will be strongly encouraged to participate in the revised program and to revamp its existing courses, or to develop new ones. Any courses being proposed for General Education status will need to be submitted to the Faculty's General Education Subcommittee eleven months before they are actually offered (i.e. October 1 of one year, for offering in the subsequent FW session). LA&PS's Curriculum Manager, Vivian Olender, will work with the section to create a manageable schedule and to develop suitable proposals for General Education status.

4) Master's Program with Glendon:

The Review Committee strongly supports the establishment of a pan-Hispanic Master Degree housed on the Glendon Campus. It would seem administratively effective since the Department of Hispanic Studies, the M.A. and Ph.D. programs in Francophone Studies and the MA in Translation are already administered at Glendon.

Responsibility for proposing a Master's program in Hispanic Studies falls, in the first instance, to the unit. As a functioning partnership with Hispanic Studies at Glendon is a necessary precondition to developing such a proposal, that partnership must be established both as the sectional level and as an agreement between the Dean of LA&PS and the Principal of Glendon. Given the resource issues that affect both partners, however, it seems unlikely that agreement in more than principle is possible in the near term. Even with shared resources, and a minimally designed curriculum, a Master's program will draw scarce full-time faculty resources from the undergraduate program. The Dean's Office in LA&PS is certainly willing to consider a proposal, but that such an initiative could be sustained without further impoverishing the undergraduate program requires compelling demonstration.

5) Language Requirement:

Having foreign language requirements for all students – 3 credits or 90 hours of class contact – is very common in other universities around Canada. If this change is made at York, it would highlight York real commitment towards internationalization and global perspectives would reinforce its academic multicultural mission in a very cosmopolitan city in Canada.

As attractive as this recommendation is, in theory, in practice a mandatory language course, even a one-term language course, for each of LA&PS's annual crop of 4500 new year 1 students (which number assumes that 1500 or so new upper-year students, would be exempt, and assumes that the 2500-3000 new students in other Faculties would also be exempted) would require 150 30-seat sections of courses that are not currently offered. 150 one-term sections would absorb the entire energies of 30 full-time faculty at a 2.5 FCE load, or 25 at a 3.0 load. Compared with the Faculty as a whole, 25 or 30 full-time faculty is not so great a number, but it is way more than the Faculty has been able to appoint in any year of its existence. And this is to say nothing of challenge to recruiting that such a requirement would pose, especially to those students who have foresworn languages other than English behind after Grade 10.

6) Timetabling:

The members of the Spanish program have told the Review Committee, that they struggle to find enough small rooms on campus, for their language courses. It would seem that a possible solution would be to assign the small classroom available, to language courses first. In our view, it is a logistic issue that has serious implication on the academic Spanish program. Therefore, the Review Committee recommends that it be resolved efficiently by the University administration in charge of this service.

It is certain accurate to suggest that the York physical plant has been strained by the university's growth over the past decade, and it is also accurate to suggest that competition for smaller classrooms—rooms that house not only language sections but also the tutorial groups attached to more than 250 lecture courses in LA&PS alone—is intense, especially at the preferred hours between 11 and 3. It is probably also accurate to suggest that required courses in high-demand programs can get away with being offered at 8:30 on Monday or Friday morning, or at 7 p.m. any day, but elective courses (which languages are for many students) cannot. At the same time, it's not entirely clear on what principle language courses should be ranked ahead of tutorials, or senior seminar classes, or graduate courses, for the apportionment of smaller classrooms.

The Dean's Office has been working with the Office of the Registrar to make the process of room allocations more equitable and more transparent, but the middle of the day in the middle of the week cannot be the only time when courses are taught.

7) New courses:

The Review Committee supports the changes proposed by the Spanish Program and the students' suggestions, which reflect an adjustment to new trends in the disciplines.
(1) Caribbean and Colombian literature
(2) New language courses designed to improve their competence in academic writing and grammar skills
(3) The use of technology across courses.

As with all curricular changes the first move is at the unit level. The Dean's Office, through its Programs unit, and the Curriculum Manager will do all possible to facilitate quick progress along the approval chain.

8) Study abroad:

The members of the Review Committee were told that this has been accomplished and the site chosen is Àvila (Spain). In our view, it looks quite promising, but it is obvious that the various demanding tasks in this area would increase (especially if a faculty member would have to teach in the Àvila project).

It has to be said that the "summer studies in Italy" model may not be the ideal model for this entirely laudable project, as enrolments in that program have been languishing for some years. On the other hand, both the French Department, in the past two years, and the Chinese section in DLLL have offered different models that involve a portion of the course's being taught at York, with the remainder abroad. This model lessens the demands of time and money, and may well better prepare the students for their time abroad. The split course model also maximizes faculty resources, as it counts for no more workload credit that does any other summer course. The Associate Dean International has been working with the language sections and with York International to develop such courses and the partnerships on which they are based. The Dean's Office has also set aside not insignificant pool of funds to aid students wishing to study abroad. Much of this pool goes to students who are on a full exchange, but there is no reason that some portions could not directed to aiding students in York courses offered in partnership with institutions abroad. I am assuming that the Àvila project will be ready for first offering SU 14.

Visual Arts (Graduate Program)

Cyclical Program Review

Executive Summary

Program	Accepts 2013	Enrolments FFTES 2013	Degrees Awarded 2013
Visual Arts Masters	10	15	8
Visual Arts PhD	2	9	-

Program description

There are two Visual Arts graduate programs at York: Master of Fine Arts (MFA) in Visual Arts and PhD in Visual Arts. The PhD program was created in 2008 and was not reviewed at this time. The MFA Program stresses an interdisciplinary approach to art making that accepts all media forms, in keeping with contemporary ideas and current trends within the art world.
To graduate from the MFA program, students must complete thesis consisting of a solo exhibition and a Thesis Support Paper examining the theoretical context for their studio work. The MFA has no fields or areas of specializations.

Reviewers:

Professor Bruce Barber, Nova Scotia College of Art and Design University (external)
Professor Anne Ramsden, Universite de Quebec a Montreal (external)
Professor Joan Steigerwald, Liberal Arts and Professional Studies, York University (Internal)

Site Visit: November 14-16, 2012

Reported to Joint-Committee: May 2014

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **November 2015.**

Program Strengths
- Strong evidence that the programs goals objectives to integrate studio practice with related theory and criticism are powerfully realized
- Enhanced opportunities to develop students' teaching capacity
- Opportunities for exhibitions, student exchanges and research
- Innovative practice-based PhD
- Attentiveness to sound and innovative supervisory practices and policies resulting to excellent completion rates
- Program benefits from excellent facilities and research resources

Opportunities for Program improvement (selected)
- Enhance sense of community and increased contact between students and faculty
- Adjust Summer Institute experience from 6 to 3 credits

- Maintain and regularly upgrade technical resources with particular attention to photography, video and multi-media resources
- Enhance program profile by encouraging applications by qualified faculty for full professor status and support faculty plans for complement renewal
- Enhance the teaching component with teaching assistantships
  Update on regular basis web and brochure information

Decanal Implementation Plan (selected)
- Supports plans for speakers' series and open seminar guest series to public
- Commits to regular upgrades to technical resources and invite discussion with photography and time-based art areas
- Commits to complement renewal and notes program alignment with Faculty focus on practice-based research
- Add the Graduate Program Director to the departmental tenure and promotion committee
- Continue to improve print and website information

Executive Summary

The reviewers describe the MFA program in Visual Arts as one of the foremost of its kind in Canada and identify its history of responsiveness to student needs and interests and to the changing landscape in professional and academic terms as integral to its continuing success. Each of the recommendations has been anticipated at the level of the program, and plans for further enhancement are underway and ongoing with specified support and suggestions from the Dean's Office.

Memo

To: Alice Pitt, Vice-Provost Academic

From: Barbara Sellers-Young, Dean, Faculty of Fine Arts

Date: April 15, 2013

Subject: Decanal Implementation Plan for response to the Review Committee Report,

MFA Program in Visual Arts

I have read the unit's response to the Review Committee Report and hereby confirm that the recommendations contained in it are to be implemented by the Graduate Program Director and executive committee of the MFA Program in Visual Arts, with some minor modification as outlined in the timeline below. The GPD sits on the executive committee of the Department of Visual Art and Art History, as well as reporting at each departmental assembly, which ensures an additional level of monitoring the proposed implementation.

Timeline for the 14 recommendations noted either as underway, ongoing or with a specific
academic year and/or years:

a) 2013-14: Address the lack of a sense of community and desire for more contact with
faculty members: Further to the response document, for the 2013-14 academic year, a
speakers' series organized conjointly with the Graduate Program in Art History and
departmental representatives will transform the series of seminar guests into public
events with much larger reach.

b) 2013-15: Keep both .5 theory courses, instituting a methodologies course, and also add
the Summer Institute to the MFA course load: This degree requirement change will be
initiated in Fall 2013 for implementation in the 2014-15 academic year. In 2013-
14, the 6.0 seminar will "workshop" the split into 3.0 seminar and 3.0 methods by
focusing the winter term on methods. One core aspect of this strategy is to target
guest speakers for the seminar who will address practice-based research, which
will tie the program more closely with other MFA programs in the Faculty and the

PhD programs that are invested in the practice-led approach to research, e.g. Dance and Theatre.

c) Underway and Ongoing: Enhance and regularly upgrade technical resources.

d) Ongoing but within the budgetary limits of the Department of Visual Art and Art History: Hiring and replacing the complement: In addition to the comments in the document, the program's increasing focus on the articulation of practice-based research methods and pedagogy will have a positive impact on the departmental plan for hiring new complement.

e) 2013-14: Encourage faculty to become Full Professors: To move this forward, the GPD will sit on the departmental Tenure and Promotion committee as of 2013-14.

f) 2013-14: Enhance facilities and resources in sculpture as well as for the production of digital, large scale colour printing, series, installation and large-scale projection: In the 2013-14 academic year, the GPD will spearhead talks between the Photography and Time Based Art areas with a view to coordinating and enhancing their facilities, resources and curriculum.

g) 2013-14: Enhance the teaching component and embed it more firmly in the degree structure: Sessions on practice-based pedagogy will also be integrated into the winter term of the 2013-14 graduate seminars.

h) Underway and ongoing: The provision of regular Graduate Teaching Assistantships (TAs) and Graduate Research Assistantships (RAs) by making use of university wide funds (SSHRC); the economic situation of students overall.

i) Underway and ongoing: The handbook and other aspects of the website.

j) 2013-14 and ongoing: Students participate in selecting incoming students.

k) Underway and Ongoing: That the academic thesis be in appropriate academic form with an extensive bibliography and notes, approximately 30 to 40 pages in length.

l) Underway and Ongoing: That the MFA students benefit from the presence of the PhD students.

m) Underway and Ongoing: Regarding point number 1 (v) in the response, which counters the self-study's suggestion that the program should organize more national and international exhibitions and publications for its students: The program's response appears Toronto-centric and suggests that Toronto is a major player in the international art scene. This was not really its intent; rather, the MFA students' are supported in gaining entry into the broader art network. In the past year, connections forged by the GPD with some of the key gallerists in Toronto were intended as the best launching opportunity that the program can offer, since international curators are networked with their galleries. This initiative will continue. The program does initiate opportunities for the MFA students outside of Toronto on an annual basis, e.g. the Art Mur "Fresh Paint" exhibition in Montreal. Also, recent alumni who exhibit in high-profile Toronto events such as Nuit Blanche add prestige to the MFA program as a whole.

Current YUQAP	**As Amended**
- Updating link to the YUQAP website, and providing a general description.	
1. QUALITY ASSURANCE CONTEXT	**1. QUALITY ASSURANCE CONTEXT**
1.1 Preamble Templates for the various types of curriculum submissions may be found at ~~http://vpacademic.yorku.ca/viceprovost/QAP/~~.	**1.1 Preamble** Templates for the various types of curriculum submissions may be found at YUQAP website (http://yuqap.info.yorku.ca/).
1.2 Scope of application For definitions of the inter-institutional arrangements please refer to the Guidelines for Intra-Institutional & Inter-Institutional Programs on the Quality Assurance website at ~~http://vpacademic.yorku.ca/viceprovost/QAP/procedures/~~.	**1.2 Scope of application** For definitions of the inter-institutional arrangements please refer to the Guidelines for Intra-Institutional & Inter-Institutional Programs on the Quality Assurance website at http://yuqap.info.yorku.ca/.

5. Major Modifications
 	
5.1 Definition
 	
Major modifications involve changes to existing programs due to curricular renewal to keep a program current, the restructuring of a program, a merger of existing programs, and proposals for new certificates. Major modifications typically include one or more of the following:
 	
   d) Establishment ~~or closure~~ of undergraduate certificates.
	5. Major Modifications
	
	5.1 Definition
	
	Major modifications involve changes to existing programs due to curricular renewal to keep a program current, the restructuring of a program, a merger of existing programs, and proposals for new certificates. Major modifications typically include one or more of the following:
	
	   d) Establishment of undergraduate certificates.

7.2 Programs and review schedule The University's full complement of undergraduate and certificate programs, graduate and diploma programs are reviewed on a planned cycle called the Rota. A "program" is a Senate approved sequence of courses or other components of study prescribed for the fulfillment of the requirements of a particular degree, certificate or diploma and is considered to be the comprehensive body of studies required to graduate with a degree, certificate or diploma in a particular discipline or interdisciplinary field of study. Units that administer more than one program must conduct a full review of each.	**7.2 Programs and review schedule** The University's full complement of undergraduate and certificate programs, graduate and diploma programs are reviewed on a planned cycle called the Rota. A "program" is a Senate approved sequence of courses or other components of study prescribed for the fulfillment of the requirements of a particular degree, certificate or diploma and is considered to be the comprehensive body of studies required to graduate with a degree, certificate or diploma in a particular discipline or interdisciplinary field of study. Units that administer more than one program must conduct a full review

	of each.
Programs are reviewed on a regular basis but the interval between programs must not exceed eight years. Cyclical program reviews of undergraduate programs may be conducted either independently from, or concurrently with, reviews of graduate programs. While undergraduate programs reside in one or more academic units, the organizational structure for graduate programs varies. Interdisciplinary and multidisciplinary graduate programs, as well as cognate programs offered at both Keele and Glendon, may involve faculty members from several different academic units. In anticipation that undergraduate and graduate reviews will be synchronized, to the extent possible, there is an expectation that there will be a senior academic (typically a Chairperson/Director) who will act as the lead contact and be responsible for the local coordination, in consultation with the relevant undergraduate and graduate program directors.	Programs are reviewed on a regular basis but the interval between programs must not exceed eight years. Cyclical program reviews of undergraduate programs may be conducted either independently from, or concurrently with, reviews of graduate programs. While undergraduate programs reside in one or more academic units, the organizational structure for graduate programs varies. Interdisciplinary and multidisciplinary graduate programs, as well as cognate programs offered at both Keele and Glendon, may involve faculty members from several different academic units. In anticipation that undergraduate and graduate reviews will be synchronized, to the extent possible, there is an expectation that there will be a senior academic (typically a Chairperson/Director) who will act as the lead contact and be responsible for the local coordination, in consultation with the relevant undergraduate and graduate program directors. Similarly, it is expected that reviews of all undergraduate programs housed within a single unit will be conducted concurrently. In such cases, the Vice-Provost Academic in consultation with the Chair / Director and the AVP Graduate/FGS Dean, shall confirm the appropriate number of reviewers in accordance with Section 7.8 below.

Major Modifications to Existing Programs
Definitions and Proposal Template

Several types of curriculum initiatives fall under the category of Major Modifications to Existing Programs; a full listing is articulated in Section 5.1 of the *York University Quality Assurance Procedures*.

The attached **Major Modification Guidelines** are applicable for following types of Major Modifications:

Significant changes to program requirements (i.e., comprising approximately one-third of the major requirements, core requirements and/or the degree program).

Addition of a new major or specialization where a similar major or specialization currently exists at the undergraduate level.

Addition of a new option (e.g. location where program is offered; new specialization) within an existing graduate program.

Introduction or deletion of a major research paper or thesis, course-only, co-op, internship or practicum option to a Master's program.

Merger of two or more programs.

Change to the requirements for graduate program candidacy examinations or residence requirements.

Significant changes to the learning outcomes of an existing program

Significant changes to the faculty complement delivering an existing program.

Change to the essential resources of a program that impair its delivery.

Note: *Separate templates exist for the remaining types of Major Modifications, specifically:*

New undergraduate certificates
Closure of undergraduate certificates*
Establishment of a new graduate field
New Bridging Programs*

Major Modifications Proposal Guidelines

1. Program:

2. Degree Designation:

3. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)

4. Effective Date:

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

6. Provide the rationale for the proposed changes.

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

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

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

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

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

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

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

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

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

2014-2017 BUDGET PLAN UPDATE
Senate Meeting   June 26, 2014

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Outline

- Budget Planning Process

- Budget Plan 2013-2017

- Update on Key Assumptions

    - Financial Market Performance
    - Pension Plan Updates
    - Enrolment Plan

- Summary of Revenue/Expense Changes from June 2013 Plan

- Budget Plan 2014-2017

- Budget Planning Issues/Risks

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Budget Planning Process

- York's operating budget follows a multi-year approach

  - Typically a four-year horizon

  - The plan is updated annually for new information and changes in assumptions from the prior year's plan

- The first year of the multi-year plan forms the basis for the detailed annual operating budgets for each Faculty and administrative unit.

- Updated budget is usually developed in January – April and approved by the Board in May – June each year

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Budget Planning Process cont'd

- A relatively limited update of the June 2013 Budget Plan is being proposed at this time.

- The usual one year extension to the planning horizon is not being done this year due to a number of initiatives and issues that could significantly alter future year budget plans, such as:

  ➢ Decisions on implementation of the SHARP Budget Model

  ➢ Results of the Academic/Administrative Program Review

  ➢ Impact of a potential Government decision on a new major campus expansion

  ➢ Potential Government Policy changes following

    the 2014 Provincial Election

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Budget Plan 2013-2017 : (Approved June 2013)

Approved June 2013		($ millions)		
	2013-14	2014-15	2015-16	2016-17
Revenue	755.69	761.39	776.49	792.99
Expenses	763.12	770.17	771.42	784.70
Annual Surplus/(Deficit)	**(7.43)**	**(8.78)**	**5.07**	**8.29**
Carryforward	**3.44**	**(3.99)**	**(12.77)**	**(7.70)**
Cumulative Surplus/(Deficit)	**(3.99)**	**(12.77)**	**(7.70)**	**0.59**

Budget Cut	3.50%	3.50%	3.50%	2.00%

The June 2013 Budget Plan was a challenging context for planning:

- Domestic enrolment reductions (relative to the June 2012 plan)
- Cuts to government grants
- Significant base cuts in each year of the plan
- Additional targeted administrative cuts for 4 years ($16.5 M per year)
- Projected cumulative deficit of $12.8 M in 2014-15

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Key Assumptions: Endowment Performance

Endowment Performance		
	2013 Calendar Year	2013-14 Fiscal Year
Total Fund	17.29%	14.84%
Policy Benchmark (50% Hedged)	18.09%	15.05%
Value Added	-0.80%	-0.21%

Note: Based on Board approved distribution a full 5% will be distributed to all endowments.

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Key Assumptions: Pension Fund Performance

Pension Fund Performance **Calendar year 2013**	
Total Fund	16.63% (net)
Fund Objective	6.0% real

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Key Assumptions: Pension Plan Update

- December 31, 2013 valuation has been completed, and includes:

  - ➢ actual fund returns for 2013
  - ➢ plan amendments for increased contributions and changes to indexing adjustments
  - ➢ recalibration to new mortality tables
  - ➢ Impact of increase to long term bond yields

- Early application for Stage II solvency relief was made in March 2014

  - ➢ Required savings target of 5.1% was achieved
  - ➢ Stage II solvency relief was approved in at the beginning of May 2014

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Pension Valuation –
Going Concern and Solvency Deficits

	($ millions)		
	Going Concern Deficiency	Solvency Deficiency	Status
2007	$44.1	$27.8	Filed in 2008
2008	$265.6	$281.4	Not filed
2009	$228.4	$192.7	Not filed
2010	$217.2	$198.8	Filed in 2011
2011	$283.0	$387.0	Not filed
2012	$219.5	$354.0	Not filed
2013	$17.7	$124.1	Filed May 2014

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Pension Contribution Requirements

Approval of Stage II Solvency Relief gives York the following options:

Option 1:
- Defer going concern special payments and new solvency special payments at December 31, 2013 for 1 year
- Amortize the new solvency deficiency at December 31, 2013 for a 10 year period starting in 2015

Option 2:   *(Assumed for Budget Plan Update 2014-2017)*
- Defer solvency deficiency payments for 4 years with amortization of the deficiency over the following 7 years (i.e. total of 11 years but back ended)
- Interest on the solvency deficiency in excess of the going concern special payments during deferral period must be paid
- New going concern special payment at December 2013 could be deferred for 1 year

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Estimated University Contribution Requirements ($million)

	2014	2015	2016	2017	2018
• Money Purchase Contributions	$23.2	$28.7	$33.9	$35.7	$37.3
• Minimum Guarantee Normal Cost	$9.9	$10.4	$11.0	$11.7	$12.3
Total Normal Cost	$33.1	$39.1	$44.9	$47.4	$49.6
No Stage 2 Relief					
• Special Payments	$1.9	$24.4	$24.4	$24.4	$24.4
• Total Contributions	$35.0	$63.5	$69.3	$71.8	$74.0
Stage 2 (Original)					
• Special Payments	$1.9	$13.4	$13.4	$13.4	$13.4
• Total Contributions	$35.0	$52.5	$58.3	$60.8	$63.0
Stage 2 (Updated)					
• Special Payments	$4.1*	$4.1	$4.1	$4.1	$16.9
• Total Contributions	$37.2	$43.2	$49.0	$51.5	$66.5

*going concern special payments set equal to interest on solvency deficit

Expected University contributions for 2014 based on December 31, 2010 valuation report and prior to plan changes are $67.8 million comprised of money purchase contributions of $22.5 million, minimum guarantee normal cost of $21.1 million and special payments of $24.2 million

Key Assumptions: Undergraduate Enrolment (Actual vs. Plan: 2013-14)

Office of the VPA&P/OIPA – May 22, 2014 VPA&P Presentation to Senate

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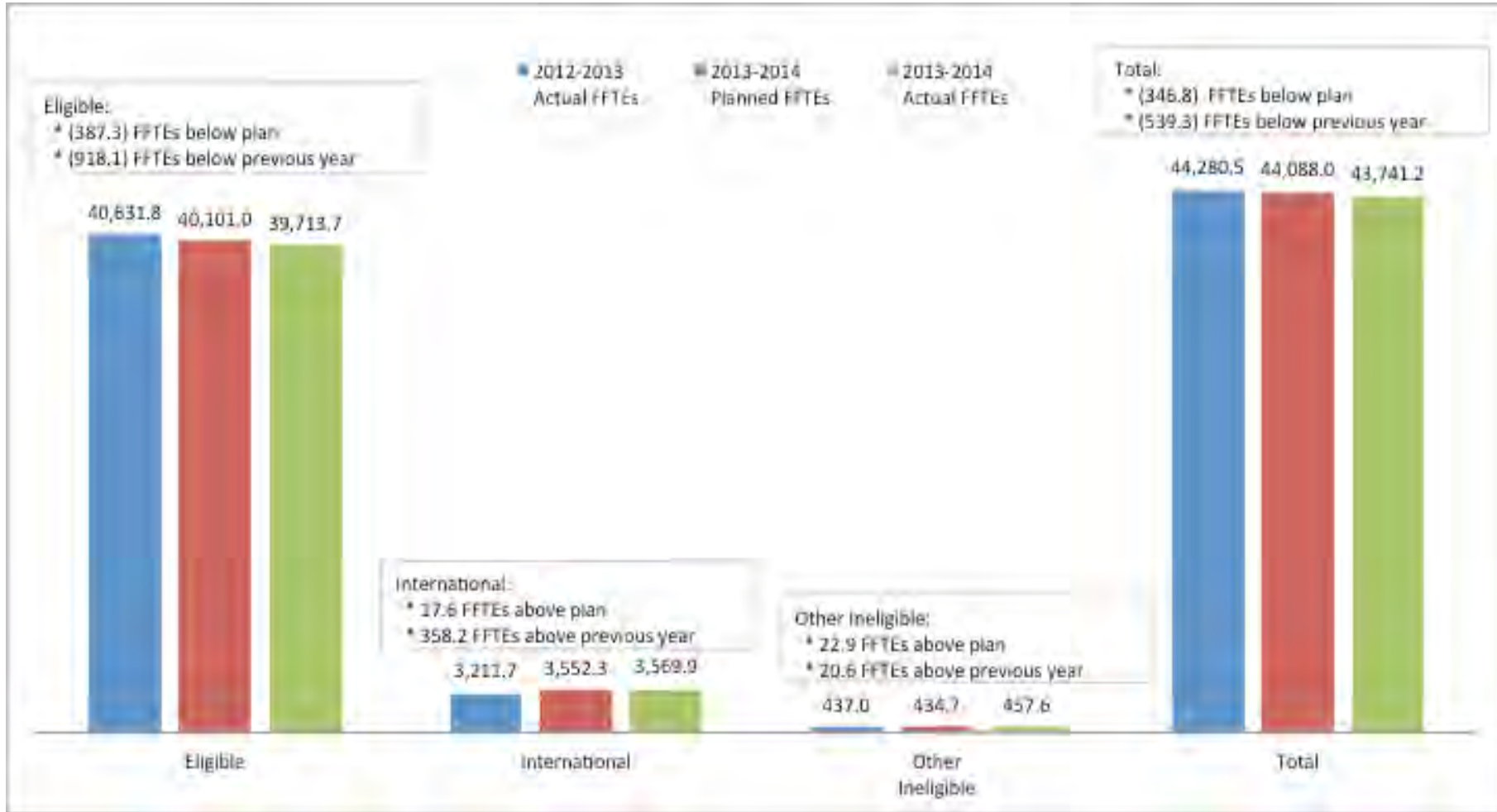
Budget Outlook – Summary of Changes

Revenue changes from the June 2013 Plan:

- Impact of revisions to domestic undergraduate plan (relative to June 2013)
    - Lower tuition and grant revenue ($5 to $12 M)
    - Flow-through impact of enrolment through all years of the plan

- Impact of Government Changes to Funding for Faculties of Education
    - 32% reduction in per student grant (effective 2015-16: $3.0M)
    - Change to two year program
    - Continued enrolment caps
    - Transition funding being provided for year of lost grants for one year ($3.2M)
    - Loss of tuition funding in transition year ($6.2M)

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Budget Outlook – Summary of Changes cont'd

- Additional interest income ($2M) resulting from higher cash balances as a result of proceeds from new debenture issue:
  - 40 year debenture issue completed in early 2014 - $100M @ 4.458%

- Impact of Government Tuition Regulation changes on timing of tuition fees for full year courses and revised course drop/add fee ($0.5M - $1M)

Cost changes from the June 2013 Plan:

  - $100M debenture issue interest expense   ($4.5M)
  - Savings from lower special pension payments/minimum guarantee payments, offset by increased employer money purchase contributions

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Revenue Changes

(in $millions)	2014-15	2015-16	2016-17
Revenue			
Enrolments			
Domestic			
Further reduction from June 2013 Plan			
Tuition and Grant	(5.00)	(12.00)	(12.00)
(500 FFTE's in 2014-15, and 1200 FFTE's in 2015-16 and 1200 FFTE's in 2016-17)			
	(5.00)	(12.00)	(12.00)
Faculty of Education			
Tuition Losses (transition year)		(6.40)	
Grant reduction BIU value		(3.00)	(3.00)
Transition Grant		3.20	
		(6.20)	(3.00)
Other:			
Interest Income	2.00	2.00	2.00
Tuition Regulation Changes	(0.50)	(1.00)	(1.00)
	1.50	1.00	1.00
Total Revenue Change - Increase/(Decrease)	**(3.50)**	**(17.20)**	**(14.00)**

Expenditure Changes

(in $millions)			
	2014-15	**2015-16**	**2016-17**
Expenditures			
<u>Academic Investments</u>			
VPA/P - Domestic Growth Impact (60% share)		(7.20)	(7.20)
<u>Compensation/Benefit</u>			
Pension Special Payment	(24.10)	(24.10)	(24.10)
Pension Reduction in Payments	(12.20)	(11.70)	(11.10)
Increase in Employer Contribution Matching	0.80	6.10	11.30
	(35.50)	(29.70)	(23.90)
<u>Strategic Investments</u>			
Strategic Investments and Contingency	18.30	11.00	8.40
Academic Support - including Faculty Funding Recovery	5.00		
Bond Interest	4.50	4.50	4.50
	27.80	15.50	12.90
Total Expenditures Changes (Decrease) - Before Budget Measures	**(7.70)**	**(21.40)**	**(18.20)**
<u>Budget Measures</u>			
Reduce 2014/15 Cut by 1.0%	4.20	4.20	4.20
Reduce 2015/16 Cut by 0.5%		2.10	2.10
Increase 2016/17 Cut by 0.5%		(2.10)	(2.10)
	4.20	4.20	4.20
Net Expenditure Changes - After Budget Measures	**(3.50)**	**(17.20)**	**(14.00)**

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Budget Plan 2014-2017 Summary

	(in $millions)		
	2014-15	**2015-16**	**2016-17**
Annual Surplus (Deficit) June 2013 Plan	**(8.78)**	**5.07**	**8.29**
Revenue Changes (2013)	**(3.50)**	**(17.20)**	**(14.00)**
Expenditure Changes (2013)	**(3.50)**	**(17.20)**	**(14.00)**
Revised Planned Surplus/(Deficit)	**(8.78)**	**5.07**	**8.29**
Prior Year Carryforward	2.01	(6.77)	(1.70)
Cumulative Surplus/(Deficit)	**(6.77)**	**(1.70)**	**6.59**
Budget Cuts	2.50%	3.00%	2.50%

Key Budget Planning Decisions/Issues

- Commitment to Academic & Admin Program Review *- 2014/2015*

- Commitment and strict discipline to address Faculty structural deficits *(3 to 5 years)*

- Developing plan for transition to new budget model *- 2014/2015*

- Significant curtailment/restrictions of major capital projects, except those with funding "in hand" *- Immediate*

- Re-framing of the University's strategic plan for fundraising *- Underway*

- Outcome of collective bargaining processes *- 2014/2015*

- Utilization of pension cost savings to:

  - mitigate impact of previously approved budget cuts

  - identify a funding commitment in support of strategic academic objectives as outlined in key planning documents (UAP, SMA, SRP) and opportunities that may arise (for example, through the AAPR process)

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Review of Budget Allocations: 2006/07 - 2016/17

- To provide additional context regarding the operating budget allocations made over the past several years, a summary was prepared showing cumulative incremental revenues and budget allocations from the June 2004 budget to the proposed June 2014 budget.

- The summary shows the growth in revenues and costs for fiscal years 2006/07 through 2016/17:

  - Total expense growth over that period is projected at $185 M (primarily through tuition fee increases and enrolment growth)

  - The single largest increase in expenses is for annual compensation and benefit cost increases ($170 M)

- The results are shown in following chart…..

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Revenue/Expense Changes – 2006/07 to 2016/17

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