

York University Senate

Notice of Meeting

Thursday, June 25, 2015 at 2:30 pm
Senate Chamber, N940 Ross Building

AGENDA

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1. Chair's Remarks (R. Mykitiuk)
2. Minutes of the Meeting of May 28, 2015F
3. Business arising from the Minutes
4. Inquiries and Communications
 - a. Senators on the Board of Governors re: June 22 Meeting of the Board
(A. Belcastro / D. Leyton-Brown; **synopsis to be distributed prior to the meeting**)
 - b. Academic Colleague to the Council of Ontario Universities re: COU Issues Update
for May 2015 (G. Turlakakis; **view online only**)
5. President's Items (M. Shoukri)I

Committee Reports

6. Executive Committee (G. Comninel).....FF
 - a. Senate Membership from July 1, 2015 to June 30, 2017
 - b. Nominees for Election to Senate Committees and Other Senate-Elected Positions
7. Awards (D. Leyton-Brown).....HH
8. Appeals (V. Saridakis)I I
9. Academic Standards, Curriculum and Pedagogy (L. Sanders)I Í
 - a. Establishment of a Master of Community and Leadership Engagement Degree Type
(Notice of Statutory Motion) (Appendix A)I J
10. Academic Policy, Planning and Research (R. Pillai Riddell)JÍ
 - a. Change of Name From the Department of Film to the Department of Cinema and
Media Arts, School of the Arts, Media, Performance and Design (Appendix A)....F€F

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b. Chartering of Organized Research Units (Appendix B)F€G

Note: The Provost and Vice-President Finance and Administration will report under the auspices of APPRC.

11. Academic Policy, Planning and Research / Academic Standards Curriculum and Pedagogy re: Report of the Joint Sub-Committee on Quality Assurance (R. Pillai Riddell / L. Sanders)FJÌ

12. Other Business

M. Armstrong, Secretary

The Senate of York University – Minutes

Meeting: Thursday, May 28, 2015, 3:00 pm
Senate Chamber, N940 Ross

R. Mykitiuk <i>Chair</i>	R. Jayawardhana	A. Pitt
P. Amarasooriya	M. Karakul	I. Roberge
S. Ariyaratnam	A. Khandwala	L. Sanders
M. Armstrong <i>Secretary</i>	U. Lehr	V. Saridakis
E. Asselstine	R. Lenton	E. Schraa
M. Biehl	D. Leyton-Brown	M. Shoukri
G. Brewer	S. Ling	J. Simeon
S. Brixey	M. Lockshin	M. Singer
M. Budworth	A. MacLennan	H. Skinner
H. Campbell	G. Malfatti	L. Sloniowski
G. Comninel <i>Vice-Chair</i>	M. Martel	J. Steprans
B. Crow	L. McCann	N. Tenhaaf
C. Davidson	G. McFadden	G. Turlakis
S. Dimock	S. McLaren	S. Tufts
J. Goldberg	K. Michasiw	P. Walsh
S. Gong	D. Mutimer	L. Weir
E. Gutterman	R. Myers	R. Wellen
R. Haché	P. Ng	R. Wildes
C. Heidari	J. O'Hagan	
B. Heron	R. Owston	
C. Heron	S. Paradis	
R. Hornsey	A. Perry	
M. Hosale	B. Pilkington	
D. Hunt	R. Pillai Riddell	
V. Jain		

1. Chair's Remarks

The Chair of Senate, Professor Roxanne Mykitiuk, encouraged Senators to participate in Spring Convocation ceremonies and to invite their colleagues to join in the celebration of the University's graduates. Commenting on a meeting of Senate committee chairs, she conveyed the participants' strong, positive feelings about York's future, and their pride in collegial governance.

2. Minutes

With the addition of Senator Khandwala to the list of those in attendance, it was moved, seconded and carried **“that the minutes of the meeting of April 23, 2015 be approved.”**

3. Business Arising From the Minutes

There was no business arising from the minutes.

The Senate of York University – Minutes

4. Inquiries and Communications

a. Senators on the Board of Governors

The synopsis of the Board's meeting of April 20, 2015 presented by Senators Belcastro and Leyton-Brown was noted.

5. President's Items

The President, Dr Mamdouh Shoukri, addressed a number of important developments with special emphasis on the provincial government's selection of York – alone among nineteen competitive bids -- for a new campus. This demonstrated Queen's Park's confidence in the University and its potential to enhance the social, economic, environmental and cultural fabric of Markham and York Region while serving a growing student population. Consultations will be wide and thorough as the process leading to a final plan unfolds, and Senate's input will be especially valuable.

In response to a series of questions, Dr Shoukri and Provost Lenton offered the following elaborations:

- the University's bid cannot be made public with the consent of Queen's Park, but it will be released if and when possible
- the input of librarians into the planning process will be essential to ensuring that library and learning spaces and services are appropriate
- commitments from the provincial government, Markham and York Region – together with dedicated fund-raising by York – means that costs will be fully covered, and there is no reason to doubt that all of the parties involved will contribute their share
- the campus will be fully under the University's control even if joint programs with others (especially Seneca College) are mounted on site
- curriculum development is predicated on offerings by existing Faculties rather than the creation of a new Faculty, but there will be an accent on innovation
- graduate education and research needs will be taken into account in planning

The University continues to seek assurances from the Ministry of Training, Colleges and Universities that any changes in the funding formula resulting from a review headed by Susan Herbert will neither harm nor hamstring universities. York has fallen back somewhat in certain international university rankings, but continues to be recognized for its strengths. Together these phenomena reinforce the need to renew the tenure-stream in the cause of excellence in research and teaching.

The Senate of York University – Minutes

Dr Shoukri announced that Manuel Obregón (Costa Rican musician, environmentalist and public servant) and Hélène Comay (early childhood educator and pioneer) would receive honorary degrees at spring convocation.

Committee Reports

6. Executive Committee

a. Candidates for Election to Senate Committees and Other Senate-Elected Positions

A slate of candidates recommended by the Executive Committee was *noted*. Professor Ben Geva, Osgoode Hall Law School, was added to the list of those nominated for the Tenure and Promotions Committee. There being no further nominees, it was moved, seconded and *carried* **“that nominations be closed.”** As a result, individuals were acclaimed to membership on Academic Standards, Curriculum and Pedagogy, Awards, Tenure and Promotions and Tenure and Promotions Appeals. An e-vote was authorized to determine a member of the Appeals Committee and a Senator nominated for membership on the Board of Governors.

b. Notice of Motion re: Membership of Senate for the Period July 1, 2015 to June 30, 2017

The Executive Committee gave notice of its intention to move a statutory motion establishing the membership of Senate from July 1, 2015 to June 30, 2017. There were no comments other than an endorsement of the proposal by a Senator.

c. Information Items

Senate Executive reported that it had approved the membership of Professor Craig Heron (History) as the Liberal Arts and Professional Studies member of the Committee, and also informed Senate about the following matters:

- the addition of 5 individuals to the pool of prospective honorary degree recipients based on recommendations from the Sub-Committee on Honorary Degrees and Ceremonials
- proposed changes to the convocation ceremony to be more inclusive of Indigenous peoples.
- postponement until the autumn of the annual gathering with members of the Board Executive Committee
- an updated work plan for the Equity Sub-Committee as it reviews the Senate *Policy on Accommodations for Students with Disabilities*

The Senate of York University – Minutes

7. Awards

Senators joined the Chair of the Awards Committee in celebrating the recipients of 2015 University Professorships: Richard Hornsey, Lassonde School of Engineering; Suzanne Macdonald, Faculty of Health; and Adrian Shubert, Faculty of Liberal Arts and Professional Studies.

8. Academic Standards, Curriculum and Pedagogy

- a. Establishment of Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students

It was moved and seconded “**that Senate approve the Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students, as set out in Appendix A of the ASCP report.**”

Responding to questions, the Chair of ASCP and the Registrar confirmed that credits earned by secondary school students in an Advanced Credit mode would be portable within York (and in the case of transfer to other universities subject to external recognition). Students will be, as always, responsible for fees payments, but the York Region School Board will fully fund enrolments under the first proposal to emerge (see 8. b, below). The Policy is not intended to be elitist or inaccessible, but placement is contingent on the normal tests of admissibility.

On a vote, the motion carried.

- b. Establishment of the Advanced Credit Program in Music, Department of Music, School of the Arts, Media, Performance & Design

It was moved, seconded and carried “**that Senate approve the Advance Credit Program in Music housed in the Department of Music, School of the Arts, Media, Performance & Design, as set out in Appendix B of the ASCP Report.**”

- c. Facilitated Discussion on Changing Grading Scheme

Under the auspices of ASCP, and following introductory remarks by the Committee's Chair, University Registrar Don Hunt led a discussion of possible changes to undergraduate and graduate grading schemes. A working paper transmitted by ASCP described the changes under consideration and set out a detailed rationale for adopting a percentage / alphabetical / grade point system. It was argued that a 4-point scale would be advantageous to students since it was commonly used by other Canadian and North American universities and professional admissions bodies. The current 9-point scale is unique, difficult to translate, and appears to result in inimical interpretations. Additionally, the introduction of minus grades would provide instructors with a useful refinement.

The Senate of York University – Minutes

In general, those who spoke understood the desirability of moving away from a 9-point system, and some expressed enthusiasm for the 4-point alternative given its wide use. There were, however, some reservations about the ensemble of changes under consideration. Among the points made were the following:

- a 4.3-scale of a kind used by many prestigious universities may be preferable since 4-point scales can discount student achievement
- it was important to establish the rank ordering of grades (which of alphabetical or percentage expressions was the basis for evaluation), together with definitions; the 4- or 4.3-scales were merely the external representation of internally-defined grades

In response to questions about the pace of adaptation and further consultations, it was confirmed that implementation would require a long lead time and that students would be among those who will have opportunities to provide their input. It was suggested that it would be prudent to determine if any provincial initiatives to standardize grade reporting were in development before finalizing any changes.

d. Information Items

ASCP reported that it had approved minor modifications for the following:

- degree requirements for the Certificate in Law and Social Thought (Glendon)
- admission requirements for the Certificate in Technical and Professional Communication (Glendon)
- nomenclature used in the PhD Program in Environmental Studies from “Advisor” to “Supervisor” (Graduate Studies)
- degree requirements for the MA and PhD programs in Humanities (Graduate Studies)

9. Academic Policy, Planning and Research

APPRC presented an overview of discussions with the Deans, Principal and University Librarian. It also advised Senate of major milestones and timelines leading to the approval of a new University Academic Plan in February 2016, reported on its consultation with the Chair of the Task Force on Sustainability Research, and announced that Professor Rebecca Pillai Riddell will serve a second term as Chair.

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10. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

In a joint report, APPRC and ASCP conveyed the May 2015 report of the Sub-Committee on Quality Assurance which included Final Assessment Reports for recently completed Cyclical Program Reviews.

11. Other Business

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

R. Mykitiuk, Chair

M. Armstrong, Secretary



MAY - JUNE

On May 20, the Government of Ontario announced that the proposal to build a new York University–Markham Centre campus was accepted. York’s proposal, in collaboration with the City of Markham, the Regional Municipality of York and Seneca College, was the only one selected among 19 submissions. The new campus will offer professionally-relevant academic programs and workplace-based learning opportunities to over 4,000 students, with easy access to transit, major employers and research hubs.



The Canadian Association of Research Administrators (CARA) has recognized two York senior research administrators with national awards. Angela Zeno received the Community Builder Award and David

Phipps received the Research Management Excellence Award.

Osgoode alumni Aida Shahbazi, Paul Jonathan Saguil and Lisa Feldstein were 3 of the 6 winners of the 2015 Precedent Setter Awards. Created by *Precedent* magazine, these awards recognize Ontario lawyers who have shown excellence and leadership in their early years of practice.

Alumna Autumn Mills has been selected for the Canadian women's baseball team competing at the Toronto Pan Am Games this summer.

The University recently celebrated the success of its YORKW!SE Energy Conservation and Retrofit Project, which has received rebate savings from Toronto Hydro (\$1,030,480) and Enbridge Gas Distribution (\$44,611).

Lassonde School of Engineering researchers have received a total of over \$3M in infrastructure funding from the Canada Foundation for Innovation (CFI) to support research projects.

York Theatre graduate student Tanya Elchuk was selected as one of five winning students in the 2015

SSHRC Storyteller contest for her research on cognitive neuroscience and acting.

Two industry-academic partnerships led by York University have received a total of \$3,300,000 through NSERC's Collaborative Research and Training Experience (CREATE) Grants Program.

12 students were recognized for their work in poetry, short fiction, screenwriting and stage writing at the 2015 President's Creative Writing Awards and the Faculty of Liberal Arts & Professional Studies' Creative Writing Program Awards ceremony on May 12.



Graduate/professional student Dan O'Hara and non-academic employee Amanda Wassermuhl have been nominated for membership on the Board of Governors.

Sculptor-in-residence Marlon Griffith is working with a group of 15 students to build seven large-scale, wearable costumes to be featured in a 300-person procession Aug. 9, titled "Ring of Fire." The project was commissioned by the Art Gallery of York University and will raise awareness about accessibility.

Vice-President Research & Innovation Robert Haché signed a memorandum of understanding (MOU) between York University and Radboud University Nijmegen on behalf of the Donders Institute for Brain, Cognition & Behaviour. The MOU solidifies the existing research relationship and provides a framework for further collaboration in the areas of vision research and the neuroscience of perception and action, and their applications in health, computer science and robotics.

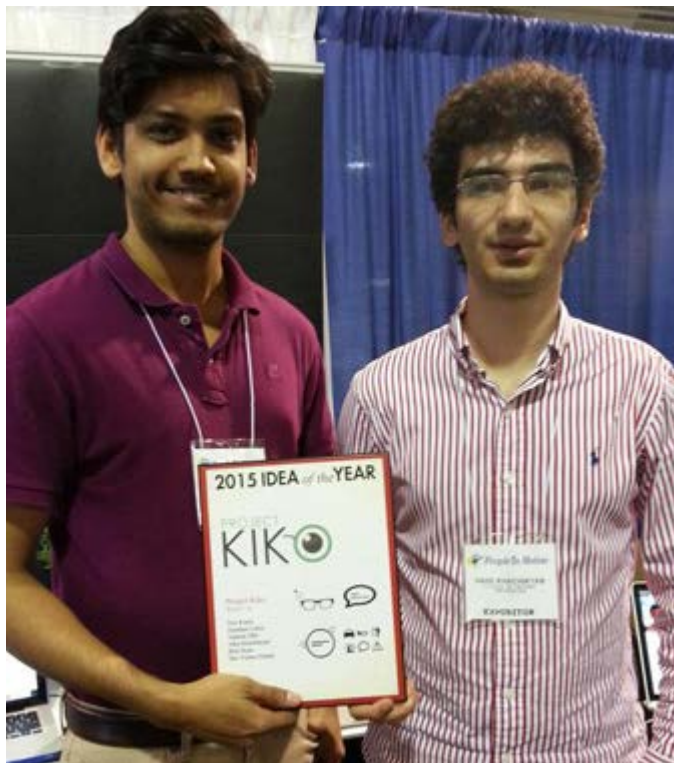
The Faculty of Science hosted a gala to celebrate its 50th anniversary. More than 160 attendees, including staff, faculty, retirees, students, alumni and friends of the Faculty, came to celebrate York University's rich contributions to the sciences.

LA&PS held its third annual Experiential Education Celebration on May 5, which provided an overview of this year's achievements and future experiential education at York University.



A team of six students from Lassonde was among the 10 finalists in the 2015 IDEa student competition for their concept of eyeglasses for individuals with a hearing

impairment that uses microphones and speech recognition software to display words spoken to the user.



The *New Journal of Chemistry* (NJC) held its fourth annual NJC Symposium: New Directions in Chemistry for the first time in North America. The symposium took place June 5 at the Keele Campus.

Professor Richard Hornsey, Professor Suzanne MacDonald and Professor Adrian Shubert have received the title of University Professor for their scholarship, teaching and participation in University life. Professors Hornsey and MacDonald will be honoured during spring convocation ceremonies, and Professor Shubert will be honoured in the fall.

Chemistry Professor Demian Ifa was named one of the leading new researchers in the area of mass

spectrometry in the most recent issue of the *Journal of the American Society for Mass Spectrometry*.

Linda Chigbo, an electrical engineering student at Lassonde, has been selected to receive the Hydro One 2015 Women in Engineering Scholarship.

On May 29, York University English Language Institute (YUELI) received a Certificate of Recognition as an Excellent Organization in Sino-Canadian Education from the United Association of Global Educational Development.

The Australian Academy of Science has awarded the 2015 Selby Fellowship for excellence in science to Dean Ray Jayawardhana for his contributions to science.

Lassonde Professor Sushanta Mitra has been inducted as a Fellow of the Canadian Academy of Engineering.



The New Brunswick government has appointed history Professor William Wicken to an Environmental Assessment panel that will listen to public concerns regarding a proposed tungsten and molybdenum open pit mine.

Julia Foster, Chair of the Board of Governors, was recently appointed to the Governing Council of the Social Sciences and Humanities Research Council of Canada (SSHRC).

Several of York's DEM graduates and faculty presented at the 25th World Disaster Management Conference held June 8-11 in Toronto. Three Master's students (Sarah Thompson, Aung Moe San, and Nai Ming Lee) received awards from the Ontario Association of Emergency Managers (OAEM) and the Disaster Recovery Information Exchange (DRIE).

The Canadian Psychological Association (CPA) honoured Dr. Debra Pepler with the 2015 Donald O. Hebb Award for Distinguished Contributions to Psychology as a Science.



LA&PS professor Dr. Stuart Shanker was conferred with an Honorary Diploma in the General Arts and Science Program by George Brown College in recognition of his groundbreaking research on self-regulation and his work with multiple departments and divisions at the College.

At Spring Convocation 2015, University-Wide Teaching Awards were presented to Jean-Michel Montsion, Assistant Professor, International Studies at Glendon College, and Vivian Stamatopoulos, Teaching Assistant and PhD candidate in Sociology.

Four Governor General's Academic Medals were awarded at Spring Convocation. Gold medal recipients were Sarah D'Amour (MA, Psychology), and David Moffette (PhD, Sociology). Silver medal recipients were Nick Zabara (BA, Hons. Dbl. Maj. Professional Writing & Psychology), Julien Cossette (MA, Social Anthropology) and Ali Helmi (BSc., Spec. Hons. Kinesiology & Health Sciences). The Murray G. Ross Award was presented to Atifa Karim (BEd., Inter/Senior Geography and English), pictured here with her parents and Helen Vari.



Executive Committee – Report to Senate

At its meeting of May 28, 2015

For Action

1. Senate Membership from July 1, 2015 to June 30, 2017 (Statutory Motion) ¹

Senate Executive recommends that, for the period July 1, 2015 to June 30, 2017 the membership of Senate be maintained at a maximum of 167 and be distributed as follows:

Members specified by the York Act (Total of 20)

Chancellor (1)
President (1)
Vice-Presidents (4)
Deans and Principal (11)
University Librarian (1) Two-to-four members of Board (2)
Faculty Members Elected by Councils

Elected Faculty Members (Total of 99)

Education 4
Environmental Studies 4
Fine Arts 8 (minimum of 2 Chairs)
Glendon 8 (minimum of 1 Chair)
Health 11 (minimum of 2 Chairs)
Lassonde 5 (minimum of 1 Chair)
Liberal Arts & Professional Studies 40 (minimum of 13 Chairs and, 2 contract faculty members)
Osgoode 4
Schulich 6
Science 9 (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

2 for each Faculty except 6 for LA&PS
Graduate Student Association (1)
York Federation of Students (1)

Other Members (Total of 13)

Chair of Senate (1)
Vice-Chair of Senate (1)
Secretary of Senate (1)
Academic Colleague (1)
President of YUFA (1)*
YUSA Member (1)*

¹ Statutory motions are dealt with in two stages. The first involves notice of the motion which provides an opportunity to discuss, but not vote on, a recommendation. Notice of this motion was given at the meeting of May 28, 2015.

Executive Committee – Report to Senate

Member of CUPE 3903 (1)*
Alumni (2)
College Masters (1)
Registrar (1)
Vice-Provost Academic (1)
Vice-Provost Students (1)

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

* These are the only Senate positions for which there are designated voting alternates.

Senate rules require that membership be reviewed every two years to take into account changes in the faculty complement and student enrolments.

If this proposal is approved by Senate, there would be no change in the distribution of seats that has applied since 2013. This is of particular importance to Glendon's allocation, since it would continue to have two more seats than a strictly proportional formula would yield.

This recommendation was developed by a Working Group composed of the Vice-Chair and Executive Committee members Sonia Lawrence and Ian Roberge. To frame its deliberations the Working Group reviewed the following:

- current membership rules and the rationale that informed the allocations approved by Senate in 2013
- changes in the faculty complement and student enrolments by Faculty over the past two years
- attendance records over the past three years
- the evolution of Senate membership over time
- scenarios prepared by the Secretariat

The recommendation is based on the following considerations:

- changes in the overall size of the full-time faculty member complement since 2012-2013 have been modest and the relative share of the complement in Faculty proportions has not been significantly altered in that time
- Senate rules stipulate that “each Faculty is entitled to a number of seats proportionate to their full-time faculty complement based on the most recently available authoritative data when calculations are made” and rough proportionality can continue to be achieved with the current disruption
- strict proportionality is difficult to achieve since smaller Faculties are entitled to a minimum of four elected faculty member seats (currently 2 seats are set aside for

Executive Committee – Report to Senate

each Education and FES to reflect this requirement); the Working Group and Senate Executive both strongly favour retention of this rule

- the case for allocating additional seats for Glendon remains compelling (see the text that follows)
- with regard to student membership, LA&PS enrolments are by far the largest of any Faculty, and the additional seats allocated to it continue to be justified

In 2013, Senate Executive agreed to recommend an additional two seats to Glendon. Its rationale at that time noted that:

the Principal made the case that Glendon's membership should remain at 8 instead of reduced to 6 – its share based on normal calculations -- given its special nature. It has also been suggested that the change might send the wrong signal at a time when there may be significant opportunities for York and Glendon in light of the provincial government's Throne Speech commitment to expand French language and bilingual postsecondary education. While it continues to believe strongly in the rules and principles governing Senate membership, Senate Executive agreed that circumstances warrant the addition of two elected faculty member seats, with both assigned to Glendon, until June 30, 2015. This reinforces York's strong commitment to bilingualism, and Senate will benefit from the participation of Glendon Senators in the discussion of proposals that may emerge over the next two years out of the provincial government's initiative. After careful deliberation, Senate Executive agreed to recommend an increase Senate membership by two, with both of the new seats allocated to Glendon. This is recommended as a temporary arrangement only, and it will be reviewed by Senate Executive in 2015. Senate should be aware that additional seats for Glendon means that seats cannot be assigned on a strictly proportional basis as described in the motion.

The Working Group is of the view that Glendon's special nature continues to warrant a 2-seat augmentation. On this aspect Professor Roberge has written:

Glendon is still the only Faculty where it is possible to complete university level education in French in South Western Ontario. The Government of Ontario is still focused on strengthening francophone post-secondary education, and Glendon plays an important part in that strategy. York's SMA makes a point of referring to the development of new programming in French. Though this is a slightly separate matter, Glendon is seeking to become an official provider of services in French, a designation granted by Cabinet. This recognition is pending; clearly, any change that would diminish Glendon's role in the governance of the University would likely hurt Glendon's chance of obtaining the designation.

Executive Committee – Report to Senate

Glendon is a separate campus, it is the only Faculty wholly located on a separate campus. Senate membership allows, when necessary, this status to be better accounted for at Senate.

Participation rates are not disproportional to that of other Faculties. Again, it can be a challenge, or at least time consuming, to commute between both campuses.

Documentation is attached as Appendix A.

2. Candidates for Election to Senate Committees and Other Senate-Elected Positions

Senate Executive recommends the following candidates for election to Senate Committees (non-designated seats) for three-year terms beginning July 1, 2015 and ending June 30, 2018, and for other positions with specified terms. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees may be forwarded to Senators prior to the meeting of June 25. Any balloting required to elect individuals will be conducted by e-vote commencing June 26 and ending June 30.

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

Academic Standards, Curriculum and Pedagogy (Full-Time Faculty Member; **1 of 2 vacancies; three-year terms**) Meets Wednesdays at 1:30 p.m., normally twice each month

Justin Tan, Professor, Schulich

Tenure and Promotions (2 of 2 Vacancies) (Meets in panels at Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level)

Swann Paradis, Professeur agrégé, Études Française, Glendon
Victor Shea, Associate Professor, Humanities, Liberal Arts & Professional Studies

Executive Committee – Report to Senate

For Information

1. Approval of Senate Executive Member

The Committee has approved the membership on Senate Executive of Professor Lisa Philips, who was nominated by the Osgoode Hall Faculty Council for a three-year term beginning July 1, 2015.

2. Election Results

As a result of the ballot conducted by e-vote from May 29 to June 5, Professor Bernard Lightman has been nominated to serve on the Board of Governors and Professor Natalie Coulter has been elected to the Appeals Committee. The Committee is grateful to other candidates who stood for these positions.

3. Meeting of Senate Committee Chairs and Secretaries / Progress on Committee Reports

The spring meeting of Senate committee chairs and secretaries was held on May 28. As reflected in the minutes of the May meeting of Senate, participants expressed strong, positive feelings about York's future, and their pride in collegial governance. Three committees provided reports on the priorities they established for the year. All were able to focus on key priorities, but some on the initiatives underway this year will come to fruition in 2015-2016.

Documentation is attached as Appendix B.

4. Summer Authority

In accordance with Senate rules as amended in October 2006, Senate Executive affirms that it is vested with summer authority such 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."

5. Senate in 2014-2015

A consolidated report on actions taken by Senate in 2014-2015 is attached as Appendix A. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils for their efforts over the past year.

Documentation is attached as Appendix C.

Executive Committee – Report to Senate

6. Senate Attendance in 2014-2015

Senate Executive maintains a close watch on patterns of attendance, and the attendance record for the past year is appended. While there were especially strong turnouts for March meetings, average attendance for 2014-2015 is in line with previous years.

Documentation is attached as Appendix D.

7. Senator and Senate Committee Member Survey

Senators and members of Senate committees are encouraged to take part in the annual surveys. Survey results are invaluable, and have helped shape Senate and committee orientations, operational logistics and the development of priorities. Reminders will be sent to Senators and members before the surveys close on June 30.

8. 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: Angelo, Belcastro, Sonia Lawrence, Alicia Richins and Lorna Wright. Their contributions to the work of the Committee on behalf of Senate during the academic disruption were exemplary. We thank them for their service to Senate and the Committee, and wish them the best in all of their future endeavours.

Roxanne Mykitiuk, Chair

Special Thanks to the Chair of Senate

Roxanne Mykitiuk has earned the University's lasting gratitude for exceptional leadership as Vice-Chair and Chair. Elected to an extended term following the departure of the Chair-elect in 2014, she now holds the record for longevity in these posts. Members of Senate, the Executive Committee and the Secretariat have been enriched by her wisdom and uplifted by her warmth and wit. Her commitment to collegiality and personal integrity are unswerving. Her calm demeanor and genuine desire to promote participation at meetings instills confidence. Her passion for scholarship and equity inspires. Her dedication to York is enduring and profound. It is telling that Roxanne will return to the Senate Chamber in 2015-2016 as an Osgoode Senator in continuation of her service to collegial governance and the University.

Roxanne Mykitiuk does *not* look like Bruce Willis.

- Secretariat

Executive Committee – Report to Senate

Appendix A

Changes in Faculty Complement 2012-2013 and 2014-2015

Faculty	Full-Time Complement 2014-2015		Proposed Senate Seats 2015-2017	Full-Time complement 2012-2013		Senate Seats 2013-2015
	Number	Percentage		Number	Percentage	
AMPD	119	7.9	8	126	8.5	8
Education	50	3.3	4	54	3.6	4
FES	39	2.6	4	42	2.8	4
Glendon	94	6.2	8	95	6.4	8 to June 30, 2015)
Health	174	11.6	11	177	11.9	11
Lassonde	88	5.8	5	78	5.3	5
LA&PS	641	42.6	40	622	41.9	40
Osgoode	68	4.5	4	64	4.3	4
Schulich	89	5.9	6	86	5.8	6
Science	143	9.5	9	139	9.4	9
Total	1,505	100.0	99	1,480	100.0	99

Senate Committee Priorities for 2014-2015

Academic Policy, Planning and Research Priorities Progress Report, June 2015

Priority	Status	Considerations
Participate effectively in the oversight of the AAPR process on behalf of Senate, and engage Senate as appropriate at timely intervals (UAP objective of promoting effective governance)	Active in the autumn; will co-sponsor form on Institutional Integrated Resource Plan in September	APPRC very involved active in 2013-2014; AAPR provided context for annual discussions with the Deans, Principal and University Librarian; Institutional Integrated Resource Plan intended to be a “primary feed” into the next UAP by building on collegial discussions
Lay the foundations for the renewal of the University Academic Plan with a view toward presenting the next iteration for Senate approval early in 2016 (academic planning sophistication; UAP objective of promoting effective governance)	Timelines developed and most major projects associated with renewal established (e.g. summative UAP report in September; suggestions gathered from the Deans / Principal / University Librarian	No real slippage in timelines; February 2016 end date coincides with the fifth anniversary of the current UAP
Support and participate in the research intensification initiative of Vice- President Research and Innovation described by APPRC in its report to Senate of September 25, 2014 (UAP objective of research intensification).	Provided feedback at two meetings; member of APPRC on the working group	Committee expects further involvement in the process as it unfolds leading to final report in early 2016
Attend to academic dimensions of the York in York Region campus initiative and provide advice on, and facilitate consideration of, proposals associated with the new site (UAP objectives associated with effective governance, building community and extending our global reach; strengthening interdisciplinarity and comprehensiveness)	Received updates in the autumn but no further action (recommended approval in principal in the spring of 2014); recent announcement will animate the Committee	Preliminary array of possible programs developed with the Deans and Principal

ASCP 2014-2015 Priorities and Key Items of Business
(Updated 21 May)

Priority	ASCP Lead	Status
Harmonizing degree structures and terminology (Definitions and criteria for each category/ option; e.g., Specialized Honours, stream, specialization)	C&P	Resume in Fall 2015 Preliminary list of issues identified 19 November and in ASCP AAPR discussion on 26 November.
Conversion of York's 9 point grading scale to 4 point scale	Registrar C&P	Resume in Fall 2015 ASCP endorsed proposed new frame work May 6 2015; Facilitated discussion at May Senate by Registrar for feedback.
Revisions to <i>Principles Regarding Grade Reappraisals</i> -Expansion of EE components in curriculum requires a review of the reappraisal framework.	A. Pitt C&P	Confer with Vice-Provost on status C&P discussed 22 October. List of issues to be gathered by Vice-Provost.
Revision to Common Grading Scheme for Undergraduate Faculties to add "Withdrawn from Course" option. (NEW ADDITION IN OCTOBER)	C&P	Resume in Fall 2015 ASCP approved 22 April 2015 Faculty consultation on May 11 2015 Respond to Faculty feedback; further revisions pending.
NEW ADDITION: Scheduling of mid-term exams outside of class time and exam room setting integrity concerns (NEW ADDITION IN NOVEMBER)	C&P	Resume in Fall 2015 Feedback from Faculties being gathered on recommendations. Guidelines to govern mid-term exams, and revisions to Conduct of Exams Policy to be drafted.
Key Items of New Business for 2014-2015		
Educative session on Teaching Commons: C. Popovic, Director of Teaching Commons	S. Vail / ASCP	Completed 10 December 2014
Progress Report on E-Learning and E-Teaching strategies.	S. Vail / ASCP	Completed 6 May 2015
AAPR. Review and discussion of Academic Task Force Report.	ASCP	Completed November 2014
Report from Vice-Provost Students: -revised Orientation model -YUStart / Retention planning	J. Morrison	Completed: Orientation – 10 December 2014 Retention planning – 20 May 2015
Discussion of role of the Fall Reading Days	S. Vail	Deferred.
Items of Business Pending from 2013-2014		
Transfer credit initiatives - policy implications (e.g., enhanced block transfer credit guidelines; York students' return to studies legislation).	C&P initially	a) Course Relief Policy: Resume in Fall 2015 Approved by ASCP; Faculty consultation 11 May 2015 Responding to Faculty feedback; further revisions pending

		b) Advanced Credit Program Policy Approved by ASCP 6 May 2015 Senate for approval May 2015
Revisions to <i>Senate Graded Feedback Policy</i> to require a core syllabus to be provided to students before the start of classes.	C&P initially	Resume in FW 2015-16 Revisions to policy and core syllabus drafted; C&P endorsed. -Registrar to research implementation options and resources before proceeding with legislative changes.
Revisions to <i>Policy on Repeating Passed or Failed Courses</i>	C&P initially	Resume in Fall 2015 -Revised policy approved by ASCP 22 April; Faculty consultation 11 May -Respond to Faculty feedback; further revisions pending
First-year Leniency Petition Guidelines	C&P initially	Replaced by other initiatives. Initiative replaced by policies on <i>Withdrawn from Course</i> ; <i>Course Relief</i> ; and revisions to the existing Course Repeat policy.
Development of a <i>Convocation In Absentia</i> proposal.	ASCP Chair	Completed. Honorary Degrees and Ceremonials approved Nov 2014

Senate Committee Priorities for 2014-2015

Senate Executive Priorities Progress Report, June 2015

Priority	Status	Considerations
Continue to ensure that Senate and its committees function in a manner consistent with the imperatives of the York Act, rules and procedures, principles of collegial governance and objectives outlined in the University Academic Plan	Ongoing	Committees functioned well throughout the year and through the strike; committee survey will be conducted in late June / early July Senate Executive was able to maintain a focus on its priorities despite the academic disruption.
Complete a biannual review of the composition of Senate as is required under consolidated membership rules approved by Senate in May 2013 (and in view of a temporary allocation of seats to Glendon that is due to lapse on July 1, 2015)	Completed and first stage of a statutory motion on the May 28 Senate agenda	No change recommended this year, but adjustments likely in 2017 as the complement evolves (e.g. Lassonde growth)
Prepare amendments to the Senate Policy on Accommodations for Students with Disabilities based on work done by the Sub-Committee on Equity	In progress	Aiming for recommendations to be considered by Senate in autumn 2015

Senate and Senate Committees Year End Review 2014-2015

From July 2014 to June 2015 the Senate of York University was presided over by Professor Roxanne Mykitiuk of Osgoode Hall Law School, whose term was extended by Senate in September 2014 following the departure of the Chair-elect, Professor Amir Asif, for a decanal position at Concordia. Professor George Comninel of the Department of Political Science in Liberal Arts and Professional Studies was elected as Vice-Chair. He will begin an 18-month term as Senate's 42nd Chair on July 1, 2015. Maureen Armstrong became the seventh Secretary of Senate on July 1, 2014.

Senate met on twelve occasions during the year. The November meeting was held in the Centre of Excellence at Glendon. Two special meetings were held in March to deal with matters arising from the academic disruption resulting from a strike by members of CUPE 3903 which took place from March 1 to March 31. Senate Executive met frequently during this period to discharge the responsibilities assigned to it under the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes of Other Causes*.

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.

York Region Campus

In May the Government of Ontario announced that York was successful in its bid for a new campus in York Region to be located at the Markham Centre. (In April 2014, Senate agreed to endorse the University's engagement in a process leading to a bid for the campus under the Major Capacity Expansion Policy Framework, APPRC recommendation.) York was the sole applicant among 19 competitive bidders to receive funding for a new campus.

Academic and Administrative Program Review / Institutional Integrated Resource Plan

On November 13 the Academic Policy, Planning and Research Committee sponsored an open forum on "Academic Priorities: Contexts, Planning and Implementation" following on the release of Academic and Administrative Program review task force reports. APPRC also filed its final report on its own engagement with the AAPR process in February. A forum will be held in September 2015 to share views on an Institutional Integrated Research Plan to be issued in June 2015.

Regular Reports

President Mamdouh Shoukri (Monthly)
Provost Rhonda Lenton (Enrolments, applications, academic planning; various months)
Vice-President Finance and Administration Gary Brewer (November, June)
Vice-President Research and Innovation Robert Haché (December)
Senate Members on the Board of Governors on meetings of the Board
Academic Colleague to the Council of Ontario Universities on COU Issues Updates

Other Reports

University Librarian Catherine Davidson (major developments at the Libraries, October)

Vice-Provost Alice Pitt (implications of the new MTCU approval regime, January; preparations for the Pan Am and Parapan Am Games, February)

Major Planning Reports

Faculty and University Library Planning (APPRC, May)

Joint Sub-Committee on Quality Assurance of APPRC and ASCP (January, May, June)

Annual Reports from Senate Committees

Academic Planning Discussions (APPRC, May)

Allocations of Scholarship and Bursaries (Awards, April)

Animal Care, Biological Safety, Human Participants Review Committee (APPRC, June)

Appeals and Petitions, University and Faculty (Appeals, January)

Distinguished Research Professors (Awards, May)

New Scholarships and Bursaries (Awards, April)

Non-Degree Studies (APPRC and ASCP, February)

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

Prestigious Awards for Graduating Students (Awards, June)

Senate Attendance (Executive, June, pending)

Senate Year in Review (Executive, June, pending)

Tenure and Promotions (Tenure and Promotions, October)

University Professors (Awards, May)

Senate Policies – New and Amended

Convocation In Absentia (Executive, January) and Addition of a February Ceremony (ASCP) **New**
Policy on the Designation of Research and Teaching Chairs and Professorships and Distinguished Fellowships (APPC, March) **Replacement of Existing Policy**

Mature Student Admission Category (ASCP, February) **Amendments**

Policy on Externally Funded Regular Named Chairs (APPRC, March) **New**

Senate Membership for 2015-2017 (Executive, June, pending) **Amendments**

Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students (ASCP, May) **New**

Senate Policies – Facilitated Discussions

Undergraduate and Graduate Grading Scales (ASCP, May; Registrar Don Hunt, facilitator)

Faculty Policies and Regulations – New and Amended

Policy on Social Media, Nursing, Health (ASCP, September)

Honours Standing Progression Requirements, Bachelor of Engineering, Lassonde (ASCP, September)

BBA / iBBA program, Schulich (ASCP, March)

Senate Policies – Facilitated Discussions

Undergraduate and Graduate Grading Scales (ASCP, May; Registrar Don Hunt, facilitator)

Academic Unit Name Changes

Department of Film to Department of Cinema and Media Studies, AMPD (APPRC, June, pending)

Academic Unit Transfers

Division of Continuing Education from Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost and its renaming as the School of Continuing Studies (APPRC, October)

Academic Program Establishment

Biology, Bilingual BSc Program, Multidisciplinary Studies, Glendon (ASCP, February)
Civil Engineering, MASc/ PhD Programs, Civil Engineering, Lassonde/FGS (ASCP, March)
Educational Studies, Honours BA and Honours Minor Programs, Education (ASCP, February)
Mathematical Biology, BSc, Mathematics & Statistics, Science (ASCP, January)
Mechanical Engineering, MASc/ PhD Programs, Mechanical Engineering, Lassonde/FGS (ASCP, Feb.)
Music, Advanced Credit Program, Music, AMPD (ASCP, May)
Psychology, BSc Bilingual Program, Glendon (ASCP, December)

Graduate Diplomas (New)

Advanced Accounting (Type 1), Schulich / FGS (ASCP, February)
Intermediate Accounting (Type 3), Schulich / FGS (ASCP, April)
Professional Accounting, School of Administrative Studies, FGS (ASCP, February)

Academic Programs - Name Changes

Portuguese Studies to Portuguese and Luso-Brazilian Department of Languages, Literatures & Linguistics, Liberal Arts & Professional Studies (ASCP, January)
LLM Specialization in Alternative Dispute Resolution to Dispute Resolution (ASCP, April)

Academic Programs - New Streams, Options, Fields and Specializations

BEng and BSc Programs Co-Op Option, Lassonde (ASCP, January)
Global Health Honours Minor Option for BA and BSc Programs in, Health (ASCP, February)
Jewish Studies 90-credit Degree Option, Humanities Department, LA&PS (ASCP, February)
Professional Writing 90-credit Degree and Honours Minor Options, LA&PS (ASCP, February)

Program, Diploma and Certificate Closures / De-Listings

Certificate in Non-Profit Management, Social Science, Liberal Arts & Professional Studies (ASCP)
Diploma in Justice System Administration and the Diploma in Democratic Administration from the MPA program [diplomas will continue to be offered by the Masters in Public Policy, Administration and Law (MPPAL) program and the graduate program in Political Science respectively]
General Certificate in Professional Ethics, Philosophy, Liberal Arts & Professional Studies
Master in Public Administration Program, Schulich / FGS (ASCP, December)
Linguistic and Stylistic Studies Field from the MA and PhD Programs in English, English, FGS (ASCP)

New Rubrics Approved by Academic Standards, Curriculum and Pedagogy

Interdisciplinary Fine Arts courses from INFA to AMPD (ASCP, November)

Changes in Admissions Requirements

Bachelor of Science in Nursing 2nd Degree Entry Program, Nursing, Health (ASCP, February)
Certificate in Technical and Professional Communication, Glendon (ASCP, May)
Master of Accounting Program, Schulich School of Business / FGS (ASCP, February)

Changes in Degree Requirements

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:

Accounting Program, Masters, Schulich / FGS (ASCP)
Bachelor of Public Administration, Honours and Specialized Honours, LA&PS (ASCP, February)
BBA / iBBA program, Schulich (ASCP, March)
Biology MSc and PhD, FGS (ASCP, April)
Business & Society BA, LA&PS (ASCP, February)
Business Economics BA, Glendon (ASCP, March)
Canadian Studies, BA, Glendon (ASCP, February)
Computational Arts & Technology, Honours Minor, in AMPD / Lassonde (ASCP, January)
Computer Science, BA / BSc, Electrical Engineering & Computer Science, Lassonde (ASCP, February)
Computer Science, Honours Minor BA and BSc Programs, Lassonde (ASCP, February)
Computer Security, Specialized Honours BA and BSc Programs, Lassonde (ASCP, February)
Digital Media Specialized Honours BA AMPD (ASCP, January)
Disaster & Emergency Management, Masters (ASCP, December)
Drama Studies BA, Arts, Media, Performance and Design (ASCP, November)
Economics BA and IBA Specialized Honours Programs, Economics, Glendon (ASCP, March)
Education, Master's Program, FGS (ASCP, March)
Electrical Engineering, BEng, Lassonde (ASCP, February)
Environmental Biology, BSAC, Science (ASCP, January)
Film BFA, Production Stream, AMPD (ASCP, January)
Film BFA, Screenwriting Stream, AMPD (ASCP, January)
Film BA and BFA, Cinema & Media Studies Streams, AMPD (ASCP, January)
German Studies BA, LA&PS (ASCP, January)
Global Health, BA and BSc (ASCP, December)
Health & Society BA, LA&PS (ASCP, February)
Health Management, Specialized Honours Bachelor of Health Studies (ASCP, February)
iBA programs in LA&PS (Anthropology; Communication Studies; European Studies; French Studies; Geography; German Studies; History; Humanities; Italian Studies; Gender, Sexuality & Women's Studies; Political Science; Social Science; Urban Studies) (ASCP, January)
Humanities, MA and PhD, FGS (ASCP, May)
Interdisciplinary Social Science BA, LA&PS (ASCP, February)
International Bachelor of Business Administration Program (iBBA), Schulich (ASCP, March)
International Development Studies BA, LA&PS (ASCP, February)
International Studies BA, Glendon (ASCP, March)
Internationally Educate Nurses, BScN Post-RN Program, Health (ASCP, February)
Italian Culture BA, LA&PS (ASCP, January)
Italian Studies BA Programs, LA&PS (ASCP, January)
Italian Studies BA, LA&PS (ASCP, February)
Law & Society BA, LA&PS (ASCP, February)
Linguistics & Language Studies BA, Linguistics & Language Studies, Glendon (ASCP, February)
Music, BA, Specialized Honours BA, Honours Minor Programs in AMPD (ASCP, February)
Physics & Astronomy Specialized Honours BSc (Applied Physics, Astronomy and Physics Streams) (ASCP, April)
Physics & Astronomy, PhD (ASCP, October)
Physics & Astronomy, MSc (ASCP, October)
Physics and Astronomy, 90-Credit Program Physics Stream, Science (ASCP, March)
Professional Writing Honours and Specialized Honours BA, LA&PS (ASCP, February)
Psychology BA and BSc, Glendon (ASCP, March)
Psychology, MA and PhD Programs (ASCP, November)

Urban Studies BA, LA&PS (ASCP, February)
Visual Arts 90-Credit BA, (ASCP, February)
Visual Arts, Honors BA, AMPD (ASCP, February)
Work & Labour Studies BA, LA&PS (ASCP, February)

Changes in Requirements (Certificates and Diplomas)

Certificate in Law and Social Thought, LA&PS (ASCP, May)
Certificates of Proficiency, Languages, Literatures & Linguistics, LA&PS (ASCP, February)
Diploma in Asian Studies (Type II) (ASCP, October)

Sessional Dates Reports

Adjustments, Summer 2015 Schedules Accommodating Pan Am and Parapan Am Games (ASCP, October)

Recipients of the President's University-Wide Teaching Awards (Awards, April)

Contract and Adjunct Faculty: Peter Constantinou, Public Policy and Administration, LA&PS
Full-time Faculty: Jean Michel Montsion, International Studies, Glendon
Senior Full-time Faculty: Carys Craig, Osgoode
Teaching Assistant: Vivian Stamatopoulos, Sociology, LA&PS

New University Professors (Awards, May)

Richard Hornsey, Lassonde
Suzanne Macdonald, Health
Adrian Shubert, Liberal Arts and Professional Studies.

Amendments to Faculty Council Rules and Procedures

FGS Council (Executive, April)
Health Council (Executive, April)
Liberal Arts and Professional Studies Council (Executive, October)

Additions to the Pool of Prospective Honorary Degree Recipients

During the year the Executive Committee approved the addition of 21 individuals to the pool of prospective honorary degree recipients and the extension of 16 previously approved individuals for a further five year term. The Committee's decisions were based on recommendations made by its Sub-Committee on Honorary Degrees and Ceremonials.

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

Centre for Refugees Studies (CRS)
Centre for Research in Mass Spectrometry (CRMS)
Centre for Research on Biomolecular Interactions (CRBI)
Centre for Research on Earth and Space Science (CRESS)
Centre for Research on Latin America and the Caribbean (CERLAC)
Centre for Vision Research (CVR)
Institute for Social Research (ISR)
Robarts Centre for Canadian Studies (Robarts)
York Centre for Asian Research (YCAR)
York Centre for Automotive Research (York CAR – provisional name)

Endowed Chairs and Professorships (New)

James and Joanne Love Chair in Environmental Engineering (APPRC,

Executive Committee Meetings with Others

The Executive Committee postponed a joint meeting with the Executive Committee of the Board of Governors scheduled for March. The Chair, Vice-Chair and University Secretariat staff met with Senate Committee Chairs (November and May).

Senate Officers and Committee Chairs

Roxanne Mykitiuk, Chair of Senate

George Comninel, Vice-Chair of Senate

Maureen Armstrong, Secretary of Senate

Rebecca Pillai Riddell, Chair of Academic Policy, Planning and Research

Leslie Sanders, Chair of Academic Standards, Curriculum and Pedagogy

Vivian Saridakis, Chair of Appeals

David Leyton-Brown, Chair of Awards

Roxanne Mykitiuk, Chair of Executive

Jose Etcheverry, Co-Chair of Tenure and Promotions

Suzie Young, Co-Chair of Tenure and Promotions

Stanley Tweyman, Chair of the Sub-Committee on Honorary Degrees and Ceremonials

University Secretariat

Maureen Armstrong, University Secretary and General Counsel

Robert Everett, Senior Assistant Secretary of the University

Terry Carter, Assistant Secretary of the University

Cheryl Underhill, Assistant Secretary of the University

Elaine MacRae, Coordinator, Board and Senate Support

Michelle Roseman, Administrative Assistant

Senate Attendance in 2014-2015 (including special meetings)

Table 1
Senate Attendance, 2014-2015
by Category of Membership and Meeting Date
(n =162)¹
Special meetings in red.

Membership by Category	Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	March 2015			Apr 2015	May 2015	Per Cent
							16	19	26			
LA&PS (40)	25	28	22	25	30	25	35	27	25	22	15	63.4
Education (4)	2	0	1	1	2	1	2	2	2	1	0	32.1
FES (4)	3	4	2	1	2	3	3	4	2	2	1	61.3
Arts, Media, Performance & Design (8)	3	2	1	1	3	1	2	6	5	5	2	35.2
Glendon (8)	4	6	7	4	4	4	5	5	4	4	3	54.5
Lassonde (5)	4	5	1	2	5	4	3	4	5	3	2	69.0
Health (11)	9	7	9	5	10	8	7	9	7	7	4	68.7
Osgoode (4)	3	3	1	1	1	1	3	2	2	0	0	39.3
Schulich (6)	3	4	4	3	4	5	4	5	5	4	1	64.3
Science (9)	5	5	2	4	4	5	7	8	6	2	1	49.4
All Faculty Members(99)	61	64	50	47	65	57	71	72	63	50	29	57.0
Librarians (2)	1	2	2	0	2	1	1	1	2	0	2	64.3
President (1)	0	1	0	1	1	1	1	1	1	1	1	82.1
Vice-Presidents (4)	4	2	4	4	4	4	4	4	4	4	4	95.4
Deans/Principal/ Librarian (12)	7	5	7	10	7	5	10	12	9	4	7	63.7
Students (28)	20	15	10	9	10	14	17	15	15	6	9	45.4
Committee Chairs(3)	1	3	2	1	2	2	3	2	3	1	2	67.6
Other Members (13)	8	9	4	9	9	9	9	10	9	8	7	64.3
Number Senators Attending (Percent)	102 (63.6)	101 (62.3)	79 (49.6)	81 (50)	100 (62.2)	93 (57.4)	116 (72.0)	117 (72.2)	106 (65.4)	74 (46)	61 (38.5)	(58.0)

¹ Maximum size of Senate 167. However, totals in the tables and graphs do not include the Chancellor and members of the Board of Governors. Two committee chairs were already members of Senate.

Table 2
Senate Attendance 2011-2012 to 2014-2015
by Category of Membership and Percentage

Membership Category	2011-2012	2012-2013	2013-2014	2014-2015
All Faculty Members (99)	60.4	51.1	62.8	58.0
Education (4)	69.0	47.0	75.0	32.1
Environmental Studies (4)	69.0	59.3	61.1	61.3
Arts, Media, Performance & Design (8)	36.0	25.0	45..8	35.2
Glendon (8)	47.0	42.2	48.6	54.5
Health (11)	76.2	55.0	59.5	68.7
Lassonde (5)	n/a	n/a	60.0	67.2
Liberal Arts and Professional Studies (40)	63.1	53.4	72.2	63.4
Osgoode (4)	47.0	47.0	30.5	39.3
Schulich (6)	56.2	54.2	59.2	64.3
Science (9)	62.5	66.0	66.6	49.4
Librarians (2)	88.0	87.5	83.3	64.3
President / Vice-Presidents (5)	77.0	78.1	89.0	93.2
Deans / Principal / Librarian (12)	41.0	37.5	67.5	63.7
Students (28)	36.0	36.5	32.5	45.4
Committee Chairs (3)	50.0	42.5	77.7	67.6
Other Members (13)	70.8	64.5	65.8	64.3
Percentage Attendance	56.4	50.0	59.6	58.0

Table 3
Ranked (Descending)
Attendance in 2014-2015 by Category

President / Vice-Presidents	93.2
Health	68.7
Committee Chairs	67.6
Lassonde	67.2
Librarians	64.3
Other Members	64.3
Schulich	64.3
Deans / Principal / Librarian	63.7
Liberal Arts & Professional Studies	63.4
Environmental Studies	61.3
All Faculty Members	58.0
Glendon	54.5
Science	49.4
Students	45.4
Osgoode	39.3
Arts, Media, Performance & Design	35.2
Education	32.1

Table 4
Senate Attendance in 2014-2015
by Meeting Date (n = 162)
Special meetings in red.

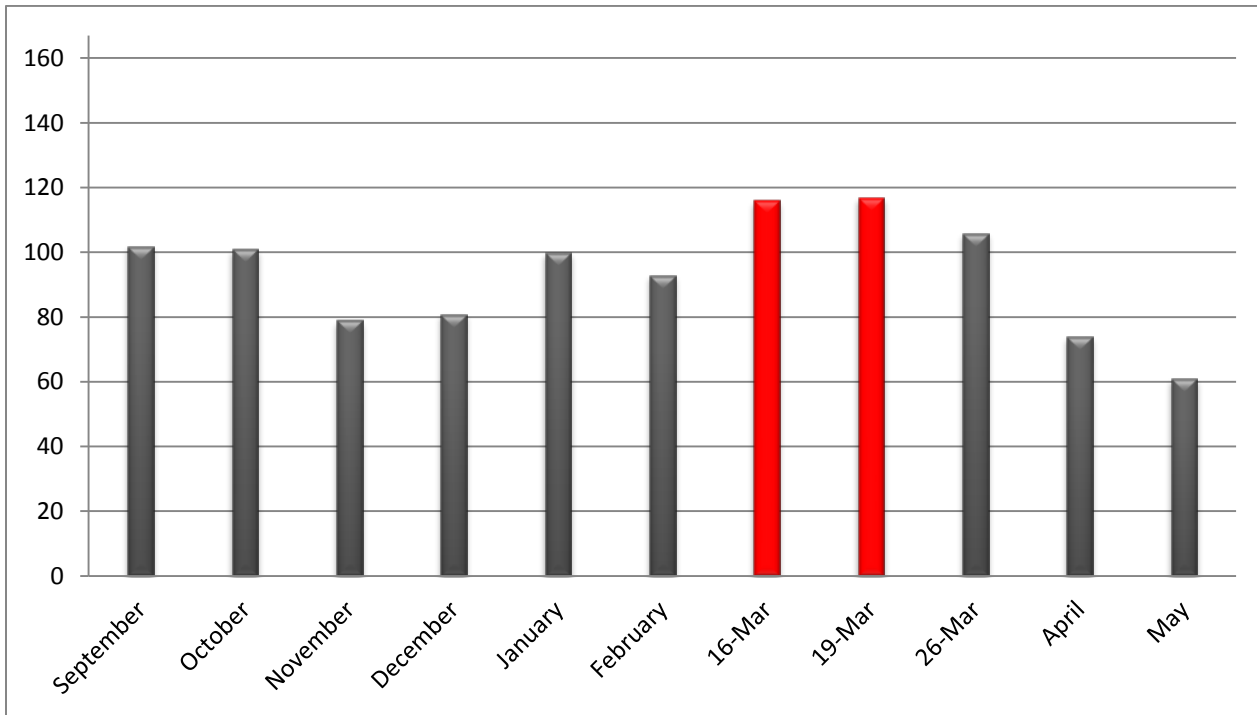
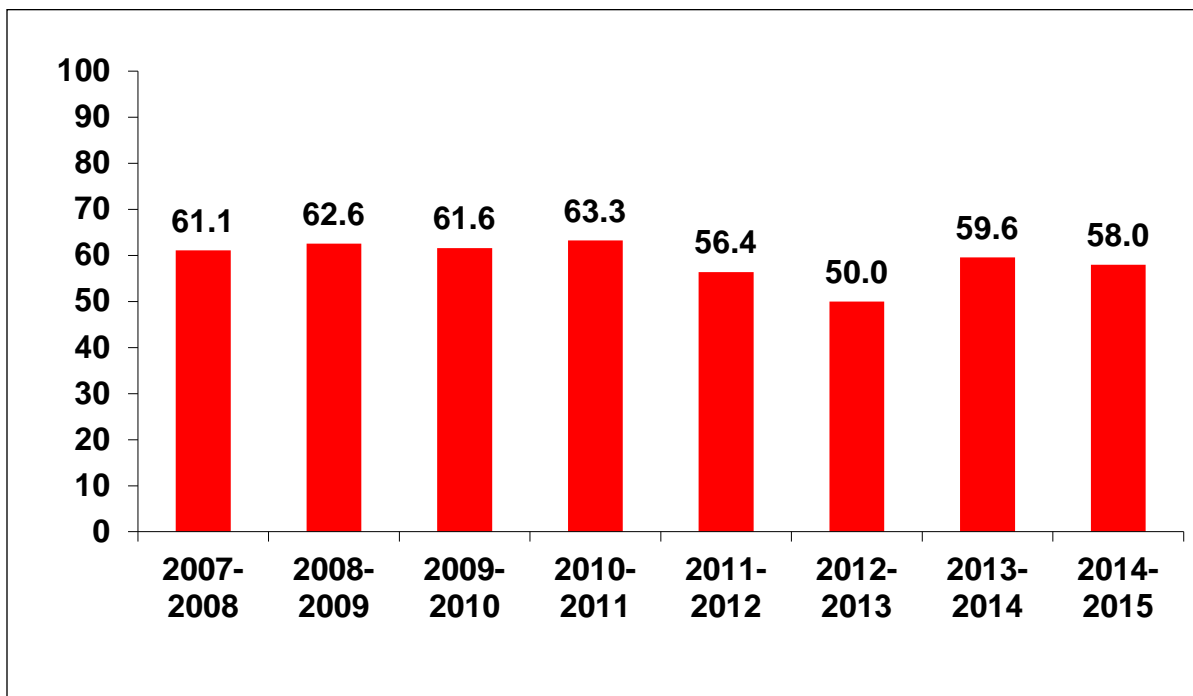


Table 5
Senate Attendance
2007-2008 to 2014-2015
by Year and Average



Senate Committee on Awards –Report to Senate

At its meeting of June 25, 2015

For Information

1. Recipients of Prestigious Awards for Graduating Students

i. Governor-General's Gold Medals

The Committee is pleased to announce that Sarah Anne Olwen D'Amour, Graduate Program in Psychology, and David Moffette, Graduate Program in Sociology, are the recipients of the 2015 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.

Sarah D'Amour is an exceptionally productive scholar whose award-winning Master's thesis, *The connection between body representation and tactile sensation thresholds*, has resulted in three refereed journal articles. The quality of her work has resulted in an invited contribution regarding her research methodology and presentations at numerous international conferences. Ms D'Amour is currently in the doctoral program in Psychology, in the Brain, Behaviour and Cognitive Science Area.

Another exceptionally productive scholar, David Moffette has five peer-reviewed articles in top-tier journals. His "superb" doctoral thesis, *Governing Irregular Migration: Logic and practices in Spanish immigration policy*, is seen to have both theoretical and policy impact. Dr. Moffette is currently a Postdoctoral Fellow in the Department of Sociology and Anthropology, Carleton University, and in January 2016 will begin an appointment as Assistant Professor in the Department of Criminology, University of Ottawa.

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 2015 winners are:

Ali Helmi, Faculty of Health, BSc, Special Honours, Kinesiology & Health Science (Health & Kinesiology), *Summa Cum Laude*

Nick Zabara, Faculty of Liberal Arts and Professional Studies, BA, Honours, Double Major, Professional Writing (Institutional Communications Stream) & Psychology, *Summa Cum Laude*

Julien Cossette, Faculty of Liberal Arts and Professional Studies, BA Special Honours, Anthropology, *Summa Cum Laude*

Senate Committee on Awards –Report to Senate

iii. The Murray G. Ross Award

The 2015 recipient of the Murray G. Ross Award is Atifa Karim, Faculty of Environmental Studies, who is graduating *summa cum laude* with a BES Honours, Major in Environmental Studies (Environment and Culture) and a Minor in Geography, as well as a BEd, Intermediate/Senior. The Murray G. Ross Award, named after York's founding president, recognizes academic distinction and notable contributions to campus life and is the highest honour given to a graduating undergraduate student at York. Ms Karim has been an active participant in University governance at all levels and has made significant contributions to student life, particularly to the support of first year students in their transition to University life. Her effective involvement in issues of social and environmental justice in the Faculty of Environmental Studies and as a member of the York Task Force on Sustainability Research is further testament to the breadth and depth of Ms Karim's contributions York.

2. Report on Graduate Awards Disbursement for 2013-2014

The Senate Committee on Awards receives annually from the Faculty of Graduate Studies (FGS) a report on the disbursement of student awards for the previous academic year. The committee received a report from the Faculty of Graduate Studies on graduate awards disbursement for 2013-14, with comparative data for the previous five years. All data is from the York University Fact Book.

Karen Krasny, Associate Dean Academic in the Faculty of Graduate Studies, presented the report to the committee. She noted that as part of the AAPR exercise the Faculty had taken a careful look at the data to further develop and implement processes with the aim of increasing application submissions for internal and external scholarships and awards and enhancing success rates.

The following was noted:

- If internal awards under FGS adjudication were not given out, a second call was made. In some cases, FGS is working with Advancement and donors to broaden criteria so that awards can be distributed.
- Various admission deadlines presented an unforeseen particular challenge for the adjudication of 2015-16 internal awards. Students admitted earlier needed to know about funding, but some funding had to be available for programs with later deadlines. The Dean announced that there will be two set admission deadlines in 2015-16.
- The adjudication process for SSHRC awards has been revamped to involve Graduate Program Directors, Associate Deans Research and top researchers. FGS also implemented a process whereby adjudicators were given more time to

Senate Committee on Awards –Report to Senate

read fewer files to guarantee each file had a thorough review. The past year there was a 52% increase in SSHRC doctoral awards.

- Tri-Council will only provide doctoral funding once to a student and therefore, current SSHRC doctoral award holders are ineligible to apply for 2015-16 Vanier awards but may apply for the Trudeau Fellowship. As a result, FGS is working with programs to find good quality candidates who don't currently hold Tri-Council funding.
- NSERC awards need addressing as York is competing with Universities with major medical schools.
- Competition for NSERC funding continues to be competitive. We cannot look at graduate school funding without looking at the NSERC funding going to Faculties. This will take concerted, coordinated effort to improve.
- To get top performing domestic graduate students, it was recommended that, beyond regularly recruiting from our undergraduates, York begin working with high schools.
- Workshops to encourage students with Susan Mann and Provost Dissertation Scholarships designed to ensure timely completion had yet to yield demonstrated results by 2013-14. Associate Dean Krasny noted that this was based on initial data. FGS met with the 15 Susan Mann and Provost Dissertation Scholarship winners to make sure they were on track; several have completed but have until August 31. Beyond the support for Susan Mann/Provost recipients, FGS continued to run various types of writing workshops available to all students.

While there has been discussion whether students should be obliged to apply for all scholarships and/or external funding, currently this is not in place. With good guaranteed funding packages to year 6 (all other Canadian universities fund to year 4), concerted efforts directed at encouraging both Masters and PhD students are necessary. External scholarships and awards greatly enhance graduate students' post-degree success and their chances of obtaining a post-doctoral position or a tenure-stream appointment.

Associate Dean Krasny emphasized the importance of graduate awards for research intensification and for York to be thought of as a research-intensive university.

The committee noted the University's disappointing performance in receipt of external awards leading to a significant drop in external awards in 2013-14 and, in particular, the drop in NSERC and CIHR awards. However, it is encouraged by the recent improvements in some areas, such as the 2015-16 SSHRC doctoral awards adjudicated in 2014-15 and 2014-15 and 2015-16 Vanier awards, and by the steps that FGS is taking to increase the number and quality of applications for all awards.

Documentation is posted online as Appendix A.

David Leyton-Brown, Chair

Faculty of Graduate Studies

Report on Graduate Awards, 2013-2014

April 10, 2015

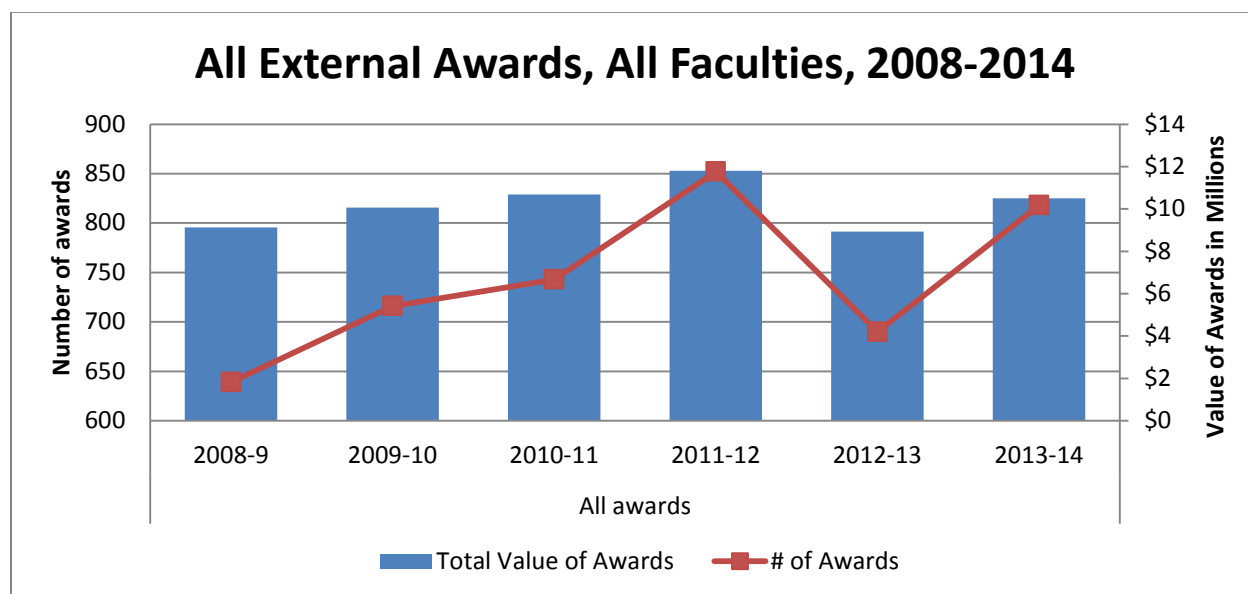
External Award Trends: 2008-9 to 2013-14

General Overview

The number and value of external awards won by York University graduate students increased steadily between 2008 and 2012. All Faculties experienced a significant drop in the value and number of awards in 2012, with all now experiencing a solid recovery (although some are recovering more quickly than others). FGS has explored a number of possible reasons for this drop, including decreased enrollments or changes to Tri-Council funding levels, but no single reason has been pointed to as the definitive cause.

Note: All financial data contained in this report is taken directly from Factbook.

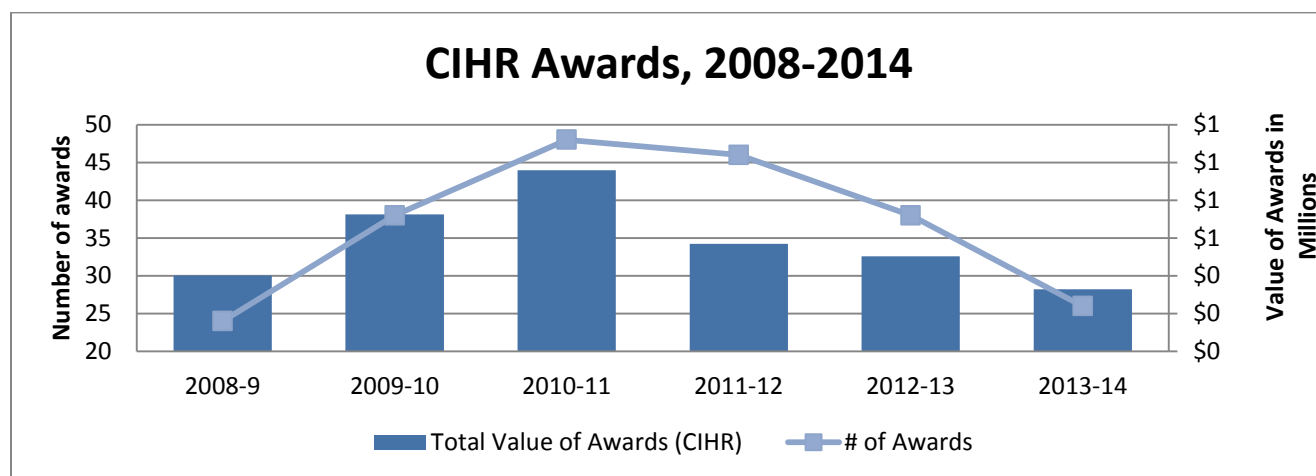
Award	All External awards					
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14
Total Value of Awards	\$9,136,358	\$10,060,979	\$10,685,585	\$11,800,800	\$8,930,924	\$10,507,418
Percentage Change		10.1%	6.2%	10.4%	-24.3%	17.7%
# of Awards	639	716	743	852	690	818



Awards by Agency

CIHR: Graduate awards paid out by the Canadian Institutes for Health Research (CIHR) have decreased in both number and value from a high in 2010-11. As CIHR applications at the doctoral level are not restricted by a quota, overall levels of CIHR funding at York University (which would determine such a quota) are not a factor. This is a factor, however, in the number of awards available at the Master's level, which has been limited to only 8 per year since the harmonization of the CGS-M awards in Fall 2013.

Agency	CIHR					
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14
Total Value of Awards	\$402,458	\$726,000	\$959,000	\$570,294	\$504,210	\$328,586
# of Awards	24	38	48	46	38	26



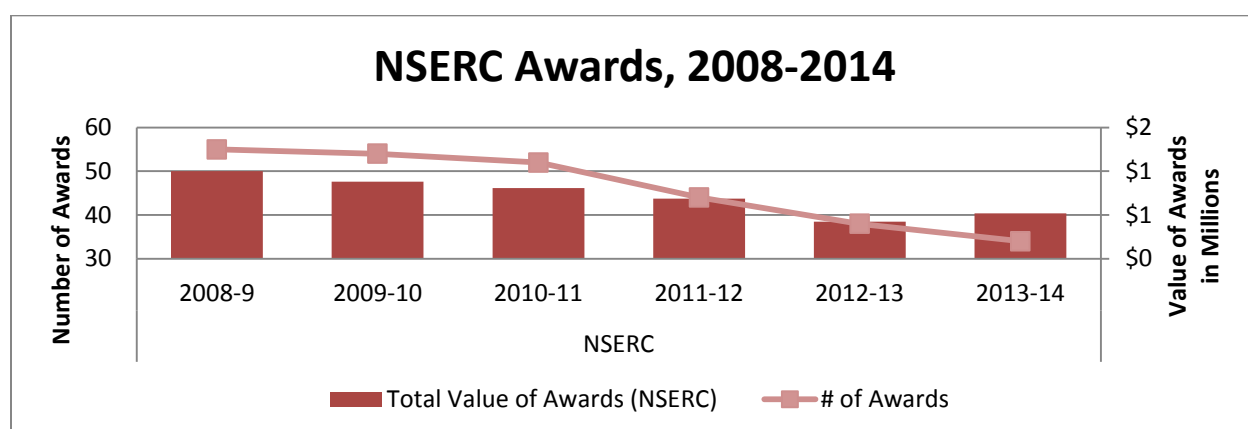
Almost all CIHR funding is awarded to students in the Faculties of Science and Health, and both Faculties have seen significant declines in levels of funding in recent years. Please note that Lassonde has not reported any CIHR graduate awards received since its creation as a Faculty, and so the CIHR funding decrease in Science since the creation of Lassonde is not explained by those funds transferring to the new Faculty.

Faculty of Health						
Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14
SSHRC	\$935,834	\$933,334	\$867,500	\$841,635	\$630,002	\$832,071
NSERC	\$307,133	\$314,467	\$324,200	\$295,230	\$232,166	\$267,297
CIHR	\$350,458	\$618,834	\$863,250	\$547,586	\$446,918	\$277,753
OGS	\$435,000	\$470,000	\$495,000	\$840,000	\$746,666	\$748,333
Other	\$174,792	\$216,003	\$183,583	\$94,499	\$50,000	\$176,292
Total	\$2,203,287	\$2,552,638	\$2,733,533	\$2,618,950	\$2,105,752	\$2,301,746

Faculty of Science (and Engineering to 2011-12)						
Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14
SSHRC	\$0	\$0	\$48,333	\$109,164	\$133,334	\$189,998
NSERC	\$658,939	\$553,800	\$481,967	\$392,498	\$192,500	\$176,363
CIHR	\$21,000	\$79,167	\$66,000	\$5,833	\$11,667	\$5,833
OGS/ QEII	\$330,000	\$325,000	\$315,000	\$640,000	\$530,001	\$414,998
Other	\$70,333	\$199,333	\$165,000	\$173,494	\$130,760	\$371,642
Total	\$1,080,272	\$1,157,300	\$1,076,300	\$1,320,989	\$998,262	\$1,158,834

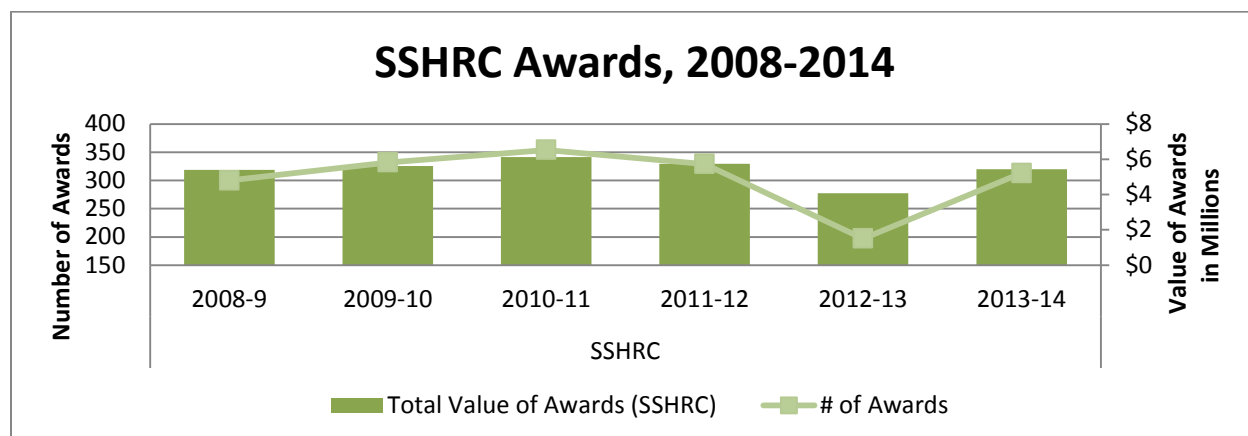
NSERC: The level of and trends in NSERC graduate student funding continues to be a concern. The university's level of NSERC graduate student funding is not much more than half of what it was in 2008-9. As our quotas are based on past success (and for the CGS-M, on general indicators of research excellence, which includes past success and overall student and faculty funding levels from the agency), a lack of success in one year tends to be compounded in future years. The declining funding is not the result of declining NSERC award applications: application numbers at the PhD level have stayed relatively steady over the past three years—typically between 35 and 45—while the number of CGS-M applicants has increased significantly with the implementation (Fall 2013) of the harmonized program and the new application system.

Award	NSERC					
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14
Total Value of Awards	\$1,001,072	\$879,934	\$806,167	\$687,727	\$424,666	\$519,326
# of Awards	55	54	52	44	38	34



SSHRC: York continues to perform strongly in SSHRC graduate research competitions, and funding levels have been relatively steady since 2008. Application numbers remain high, as does our proportion of CGS winners (\$105,000) to doctoral award (\$20,000 - \$80,000) winners.

Award	SSHRC					
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14
Total Value of Awards	\$5,391,803	\$5,623,142	\$6,128,518	\$5,750,910	\$4,067,459	\$5,427,877
# of Awards	300	332	354	329	197	313



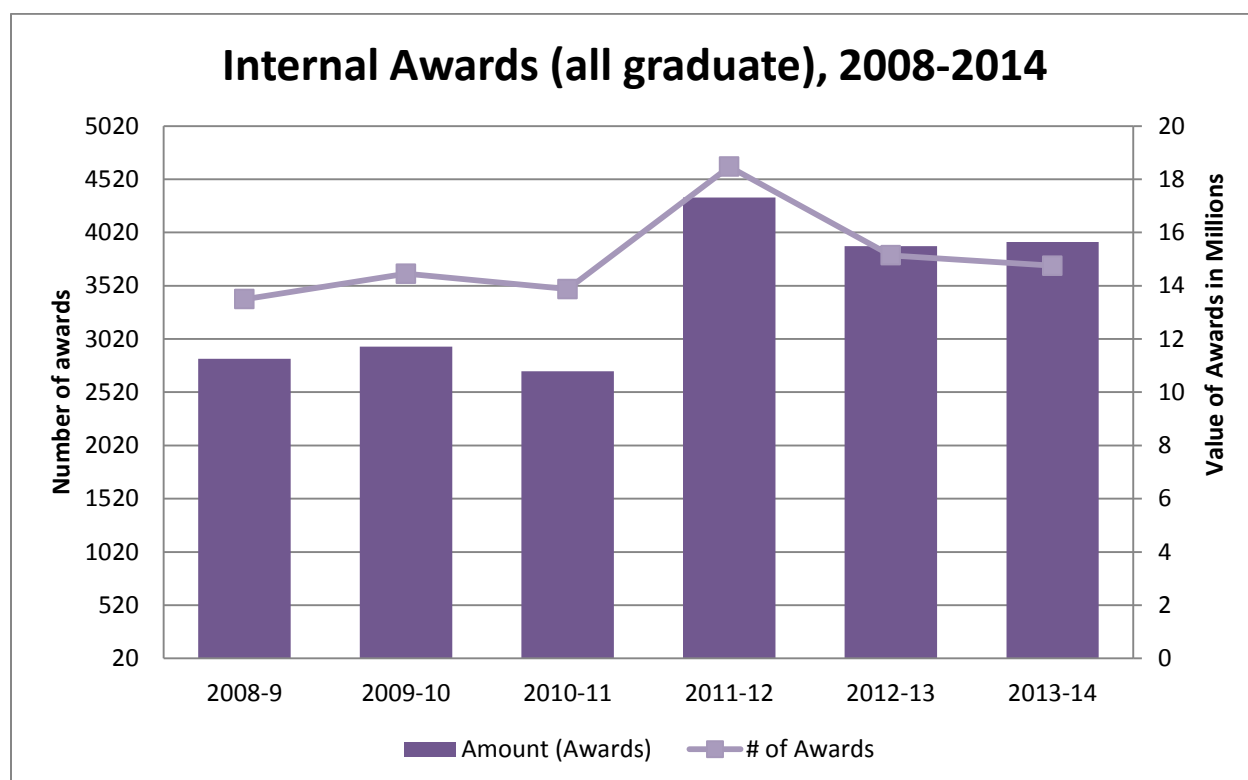
CGS-M Harmonization

The Tri-Council agencies harmonized all policies, procedures, funding amounts, and applications for the Master's level scholarship in Fall 2013. They also downloaded all adjudication functions to the university, and the national-level adjudication has been discontinued at the Master's level. York is now provided an allocation of awards for each of the three Tri-Council agencies. As of Spring 2015, the second full cycle of the new CGS-M process has been completed, and effective internal processes are in place. Our funding levels for all three agencies are comparable to what they were pre-harmonization.

Internal Award Trends: 2008-9 to 2013-14

The increased level of donor-award funding available to graduate students since 2011 has been maintained, and FGS is actively working with Advancement and Student Financial Services to better coordinate between all three units the creation, promotion, and disbursement of these awards. FGS has also been working, since the creation of its new website in Fall 2013, to improve the visibility and promotion of donor-funded award opportunities. Please see the "Looking Forward" section for more information about plans in this area.

Award	All					
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14
Amount (Awards)	\$11,261,461	\$11,713,124	\$10,783,562	\$17,316,074	\$15,492,679	\$15,644,061
# of Awards	3394	3633	3489	4638	3806	3708



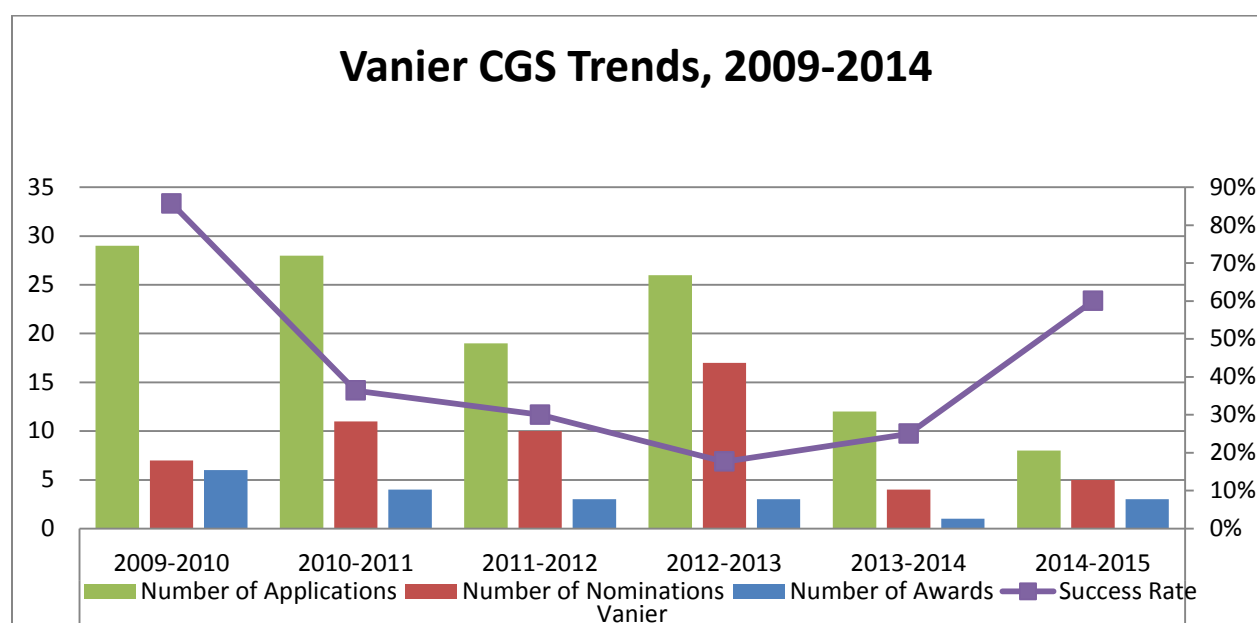
Major Doctoral Awards

FGS implemented a significant change to process for the Vanier and Trudeau doctoral awards in Fall 2013, and expanded that process change in Fall 2014 in order to further its goals of seeing more York PhD students win Canada's two top doctoral awards: the Vanier Canada Graduate Scholarship (\$150,000) and the Trudeau Foundation Scholarship (\$240,000).

In Fall 2013, FGS began offering a significant level of hands-on application development support to Vanier and Trudeau nominees. Despite only submitting 5 Vanier applications for national consideration, York was awarded 3 Vanier scholarships in 2013-14, which is a significant gain from an all-time low of 1 award in 2012-13 and our highest percentage success rate since the program's inception in 2008.

In Fall 2014, FGS moved from a faculty-nominated to a self-nominated method of seeking potential nominees in efforts to combat declining nomination numbers, which were impacting our ability to win these awards. FGS received 160 self-nominations. Of those 160, 27 (our full Tri-Council quota) were selected for full development (which included the same level of hands-on support introduced in Fall 2013) and submission to the Tri-Council. Results are forthcoming in Spring 2015.

Award	Vanier						
Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Applications	29	28	19	26	12	8	160
Number of Nominations	7	11	10	17	4	5	27
Number of Awards	6	4	3	3	1	3	
Success Rate	86%	36%	30%	18%	25%	60%	



At this time, York has not had a Trudeau Foundation scholarship holder since 2008.

Dissertation Scholarships

The Faculty piloted a writing workshop component as part of the Susan Mann and Provost Dissertation Scholarships in 2012-13 and 2013-14 as a way to enhance the student experience and improve the degree completion rate (within the one-year timeline of the award) for holders of these awards. Due to resource constraints and in order to offer a similar level of support to all graduate students, FGS instituted a weekly writing workshop in 2014-15. Initial data collection suggests that the targeted workshop had little effect on completion rates for dissertation scholarship holders.

Scholarships for International Students

International students continue to be excluded from most internal and external awards due to the citizenship requirements of both federal and provincial funders. The GSMP program, which is funded by the province, places citizenship restrictions on many graduate internal awards. International students are encouraged to apply to the Vanier and Trudeau doctoral awards, the Ontario Trillium and Graduate Scholarships, Elia Scholars Program, and Graduate Fellowships for Academic Distinction. International students are encouraged to seek internal and external opportunities via the FGS site, the Student Financial Services awards search (http://sfs.yorku.ca/scholarships/award_search/index.htm) and the Government of Canada international awards database (<http://www.scholarships-bourses.gc.ca/scholarships-bourses/index.aspx?lang=eng>).

Looking Forward: 2014-15 and Beyond

The Faculty of Graduate Studies, Student Financial Services and Advancement have been working to develop a closer relationship and put processes in place that will allow for better oversight and management of donor-funded awards that ensure that all scholarships are awarded and all donors are satisfied with the use of their funds. At the same time, the Faculty of Graduate Studies has identified significant inefficiencies in the communication, application, adjudication and payment processes for donor-funded awards. In efforts to address both of these issues and meet the needs of students, donors, and award administrators, FGS is currently exploring the implementation of a purpose-built scholarship application management system. The outcomes of its implementation will be an enhanced student experience (as students will easily be able to seek and apply for awards), enhanced donor satisfaction, and significant time and cost-savings for staff in Student Financial Services, Advancement, graduate programs and Graduate Studies, and for faculty adjudication committees.

As the process improvements for the major doctoral awards are now well established and proven to work, FGS is turning its eyes to implementing similar improvements for the other graduate scholarships. These improvements are likely to include targeted award announcements directed at selected student groups, a library of sample applications and supports, and additional hands-on training in the form of peer or faculty-led workshops.

Senate Appeals Committee Report to Senate

At its meeting of June 25, 2015

For Information

1. The Senate Appeals Committee (SAC) has approved the recommendation of the Faculty of Liberal Arts and Professionals Studies Committee on Student Appeals and Academic Integrity (CSAAI) that York University rescind the degree of Bachelor of Administrative Studies that it conferred on a York student in 2010 and that the official transcript record the reason for which it was rescinded.

The student admitted to falsification of the documents which secured admission to the University as well as documents to gain transfer credit. The Senate Appeals Committee found that the serious nature of the offence warranted the rescission of the degree.

Vivian Saridakis, Chair

At its meeting of 25 June 2015

Notice of Statutory Motion

1. Establishment of the Degree of Master of Leadership and Community Engagement • Faculty of Education / Faculty of Graduate Studies [Notice of Statutory Motion]

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation in a statutory motion:

That Senate approve the establishment of the degree of Master of Leadership and Community Engagement (MLCE).

Rationale

The proposed Master of Leadership and Community Engagement (MLCE) is a professional Master's degree to be housed in the Graduate Program in Education. The MLCE is distinct from the existing Master of Education (MEd) degree offered by York, which is research focused and primarily serves kindergarten to grade 12 teachers. The MLCE degree is designed for professionals in areas related to education, community, and other public sectors. Its target cohort will be public sector professionals who are interested in developing their professional skills and knowledge to advance community-based research and practice for social change. It is a course-based degree, two of which are structured as mandatory community placements. The MLCE's learning outcomes are consistent with and build upon the pan-University Master's Degree Level Expectations articulated by FGS (<http://gradstudies.yorku.ca/current-students/regulations/degree-types/#mastersexpectations>).

The establishment of stand-alone degree types is a growing trend in graduate education across North America. The graduate program in Education at York is responding to developments in the discipline and public sector by the creation of the MLCE degree.

Similar existing degrees / programs at Ontario universities include:

- **MA in Social Justice and Community Engagement at Wilfred Laurier niversity**
- **MEd in Adult Education and Community Development at U of T**
- **Professional Master of Education (PME) at Queens University (online program)**
- **Master of Professional Education (PMEd), Field of Equity, Diversity and Social Justice at Western University**

A Master of Leadership and Community Engagement degree type at York would be unique in the province and nationally.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Once the degree type is approved by Senate, a companion resolution to establish the MLCE degree program will come forward for approval. The full proposal and supporting documentation for the establishment of the degree program is attached as Appendix A.

Approvals: ASCP 3 June 2015 • APPRC 18 June 2015 • FGS Council 12 March 2015

For Information

1. Legislative Changes in Progress

Last autumn ASCP reported to Senate that it was exploring an initiative to introduce a new late course withdrawal option for students. Having concluded the bulk of curriculum proposal reviews in late spring, the Committee recently resumed its discussion of the withdrawal policy. The context for the initiative is the UAP goal of enhancing undergraduate student success. In the course of its discussions, retention rates and the common challenges affecting York's student body became a recurring theme which, in turn, expanded the scope of the Committee's deliberations. The result was the preparation of three separate but related policy additions / changes aimed at enhancing student success. They are as follows:

1. Establishment of the ***Senate Policy and Guidelines on Withdrawn from Course (W) Option***
2. Changes to the ***Senate Policy on Repeating Passed or Failed Courses for Credit***
3. Establishment of the ***Senate Policy on Course Relief***

Each one is distinct but they are designed to work in tandem to provide undergraduate students enhanced opportunities to complete their degree program. Motivating these actions are three core objectives:

- Furthering the UAP goal of cultivating student success;
- Responding to the concrete need for academic support for students while balancing academic standards; and
- Improving the integrity of the University's student records.

Strong support for the direction of the new and revised policies has been conveyed by several programs and Faculties across the University. A comprehensive consultation session with Associate Deans Academic, undergraduate Faculties' Academic Standards Committee chairs, undergraduate Faculties' Petitions / Appeals Committee chairs, and the Senate Appeals Committee Chair was held on 11 May 2015 to receive input on the draft legislative changes. Helpful feedback was provided at that session, which the Senate Committee is carefully considering. One important follow-up action is gathering student feedback on the proposed policies.

Together with its continued focus on finalizing a revised grading scale for York (discussed at the May meeting of Senate), the Committee will continue its work on these academic

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

policies in the coming months with a view to bringing proposals forward to Senate for approval in the Fall.

2. Council on Quality Assurance: Report on Program Decisions

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 Academic 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 2014-15 to date are presented below for Senate's information.

Program	Senate Approval	Quality Council Decision
BSc Program in Mathematical Biology, Faculty of Science	January 2015	Approved to commence (May 2015)
Honours BA and Honours Minor program in Educational Studies, Faculty of Education	February 2015	Approved to commence (April 2015)
MASc and PhD programs in Mechanical Engineering	February 2015	Approved to commence with report (May 2015)
MASc and PhD programs in Civil Engineering	March 2015	Approved to commence with report (May 2015)
Diploma in Advanced Accounting (Type 1), Schulich School of Business / FGS	February 2015	Approved to commence (April 2015)
Diploma in Professional Accounting (Type 3), School of Administrative Studies / FGS	February 2015	Approved to commence (April 2015)

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

3. Farewell and Thanks

Ms Alicia Richins, a student member, and Professors Leslie Sanders (Humanities, LA&PS), Don Sinclair (Digital Media, AMPD) and Gulzar Khawaja (Electrical Engineering & Computer Science, Lassonde) are all completing their terms this year. Members wish to thank each for their valuable contributions to the work of the committee, particularly Professor Sanders for her commitment as Chair for the past two years. A special thank you also goes to Catherine Davidson who joined the Committee this year during her appointment as Interim University Librarian.

Alice Pitt, on behalf of ASCP

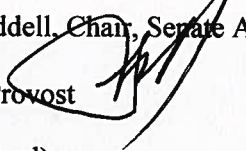


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Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Rhonda Lenton, Provost 
Date: June 4, 2015 (revised)

Subject: Proposal for Master of Leadership and Community
Engagement, Faculty of Education



I have reviewed the proposal from the Faculty of Education to establish a Master of Leadership and Community Engagement (MLCE) program. This proposal is both consistent with York's priorities as described in its planning documents (the UAP and White Paper highlight community engagement and York's SMA submission identifies a focus on community development) and responsive to the changing environment for teacher education in the province. In this context, York's Faculty of Education has been working to diversify its programs to address the needs of constituencies beyond the teaching profession. The MLCE program is expected to be of primary interest and relevance to public sector professionals, but will also find audiences in international students (and internationally-educated students) and graduates of the Faculty's BEd and new BA in Educational Studies programs. Graduates of the program will be prepared to assume leadership roles in relation to community engagement and innovation. The program will differ from the Faculty's current masters program - the MEd which serves teachers - in that it is professionally rather than research based, and from other programs at York and elsewhere in its exploration of the intersection of leadership and community engagement.

The proposed program builds on the Faculty of Education's reputation as a leader in community engagement, as reflected in initiatives such as the York Centre for Education and Community and the Homeless Hub. It is a professional masters degree offered in a part-time "cohort" format over four terms using a blend of face-to-face and online delivery, and incorporating experiential education opportunities through community placements. The plan is to introduce the program in 2016, with an initial cohort of 25 students, growing to a steady state of 50 students.

I am very pleased that the external reviewers of this program have praised its design and recognized the demand for such a program; they remarked that its "intersectoral,

interdisciplinary approach” offers distinctive opportunities to explore “education and community-based social change.” They concluded that the program, as proposed, is viable and appropriately resourced. They also offered some suggestions about the potential audiences for the program and its delivery, encouraged cross-Faculty collaboration, and urged that the program’s learning outcomes be more fully articulated. The Faculty has addressed the comments in revisions to the proposal and/or will take them up as the program develops. The proposal also enjoys support from other areas of the university and from external organizations.

The Faculty of Education has considerable faculty expertise in this area, and the Dean has confirmed that resources freed by a planned reduction in the number of courses offered and required for the MEd program (bringing it more closely into line with other masters programs at York) will be sufficient to mount the eight new 3-credit courses needed to introduce this program. The technical support and infrastructure for the online components of the program will be provided with Faculty resources, which include an educational developer position. Financial support is not needed for the part-time graduate students who will be enrolled in this program. The program coordinator will oversee placements and other administrative aspects of the program.

I am satisfied that this program will be an important and distinctive addition to York’s offerings and that resources are in place to mount it successfully. I am therefore happy to record my support for it.

Cc: Dean R. Owston
C. Underhill for ASCP

YORK UNIVERSITY

New Program Brief

Master of Leadership and Community Engagement

Submitted: May 27, 2015

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1. INTRODUCTION

1.1. The Proposed Program

The proposed degree, the **Master of Leadership and Community Engagement (MLCE)** is timely, innovative, and unique. It addresses local needs, responds to growing trends in graduate education, and incorporates known elements of successful professional master's programs: flexible course delivery, professional development, and practical experience (Academic Affairs Forum, 2015). The MLCE aims to deepen students' understandings of leadership, community, and engagement; enhance students' research literacy; and develop students' leadership, community engagement, and communication skills leading to new employment or career advancement. The curricular content and program structure are consistent with a program culminating in a master's degree designation.

The proposed Master of Leadership and Community Engagement (MLCE) is a professional master's degree to be offered by the Graduate Program in Education. The MLCE will be offered as a four term, part-time degree through blended and online courses and community placements that prepare graduates to take on leadership roles in public sector organizations and communities with a focus on community engagement and innovation. This proposal has been developed with wide consultation with faculty in the Graduate Program and draws upon and expands our current strengths in community-based research and practice. The MLCE is distinct from our highly successful Master of Education degree, which primarily serves K-12 teachers and is research-focused. The MLCE targets public sector professionals who are interested in developing their professional skills and knowledge to leverage community-based research and practice for social change. Each cohort of 25 students will complete all aspects of the program together.

1.3. Proposal Development

The process of developing this new program brief has been consultative and collaborative, involving input from students, faculty both inside and outside of Education, and other stakeholders. In May 2012, a faculty retreat was held to consider the development of new faculty initiatives, including a Master of Leadership and Community Engagement degree. Interest was high and the dean asked the Graduate Program Director (GPD) to begin developing a proposal with collegial involvement. The GPD devoted two Graduate Council meetings to discussions (in fall 2013 and winter 2014). With the endorsement of Graduate Council, the GPD struck an ad hoc working group to develop the proposal. The working group included tenure stream and contract faculty, the Graduate Program Coordinator, and the Associate Dean Research and Professional Development.

As part of the preparation of this proposal, the GPD and the working group researched existing professional Master's programs in education and consulted existing networks in the GTA about the feasibility and market for the program. Once the GPD and working group were convinced of the viability of a Master of Leadership and Community Engagement degree for public sector professionals, they developed a program of study and presented the draft to the Graduate Executive Committee in the spring of 2014. With feedback from students and faculty, and ongoing feedback from the Dean of Education and Vice-Provost (Academic), a second draft was presented at a Graduate Program Retreat, which included students and faculty. With yet another

set of comments and feedback, the working group developed a final draft, presented it to the last Graduate Council meeting of the 2014 academic year where it was formally approved. The proposal was appraised by two external reviews in February 2015. The external reviewers' report was very supportive of the proposed MLCE. The proposal was also approved by both the Faculty of Graduate Studies Academic Policy and Planning Committee and FGS Faculty Council. The proposal was also reviewed by the ASCP in March 2015. It was revised in light of comments and suggestions forwarded by ASCP and the external reviewers. The current proposal demonstrates alignment between course learning outcomes, program learning expectations, and York University's degree level expectations.

1.4. Faculty in which the program will be anchored

The program will represent one of the degree offerings of the Graduate Program in Education and will be anchored in the Faculty of Education. The Faculty of Education currently offers a Bachelor of Education degree, a Master of Education degree and a PhD in Education. A proposal to offer a Bachelor of Arts in Educational Studies has recently been approved by the university's quality assurance processes and the Ontario Universities Council on Quality Assurance.

2. GENERAL OBJECTIVES OF THE PROGRAM

2.1. Brief Description of the General Objectives of the Program

The Master of Leadership and Community Engagement (MLCE) is a four term, part-time degree designed for professionals in areas related to education, community, and other public sectors, including child and youth workers, community organizers, arts and culture administrators, and related fields. Although responsive to the needs and interests of professionals at all stages of their careers, the program targets professionals interested in career advancement and professional development. The MLCE's combination of experiential learning within a broad range of learning contexts and modalities is unique. Graduates of this program will be able to enhance their practice based on their experiential and intellectual work, leading to advanced levels of leadership within their workplaces and communities.

The program will have a focus on leadership, democratic policy processes, program design and evaluation, and social justice. It will emphasize the influence of local context on practice and enable students to situate local issues within provincial, national, and global contexts. The MLCE will draw on the multi-disciplinary experiences of students in each cohort in order to develop a professional network of practitioners from diverse sectors.

Unlike the Faculty of Education's more traditional, research-based Master of Education, the MLCE aims to deepen students' understandings of leadership, community, policy processes, and community engagement; develop students' leadership and communication skills; and enable students to become astute users of university and community-based research. Students will complete eight blended and online courses and participate in two community placements to achieve these outcomes.

2.2. Relationship of the Proposal to Faculty and University Academic Plans

The general objectives of the program align with York University's and the Faculty of Education's missions and academic plans. The MLCE is informed by the values expressed in the University 2010 – 2015 Academic Plan, including:

- a commitment to fostering the capacity of members of the community to contribute to building a democratic society;
- a commitment to contribute to a deeper understanding of the global issues that face our communities and to the development of solutions to those issues through research and analysis;
- recognition of the special opportunities and responsibilities that arise from the University's setting in a uniquely dynamic, metropolitan and multi-cultural milieu including the value of partnerships and outreach to the broader community consistent with institutional autonomy and trust reposed by the public;
- a commitment to social justice and equity which includes a profound desire to make post-secondary education accessible to the various individuals and communities we serve. (Academic Policy, Planning and Research Committee [APPRC], 2010, p. 3).

Moreover, the proposed program is grounded in a similar set of principles as contained in the Academic Plan, particularly those articulated in the *Engagement and outreach* theme and the priority areas *Enhancing teaching and learning* and *Building community and extending our global reach* (APPRC, 2010). Specifically, the MLCE reflects the university's commitments to academic quality, student success and engagement through its use of experiential learning and online and blended course delivery models. It addresses York's commitment to community engagement and outreach through "working in and with communities" and "developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students" (APPRC, 2010, p. 10).

Experiential education is a central component of the Master of Leadership and Community Engagement and is highly valued by the university. York's Experiential Education (EE) Working Group (2013) explains that "[e]xperiential education is a vehicle for deeper and more engaged student learning, and it can satisfy a range of degree level expectations for a program, particularly expectations and outcomes that relate to applications of knowledge, the development of skills and competencies, and the development of autonomy and professional capacity" (p. 5). The MLCE requires students complete two community placements and in so doing works towards the achievement of the 2018 Vision of the integration of Experiential Education at York (EE Working Group, 2013). The proposed program recognizes the community outside the walls of York as both a source and a site of education and learning. In their placements students will collaborate with diverse partners on mutually beneficial, creative and sustaining projects and deepen understanding of the relationships between theory, research and practice.

Finally, and importantly, the objectives of the MLCE align with the Faculty of Education's core values, especially its ongoing commitment to social justice, equity, and diversity, as described in the Faculty's Five-Year Academic Plan. Additionally, the MLCE fully aligns with York's Strategic Mandate Agreement ([SMA]; York University, 2014), which identifies "Education, Human Services and Community Development" as an area of institutional strength and "Healthy Individuals and Communities" as one of five proposed areas of growth at York. The appendix to

the SMA specifically mentions that Education will be submitting a Master of Leadership and Community Engagement for MTCU approval. The latter is significant because only programs referenced in the SMA will be considered for priority approval by MTCU.

3. NEED AND DEMAND

The proposed Master of Leadership and Community Engagement is unique and timely. If implemented, it would be the only program targeting working professionals in public sector organizations who are looking to advance in their careers and improve their communities by completing a part-time, professional master's degree with flexible delivery.

3.1. Similar Programs

The proposed MLCE is a part-time degree program that is designed for people who are working full-time in areas related to education, community, and other public sector fields and organizations.

Specific content of the MLCE includes leadership theories, democratic policy processes, program design and evaluation, community engagement strategies, and social justice goals. There are no programs at York that currently offer a substantive focus on these areas nor the flexible program design to address the needs of public sector professionals within the GTA.

Similar Programs at York University:

Program	Description	How our proposed program is different
Master in Public Policy, Administration and Law (MPPAL)	An interdisciplinary, cross-faculty program, also considered a “professional” Master’s degree, offered as a two-year part-time program. The substantive focus of this program is on the law and legal issues.	The MLCE will <i>not</i> focus on human resources management or change management. It focuses on culturally responsive leadership, policy, and community engagement. The MLCE uses blended and online formats and requires students complete 2 community placements.
Social Sector Management Graduate Diploma	This graduate diploma is offered as a <i>part</i> of the Schulich School of Business’ MBA program.	The MLCE is a master’s degree and requires students complete 2 community placements.
Master of Arts in Socio-Legal Studies	This one-year Master’s degree program focuses on the law and legal aspects of society.	The MLCE focuses on the practical application of leadership and policy theories in community organizations and communities. It is part-time, uses blended and online formats and requires students complete 2 community placements.

Program	Description	How our proposed program is different
Master of Social Work	This two-year full-time program (for students without a BSW) combines coursework, a practicum and a practice-based research project and prepares students for a variety of roles in social service settings.	The MLCE is a part-time degree, uses blended and online formats and focuses on students already working in social service as well as other public sectors.

Similar Programs in Other Ontario Universities:

There is a move, across the province, to offer a range of professional Master's degrees. Indeed, master's degrees are the fastest growing university degree and professional master's degrees are projected to comprise almost one third of master's degrees awarded by 2022 (Academic Affairs, Forum, 2015). The MLCE is well-positioned in this competitive landscape. The small cohort groups, the emphasis on experiential learning, the use of blended and online course delivery formats set the MLCE apart from other programs.

Program	Description	How our proposed program is different
Wilfred Laurier University: Master of Arts in Social Justice and Community Engagement	The one-year (three-term) M.A. degree can be taken full-time, and includes a community-based placement. The culminating activity can be a written report or an "alternative creative work project".	Unlike the program at Laurier, our students will be participating in the program only on a part-time basis, and they will be engaged in related employment during the day. The MLCE uses blended and online formats.
OISE, University of Toronto: Master in Education, Adult Education and Community Development	This professional (M.Ed.) program is a non-thesis degree program that can be taken either full-time or part-time, and that has four areas of specialty, including: Aboriginal/Indigenous Education; Community, Learning and Change; Global Education and Change; and Workplace Learning and Change.	In our program, students will study in a cohort with others whose interests may combine all of these areas and more. Our program requires that students complete 2 community placements and a capstone project. The OISE program is offered in a face-to-face format, while our program uses blended and online formats.

Program	Description	How our proposed program is different
Queen's University Online Professional Master's of Education	This fully online degree is currently awaiting approval from MTCU. It focuses on leadership in individual, group and team environments.	The MLCE targets students who are not currently working in schools but in the public sector. The MLCE uses blended and online formats and requires students complete 2 community placements.
Western University Master of Professional Education in Equity, Diversity and Social Justice	This is a two-year, full-time online degree with courses that focus on different areas of equity-- gender, race/ethnicity, and sexual orientation, for instance.	The MLCE is part-time and infuses equity and social justice through courses on leadership, program evaluation and community engagement. It focuses on preparing students to take on leadership roles within public service institutions. The MLCE uses blended and online formats and requires students complete 2 community placements.

Similar Programs at Institutions beyond Ontario

In 2012, the Faculty of Education engaged a doctoral candidate to research professional master's degree programs offered across Canada and internationally. These programs included professional development courses with a focus on community leadership and innovation. Program models and specific topics varied. Outside of the province of Ontario, there are several graduate programs that have a similar focus to our proposed Master in Leadership and Community Engagement. The list suggests, in part, the demand for programs that focus on the intersection of leadership and community engagement. Some examples of successful programs include:

Program	Description	How our proposed program is different
Simon Fraser University: Master of Education in Educational Practice	This one-year professional master's "ladders" onto a graduate diploma. Students complete coursework, a comprehensive exam and research an area related to educational practice.	The MLCE uses blended and online formats and requires students complete 2 community placements. It targets students outside of traditional educational settings.
Harvard School of Education: Master of Education, Education Policy and Management	This one-year, full-time degree prepares students to take on educational policy issues with a focus on social justice.	The MLCE is part-time, uses blended and online formats and requires students complete 2 community placements.

Program	Description	How our proposed program is different
University of Melbourne: <u>Master of Community Cultural Development</u>	A two-year full-time master's program in community development.	The MLCE is part-time, uses blended and online formats and requires students complete 2 community placements.
Merrimack College: <u>Master of Education in Community Engagement</u>	A two-year master's program that prepares students for leadership roles in K-12 settings, higher education or community settings.	The MLCE is part-time, uses blended and online formats and targets students already employed in the public sector.

This international array of programs indicates that people who work in community organizations, education and other public sectors are interested in developing their knowledge and skills through professional graduate degree programs.

3.2. Need for the program

The need and demand for this program is strong and growing. A 2015 report by the Academic Affairs Forum finds that demand for master's degrees is growing. In particular, the fastest growth is in "niche" professional master's programs that focus on "specific job skills that help students gain a new job or advance in an existing position" (Academic Affairs Forum, 2015, p. 8). Successful programs for students taking master's degrees for career advancement accommodate students' professional and personal lives; provide professional development; include students with diverse disciplinary backgrounds; and offer practical experience (Academic Affairs Forum, 2015). The proposed professional master degree includes these elements. The impetus for the MLCE specifically emerges from conversations between Faculty members and local public and private sector leaders who identified a gap in graduate program offerings for GTA community leaders wanting to learn about leadership, policy, program design and evaluation, and theories and strategies of community engagement.

Please see Appendix C for letters of support.

York University and the Faculty of Education, are committed to social justice, community engagement and community-based education. Our reputation as leaders in these fields will attract students who share these commitments. The MLCE will appeal to students who want to advance in their careers and gain new knowledge and skills but who also want their graduate work to honor and deepen their understanding of the communities with whom they work. Local recruitment efforts will focus on professionals in public sector organizations such as not-for-profit organizations, faith-based organizations, government, recreation centres, mental health organizations, arts-based organizations, charitable organizations, non-governmental organizations (NGOs), human rights groups, and fundraising. If students are not currently working full-time, they may be engaged in community-based volunteer work or other related activities, making the part-time schedule attractive to them.

Due to the nature of the program and its students, the program will foster a “professional network” of participants and a strong foundation of interdisciplinary professional skills and advocacy practices. The MLCE is designed for students who would like to earn a Master’s degree in order to enhance their knowledge and understanding of the relationship between theory, research and practice in organizations and communities. They may be interested in further developing their own career paths, deepening their understanding of the communities they serve, striving for advancement in their job, or committed to becoming more effective leaders in their roles. According to Maclean’s Magazine *Guide to Jobs in Canada 2015*, social and community services managers ranks 8th in job demand outlook. Over the next five years wages in this sector are projected to increase 27.2% and the demand 33.6%. Graduates of the MLCE would likely be seeking such managerial positions.

4. PROGRAM CONTENT AND CURRICULUM

4.1. Program Requirements

For this course-only Master of Leadership and Community Engagement, students will be required to accumulate 24 credits by successfully completing eight courses in the order in which they are specified in section 4.2 (the same number of credits are required as the course-only option of our research-based Master of Education degree). The program will be completed in four terms, beginning and ending in the summer session. During the first summer term (mid-April to late August), students will meet four times face-to-face and four times online in each of two blended courses. The face-to-face meetings will occur on Saturdays to accommodate students’ work schedules; the online components in the summer term will enable students to become familiar with digital learning platforms, social media, online library resources, and other digital tools they will use in online courses taken in the fall and winter. In addition to these online courses, students will engage in two community placements: one in the fall and one in the winter. The placements are 50 hours each and will take place in public sector organizations.

The MLCE program coordinator will assist students arrange placements that meet their specific needs (e.g., evenings, weekends, intensive period). The Faculty of Education is well positioned to secure these placements as it has many existing relationships with community organizations through the York Centre for Education and Community and the Bachelor of Education program. Many of these organizations regularly host our students in placements as part of our academic programs (see Section 7.1.1 below). Recent government-mandated enrolment reductions in the Bachelor of Education program means there will be opportunities for MLCE students in these organizations. MLCE students may also arrange placements in other public sector organizations. A placement could take place in a student’s place of employment if the organization is large enough to accommodate a placement that is at arm’s length from the student’s current professional position. The MLCE program coordinator will help students arrange placements that accommodate their personal and professional needs and approve each placement. The small number of students in the cohort will enable this close attention to each student.

In the final summer term, students will complete two blended courses (Saturday and online meetings) including the creation of a capstone project demonstrating their achievement of the program’s learning expectations.

Summer (Term 1)	Fall (Term 2)	Winter (Term 3)	Summer (Term 4)
Blended	Online	Online	Blended
<i>2 Courses:</i> EDUC 7000.03 EDUC 7005.03	<i>2 Courses:</i> EDUC 7010.03 EDUC 7015.03 (placement)	<i>2 Courses:</i> EDUC 7020.03 EDUC 7025.03 (placement)	<i>2 Courses:</i> EDUC 7030.03 EDUC 7035.03 (capstone project course)

The program is innovative in several respects. Its design is consonant with the findings of current research in the area of learning and instruction. This research finds that students benefit from greater flexibility and choice when offered blended and online courses; and they often perform better on average than those taking the same course through traditional face-to-face instruction (U.S. Department of Education, 2010). Many universities are in the initial stages of incorporating blended learning as an emerging mode of instruction (Porter, Graham, Spring, & Welch, 2014); it “is increasingly being seen as one of the most important vehicle for education reform today” (Picciano, Dziuban & Graham, 2013). The MLCE uses both blended and online learning. As well, the program boasts a significant experiential learning component through two community placements. These placements provide participants with arenas in which to reflect, consolidate, integrate, synthesize and deepen their understandings of their future roles as leaders in their various professions.

4.2. List of courses offered to support program

The following eight new courses will constitute the program of study. The Graduate Program in Education will offer all courses at 3.0 credits. Courses in the MLCE program are only available for students enrolled in this program. Please see Appendix B for full course proposals including connections between course learning outcomes and MLCE program learning expectations (PLEs).

Term	Course
Summer	<p>EDUC 7000 Cr=3.0 Critical Issues in Leadership and Community Engagement (blended course)</p> <p><i>Calendar course description:</i> This course explores answers to fundamental questions such as: What is leadership? What is community? Why engage communities? It introduces various models of leadership and explores goals, assumptions, and practices inherent in different conceptions. It examines different kinds of communities and identifies common elements. The course also considers various purposes for engaging communities and introduces strategies for achieving diverse goals.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast models of leadership grounded in different theoretical and disciplinary perspectives; • Explain commonalities and differences between various types of communities; • Analyze the influence of leadership on community engagement; • Develop a plan to engage one or more communities to achieve a particular goal using a variety of strategies appropriate for the communities and goal. <p>EDUC 7005 Cr=3.0 Engaging Research in Professional Practice (blended course)</p> <p><i>Calendar course description:</i> This online course examines research engagement activities in professional practice including: consuming; mediating; applying; collaborating; and conducting. Issues related to epistemology, research design, politics, and innovation are central to the course.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast different approaches and techniques utilized in research in/for organizations and communities; • Distill and synthesize implications from research for practice and advocacy; • Apply research findings to address issues in organizations and communities and evaluate benefits and challenges of their efforts; • Translate and mobilize research for diverse audiences; • Design research studies to answer questions arising in organizations and communities. • Prepare grant proposals for funding to support research in organizations and communities

Term	Course
Fall	<p>EDUC 7010 Cr= 3.0 Enacting Leadership and Policy (online course)</p> <p><i>Calendar course description:</i> This online course explores the political roles and environments of leaders, examines how policy and leadership are enacted in various contexts, and reviews rational and critical theories of policy. Through course readings and a concurrent placement, course participants' political skills, political acumen and ability to engage participants in democratic policy processes are developed.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Compare and contrast different leadership approaches enacted in organizations and communities; • Analyze policy change efforts drawing on diverse theoretical perspectives; • Select context-appropriate strategies for influencing policy to achieve social justice goals; • Engage community members in democratic policy processes. <p>EDUC 7015 Cr=3.0 Experience-based Inquiry I (online course)</p> <p><i>Calendar course description:</i> This online course facilitates development of participants' professional capacity through a community placement and structured reflection and dialogue on leadership, politics and policy enactment in the placement in connection with EDUC 7010, <i>Enacting Leadership and Policy</i>.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Explain relationships between theory, research and practice in an organization; • Articulate opportunities and challenges to enacting leadership, and policy in an organization; • Analyze leadership and policy enactment in an organization; • Communicate ideas and respond productively to the ideas of others in online dialogues.

Term	Course
Winter	<p>EDUC 7020 Cr=3.0 Initiatives in Program Design, Interpretation, and Evaluation (online course)</p> <p><i>Calendar course description:</i> In this course participants develop the practical building blocks needed to produce effective community-based projects and programs. Course participants will examine and evaluate an existing program with the goal of mapping a community practice in the context of changing social and cultural agendas. The intent is to further develop a capacity for leadership within diverse cultural contexts, rights discourses and community sustainability.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the complexities of program design, interpretation and evaluation in their area of specialty drawing on alternative theoretical models; • Recognize how locally situated interventions for community engagement are connected to broader domains of social organization and advocacy; • Design a proposal for a new program that includes a plan for the program's interpretation and evaluation; • Prepare proposals for funding to support programs in organizations and communities. <p>EDUC 7025 Cr=3.0 Experience-based Inquiry II (online course)</p> <p><i>Calendar course description:</i> This online course facilitates development of participants' professional capacity through a community placement and structured reflection and dialogue on program design, interpretation, and evaluation in connection with EDUC 7020 <i>Initiatives in Program Design, Interpretation, and Evaluation</i>.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Explain relationships between theory, research and practice in an organization; • Articulate opportunities and challenges in program design, interpretation and evaluation in an organization; • Communicate ideas and respond productively to the ideas of others in online dialogues.

Term	Course
Summer	<p>EDUC 7030 Cr= 3.0 Current Practices in Community Engagement and Innovation (blended course)</p> <p><i>Calendar course description:</i> This course addresses current practices in community engagement and innovation, examining different contextually-based strategies for negotiating greater equity for children, youth, and adults within diverse collaborative venues -- community agencies, governmental organizations, corporations, legal associations, health units, environmental agencies, online communities. Also explored are additional social change possibilities afforded through partnerships between and across different groups and organizations.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Distinguish between different conceptions of innovation, advocacy, organizational culture, and social justice; • Facilitate collaboration across multiple sectors to achieve political and social goals; • Utilize digital technologies, social media and traditional activist approaches to build collaborative relationships with communities; • Plan sustainable interventions for community engagement. <p>EDUC 7035 Cr=3.0 Leadership and Community Engagement Capstone Project (blended course)</p> <p><i>Calendar course description:</i> Building upon participants' cumulative knowledge and experiences in both their course work and community placements, the primary purpose of this course is to demonstrate an informed and integrative understanding of core concepts such as leadership, community, policy and community engagement. Through the development of a project or extended paper, participants will be asked to consider the inter-relations between theories of leadership and engagement and their application in diverse community contexts.</p> <p>Course Learning Outcomes <i>By the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> • Synthesize experiential and scholarly components from previous courses and experiences to inform and construct their own conceptions of leadership and community engagement; • Identify challenges to leading community engagement initiatives; • Create a project that integrates their different dimensions of expertise and showcases their innovative ideas on leading community engagement initiatives; • Develop plan for continued professional development arising from new

	understandings about leadership, policy, advocacy, research, social justice, and/or community engagement.
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4.3. Course offerings to ensure minimum course requirements

Students will take all eight of their required courses at the graduate level. Each course was designed for the specific purposes of the MLCE.

4.4. Program requirements in the Graduate Calendar

See attached Appendix A for text of program requirements to be included in Graduate Calendar.

5. PROGRAM STRUCTURE, LEARNING OUTCOMES AND ASSESSMENT

Graduates of the MLCE program will understand leadership and community engagement and possess skills that enable them to lead innovative change in their organizations and communities. These outcomes are achieved through academic course work and experiential learning through community placements.

5.1. Program Learning Outcomes

The MLCE's program learning expectations (PLEs) are consistent with and build upon York University's Master Degree Level Expectations and the Ontario Graduate Degree Expectations of the Ontario Council on Graduate Studies.

	York's Master Degree Level Expectations	MLCE Program Learning Expectations
1. Depth and Breadth of Knowledge	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice</p>	<p><i>This degree is awarded to students who have demonstrated understanding of:</i></p> <ul style="list-style-type: none"> a. differences between leadership models grounded in diverse theoretical and disciplinary perspectives b. multiple conceptions of advocacy, policy, community, program design, organizational culture, social justice and innovation c. how context influence leadership, policy, program design and interpretation, communities, and advocacy d. recognize relationships between theory, research, and practice

	York's Master Degree Level Expectations	MLCE Program Learning Expectations
2. Research and Scholarship	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>A conceptual understanding and methodological competence that</p> <ol style="list-style-type: none"> Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and Enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ol style="list-style-type: none"> The development and support of a sustained argument in written form; or Originality in the application of knowledge. 	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ol style="list-style-type: none"> explain differences between approaches to research, data collection, and analysis commonly used in community-based research determine methods and techniques appropriate for answering particular research questions design original research studies to inform organizations and communities create proposals for grants to fund research in organizations and communities

	York's Master Degree Level Expectations	MLCE Program Learning Expectations
3. Application of Knowledge	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ul style="list-style-type: none"> a. analyze leadership and policy enactment using diverse frameworks b. synthesize implications from research for professional practice, community engagement, and advocacy c. identify challenges and opportunities for leading community engagement and advocacy
4. Professional Capacity/ Autonomy	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> a. The exercise of initiative and of personal responsibility and accountability; and b. Decision-making in complex situations; c. The intellectual independence required for continuing professional development; d. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and e. The ability to appreciate the broader implications of applying knowledge to particular contexts. 	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ul style="list-style-type: none"> a. enact and analyze leadership in professional organizations and communities b. facilitate democratic policy processes c. design, implement and evaluate sustainable programs for community engagement and initiatives for change d. foster cross sector relationships to enable innovative solutions to community needs e. prepare proposals for funding to support programs in organizations and communities

	York's Master Degree Level Expectations	MLCE Program Learning Expectations
5. Communication Skills	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ul style="list-style-type: none"> a. communicate ideas clearly using a variety of types of media for a range of purposes to diverse audiences. b. facilitate and engage productively in collaborative dialogues c. translate and mobilize research to diverse audiences
6. Awareness of Limits of Knowledge	<p><i>This degree is awarded to students who have demonstrated:</i></p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p><i>This degree is awarded to students who have demonstrated the ability to:</i></p> <ul style="list-style-type: none"> a. synthesize experiential and academic knowledge to construct personal conceptions of leadership and community engagement b. analyze dilemmas in leadership, program design, advocacy and research in and for organizations and communities

5.2. Program structure

Each component of the MLCE is designed to enable students to develop expertise as leaders in organizations and communities. The eight courses are taken in sequence to enable students' deepening understanding of new theories, approaches to research, and relationships between theory, research and practice and fostering their leadership and program design and evaluation skills. All the courses integrate collaborative dialogue to support student learning and promote development of their communication and dialogue facilitation skills.

Students in the MLCE complete two placements in public sector organizations. Through the placements "[s]tudents have the opportunity to develop competencies and skills and augment the theories/concepts learned in their course/degree programs by getting hands-on work experience within organizational environments" (York University Associate Vice-President Teaching and Learning, 2014, p. 4). Structured reflections connect the MLCE placements with students' study of leadership approaches, policy processes, and program design, interpretation and evaluation in online courses taken concurrently.

Term 1

The first course, EDUC 7000 *Critical Issues in Leadership and Community Engagement*, introduces students to theories and conceptions of leadership, community, and engagement that are foundational in the program. The second course, EDUC 7005 *Engaging Research in Professional Practice*, focuses on research literacy, use, and design to prepare students to engage with research in different ways as they complete the MLCE and in their organizations and communities. It follows the first course. In each of these courses students will meet four times face-to-face and four times online. The face-to-face (6 hour) meetings will occur on Saturdays. These meetings will enable instructors to orient students to the program, help develop relationships and professional networks among students, deliver course content, assist students identify appropriate placements, and enable students to navigate York's libraries. The online components of the courses will enable students to become familiar with digital learning platforms, social media, online library resources, and other digital tools they will use in subsequent online and blended courses in the program. These courses are completed over a minimum of 8 weeks.

Term 2

The third course, EDUC 7010 *Enacting Leadership and Policy*, focuses on leadership and policy enactment and is taken concurrently with a fourth course, EDUC 7015 *Experience-based Inquiry I*. In *Enacting Leadership and Policy* students will interrogate leadership and policy theories through readings and other media through collaborative online dialogues and personal responses. The course will be completed online. Students' achievement of course outcomes will be demonstrated through assignments emphasizing knowledge acquisition, research literacy, and awareness of the limits of knowledge. EDUC 7015 *Experience-based Inquiry I* involves a placement in a community organization and the completion of online assignments, including structured reflections in e-journals. A structured reflection is "any planned activity or exercise that requires students to refer back and critically examine the concrete experience in light of existing theory and/or what is being covered in [a] course" (Associate Vice-President Teaching and Learning, 2014, p. 1). In this course, students will apply ideas under examination in EDUC 7010 *Enacting Leadership and Policy* to their placement and consider how existing research and theories inform, reflect, or challenge what they observe and experience.

Term 3

EDUC 7020 *Initiatives in Program Design, Interpretation and Evaluation* and EDUC 7025 *Experience-Based Inquiry II* are taken online concurrently in the third term. EDUC 7020 *Initiatives in Program Design, Interpretation and Evaluation* promotes students' understanding of knowledge and techniques in program design and evaluation through collaborative dialogues, digital presentations, and course readings. Students will apply their developing program design and evaluation skills in a community placement EDUC 7025 *Experience-Based Inquiry II*. They will demonstrate their achievement of this course's learning expectations through course assignments, including structure reflections in e-journals. Students will demonstrate their achievement of EDUC 7020 *Initiatives in Program Design, Interpretation and Evaluation*'s course learning expectations and degree level expectations related to the application of

knowledge and professional capacity through the creation of a funding proposal and the design of a proposal for a new program that includes a plan for the program's interpretation and evaluation.

Term 4

In the final term of the program, students return to ideas about community engagement and focus on current and innovative practices in community engagement. They take two courses: EDUC 7030 *Current Practices in Community Engagement and Innovation* and EDUC 7035 *Leadership and Community Engagement Capstone Project*. Both courses use a blended design (four face-to-face meetings and four online meetings), and take place over a minimum of 8 weeks each. In EDUC 7030 *Current Practices in Community Engagement and Innovation*, students will examine different strategies for negotiating greater equity for children, youth, and adults within diverse venues and explore social change possibilities afforded through partnerships between different groups and organizations. Students will demonstrate their achievement of this course's learning expectations in online dialogue responses, student-led seminars, and original community engagement and advocacy initiatives. In EDUC 7035 *Leadership and Community Engagement Capstone Project*, a capstone course, students will synthesize their learning, integrate different dimensions of expertise, and showcase their innovative ideas on leading community engagement initiatives through the creation of a project that demonstrates their achievement of program learning expectations and highlights the significance of their learning for professional practice. Students will present their projects to the cohort. This presentation will enable students to demonstrate their communication skills and mobilize other students' engagement in their particular professional community of practice.

5.3. Appropriateness of Methods for Assessing Student Achievement and the Relationship of Assessment to Degree Level Expectations

MLCE Program Learning Expectations and their Assessment in MLCE Courses

All new course proposals make explicit links between course learning outcomes and the broader program learning outcomes. The chart demonstrates which courses include which PLEs (see page # for the full description of PLEs).

MLCE Program Learning Expectations (PLEs)						
Course	1	2	3	4	5	6
	Depth and Breadth of Knowledge (a,b,c,d)	Research and Scholarship (a,b,c,d,)	Application of Knowledge (a,b,c)	Professional Capacity/ Autonomy (a,b,c,d,e,)	Communication Skills (a,b,c)	Awareness of the Limits of Knowledge (a,b)
EDUC7000	a,b,c,d		a,b,c	a,c	a	a,b
EDUC7005		a,b,c,d	b		a,c	b
EDUC7010	a,b,c,d		a,b,c	b	a,b	b
EDUC7015	b,c,d		a,c	a	a,b	b
EDUC7020	b,c,d	b,c	b,c	c,e	a	b
EDUC7025	c,d		b	a,c	a,b	b
EDUC7030	b,c,d		b,c	b,c,d	a,b	b
EDUC7035	a,b,c,d		b,c	a,b,c	a	a,b

Attentive to the unique scholarly and practical learning needs of students, instructors will use a combination of complementary assessment techniques. Students' achievement of learning expectations related to Depth and Breadth of Knowledge, Research and Scholarship, and Awareness of Limits of Knowledge will be assessed using both conventional and innovative graduate study assignments including: seminar presentations; online dialogues; case study policy and political analyses; essays; and research proposals.

Students' achievement of outcomes related to Professional Capacity and Application of Knowledge will be assessed through structured reflections, facilitation and participation in collaborative dialogues, and a range of products related and responsive to students' placements and community needs. These products include: funding proposals; new program designs and evaluation tools; policy change initiatives; a plan for professional development; and a proposal for community-based research. The placements themselves contribute to the achievement of program and degree level expectations with a particular focus on developing students' ability to demonstrate autonomy and professional capacity (Associate Vice-President Teaching and Learning, 2014). Students' achievement of outcomes related to Communication Skills is assessed throughout all courses through a range of products and modalities.

At the end of the program, students will demonstrate their achievement of the program expectations through the creation and presentation of a capstone project. The project can take various forms but all will showcase students' innovative ideas on leading community engagement initiatives and highlight the significance of their learning for professional and community engagement practice.

5.4. Program Length

The program is designed as a four term program, completed over four consecutive terms (approximately 14 months total). Students will progress in a cohort, based on date of entry, taking all courses within the prescribed program of study, in sequence, with other members of their cohort.

The program will be available only on a part-time basis. It will have a coordinator who will closely monitor students' time-to-completion, assist students find appropriate placements, and approve all placements. The small number of students in each cohort will enable the coordinator to personally assist each student. The coordinator will be equivalent to a Category 6 director of a small graduate program (i.e., \$4000 stipend, 0.5 release under current the Collective Agreement). Time-to-completion will be monitored by examining student grades and progress at the end of each term.

5.5. Delivery Methods

Courses will be delivered using blended and online formats. Students will take two blended courses in the first summer term. In each of these two courses students will meet four times face-to-face and four times online. The face-to-face (6 hour) meetings will occur on Saturdays to accommodate students' work schedules. These meetings will enable instructors to orient students to the program, help develop relationships and professional networks among students, deliver course content, and enable students to navigate York's libraries. The online components of the courses in the first summer term will enable students to become familiar with digital learning platforms, social media, online library resources, and other digital tools they will use in subsequent online and blended courses in the program.

In the fall and winter sessions, courses will be offered online. The placements comprise the main activities of two of the courses. The online format of the courses will accommodate students' work schedules and placements while facilitating new learning from course material and the placements through structured reflections focused on connections between research, theory and practice (see point 5.2 above); professional dialogues; and use of various digital media. These courses support learning outcomes most closely related to Depth and Breadth of Knowledge, Application of Knowledge, Communication Skills, and Professional Capacity.

In the final summer term, students will complete two blended courses (4 Saturday and 4 online meetings each) to accommodate students' work schedules. The final capstone course requires that students create and present a project demonstrating their achievement of the program's learning expectations. The capstone project might take the form of a portfolio which documents and analyses significant aspects of course and experienced-based inquiry work, as well as the students' own growth and progress. It might be a report on an action-research project to design and implementation of a community engagement initiative. The project will include a plan for

continued learning/professional development arising from new understandings about leadership, policy, advocacy, research, social justice, and/or community engagement.

6. ADMISSION REQUIREMENTS

6.1. Program Admission Requirements

Normally, applicants will be required to have an undergraduate degree from a recognized university with at least a B+ average and relevant work experience. Applicants are also required to submit:

- Faculty of Graduate Studies admissions application form,
- an official copy of transcripts of all post-secondary education,
- three letters of reference (preferably one should be from a university faculty member; however, professional referees may be used if the applicant is unable to provide references from university faculty members),
- a résumé or curriculum vitae that highlights work experience relevant to the program,
- a statement of interest (minimum 500 words in length) outlining how the Master of Leadership and Community Engagement will build on the applicant's relevant work experience and serve the applicant's professional interests,
- one sample of written work (e.g., this could be a paper demonstrating how the applicant works with a body of literature or builds an argument; or, it could be a report or piece of professional writing),

Note: If unable to provide a sample of written work, the applicant should provide an extended statement of interest not to exceed 1500 words.

- Proof of English language proficiency (for international applicants; as per FGS regulations).¹ Acceptable language tests and scores include the following: YELT—overall band 1-5; TOEFL 220 (paper based: 560; iBT: 83) IELTS—6.5. Students who have completed at least one year at an accredited university in a country (or institution) where English is the official language of instruction, may be exempt from this requirement.

Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Master of Leadership and Community Engagement.

6.2. Alternate Admissions

As is the case with applicants to York's M.Ed. Program, alternative educational degrees (e.g., successful completion of a college-level degree program in combination with relevant professional training) may be considered as equivalencies for the purpose of meeting entry-level requirements.

¹ <http://gradstudies.yorku.ca/prospective-students/international-students/elp/>

7. RESOURCES

7.1. Faculty Expertise

The area of focus was selected because over the past 15 years the Faculty of Education has developed an international reputation in the area of community engagement. The establishment of the York Centre for Education and Community (YCEC), the Jean Augustine Chair in Education in the New Urban Environments, the Homeless Hub, and the new Tier 1 Canada Research Chair in Education and Social Innovation are both reflections and indices of these perceived strengths and expertise. The YCEC, in particular, through its funded research and community outreach programs, has created and nurtured opportunities for graduate and seconded faculty to continue to grow and refine their expertise in the areas of leadership and community engagement.

Sufficient faculty resources are already in place to implement and sustain the proposed program. The Faculty of Education recently reduced the course requirements for its M.Ed. Degree program. The reduction in the overall number of courses in the M.Ed. program taught by York graduate faculty will be either equivalent or greater than the number of courses (8) added through implementation of the Master of Leadership and Community Engagement. Therefore, there will be little additional burden for the Faculty with regard to needed resources in terms of human capacity. This said, the online components of the program, which are substantial, will require technical support and technological infrastructure; these are resources that the Faculty of Education is able to provide. The program will also need ongoing, strategic coordination and advocacy, requiring the services of a program coordinator as described above.

7.1.1. Faculty of Education's Relationships with Community Organizations

Community placements are an integral aspect of the MLCE. With Faculty support, students will arrange placements that align with their interests and accommodate their professional and personal lives. The Faculty of Education is well positioned to facilitate this process; the Faculty currently has a very successful experiential education component in its Bachelor of Education program and many connections to community organizations developed through the York Centre for Education and Community. Faculty of Education students are currently placed in the following community organizations:

ACE (Advanced Credit Experience)

Archives of Ontario

Basketball Beginnings

Birkdale Residence

Black Creek Community Health Centre- Freedom Fridays Program

Brampton Caledon Community Living (various locations)

Centre for Education and Training: Newcomers Info Centre

Counselling and Disability Services - York University

CINEFRANCO

COSTI York Region- English Conversation Circles

ETBA Association- MASK Program

Frontier College - In Partnership with:

Doorsteps Neighbourhood Association (Elia and Amesbury Programs)
 San Romano Way Revitalization Association
 Manulife Homework Club
 Baycrest P.S. Homework Club
 Frontier Independent Studies (Al Green Site)
 North York Women Shelter
High Park Nature Centre
Holland Bloorview Kids Rehab
Inner City Angels (various locations)
Inner City Outreach - Oakdale Site and Africentric Site
Jane and Finch Community Centre - Early Years
Jane and Finch Community Tennis Association
Living Arts Centre
Massey Centre for Women
Micro Skills - Women and Violence Prevention Program
Micro Skills - Get Up! - Don Bosco Program
North York Community House- SEPT Program
Pathways to Education - Rexdale- Tutoring Program
Pathways to Education - Lawrence Heights - Tutoring and Mentoring Programs
Pathways to Education - Scarborough Village - Tutoring and Mentoring Programs
Ralph Thornton Centre
ROM
St. Augustine After School Program
Tennis Canada - National Junior Tennis Program
The 519 Church Street - Queer Parenting Program & Early Years Program
The Riverwood Conservancy
The Stop Community Food Centre
Toronto Botanical Gardens - Living Winter Program & Allan Gardens Growing Under Glass Program
Toronto Foundation for Student Success - Beyond 3:30 (various locations)
Toronto Public Library - After School Newcomer Hubs (various locations)
Toronto Public Library - Leading to Reading (various locations)
Upfront Theatre
Urban Squash Toronto
Vaughan Community Health Centre
Vaughan Public Libraries
Voila Learning - Les Clubs de Devoirs Programs & OHH Program
Wadoka Academy
Word Play - Reading in the City Program & Writing in the City Program
Working Women Community Centre - On Your Mark Tutoring and Mentoring
Zareinu

7.2. Role of Retired, Adjunct and Contract Faculty

A limited number of contract faculty will teach in the MLCE.

7.3. Laboratory Facilities/Equipment

We will need minimal facilities and equipment since a significant portion of the program will be delivered through technology-mediated instruction. The Faculty of Education has an IT department that is able to provide support for building course websites through Moodle, technical troubleshooting and online pedagogical design. Assistance will also be sought from the York Teaching Commons.

Instructors will provide all registered participants with access to course materials (e.g., links to the Scott Library). The York libraries already own the majority of textual resources cited in the different course bibliographies; others are readily obtainable through freely accessible online sources.

7.4. Space Requirements

Permanent office space and equipment are provided to all tenure stream faculty. Contract instructors will be provided with office space and equipment for the duration of their respective courses. No additional graduate student space is required as the program is delivered largely online. The program will be administered through the Graduate Program in Education offices.

7.5. Academic Supports and Services

As fee-paying York University students, participants in this degree program will pay student fees and will have access to all supports for the Faculty. Some of the academic supports that are available to students in the Faculty of Education include the following:

- Library access (including online library access) is available for all current York University students.
- Student advising is available through the Graduate Programs Office.
- Online support is provided through the Faculty of Education's Information Technology office, where students can obtain help through helpdesk@edu.yorku.ca. They will also be provided with a Faculty of Education email address; their email passwords will also provide them with access to internal SharePoint sites, which provide information on employment opportunities, program information, etc.
- Students who are on campus can also sign out other digital equipment for their coursework, including video cameras, Smart Boards, iPads and other related technology.
- The Faculty of Education also supports the use of Moodle, which will be used for all courses in the program.
- Students will also be eligible to participate in activities with the Graduate Students' Association (GSA).

These resources will not only enhance the quality of the program through course delivery, but they will also contribute positively to the student experience at York University and in the Faculty of Education. Students will be integrated into the Faculty community, both through the cohort-based model and through opportunities to become involved in activities, including

attending and/or presenting in program speakers' series and the annual Graduate Student Conference in Education.

7. 6. Financial Support

No financial support will be necessary for these part-time students. A supervisor will not be necessary as there will be no need for consultation about course selection or research focus. The program coordinator will serve in the capacity of students' advisor.

Table 1: Listing of Faculty

Full-time tenure stream graduate faculty who have expressed interest in different aspects of program delivery include: Khaled Barkaoui, Don Dippo, Celia Haig-Brown, John Ippolito, Carl James, Jennifer Jenson, Karen Krasny, Mary Leigh Morbey, Sharon Murphy, Sandra R. Schecter, Theresa Shanahan, Stan Shapson, Sue Winton, Qiang Zha.

Members of the Faculty of Education and York Centre for Education and Community (YCEC community) on whom we will call for purposes of program delivery, including course instruction, include: Rob Brown, Paul Favreau, Ken Thurston, Chandra Turner.

Contract faculty who will participate in aspects of program delivery include: Karen Armstrong, Denese Belchetz, Margaret Manson.

All faculty involved in course delivery must be eligible for appointment to York's Faculty of Graduate Studies.

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)
Full Members (<i>Note: does not apply to master's-only programs</i>)			
N/A			
Associate Members			
Barkaoui, Khaled <i>Associate Professor</i>	Education	no	Educational assessment, program evaluation, second language learning, and writing
Dippo, Don <i>University Professor</i>	Education	no	Social and political organization of knowledge; environmental and sustainability education; global migration and settlement; university/community relations; and teacher education
Haig-Brown, Celia <i>Professor</i>	Education	no	(De)colonizing research and practice; critical ethnography; critical/feminist pedagogy; learning from the land; adult & community education; curriculum development; ways of knowing
Ippolito, John <i>Associate Professor</i>	Education	no	Adult education in contexts of linguistic, cultural and racial hyperdiversity; marginalized families and education; community education; digital literacy; discursive constructionism; community based participatory research; social capital theory
James, Carl <i>Professor</i>	Education	no	Educational and occupational access and equity for marginalized youth; the implications of suburban “urbanization” for young people; the complementary and contradictory nature of sports in the schooling and educational attainments of racialized students; community-centered approaches to learning, identification/identity pertaining to race, ethnicity, gender, class, and immigrant status.
Jenson, Jennifer <i>Professor</i>	Education	no	Technology, pedagogy, digital games, popular culture, media, design
Krasny, Karen <i>Associate Professor</i>	Education	no	Aesthetics, affect theory, arts, critical theory, curriculum, diaspora, early childhood education, ethics, ethnography, feminism, gender, higher education, identity, language, literacy, literary studies, philosophy of education, psychology, second language, social justice, teacher education

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)
Morbey, Mary Leigh <i>Associate Professor</i>	Education	no	Web 2.0 technologies including social media; ethics and information communications technology (ICT) with an emphasis on access; the global south/developing world; national museum virtual spaces; technological mediations in visual culture; virtual opening learning environments
Murphy, Sharon <i>Professor</i>	Education	no	Assessment, literacy education, early childhood education
Schechter, Sandra <i>Professor</i>	Education	no	Language policy and planning, language socialization, language and cultural identity, and bi- and multi-lingual language acquisition and learning.
Shanahan, Theresa <i>Associate Professor</i>	Education	no	Education law and policy (K-12 and postsecondary), the political economy of postsecondary education, university governance (system and institutional decision-making), professional education, professional governance, professional ethics, and human rights in education.
Shapson, Stan <i>Professor</i>	Education	no	Educational psychology, research & innovation, bilingual & multilingual programs
Winton, Sue <i>Associate Professor</i>	Education	no	Critical policy research examines how education policies and policy processes support and/or undermine critical democratic commitments to equity, diversity, social justice, and public participation in policymaking.
Zha, Qiang <i>Associate Professor</i>	Education	no	Chinese and East Asian higher education, international academic relations, global brain circulation, internationalization of higher education, globalization and education, differentiation and diversity in higher education, theories of organizational change, knowledge transfer and commercialization, and international migration and development
Armstrong, Karen <i>Contract Faculty</i>	Education	no	
Belchetz, Denese <i>Contract Faculty</i>	Education	no	

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)
Manson, Margaret <i>Contract Faculty</i>	Education	no	
Members Emeriti			
N/A			
Adjunct Members			
N/A			
Instructor Members			
Brown, Rob <i>YCEC community</i>			
Favreau, Paul <i>YCEC community</i>			
Thurston, Ken <i>YCEC community</i>			
Turner, Chandra <i>YCEC community</i>			

Table 2: Graduate Supervision

N/A

No supervisor required.

Table 3: Research Funding Received by Faculty

Faculty member	Year	Source			
		Tri-Council	Other Peer Adjudicated	Contracts	Institutional
Barkaoui, Khaled	2013	\$305,101			\$2,500
	2009	\$105,855			
Dippo, Don	2008			\$9,650	\$5,000
Dippo, Don (CI*)	2011		\$4,531,976		
Haig-Brown, Celia	2013	\$469,230			
	2006	\$92,341			
Haig-Brown, Celia (CI*)	2011	\$199,780			
Ippolito, John	2014		\$5,241		
	2013		\$5,572		\$2,500
	2011				\$2,500
	2009				\$2,500
	2008				\$2,500

Faculty member	Year	Source			
		Tri-Council	Other Peer Adjudicated	Contracts	Institutional
James, Carl	2013	\$5,500		\$71,735	
	2012			\$88,137	
	2011			\$43,433	
	2010	\$100,000		\$69,399	
James, Carl (CI*)	2012	\$198,480			
Jenson, Jen	2013	\$459,373		\$103,843	
	2012	\$140,000			
	2011			\$50,130	
	2010	\$171,142	\$15,000		
	2009		\$483,048	\$23,460	\$2,500
	2008	\$129,500			
Jenson, Jen (CI*)	2013	\$89,795			
	2011	\$403,339			
	2008	\$138,576			
Krasny, Karen	2008	\$61,096			
	2006		\$2,000		
Morbey, Mary Leigh	2013				\$5,000
	2011				\$2,500
Morbey, Mary Leigh (CI*)	2013	\$46,027			
Murphy, Sharon	2012			\$15,000	
Schecter, Sandra	2010	\$57,716			
	2009	\$24,833			
	2008	\$65,651			
Shanahan, Theresa	2013				\$2,500
	2012				\$2,500
Shanahan, Theresa (CI*)	2008	\$82,736			
Shapson, Stan	Received over \$6 million external funding as York's VPRI.				
Winton, Sue	2014	\$68,493			
	2011				\$2,460
Zha, Qiang	2009	\$23,093			
Zha, Qiang (CI*)	2013	\$71,275			

8. ENROLMENT PROJECTIONS

8.1. Anticipated enrolment target

We plan to implement the program in Summer 2016. Anticipated size of the initial cohort is **25**. Our preliminary target for steady-state enrolment is 50. We anticipate reaching the steady-state target by the start of year 3 of the program, i.e., Summer 2018.

Enrolment Projections (Heads)			
Year	Intake	Anticipated attrition	Total
SU 2016	25		25
SU 2017	25		50
SU 2018 Steady-state target	50		50

9. SUPPORT STATEMENTS

Please see Appendix C for the following letters of support:

- Ron Owston, Dean, Faculty of Education
- Vice-President Academic and Provost (TBR)
- Peggy Warren, York University Librarian
- Daniel Cohn, Interim Graduate Program Director, School of Public Policy & Administration, York University
- Dezso Horvath, Dean, Schulich School of Business
- Chris Penrose, Executive Director, Success Beyond Limits Education Program
- Kirsten Eastwood, Former Executive Director, Women's Centre of York Region
- Cheryl Prescod, Executive Director, Black Creek Community Health Centre
- Amanda Glasbeek, GPD, Socio-Legal Studies, York University

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APPENDIX C: Support Statements

- Ron Owston, Dean, Faculty of Education
- Vice-President Academic and Provost (TBR)
- Peggy Warren, York University Librarian
- Daniel Cohn, Interim Graduate Program Director, School of Public Policy & Administration, York University
- Dezso Horvath, Dean, Schulich School of Business
- Chris Penrose, Executive Director, Success Beyond Limits Education Program
- Kirsten Eastwood, Former Executive Director, Women's centre of York Region
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- Amanda Glasbeek, GPD, Socio-Legal Studies, York University



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Memo



To: Rhonda Lenton, Academic Vice-President and Provost

From: Ron Owston, Dean *RO.*

Date: October 16, 2014

Subject: Master's in Leadership and Community Engagement (MLCE)

I strongly support the proposal for a professional Master's in Leadership and Community Engagement (MLCE) developed by the Graduate Program in Education. The proposal is a central component of the Faculty of Education's strategy of diversifying our program offerings beyond our traditional focus on K-12 teachers.

We believe that by diversifying to education-related professions the Faculty will be less impacted by fluctuations in supply-and-demand cycles for teachers, changes in government teacher education policy, and teacher demographics. These fluctuations can have a dramatic, sometimes overnight, impact on the financial well-being of the Faculty as we experienced last year when our BIU funding for the BEd was reduced by one-third. We expect that the MLCE will attract professionals not only in schools but also those who work in community-based, recreational, governmental, and non-governmental organizations. Our proposed BA in Educational Studies will produce graduates that we expect will be employed in the latter fields, thus the MLCE will offer an attractive pathway for them to improve their professional qualifications.

The MLCE will build on our recognized strengths and strong external reputation in social justice, community engagement, and community-based programming. Moreover, the field of Education, Human Services, and Community Development, which includes the Faculty of Education, is one of ten areas of institutional strength cited in the University's Strategic Mandate Agreement (SMA section 5.1, p. 12). In the same section Healthy Individuals and Communities is one of five areas designated for growth in the SMA and our proposed Master's is listed in the Appendix of the SMA as a new professional program that our Faculty will bring forward in this area.

I do not foresee any difficulties in staffing or supporting the program which consists of eight 3 credit hour courses with no optional courses. We have reduced the annual number of MEd course offerings from over 60 to approximately 55. Additionally, a proposal is before the Faculty of Graduate Studies to reduce the number of courses required for the MEd degree to conform more closely with other Master's degree course requirements at York (thesis option reduced from 6 to 5 half courses, MRP from 8 to 6, and course only from 10 to 8). Both of these initiatives will free up graduate faculty members to teach in the new MLCE.

The incremental costs of handling admissions, registration, and related administration should be relatively minimal as we are improving coordination of these functions between our graduate and undergraduate programs through the

office of the Associate Dean (Academic Programs) and, therefore, have the capacity to handle this through efficiencies. Classes will be held online in Fall and Winter so there will be no demands on classroom space during this time. The intensive summer courses will be held in the late afternoons/evenings when there is a surplus of space available on campus.

We have sufficient in-house IT capacity to handle the development, mounting, and maintenance of the MLCE courses. The Information and Learning Technologies team in the Faculty of Education currently supports faculty members and instructors in the Undergraduate, Graduate and Professional Development programs in the use of Moodle. As a result of a realignment of roles and responsibilities within the Faculty, an Educational Developer will be joining the team shortly to support faculty members to enhance their online teaching practice. Although the current team is in a position to provide support to the MLCE with this new position we can ensure that the support will be of the highest caliber.

In conclusion, the MLCE will be the first new graduate degree program to be offered in the Faculty in nearly two decades. It will allow us to serve an unmet need in professional communities, build on our expertise and reputation, grow our graduate enrolments, and contribute to the financial security of the Faculty. I heartily recommend its approval.

Memo



To: Dr. Ron Owston, Faculty of Education

From: Peggy Warren, York University Libraries

Date: 30 June 2014

Subject: Library Statement in support of new Master's Program

Thank you for sharing the program brief outlining the new master's degree in the Faculty of Education. I have read the brief and have reviewed the eight course proposals and bibliographies for the Faculty's proposed master's program in Leadership and Community Engagement. Most of the materials listed in the course bibliographies are currently held in York University Libraries in print or digital formats, or are available as open-access web documents. The few items that are missing will be ordered now, if still available for purchase.

Because prospective students in this new course-only program will be part-time and because the program will employ a blended learning approach, it is particularly important that students be able to use materials online as much as possible. While nearly all the journals the Library subscribes to are digital, as are most government documents, e-books are purchased very selectively and serve as adjunct copies to the print for high-use materials. E-books are generally more expensive than print books and come with complex sets of licensing agreements. For example, licensing an e-book for use by one person at a time, our usual mode of purchase, is considerably less expensive than licensing for three or more concurrent users. It is possible to upgrade these licenses to several concurrent users when we know in advance that materials will be heavily used. Faculty members leading these eight new courses may wish to apprise the Library's Education Librarian of selected titles they expect will be in high demand so that we can upgrade the licenses, as much as budgets allow.

York University Libraries is able to support this new Master of Leadership and Community Engagement and will continue to build its collections in this area.

cc: Dr. Sandra Schecter

Memo

Date: 31/07/2014

To: Dean Ron Owston, Faculty of Education

From: Daniel Cohn, Interim Graduate Program Director,
School of Public Policy & Administration, Master
of Public Policy, Administration & Law Program

CC: James Simeon, Director, SPPA; Khahn Le, Dept. Administrative Assist.
SPPA; Jas Jewan Grad Prog. Sec. MPPAL Program.

RE: New Degree Proposal: Master in Leadership and Community Engagement

Dear Dean Owston:

I want to thank you for giving me the opportunity to review the brief version of your New Degree Proposal for a Master's level degree in Leadership and Community Engagement. Rather than being a competing degree, I see the MPPAL and your new proposed degree as being complimentary to one another, and as such wish to endorse your proposal.

In order to strengthen it further I would make the following observations and comments.

- 1.) In describing the MPPAL degree, instead of the present wording, you might wish to say that: "The MPPAL degree is designed to offer a holistic public management education. Students take courses in public policy, public management and public law. The over-arching aim of the program is to prepare students who have already decided on a career in public service with the knowledge and skills they will need so as to succeed in entry to mid-level management positions with government organizations and not-for-profit or for profit organizations that deal extensively with government."

On the other hand, your program appears to be one that focusses on democratic and inclusive public policy development and implementation. Given the degree to which public service delivery is being outsourced to community groups, local governments and similar agencies and given the concerns many of these organizations have with maintaining their participatory and democratic ethos, I consider your proposal both timely and important. For established managers in larger public sector organizations it is also important for them to better understand and be able to respond to demands being made from the public for more participatory and inclusive public sector organizations.

- 2.) While we presently only offer a part-time degree, we will be shortly circulating a proposal for a full-time stream and that stream will include a coop component.
- 3.) The decision to use a cohort model is absolutely the correct one. We use it in the MPPAL Program. The benefits it provides in terms of building professional and collegial networks are among the most important “value-added” features our alumni speak about when asked to comment on our program.
- 4.) Not sure if you have had any contact with Political Science but they have long offered a course POLS 6155 3.00 (Democratic Administration) and a Graduate Diploma in Democratic Administration. There might be some very fruitful collaborations that can occur between them and your new program. The Graduate Diploma Coordinator for Democratic Administration is Prof. Karen Murray (murrayk@yorku.ca)

I hope these comments and observations are helpful.

Wishing you all the best

Daniel

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www.schulich.yorku.ca

Memorandum

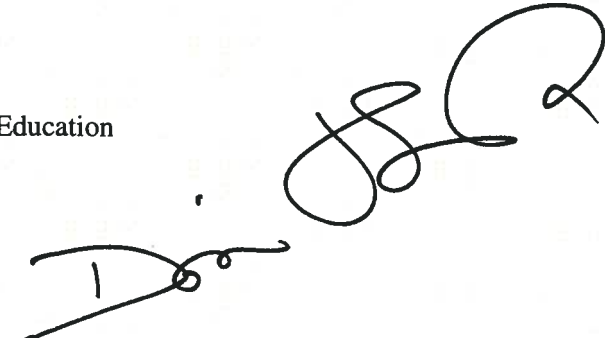
To: Ron Owston, Dean, Faculty of Education

cc: Sarah Hildebrandt (FGS)
Cheryl Underhill (Senate)

From: Dezső J. Horváth, Dean

Date: November 5, 2014

Subject: Masters Program in Leadership and Community Engagement



Thank you for discussing with me the proposal for the new Masters program in Leadership and Community Engagement. The proposed program aims to target students who work in their profession full time and are interested in learning more about community leadership and community engagement.

The curriculum is structured to offer a set of eight 3.00 credit courses such as "Critical Issues in Leadership and Community Engagement," "Enacting Leadership and Policy" or "Current Practices in Community Engagement and Innovation." Such topics overlap somewhat with the offerings of the Schulich School, particularly with regards to our Social Sector Management and Public Policy offerings.

Nevertheless, I believe that the target segment (i.e., the students who would enroll in the proposed program) would be sufficiently different from the segments served by the Schulich School. I am thus pleased to endorse the proposal.

Oct. 8, 2014

Dr. Ron Owston
Dean, Faculty of Education
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Dr. Owston,

I am writing in support of the Faculty of Education's proposed Master of Leadership and Community Engagement degree program. The program fulfills a need not currently being addressed by other graduate programs as it targets public sector workers who are interested in developing the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe that the program is very likely to attract participants from Success Beyond Limits Education Program, as well as other community agencies and non-profit organizations. I say this, because I have seen all of our most recent seven staff members all pursue graduate studies relevant to their work with youth and community.

A great deal of the work that we requires people in our field to rely on intuition and improvisation where gaps in training, best-practices, and skill development exist; and these gaps are not deficiencies in people, rather, they are the result of taking leadership and community engagement for granted. This graduate program which is being proposed can dramatically improve the ability of people working in our sector to be more intentional in their work, to benefit from a greater awareness and understanding of best-practices, and to ultimately see greater impact.

The structure of the program is vital to the potential for success, which combines online fall and winter courses with intensive face-to-face summer sessions before and after.

I expect that you will see strong demand for the program and wish you the best of success going forward with the proposal, and I am confident that this graduate program is in line with the spirit of leadership and innovation that York University embodies.

Yours truly,

A handwritten signature in black ink, appearing to read 'Dh f', written over a horizontal line.

Executive Director
Success Beyond Limits Education Program

Kirsten Eastwood
78 Tyler Street, Aurora, ON L4G 2N2
Mobile: 416-200-3716
keastwood@rogers.com

October 14, 2014

Dr. Ron Owston
Dean, Faculty of Education
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Dr. Owston,

As a leader in the social services sector, I am writing to show my support of York University's Faculty of Education's proposed Master of Leadership and Community Engagement degree program.

In order to address complex social issues, we need a collaborative and cross sectoral response to ensure real social change. That includes building capacity within human services organizations. This program provides an opportunity for those in the sector to develop the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe this program is very likely to attract participants from a range of public sector organizations.

Given the demands on professionals in the public sector, the program offers flexibility through the on-line learning and face-to-face sessions. This will ensure increased accessibility and the necessary time for participants to build trust and relationships, both of which are key to effective collective impact work.

I am very pleased that York is moving forward with this program and know it fills a gap in the current continuum of training around collaborative leadership capacity. I wish you the best of luck with this proposal and look forward to hearing how this program develops.

Regards,



Kirsten Eastwood
Former Executive Director, Women's Centre of York Region
Former Member, Human Services Planning Board of York Region

BLACK CREEK COMMUNITY HEALTH CENTRE

North York Sheridan Mall
2202 Jane St. Unit 5
Toronto, ON M3M 1A4
Tel 416-249-1252
Fax 416-249-4594

Yorkgate Mall
Yorkgate Blvd., Suite 202
Toronto, ON M3N 3A1
Tel 416-246-2388
Fax 416-650-0971

October 7, 2014

Dr. Ron Owston
Dean, Faculty of Education
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Dr. Owston,

I am pleased to offer this letter of support for the Faculty of Education's proposed Master of Leadership and Community Engagement (MLCE) degree program. The program fulfills a need not currently being addressed by other graduate programs as it targets public sector professionals who are interested in developing the skills and knowledge to leverage community-based research and practice for social change. For this reason I believe that the program is likely to attract participants from Black Creek Community Health Centre (CHC) and other similar not-for-profit community-based organizations. Moreover, the format of the program, which combines online fall and winter courses with intensive face-to-face summer sessions before and after, provides the flexibility that is well suited to working professionals.

As one of many community-governed primary health care organizations with a mandate to advance health equity for marginalized individuals in Ontario, Black Creek CHC works with residents to enhance community health. Providing the highest quality people and community centred health care is the basic principle that unites CHCs in their work that goes beyond the medical model and is supported by the recently released Canadian Index on Wellbeing (CIW) research report. As this model is dependent on meaningfully engaging diverse communities across the province, I see emerging programs like the MLCE as value added to our sector in developing and honing the requisite skills set within the professional groups.

Black Creek CHC has a history of working collaboratively with York University: Hosting placement students, providing experiential opportunities for students and faculty in the community, participating in community-based research projects and advisory committees. Through these types of engagement, staff members are well aware of the academic and professional development opportunities possible at York. This, combined with the strong emphasis on community development, advocacy and social justice that is embedded in our multidisciplinary service delivery model, is sure to attract interest in the MLCE program amongst our staff, partner agencies and residents.

I see the potential of the MLCE degree program as a key enabler of the work of the community health sector as it is sure to increase the capacity of professionals to impact public policy relating to the marginalized populations served by CHCs. I wish you the best of success with this proposal.

Yours truly,



Cheryl Prescod
Executive Director

From: [Amanda Glasbeek](#) on behalf of [gpdslst](#)
To: [Ron Owston](#)
Subject: Re: FW: Proposed professional master's degree
Date: Thursday, July 31, 2014 1:18:05 PM

Hi Ron. Thanks for sending this to me. I agree that there is no overlap between your proposed MLCE degree and the MA in SLST, including because we do not offer a part-time option for the MA program.

I wish you all the best with this proposal.
very best,
Amanda

Amanda Glasbeek
GPD, Socio-Legal Studies
York University

From: Ron Owston <ROwston@edu.yorku.ca>
To: "gpdslst@yorku.ca" <gpdslst@yorku.ca>,
Cc: "slstprog@yorku.ca" <slstprog@yorku.ca>
Date: 2014/07/22 02:49 PM
Subject: FW: Proposed professional master's degree

Dear Professor Glasbeek,

The Graduate Program in Education is proposing a profession Master in Leadership and Community Engagement. I am writing you because the program brief cites your Master of Arts in Socio-Legal Studies as a potential area of overlap with our degree. Would you be so kind as to review our attached brief with the goal of determining if (1) there is any overlap with your degree and (2) are there areas where our programs might collaborate. After doing this would you please write me a note stating whether you see any overlap and, if appropriate, provide a statement of support.

I would be pleased to answer any questions that you may have about the proposal.
Best regards, Ron

Ron Owston, PhD | University Professor and Dean
Faculty of Education | York University | Winters 242 | 4700 Keele St. | Toronto, Ontario | M3J 1P3
☎ (416) 736 5667 | [7](tel:4167365667) rowston@edu.yorku.ca | <http://ronowston.ca> | @RonOwston



[attachment "Prof Masters Prog Brief - 6-26.doc" deleted by Amanda Glasbeek/fs/YorkU]

Report to Senate
at its meeting of June 25, 2015

FOR ACTION

1. Change of Name, Department of Film, School of the Arts, Media, Performance and Design

Academic Policy, Planning and Research recommends

that Senate approve a change in the name of the Department of Film to the Department of Cinema and Media Studies, School of the Arts, Media, Performance and Design

The Dean's letter of support provided to APPRC underlined the relationship of the name change to Faculty and Departmental planning directions and cited conventions at other universities that house leading programs in this domain. In its transmittal to Senate, the Faculty Council emphasizes that "the new name reflects changing identity of the unit and responds to changes in the field including an expanded range of research, curriculum, and technology in the Department." Although there was no explicit recommendation to change the name in the last cyclical program review (of 2010-2011), the name addresses the reviewers' strong encouragement to reflect on its identities. The department's constituent programs bear the title of "Cinema and Media Studies."

Approved by APPRC May 28, 2015

Documentation is attached as Appendix A.

2. Chartering of Organized Research Units¹

Academic Policy, Planning and Research recommends

that Senate approve the chartering of the following Organized Research Units with five year terms beginning July 1, 2015:

Centre for Refugees Studies (CRS)
Centre for Research in Mass Spectrometry (CRMS)
Centre for Research on Biomolecular Interactions (CRBI)
Centre for Research on Earth and Space Science (CRESS)
Centre for Research on Latin America and the Caribbean (CERLAC)

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.

Centre for Vision Research (CVR)
Institute for Social Research (ISR)
Robarts Centre for Canadian Studies (Robarts)
York Centre for Asian Research (YCAR)

These are all existing ORUs seeking a new charter. APPRC strongly concurs with the conclusion of its Sub-Committee on Organized Research Units that all of the applicants meet, in full, the criteria for charters. All applications are supported by the lead and co-sponsoring Faculties and by the VPRI. The terms and expectations documents appended to the report have been agreed to by the proponents, lead Faculty or Faculties, and the VPRI.²

Documentation is attached as Appendix B, beginning with an overview of recommendations submitted by the Vice-President Research and Associate Vice-President Research.

FOR INFORMATION

1. Spring Reports of the Provost and Vice-President Finance and Administration

Provost Lenton and Vice-President Brewer reported to APPRC on June 18 in advance of their spring reports to Senate. The interrelated nature of various planning initiatives argues in favour of a joint report (in the recent past the Provost has reported separately and prior to the Vice-President Finance and Administration).

The presentation is multi-faceted, covering planning contexts, the goals and relationship between major strategic documents, administrative initiatives in support of academic planning, progress and successes, indicators related to complement, enrolments and student / faculty ratios, pressing challenges, current and future risks, and a budget plan update. It is set, in part, against the backdrop of the University Academic Plan.³ The joint report reinforces APPRC's judgment, expressed in its report of May 2015 on Faculty and YUL planning, that the University continues to make impressive strides despite steep challenges facing York and the system as a whole.

Last year it was reported that budget cuts would be on the order of 2.5 per cent , 3.0 per cent and 2.5 per cent beginning in 2014-2015. These numbers have not changed. There does continue to be funding available for strategic purposes and a number of full-time faculty appointments (essential to maintaining and building the complement) have been made possible by central funding.

Budgetary challenges remain acute and susceptible to further setback as a result of a volatile environment. Faculty deficits are projected to grow. Over the next few years Faculties are required to balance their in-year budgets. It will then be possible to reduce cumulative deficits.

² The only outstanding issue involves the lead Faculty or Faculties for ISR. All parties have agreed to firm up the status of ISR expeditiously, and APPRC will advise Senate of the outcome.

³ The University Academic Plan's overarching themes are academic quality, student success and engagement and outreach. Objectives are organized around the priority areas of

- Research intensification
- Enhancing teaching and learning
- Enriching the student experience
- Building community and extending our global reach
- Strengthening interdisciplinarity and comprehensiveness
- Promoting effective governance

As APPRC has noted at several junctures recently, failure to meet enrolment targets has deleterious effects. It imperils finance, to be sure, as well as the ability to achieve academic planning objectives. Efforts to maximize the conversion of 2015-2016 applicants to registrations have proven successful (conversion rates for York are well above the provincial average.) All members of the community can contribute to overcoming reputational issues and assisting in the recruitment and retention of students.

2. Institutional Integrated Resource Plan

The draft Institutional Integrated Research Plan has been issued to launch summer consultations. The spring reports of the Provost and Vice-President Finance and Administration conclude with a slides on the process, and there will be an opportunity for Senators to comment at the Senate meeting. APPRC has not had an opportunity to discuss the document, but reminds Senators that an open forum will be held under the auspices of the Committee, Provost and Vice-President on Thursday, September 17 at 9:00 a.m. The date is now firm, and Senators are asked to book that morning if possible. The Committee also welcomes suggestions about the format and focus about the forum.

Documentation is attached as Appendix C

3. Annual Reports of Sub-Committees Reporting to Senate through APPRC

The Committee has received the latest annual reports of the three research-related Sub-Committees that are supported by the Office of the Vice-President Research and Innovation and report to Senate through APPRC. They include aggregated data only.

Documentation is attached as Appendix D.

4. Application of Other ORU Applications

The application of the Centre for Atmospheric Chemistry has not resulted in a recommendation for a new charter. Because this outcome involved an existing ORU, the Sub-Committee on Organize Research Units was at special pains to satisfy itself that the decision was well-founded, and that the process provided ample opportunities for the applicants to respond. Although comments by external reviewers were generally quite positive, the number of researchers active in the Centre has fallen in recent years. The few that remain will be able to continue their work outside of an ORU structure or within another existing one.

When the charters of existing ORUs lapse, transitional arrangements can be made to allow for the continued use of the name and dedicated space for a specified period (but not for course releases and stipends specified in the YUFA collective agreement). In the case of CAC, the name will be in use until March 31, 2017 when the support made possible by a CREATE grant will end. The Sub-Committee asked that the Dean and Director confirm that these arrangements are satisfactory, and both have done so in correspondence with the Sub-Committee's Chair and Secretary.

An application to establish a Centre for Automotive Research was approved in principle by APPRC subject to completion of the terms and expectations document. The Committee subsequently learned that the Faculty and proponents have agreed to defer formal approval until next year due to the "high priority placed on the development and success of the newly formed IRC NSERC/Quanser Chair in Design Engineering for Innovation [held by the lead ORU applicant, Professor Alex Czekanski] in the Department of Mechanical Engineering and other immediate needs of the Department." APPRC has agreed to hold off on its recommendation.

5. Research Successes / Research Intensification

Vice-President Haché reported on a number of major awards to researchers at York received this spring. APPRC congratulates recipients. The University has fared well in large-scale and collaborative grants in the past few years, and this has helped profile and propel interdisciplinarity.

5. While these stellar accomplishments should be celebrated, it is still of paramount importance that research cultures foster higher levels of participation in funding competitions. York's output and impact are well known, but it will greatly advantage individual researchers, their students, and the University (for example, Canada Research Chair allocations are tied to shares of Tri-Council funding) for more applicants to seek external funding.⁴ Senators will recall that a research intensification initiative was announced in the winter. The launch was a prelude to intensive consultations during the autumn leading to recommendations in the winter/spring of 2016. Given intensification's prominence in the UAP and Strategic Research Plan, APPRC encourages Senators and their colleagues to participate in the process.

Documentation is attached as Appendix E.

6. Hail and Farewells

Special thanks are due to members of APPRC whose terms end on June 30: Stacy Allison-Cassin Anna Hudson, Gayle McFadden, Roxanne Mykitiuk Anders Sandberg, Janet Walker, Houman Tahmasebi. 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.

Rebecca Pillai Riddell, Chair

⁴ Among the indicators of academic quality in the University Academic Plan is "success in competitions for research funding." The UAP states "our commitment to academic quality, student success, and engagement and outreach in relation to research will be demonstrated by intensifying and widening the research culture at all levels of the University and investing in more research infrastructure." It also notes that "research reputation and performance are built through measures that include externally-funded research, the dissemination of peer reviewed work, and the development of pan-university research collaborations, and connections and partnerships with research networks across and beyond the university sector."



**OFFICE OF THE
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Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
 From: Rhonda Lenton, Provost and VP Academic
 Date: May 25, 2015
 Subject: Film Department Name Change



I have reviewed the proposal from the School of the Arts, Media, Performance and Design to change the name of one of its units: the Department of Film to Department of Cinema and Media Arts. This proposal follows from and is entirely consistent with the proposal, approved by Senate in 2013, to change the name of the Faculty from Faculty of Fine Arts to School of the Arts, Media, Performance and Design. Like that proposal, the current proposal for a unit name change is intended to reflect evolving directions in the fields encompassed by the department, as well as to highlight York's innovation and leadership in programming, creative endeavours, and research in the area. In turn, the name change will enable the department and the School to more clearly differentiate themselves from competitor institutions and to present their program opportunities to potential students, supporting efforts to increase applications and enrolments. The proposal and the Dean's memorandum set out the rationale in more detail.

I do not anticipate that new resources will be directly required to make the name change beyond those already anticipated in relation to the renaming of the Faculty. Any proposals for new courses will come forward through the usual approval processes.

I am happy to record my support for this proposal and recommend its approval.

Cc: Dean Shawn Brixey

MEMORANDUM

To: Members, ORU Sub-committee of APPRC

cc. Robert Everett, Secretary, ORU Sub-committee of APPRC

From: Robert Haché, Vice-President Research & Innovation
Ananya Mukherjee-Reed, Associate Vice President Research

Date: May 14, 2015

Re: ORU Chartering Recommendations

This memo summarizes the recommendations we will bring forward to the Sub-committee at its meeting on May 21, 2015. The recommendations address all 11 ORU charter applications received by our Office in Fall 2014. In accordance with the Senate Policy on ORUs and its associated Guidelines and Procedures, the VPRI Office has carefully considered each of the applications in consultation with participating Faculties.

For the 10 applications from existing ORUs, VPRI coordinated an external review by a team of either two reviewers suggested or accepted by the ORU. Sub-committee members were invited to participate in all of the site visits. We have carefully considered all of the external reviewer reports along with any written response received from the ORU (each Director was invited to respond in writing, but not all chose to do so). We have consulted additionally with ORU Boards and the deans of sponsoring Faculties as appropriate.

We have also received an application for a new charter, a Faculty-based ORU sponsored by LSE. External reviews have been sought and a detailed response from the applicant has also been received. We are currently in discussions with LSE about the next steps.

We are making excellent progress in developing a charter of terms and expectations for each of those ORUs we propose to recommend to Senate. The terms and expectations are being crafted in each case to reflect the objectives and deliverables proposed by the applicants, as well as feedback from the Faculties and external reviewers. Pending completion of consultations on these documents we are seeking the Subcommittee's approval in principle for the recommendations below.

ORUs Recommended for a Senate Charter

The Senate Policy sets out three criteria for chartering an ORU:

- 1) being judged through external peer review to have met expectations outlined in their existing charter [for existing ORUs only]; 2) have a new charter proposal that continues to be of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines; and 3) have a commitment for appropriate levels of resource support needed to fulfill the new charter mandate.

We are pleased to advise that each of the following has satisfied these criteria and to recommend that

they be granted Senate charters for a term of five years.

ORUs Recommended for a Senate Charter

ORU	Institutional(I)/Faculty(F)	Lead/Sponsoring Faculty
1. CRBI	F	Science
2. CRMS	F	Science
3. YCAR	I	LA&PS
4. CRESS	F	Lassonde
5. CRS	I	LA&PS
6. CVR	I	Health
7. Robarts	I	LA&PS
8. ISR	I	LA&PS

Of the ORUs included in the table above, the charter for CVR is included in this package; for all of the other ORUs, we expect that charters will be submitted to APPRC shortly. A draft Charter for CERLAC has been prepared and will be finalized as soon as some budgetary issues are clarified. We will be updating the Subcommittee about their status as soon as possible.

Application Unable to Recommend

The Center for Atmospheric Chemistry (CAC) submitted an application that the VPRI is unable to recommend for a new charter. CAC is a Faculty-based ORU based in the Faculty of Science. While the VPRI and the Faculty both recognize the importance of the research undertaken by CAC, there are some serious issues currently confronting the Center. As the external reviewers indicated, CAC has faced a steady attrition of membership for a number of reasons over a significant period of time, and at this point there is no critical mass of researchers who can continue its work. As such, the Faculty has had discussions with the current CAC Director regarding the future development and sustainability of the Centre. Based on the report and these discussions, the Dean has indicated to the VPRI that the Faculty is unable to recommend renewal of the CAC charter application at this time.

We agree that this assessment is reasonable based on the documents submitted and the external review.

The Faculty of Science will honour its agreement to support the salary of the administrative assistant assigned to the NSERC CREATE training program until March 31, 2017 when the funding expires. This will ensure the continued success of this exceptional training program. The dedicated office space of the Director and the administrative assistant will be maintained to continue their roles in the CREATE program.

We are happy to allow the Centre to continue to use its name until March 31, 2017, which is important for the CREATE program and their engagement with external partners as well as future efforts to strengthen atmospheric chemistry at York.

Proposed Charter	Centre for Research on Latin America and the Caribbean (CERLAC)
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Institutional. This is a new charter for an existing ORU .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Charter Application Letters of Support 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 took account of the full application and appendices, reviewers' report (and CERLAC response) and letters of support.

All relevant parties, including applicants and sponsors, will agree to the final iteration of the terms and expectations document.

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 Strategic Planning

The Dean of Osgoode writes that "CERLAC continues to advance York's external research reputation by serving as an ambassador throughout the Americas. CERLAC's initiatives continue to foster collaborative research incorporating interdisciplinary scholarship, provides communities of support along with institutional platforms for applicants."

Terms and Expectations

Centre for Research on Latin America and the Caribbean (CERLAC): 2015-20 Charter

1. Mandate

CERLAC is a York University-based hub for inter- and multidisciplinary research on Latin America and the Caribbean, their diasporas, and their relations with Canada and the rest of the world. It provides a meeting space for faculty, students, and visitors to discover common interests; supports their projects by facilitating grant administration, partnership formation, and the co-production and sharing of knowledge; and trains new generations of regional scholars. Recognized since its founding in 1978 as the preeminent LAC research body in Canada, CERLAC furthers York's mandate for excellence in international and community engaged research by producing high-quality, socially progressive scholarship in collaboration with partners throughout the Americas and close to home. Crossing boundaries between North and South and building bridges between the university and its constituents, CERLAC grounds critical reflection on Canada's role in its hemisphere.

2. Lead Faculty

Faculty of Liberal Arts & Professional Studies (Sponsoring)

3. Participating Faculties

- Faculty of Environmental Studies (Participating)
- School of the Arts, Media, Performance and Design (Participating)
- Osgoode Hall Law School (Participating)
- Glendon College (Participating)
- Faculty of Education (Participating)

4. Board

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

- Vice-President, Research & Innovation
- Dean or designate, Faculty of Liberal Arts & Professional Studies
- Dean or designate, Faculty of Environmental Studies
- Dean or designate, School of the Arts, Media, Performance and Design
- Principal or designate, Glendon College

- Dean or designate, Faculty of Graduate Studies
- Associate Vice-President International

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

5. Advisory Body

CERLAC will develop a formal external advisory committee at the beginning of the new charter period in alignment with the directions it has identified for its strategic development. This committee is expected to convene at least once per year.

6. Objectives and Expectations for 2015-20

6.1 GOVERNANCE

Director: The Director is normally appointed for a five-year term by a hiring committee established by the Vice-President Research and Innovation. S/he is responsible for the overall programming, policy development, and administration of the Centre, particularly its overall research life and development of new research programs and partnerships in consultation with the Executive. S/he oversees the preparation of budgets and annual reports in accordance with the Senate rules for Organized Research Units (ORUs). The Director also maintains contact with Faculties involved in the ORU and other interested units of the university and, in consultation with the office of the Vice-President for Research and Innovation and relevant authorities, establishes contacts and represents CERLAC's interests with funding agencies and other institutions in Canada and abroad.

Associate Director: The Associate Director is appointed for a three-year term by the Executive Committee. Normally, s/he and the Director focus on different sub-regions (e.g., if the Director is a Latin Americanist, the Associate Director would be a Caribbeanist). In his/her capacity as Graduate Diploma Coordinator, the Associate Director is responsible for the overall administration of the Diploma Program and associated Brown Bag Seminar Series. In addition, s/he is responsible for student affairs, facilitating the full participation of graduate students in CERLAC's academic and research activities and effective representation in the decision-making structures of the centre. S/he represents the Centre when the Director is not available.

Coordinator: This is a YUSA staff position. The coordinator is responsible for the daily operation of the Centre and its programs, including financial matters and staff supervision. S/he provides support to the activities of the Director, Associate Director, and Executive Committee. S/he produces reports and proposals and manages the finances of the Centre under the Director's oversight.

Secretariat: The Director, the Associate Director, and the Coordinator constitute the Centre's Secretariat and are responsible for administering the regular business of the Centre.

Executive Committee: This committee provides support and guidance, informed by a historical and cross-disciplinary perspective, to the Director and Secretariat, and is the ultimate decision-making body of the Centre on all significant matters pertaining to institutional relationships, policy, project and program development, and fundraising. It consists of four ex officio members, including the members of the CERLAC Secretariat and the Coordinator of the undergraduate Latin American and Caribbean Studies (LACS) program; six Fellows-at-large, normally representing both major sub-regions as well as a range of disciplines and degrees of seniority; and two graduate student representatives. Sub-committees of the Executive support the Director in managing several of the Centre's programs, including Events, Awards, Fundraising, Membership, and Publications and Documentation Centre. The executive normally meets at least twice per term.

Annual General Meeting: Normally, CERLAC holds an annual general meeting, open to all fellows, research associates, and graduate diploma registrants, at the end of the Winter semester. Representatives to the Executive, both faculty and students, are elected at the meeting.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

SSHRC will remain CERLAC's main source of grants. To generate unrestricted overhead, CERLAC will increase applications to the International Development Research Center (IDRC) and similar other organizations. The alignment of CERLAC's interest in food sovereignty with current IDRC priorities suggests an opportunity to pursue a larger IDRC grant.

CERLAC will continue to support the development, submission, and administration of external research grants to SSHRC and other external funding agencies. During the charter period, CERLAC will pursue at least two major collaborative grants, such as the SSHRC Partnership Grants, Partnership Development Grants, or major IDRC Research Grants, and four Insight, Insight Development Grants, or Connections grants.

6.3 STRATEGIC RESEARCH DEVELOPMENT

CERLAC plays a critical role in elevating York's stature in Canada and abroad as a leader in research on Latin America and the Caribbean and their diasporas. CERLAC fosters thematic research clusters that are aligned with the following themes from the University Strategic Research Plan: "Advancing Fundamental Discovery and Critical Knowledge," "Analyzing Cultures and Mobilizing Creativity," "Forging a Just and Sustainable World," and "Scholarship on Socially Engaged Research." Five main clusters are identified in the charter application as strategic research directions for the next five year period: Critical Studies of Extractive Industry, Precarities in the Americas, Food Sovereignty and Community Environmental Governance, Performance as Critical Research Method, and Sexuality Studies. If the necessary core operational support is provided, and in accordance with opportunities as they arise, at least three of the five clusters will show significant research activity during charter period.

6.4 TRAINING

CERLAC trains new generations of hemispheric researchers. It has established a comprehensive array of training and award initiatives for undergraduate and graduate students. CERLAC will explore enhancing these as follows:

- The possibility of adding a course to its graduate diploma
- Reaching an annual enrollment of 10 students in the course and diploma
- Hosting an undergraduate panel at its biennial graduate student conference with at least four undergraduate researchers

6.5 OUTREACH AND KNOWLEDGE MOBILIZATION

Community collaboration and policy contributions

For CERLAC, “community” encompasses the local LAC diasporas as well as the broader York community, LAC scholars outside York, the general Canadian public, and NGOs and community organizations active on LAC issues.

Since 2010, CERLAC’s main vehicle for making academic input into Canadian foreign policy-making toward the LAC region has been through the Canadian Association of Latin American and Caribbean Studies (CALACS), with which it collaborated on a one-year IDRC institutional grant on “Mapping the New Area Studies” that was renewed in 2011 for a further three years. CERLAC will maintain this partnership, including a renewal of its IDRC Canadian Partnership grant with CALACS, at least through March 2018.

Beginning in Summer 2015, CERLAC has introduced a summer program in which CERLAC researchers introduce local high school students to higher education by teaching them about the contributions of Latin American and Caribbean people to our hemisphere.

6.6 ADVANCEMENT

Working with Advancement, CERLAC will pursue, *inter alia*: naming opportunities for the Centre, and/or for Research Chairs (including for the Director), as well as support for an expanded suite of endowed lectures or lecture series. The VPRI will assist CERLAC in liaising with its lead and sponsoring Faculties and working with Advancement to develop and pursue such opportunities.

7. Resource Commitments

VPRI: The Office of the VPRI will ensure that CERLAC has access to core operating resources throughout the Charter term, subject to the notes below, and subject to CERLAC meeting its ongoing responsibility to make good faith 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) provision of up to \$37,000 (inclusive of all amounts from Central and VPRI and subject annually to budgetary constraints) in support of a core expenses such as the Coordinator for CERLAC, whose primary role is to provide appropriate research support services; and c) discretionary operating funds up to \$2,000. In the normal course, ORUs are expected to use unallocated operating fund carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. CERLAC should also ensure that their unused payouts from the endowment flow to the operating funds rather than help build the capital balance of the endowment.

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 new 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 provide a space allocation for CERLAC to meet needs identified in its charter application for

additional student, post-doctoral fellow, and visitor space. The VPRI Office will also ensure CERLAC 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.

Other potential sources of income

CERLAC also envisages the following sources of income:

- Endowment Revenue, which is currently at \$2,237.50 (2014-15), is projected to reach \$4,000 in 2015-16 and could potentially reach \$10,000 by the end of the charter period if the necessary supports through York advancement are provided. Endowment revenue should be directed to covering gaps in the operating budget before being directed to other academic activities.
- Unrestricted overhead through the CALACS-CERLAC IDRC grant of \$4600 each year until 2017-18

Overall, CERLAC will work toward the following additional goals for achieving sustainability:

- Increase cost recoveries to fund minimum 15% of CERLAC's coordinator expenses
- Pursue a naming donor for the centre
- Pursue endowed chairs in its areas of strategic research priority as well as for the Director

Lead Faculty

As the Lead Faculty, LA&PS will continue to approve the release for the Director as mandated by the Collective Agreement and via delegate, the Dean will serve as a member of its board. LA&PS will consider factoring in into its strategic planning the development of CERLAC in relevant areas including faculty complement, undergraduate, graduate, and postdoctoral fellow recruitment and training, communications, and advancement opportunities.

Potential Budgetary challenges

Given the projected financial challenges for CERLAC and the dependence on new revenues not yet secured, it will be important for CERLAC to maintain close contact with its Board in planning for its financial future. Should revenues not be realized through external or internal sources, CERLAC will need to discuss with its Board how operations and associated expectations will be adjusted to match available supports.

Participating Faculties

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

Proposed Charter	Centre for Research in Biomolecular Interactions
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015
ORU Category	Faculty-based. This is a new charter for an existing ORU .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Charter Application Letters of Support 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 took account of the full application and appendices, reviewers' report, CRBI response and letters of support.

All relevant parties, including applicants and sponsors, will agree 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

In his letter of support, the Dean of Science writes: "The Centre encompasses one of the Faculty's six strategic research themes, *Cause and Propagation of Disease*, highlighted in the Faculty's long-term academic and research plan. This theme includes research focused on how the biological interactions of molecules and proteins play a fundamental role in the function of cells, tissues and organisms in health and disease." The applicants address major UAP themes such as outreach and engagement, and stress the Centre's continuing contributions to research excellence.

Terms and Expectations
Centre for Research on Biomolecular Interactions (CRBI)
2015-20 Charter
(Faculty-based, sponsored by the Faculty of Science)

1. Mandate

The Centre for Research on Biomolecular Interactions' (CRBI) mandate is to foster and promote collaborative research between universities, government and industry partners. CRBI brings together researchers with a wide range of technical expertise whose common interest lies with furthering our understanding of (i) the mechanistic details of how biomolecules interact with one another, (ii) the relationship between biomolecular interactions and cellular processes and (iii) how biomolecular interactions can be used for diagnosing and treating diseases.

2. Lead Faculty

Faculty of Science (Sponsoring)

3. Board

- Dean, Faculty of Science (or designate), Chair
- Vice-President, Research & Innovation (or designate)
- Chair, Department of Chemistry
- Chair, Department of Biology
- Graduate Program Director(s), as appropriate

4. Advisory Body

The CRBI will attempt to establish an external advisory body with at least three members. The exact composition of the Committee will be finalized at the beginning of the Charter period.

5. Objectives and Expectations for 2015-20

5.1 DIRECTORSHIP:

The Proposed (continuing) Director of CRBI is Professor Sergey Krylov, Department of Chemistry.

5.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

One of the major priorities of CRBI is the encouragement and support of external funding applications by its members, whether individually or as teams. Currently, all CRBI members hold a NSERC Discovery Grant and/or CIHR Operating Grant.

Currently, all CRBI members hold a NSERC Discovery Grant and/or CIHR Operating Grant. In a 2-year period from July 1 2011 to June 30 2013, CRBI members held 25 Tri-Council awards totaling over \$3.6M and 8 external non-TriCouncil awards reaching \$0.9M. Between May 1, 2013 and April 30, 2014, CRBI members submitted approximately 20 applications for external funding. Twelve (12) of these applications have been already funded (\$3.8M) and 2 more (\$1.3M) have decisions pending. Additionally, several CRBI members submitted NSERC Discovery Grant renewal applications and one NSERC Research Tools and Instrument application in the Fall 2014 competition, which were all successful.

Two wide collaborative networks, involving York researchers as well as academic, industrial, and clinical partners, are being created to facilitate applications to CHRP and SGP. One NSERC-CIHR Collaborative Health Research Projects (CHRP) application has been successful (\$0.9M) and another one has been submitted in April 2015. In addition, CRBI will develop and submit an NSERC CREATE Training Program application in 2016. The application will focus on the development of a comprehensive training program in the field of novel technologies for studying biomolecular interactions.

During the charter period, CRBI will develop and submit additional large-scale collaborative research applications. At least two CHRP will be developed and submitted on: 1) the development of a novel technology for cancer subtyping; and 2) on a development of inhibitors of anti-cancer drug resistance. Researchers in CRBI will apply for an NSERC Collaborative Research and Development (CRD) grant.

5.3 STRATEGIC RESEARCH DEVELOPMENT

The Centre is still in a phase of growth, and a standard measure of progress is in the publication of peer-reviewed manuscripts. Moving forward, more collaborative efforts will be undertaken by CRBI members. The expectation for this Charter period will be that increased collaborative research will result in an increase in published peer-reviewed manuscripts with contributions for one or more CRBI members, including students.

There are also multiple opportunities for greater collaboration of CRBI with other university units and external organizations. During the Charter period, CRBI will pursue such opportunities, particularly with researchers from the Lassonde School of Engineering.

There is opportunity for increased collaboration between CRBI's home units Chemistry and Biology, in organizing seminar series, with a view to cost rationalization and broader outreach. CRBI will also explore establishing a graduate program in Biochemistry; currently there are only graduate programs in Biology and Chemistry, despite the fact that several faculty members from each department consider themselves biochemists.

5.4 THE TRAINING OF HIGH QUALITY PERSONNEL (HQP)

The training of HQP is another important role of the Centre within the Faculty of Science and York University. In the White Paper document, York defines a benchmark of increasing the numbers of students and postdoctoral fellows with external awards to 25% by 2015. In CRBI, 30% percent of graduate students and postdoctoral fellows are supported by external scholarships and fellowships.

CRBI also contributes to York's intent to increase the proportion of international students. Well-funded CRBI researchers are also in a unique position to support international graduate students by helping them cover the international tuition fees. While York aims at increasing the number of graduate students who successfully complete their MSc or PhD degrees by the end of Years II and VI, respectively, 100% of CRBI PhD students successfully graduate by the end of Year VI. This is an excellent indicating metric of the success of CRBI's mandate.

CRBI provides a solid platform for experiential education of undergraduate and graduate students who perform their degree-required research within the CRBI's labs. The interdisciplinary work of CRBI members and their research programs fosters the training HQP with a spectrum of skills, and is a strong indicator of success of the Centre.

5.5 EXTERNAL COLLABORATION AND PARTNERSHIPS

The mandate of CRBI is to foster and promote collaborative research between universities, government and industry partners. This can be in the form of research contracts and technology transfer, but also more research-driven partnerships. At present CRBI has several actual and potential partnerships with companies

such as GlaxoSmithKline (GSK); Nuevolution; Oxford NanoPore Technologies; Sanofi-Pasteur (supported by a recently awarded MITACS grant); AB Sciex, Alphora Research and Smiths Detection etc. The Centre was also approached by several medical researchers from Sunnybrook and St. Michaels Hospitals to assist them in the development of new practical diagnostic. A recent NSERC Engage and Engage Plus funded project with Gum Products International (Newmarket, ON) is focused on the development of optimized expression and purification strategies of gellan, and exopolysaccharide.

There has been a trend of steady growth of industrial interest in CRBI over the last several years, and we expect this trend to continue.

During the charter period, CRBI will seek to increase collaborations and partnerships by 20% and look to established funded partnerships that can provide overheads to support the indirect costs of CRBI. CRBI will be developing collaborations with:

- Princess Margaret Cancer Centre on the creation of a new technology for cancer subtyping
- Oxford University on finding new ways to treat drug-resistant cancers
- University of Tasmania and Russian Academy of Science on using nanoparticles in bioanalyses

6. Resources

Lead Faculty: As CRBI is a faculty-based ORU, at this time the Faculty of Science contributes \$9500 per year which supports the Director's stipend as stipulated by the Collective Agreement; costs of running a seminar series and a small amount towards the cost of office expenses.

The Faculty of Science commits to maintain this level of support for the coming term of CBRI.

CRBI is encouraged to pursue other potential sources of revenue for the centre such as industrial contributions, overhead from research contracts and grants, , and/or a specific operating grant for the centre through programs such as the NSERC CREATE program.

Currently, there are several research contracts/industrially sponsored grants currently awarded to members of the Centre. These contracts/grants are at this time distributed through the Faculty of Science. A reorganization of these current and future grants/contract through the Centre would bring in significant ICR/overhead funds for the Centre.

45% of overhead revenues currently accrue to the Faculty of Science. The Faculty of Science commits to returning this overhead revenue to the CBRI in support of the requirements for the Director and in support of operational costs for the Centre (indirect research costs). For each \$2 of overhead revenue provided to the CBRI, the aforementioned Faculty contribution will be reduced by \$1.

With the transition to the new budget model, all of the overhead revenue from grants and contracts will accrue to the Faculty of Science. In this instance, two-thirds of the revenue will be returned to the CBRI. It is expected during the term of the Charter that CBRI will make every effort to grow its overhead revenues (and/or revenues from donors or other eligible sources), such that no additional support will be required from the Faculty of Science.

VPRI: The VPRI Office will ensure that CRBI has access to specialized research support services for the preparation of large scale collaborative grant applications. It will support the Director selection process as needed and 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 VPRI or Faculty 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 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.

Proposed Charter	Centre for Research in Earth and Space Science (CRESS)
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Faculty. This is a new charter for an existing ORU .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Charter Application Letters of Support 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 took account of the full application and appendices, reviewers' report and letters of support.

All relevant parties, including applicants and sponsors, will agree to the final iteration of the terms and expectations document.

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 Strategic Planning

The Dean of Lassonde confirms that "as Lassonde's research portfolio grows and we broaden the research endeavors, CRESS will continue to play a predominant role in growing the research strengths over the next 5 years. We believe that the approach of collaborative research where both scientists and engineers can work together will benefit the future of our Faculty and enhance the translation of knowledge to the society. CRESS is a working example of such an approach as shown by many successful large scale team funding, formation of collaborative teams and a leadership of successful space missions for Canada."

Terms and Expectations
The Centre for Research in Earth and Space Science (CRESS)
2015-20 Charter
Faculty-based (Sponsored by the Lassonde School of Engineering)

1. Mandate

The Centre for Research in Earth and Space Science (CRESS) facilitates research activity within the areas of (a) Planetary Exploration, (b) Climate and Environment, and (c) Space Technology. The ultimate goal is the contribution of scientific instruments and the advancement of new methods for space missions. The Centre advances research at York University by leading the recruitment for strategic faculty appointments, creating and managing laboratory space, preparing major infrastructure grant applications, and providing administrative support.

2. Sponsoring Faculty

As the sponsoring Faculty, the Lassonde School of Engineering (LSE) agrees to support the development of CRESS in collaboration with the Office of the VPRI.

3. Board

The Board for CRESS 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 CRESS with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CRESS to achieve its objectives. Composition of the Board for CRESS 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 Advancement (or designate), LSE (non-voting)

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

4. Directorship

Professor James Whiteway has been the Director of CRESS since 2010. His current three year term as Director of CRESS commenced on 1 January 2013 and is renewable on mutual consent with the Dean of the Lassonde School of Engineering. A decision on whether he will continue in this role will be made prior to July 2015.

5. External Advisory Committee

During the current Charter period, CRESS will be expected to develop an external advisory committee with a minimum of three members drawn from the various sectors with which they interact (academic, government, industry).

6. Objectives and Expectations for 2014-19

6.1 MEMBERSHIP

The Advisory Committee of CRESS will carry out a membership review at the outset of each academic year. Appointments to CRESS will be rolling three year appointments renewed on an annual basis. The traditional criterion for membership in CRESS was to be a member of the graduate program in Earth and Space Science (ESS). This is no longer an effective criterion. In the new charter for CRESS the criterion for membership will be leadership of significant and funded research projects in an area that is within one of the three priority research themes: (1) Planetary Exploration, (2) Climate and Environment, and (3) Space Technology. It is required that the member's project funding be administered through the CRESS office, and that the associated overhead be returned to CRESS (see below). In return, research administrative support for grants and contracts will be provided through CRESS. The application for membership in CRESS will include a letter describing the proposed contributions to the CRESS research program and funding. New faculty, who were recruited in alignment with the CRESS research themes, will be offered membership in CRESS from the outset.

6.2 STRATEGIC RESEARCH DEVELOPMENT

The research that will be carried out within CRESS over the next five years is framed within three themes: (1) Planetary Exploration, (2) Climate and Environment, and (3) Space Technology.

6.3 OUTPUT

The output from CRESS is in the form of peer-reviewed papers in print and presentations for academic conferences and public audiences. The average rate of output over the next five years is expected to be maintained at the same level as the previous five years: 2.5 published papers and 3 presentations per member per year.

6.4 RESEARCH INCOME

The income from grants and contracts is expected to be at the same rate as the past five years. The expectation is an average research income of at least \$130,000 per member per year for grants and contracts combined (average over the Charter period).

6.5 LEADERSHIP IN SPACE MISSIONS

The ultimate objective of CRESS is to lead space missions. This means that instruments and technology developed within CRESS will be contributed to space missions for planetary exploration, and in Earth orbit. The primary objective is for the CRESS led OLA instrument to be operated on board the NASA OSIRIS-REx spacecraft and provide surface mapping of the asteroid 101955 Bennu. The launch is planned for 2016 and arrival at the asteroid in 2018. The other expectation is that CRESS-developed attitude control system technologies be tested onboard the SIGMA CubeSat mission that is planned for launch in 2015.

6.6 STRATEGIC FACULTY RECRUITMENT

Discussion has commenced for planning an application for a new NSERC Industrial Research Chair (IRC) within CRESS. This would be based on the partnerships associated with the OSIRIS-REx asteroid mission, including York University, CSA, MDA (Brampton), and others. It is expected that the preparation for an NSERC IRC application be completed before 2017.

6.7 NEW CFI FUNDING

Two large proposals for new research infrastructure in CRESS have been successful (Daly and McElroy). It is expected that these will have a very significant impact on the research activity within CRESS.

6.8 NEW PROPOSALS TO CFI

Profs. Whiteway and Haas are planning a proposal that will involve creating a new aircraft facility for atmospheric and sea ice measurements. This will help the Director and members in their efforts to attract

external research funds, and increase the number and scale of external awards administered by the Institute.

6.9 RELATIONSHIP WITH CANADIAN SPACE AGENCY

CRESS will endeavor to provide national leadership for the interaction of the University community with the CSA and will support the CSA in its strategic research and mission-oriented planning. CRESS will continue to provide the point of contact for visits from the CSA. It is an expectation that CRESS members continue to contribute to CSA committees when called upon. CRESS will also work to build relationships with the space research, funding and mission-supporting community around the world.

6.10 VISITING SPEAKERS

A portion of the CRESS's budget will be set aside for a series of colloquia by visiting scientists. The funds will allow for the invitation of leaders in one of the research themes of CRESS to spend an extended period at York University for working collaboratively with members of CRESS. It is expected that the average number of speakers per year be maintained at 15, and that there will be at least one special series each year corresponding to one of the main research themes of CRESS.

6.11 SPONSORED CONFERENCES AND WORKSHOPS

It is expected that CRESS sponsor one event per year (on average).

6.12 SUPPORT OF GRADUATE PROGRAMS

The structure of the research groups within CRESS will continue to follow the standard university model with faculty members supervising graduate students, postdoctoral fellows, and technicians. Each research project will be the subject of a Ph.D. or M.Sc. thesis in either of the graduate programs in Earth and Space Science (ESS) or Physics and Astronomy (PHAS). The facilities of CRESS will provide the environment in which the students work. It is expected that each member of CRESS supervise at least three graduate students per year (on average) and that at least one graduate degree be granted per year per member.

6.13 WEB SITE

It will be an immediate priority in the new charter period to set up a new CRESS website linked with the Lassonde School of Engineering and to delete the current obsolete web sites that are associated with CRESS

7. Resources

Lassonde (Sponsoring Faculty)

In the new Charter period, the Faculty will ensure 100% flow back of overheads (minus scheduled contributions to Central as per SHARP model) with the expectation that CRESS cover the following costs:

- Director's support as mandated by the relevant Collective Agreement (underwritten by Lassonde)
- Administrative costs
- Grant preparation and administrative support, project management for funded CFIs, etc.
- Recruiting
- Technician support (with a recommended move to 3-5 year contracts, as indicated in the external review provided that appropriate contingency can be developed to cover any shortfall due to the ending of contracts.)
- Payment of teaching release time for work on special projects
- Visiting Speakers and seminars/conferences
- Development of a contingency fund (prioritized to bridge technician support)
- CRESS may also use the funds to develop CRESS-based York Research Chairs or term funded research chairs and professorships

The Board will approve annual budgets and the use of contingency funds (see below) and Lassonde will underwrite minimum ORU supports over the Charter term and the technician contracts, as per Senate policy.

Lassonde will also provide additional support to the Centre. For example, the Associate Dean, Research and Graduate Studies, LSE, will be member of the CRESS Board. The Dean's Office will facilitate the selection and approval of the director as needed. LSE will also work closely with the director of CRESS during the Faculty's strategic complement planning, the graduate and postdoctoral fellowship recruitment and training planning. Lassonde will also indirectly support CRESS research through its graduate studies program, by contributing to the stipend of each graduate student working with CRESS researchers, who are also members of the Faculty. The Faculty will continue to provide current spaces devoted to CRESS and will seek to provide other appropriate lab, office and student spaces as needed for CRESS to meet its objectives, subject to overall space demands and availability.

CRESS Overhead Contingency Fund

The current surplus in the general overhead fund will be used to provide margin against the risk in the budget due to possible fluctuations in contract overhead revenue, in particular to ensure funding for the CRESS Administrative Assistant. In the coming years, spending from the general overhead fund will be limited such that the carry forward amount does not decrease below \$45,000. Efforts should be made to build this up to an amount of \$200,000 over the life of the charter in order to provide a contingency fund that will allow for continuity in the employment of technicians with contracts of up to three years in duration. As for the overall CRESS budget, the Board will approve the use of contingency funds.

Proposed Charter	Centre for Research in Mass Spectrometry
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Faculty-based. This is a new charter for an existing ORU .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Charter) Letters of Support 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 took account of the full application and appendices, reviewers' report (and CRMS response) and letters of support.

All relevant parties, including applicants and sponsors, have agreed to the final iteration of the terms and expectations document.

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

The Dean of Science writes that "the Centre encompasses one of the Faculty's strategic research themes, *Cause and Propagation of Disease*, which includes studies of how the biological interactions of molecules and proteins play a fundamental role in the function of the cell, tissue or animal in health and disease."

Terms and Expectations
Center for Research in Mass Spectrometry (CRMS)
2015-20 Charter
(Faculty-based, sponsored by the Faculty of Science)

1. Mandate

The Center for Research in Mass Spectrometry (CRMS) is an internationally-recognized ORU focusing on mass spectrometry and related research. CRMS embodies a long-standing area of strength in the Faculty of Science, with world-class contributions to research areas ranging from gas-phase ion chemistry to clinical proteomics. In the coming charter, CRMS will continue to provide research leadership, a focus for research intensification and a platform for advancement and outreach to the Faculty of Science.

2. Lead Faculty

Faculty of Science (Sponsoring)

3. Board

Vice-President, Research & Innovation

- Associate Vice President Research
- Dean, Faculty of Science (or designate)
- Associate Dean, Research, Faculty of Science

4. Advisory Body

The proposed membership of the Advisory Body includes:

- Yves Leblanc, Senior Research Director, ABSciex
- Vladimir Baranov, CEO & Co-Founder DVS Sciences
- Reza Jahavarian, CEO & Founder, Ionics
- Anne-Claude Gingras, Senior Investigator, Lunenfeld Institute, Toronto
- Michael Leadley, Mass Spectrometry Facilities Manager, Sick Kids, Toronto
- Eric Yang, Research Director, Sanofi Pasteur

The composition of the body will be finalized at the beginning of the Charter period. The advisory body will be expected to convene at least annually.

5. Objectives and Expectations for 2015-20

5.1 DIRECTORSHIP

To serve as director for the coming charter, the CRMS executive has appointed Dr. Derek J. Wilson, Associate Professor in Chemistry, with approval from the FSc Dean as of July 1, 2014.

5.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

As part of its renewal and restructuring, CRMS has established numerous links with industry in the form of collaborative research and grants (including several **NSERC Engage** Projects). These relationships are starting to bear fruit in the form of grants with cash contributions from industry (**MITACS, NSERC**

Engage Plus) and **research contracts** (presently two active contracts with Sanofi). During the current charter period these relationships will develop further. CRMS will continue to support FSc initiatives on infrastructure in the current charter (CRMS members contributed to the Faculty's latest **CFI application**) and will continue to promote a coherent interfaculty research infrastructure plan. Finally, CRMS has the personnel and the facilities to pursue large-scale academic research grants, with the first target being the **NSERC-CIHR Collaborative Health Research Project** program. Funding from the **NSERC CREATE Training Program** grant (\$300,000 /year), which covers an enormous range of CRMS activities, will extend through to the entirety of the current charter.

5.3 STRATEGIC RESEARCH DEVELOPMENT

CRMS is unique as an ORU in the sense that it focuses on an approach that can be used to solve many scientific questions rather than a question that can be explored using a variety of approaches. This, together with the rapidly expanding use of mass spectrometry as an analytical platform, makes CRMS well-suited to support research activities within the broader community, and in particular within FSc.

CRMS' research themes are aligned with a number of the institutional strengths (and potential strengths) identified in the USRP, particularly:

- *Advancing Fundamental Discovery and Critical Knowledge* (CRMS research themes Biophysical Ion Chemistry; Biomolecular Structure, Dynamics and Interactions)
- *Building Healthy Lives and Communities* (CRMS research themes Imaging Mass Spectrometry and Clinical Proteomics)
- *Exploring the Frontiers of Science and Technology* (All CRMS research themes, especially Biophysical Ion Chemistry)
- *Healthy Individuals, Healthy Communities and Global Health* (CRMS research themes Imaging Mass Spectrometry and Clinical Proteomics)

CRMS has historically maintained a level of research productivity well above the departmental and faculty average per capita. In the coming charter, CRMS will maintain exceptionally high quality and quantity research output as determined quantitatively by conventional measures, *i.e.* number of publications, impact factor (or eigenscore) of journals and citations. This output will be further enhanced through high-impact interdisciplinary projects that arise from intensified collaborations with academic, clinical and industrial partners. Augmented research output and quality is the principal contribution of CRMS as a locus for research intensification in FSc.

5.4 TRAINING

CRMS provides a world-class training environment for mass spectrometry and related research as demonstrated by the success of its graduates in the field. The implementation of the NSERC CREATE program, which launched in Sept 2014, will enhance the training environment still further, providing boundless opportunities for program trainees that include a required **industrial internship** in one of the partner companies (up to one year - there are eight industrial partners drawn from pharmaceuticals, instrument manufacture and analytical sectors), numerous grants for conference travel, 'industrial' and 'academic' summer workshops and funded international collaborator visits. Non-program trainees, and the FSc graduate student body in general, will substantially benefit from this program, for instance, the industrial and academic summer workshops, which will bring leading scientists and industrial leaders from around the world to the faculty, will be open to all.

5.5 OUTREACH

CRMS researchers also participate in faculty outreach through the Speaker's Bureau (4 lectures in 2014 alone), red-carpet events for top high school students, public library lectures and other recruitment events. In the coming charter, CRMS will undertake an extensive outreach program in the scientific community leveraging its connections to organizations such as the *Canadian Forum for Analytical and Bioanalytical Science* and the *Canadian Society for Mass Spectrometry*. CRMS researchers regularly give invited seminars at universities throughout Ontario and Canada as well as national and international conferences, allowing them to 'plug' CRMS, the CREATE and the Faculty of Science.

6. Resources

Sponsoring Faculty: As CRMS is a faculty-based ORU, at this time the funds from the Faculty of Science is the major source of financial support to the Centre. During the Charter period, the Faculty of Science will:

- support and work closely with the director
- provide the appropriate course release and stipend over the Director's 5-year term in accordance to the YUFA Collective Agreement.
- promote CRMS, will supply a decanal representative to serve on the Board, facilitate with the selection and support of the Director, and assist in recruiting of graduate students.
- allocate funds for the salary support of the administrative assistant who will assist the Director and members with the operations of CRMS and the NSERC CREATE training program.
- provide dedicated office space for the director and administrative assistant

CRMS is encouraged to pursue other potential sources of revenue for the centre such as industrial contributions, overhead from research contracts and grants, and/or a specific operating grant for the centre through programs such as the NSERC CREATE program. Currently, there are several research contracts/industrially sponsored grants awarded to members of the Centre. These contracts/grants are at this time distributed through the Faculty of Science. A reorganization of these current and future grants/contract through the Centre would bring in significant ICR/overhead funds for the Centre.

45% of overhead revenues currently accrue to the Faculty of Science. The Faculty of Science commits to returning this overhead revenue to the CRMS in support of the requirements for the Director and in support of operational costs for the Centre (indirect research costs). For each \$2 of overhead revenue provided to the CRMS, the aforementioned Faculty contribution will be reduced by \$1.

With the transition to the new budget model, all of the overhead revenue from grants and contracts will accrue to the Faculty of Science. In this instance, two-thirds of the revenue will be returned to the CRMS.

It is expected during the term of the Charter that CRMS will make every effort to grow its overhead revenues (and/or revenues from donors or other eligible sources), such that no additional support will be required from the Faculty of Science.

VPRI: The VPRI Office will ensure that CRMS has access to specialized research support services for the preparation of large scale collaborative grant applications. It will support the Director selection process as needed and 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 VPRI or Faculty 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 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.

Proposed Charter	Centre for Refugee Studies
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Institutional. This is an application for a new charter for an existing ORU .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Charter Application Letters of Support 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 took account of the full application and appendices, reviewers' report and letters of support.

All relevant parties, including applicants and sponsors, will agree to the final iteration of the terms and expectations document.

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 Strategic Planning

The application spans the range of UAP goals, citing its contributions to student engagement, high-caliber faculty research, community outreach, interdisciplinarity, and York's international reputation.

Terms and Expectations Centre for Refugee Studies (CRS) 2015-20 Charter

1. Mandate and Vision

The Centre for Refugee Studies at York is an interdisciplinary community of researchers dedicated to advancing the well being of refugees and others displaced by violence, persecution, human rights abuses, and environmental degradation through innovative research, education, and policy engagement. Since its inception in 1988, CRS is recognized as an international leader in the creation, mobilization, and dissemination of new knowledge that addresses forced migration issues in local, national and global contexts.

Its vision for 2015-2020 is “to be the leading refugee studies and forced migration research centre in North America, producing and disseminating new knowledge and critical analysis that enhances protection for and the well-being of refugees and other displaced people through policy and practice”.

2. Lead Faculty

Faculty of Liberal Arts & Professional Studies (Sponsoring)

3. Participating Faculties

- Glendon College (Participating)
- Faculty of Education (Participating)
- Faculty of Environmental Science (Participating)

4. Board

- Dean or designate, Faculty of LA&PS
- Vice-President, Research and Innovation (or designate)
- Dean or designate, Faculty of Environmental Studies
- Principal or designate, Glendon College
- Dean or designate, Faculty of Education

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

5. Advisory Body

CRS appointed a formal Advisory Committee in 2014 and met for the first time in February 2015. On the advice of VPRI and in consultation with CRS affiliates, a list of suitable scholars and research centre directors was developed, and eight international scholars were invited to constitute this inaugural external committee. Seven accepted and one more appointment is in process. This body will meet virtually at least once per year over the term of the charter.

6. Objectives and Expectations for 2015-20

6.1 GOVERNANCE

The Standing Rules were revised and approved by CRS Council in May 2007. Decision-making at CRS is accountable to both the CRS membership and to the larger university community. Formal accountability to the latter is through the Senate and the Administration of York University. Accountability to the Centre membership is accomplished by the following structure:

1. Council and AGM

The Council has ultimate decision-making authority for the Centre (within the rules of the university). Its membership consists of all CRS members. However, in conformity with York University rules for the governance of Organized Research Units, only York faculty, staff, and students have voting privileges at Council meetings. Normally, the annual general meeting (AGM) will be held between November and May.

2. Executive Committee

The Executive Committee is the representative of the Council on matters of implementation of Council decisions and regular management. It serves in a consultative and monitoring capacity in relation to the Director (and any Deputy or Associate Directors).

3. Student Caucus

The purposes of the Student Caucus are to provide a venue for articulating student views regarding Centre matters and to provide the constituency for elections of student representatives on Centre bodies. The Student Caucus consists of all CRS Graduate and Undergraduate Fellows. The Student Caucus determines its own governance and mode of operation. It also elects two representatives on the Executive Committee.

4. Director

The Director is responsible for the overall functioning and viability of the Centre. These include such matters as:

- fostering an active research program by CRS, facilitating funding for such research, and ensuring that the Centre's obligations to funding agencies are fulfilled
- planning and administering the organizational and academic activities of CRS, including the assignment of office space and the allocation of CRS resources, in accordance with criteria determined by the Executive Committee or the Council
- overseeing the administration of CRS' educational programming, including the certificate, diploma, and summer school, led by program coordinators and course directors
- administering the financial affairs of CRS and developing an annual budget for approval by the Council and Board
- hiring required staff or arranging the necessary process to do so and supervising the work of the staff
- implementing decisions of the Council and the Executive Committee, keeping them informed of directorial actions, and making proposals to them
- ensuring that the responsibilities of CRS to the university are met and that the interests of CRS are represented in the relevant university bodies representing the Centre outside York University.

Some of these responsibilities may be assigned to a Deputy or Associate Director, but final responsibility rests with the Director.

5. Coordinator

The CRS Coordinator handles day-to-day operations at the Centre, is responsible for budgeting and personnel matters related to research projects and the Centre's research activities, supports applications for

research funding, coordinates events and visitors at the Centre, assists with the CRS Summer Course, and supervises project-based administrative/clerical staff and work/study students, among other responsibilities.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

CRS currently hosts two major multi-year grants (total value \$6.7m) that facilitate internationalization and collaboration: the Refugee Research Network (RRN), a strategic cluster grant from SSHRC due to sunset in 2016, and the Borderless Higher Education for Refugees (BHER) project funded by CIDA, now part of the Department of Foreign Affairs, Trade, and Development (DFATD) until 2018. BHER is an innovative project that focuses on providing post-secondary training for refugees in camps. The project specializes in mixing distance education technologies with face-to-face courses for refugees in a remote location.

In addition, many individual Tri-Council, IDRC, and other grants, research contracts are also part of the Centre's dynamic portfolio of research over the last 5 years.

In the period beginning 2015, it will:

- Work to secure one research contract and/or grant per year to help fund CRS activities.
- Work to secure a conference during the period that is eligible for government and/or private sector funding, so that CRS can glean overhead to make the Centre more sustainable.
- Develop at least one collaborative grant proposals, with Tri-Council and other relevant agencies over the term of the charter.
- Work with Advancement to pursue external funding opportunities (see Section 7).

6.3 STRATEGIC RESEARCH PRIORITIES

CRS will build on its strengths but also add net new priorities to its current research agenda. CRS aims to strengthen and develop research clusters in the following areas:

a) Refugee Education For the next four years, CRS will host the Borderless Higher Education for Refugees Project (BHER), funded by the Department of Foreign Affairs, Trade and Development at a total of \$4.5m. This project delivers postsecondary education to refugees in the Dadaab camps of Kenya, and is, by far, CRS's largest project. Yet, all of these development funds must be channeled directly to educational services and programs for refugees. Even the \$3K/year revenue to CRS is used to cover off BHER expenses not allowed by CIDA/DFATD. Research funds will be sought to develop an ethnography of the BHER project that includes an analysis of the politics of delivering such a program to refugees and to local Kenyans in the same region (Garissa District in north-eastern Kenya); and the geopolitics of Global South-Global North partnerships. BHER colleagues who have taught courses to refugees in Dadaab, Kenya in face-to-face, blended, and on-line formats will be interested in (and are currently developing research proposals focused on) questions of pedagogy.

b) The Role of Big Data in Humanitarian Response Through its Partnership Development Grant awarded in 2015, CRS will forge collaboration across the social sciences and computer sciences using 'big data'. Working with international partners and faculty in Disaster Emergency Management at York, CRS will extend its humanitarian agenda and use innovative methods that bridge computer science and social sciences to address forced migration in new ways.

c) Prolonged Displacement Among Refugees in Camps and Urban Areas CRS researchers are conducting research with Syrian refugees living in urban centres in Turkey and Jordan. York is well-positioned to support existing research and launch new projects that address assistance to refugees in cities, but also refugees in protracted situations. An internship program in conjunction with CARE Canada and Carleton University has been launched, with up to four graduate students conducting research in countries where CARE conducts humanitarian work. Expanding and formalizing these internship and research

opportunities with CARE and other NGOs through MoUs will be a priority. Building on the expertise of this triumvirate around refugees in conditions of prolonged displacement is a related and high priority.

d) Refugee Resettlement at Home and Abroad CRS is a leader in producing research with and about refugees resettled to Canada and other host countries. CRS will continue to have a leading role in research on refugee resettlement, and will aim to link ‘domestic’ dynamics of settlement in communities across Canada with the broader politics and policies of international cooperation and diplomacy around issues of refugee resettlement in the global context.

e) Building a National Refugee Archive CRS is working with the Canadian Immigration Historical Society and consulting with interested parties to create a home for the testimony of the Indochinese refugee arrivals to Canada 40 years ago. This includes an oral history project, original archive, and educational website. Funding options are being explored.

f) Transitional Justice CRS has considerable expertise in this area. Strengthening these partnerships and building a common research agenda across countries and civil societies affected by war and atrocities will take time, but is an important priority for CRS in the long term.

6.4 TRAINING, MENTORSHIP, AND OUTREACH

CRS will build on its strong record of providing mentoring and research opportunities to undergraduate and graduate students, as well as postdoctoral fellows. CRS hosts a certificate program in refugee and migration studies for 132 undergraduate students, and a graduate diploma for some 70 graduate students. CRS also hosts an annual summer course whereby York graduate students can earn course credit through a blended grad seminar that includes the summer course. York students are also selected as graduate student interns for the course, providing important logistical and organizational support. Fee-paying course participants from all over the world attend lectures, simulations, and presentations by top scholars, community leaders, and lawyers in the field (see Section 7 for financing of the course). CRS will continue to welcome visiting scholars internationally on an on-going basis, cementing its reputation as a destination for international scholarship on forced migration issues.

6.5 EXTERNAL RELATIONS AND KNOWLEDGE MOBILIZATION

(CRS) is a globally renowned research institute at York University with a strong international reputation for academic excellence and socially-engaged research that impacts programs, policies, and people. In line with York’s Provostial White Paper, CRS is recognized as *the* international hub for networking research among scholars and among similar research centres of forced migration worldwide. CRS convenes an international network of more than 15 research centres that conduct research on forced migration and refugee issues, and hosts the Refugee Research Network online. CRS already has excellent partners for networking internationally and mobilizing knowledge across sectors; it will continue these activities, and seek funding for their expansion where possible.

6.6 ADVANCEMENT

As acknowledged by the external review, CRS is one of the two leading refugee centres in the world and with its location in Toronto, CRS seems like an obvious focus for a substantial fundraising campaign by York. To this end, CRS will explore during 2015-20, the possibility of becoming a named Centre. The VPRI will assist CRS in liaising with its lead and sponsoring Faculties and to work with Advancement to develop and pursue such an opportunity fruitfully.

7. Resources

VPRI:

The Office of the VPRI will ensure CRS has access to core operating resources throughout the Charter term, subject to the notes below, and subject to CRS 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's course release, stipend and benefits as mandated by the YUFA Collective Agreement; b) access to a cost of a half-time Coordinator, or equivalent funding based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services; and c) a general support fund of up to \$20,000. In the normal course, ORUs are expected to use unallocated operating fund carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred.

In addition to core operating resources, the Office of the VPRI will make best efforts to increase the space allocation for CRS to meet needs identified in its charter application, especially with the high demand for space from visiting scholars, most of whom are international.

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 new 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).

Lead Faculty (LA&PS):

- Summer School course – CRS runs a successful Summer Course. This is offered to non-York participants for a fee. York students have the option of combining this course with a graduate seminar (DVST 5123) and obtain credit from DVST 5123. Assuming continuing interest amongst York students to take this combination of courses, so that the CRS course has an average annual enrolment of at least 9, the Dean of LA&PS will consider allowing the Director or a CRS faculty to teach this course on load, provided all necessary approvals are in place.
- LA&PS will include CRS as one of the priorities for Advancement for the Faculty and will help CRS liaise with the VPRI and other sponsoring Faculties to help with Advancement goals.
- As suggested in the external review, CRS will also explore adding a course based on external speakers – which could be led by the CRS director. This needs to be developed and pursued through the curriculum planning process in LA&PS and, if approved, can be considered for cross listing with other Faculties. Through Continuing Education, CRS can explore whether it can also be offered as a non-credit or audit options to the community. A CRS Associate or Deputy Director could take on this role.
- LA&PS commits to factoring into their strategic planning the development of CRS in relevant areas including faculty complement, undergraduate, graduate and postdoctoral fellow recruitment and training, communications and advancement opportunities.

Co-sponsoring Faculties

As described in letters of support.

Proposed Charter	Centre for Vision Research (CVR)
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Institutional. This is an application for a new charter for an existing ORU .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Terms and Expectations (Charter) Letters of Support 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 took account of the full application and appendices, reviewers' report and letters of support.

All relevant parties, including applicants and sponsors, will agree 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 Strategic Planning

Dean Skinner of Health notes that CVR lies at the intersection of several areas of institutional research excellence identified in York's Strategic Research Plan: "building healthy lives and communities", "advancing fundamental discovery and critical knowledge" and "exploring the frontiers of science and technology." The Associate Dean Research for Lassonde emphasizes the diversity of activities housed in CVR which results in an "interdisciplinarity and breadth" that aligns well with the Faculty's "vision, mission and strategic research priorities."

**Terms and Expectations
Centre for Vision Research (CVR)
2015-20 Charter
(Institutional ORU)**

1. Mandate and Vision

The Centre for Vision Research (CVR) pursues world-class, interdisciplinary research and training in visual science and its applications. Vision is a primary input not only for understanding the world around us, but also for guiding actions that determine our interactions with the world. The CVR provides an effective infrastructure that encourages collaboration among members and across discipline.

2. Lead Faculty

Faculty of Health (Sponsoring)

3. Participating Faculties

- Lassonde School of Engineering (Participating)
- Faculty of Science (Participating)

It is recommended that CVR seeks to establish partnerships with relevant researchers in AMPD during the Charter period.

4. Board

- VPRI, or designate
- Dean of Health, or designate
- Dean of Science, or designate
- Dean of Lassonde School of Engineering, or designate

5. Advisory Body

The CVR has not had a formal Advisory Committee until now. At the beginning of this Charter period, it will be expected to establish an advisory committee with members drawn from relevant sectors which represent the appropriate stakeholders for the CVR.

6. Objectives and Expectations for 2015-20

6.1 GOVERNANCE

The CVR is run by a steering committee chaired by the director and comprising an assistant director, four elected members, the seminar coordinator, and the facility director of the MRI facility. It will be expected that in the beginning of the Charter period, CVR will hold consultations with all stakeholders concerned in order to review and formalize the relationship between fMRI and CVR.

Directorship

Laurence Harris holds the CVR directorship until June 30, 2016. He is a vision scientist with a well-established international reputation acknowledged by his recently being awarded the President's Award for Research Excellence.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

The CVR has an outstanding record of successful funding from many sources with over \$23M of funding over the last four years. CVR will continue to apply for funding from CFI, CIHR, NSERC, NCE (Grand), the Ministry of Transportation, MS society of Canada, NIH, SSHRC, Ontario Centres of Excellence (OCE), MITACS, Parkinson's Society of Canada, Michael J. Fox Foundation for Parkinson's Research, Brain Canada, and the Canadian Space Agency. Significant long-term funding, extending well into the proposed chartering period, is already in place. The CVR plans to work with Innovation York and VentureLab to explore further commercializing IP, to develop new workshop and educational forums for community partners, and to build relationships with new industry partners for contract research.

In the current Charter period:

- all CVR members will be encouraged to apply for NSERC, SSHRC and CIHR opportunities as appropriate. In particular CVR will work with members and the Faculties of Health and Science to improve York's performance at CIHR.
- the CVR will lead/remain involved in several large scale collaborative projects such as the CFREF and CREATE and CVR members will support the development of an AMPD-led proposal to the CFI building on the 2014 3-Space proposal.
- The CVR will also explore new collaborative research opportunities such as may be available through NSERC (e.g. Strategic Network, Industrial Research Chair) or other sources.

6.3 STRATEGIC RESEARCH PRIORITIES

For the current charter period, CVR will focus on the following themes:

Vision in real and virtual space The CVR has a strong presence in the field of virtual reality. It will continue to build this area. Projects within this theme will include quantifying the role of the far periphery in self-motion and orientation in aging and healthy populations.

Stereoscopic Vision and Stereo Cinema An active partnership between the CVR, filmmakers from Sheridan College, and Christie Digital is exploring high-frame-rate movie making. Researchers will measure the perceptual impact of this technology in the laboratory and in the theatre. CVR hopes to extend work of this kind to connect with Sensorium and 3Space projects in AMPD. Related projects are also planned on the basic mechanisms of binocular vision.

Visual Neuroscience The CVR has a state-of-the-art neurophysiology lab that will be investigating brain mechanisms for gaze control, reaching and aspects of attention. Investigations will also be pursued at the molecular level by Zoidl using vertebrate retina under a Brain Canada platform grant, and on parallel mechanisms in audition. Work on the visual auras associated with migraine will be pursued and work on visual hallucinations caused by retinal degenerative disorders is underway.

Cognitive Neuroscience CVR members conduct neuroimaging research with York's state-of-the-art high field MRI scanner in order to reveal brain mechanisms. In addition, fMRI-guided brain stimulation with TMS is being used to investigate visual and visuomotor brain function. EEG techniques are being employed to examine changes in brain function with sports injuries to the head. Several members are working on attention in normal and clinical populations, and on simulations that may find industrial application in parsing images and video.

The control of movement and balance The CVR is well known for advancing our understanding of movement control and sense of orientation in collaborations with Toronto Rehabilitation Institute. Work is planned on ballet dancers from the National Ballet of Canada, the effects of Parkinsonism, stroke, concussion, and on the control of reach and grasp. As of April 2015, two proposals for continuing CVR's work on the International Space Station are under consideration by the CSA and NASA. Work is planned on the development of the control of eye movements (Adler) and on the cellular basis of visual-vestibular interactions (Bergevin). Work with the CFI full-field display and treadmill, in collaboration with partners

will assess visual feedback to maintain balance in healthy and aging populations.

Computational vision Understanding how visual images are interpreted is one of CVR's core areas and will continue to remain so during this charter period.

6.4 TRAINING

Training highly qualified personnel is a central part of the CVR's mandate. The CVR is currently training 107 graduate students and has 31 post-doctoral members. The CVR expects these numbers to increase by at least 10% over the next five years. Training opportunities have recently been enhanced by additional opportunities to collaborate with industry and partners in Germany by virtue of two existing CREATE grants that will extend into the new mandate period and involve 15-20 CVR members. The CVR expects 5-10 students/year to work in Germany and will host an equivalent number at York. CVR members have also applied for a fourth CVR-based CREATE grant which will concentrate on more computational aspects of vision.

6.5 EXTERNAL RELATIONS AND KNOWLEDGE MOBILIZATION

The CVR has an extensive history of knowledge transfer. CVR's themes of research will continue to generate knowledge transfer with industrial and clinical partners. Further knowledge transfer is expected through its partnerships with industry such as the work with 3D cinema and through startup companies such as Independent Robotics. Allison and Wilcox are discussing collaboration with DRDC to create and evaluate assessment standards for stereoscopic vision. Since this will be a collaborative effort with DRDC the knowledge transfer will be direct and there is high potential for impact. During this charter period, CVR will establish a task force to focus on the development of new partnerships with the assistance of its advisory board.

7. Resources

VPRI

The Office of the VPRI will ensure that the CVR has access to core operating resources throughout the Charter term, subject to the notes below, and subject to the centre 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's course release, stipend and benefits as mandated by the YUFA Collective Agreement; and b) provision of up to \$45,000 (subject annually to budgetary constraints) as base support. In the normal course, ORUs are expected to use unallocated operating fund carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred.

The VPRI will honor existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. With transition to the new budget model, CVR may expect to receive at least two-thirds of the unrestricted overhead funding generated by its members.

CVR also generates and has the potential to generate resources to support its activities through its summer school and other activities and has the potential for advancement opportunities. It is encouraged to maximize these opportunities during this charter term.

As a mature ORU, CVR is expected to make progress towards becoming self-sufficient in funding its operations. Thus, in this charter period the CVR new revenues generated by CVR will be applied to offset VPRI contributions to its core operating costs on a 2:1 ratio (that is VPRI will withdraw \$1 of core operating support for every \$2 of net new funding received by the ORU through overheads and other sources, after any deductions made by the a Faculty).

The VPRI understands the transitory nature of external revenues and thus commits to backstopping the institutional resource commitment, should external revenues decline.

In addition to core operating resources, subject to the notes below, the Office of the VPRI will make best efforts to provide a space allocation for the CVR to meet needs identified in its charter application for additional student, post-doctoral fellow and visitor space. The VPRI Office will also ensure that it 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.

Lead faculty

- The Faculty of Health is the lead sponsoring Faculty for CVR and the Faculty of Health gladly agrees to act in this capacity.
- The Dean of Health or designate will serve on the Board as a representative from Health to continue to promote the development of CVR and capitalize on opportunities to align ORU and Faculty objectives.
- The Faculty also approves the VPRI-funded course release for the Director.
- The Faculty of Health will continue to provide support to CVR in the form of staff time to assist with the development of funding proposals. As well, it will continue to consider requests for financial or in-kind contributions to major CVR projects, which CVR has made on several occasions in recent years. Lastly, it is also actively supporting Dr. Steeves, the Interim Director of the MRI Research Facility, in her efforts to promote the facility and develop a sustainable business plan.

Participating Faculties

Science: As a Participating Faculty, the Faculty of Science will support CVR in promoting the Centre, will supply a decanal representative to serve on the Board, facilitate with the selection and support of the Director, and assist in recruiting of graduate students. The Faculty recognizes that at some point a CVR director may be nominated from the Faculty of Science and would support such an appointment.

Lassonde: To date a total of six (6) engineering faculty are contributing substantially to CVR and in many ways from vision science, electronics, and data analytics to robotics. Such contributions from our faculty are important and well aligned with Lassonde School of Engineering's vision, mission and strategic research priorities. Such participation extends and enhances collaboration beyond disciplinary and Faculty boundaries to tackle previously unaddressed problems proposed in the re-chartering document. The Faculty recognizes that at some point a CVR director may be nominated from the Faculty and would support such an appointment.

Additional sources of Income (actual and potential)

- Revenue from printer (about \$5000/year)
- Profit from international conferences in 2015, 2017 and 2019
- Possible revenue associated with the Summer School. CVR are actively exploring the idea of using our annual CVR summer school to form part of a professionally accredited continuing education program (e.g., through the Canadian Ophthalmological Society).
- Offering an undergraduate diploma in Vision Science
- Offering a public lecture series with an attendance fee
- Running courses (e.g., a computing instruction course) with an associated fee

To these ends, the CVR will work with Innovation York and VentureLab to create new contracts with an expanded base of industrial partners and with the Health Leadership and Learning Network (HLLN) to develop courses and lecture series.

Proposed Charter	Institute for Social Research
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Institutional. This is a new charter for an existing ORU . This is also the first application for a charter in the category of “Organized Research Service Unit” as defined by Senate Policy: “in some instances, the operations of an ORU may primarily involve the provision of service or contract research products to internal or external clients. Such ORUs shall receive the designation of Organized Research Service Units (ORSUs). While excellence in scholarship and education remains an important goal of these units their evaluation places emphasis on the demonstrated excellence and the continuing relevance of the core services provided.”
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Charter Application and letters of support 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 took account of the full application and appendices, reviewers’ report (and IRS response) and letters of support.

All relevant parties, including applicants and sponsors, will agree 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 Strategic Planning

The Vice-Provost Academic confirms that “ISR is an integral part of our cyclical program reviews, and its participation ensures

ongoing improvements to the service and the quality of the reviews, which, in turn, advances our university’s commitment to excellent programs and student success.

**Terms and Expectations
Institute for Social Research (ISR)
2015-20 Charter
(Institutional, Organized Research Service Unit)**

1. Mandate

The Institute for Social Research undertakes research that engages interdisciplinary social issues through research methodologies that involve survey, quantitative and mixed methods research. It also provides research services within York University for students, faculty and senior administrators that supports these research methodologies and undertakes studies of the university community. The primary aim of ISR is to conduct, support and disseminate social research using surveys and focus groups with a particular focus on social problems, population and public health, mental health, public affairs, and the York University community.

2. Lead Faculty

As ISR is transitioning from an ORU to an ORSU, the lead faculty will be determined within the first 12 months of the charter period.

3. Participating Faculties

- Liberal Arts and Professional Studies
- Health
- Faculty of Environmental Studies (Participating)
- School of the Arts, Media, Performance and Design (Participating)
- Glendon College (Participating)

4. Board

Composition of the Board for ISR normally will be as follows:

- Vice-President, Research & Innovation (or designate)
- Dean, Faculty of Liberal Arts & Professional Studies (or designate)
- Associate Director, ISR
- Vice-Provost
- Chair, Psychology, Faculty of Health

5. Advisory Body

ISR does not currently have an active Advisory Committee. Within the first year of the charter period, ISR will present a plan to the Board for an appropriate advisory committee regarding the research services it provides.

6. Objectives and Expectations for 2015-20

6.1 GOVERNANCE

Director: On July 1, 2014, Lesley Jacobs, Professor of Law & Society and Political Science, was appointed to a five year term as the Director of the Institute for Social Research, ensuring that ISR has stable leadership until 2019.

6.2 STRATEGIC RESEARCH DEVELOPMENT

The core faculty members at ISR will continue to undertake their innovative social research that will ensure that ISR remains a national leader in the fields of inequality, social exclusion, and social science research – principally working in the disciplines of psychology, political science, and sociology – on population health including the social determinants of health. They will also contribute to major national and international debates on research methodology. This in effect will be a continuation of the traditional ORU function.

The essence of the application is that the Institute for Social Research fulfill its mandate as an ORSU through three components. Two of these – the Survey Research Centre and the Statistical Consulting Service – are already at the centre of operations.

The third component that will be added to the Institute for Social Research is York University's Statistics Canada Research Data Centre, which was established in 2009 and has remained an independent unit staffed by Statistics Canada employees and overseen by the Vice President Research and Innovation.

The first two components would undertake research as well as provide research services to others within the university as well as to those external to the university. The Survey Research Centre has already secured external research grants and contracts for 10 major surveys in 2015-2016, amounting to \$2,175,935. The third component – the Statistics Canada RDC – would function principally to provide research services for York faculty and students utilizing Statistics Canada data in their own research.

6.3 TRAINING AND SOCIAL RESEARCH METHODS SUPPORT

ISR will offer support to faculty in the following ways:

- Strengthening support for faculty in quantitative data analysis through the Statistical Consulting Service (SCS) (aiming for a 25% Increase in the use of SCS by LA&PS faculty members)
- Regularized short course offerings in statistical methods and software (aiming for 10 courses on NVIVO offered over the five years)
- Strengthening course offerings and support for the use of qualitative research software 10 courses on SAS, SPSS and R over the five years

The main vehicles for the training of graduate students are the Statistics Canada Research Data Centre and the Statistical Consulting Service. The two staff members provided by Statistics Canada provide graduate students with ongoing training and advice about how to access and use Statistics Canada data in their own research. The Statistical Consulting Service provides training at two levels. For graduate teaching assistants, there is ongoing training to support TAs dealing with SCS clients as well as to teach the SCS non-credit short courses. For graduate students who require support in quantitative social methods in their own research, the SCS provides a range of services including the focused short courses and the individual consultation meetings with ISR faculty, staff and TAs. Individual graduate students are also hired to undertake research on specific research projects.

In this Charter period, ISR will:

- Train 20 TAs
- 100 graduate students receive support on their own research
- 250 graduate students will be enrolled in ISR courses over the five years

- 4 graduate students will be employed to collaborate on research projects

6.4 KNOWLEDGE MOBILIZATION (KM)

As an ORSU, the Institute for Social Research will engage in knowledge transfer through diverse means. The Statistical Consulting Service and the Statistics Canada Research Data Centre will both offer York faculty and graduate students training and support on their own research, including access to data bases and short courses. The substantive research findings of the Survey Research Centre will be reported in academic publications, media and newspaper articles, and reports.

During this Charter period:

- ISR will sponsor a minimum of 5 major KM events
- Faculty and staff will offer a minimum of 20 community presentations
- ISR Faculty and staff will publish at least 8 articles in applied/policy oriented journals oriented towards knowledge mobilization

7. Resource Commitments

The ISR is a self-sufficient ORU, and it is expected that it will remain self-sufficient also as an ORU. In addition to external contracts, it expects to receive approximately \$75,000 per year as ICR (for Undergraduate Program Reviews, Student Surveys, and Data Analysis).

The VPRI will honor 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 will be shared by Faculties with the ORU/ORSU according to mutually agreed upon terms (see below).

The VPRI Office will also ensure that ISR 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.

Lead Faculty: The role of lead Faculty for ISR remains under discussion between the VPRI and the supporting Faculties. All parties commit to a resolution of this issue by fall of 2015 in order to ensure that ISR can go forward with a primary sponsor.

Sponsoring Faculties: The Lead and Participating Faculties will honor 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. The emerging expectation is for a minimum of two thirds of overhead revenue to be returned in support of the ORU's indirect research costs. In this event, overheads received by ISR will also be expected to offset VPRI contributions to the Research Data Center according to the 2:1 ratio.

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

Notes: ORSU 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 ORSU self-sufficiency over time, incentivizing fundraising by ORSUs, and investing in the growth of successful ORSUs. ORSU 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 ORSU 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 ORSU, availability of space, and overall institutional space pressures.

Proposed Charter	Robarts
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Institutional. This is an application for a new charter for an existing ORU.
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Charter Application Letters of Support 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 took account of the full application and appendices, reviewers' report (and the applicants' response) and letters of support.

All relevant parties, including applicants and sponsors, will agree to the final iteration of the terms and expectations document.

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 Strategic Planning

The Dean of Education stresses the Centre's consonance with his Faculty's strategic planning orientation, and others writing in support attest to Robarts reputation for high quality, interdisciplinary, pan-University reach, and innovation research.

Terms and Expectations
The Robarts Centre for Canadian Studies /
Centre Robarts d'études canadiennes
2015-20 Charter
(Institutional ORU)

1. Mandate and Vision

The Robarts Centre provides a focal point at York University for enhancing the scholarly understanding of Canada – its history, its people and its future. It contributes to key public debates and scholarly research on significant topics related to Canada's unique history and experiences: these range from comprehending the complexities of multiculturalism in Canada's largest city; evolving relations with French Canada as perceived in one of Canada's only bilingual universities; engaging with the articulations of the aspirations of indigenous peoples in Canada; and identifying the challenges of government policies in a context of fiscal restraint, among many others. The Centre fosters collaborative research, supports individual researchers, brings together colleagues across the university, provide administrative expertise for large-scale projects, co-operate with scholars beyond the university, support graduate students and contribute to the external profile of York researchers.

2. Lead Faculty

Faculty of Liberal Arts & Professional Studies (Sponsoring)

3. Participating Faculties

- Glendon College
- School of the Arts, Media, Performance and Design
- Faculty of Education

4. Board

- Vice-President, Research and Innovation
- Dean, Faculty of LA&PS (or designate)
- Principal, Glendon College (or designate)
- Dean, Faculty of Education (or designate)
- Dean, Faculty of Environmental Studies (or designate)
- Dean, Osgoode Hall Law School (or designate)

5. Advisory Body

The Robarts Centre does not currently have an external Advisory Board. The Robarts Executive is expected to develop an external Advisory Board within year one of the charter. This Advisory Board should convene at least once per year.

6. Objectives and Expectations for 2015-20

6.1 GOVERNANCE

Directorship: Professor Gabrielle A. Slowey, Associate Professor of Political Science has been appointed as the Director of Robarts for the period 2015-2020.

Executive Committee

In 2012, the Centre's Executive Committee adopted a constitution including representation from a variety of Faculties. The Centre now draws on active membership from six different faculties:

- Education
- Environmental Studies
- AMPD
- Glendon
- LA&PS
- Osgoode

Robarts will strive to maintain diversity on the Executive, including two graduate students.

Associates

Associates must indicate every three years that they wish to remain so designated on the Centre website. The main criterion for Associate status is an on-going engagement with the Centre and its activities.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

During the Charter period, Robarts will assist its members in preparing at least one large scale SSHRC grant.

6.3 STRATEGIC RESEARCH PRIORITIES

As a way of focusing research at York around specific areas, the Centre has organised research clusters of faculty and graduate students. This practice will continue over the Charter period. To expand research areas, it will be part of the strategy of the Centre to launch at least two new clusters over this period. Collegial leadership is essential in this regard: these clusters work best when Associates design a programme with clear expectations and outcomes.

Cluster A: Indigenous issues

The most active group of researchers over the last few years at the Centre has included scholars working on Indigenous issues, and this is an area of developing strength at York and in the Centre. In addition to seminars, public talks, and a special issue of Canada Watch, the Centre has supported research activity in this area, with a particular focus on Inuit and Métis. The Centre will continue to develop links with Ontario's Ministry of Aboriginal Affairs, to translate the scholarly knowledge on Indigenous issues to policy makers in the Ontario government. The large-scale SSHRC Partnership Grant led by Anna Hudson also provides a focus on Indigenous issues for the Centre.

Cluster B: The North

During the current charter period, Robarts will seek to further integrate Northern researchers into the life of the Centre. Dating back over two decades, the Advisory Committee on Northern Studies at York University (formerly the President's Advisory Committee), has served as the York hub of Arctic and sub-Arctic research. It represents the University at the Association of Canadian Universities for Northern Studies, promotes and adjudicates applications to the Northern Scientific Training Program of the Department of Aboriginal Affairs and Northern Development Canada and organizes an annual research forum.

This group will formally merge with the Centre and rename itself the “Borealis Council.” In part, this move will give the group a permanent and compatible home for their operations. It also recognizes the current high level of interest in Northern issues at Robarts.

Cluster C: Environmental History

The Centre has fostered the development of Environmental History at York University for the last four years, helping to host the 2013 annual meeting of the American Society for Environmental History, supporting the publication of a book of scholarly articles on the environmental history of the Greater Toronto Area, running a joint seminar series with UBC on Canadian environmental history, and housing a “Digging into Data” grant. Four postdoctoral fellows working in the field have been affiliated with the Centre. The Centre provided some institutional support for Sean Kheraj’s (History) SSHRC-funded podcast series on environmental history, and these podcasts are available through the Centre’s website.

The Centre supported the Letter of Intent application for a SSHRC Partnership Grant led by Sean Kheraj (with Coates as Associate Director). This application was ranked as fundable (at number 36 out of 96 applications), but below the cut-off range (which extended to 25 in that year). Robarts will encourage a revamped application over the five years.

Cluster D: Science Studies

The Nature-Culture group will focus its energies around activities in Science Studies in Canada. A primary goal is to publish an issue of Canada Watch on the “death of evidence.”

Cluster E: Black Canada

The Centre will continue to support activities in this area, including research and public outreach. Some of this work will occur in conjunction with other ORUs, such as the Tubman Centre. This group raises the profile of research on a key demographic group in the Greater Toronto Area and demonstrates another way in which the Robarts Centre achieves the goal of engaging with a broad local community.

6.4 TRAINING

The Centre creates opportunities for cross-disciplinary dialogue and collaboration that do not exist within the departmental structure of universities. Such activities enhance the academic environment for students and postdoctoral fellows. For some of these colleagues at an earlier stage of career, there will be opportunities to design their own colloquia and advance their professional development. During the charter period, Robarts will host an annual multidisciplinary graduate student conference (one per year on a theme to be determined the year previously). Robarts will fund and mentor graduate student organizers of this event.

6.5 EXTERNAL RELATIONS AND KNOWLEDGE MOBILIZATION

Robarts will seek to undertake the following activities during the charter period:

- Liaise with Ontario government: Collaborate on exchanges with provincial policy makers.
- Facilitate Public Outreach: Facilitate at least two series of talks by York colleagues in the Toronto Public Library system.
- Administer the Robarts Centre Visiting Fellowship: Adjudicate applications for this fellowship, assist in the scholarly contributions of two international visitors per year, as long as the funds permit.
- Facilitate media outreach: Serve as a clearing house for media requests, when reporters attempt to find York-based experts on specific topics related to Canada.
- Contribute to the Canadian Studies Network- Réseau d’études canadiennes: Maintain institutional membership in the association; liaise with the association; nominate York colleagues and students for the various prizes; have a York representative at the annual conference when possible.
- Contribute to the International Council for Canadian Studies: Maintain links with this association

and through it with international Canadian Studies associations.

7. Resources

VPRI: The Office of the VPRI will ensure that Robarts has access to core operating resources throughout the Charter term, subject to the notes below, and subject to Robarts 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's course release, stipend and benefits as mandated by the YUFA Collective Agreement; and c) discretionary operating funds up to \$2,000. In the normal course, ORUs are expected to use unallocated operating fund carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Robarts should also ensure that their unused payouts from the endowment flow to the operating funds rather than help build the capital balance of the endowment.

The Robarts Centre benefits from endowments which date back to the 1980s. These amount to \$1.6 million. In the previous charter period, the yearly payment was capped at 5%, producing approximately \$83,000. In the current charter period, Robarts will receive returns to this endowment as per university policy.

During the Charter period, Robarts will also seek to augment its funding base with the following strategies:

- pursue appropriate cost recoveries from eligible grants
- work with Advancement to increase endowments
- Maintain prizes (Godard, Odessa or equivalent)
- Develop a plan to fund an undergraduate prize if the Odessa Prize is not maintained
- Consider other revenue-generating possibilities such as a summer school

The VPRI will honor existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. However, as Robarts is now maturing as an ORU, overheads for **new** projects administered by Robarts in this charter 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 **net new** overhead funding received by the ORU after any deductions made by the a Faculty). Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

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. The emerging expectation is for a minimum of two thirds of overhead revenue to be returned in support of the ORU's indirect research costs. In this event, overheads received by Robarts will also be expected to offset VPRI contributions to the ORU's core operating costs according to the 2:1 ratio.

In addition to core operating resources, subject to the notes below, the Office of the VPRI will make best efforts to provide a space allocation for Robarts to meet needs identified in its charter application for additional student, post-doctoral fellow and visitor space. The VPRI Office will also ensure Robarts 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 honor 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. The emerging expectation is for a minimum of two thirds of overhead revenue to be returned in support of the ORU's indirect research costs. In this event, overheads received by Robarts will also be expected to offset VPRI contributions to the ORU's core operating costs according to the 2:1 ratio.

Lead Faculty: As the Lead Faculty, LA&PS commits to factoring into their strategic planning the development of Robarts 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 Robarts's research success in areas including membership, strategic research development, leadership, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

Glendon agrees to offer up to one graduate assistant per year from their MPIA program.

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 pressure.

Proposed Charter	York Centre for Asian Research
Action Requested of APPRC	Recommend chartering of this ORU by Senate for a five-year term beginning July 1, 2015 IN PRINCIPLE SUBJECT TO COMPLETION OF THE TERMS AND EXPECTATIONS DOCUMENT
ORU Category	Institutional. This is a new charter for an existing ORU .
Sub-Committee Approval	Sub-Committee recommendation finalized on May 21, 2015
Decision	There was no dissent among Sub-Committee members.
Documentation	Charter Application Letters of Support 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 took account of the full application and appendices, reviewers' report (and CRMS response response) and letters of support.

All relevant parties, including applicants and sponsors, will agree 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 Strategic Planning

In letters of support, Glendon stresses research intensification, AMP&D points to the value to undergraduate and graduate research, FES is confident that it will help realize Strategic Research Plan goals, and LA&PS notes that it "unequivocally" advances that Faculty's academic planning priorities.

Terms and Expectations York Center for Asian Research (YCAR) 2015-20 Charter

1. Mandate

YCAR is a community of scholars committed to understanding the changing historical and contemporary dynamics of places in Asia, of Asia's place in the world, and of Asian communities in Canada and around the globe. The Centre encourages research that reflects a transnational, interdisciplinary, critical and engaged approach to scholarship. YCAR fosters intellectual exchange, provides research support, enriches student training and facilitates knowledge mobilization.

2. Lead Faculties

Faculty of Liberal Arts & Professional Studies (Sponsoring)

3. Participating Faculties

- Faculty of Environmental Studies (Participating)
- School of the Arts, Media, Performance and Design (Participating)
- Glendon College (Participating)

4. Board

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

- Vice-President, Research & Innovation
- Associate Vice President Research
- Dean, Faculty of Liberal Arts & Professional Studies (or designate)
- Dean, Faculty of Environmental Studies (or designate)
- Dean, School of the Arts, Media, Performance and Design (or designate)
- Principal or designate, Glendon College
- Dean, Faculty of Graduate Studies (or designate)
- Associate Vice-President, International

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

5. Advisory Body

YCAR's External Advisory Council was first constituted in 2014. In the period 2015-20, YCAR will enhance and/or reconstitute the Council in alignment with the directions it identifies for its strategic development.

6. Objectives and expectations for 2015-20

6.1 GOVERNANCE

Director: The Director is appointed on a fixed term to provide overall leadership and academic direction for the Centre. S/he has day-to-day administrative responsibility for the Centre including its staff, financial operations, fundraising, promotion and programmes.

Associate Director: The Associate Director assists the Director in administering the work at the Centre. S/he also serves as the Director's deputy in his/her absence. The Associate Director or another faculty associate of the Centre will serve as Coordinator of the Graduate Diploma in Asian Studies.

Executive Committee (EC): The Executive Committee will meet usually at least twice in each academic term. The committee makes all major decisions affecting the Centre, including: approval of the annual report and budget; approval of nominees for affiliation with the centre as associates; and approval of major funding or resource commitments made by the Centre. Sub-committees of the Executive make decisions concerning the allocation of membership, awards and space. The Director acts as chair of the EC.

Coordinator: The Coordinator handles day-to-day operations at the Centre, is responsible for budgeting and personnel matters related to research projects and the Centre's research activities, supports applications for research funding, coordinates events and visitors at the Centre, and serves as the administrator of the Graduate Diploma in Asian Studies (GDAS), among other responsibilities.

External Advisory Council (as above)

Annual General Meeting (AGM): The AGM of YCAR associates is normally held in April. The purpose of the AGM is to discuss the annual report of the Centre, approve the Centre's budgets and statements of operation, ratify nominees for membership on the Executive Committee, and ratify proposed amendments to the Centre's Constitution.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

YCAR has established a solid track record of assisting members to attract research funding (especially from SSHRC) and supporting funded research activity. During its previous term it administered research income of over \$1.78 million. Over its next charter term YCAR should aim to build on this momentum with a target of a 20-25% growth in the administration of 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, YCAR 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 YCAR will diversify its funding beyond the tri-council to other agencies, including sources that will generate unrestricted overhead funding (such as the International Development Research Centre (IDRC), the Korea Foundation, the Japan Foundation and the Shastri Indo-Canadian Institute). As a centre focused primarily on the social sciences, humanities and creative arts, most research funding is through the Social Sciences and Humanities Research Council (SSHRC), and YCAR has considerable expertise in developing proposals for SSHRC's Insight, Partnership and Connection programmes and this success is expected to continue. SSHRC does not, however, provide direct overheads and so YCAR is partly dependent on internal funding from the University for its operational expenses.

External Private Donations: Working with Advancement and the potential new resources for outreach, and development (see below), YCAR will pursue, *inter alia*: naming opportunities for the Centre, and/or for

Research Chairs (including for the Director), support for an expanded suite of graduate student research and language awards. The annual Asia Lecture (or annual lectures in specific fields) will also provide an opportunity for donors to contribute.

In evaluating YCAR's progress toward meeting these expectations, the Board will consider the funding applications submitted with the support of YCAR, the success of its Directors and members in attracting external research funds, the number of members with grants and contracts administered by YCAR, the level of support provided to assist graduate student research, and the amount of external research income administered by the Centre.

6.3 STRATEGIC RESEARCH DEVELOPMENT

YCAR plays a critical role in elevating the University's stature in Canada and abroad as a leader in creative and socially engaged research related to Asia and the Asian diaspora. 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, with clear alignment with the following themes: 'Advancing Fundamental Discovery and Critical Knowledge'; 'Analyzing Cultures and Mobilizing Creativity'; and 'Forging a Just and Sustainable World'.

Going forward, YCAR will seek to develop research foci, i.e. defined areas for research and scholarship. The Centre has identified three areas of particular focus that represent strong and distinctive clusters of scholarly expertise: 'Asian Diaspora, Migration and Transnationalism', 'Mobile Cultures of Asia', and 'Resources, Livelihoods and Environmental Politics in Asia'. At the same time it is recognized that one of YCAR's strengths is the diversity of its scholarship, which is to be expected given the size and diversity of the region that defines its mandate.

It is expected that YCAR will work collaboratively with Faculties represented on its Board as well as other units to build the University's overall reputation as a leader in these areas. To facilitate strategic planning YCAR 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 2016, with the 2015-16 annual report.

6.4 UNDERGRADUATE, GRADUATE AND POSTDOCTORAL MENTORING

YCAR 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. Offer Graduate Diploma in Asian Studies and core course module
- b. Expand financial support for research awards, language training and professional development
- c. Expanded study/research space available for graduate students
- d. Biennial Graduate Student Conference at Glendon.

With respect to undergraduate students, YCAR may undertake the following activities:

- a. Research and research-creation presentations and performances in undergraduate classes
- b. Annual research symposium for undergraduate research on Asia
- c. Collaborative events with undergraduate student associations
- d. Training event relating to Chinese and Korean bibliographic sources

6.5 DEVELOPMENT OF STRATEGIC AND EXTERNAL RELATIONS

YCAR has developed a rather impressive and comprehensive repertoire of knowledge dissemination activities. However as pointed out in the external review, YCAR is yet to fully realize its immense potential for visibility and engagement at the local, national and international levels. During 2015-2020, YCAR is expected to develop a strategic plan for development of its external relations and to enhance its national and

international reputation.

Following the discussions at the meeting of the YCAR Board on 9 March 2015, the VPRI has initiated discussions with the lead and sponsoring Faculties about the feasibility of creating a dedicated resource for Outreach, Mobilization and Development for YCAR. These discussions will be pursued further and brought to a conclusion during the first 18 months of the charter period.

6.6 UNDERGRADUATE OUTREACH AND RECRUITMENT

In its future planning, YCAR has indicated its intent to engage high school students and teachers in Ontario, to provide Asia-related expertise and content (such as through its proposed Speakers' Bureau). It may be useful to explore whether YCAR can also be leveraged for engaging international students, as the majority of York's international recruits come from India and China. While international recruitment is now done through the Faculties, York remains significantly under-resourced in terms of providing prospective international students (and international actors related to recruitment, such as guidance counsellors) with program-specific or area specific academic information and academic contacts. YCAR can act as this academic contact point, provided adequate resources are available.

7. Resource Commitments

VPRI: The Office of the VPRI will ensure YCAR has access to core operating resources throughout the Charter term, subject to the notes below, and subject to YCAR 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) provision of up to \$30,000 (subject annually to budgetary constraints) in support of a Coordinator for YCAR, whose primary role is to provide appropriate research support services; c) a non-cutttable base allocation of up to \$26,435 annually; d) a cuttable allocation of \$5,596 annually; and e) discretionary operating funds up to \$2,000. In the normal course, ORUs are expected to use unallocated operating fund carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. YCAR should also ensure that their unused payouts from the endowment flow to the operating funds rather than help build the capital balance of the endowment.

The VPRI will honor existing arrangements for the sharing of unrestricted overhead funding with ORUs pending the implementation of a new University budget model. However, as YCAR is now maturing as an ORU, overheads for **new** projects administered by YCAR in this charter 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 **net new** overhead funding received by the ORU after any deductions made by the a Faculty).

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.

In addition to core operating resources, subject to the notes below, the Office of the VPRI will make best efforts to provide a space allocation for YCAR to meet needs identified in its charter application for additional student, post-doctoral fellow and visitor space. The VPRI Office will also ensure YCAR 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 honor 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. The emerging expectation is for a minimum of two thirds of overhead revenue to be returned in support of the ORU's indirect research costs. In this event, overheads received by YCAR will also be expected to offset VPRI contributions to the ORU's core operating costs according to the 2:1 ratio.

Lead Faculty: As the Lead Faculty, LA&PS will engage in discussions with YCAR as to how they can be factored into the strategic planning in relevant areas including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications and advancement opportunities. LA&PS commits to a continuation of existing support for the core course in the Graduate Diploma in Asian Studies – this allows the relevant hosting graduate program to offer the course in addition to its existing suite of graduate courses. Subject to the continuing presence of an active MOU between LA&PS and the Asian Business Management Program (ABMP), ABMP will provide a guaranteed payment of \$15,000 annually to YCAR to compensate for services and supports and to further its joint work with the Centre. In addition, ABMP will transfer to YCAR 50% of its annual profit if any, up to a maximum of \$10,000.

Participating Faculties: The Participating Faculties agree to contribute to discussions of how to enable YCAR's research success in areas including membership, strategic research development, leadership, 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.

DRAFT INSTITUTIONAL INTEGRATED RESOURCE PLAN (IIRP):

Context

York University is firmly committed to advancing the mission, vision and core academic priorities of enhancing quality in teaching and learning, research intensification, student success, and community engagement as set out in our planning documents¹, and to furthering our aspirations in relation to recognition as a leading world class university. We are distinguished by our reputation for new and progressive ways of thinking, for our approachability and commitment to inclusivity and diversity, for our community engagement both locally and globally, and for our commitment to quality teaching and learning, social responsibility, and leadership in innovation and socially relevant research.

Over the past several years, however, institutional attention has been directed to an increasingly pressing budget situation. The simple fact is that York's costs exceed its revenues. Combined with enrolment declines, this has led to significant institutional and Faculty deficits within a constrained provincial funding and policy context where differentiation and accountability are major drivers. These realities necessitate major change and innovation in academic matters and administrative services to support them. The Board of Governors has mandated that the University set in motion plans to address its financial situation within a four-year timeframe. Ensuring that we do so in a way that continues to advance York's reputation requires that we take full advantage of available opportunities to build on our strengths. Many local initiatives have already been undertaken, resulting in substantial progress over the past five years, but the current context calls for a pan-university strategy to coordinate and facilitate those efforts.

York University Planning Context

York has a strong planning context with several components:

- a White Paper that provides a longer term vision for the University (to 2020)

¹ See below for our institutional documents.

- a Five-Year University Academic Plan 2010 – 2015 that sets out priorities and objectives to advance that vision (planning for the next Five Year Plan 2015 – 2020 will begin in the Fall)
- a complementary Strategic Research Plan 2013-2017
- a Strategic Mandate Agreement with the Ontario government setting out priority areas for development in the short term as well as our enrolment plan (2014-2015 to 2016-2017)
- divisional and Faculty plans including academic, budget and operational plans.

Our operational, or Integrated Resource Plans (IRPs), serve an important role in aligning institutional and local level plans by providing a common framework that sets out the objectives and initiatives that units are undertaking to realize the University's priorities. While divisional and Faculty plans have identified many directions worthy of pursuit, they nevertheless have limited capacity for facilitating inter-divisional, pan-university initiatives essential to support local efforts in achieving our goals.

Moreover, we believe there is broad consensus on the part of the York community that fundamental changes are needed to build on York's many strengths by taking a pan-university approach. As we do not have the resources to simultaneously implement a large number of initiatives, it is imperative that we identify and move forward on those that hold the most potential to significantly enhance York's success and reputation *and* address the budget situation. In this context, it is critical that we identify priority initiatives for immediate action, which draw upon and contribute to our various local and institutional processes to guide future planning.

The purpose of this Institutional Integrated Resource Plan is to identify opportunities and initiatives that cannot be fully leveraged at a local level and require an institutional approach; and that have the potential to further our academic priorities while addressing the financial sustainability of our institution and quality of our services.

PRASE (Process Re-Engineering and Service Enhancement) was undertaken several years ago in an effort to identify pan-university initiatives that would enhance quality and delivery of services in key areas of student support (especially advising) as well as administrative areas such as human resources and finance. Some notable progress has been achieved with that process but over time it became evident that the challenges we face as an institution as well as potential opportunities for addressing those challenges required considering all programs and services offered across the university. The decision was therefore made to expand PRASE by undertaking the Academic and Administrative Program Review.

These institutional data-collection and consultation processes have provided additional information to the many local processes (including Cyclical Program Reviews, as an example), surfacing numerous possible priorities for attention. However, the critical importance of focusing our efforts on priority initiatives that will enhance academic and service quality and support sustainability has emerged as an overarching objective that enjoys community support, is achievable, and offers opportunities to improve significantly our budget situation. This plan sets out those initiatives that have been identified as having the greatest potential for institutional action to advance that objective.

In this regard, it is intended that University academic priorities are used as the lens/basis by which the IIRP initiatives are developed and implemented. The University academic priorities are essentially the central principles that inform/shape everything we do... e.g. having a global perspective, being research intensive... It should be noted that the IIRP initiatives do not specifically align with each of the academic priorities espoused in the White Paper and University Academic Plan 2010 – 2015. Some of our most significant priorities are not included in this plan in any detailed way. Research intensification and fund-raising are two significant examples. This is not to signify that these priorities are not institutionally important or that they should not be vigorously pursued, but simply that they are thought to be already well-established with initiatives under way to advance them at institutional and local levels.

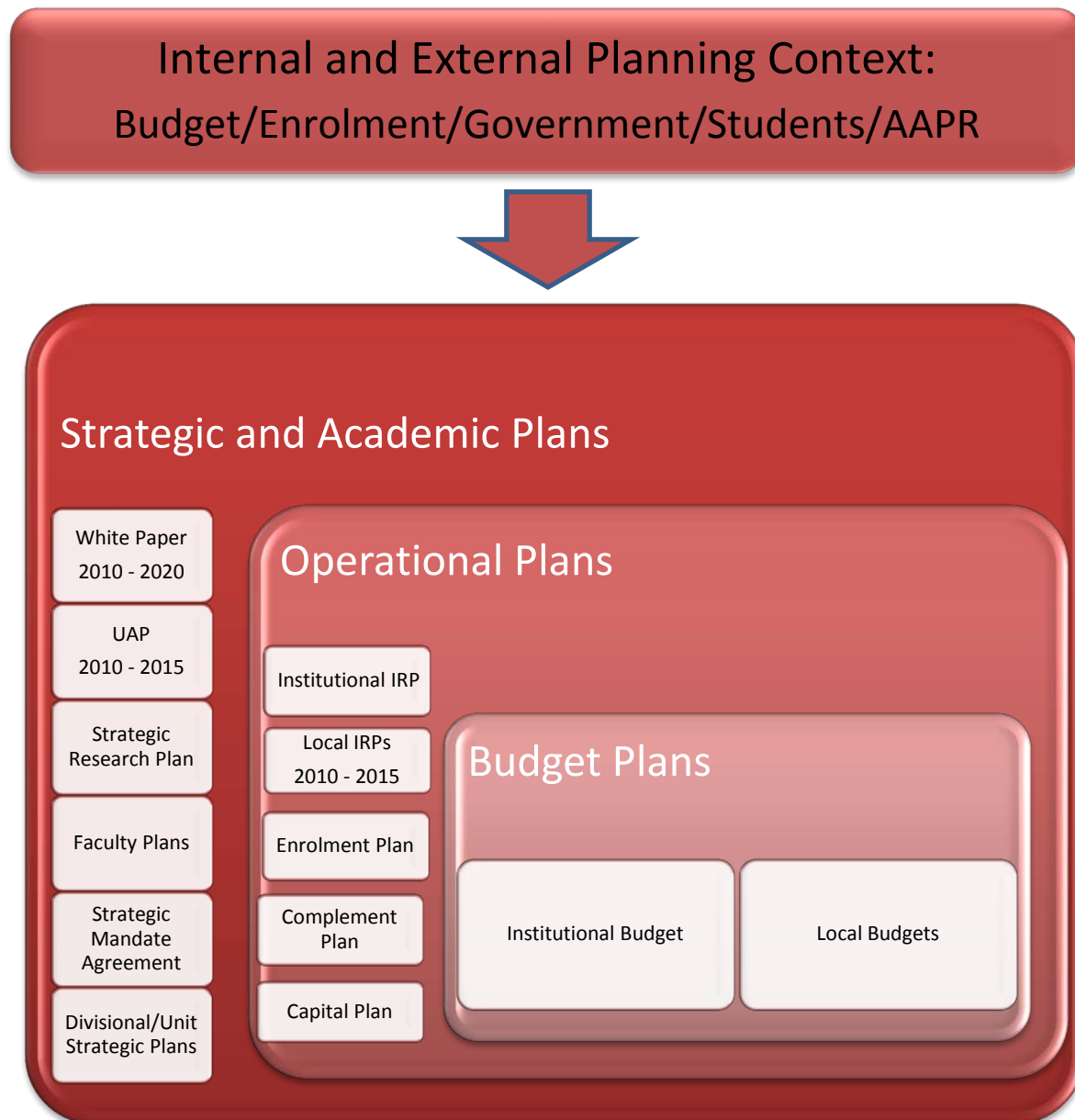
The Role of the Institutional Integrated Resource Plan

This Institutional Integrated Resource Plan (IIRP) presents an institutional framework for action – for the consideration of how best to operationalize our priorities taking a pan-university lens (see Figure 1 below). It complements local IRPs by:

- identifying strategic initiatives at an institutional level that will advance our core priorities;
- setting out an action plan to implement those initiatives;
- ensuring that available resources are being used as effectively as possible in support of those initiatives; and
- specifying KPIs or measures by which we will assess our progress.

The document should be seen as part of an iterative process between local and institutional plans; it will form the basis for discussions with the community about the way forward and for reports to Senate and the Board of Governors, as well as for local IRPs and the development of the next University Academic Plan to be undertaken in Fall 2015.

Figure 1. Planning Cycle and the IIRP



It is guided by principles and commitments in relation to:

- advancement of York's mission and vision with specific attention to what differentiates York and enhances its reputation (supported by survey results of students, faculty and staff)², including:

² Survey research undertaken by Strategic Counsel, 2013;2014; and Slice Insights, 2015

- commitment to innovative pedagogies and student engagement in learning
- commitment to the intensification of research, scholarship and creative activities, including opportunities for students to engage in related activities, and advancing our leadership in social innovation
- engagement with local, national and international communities – committed to building strong communities, giving our students international experiences and establishing global research networks
- progressive and vibrant university built on a foundation of critical thinking and infinite possibilities
- approachable supportive environment – global village – committed to inclusivity and diversity
- emphasis on social responsibility and impact
- commitment to education, research and action around sustainability
- consistency with York's strategic priorities as articulated in planning documents, including enhancing quality, student success, scholarly achievement, and community engagement
- transparency and collegial input
- responsiveness to financial challenges facing the University
- evidence based planning

The Role of AAPR

To support efforts to institute a pan-university approach to the imperative to both enhance quality and achieve budget savings - and building on PRASE - York engaged in a comprehensive, pan-university Academic and Administrative Program Review (AAPR) over the past year. The intention was, through a transparent and collegial process, to review and assess our institutional data as well as relevant external benchmarks in order to identify areas of strength in alignment with institutional priorities and those areas where changes or enhancements are needed. All programs – both academic and administrative – were encompassed in the review and given the opportunity to provide input about their programs based on the data provided as well as other information that they deemed pertinent. Task Forces then reviewed submissions and published institutional reflections on the material intended to help Divisions, Faculties, and programs consider the way forward. The President, Vice-Presidents, and Deans submitted preliminary planning responses based on

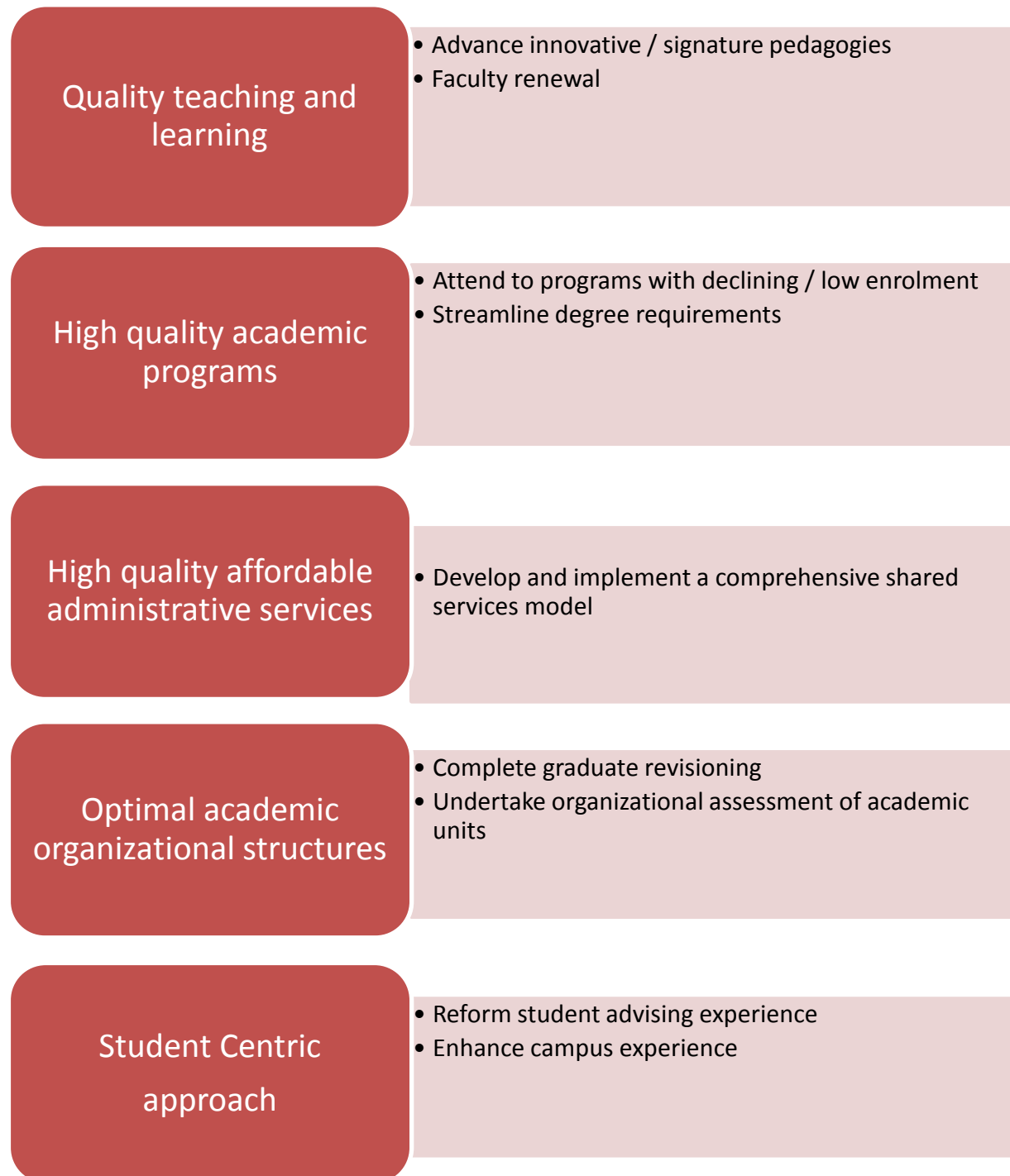
discussions in their units that commented on successes and promising directions for enhancing quality, achieving efficiencies, and supporting sustainability, taking into consideration the AAPR, but also the larger planning environment including documentation on enrolment and research data, student surveys, cyclical program reviews, student surveys (e.g., NSSE) and user satisfaction surveys (i.e., administrative services). Deans, Vice-Presidents, and the President came together at a retreat on April 28 to consider this evidence and to distil a shared understanding of the key priorities and commitments that had emerged from the process and initiatives to be pursued in order to advance those priorities.

The Institutional Integrated Resource Plan: Strategic Directions for Advancing our Priorities

As indicated above, it is clear that local initiatives and perspectives alone cannot address the challenges York faces. An institutional approach is critical. Emerging from consultations around the AAPR and other planning processes has been a unified determination to move forward around a **shared commitment to the enhancement of academic and service quality (for students, faculty and staff) and financial sustainability**. Following from this, five major thematic areas have been identified with specific initiatives to advance each, summarized in Figure 2 below.

Note: The Ontario government has recently announced approval of a York University campus in Markham. York's priorities will be reflected in planning for this new campus and its development will need to integrate with planning in relation to the identified initiatives across the University. The addition of this campus will provide unique opportunities for the University to build on its links with local and global communities, including research collaborations; to create new programs and synergies across programs, as well as new ways of teaching and learning, and distinctive pedagogies; to attract and serve new constituencies of students; to offer those students innovative approaches to the student experience; to develop effective services for faculty, staff and students; and to advance our reputation as leaders in sustainability. The Markham campus is

Figure 2. Five Institutional Initiatives to Advance York's Priorities



Note: The five sets of initiatives listed here have been identified as having the potential to advance our academic priorities and aid efforts to address the financial challenges facing the University by leveraging local efforts through a pan-university approach. These initiatives will complement other initiatives already well in hand such as research intensification.

envisioned as an “incubator” or testing ground for innovative ideas, which can then be introduced more widely.

The pages that follow provide further details of the initiatives that have been identified, in particular the rationale for their inclusion, as well as suggestions about how to move forward and the locus of authority/accountability. It is imperative that we begin to act immediately on each of these initiatives, even though some will be fully implemented over a multi-year timeframe. An important first step will be to set out clear milestones and measures for their achievement. It is important to note that these are not the only initiatives that can and should be pursued; they are those which appear to offer the greatest potential to move us forward at an institutional level at this time.

1) High quality teaching and learning

[See Recommendations 22 and 23, 27 - 29 in the Academic Task Force Report and Recommendation 6 in the Administrative Task Force Report].

Surveys document that perception of the quality of teaching and learning is important to students when it comes to choosing and ranking universities (Strategic Counsel survey of Ontario undergraduate applicants, 2013 and 2014). In particular, 63% of students choosing York as their 1st choice list it as a critically important factor in their decision (Strategic Counsel survey of York undergraduate applicants, 2013). The literature on deep learning also highlights the relevance of experiential education in particular (see, for example, Rogers, R. R. “Reflection in higher education: a conceptual analysis”. *Innovative Higher Education*, 2001, 26:1, 37-57). Awareness of the unique learning needs of York’s diverse student population, including students from a range of backgrounds, commuter students, and students who work full- or part-time, informs the commitment to ensuring accessibility and flexibility in programming and the overall educational experience. Enhancing quality teaching and learning directly benefits our students and also holds significant promise for differentiating York, and for recruitment and conversion.

- i. *Advance innovative/signature pedagogy:* This initiative would allow York to develop its reputation in relation to our distinctive pedagogy, encompassing experiential education (including research experience) and technology enhanced learning, as well as the commitment to accessible education, and the high quality teaching and learning experience that York offers, by taking an institutional approach to the benchmarks identified in the White Paper. Through the Academic Innovation Fund and other initiatives, York has made substantial progress in various programs and/or faculties. Notable examples include community based learning and internships. Similar efforts have resulted in the development of various online resources to enhance the student learning experience as well as an increase in the number of blended and fully online courses offered. The opportunity to engage in international learning and gain global perspectives (through, e.g., exchanges, study abroad, experiences in local communities, and internationally-focused programs) is another important differentiator for York that could be expanded connecting activities already underway such as Schulich in India and FES Costa Rica Las Nubes.

Building reputation however requires that we scale up these initiatives so that we are able to promote an experiential education opportunity in every program we offer (as supported by the literature and student surveys), or the availability of entire programs online. Realizing this opportunity requires that we align resources with efforts to provide the necessary infrastructure and faculty development support, building on coordinating strategies already under way through the office of the AVP Teaching & Learning. The potential positive outcomes include enhanced reputation and increased market share to secure York's longer-term financial stability.

While there are notable local efforts upon which to build, a concerted and coordinated pan-university approach might be expected to yield more significant results including commitments that we are able to make to our students. There are already institutional-level committees coordinated by the AVP Teaching and

Learning that could be expected to provide leadership in advancing these initiatives in concert with Faculties.

On a related matter, the YUQAP procedures are an opportunity to assess teaching and learning excellence through the cyclical program reviews including a stronger focus on student learning outcomes and competency-based learning.

Outcomes (for undergraduate and graduate programs):

- As discussed more fully in the White Paper, experiential education has been broadly documented as enhancing the student learning experience and the goal is therefore to ensure that all students irrespective of program have access to such activities – targets will be set to track our progress (including our SMA metric) and strategies developed to support offering experiential educational opportunities in every program (building on progress already made through the AIF and Career Centre etc)
- Similarly, targets will be set and strategies developed (building on those already in progress through the AIF) to provide all students with opportunities to pursue select programs (existing or newly developed) entirely online, as well as being able to access an increasing number of courses in blended or fully online formats
- a strategic and coordinated approach will be taken to putting in place infrastructure and supports for implementation for both eLearning and experiential education
- A systematic approach to expanding international components in the curriculum including both on-campus and global activities (e.g., study abroad)
- the YUQAP process will be refined to reinforce an emphasis on excellence and innovation in teaching and learning
- teaching and learning will be better promoted in pan-university and faculty communications
- stakeholder roles (LTS, Teaching Commons, SCLD, Career Centre, Faculties, Libraries, etc.) will be clarified

Impact:

- Enhance reputation

- Clearer differentiation
- Improve application rates
- Improve retention
- Increase student satisfaction
- Indirect revenue from increased enrolments, retention

ii. *Faculty renewal:* The renewal of the full-time faculty complement is a critical component of both ensuring high quality teaching and learning, including enhancing opportunities for students' interaction with full-time faculty in relation to both teaching and research, and promoting scholarly success. Advancing these efforts requires that we assess all available strategies for supporting the full-time faculty complement. This includes increasing the emphasis on research alignment in tenure-stream hires and leveraging opportunities for appointment of colleagues to the alternate stream to promote a teaching focus (including the possibility of teaching chairs to complement research chairs). The collaborative efforts of Faculties (units and Deans), the VPRI, and the Provost will be essential to the achievement of this initiative.

Outcomes:

- Comprehensive faculty complement planning that takes into consideration opportunities to enhance full-time complement, teaching excellence and research
- Effectively leveraging full range of complement opportunities including the alternate stream

Impact:

- improved full-time to student contact hours
- improved class size/student-faculty ratios
- improved retention
- enhanced pedagogical innovation
- research intensification

2) High quality academic programs

[See Recommendations 1 – 8, 13 – 16, 18 – 21, 24 – 26 in the Academic Task Force Report]

“Quality of academic programs” is well-documented among the top reasons students give for choosing a university (Strategic Counsel surveys, 2013 and 2014), and is central to our ability to differentiate ourselves from competitors. Faculties necessarily must take the lead in bringing forward specific recommendations, and decanal leadership and accountability will be key. At the same time, inter-Faculty discussions may also need to be facilitated. Solutions will be diverse depending on the specific issue – i.e., small but stable and high quality programs may be supported by a Faculty based on a concrete plan, whereas programs with declining demand which are not likely to stabilize or reverse may need to be fundamentally revised, merged or phased out. A key component related to the quality of programs is the degree of research engagement and the international recognition of its significance. Any proposals for changes to program structures or content will of course be subject to regular governance processes.

- i. *Attend to undergraduate and graduate programs with declining/low enrolment:* The enrolment data in the AAPR has demonstrated that there are a number of programs that are experiencing significant declines in enrolment; such programs may be unsustainable or in need of significant change. An important institutional initiative is thus a Faculty-driven response to programs with declining/unsustainable enrolment. The PIFs and Academic Task Force Report taken together provide an excellent starting point for identifying programs that are facing challenges, as programs had an opportunity to review detailed enrolment trends and to comment on the reasons for the challenges the programs are facing and the potential for change as part of PIF preparation. They also identify potential solutions. Programs may want to revisit the data, but making the necessary decisions to merge, consolidate, revise or close programs with declining enrolments or that are unsustainable must be addressed starting in 2015 - 2016.

These efforts will complement initiatives already in progress or planned to maintain and strengthen high quality academic programs including developing new programs that are consistent with our

University Academic Plan and Strategic Mandate Agreement, responsive to labour market needs, take advantage of strategic research opportunities, and advance differentiation and our international reputation.

- ii. *Streamlining degree program requirements:* Streamlining of program requirements and elimination of duplication is a related component that promises to enhance quality, support flexibility and mobility for students who decide to change programs, and aid in the tracking of progress towards the degree and therefore in advising. Students have repeatedly expressed concerns about degree complexity. These efforts might be facilitated by, among other things, looking for opportunities embedded in partnerships with the new School of Continuing Studies (e.g., how we offer certificates, bridging pathways etc. to simplify program offerings). This initiative must also be pursued starting in 2015-16.

Outcomes:

- Units and Faculties will review low enrolment programs and develop proposals to strengthen, reimagine, merge, or close these programs based on an analysis of data
- Duplication in program content and degree requirements will be eliminated or mitigated in support of quality, clarity and flexibility
- Units will assess opportunities for development of distinctive new programs in areas of student and market interest as well as scholarship potential

Impact:

- Higher student satisfaction
- Enhanced program mobility
- Improved application rates
- Improved retention
- Clearer differentiation
- Enhanced academic reputation
- Direct and potentially significant cost savings from program mergers, closures, streamlining, elimination of duplication

3) High quality and affordable administrative systems and services

[See Recommendation 32 in the Academic Task Force Report and Recommendations 1 – 4, 13 – 14, 17 – 24 in the Administrative Task Force Report]

- i. *Shared services model:* Following on from PRASE and the AAPR Task Force Reports, there is evidence of untapped potential to enhance the administrative services and systems that support teaching and research, student success and community engagement including the potential for considerable efficiencies.

From previous work under PRASE and various Faculty arrangements, there is a strong case for the development of a shared service model. To this end, an integrated working group (with functional sub-groups) will be jointly established by the VP Finance and Administration and Provost and VP Academic, with membership from across the University (divisions and faculties), to develop and oversee implementation of a shared service model applicable to a variety of administrative areas, including HR, IT, Finance and Facilities. The full engagement of staff in both academic and administrative areas providing a range of services to faculty, staff and students will be crucial to successful realization of this initiative. Implementation will commence in 2015, initially focusing on those areas identified as most urgent, and will be phased in sequentially across Faculties and units based on an assessment of their readiness. The working group will therefore focus on the development of a detailed plan for the organization of services in ways that will enhance the quality of service provided to all members of the York community, rather than further assessment of the issues. The plan will include an articulation of the model, timelines for implementation, resources required, outcomes and metrics for measuring progress, and the accountability framework.

Outcomes:

- A model will be developed by the working group and put into place for the clear and rational organization of administrative structures
- Enhanced sense of academic mandate among all staff

Impact:

- Enhanced quality and effectiveness of service to students, faculty, and staff through better coordination
- Enhanced sense of vision, mission and priorities among all staff
- Potential for significant financial savings in the delivery of “core” administrative services

4) Optimal Academic Organizational Structures

[See Recommendations 2-7 in the Academic Task Force report]

- i. *Organizational assessment of academic units:* A theme emerging from the Task Force Reports as well as the preliminary response plans from various faculties is that it may be timely to undertake a review of our Faculty structures by initiating a process (through a taskforce or working group) to assess the current Faculty structures with a view to considering possible alternative Faculty configurations. At a "macro" level, this means looking at whether the current Faculties *make sense* in terms of their size and department/program mix. The process, led by the Provost and VP Academic, involving Deans and colleagues from relevant Faculties, needs to be informed by a clear set of guidelines and principles including:
 - a. Prioritizing institutional goals and objectives;
 - b. Enhancing the opportunities for differentiation;
 - c. Reducing complexity;
 - d. Ensuring/promotion cohesion in discipline/program mix and ensuring/promoting a cohesive “Faculty identity”;
 - e. Faculty and program organizations should also be transparent and student centric, i.e., make sense to students and help support a positive student experience. The importance of transparency and

student centrality applies not only for continuing students but also for recruitment of new students;

- f. Through an appropriate discipline/program cohesion, Faculty organization should also promote and support strong interplay between research and teaching and learning and between undergraduate and graduate studies.

As part of the review of faculty structures, the relationship of structures and programming on the Glendon and Keele campuses should be considered. The issue continues to surface in the case of most Cyclical Program Reviews involving cognate programs at both campuses.

There is also potential for review of intra-faculty structures – the need to look at department/program structures in terms of complexity, sustainability, and transparency, including in terms of the student experience.

It is noteworthy that earlier contemplations of whether York had the optimal organizational structure to seize emerging opportunities and advance strategic priorities underpinned the creation of the Faculty of Health as well as the consolidation of Arts and Atkinson into the Faculty of Liberal Arts & Professional Studies.

Outcomes:

- Program and faculty structures will have increased clarity and coherence
- Programs and faculties will be better differentiated
- Duplication in curriculum and program requirements will be reduced or eliminated

Impact:

- Improved enrolments and retention
- Enhanced ability to take advantage of new emerging opportunities, establish signature pedagogies, etc.
- Enhanced reputation

- Potential for significant cost savings through rationalization, elimination of duplication and from faculty and program reorganization
 - Potential enhanced complementary planning between Keele and Glendon campuses (a priority for the new Markham campus as well)
- ii. *Graduate education revisioning:* A separate but related issue is graduate education and how best to support excellence in graduate programs and education. While it is important that undergraduate and graduate planning be integrated, we must also recognize that graduate students are distinct from undergraduate students in terms of their experiences and learning and support needs, including the need to successfully complete high profile research theses and attention to professional development.

Work is already under way led by the AVP Graduate/Dean of the Faculty of Graduate Studies in collaboration with Deans of anchor Faculties, and colleagues, to integrate graduate studies and planning into those anchor Faculties; it is of key importance that this process continue to completion including consultation with graduate students. These discussions present a timely opportunity to review the structure and role of FGS – and in fact the need for a separate Faculty, with the proposed fuller integration of academic programming (including governance), into anchor Faculties. In this structure, there is general agreement around the value of positioning FGS to have an advocacy, policy and regulation oversight role in a strong School of Graduate Studies.

The significant attention to graduate programs in the Academic Task Force Report indicates the relevance of understanding the relationship between graduate and undergraduate programs, ensuring adequate resources, and as a consequence, clearer accountability of the anchor Faculties for graduate education working in partnership with FGS to provide oversight and to facilitate quality.

Outcomes:

- Enhanced graduate programs including increased research success through stronger alignment with anchor faculties
- Enhanced services for graduate students
- Roles of FGS and anchor Faculties will be clarified, supporting enhanced coordination of undergraduate and graduate planning around enrolments, curriculum, complement, etc.
- Stronger support for graduate education
- Better utilization of resources, potential savings as a result of organizational streamlining

Impact:

- Enhanced recruitment of graduate students
- Improved supports and services for graduate students
- Improved completion rates and time to completion
- Stronger academic links between undergraduate and graduate programs with potential for more effective complement planning

5) Student Centric Approach

[See Recommendations 17 and 30 in the Academic Task Force Report and Recommendation 5 in the Administrative Task Force Report.]

The student experience encompasses a number of elements, both academic and non-academic, that come together to contribute to students' overall satisfaction and ultimate success, and in turn affect our institutional reputation. It includes their actual classroom and research experience, academic and non-academic supports and services (advising, admissions, financial aid, career centre, counseling, libraries, parking, food services, etc.), and extra-curricular activities (sports, clubs, etc.), as well as the physical spaces in which all of these activities take place and the equipment that supports them. It also includes the quality of their interactions with faculty, staff and other students. Furthermore, students' experience of the university begins when they are considering applying to the institution and continues throughout their studies to graduation and beyond.

Improvements can and are being made in many of these areas, but within

the theme of a student centric approach to all that we do, two specific initiatives that require concerted, pan-university action and that have the potential to have a significant positive impact on the quality of the student experience are singled out. While they may fall primarily within the purview of a particular office or area, the quality of student service and the campus environment is the responsibility of all of us.

- i. Reform the student advising system:* The absolute top priority identified under the theme of being a student centric University was to “fix” student advising. PRASE, the AAPR and our student surveys, provide overwhelming evidence of the challenges we face in regards to providing our students with high quality academic advising.

We are not alone. A recent report by the Education Advisory Board concludes that “academic advising falls far short of potential on most campuses” (EAB, 2014, p. 3). The significance of this finding is the impact that it has on student success, including retention and timely completion for both undergraduate and graduate students.

Ensuring substantive progress toward establishing a student centric advising system is therefore essential in 2015 – 2016. Successfully addressing this issue provides York a significant opportunity to set ourselves apart from our competitors in terms of student satisfaction and student success including improved retention that in turn supports faculties in meeting the FTE targets that underpin their budgets.

As a result of our Strategic Enrolment Management (SEM) initiative, York is in an excellent position to implement a new collaborative approach to academic advising that fully utilizes what our data and predictive analyses are telling us as well as an extensive literature.

Building on the current pan-university YUStart model, the Division of Students, in collaboration with the respective Dean and colleagues will lead the implementation of a pilot project to establish a student success centre to transform student advising and engagement, intended to make York the most student centric commuter campus

in Canada. The proposed pilot is the Faculty of Liberal Arts & Professional Studies, incorporating successes in other faculties, with the aim of establishing a best practice model across the institution that fully integrates the faculties, student advising offices and the colleges.

Outcomes:

- Students will receive advising and support that is clearer, more accurate, better coordinated, and geared to their individual needs

Impact:

- Enhanced quality of students' experience and their success
- Improved retention
- Improved reputation
- Potential cost savings through efficiencies

- ii. *The campus experience:* A related issue is the rejuvenation/enhancement of York's campuses and an enriched campus experience for students, as well as faculty and staff. These efforts can be enhanced by thinking of the campus as a learning ecosystem. There is a critical need to refurbish and develop student space both at Keele and Glendon (including classrooms, libraries, common areas, and exterior spaces) to improve the experience and feel of our campuses and support a commitment to student centrality. In addition, the completion of the subway and the addition of the PanAm facilities and a new Student Centre on the Keele campus will create an "uptown downtown" environment, with significant potential for attracting students and increasing student satisfaction. A "campus vision" initiative will also be under way at Glendon College in 2015-2016. Campus location is also an important factor in students' decision to come to York (Strategic Counsel surveys, 2013 and 2014), and the new campus in Markham will provide another alternative for students in the future.

Outcomes:

- The attractiveness and physical infrastructure of the campus will be improved

- Stronger integration of physical facilities and the overall learning environment

Impact:

- Enhanced quality of student, faculty and staff experience
- Improved recruitment and retention
- Improved reputation

Next Steps

- It is intended that this draft IIRP will be issued as a basis of community information/discussion and to empower those charged to develop the concrete plans to advance these initiatives. Several initiatives, although identified as institutional priorities, will rely in the first instance on faculty and staff in the respective academic and administrative units and Faculties engaging in discussions about how to implement them.
- This draft IIRP is intended as a directional document setting out agreed priorities for action, rather than a full-blown action plan. Vice-Presidents, Deans, unit heads and their colleagues are encouraged to give consideration to their role (individually and/or as part of the collegium) and steps to be taken in advancing priority initiatives, and to reflect these discussions in their IRPs. It will be critical that all members of the university community, including faculty, staff, and students, are open to trying new ways of thinking and doing, and that they see themselves as contributing to the advancement of both academic and administrative initiatives and sharing in the pride of their achievement.
- Where appropriate, working groups will be established and management structures put in place to support moving forward.
- A first step must be the development of more detailed work plans with timelines, implementation steps, accountability, resources and budget alignment, outcomes, and metrics to measure progress and success. This more detailed plan will be included in a revised version of the IIRP to be issued in the Fall. The detailed plan will be informed by community consultations including feedback from Senate, Board of Governors, Faculties, administrative areas, and community information sessions.

A Comment on Important Institutional Initiatives not Mentioned in the IIRP

As noted, there are other priority initiatives that were identified in one or more of the preliminary planning responses by the deans/faculties and VPs/divisions that are considered well-in-hand and therefore not included here. Research intensification (being led separately by VPRI) is one such example. [This is a priority in the Academic Task Force Report recommendations 8 - 11 and 33 as well as our planning documents]. While these areas are considered well-in-hand for purposes of this IIRP, their consideration should nevertheless be included in the comprehensive Faculty/Divisional IRPs that will be developed with the expectation of covering all aspects of their academic mandate.

Revenue generation was included in most plans as a means to close the gap between our revenue and expenditures. Some of those initiatives are captured above especially in terms of their impact on enrolment - increasing applications, conversions and retention. However other initiatives such as increasing philanthropy have not been included in this document. These efforts are important and should continue as they will mitigate the financial challenges we face. Many however occur at the local level even if coordinated through an institutional fund-raising campaign.

Other Considerations

There are various enablers that will be important to support the above initiatives and consideration will have to be given to ensure that we have what we need to be successful. Some important considerations include:

- 1) Integrated planning
- 2) Aligning resources with priorities
- 3) Continual strengthening our data to support our decision-making
- 4) Effective communication and consultation
- 5) Collaboration and partnership
- 6) Metrics and evaluation

Appendix 1: Task Force Recommendations

Academic Task Force Report:

Recommendations Arising from Overall Scoring Results:

1. Analyze on a priority basis whether programs located in the lower left quadrant of Figure 1 (especially those falling outside the mid-range square) can be delivered more effectively or should be discontinued. (page 14)

Recommendations Specific to Graduate Programs:

2. Provide all graduate programs with clear information about their revenue and cost structures and encourage them to explore less resource-intensive operating models that do not significantly impair quality. (page 18)
3. Articulate an explicit sustainability strategy for every graduate program based on linkages to undergraduate programs or other sources of support. (page 18)
4. Provide graduate programs with the flexibility and autonomy to respond more nimbly to changes in the graduate education landscape. (page 18)
5. Define a clear identity and target audience for all Masters degree programs in light of changing graduate student pathways and increased external competition. (page 18)
6. Require Masters programs to be well established and sustainable, with demonstrated quality outcomes, before launching a PhD in the area. (page 18)
7. Implement proactive steps to promote timely completion in every PhD program. (page 18)

Recommendations Specific to ORUs:

8. Differentiate more clearly between Organized Research Units (ORUs) versus Organized Research Service Units (ORSUs) as defined in the Senate Policy on ORUs, and define the mandates, objectives and performance measures for individual Research Centres and Institutes accordingly. (page 20)
9. Clarify how ORUs/ORSUs will be funded under the new budget model and ensure all have clear plans and strategies to meet financial sustainability goals. (page 20)
10. Incorporate the needs of ORUs/ORSUs with nationally or internationally leading reputations into faculty complement planning. (page 21)

11. Provide appropriate advancement support to ORUs/ORSUs with high potential to attract external sponsorship. (page 21)

Recommendations on Leveraging Academic Strengths to Grow Student Demand:

12. Develop a coordinated, externally focused strategy for recruiting students that includes a more active role for faculty in partnership with administrative units. (page 22)
13. Strike a task force to forge new strategies to cultivate external demand through distinctive new combinations of existing programs. (page 23)
14. Reduce duplication of similar skills or methodology courses wherever possible and optimize the service teaching role of programs or units with leading expertise in these areas, especially those that are experiencing low or declining external demand. (page 24)
15. Address unmet need for writing and math skills support among York students, assess the state of undergraduate research skills training, and increase and promote the University's commitment to critical skills education more generally. (page 25)

Recommendations on Knowing and Looking After Our Students:

16. Solicit and integrate student feedback on program satisfaction more frequently in between full cyclical reviews, and at different stages of program completion. (page 25)
17. Further improve and monitor effectiveness of student advising across the University. (page 26)
18. Track career and other pathways of York graduates more systematically across all programs and use this information to strengthen curricular and extra-curricular programming and student recruitment. (page 27)

Recommendations to Promote Internal Collaboration (and Reduce Internal Competition):

19. Create or re-activate pan-University mechanisms to more clearly differentiate areas of study in which York offers multiple programs. (page 27)
20. Prioritize co-planning, resource sharing, and collaboration among interdependent or similar programs. (page 28)

Recommendations on Rethinking Academic Planning from the Bottom Up:

21. Provide programs or units with meaningful and timely information for improving quality and sustainability of existing programs. Identify early warning signals that will trigger automatic analysis of program changes and potential support needs. (page 28)
22. Encourage faculty experimentation with new academic content as well as digital, technology enhanced and blended learning methodologies, in appropriate contexts where they can improve academic quality or resource efficiency. (page 29)
23. Create mechanisms to pilot, develop and test curricular or pedagogical innovations before they are proposed as new programs. (page 29)
24. Make processes and criteria for approving new curricular programs more rigorous and realistic with respect to evidence of sustainability. (page 30)
25. Require cyclical program reviews to define more clearly the level of demand and other conditions which must be met in order to recommend that a program continue, as well as roles and responsibilities to take necessary actions to address quality or sustainability challenges in programs recommended to continue. (pages 30-31)

Recommendation on New Revenue Generating Activities:

26. Ensure colleagues at the program and unit level have access to market research services and other supports to develop new revenue generating activities. (page 31)

Recommendation on Moving Quality from Good to Exceptional:

27. For high-demand curricular programs with clear plans to innovate and improve quality, address the need for additional faculty resources whether through appointments or reorganization of existing resources. (page 33)
28. Examine the potential benefits and risks of diversifying teaching capacity with alternate stream appointments and practitioner instructors, especially where programs express an interest. (page 33)
29. Strengthen coordinating infrastructure to support programs interested in creating more experiential learning opportunities, especially those which are work- or community-focused. (page 34)
30. Address high priority physical infrastructure deficits such as those identified in s.4.3.3 of the Academic Task Force Report. (page 35)

Recommendations on Optimizing Data for Academic Planning:

31. Further improve the quality and transparency of institutional data to facilitate effective planning at the program and unit levels. (page 35)
32. Clarify the budget attribution principles that are used to generate program and unit-level financial data in the Faculties and foster constructive dialogue on resource and cost allocation. (page 36)
33. Track research, scholarly, and creative activity over time to better understand patterns and changes in activity levels and research impact, and to benefit University reputation. (page 37)

Administrative Task Force Report:

Institutionally Supported Review of Service Delivery Configuration:

1. The Task Force recommends that a review of service delivery architecture be undertaken with a view to ensuring the optimal arrangement of structure and process by service need or priority. Opportunities for service provision utilizing shared, laddered and integrated approaches should be considered, particularly as means to streamline and strengthen services that are currently duplicated or uncoordinated across units.
2. The Task Force recommends that a review of service delivery architecture or any further analysis of effective service delivery be unbound by current definitions of “programs” or solely within existing functional streams.
3. The Task Force recommends that a review of service delivery architecture should ultimately become part of a cyclical review to ensure the evolution and renewal of our administrative infrastructure.

Governance and Authority:

4. The Task Force recommends that governance be considered a primary feature of every service delivery arrangement – existing or emerging – as a matter of clarifying roles, responsibilities, decision-making authority and accountability. To this end, formal and informal cross-divisional/departmental committees, steering committees, program committees and working groups should be brought into scope for review of service delivery.

High Risk Areas for Immediate Attention:

5. The Task Force recommends that immediate action be taken to address the configuration of services that most directly impact enrolment in the form of intake and retention, and recognizes that these areas are primary candidates for strategically integrated, collaborative service provision.

Emerging Priorities:

6. The Task Force recommends that as Experiential Education is a high strategic priority for the University, determination of the best service configuration for the administrative support for this priority should begin immediately. The strength of leadership, vision and energy related to this priority suggests that moving quickly to assess the necessary infrastructure could inform other efforts in constructing collaborative service models.

Strengthen Leadership and Accountability for Planning:

7. The Task Force recommends that accountability for planning as an activity and for the substance of plans be strengthened at all levels of leadership – from executive to program – to ensure that planning continues to embed in the culture of our organization.

Strengthen the Integrated Resource Plan Framework and Process:

8. The Task Force recommends that the current IRP rubric and process be reviewed more generally to improve the IRP's relevance and to demonstrate its value as a meaningful instrument for advancing the University's mission. This review should include feedback and consider ease of use of the technical tool, as well as identify our best-practice approaches for creating energizing, workable plans.

Strengthen Lateral Planning:

9. The Task Force recommends that the IRP framework be enhanced to support strong lateral alignment to ensure effective strategic institutional responses to priorities, as well as ways to consider connections between tactical plans.

Strengthen Planning Capacity:

10. The Task Force recommends that the University engage in building planning competency in our management community based on best-practice

principles that include the development of key performance measures for assessing plan outcomes.

Strengthen Performance Management Program:

11. The Task Force recommends that the PMP framework be reviewed to increase its real relevance in supporting accountability, competency-building and the fair assessment of performance. This review needs to include feedback from the management community.

Best Practice Leadership and Professional Development:

12. The Task Force recommends that we strengthen the capacity of our existing managerial talent to engage in relevant communities of practice, that we ensure key functional leads are provided with the resources to participate in professional development activities and that we embed “best-practice” leadership in all areas as part of performance and accountability.

Development of Meaningful Metrics:

13. The Task Force recommends that programs be required to develop valid, meaningful and manageable metrics that are linked to assessing quality and efficiency, as well as accountability and performance. This should be done in conjunction with service clients and partners but also be framed with clear alignment to strategic priorities, in addition to being guided by external frames of reference where possible. Similarly, it is recommended that a coordinated approach be taken across like programs.

Comprehensive Institutional Infrastructure for Data and Measurement:

14. The Task Force recommends that, informed by the findings regarding service delivery architecture, a thoughtful approach be taken in considering how best to support the data and measurement needs of the administrative functions of the University. Leveraging the existing resources in OIPA, the approach should provide comprehensive and institutionally coordinated support to programs in terms of shaping requirements, tools, providing coordination over broadly utilized data such as the National Survey of Student Engagement (NSSE) and other sector performance markers.

Revisit PwC Report:

15. The Task force recommends that the findings of the PwC report be revisited in conjunction with the observations of this review and that process-related opportunities be prioritized based on implications/impact and potential resources released.

Review PRASE Office:

16. The Task Force recommends that the PRASE Office, as the primary mechanism created to bring process improvements to life, be reviewed to ensure that it has the appropriate structure and resources, and is generally positioned to partner effectively with the community to support process improvement.

IT Governance:

17. The Task Force recommends that the governance structures and processes currently in place for setting the strategic direction of the University's critical IT function be reviewed and strengthened to ensure ongoing alignment with the University's academic priorities and to enable the capacity to set broad policy concerning service parameters.

IT Planning:

18. The Task Force recommends that the Information Technology Strategic Plan for the University be reviewed regularly to ensure that it remains current and relevant. Efforts to build project planning and management disciplines as an important support for IT governance should continue.

IT Service Delivery:

19. The Task Force recommends that the opportunities identified through this process review to drive efficiencies through service delivery changes be fully investigated and implemented where appropriate. Areas for investigation are application development, integration and realignment, service aggregation and management, messaging and communications, software and service licensing, digital production, infrastructure and software as a service.

High Risk Technological Deficits:

20. The Task Force recommends that particular attention be paid to the resolution of the critical technological deficits/issues revealed through this process and from the PRASE review.

Financial Reporting That Supports Analysis:

21. The Task Force recommends that a consistent, meaningful form of financial reporting be developed as part of the overall data set required to support institutional analysis of program sustainability, efficiency and overall alignment of resources.
22. The Task Force recommends that programs and divisions focus on achieving the deep financial sustainability that can be realized by addressing many of the structural, process-based observations in this Report and by revisiting the PwC PRASE report assessment of large-scale efficiencies. This necessarily requires programs that have not already done so, to consider fundamental changes in service provision and resourcing, particularly those programs that appear to have been insulated from the full impact of cuts. Serious consideration must be given to services that are not essential, service levels that are not sustainable and to alternative means for satisfying service needs, including engaging external providers where appropriate.
23. The Task Force recommends that the budgets of those programs with a persistent and large carry-forward be reviewed to determine if resources can be redirected to enhancing the priorities of the University as reflected in the University Academic Plan.
24. The Task Force recommends that carry-forward plans become standard practice and integrated into the governance framework of the new budget model.

Talent Management and Development:

25. The Task Force recommends that current efforts to develop and deliver a comprehensive approach to talent management, such as competency-based practices, continue to be supported. The scope of such an approach should include staff recruitment through to skills and career development.
26. The Task Force recommends that the University explore ways to more systematically engage the mutual commitment to training and development embedded in our staff collective agreement such that training

becomes normalized, an expected and welcomed aspect of fulfilling both managerial and employee obligations.

Space for Students:

27. The Task Force recommends that, within a more general consideration of large-scale capital renewal, space for students be prioritized and strongly integrated into strategic academic plans.

Preparation for the New Budget Model:

28. The Task Force recommends that as the new budget model continues to develop toward implementation, full consideration be given to the mechanisms that will support organizational restructuring and the commensurate realignment of resources.
29. The Task Force recommends that strategies to incentivize compromise and collaboration be integrated into the new budget framework.

Change Management:

30. The Task Force recommends that organizational change be viewed through the lens of best-practice change management principles and strategies in a way that creates a comprehensive, planned approach to change. This includes consideration of the successes in our own institution to understand what works best in our context but also includes strong emphasis on, and a systematic approach to, addressing cultural and attitudinal dispositions that limit advancement. This also includes consideration of local resources to ensure ground-level follow-through.
31. The Task Force recommends that any comprehensive change plan be set with a realistic time horizon taking into account the scope and depth of change required.

Change Management Competency:

32. The Task Force recommends that change management competency be developed in our management community and become a significant consideration in talent acquisition.

Comprehensive, Integrated Approach:

33. The Task Force recommends that conceptual and practical integration of the various change initiatives take place such that they form synergistic

elements of a comprehensive framework set within a broader strategy for change.

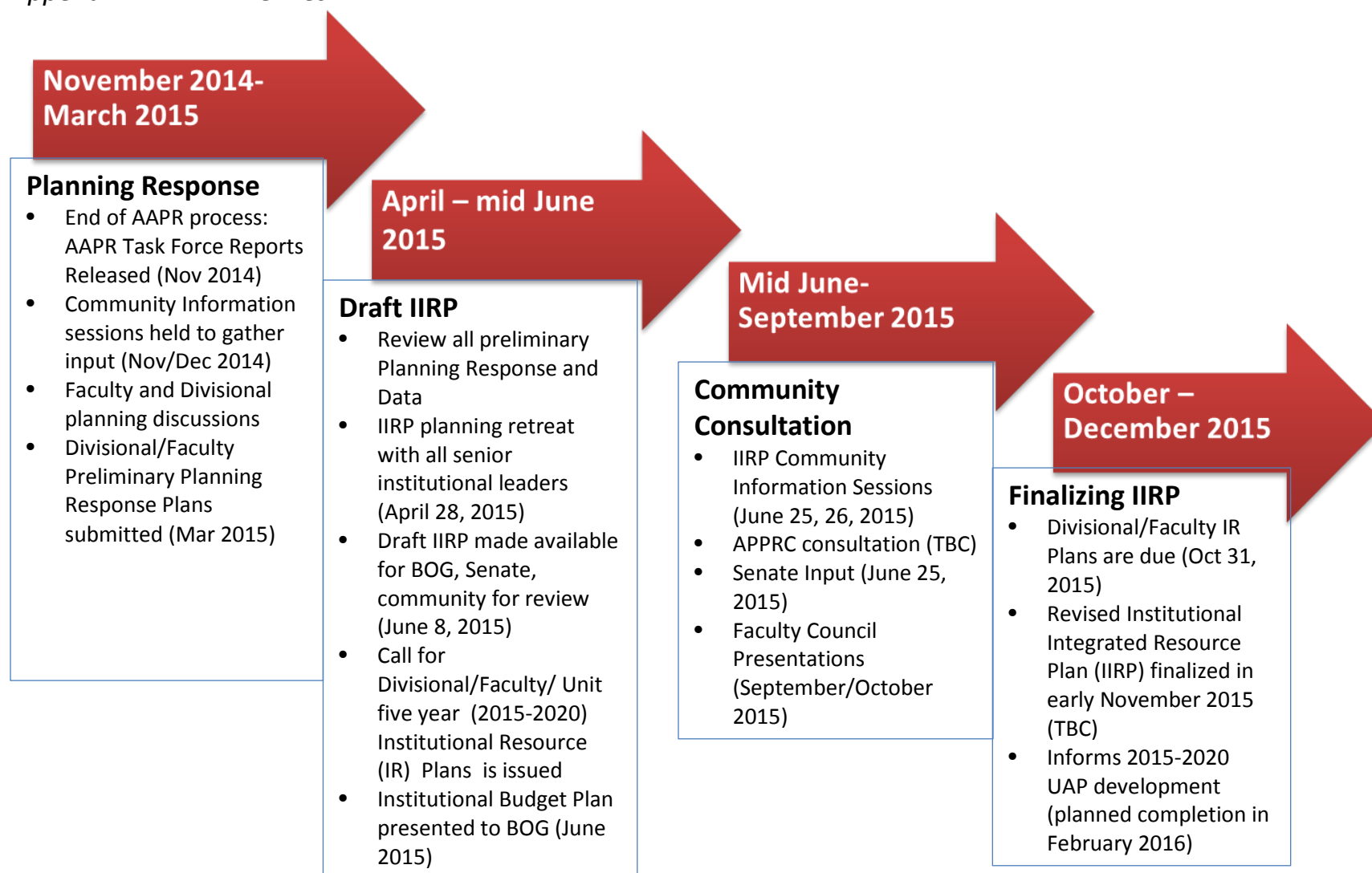
Change Governance:

34. The Task Force recommends that thoughtful consideration be given to the governance structures and processes related to any institutional scale plans emerging from the AAPR initiative and that they reflect the importance of organizational change by including highly placed authority and accountability.

Leadership and Vision:

35. The Task Force recommends that the way forward be led with the passion and commitment that inspires vision such that we can deliver on administrative excellence in support of our academic mission.

Appendix 2: IIRP Timelines



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Annual Report of the ANIMAL CARE SUB-COMMITTEE (ACC) 2013/2014

MEMBERSHIP

Anthony Scime, *Kinesiology & Health Science*
 Carolyn Perry, *Kinesiology & Health Science – Student Rep*
 Emily Dunford, *Kinesiology & Health Science – Student Rep*
 Francis Arnaldo, *Biosafety Officer*
 Julie Clark, *Biology* (
 Julie Panakos, *Psychology, Vivaria Supervisor*
 Kari Hoffman, *Psychology, Vice-Chair*
 Lisa Dennis, *Non-Animal User*
 Melissa Madden, *University Vet*
 Olasunkanmi Adegoke, *Kinesiology & Health Science*
 Robert Kozak, *Community Member*
 Rolando Ceddia, *Kinesiology & Health Science, Chair*
 Thilo Womelsdorf, *Kinesiology & Health Science*
 Tom Hodgson, *Facilities Manager – Health*
 Tracy Chew, *Community Member*
 Alison Collins-Mrakas, ORE (Regulatory advice and support)
 Wendy Jokhoo, ORE (Administrative support)

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved **10 new protocols, 50 renewals, and 16 amendments** for the academic year 2013/2014 for a total of **76** protocols reviewed. The attached spreadsheet provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of the protocols submitted to the committee were approved as is or approved subject to minor revisions of the protocol. A small number of protocols required further inquiry and/or clarification prior to being granted approval. These instances are noted in the minutes of the Animal Care Committee (ACC). The Chair and/or the Vivaria Supervisor met with the researcher(s) in question directly to put forth the committee's queries and upon receiving a satisfactory explanation and a revised protocol the protocol was then approved. There were no instances in which a protocol was rejected.

FACILITIES INSPECTIONS

In compliance with relevant regulatory requirements, inspection(s) of the vivaria facilities was undertaken by the Animal Care Committee. Deficiencies and required changes were noted by Committee and recommended changes were addressed directly wherever possible. Significant facility upgrades and/or renovations were given the necessary attention of the relevant institutional offices (Office of the Vice-President

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Research and Innovation via the Vivaria User Committee. Renovations and facilities upgrades are underway, completed or planned as required.

Similarly, Post Approval Monitoring (PAM) of current animal care protocols were conducted in accordance with the PAM inspection process. No significant protocol deviations and/or deficiencies were found.

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Annual Report of the BIOSAFETY COMMITTEE (BSC) 2013/2014

MEMBERSHIP

Amro Zayed, *Biology*
Andrew White, *Biology*
Anthony Scime, *Kinesiology & Health Science*
Brad Sheeller, *Manager, Health Safety & Compliance, Science & Engineering [Ex-officio]*
Doriano D'Angelo, *Facilities Manager, Science & Engineering [Ex-officio]*
Francis Arnaldo, *DOHS, Biosafety Officer (July 2012-Present)*
Jane Grant, *Biology*
Julie Panakos, *Vivaria Supervisor [Ex-officio]*
Katalin Hudak, *Biology, Chair*
Robert Peat, *H.E.P.A. Filter Services (Community member)*
Tom Hodgson, *Facilities Manager, Health [Ex-officio]*
Alison Collins-Mrakas, *(ORE, Administrative support)*
Andrew Donini, Biology, (on sabbatical July 2013-June 2014)
Tara Haas, Kinesiology & Health Science (on sabbatical July 2013-June 2014)

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved and/or provided renewed approval for 29 protocols for the academic year 2013/2014. The attached spreadsheet provides a detailed listing of all research protocols approved and/or renewed during the above noted academic year.

All protocols, presented to the committee for review, were approved with little or no comment. No research protocol submitted to the committee for review required more than minimal revision on the part of the Principal Investigator. There were no issues of concern with respect to biological safety and research activities.

Committee Activities

In the 2013-2014 academic year, the BSC and the Biosafety Officer undertook the following in support of the policy/process and or procedural improvements:

1. Biosafety Inspections

Total Laboratories Inspected	2008	2009	2010	2011	2012	2013	2014
	11	14	11	14	9	22	28
FSE-Biology	8	7	4	6	6	10	11
FSE-Chemistry	1	4	1	3	0	5	3
Faculty of Health	2	1	6	3	3	7	6
Percent CL-2 Labs	73%	100%	27%	43%	78%	72%	68%

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There are currently 61 certified labs. The BSC agreed to increase the number of inspections performed annually such that each lab is inspected at least once every two years, regardless of containment level. Compliance to basic lab safety rules must be ensured for each lab holding a biosafety certificate.

The BSC achieved its goal of increasing the frequency of inspections in 2013 and hopes to keep pace for the upcoming year. In 2013, the inspection criteria were updated following the publication of the new Canadian Biosafety Standards and Guidelines. The most common non-compliance issues were:

- Not using personal protective equipment (eg lab coats)
- Not keeping storage freezers locked if located in publicly accessible areas
- Keeping bulky items in the biological safety cabinets which disrupts proper air flow
- Not using a HEPA filter on vacuum systems for human cell/tissue culture work

In each case the issue was discussed and corrected by the Principal Investigator/Faculty member in charge of the lab.

2. Biosafety Training

Total Number of Authorized Users	2008	2009	2010	2011	2012	2013	2014
	93	102	141	137	137	146	194
Number of PIs Trained	3	2	15	8	1	8	24
Number of classes held	4	9	11	8	20	15	20

Since the introduction of biosafety training in 2008, 610 faculty, staff, and students have attended a session. This includes 32 Faculty members.

Due to the diverse nature of biological research at York University, in 2012 the BSC discussed the possibility of compartmentalizing biosafety training so that researchers would be able to train in modules that would cater to their specific research.

In 2013, the Biohazardous Waste Disposal and Autoclave Training was created to ensure at least one member from every biosafety certified lab is trained. The Faculty Training is now stand-alone training (vs being part 1 of the main biosafety training) in order to present more relevant material pertaining to their supervisory role.

3. Biological Safety Cabinet/Laminar Flow Hood Certifications

Total Number of Certified BSCs	2008	2009	2010	2011	2012	2013	2014
	37	34	35	47	46	37	40

The number of biosafety cabinets (Class II/A2) fluctuates due to the decommissioning and/or purchasing of biological safety cabinets.

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4. New/updated Documentation/Processes

In light of current and pending legislative changes, all current processes and forms are under review. It is expected that updated processes, procedures and attendant forms will be rolled out in late 2015 as a consequence.

5. Government Contacts

Regulations under the *Human Pathogens and Toxins Act*

As stated previously, new regulations are being developed under the *Human Pathogens and Toxins Act (2009)*. These are anticipated to be released in the fall of 2015. York's Biosafety Officer, along with those from other Ontario universities, have actively participated in all the consultation processes held in the Greater Toronto Area. These regulations will have significant impact on the research community that use biological agents and animals. Specifically, researchers from the Faculty of Health, Faculty of Engineering, and Faculty of Science will be directly affected. Some of the proposed requirements include: the development of an institutional licensing system for the use of biological agents; inventory; regular inspection; medical surveillance; lab commissioning / decommissioning; incident management; and new design requirements for laboratories. In response to the new requirements, updated processes, procedures and attendant forms will be rolled out in late 2015 and early 2016 to ensure compliance.

Import Permits and Lab Accreditation

York University requires permits from the Canadian Food Inspection Agency and Public Health Agency of Canada in order to import exotic biological agents for study. Lab areas must be certified by these regulatory agencies in order to obtain a permit.

York University successfully renewed its containment level 2 lab certification with the Public Health Agency of Canada for the Life Science Building. This brings the total to five accredited laboratory areas.

6. Aquatic CL2 Certification

The re-interpretation of CFIA regulations governing the importation of research animals and animal specimens (including cell lines) in particular zebrafish, has significant implications for the research enterprise at York University and other institutions conducting similar research. Despite the efforts of researchers and Senior Administration across institutions, to bring forward key concerns with the regulatory interpretations and to offer potential alternative means by which CFIA could fulfill its regulatory role to avoid unnecessary negative impacts on important research being conducted here and at other institutions, those concerns have not been addressed. We are currently working to obtain modified CL2 containment certification from the CFIA thereby limiting the impact of the new regulatory interpretations on research and facilitate the continuation of research involving zebrafish.

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Annual Report of the Human Participants Review Committee (HPRC) 2013-2014

MEMBERSHIP

Carolyn Heald, *Privacy Office, Ex-Officio*
Carys Craig, *Osgoode Hall Law School*
Chris Bell, *Schulich*
Daniel McArthur, *Philosophy, Vice Chair*
Dany Savard, *Leslie Frost Library - Glendon*
Denise Henriques, *Kinesiology & Health Science*
Duff Waring, *Philosophy, Chair*
Orlando Cerocchi, *Community Member*
Michael Riddell, *Kinesiology*
Nicole Wright, *Community Member*
Suzie Young, *Film & Theatre*
Yemisi Dina, *Osgoode Hall Law School Library*
Veronica Jamnik, *Kinesiology*
Daphne Winland, Anthropology (on Sabbatical)
Jennifer Kuk, Kinesiology (on maternity leave from Jan 2013 to Dec 2014)
Sarah Barrett, Education (on sabbatical July 2013 to June 2014)
Wade Cook, Management Science Specialization, (on sabbatical July 2014 to June 2015)
Alison Collins-Mrakas (ORE, Administrative Support)
Wendy Jokhoo (ORE, Administrative Support)

PROTOCOLS REVIEWED AND APPROVED

The Office of Research Ethics (ORE) received a total of 533 new protocols (Faculty and Graduate students) for review by the Human Participants Review Committee (HPRC) in the academic year 2013/2014. This marks a marginal increase in total protocols reviewed and approved as compared to previous years.

The committee as a whole reviewed and approved 349 faculty protocols for the academic year 2013/2014. The attached spreadsheet (Appendix A – Sheet Faculty) provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of protocols submitted to the committee were approved as is or with minor revisions of the protocol and/or informed consent form. In a few limited circumstances, protocols required more thorough follow up and/or revisions. However, no protocols – student or faculty - were rejected by the committee. Similarly, there were no instances of revocation of a protocol by the committee. There were a number of protocol related

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queries, issues and/or complaints lodged during the academic year 2013/14 which required appropriate action be taken. The few queries and/or complaints of a significant nature were resolved expeditiously. Resolution was achieved without further actions or sanctions required (i.e. as per the Senate Policy on Research Misconduct).

Graduate student protocols submitted for review continue to increase. From June 2013 through May 2014, 184 protocols were submitted to the Chair (and Vice-Chair when the Chair is absent) for review. Due to the continued efforts towards effective ORE outreach and education activities (for example “Ethics 101”), student research ethics protocols have improved such that few protocols required more than minimal revision. That being said, due to the sheer volume of protocols subject to review, student research ethics review continues to represent a significant workload for the Chair (and Vice-Chair) as well as Associate Deans, Research, Faculty of Graduate studies. As a result, the workload of the Chair, HPRC in particular, is significant.

As per the TCPS and the process of delegated reviews, Faculty/Departmental Ethics Review Committees are responsible for the review and approval of all undergraduate course-related research, undergraduate independent research, graduate student Major Research Papers and graduate course-related research. A summary chart (Appendix B) lists the number of protocols reviewed by Faculty/Departmental Ethics Review committees and is appended to this document.

COMMITTEE OPERATIONS and ACTIVITIES

As in previous years, the committee continues to function well with few if any operational issues. The committee continues to enjoy the breadth of perspective to the review of protocols that our community members bring to the process.

On-line submissions continue to increase; though the amendment and renewal process currently remains hard copy only. It is expected that with the phasing in of the Ethics portion of the SOPHIA system recently launched in ORS, paper based protocol submissions will be phased out within the next year to 18 months. The Aboriginal Research Ethics Committee (created in 2011), continues to broaden its advisory role. In 2013- 2014, the committee reviewed 12 protocols, thus greatly enhancing both compliance with regulatory guidelines and knowledge of research ethics considerations as they speak to Aboriginal research.

EDUCATIONAL INITIATIVES

The Office of Research Ethics continued to provide education and outreach activities to a variety of stakeholders and audiences. ORE facilitates advisory meetings between researchers and members of our Aboriginal Research Ethics Review committee for the purposes of navigating the often complex processes associated with research involving First Nations, Metis and Inuit.

Ethics 101 is included as part of a number of undergraduate and graduate course curricula. In addition, multiple presentations were made to staff, Faculty and graduate

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and undergraduate student audiences in a wide variety of disciplines. ORE staff provides over 20 to 30 presentations a year thereby facilitating a broader understanding of research ethics policy and processes within the research community.

Advisory services – in particular one on one meeting with researchers – are well utilized by the research community. ORE staff provided direct assistance to staff, faculty and students as they prepare ethics documents and/or seek advice on matters relating to ethics review processes and requirements. As a consequence, protocol submissions and efficiencies of same continue to improve. It is relatively rare to receive a protocol with substantive process or procedural issues, which is a marked improvement from previous years. Researchers have expressed their appreciation for this service and the relative ease with which they now are able to make submissions, receive committee comments and obtain ethics approval.

Under the direction of the HPRC, the Sr. Manager and Policy Advisor, Research Ethics, continued to liaise with the various Faculties and their respective Research Officers as well as senior staff and scholars, external agencies and colleagues to identify and better address discipline specific ethics review issues.

CURRENT AND FUTURE ACTIVITIES

1. Updated Policies: Review and amend relevant policies/procedures/protocols as they speak to research ethics review to ensure compliance with current ethics regulatory mechanisms.
2. Updated SOPs: Review, revise or create guidelines and SOPs as they speak to research ethics review and administration.
3. Aboriginal Research Ethics Review Committee: The work of this advisory committee is hugely successful. However, the workload as a consequence has increased. Recruitment to expand membership will be undertaken so as to ensure continued access to the enhanced ethics reviews provided by the committee and the resources available to the research community which they provide.
4. Ethics Education and Resources: The education and outreach activities undertaken by ORE, the Chair and committee as a whole will continue to evolve and expand so as to improve communication of ethics review policy and procedures to the research community. Additional ethics resources will be made available to the research community through the revamped VPRI website when it is brought fully online.
5. Updated reporting processes and respective reporting documents: As the TCPS has been amended (as of December 2104) updated, processes and reporting requirements especially as they speak to delegated reviews must be revisited in order to ensure compliance.
6. Consultation with Faculties/Departments: Continued consultation with both Faculties and departments will be undertaken with regards to their context-specific ethics review needs so as to facilitate appropriate and effective review

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processes and to assist in the creation of discipline specific delegated ethics review committees.

7. New Ethics guidelines and regulations: As new policies emerge, continued analysis as to potential implications for research ethics policies and procedures will be undertaken.

Appendix A Number of Approvals by Category of Researchers

New Research Projects	No. of New Approvals
HPRC Faculty	349
HPRC Grad Students	184
TOTAL	533

APPENDIX B: Protocols Reviewed by Faculty/Departmental Ethics Review Committees

FACULTY	UG Course	Grad Course related	Undergrad independent/individually directed research	Graduate major research papers	Theses	Dissertation	TOTAL (excluding Theses & Dissertations)
LA&PS**	7	0	0	0			7
Education	0	0	0	0			0
Lassonde	0	0	0	0			0
FES	3	0	10	0			13
AMPD	7	0	13	0			20
Glendon	3	0	2	0			5
Graduate Studies*	0	40	0	200	71	110	240
Health	11	0	151	12			174
Osgoode	4	8	1	6			19
Science	0	0	0	0			0
Schulich School of Business	3	8	0	0		15	11
TOTAL	38	56	177	218	71	125	489

* some departments are included in the totals for Grad Studies

** not all departments within the Faculty submitted reports

Summary of Research Funding Success

Canada Foundation for Innovation – Innovation Fund Ontario Research Excellence- Research Infrastructure

PI	Title	CFI Contribution	Ontario Research Excellence Contribution	Total Project Value
Michael Daly	Canadian Planetary Simulator (CAPS)	\$1,339,621	\$1,349,889	\$3.4M
Tom McElroy	Suborbital Payload Research Centre	\$1,681,660	\$1,693,905	\$4.2M
Lead: Calgary York: Scott Menary	ALPHA-g: An apparatus to explore antimatter gravity with cold trapped antihydrogen	\$500,000	\$500,000	\$1.25M
Jianhong Wu	Research Infrastructure for Advanced Disaster, Emergency and Rapid Response Simulation (ADERSIM) Program (recommended but not funded)	-	\$1,450,000	\$4.2M
Total		\$3,521,281	\$4,993,794	\$13,050,000

Canada Foundation for Innovation - John R. Evans Leaders Fund (JELF)

PI	Title	Awarded	Total Project Value
Carol Bucking	Centre for Integrative Laboratory and Field Physiology	\$125,000	\$319,277
Peter Backx	Centre for Cardiovascular Assessment	\$199,529	\$503,580
Heather Edgell	Women's Cardiovascular Health: Sexually Dimorphic Cardiovascular and Autonomic Responses to Stressors	\$100,000	\$251,335
Douglas Van Nort	Distributed Digital Performance Laboratory	\$68,250	\$170,885
Graham Wakefield	Laboratory for Generative Responsive Realities	\$73,978	\$184,945
Total		\$566,757	\$1,430,022

Genome Canada – Large Scale Applied Research Project Competition (LSARP)

PI	Title	Awarded to York
Lead: UBC York: Amro Zayed	Sustaining & Securing Canada's Honey Bees using 'omic Tools	\$1,097,000 (Total Project Value: \$7.3M)

Total	\$15,577,022
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**ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE
COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY**

**Joint Report to Senate
at its Meeting of June 25, 2015**

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 report transmits the completed Final Assessment Review for History programs.

Documentation is attached as Appendix A.

Rebecca Pillai Riddell
Chair, APPRC

Leslie Sanders
Chair, ASCP



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History, Undergraduate and Graduate Programs, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2006 - 2013

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: March 17, 2015

Program Description

The Undergraduate Program in History (Faculty of Liberal Arts & Professional Studies) was established by the Senate of York University on July 1, 2009 following the amalgamation of the Undergraduate Program in History (Faculty of Arts) and the Undergraduate Program in History (Atkinson's School of Liberal and Professional Studies) as part of the creation of the new Faculty of Liberal Arts and Professional Studies. This is the first review of that new unit.

Degree options include Specialized Honours BA, the Honours BA or International BA (IBA), the Honours double major or major/minor in the BA or IBA and the Honours minor. There is also a BA option for students.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Majors (1/2) and Minors 20131020	168	718	155 (Hon) 90 (BA)
MA	30	34	20
PhD	13	69	10

Reviewers appointed by the Vice-Provost Academic:

Dr. Dominique Marshall, Department of History, Carleton University (External)
Dr. Pamela Radcliff, Department of History, University of California, San Diego (External)
Dr. Roberta Iannacito-Provenzano, Department of Languages, Literatures and Linguistics, York University, Languages (Internal)

Site Visit: February 6-7, 2015

The reviewers met with Alice Pitt, Vice-Provost Academic, Barbara Crow, Interim Dean and AVP Graduate Studies, Kenneth McRoberts, Principal, Glendon College, Patricia Wood, Associate Dean, Liberal Arts and Professional Studies, Marcel Martel, Chair, Department for History, Liberal Arts and Professional Studies, Gillian McGillivay, Chair, Department of History, Glendon College, Myra Rutherford, Undergraduate Program Director, Liberal Arts and Professional Studies and William Jenkins, Graduate Program Director. The reviewers had the opportunity to meet with full-time and contract faculty members, undergraduate and graduate students and staff from both the Keele and Glendon campuses.

Outcome: The Joint-Committee on Quality Assurance requested a meeting with representatives of the undergraduate history programs offered at the Keele and Glendon campuses, as well as with the Vice Dean of LAPS, the Principal of Glendon, and the Dean of Graduate Studies. The meeting was held on May 15, 2015. A follow-up report from the



graduate and undergraduate programs will be due in November 2016 to outline progress made towards the recommendations and plan development noted in this Final Assessment Report.

Program Strengths

The LAPS History Department ranks in the top 3 nationally and in the mid-30's internationally. Faculty members are very productive scholars with strong external funding records, and they garner many significant awards and recognitions. There is a strong research culture supported by a research seminar series and annual appointment of a faculty member with responsibility for research matters.

The Department has an admirable departmental culture and demonstrates a willingness to innovate and deal with challenges. It is well-run, with strong collegial governance that is well-supported by academic leadership and administrative staff support.

Department members are committed to undergraduate education and have demonstrated a strong interest in ongoing curriculum renewal that reflects developments in the discipline as well as innovations designed to address the declining enrolments that have affected History as well as other Humanities disciplines. Full-time faculty teach 1000 and 2000 level courses and have undertaken efforts to advance 'public history' as one way to provide experiential learning opportunities and to encourage the use of technology, including the development of online and blended courses, to address student needs.

The undergraduate program is well-conceived with a structure largely organized by progression through levels of study, and students seem to understand the structure with over 80% of majors reporting that their understanding and skills increase year over year. The program makes efforts to connect with students and has successful recognition programs and several awards for top students.

Opportunities for Program improvement

In addition to faculty complement renewal, the program identified areas for enhancement of the quality of the program and conditions for maintaining its research productivity. Declining enrolments are an institutional concern, and these create challenges if its reputational standing is to be maintained.

The review report discusses options on a number of questions raised by the self-study and dean's agenda of concerns. Recommendations consist of the following:

- Development of a long range yet flexible complement plan that integrates the needs of the undergraduate with the graduate program and devise hiring guidelines 'that aim to conciliate faculty, university and Canadian government aims';
- Advancement of the program's initiatives to address declining enrolments, including a public history track (which also address student interest in experiential learning), closer ties with interdisciplinary programs, meetings with high school teachers and development of general education offerings. The report identifies the annual course offerings matrix, in combination with tracking student need and interest, as having the potential to support decision-making;
- Improvements to the student experience by way of revisions to the curriculum (re-thinking the 1000-2000 level relationship, capping 3000 level courses at 30 , dropping the 4-hour tutorial in 1000 level courses, and pursuing a more coordinated competitive advantage with Glendon's program;

- Instituting an annual workshop for part-time instructors on expectations for 3000 and 4000 level courses and more extensive formal training for teaching assistants, especially first year PhD students with assignments to 1000 level courses.

Decanal Implementation Plan

The dean's implementation plan addresses the undergraduate and graduate programs under separate headings. The plan's focus on undergraduate program concerns addresses suggestions throughout the report as well as the concluding recommendations of the review report under three headings.

Enrolments/Majors:

- The plan identifies the program's initiatives, endorsed by the review report, and reports that History offered new General Education courses for the 2014-2015 cycle of course offerings with strong success. Two further courses have been proposed to culminate in 500-600 GE seats for FW 2015 that will compensate for reductions in majors and serve as recruitment for new majors. In addition, the program in Public History is under development and is strongly supported by the Dean's Office;
- The plan identifies initiatives underway to generate on-line courses and has demonstrated its support in these experiments;
- The plan endorses the review report's sense that more one term courses benefit students and is encouraged by the program's interest in exploring this approach;
- The 4-hour 6-credit format requires further review in light of resource allocations and student interest;
- The plan identifies opportunities for the program to contribute actively to recruitment efforts, to enter into discussions with interdisciplinary programs with the aim to provide service courses, and to contemplate the possibility of housing smaller programs currently in other departments that have strong History components, such as Canadian Studies and Classical Studies.

Curriculum:

- The plan is persuaded that the Department has in place the requisite planning processes for its annual course offerings but notes that discussions between the Department and the Dean's Office will address management of offerings in areas where student demand is weak;
- Coordination with Glendon requires a concerted on the part of the Dean's Office and the Principal of Glendon in advance of department-to-department negotiations;
- The plan suggests that rethinking the role of 1000 and 2000 level offerings within the program level expectations shall be engaged in relation to the success of general education courses in terms of their ability to convert students to majors and thus increase its enrolments of majors;
- The plan commits to ongoing discussion with the program in terms of the breadth of offerings in relation to student demand and enrolments.

Faculty Complement:

- A Faculty level long-range planning process for complement renewal is in process that addresses multiple contingencies and that builds upon the input from Faculty units' annual plans;
- Hiring guidelines have been clarified to address concerns about HRSDC requirements, and the Dean's Office supports the articulation of a strong and

compelling rationale for recommending candidates for tenure track positions with York PhDs when appropriate;

- The plan notes that there may be opportunities for the History Department to consider the value of alternate stream appointments as their participation in General Education takes hold.

Executive Summary

The LAPS History Department ranks in the top 3 nationally and in the mid-30's internationally. Faculty members are very productive scholars with strong external funding records, and they garner many significant awards and recognitions. There is a strong research culture supported by a research seminar series and annual appointment of a faculty member with responsibility for research matters. In addition to faculty complement renewal, the program identified areas for enhancement of the quality of the program and conditions for maintaining its research productivity. Specific recommendations from the Dean's implementation plan were grouped under three headings: enrolments/majors, curriculum and faculty complement.

Alice J. Pitt
Vice-Provost Academic
York University