



York University Board of Governors Notice of Meeting

Friday, 13 December 2019, 12:00 to 3:00 pm
5th Floor Kaneff Tower, Keele Campus

PAGE

I. CLOSED SESSION

II. OPEN SESSION – 12:45pm approximately

1. Chair's Items (P. Tsaparis) <i>12:45 pm</i>	
a. Report on Items Decided in the Closed Session	
b. Consent Agenda Approval	
2. Executive Committee (P. Tsaparis)	
a. Action Taken On Behalf of the Board	1
3. President's Items (R. Lenton) <i>12:55 pm</i>	
a. SMA-3 update (<i>material to be posted separately</i>)	
b. Markham Centre Campus update	
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4. Academic Resources Committee (B. White) <i>1:10 pm</i>	
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b. Establishment of the Faculty of Urban and Environmental Change (For approval)	8
5. External Relations Committee (F. Accinelli) <i>1:25 pm</i>	
a. Points of Pride	79
b. Board Engagement Plan	80
6. Finance and Audit Committee (W. Hatanaka) <i>1:30 pm</i>	
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7. Governance and Human Resources Committee (D. McFadden) <i>1:50 pm</i>	
8. Investment Committee (K. Silver) <i>2:00 pm</i>	
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9. Land and Property Committee (R. Williamson) <i>2:10 pm</i>	
10. Presentation: Leading in a World of Change: Innovation, Growth, Success and Financial Performance (D. Horváth, Dean, Schulich School of Business) <i>2:20</i>	126
11. Other Business <i>2:40 pm</i>	
12. In Camera Session <i>2:45 pm</i>	
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Board of Governors

Memorandum

To: Board of Governors

From: Paul Tsaparis, Chair

Date: 13 December 2019

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

The Executive Committee dealt with two items of business since the last meeting of the Board of Governors. Pursuant to the authority accorded to it under Article VI, 4 of the General Bylaws, the Executive Committee approved the following:

- the appointment Professor Amir Asif as the Vice-President Research & Innovation for a term of five years and two months commencing May 1, 2020.
- the appointment of Pascal Robichaud as the University Secretary for a five-year term commencing January 1, 2020.

Additional information on any of these items can be provided upon request.



PRESIDENT'S KUDOS REPORT

NOVEMBER 2019



York awarded honorary degrees to **four remarkable individuals** who are making incredible contributions to their respective fields and the public good. The four recipients are:

- Dionne Brand, poet, novelist, essayist and public intellectual - Honorary Doctor of Letters;
- Steven Campbell, entrepreneur and environmentalist - Honorary Doctor of Laws;
- Margot Franssen, entrepreneur and advocate for women and girls - Honorary Doctor of Laws; and
- Trina McQueen, broadcast media trailblazer - Honorary Doctor of Laws.



The Economist ranked the MBA program at our Schulich School of Business number one in Canada in the magazine's annual survey of the world's top 100 MBA programs.



The **MBA program** at York University's Schulich School of Business was ranked second in the world according to the results of a global survey conducted by *Corporate Knights*, one of the world's largest circulation magazines with an explicit focus on responsible business.



The Canadian Institute for the Administration of Justice (CIAJ) has announced its Justice Medal Award will be jointly awarded to Osgoode Hall Law School **Professor Emeritus John McCamus** and alumnus Patrick J. LeSage. The Medal marks the achievement of a person who has made a significant contribution to the administration of justice in Canada.



Research Infosource ranked York among the top 50 research universities in Canada for the third year in a row. Notably, the University took the top spot in Canada in the social sciences and humanities, and placed third in health - all key areas of strength for the University.

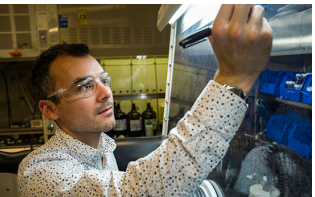


Two of Geography [Professor Kean Birch](#)'s papers were the most cited and the most read articles in the world's leading science and technology studies journal, *Science, Technology, & Human Values*. Having both the most cited and most read article in an academic journal with different papers is an almost unheard-of achievement in a discipline.

- The most cited paper is a 2017 article titled "[Rethinking Value in the Bio-economy: Finance, Assetization, and the Management of Value](#)"
- The most read paper is a 2019 article titled "[Technoscience Rent: Toward a Theory of Rentiership for Technoscientific Capitalism](#)"



The [Lions women's soccer team](#) was crowned Ontario University Athletics (OUA) champions with a 2-0 victory over the Toronto Varsity Blues in the gold medal final at Gee-Gees Field in Ottawa. The title is the Lions' first since 2009 and the fourth overall in program history.



Chemistry Professor and Tier II Canada Research Chair Chris Caputo in the Faculty of Science has received the [2019 Petro-Canada Young Innovator Award](#), which is presented to outstanding early-career faculty members at York. The award is jointly supported by Petro-Canada (now Suncor Energy Inc.) and the University to encourage excellence in teaching and research.

Caputo also recently received a \$450,000 Natural Sciences & Engineering Research Council of Canada (NSERC) [Collaborative Research and Development \(CRD\) Grant](#) with Toronto start-up Inkbox to study molecules to improve semi-permanent tattoo technology.



[Joan and Martin Goldfarb](#) contributed \$5 million to build a new art gallery at the Keele Campus. The new gallery will be named in honour of the Goldfarbs.

Maclean's ranked York University [ninth place](#) among Canadian mathematics programs. For the second year in a row, York University was also ranked in the top five provincially.



[Schulich Professor Ela Veresiu](#) was awarded an honorable mention for the Robert Ferber Award, which recognizes the best dissertation-based articles published in the *Journal of Consumer Research*. The award recognizes the research paper Veresiu and her colleague, Professor Markus Giesler, wrote, which is entitled "Beyond Acculturation: Multiculturalism and the Institutional Shaping of an Ethnic Consumer Subject."



Twelve PhD students from the Faculty of Science and the Lassonde School of Engineering are this year's new Carswell Scholars. The Carswell Scholars program was established thanks to a gift from the Carswell Family Foundation and supports students' research endeavours. This year's Carswell Scholars are:

Faculty of Science

- Laura Farkas, Department of Science & Technology Studies;
- Laura Keane, Department of Mathematics & Statistics;
- Emanuele Mendicelli, Department of Physics & Astronomy;
- Katherine Akemi Odanaka, Department of Biology;
- Víctor Flores Romero, Department of Chemistry; and
- Farwa Sajadi, Department of Biology.

Lassonde School of Engineering [one recipient has asked to remain anonymous]

- Seyed-Mohammad Hosseini, Earth & Space Science & Engineering;
- Rezaul Karim, Electrical Engineering & Computer Science program;
- Saba Miri, Civil Engineering;
- Parham Mohammadi, Electrical Engineering & Computer Science; and
- Mingfeng Yuan, Earth & Space Science & Engineering.



British Columbia's Ministry of Health has awarded School of Administrative Studies' Disaster and Emergency Management Professor **Eric Kennedy** \$117,000 to support an expansion of the **Science Outside the Lab (SOTL) program**. Co-hosted with York, SOTL is a competitive science policy immersion program that runs two sessions a year for graduate students and postdoctoral Fellows in any discipline.



Four faculty members within the Faculty of Health were recognized with Faculty Awards for their excellence and innovation in teaching, research and service. This year's recipients are:

- Ali Abdul-Sater - Award for Excellence in Research;
- Michael Boni - Award for Excellence in Teaching;
- Christopher Perry - Award for Excellence in Service in the University and Community; and
- Hannah Wong - Award for Excellence in Service in the University and Community.

APPOINTMENTS



Physics Professor **Joel Zylberberg** has been appointed a new Associate Fellow at the Canadian Institute for Advanced Research (CIFAR).

Board of Governors

Memorandum

To: Board of Governors

From: Bobbi White, Chair, Academic Resources Committee

Date: 13 December, 2019

Subject: December 2019 Report on Tenure and Promotion

Motion and Rationale:

The Academic Resources Committee recommends that the Board of Governors approve the December 2019 report on tenure and promotion.

This report covers tenure and promotion decisions since the Committee and Board met in October. The President confirmed that the decisions followed due process and that the advice of the appropriate bodies was considered.

Documentation is attached as Appendix A.

Recommendations for Promotion to Professor

Name	Faculty	Unit (If Applicable)	Highest Degree (University)	Specialization(s)
Annisette, M (F)	Schulich School of Business	Accounting	PhD (Manchester)	Historical accounting
Armenakis, C (M)	Lassonde School of Engineering	Earth and Space & Engineering	PhD (New Brunswick)	Surveying engineering
Bisnath, S (M)	Lassonde School of Engineering	Earth and Space & Engineering	PhD (New Brunswick)	Geomatics engineering
Hoffman, P (M)	Arts, Media, Performance and Design	Cinema & Media Arts	BA (Wilfred Laurier)	Alternate film
Ingram, S (F)	Liberal Arts and Professional Studies	Humanities	PhD (Alberta)	Comparative literature
Kelly, S (M)	Science	Biology	PhD (Hong Kong)	Physiology and neuroscience
Lakin-Thomas, P (F)	Science	Biology	PhD (California)	Cell and molecular biology
Mar, R (M)	Health	Psychology	PhD (Toronto)	Social personality
Michaud, J (F)	Glendon	School of Gender, Sexuality & Women's Studies	PhD (Toronto)	Feminism and political movements, political thought and feminist theories
Pettit, M (M)	Health	Psychology	PhD (Toronto)	Historical psychology
Schweitzer, M (F)	Arts, Media, Performance and Design	Theatre	PhD (Toronto)	Theatre history and historiography
Vickerd, B (M)	Arts, Media, Performance and Design	Visual Arts & Art History	MFA (Victoria)	Sculpture, public art
Wilson, D (M)	Science	Chemistry	PhD (Western Ontario)	Biochemistry

Recommendations for Tenure and Promotion to Associate Professor

Name	Faculty	Unit (If Applicable)	Highest Degree (University)	Specialization(s)
Barras, A (F)	Liberal Arts and Professional Studies	Social Science	PhD (London School of Economics and Political Science)	Comparative politics
Bawa, S (F)	Liberal Arts and Professional Studies	Sociology	PhD (Queen's)	Linking globalization, human, women's rights, post colonial feminism
Li, JT (F)	Liberal Arts and Professional Studies	Languages, Literatures & Linguistics	PhD (Toronto)	Chinese studies of comparative literature

Board of Governors

Memorandum

To: Board of Governors

From: Bobbi White, Chair, Academic Resources Committee

Date: 13 December 2019

Subject: Establishment of the Faculty of Urban and Environmental Change

Recommendation

The Academic Resources Committee recommends that the Board of Governors approve:

- 1. the establishment of the *Faculty of Urban and Environmental Change* comprising the Faculty of Environmental Studies and the Department of Geography, Faculty of Liberal Arts & Professional Studies, to commence operations January 1, 2020, with a full launch on September 1, 2020;**
- 2. the disestablishment of the Faculty of Environmental Studies, effective August 31, 2020; and**
- 3. the disestablishment of the Department of Geography, housed in the Faculty of Liberal Arts & Professional Studies, effective August 31, 2020.**

Background and Rationale

At its meeting of November 28, 2019, on a recommendation from its Academic Policy, Planning and Research Committee, the York University Senate approved the establishment of a Faculty of Urban and Environmental Change effective January 1, 2020, with a full launch on September 1, 2020 contingent on approval by the Board of Governors. The Academic Resources Committee has responsibility for reviewing the

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proposals and recommending their approval to the Board of Governors as the final governance stage at the University.

A solid foundation for the new Faculty has been laid to:

- improve disciplinary clarity at the University for students, while building on York's tradition of cross-disciplinarity;
- reduce overlap and competitiveness in curriculum and programming;
- give undergraduates in both units more choice in degrees as the new unit will house BES, BA and BSc degrees;
- bring together scholars in related fields to foster research synergies and collaborations;
- create a hub of geographic and environmental activity at York, building visibility and recognition externally; and
- increase financial sustainability for both units by growing undergraduate enrolment and achieving curricular harmonization.

The name of the Faculty is provisional and market research is underway to determine how naming options are received by the external community. Once finalized, the agreed upon name will be reported to Senate and the Board as confirmed.

The proposal to establish the Faculty was initiated and developed by colleagues in FES and Geography and approved in principle by Senate in June 2017. Establishing this new Faculty has been a collegially driven process from the beginning. A shared context of enrolment challenges, overlap in curriculum, untapped research synergies, and an active global focus on environmental sustainability, has made clear the need for FES and Geography to respond with a new plan that turns opportunities into advancements. Many months of discussion, debate, and broad consultation have informed the preparation of the plans for the new Faculty. are encouraged to take note of the chronology showing the stages of proposal development and the comprehensive record of consultation conducted on this initiative that is contained in the supporting documentation.

Senate confirms that the goals created for the Faculty of Urban and Environmental Change integrate well with, and help advance, the 2015-2020 University Academic Plan priorities of academic quality, student success, and engagement and outreach. Specifically, a few examples are:

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- *Innovative, Quality Programs for Academic Excellence*: advanced through the development of innovative new curriculum by engaging interdisciplinary perspectives and techniques that span the biophysical sciences, social sciences and the arts;
- *Advancing Exploration, Innovation and Achievement in Scholarship, Research and Creative Activities*: by building on existing synergies and encouraging collaboration in research, and amplifying existing strengths in research, scholarly and creative work by building multi-stakeholder networks for knowledge mobilization, partnerships and collaborations, direct uptake of research by communities, industry, and government; and
- *Enhanced Quality in Teaching and Student Learning*: building upon 'signature pedagogies' of learning-by-doing, enhancing student placements, internships, and research opportunities with multi-stakeholders (civil society, industry, government, academia) to ensure knowledge application, skills training and clear employability.

The full proposal, complete with several statements of support, is attached as Appendix A. Additional background documentation is available upon request to the Secretariat.

Updated November 12, 2019

PROPOSAL FOR THE CREATION OF A

FACULTY OF URBAN & ENVIRONMENTAL CHANGE

A COLLABORATIVE INITIATIVE OF THE DEPARTMENT OF GEOGRAPHY AND THE
FACULTY OF ENVIRONMENTAL STUDIES

*Provisional Faculty name to be confirmed prior to launch on September 1, 2019

YORK UNIVERSITY | 4700 Keele Street, Toronto, Ontario M3J 1P3 CANADA

Executive Summary

Environmental change and urbanization represent two of the most pressing challenges facing people and the planet, and transitions to a sustainable and just future require urgent attention. These connected worldly concerns represent the framing agenda for a new Faculty at York University.

The Faculty of Urban and Environmental Change at York University will be an international leader of critical and innovative urban, environmental, and geographic knowledges and skills in pursuit of sustainability and justice. The creation of this new Faculty will draw together scholars from Geography and Environmental Studies, as well as across the university, building on existing synergies and excellence, as well as encouraging collaboration and innovation in teaching, research, and engagement activities.

The Faculty of Urban and Environmental Change will inspire students as citizens and leaders whose knowledge, skills, and values position them in careers and engagement activities that serve the public good and the nature upon which society depends. The Faculty will champion interdisciplinarity through curricular programs and scholarship; emphasize field-based and experiential learning to enhance understanding of biophysical processes and social issues; embrace global perspectives so that this understanding is derived from a broad range of places; and pursue community-engaged endeavours for the production of engaged scholarship and the training of active citizens, innovators and leaders.

The five distinct yet interconnected undergraduate programs ground the new Faculty's core identity and scholarly strengths in a purposive and efficient curricular design, and offer students structure, choice, and flexibility of programming on distinctive themes and cross-cutting approaches. Specifically, programs will include BA Urbanization; BA Global Geography; BES Environmental Arts & Justice; BES Sustainable Environmental Management; and BSc Environmental Science (with Faculty of Science, Lassonde School of Engineering, and Glendon). The new Faculty will continue to offer Masters and PhD degree programs in Geography and Environmental Studies that are well-established, well-reputed, and offer students high quality learning outcomes.

The Faculty of Urban and Environmental Change will unite a critical mass of scholars and scientists whose research excellence is world-renowned and productive across all standards. The new Faculty will amplify existing strengths, and indeed exceptionalities, in research, scholarly and creative work by further building multi-stakeholder networks for knowledge mobilization, partnerships and collaborations, and direct uptake of research by communities, industry, and government actors.

Ultimately, the Faculty of Urban and Environmental change will:

- Inspire and prepare students for careers and engaged citizenship through experiential education, critical thinking, hands-on-research, and leadership skills;
- Engage interdisciplinary perspectives and techniques that span the biophysical sciences, social sciences, and the arts;
- Advance scholarly understanding and scientific research of natural, built, and social spaces;
- Mobilize knowledge through action-oriented collaborations with change-makers, communities, and institutions;
- Inform and facilitate dialogues and strategies to globally and locally addressing mounting degradation, inequities, and injustices.

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Introduction

Climate action in March 2019 saw youth from around the world take to the streets and raise their concerns about the sobering environmental degradation, injustices and uncertainties facing humanity today. They urged decision-makers to recognize climate change as the biggest threat in human history, and to take responsibility for solving this unprecedented crisis. Further, human destruction of nature is rapidly eroding the capacity to provide food, water and security to the global population. Environmental changes owing to human activities are mounting with rising average temperatures, extreme weather events, melting ice sheets, freshwater shortages, air pollution, habitat depletion, and species extinction. These changes disproportionately impact vulnerable communities whose ability to adapt is limited; this vulnerability is rooted in social, political and economic systems that create stark inequities between the haves and have nots. Natural resource inequities and degradation trigger migration, conflict and fear among people and threaten opportunities for the next generation. The climate emergency and rapid biodiversity loss warrant urgent attention to sustainable and just environmental transitions.

If the 21st century will be one in which humanity seeks to address and adapt to environmental crises, it will do so as an urban species in built environments. Around 2008, the planet's urbanites were, for the first time, more than half of its human population; by 2050 that proportion will be two-thirds. Cities are drivers behind many of our planet's environmental crises, as well as being a rich source for imagining and practicing new forms of sustainable and just living. In turn, urbanization presents challenges of its own. While cities are national economic engines in many countries, they are also faced with daunting problems of urban poverty, inequality and homelessness; cities are also changing our relationships to rural spaces and settlements. The dynamic culture of cities reflects both the richness and the tension created by the 'thrown togetherness' of humanity in all of its diversity. Governance challenges continue to confound urban regions everywhere, but cities are also crucibles of political struggle, activism and possibility. In Toronto, we live in one the world's most diverse and vibrant urban regions in which all of these challenges and opportunities are being lived and confronted.

Environmental change and urbanization represent two of the most pressing challenges facing people and the planet, and transitions to a sustainable and just future require urgent attention. These connected worldly concerns represent the framing agenda for a new Faculty at York University. The creation of the Faculty of Urban and Environmental Change offers York University the opportunity to consolidate, enhance and more clearly project its excellence in, and contributions to environmental, urban, and sustainability and justice realms. It will draw together scholars from Geography and Environmental Studies, as well as across the university, building on existing synergies and encouraging collaboration and innovation in teaching, research, and engagement activities. The Faculty of Urban and Environmental Change will champion interdisciplinarity through curricular programs and scholarship; emphasize field-based and experiential learning to enhance understanding of biophysical processes and social issues; embrace global perspectives so that this understanding is derived from a broad range of places; and pursue community-engaged endeavours to generate meaningful scholarship and to train active citizens, innovators and leaders.

Within this new Faculty, Geography as a discipline offers a holistic approach to understanding people, places, and environments. Spanning the physical sciences, social sciences, and humanities, Geography highlights spatial variations of human and natural phenomena and explores how social, economic, political, demographic, and environmental processes shape human lives and landscapes. Geography at York, founded in 1962, reflects a breadth of scholarship ranging from biogeochemical ecosystem change in the Northwest Territories, to experiences of displaced migrants in urban environments in Cuba, Canada, and India, to fisheries labour relations shaped by industrialization and marine ecologies in Southeast Asia. York Geography is an accomplished, well-respected department in the discipline with one of the highest global academic reputations within the Faculty of Liberal Arts and Professional Studies according to 2019 QS rankings. York Geography faculty members are widely published and actively participate in university-wide research initiatives through Organized Research Units (ORUs) such as the CITY Institute. Geographers attracted \$6.2 million in Tri-Council funding during the last Cyclical Program Review period, with virtually all faculty members currently holding a SSHRC or NSERC grant as principal or co-investigator. Geography undergraduate students benefit from pedagogical innovations in classroom, lab- and field-based learning, as well as outstanding teaching that leverages active learning. The graduate program in Geography has a long tradition of innovative and high-quality research by both doctoral and master's students.

Environmental Studies similarly offers comprehensive exploration of the relationships between humans and the environment – be it natural, built or social. At York University these explorations span a wide range of realms including polar bear ecologies in Southern Hudson Bay; sustainability informatics calculating 'ecological footprints'; climate change and sustainability transitions; and food-based performances in social gatherings. Founded in 1968, Environmental Studies has led the way in environmental research, innovative pedagogy, and action-oriented engagements in the environmental sector. It has also been a leader in urban research, from theorizing urban politics in Europe and North America, to studying the cultural landscapes of Indonesian cities, to engaging with policies and practices in the planning of suburbs. York environmental studies faculty include several Research Chairs and a Trudeau Fellow, attracting \$8.76million in Tri-Council and other research grants, contracts and gifts over the past five years. The research culture of Environmental Studies is sustained by a talented and impactful community of graduate students. Environmental Studies student learning experiences rank among the highest quality at York according to the 2018 National Survey of Student Engagement (NSSE).

Geography and Environmental Studies faculty thus share demonstrated excellence in research and teaching. Furthermore, both are inherently interdisciplinary, drawing on the full range of academic perspectives and methods; both are committed to experiential education and the mobilization of knowledge through key stakeholder engagement to address complex and dynamic challenges. Currently, Geography has 18 full time faculty members, 8 staff members (3 are technicians), ~250 undergraduate students, and 70 graduate students. Environmental Studies has 40 faculty members, 23 staff members, 460 undergraduate students, and 302 graduate students. These units have 8004 and 4500 alumni respectively. The Faculty of Urban and Environmental Change will bring together these colleagues and stakeholders into a united entity.

Notably, as highlighted by Cyclical Program Reviews in both units, the creation of the Faculty of Urban and Environmental Change offers opportunities to reverse declining undergraduate enrolment trends in these realms. A recent comparative analysis of environmental programs at York (compiled by Higher Education Strategy Associates in March 2019) identifies the divergence of environmental studies and science programs as undermining student access to and experiences of these offerings. It also reveals multiple yet disconnected pathways to studying urban issues, dynamics and environments that are confusing to students and do not provide a clear 'urban' identity for York University. Finally, it suggests untapped potential in areas such as environmental science, sustainability informatics, and environment, economy and entrepreneurship that could be brought forward more substantively.

Bringing clarity, refinement, and visibility to existing environmental, urban and geography degree programs, as well as re-imagining and innovating curriculum, will be a focal point for the Faculty of Urban and Environmental Change. As part of this effort, the new Faculty will embody a collaborative 'hub and spoke' approach intended to draw explicit and productive linkages to other York University faculties, units, and programs where cognate issues are highlighted and of concern. The new Faculty will explore existing 'spokes' or pathways and enhance dialogues with, for example, the Faculty of Science, Lassonde School of Engineering, and Glendon Campus (to invigorate collaborative BSc Environmental Science programming), the Faculty of Liberal Arts and Professional Studies (to align with programs in, for example, Disaster and Emergency Management, Urban Studies, Business and Society, and Indigenous Studies), as well as the Sustainability Office and Innovation York (to enhance curriculum via experiential education, work-integrative, and innovative sustainability transitions).

Through its collaborative spirit, scholarly excellence, and leadership, the Faculty of Urban and Environmental Change will build upon York University's globally-recognized efforts to build a more sustainable and just world. According to the Times Higher Education Ranking 2019, York University ranks #26 internationally and #5 in Canada for its contributions towards the UN Sustainable Development Goals through efforts to address environmental degradation, climate change, inequality, and poverty. York University ranks most highly in Reduced Inequalities (Goal #10), Sustainable Cities & Communities (Goal #11), Responsible Consumption & Production (Goal #12), Climate Action (Goal #13), and Partnerships to Achieve Goals (Goal #17). Geography and Environmental Studies have been vital to these efforts through, for example, their excellence in urban teaching and research, establishment of Las Nubes EcoCampus as a 'living lab' for global sustainability and community engagement, and multisided collaborations addressing injustices in labour markets, migration patterns, and natural resource depletion. The Faculty of Urban and Environmental Change will draw upon these strengths to further champion sustainability and justice at York University, as well as on the local and global stage.

Vision and Scope

The Faculty of Urban and Environmental Change at York University aspires to the following vision:

To be an international leader of critical and innovative urban, environmental, and geographic knowledges and skills in pursuit of sustainability and justice.

To mobilize this vision, the Faculty of Urban and Environmental Change will:

- Inspire and prepare students for careers and engaged citizenship through experiential education, critical thinking, hands-on-research, and leadership skills;
- Engage interdisciplinary perspectives and techniques that span the biophysical sciences, social sciences, and the arts;
- Advance scholarly understanding and scientific research of natural, built, and social spaces;
- Mobilize knowledge through action-oriented collaborations with change-makers, communities, and institutions;
- Inform and facilitate dialogues and strategies to globally and locally address mounting degradation, inequities, and injustices.

The Faculty of Urban and Environmental Change will embrace the following values:

Scholarly and research excellence
Interdisciplinary learning and experiential education
Engaged citizenship and leadership
Local-global outreach and activism
Sustainable communities and environments
Social, economic, and environmental justice
Reconciliation and respect for Indigenous knowledge systems
Respect for rights, differences, and dignity of others
Respect for place, community, and diversity

The Faculty of Urban and Environmental Change at York University will be the first of its kind in Canada to explicitly address the distinct yet interconnected challenges of environmental change and urbanization, and innovate transitions to a sustainable and just future. This focus reflects distinctive strengths at York and differentiates York within higher education in Ontario, Canada, and beyond.



In research and teaching on **environmental change**, the new Faculty will consolidate a critical mass of physical geographers, ecologists, social scientists, and humanists who focus on the biophysical processes of environmental systems and human relationships with the natural world. Deploying field-based approaches, policy analysis, critical social theory, planning skills, geomatics, and sustainability informatics, the new Faculty will offer a major cluster of expertise to understand how earth systems are evolving and how humanity is impacting on, and impacted by, such changes. It will highlight innovative thinking and practice around sustainability transitions as a means of mitigating environmental changes that threaten the planet and people alike.



In research and teaching on **urbanization**, the new Faculty will consolidate arguably Canada's most prominent cluster of urban scholars, whose work spans innovative theoretical thinking, empirically-driven research, and policy-oriented practice. It will feature topical areas of urban history, urban ecology, rural-urban linkages, global suburbanisms, urban political economy, migration and resilience. It will serve as York's accredited provider of professional training in planning and as primary sponsor of the university-wide CITY Institute. Deploying critical social theory, planning skills, design charrettes, and impact assessments will offer a major cluster of expertise to understand changes in human settlement patterns, the growth of major urban centres, and impacts on the planet and people.



Sustainability and justice will reflect core expertise in the new Faculty. Understanding imbalances of ecological, economic, and social realms is key to explaining the dire challenges associated with environmental change and urbanization. Unequal distribution of power, opportunities, mobilities, resources, and wealth shapes people's daily lives and livelihoods. Issues of injustice disproportionately expose marginalized peoples to natural disasters, depleted resources, and environmental degradation. Critical thinking skills and inquiry-based learning offer ways to investigate in-depth how structures, institutions, and communities produce relations of power to the benefit of some and the detriment of many. Innovative sustainability transitions require new ways of thinking and doing for the benefit of the planet and people.

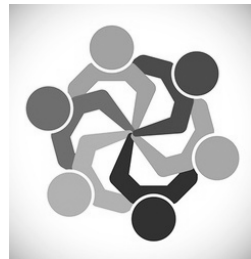
Four cross-cutting orientations will characterize the teaching and research of the new Faculty.



First, **interdisciplinarity** in the new Faculty will bring together biophysical sciences, social sciences, humanities, and the arts to address the pressing challenges of environmental change and urbanization, as well as solutions for sustainable and just transitions. For example, environmental change includes ecological systems as much as political ecologies and demographic shifts owing to climate change while urbanization includes planning and design as much as urban social theory and urban ecologies. Innovative solutions will require integration of these varied knowledges and via diverse approaches including documentary film making, critical analysis, and citizen conservation science.



Second, addressing challenges of environmental change and urbanization via sustainable and just solutions require theoretical explanation of such dynamics, as well as empirical research to explore how they manifest in particular contexts. As world-class researchers, faculty members pair conceptually rich insights with empirically-grounded investigations; they engage students in **field-based and experiential learning** through projects and in course offerings such that students are assured to acquire meaningful hands-on experiences and skills via laboratory-based science, geomatics, interviewing, and arts-based practice.

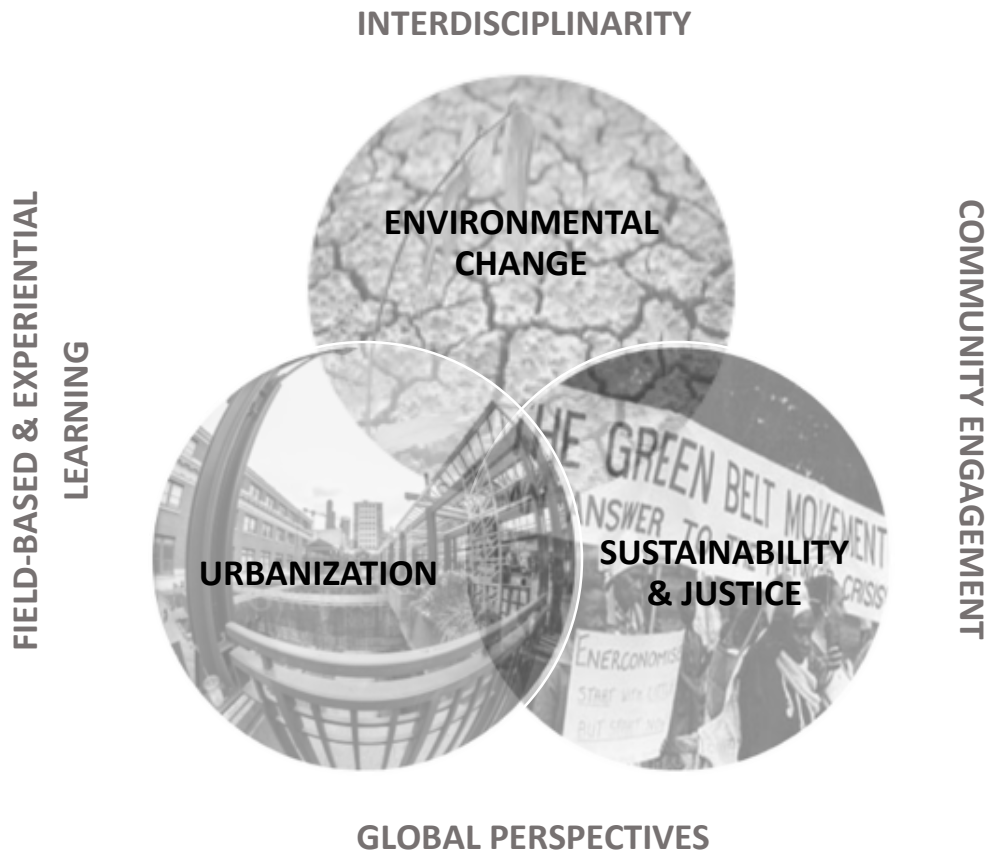


Third, **community engagement** is vital to ensuring key stakeholder participation in generating knowledge on environmental change and urbanization challenges, and in offering tangible solutions that are sustainable and just. Further, knowledges and skills are actively mobilized through community, industry, and policy-based endeavours. Faculty research brings students directly into ‘real world’ realms and issues; students appreciate the complexity of environmental issues while skills and multi-sectoral relationships position them for meaningful careers where they can make a difference in the environmental realm.



Fourth, the new Faculty will offer distinctively **global perspectives** given that their research endeavours take place around the world, including the Caribbean, Africa, Latin America, Asia, and the circumpolar North. This internationalism is woven into foundational course offerings and students benefit from various perspectives and approaches to environmental change and urbanization. The new Faculty offers students and faculty members a unique opportunity at the Las Nubes EcoCampus in Costa Rica which serves as a ‘living laboratory’ and experiential education site of neo-tropical conservation and sustainability.

In sum, the Faculty of Urban and Environmental Change core themes and cross-cutting approaches thus include:



Notably, in pursuit of sustainability and justice, the new Faculty will espouse tenets of **reconciliation** and Indigeneity as detailed in York University's Indigenous Framework. During 2019/20, Geography and Environmental Studies faculty, staff and students will seek guidance from Indigenous Council, colleagues in the LA&PS Indigenous Studies program, and other stakeholders regarding how best to build upon its existing approaches and strengths, and to explore new substantive and tangible directions for advancing York's Indigeneity and reconciliation agenda. The new Faculty offers opportunities, for example, to expand Indigenous curricular offerings; enrich experiential education through land-based learning; ensure Indigenous knowledges, perspectives and experiences are highlighted within and through research endeavours; and fully support and increase the number of Indigenous faculty, staff and students in our midst. Establishment of the new Faculty also offers an opportunity to explore an Indigenous naming by the Huron-Wendat, and the responsibility that this invitation involves.

University Academic Plan Alignment

The Faculty of Urban and Environmental Change will align with the University Academic Plan and further advance York University priorities of academic quality, student success, and engagement and outreach.

In terms of academic quality, the new Faculty will enhance, refine, and innovate undergraduate and graduate program offerings based on distinctive themes and cross-cutting approaches detailed above. Curriculum will champion high quality student learning outcomes, experiential education, flexible pathways, and effective advisory support. The Faculty will explore collaborative programs with other faculties (e.g., Science, Lassonde, LA&PS) and units (e.g., Sustainability Office, Innovation York, CITY Institute) to enhance 'Environment @York' and 'Urban @York' programming, identity, and reputation. Further, Geography and Environmental Studies faculty members are already well-reputed given their scholarly excellence. The new Faculty will increase their visibility and profile, encourage and support their efforts to secure further funds for their endeavours, and actively connect faculty with students to provide hands-on learning, research skills, and placement opportunities.

In terms of student success, the Faculty of Urban and Environmental Change will build upon 'signature pedagogies' of learning-by-doing by enhancing student placements, internships, and research opportunities with multi-stakeholders (civil society, industry, government, academia) to ensure knowledge application, skills training and clear employability. A continued focus on experiential education will attract and retain high quality students through hands-on application of theory with practice within the classroom, the lab, and the field. In particular, the new Faculty will offer students a meaningful, globally-focused, community-engaged, and experiential education curriculum at Las Nubes Ecocampus in Costa Rica. The new Faculty will build upon existing pedagogical excellence experienced by students as reflected in NSSE and course evaluations, and thus positively impacting undergraduate retention and graduate progress to completion rates.

In terms of engagement and outreach, the Faculty of Urban and Environmental Change will amplify existing strengths, and indeed exceptionality, in building multi-stakeholder networks for knowledge mobilization, partnerships and collaborations, and direct uptake of research by communities, industry, and government actors. The new Faculty will serve as a hub and leader of York University's commitment to sustainability (through active partnership with the Sustainability Office) by advancing high quality sustainability education and research, and championing environmental enhancements across campus grounds, buildings and operations. The Faculty will also serve as a hub and leader of York's internationalization mandate (through its Las Nubes Ecocampus and embracing international student intake and educating through global perspectives), as well as equity, diversity, and inclusivity (through its commitment to reconciliation, respect for diverse worldviews, and commitment to social justice).

Curriculum

The Faculty of Urban and Environmental Change curriculum serves as a ‘call to action’ to understand and seek sustainable and just solutions to the environmental change and urbanization challenges of our time. The new Faculty will innovate curriculum, re-vision learning outcomes, enhance program options, and offer various modes of delivery for students to facilitate meaningful career pathways and advanced study opportunities. Environmental and urban areas of study lend themselves well to experiential education, fieldwork, laboratory analysis, and community activities. Here students learn-by-doing and connect theory with practice to prepare fully for wide-ranging careers in the environmental and urban sectors and beyond be they in public, private or civil society realms.

The Faculty of Urban and Environmental Change will strive to attract, train and inspire students in dedicated programs, as well as to serve as the locus for general education and elective education in environmental change, urbanization, and sustainable and just transitions across the University. Such broad literacy is needed given the urgent and complex challenges facing us. The new Faculty will provide foundational courses for understanding our changing climate, the destruction of nature, and urbanization trends along with their effects on people, their livelihoods, lifestyles and mobilities. Students across York University will also benefit from continuing and fundamental exposure to issues related to environmental sustainability, social justice, and reconciliation of people and nature.

To do so, the Faculty of Urban and Environmental Change is committed to interdisciplinary and collaborative curriculum dialogues, planning, and implementation across academic and administrative units at York University. The new Faculty sees opportunities for cross-teaching of and multiple pathways for students at undergraduate and graduate levels to deliver a positive, high-quality student experience. We have identified areas of internal fragmentation or overlap requiring realignment to permit greater collaboration and, with reduced redundancy, offer deeper and wider offerings in those areas. We have extensively consulted with faculties, units and programs across York to this end. Further, we seek opportunities to enhance teaching and learning through the effective use of technologies and to continue bringing research directly into the classroom. With these innovations and refinements, students will be attracted by the curricula in sufficient numbers to ensure the new Faculty flourishes.

Ultimately, the Faculty of Urban and Environmental Change will inspire students as citizens and leaders whose knowledge, skills, and values position them in careers and engagement activities that serve the public good and the nature upon which society depends. Recruitment messaging could ask:

“Are you someone who thinks that environmental change, urbanization, and sustainable and just transitions are important issues today? Do you think these challenges need to be tackled both locally and globally? Do you believe that we need to understand these challenges using integrative and diverse ways of thinking from the arts, sciences and social sciences? Do you want to acquire the insights and skills to tackle these issues as a thinker, planner, analyst, policy maker, activist or organizer? Have you considered careers as a green entrepreneur, park manager, urban planner, environmental scientist or impact assessor, human rights advocate, or national policy analyst? If so, the Faculty of Urban and Environmental Change is for you!”

Undergraduate Degree Programs

Undergraduate degree programs in the Faculty of Urban and Environmental Change will foster students' critical thinking and skills development, active learning, engaged citizenship, and career preparedness for roles within an increasingly diverse and wide-ranging environmental sector.

Five distinct yet interrelated undergraduate programs will anchor the new Faculty, namely:



Together these undergraduate programs offer multiple entry points through which to explore the challenges of environmental change and urbanization, as well as to innovate transitions to a sustainable and just future. Students can 'mix and match' programmatic options in ways that capture the breadth of their interests and their desire to acquire career-ready knowledges and skills. Core course offerings will explicitly guide students through foundational concepts, perspectives, and methodologies. To this end, keystone courses for each distinctive undergraduate program will align such that one 'signature introductory course' focused on, for example, urban ecologies may serve as a cross-cutting core for students regardless of the undergraduate program in which they are majoring or minoring. Similarly, fourth year capstone experiences may draw together students into 'teams' from across the various undergraduate programs to collectively, and from multiple entry points, explore real-world problems and innovate just and sustainable solutions. As part of their undergraduate journey, students will have options to pursue major/minor combinations that support their particular interests, as illustrated below:



E.g. Student combines BA Major in Urbanization with BES Minor in Environmental Arts and Justice given their desire for an urban-focused degree and interest in critical and creative practices for social change.



E.g. Student combines BSc Major in Environmental Science with BES Minor in Sustainable Environmental Management given their desire for a science degree complemented by policy, planning, management skills.



E.g. Student combines BES in Sustainable Environmental Management with BA Minor in Global Geography given their interest in global environmental change and urbanization through a spatial lens.

Ultimately, the five distinct yet interconnected undergraduate programs ground the new Faculty's core identity and scholarly strengths in a purposive and efficient curricular design, and offer students structure, choice, and flexibility of programming. The undergraduate curriculum specifically embodies the new Faculty's four cross-cutting approaches as follows:

Interdisciplinarity is embedded such that students engage with knowledges and skills from biophysical sciences, social sciences, humanities and the arts within individual courses, within each undergraduate program, and across programs as a whole. For example, a course on environmental literature draws in understanding of natural or physical processes; a program focused on environmental science draws in exploration of policies and regulations that drive degradation; and the undergraduate curriculum as a whole allows students to mix and match programs to fully embrace multiple disciplines and their integration. The curriculum will also feature interdisciplinary keystone and capstone offerings that bring students together.

Field-based and experiential learning, as a signature pedagogy of the new Faculty, is woven throughout the undergraduate curriculum. Students regardless of program major or minor will benefit from numerous sustained and in-depth experiential opportunities. These may include classroom-based experiential learning activities ranging from reflective journaling to case studies to guest lectures; conducting field or lab work including, for example, GIS overlay analysis or soil sampling or archival searches or textile dyeing or participant observation in urban communities; or field courses where students 'learn through the soles of their feet' in locales such as the Greater Toronto Area, Frankfurt Germany, and in Costa Rica.

Community engagement will facilitate students' direct application of issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the 'real world'. Students will benefit from work-integrated learning through placements or internships to ensure first-hand career experiences in public, private or civil sectors. Undergraduate research opportunities will also be featured for students to explore theoretical and applied questions related to challenges of environmental change and urbanization, and innovating sustainable and just solutions. Here students can connect directly with key stakeholders on pressing issues.

Global perspectives are woven throughout the new Faculty's undergraduate programs so as to champion internationalism, equity, and inclusivity, as well as breadth of worldviews and perspectives. Students will benefit from faculty members whose research programs are grounded in contexts around the world, including Australia, Cuba, Germany, Ghana, Guyana, Ireland, India, Thailand, and the Philippines. Those wishing to travel abroad, for example to the Las Nubes EcoCampus summer semester, will receive financial assistance and logistical support.

Each undergraduate program is detailed below in terms of a synopsis, learning outcomes and curricular overview of thematic strengths and sample courses. Program distinctiveness, demand trends, and enrolment targets are also highlighted. Each program has been developed in consultation and/or collaboration with cognate faculties, units and programs at York University. These engagements will continue as needed to ensure complementary and robust programming in these areas moving forward.



BA in URBANIZATION

Honours (120 cr) | BA (90 cr) | Minor (30 cr) | 3+2 option leading to MES Planning

We live in an urban world. Intensive urbanization challenges our conventional understanding of the city and its relationships with suburban, exurban and rural environments. The urban now figures as both cause and consequence of many contemporary planetary issues. It is an instigator of the climate emergency, global migration, increasing inequality and poverty while also a crucible for innovation and creativity. Students will acquire the knowledge, critical thinking and technical skills to understand the deep social, economic and environmental transformations necessary to address urbanization challenges. Sustainable cities and resilient communities need to be held accountable to the highest democratic standards of social and environmental justice. Students are encouraged to reimagine the responsibilities of global urban citizenship and to help design new forms of urban governance that is inclusive and participatory, especially for those historically excluded from democratic decision-making and planning processes. Research that informs this program is supported by the CITY Institute at York University, a leading research center that combines critical urban investigation with applied research and intervention. Students with an academic record of A/A+ may enter the MES (Planning) program after their third year of study through a 3+2 program option, accredited by the Canadian Institute of Planners (CIP), the Ontario Professional Planners Institute (OPPI) and the Planning Accreditation Board.

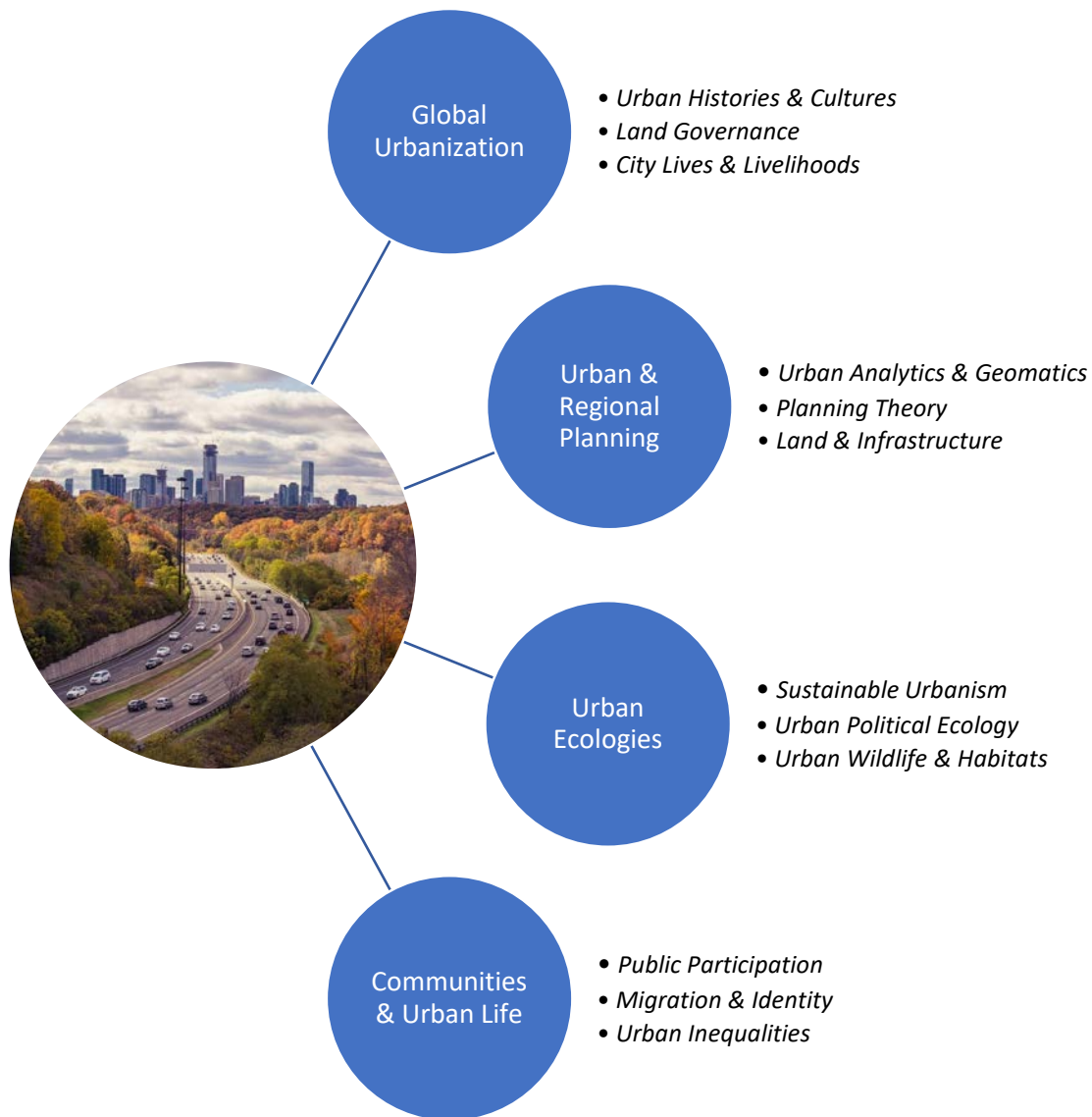
Learning Outcomes

Upon completion of this degree, graduates will be able to:

- Assess critically the historical and geographical processes across multiple scales of urbanization and their implications for just and sustainable cities, nature and planning;
- Assess critically the relationships between socio-cultural, economic, political, technological, physical, governance, and ecological dimensions of urbanization and planning;
- Analyze critically the problems of social and spatial marginalization and innovate just solutions;
- Work collaboratively with communities, non-governmental organisations sector, government agencies, and the private sector to address urban challenges;
- Become local, national and global agents of urban and regional change.

Curricular Overview

The URBANIZATION program is anchored by the following thematic strengths and sample courses:



Urban programs are in high-demand among students according to external analysis and programs at other universities. York has yet to fully benefit from this demand given fragmentation and confusion in urban programming spanning numerous units. BA Urbanization offers a fully interdisciplinary program capturing a breadth of student interests with distinctive strengths in urban planning, urban ecologies, global suburbanization, urban geomatics, critical urban theory, and urban justice. This program reflects a flagship contribution to a broader vision for ‘the urban’ at York, which aims to consolidate urban programming to increase coherence, encourage student mobility, and enhance excellence in urban research, curriculum, pedagogy, reputation, reach and impact. Ongoing consultations will continue through a York-wide Urban Working Group that will include, but is not limited to, LA&PS’ Urban Studies program, CITY Institute, and the new Faculty. Graduate programs in Critical Urban Studies, as well as professional development courses will also be explored.



BA in GLOBAL GEOGRAPHY

Honours (120 cr) | BA (90 cr) | Minor (30 cr)

Geographers study the formation of places and landscapes, and the dynamics that connect the world together in all of its unevenness and complexity. The Global Geography program equips students with an in-depth understanding of the rapidly changing world we live in. It explores historical legacies and contemporary systems that drive global change: human migration flows; economic production and consumption; geopolitical power relations; flows of knowledge, culture and data; networks of global cities; and environmental change and action. These dynamics are linked to an understanding of how they affect human societies and physical environments in specific places. The program highlights, in particular, feminist and postcolonial geographies of difference examining gender and construction of nature as well as inequalities among social groups that arise from differential access to power and resources. Students benefit from experiential learning through hands-on classroom activities, field and lab-based exercises, and community engagement. They gain geographical skills of spatial analysis and critical thinking to equip them for careers in Canada and abroad in government, journalism/media, development agencies, private sector corporations, and non-profit sectors.

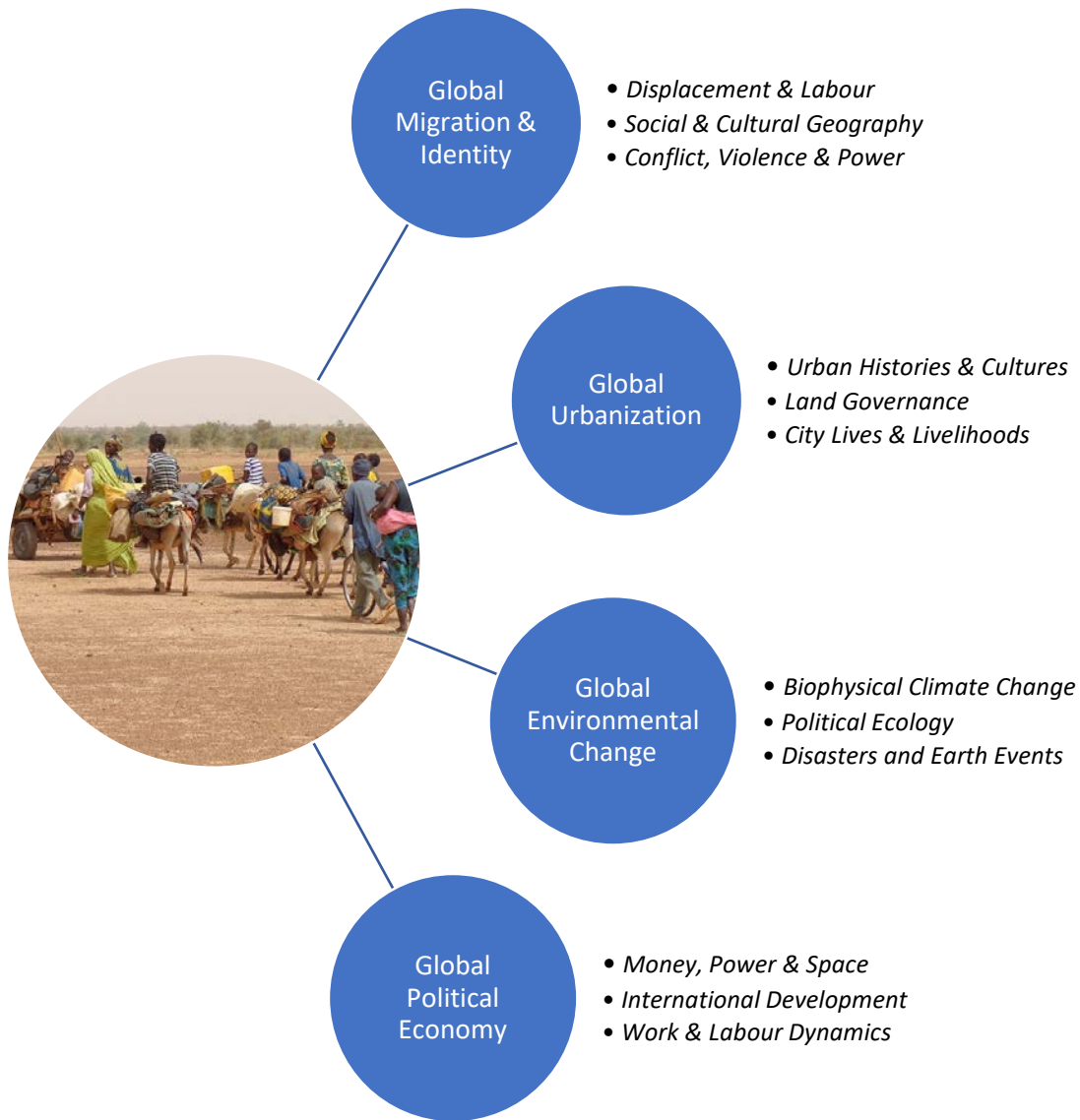
Learning Outcomes

Upon completion of this degree, graduates will be able to:

- Analyze how global processes shape human mobility, urban settlements, environmental problems, and economic structures in various places around the world;
- Analyze global-local dynamics using geographical concepts of space, place, region, and landscape;
- Analyse how economies are structured based on production, trade, labour regimes, and waste flows;
- Reflect critically on how global processes create differences and inequalities among people and places;
- Apply geographical skills and techniques (spatial analysis, geomatics, critical social research) to real world problems;
- Communicate geographical concepts and data effectively using oral, written, technical, visual forms;
- Demonstrate social/spatial consciousness and active citizenship to effect social change.

Curricular Overview

The GLOBAL GEOGRAPHY program is anchored by the following thematic strengths and sample courses:



Geography enrolments have declined in Ontario, in part because of the discipline's limited presence in primary and secondary school curricula. Nevertheless, Geography offers distinctive knowledge and skills that students appreciate once they are exposed to it – indeed Geography remains a major 'discovery' discipline because of its interdisciplinarity, its combination of sciences, social sciences and humanities, and its field-based and experiential learning components. The Global Geography offering embraces the place-based orientation of the discipline, and provides a global perspective that students are increasingly drawn to according to demand data. York's strong reputation as a university that advances the UN Sustainable Development Goals means that we are well positioned to capture students interested in contributing to these global efforts.



BES in ENVIRONMENTAL ARTS and JUSTICE

Minor (30 cr)

How do critical thinking and creative artistic practice understand and reimagine the global environmental crisis and produce effective and just responses to it? In this specialized interdisciplinary program, issues of fairness and justice are centred as students undergo rigorous education in artistic creation (e.g. visual art, performance, curation), writing, cultural criticism, and cultural policy analysis. Students learn how political, cultural, economic and social systems and structures (e.g. colonialism, racism, sexism, ableism, and homophobia) shape the environmental crisis, and are equipped with the skills and knowledge to analyze, challenge and respond to this. Courses in literature, social science, environmental science, media production, performance and art address issues such as climate change, loss of biodiversity, resource extraction, food justice, environmental racism, Indigenous sovereignty and decolonization, space/place and land ethics, human/animal/plant relations, and gender identities and relationships. Through experiential learning and skills training in and out of the classroom, students learn to critique, create, collaborate, and communicate to make a difference at community and policy levels.

Learning Outcomes

Upon completion of this degree, graduates will be able to:

- Demonstrate ecological, cultural, historical, conceptual, and media literacy in understanding causes of and responses to social/environmental challenges;
- Analyze how environmental injustices intersect with social injustices and colonial violence to impact human and ecological well-being;
- Appraise the cultural dimensions of environmental issues and how these issues play out in popular social media (e.g. television, internet, movies, literature, art);
- Apply practices of popular environmental education, media literacy, and critical social and cultural analysis to real-world issues;
- Apply cultural theory reflexively to their own lives as it relates to environmental issues;
- Mobilize active citizenship and leadership skills to effect positive local and global change;
- Work collaboratively in and with communities and various public, private, media, and arts organizations to address social and environmental challenges.

Curricular Overview

The ENVIRONMENTAL ARTS AND JUSTICE program is anchored by the following thematic strengths and sample courses:



Environmental arts reflect a novel and robust cluster of faculty members and students in the new Faculty interested in cultural production, creative expression, and endeavours embracing art for just social change. This is a unique program strength on the current academic landscape. With already 35+ students in this stream of the BES program, and given the expertise of our new Faculty, this program has the potential to develop into a major offering. Current demand analysis suggests that while high school students are passionate about environmental justice, it is a moniker that decreases the likelihood of students selecting it as a major. York trends show that students are drawn to this area once exposed so a minor program is a viable and indeed exciting option for students to 'mix and match' with other major offerings. Ongoing consultations with Arts Media Performance and Design and the LA&PS Department of Humanities will facilitate alignment and collaboration around cognate programming.



BES in SUSTAINABLE ENVIRONMENTAL MANAGEMENT

Honours (120 cr) | BES (90 cr) | Minor (30 cr)

Sustainable Environmental Management focuses on how the environment and its resources are managed and how transitions towards more sustainable systems are accelerated. It recognizes that addressing the climate crisis and destruction of nature require problem-solving, innovation and holistic strategies. The program combines an understanding of policy, law and regulation, economic and social dynamics with applied aspects of environmental science and technology and facilitates practical management skills. It highlights innovative approaches and sustainable transitions that can address environmental and social injustices. Students benefit from experiential learning through hands-on classroom activities, field and lab-based exercises, and community engagement. They learn first-hand about topics such as energy, water, food, and waste and in particular how transitioning towards sustainable systems, planning and monitoring is urgently needed. Students gain skills in sustainability measures and concepts, project management and critical thinking to equip them for careers in government, private sector, and non-profit sectors in Canada and abroad. Ultimately, students will gain knowledge and skills to help them make positive contributions towards a sustainable future.

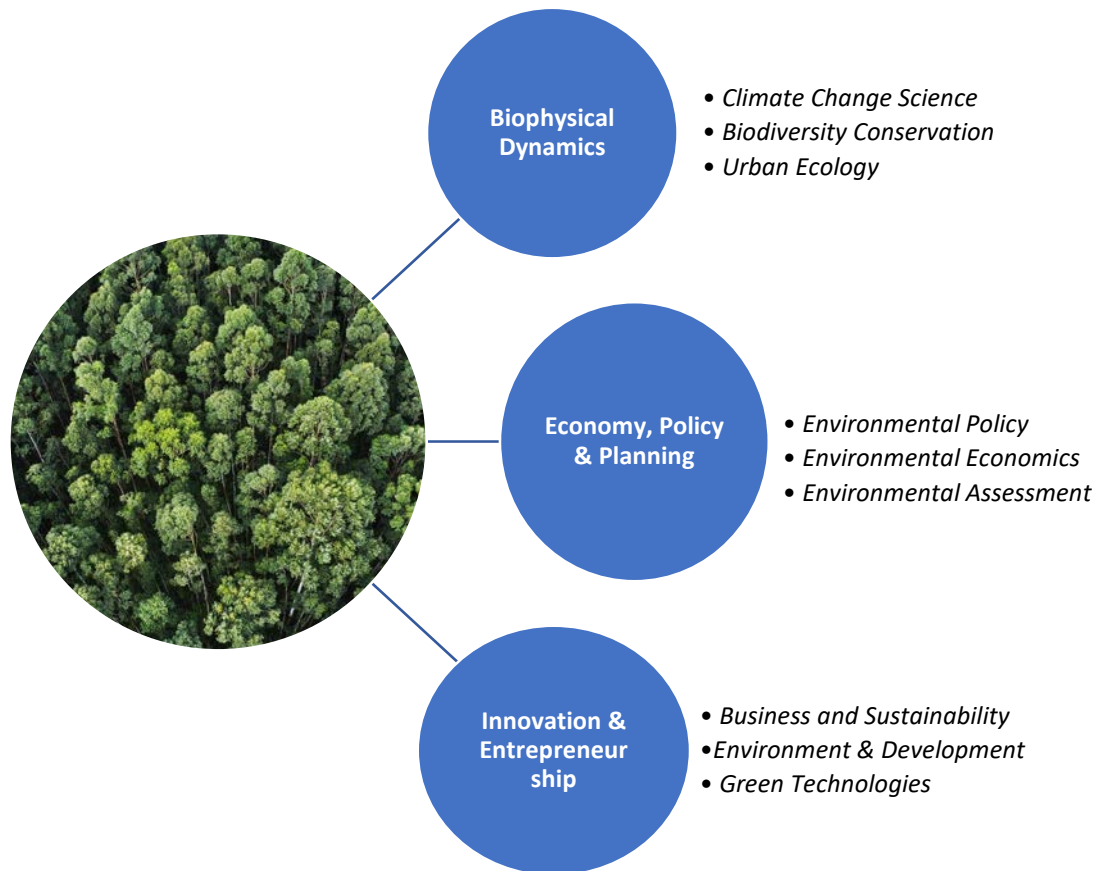
Learning Outcomes

Upon completion of this degree, graduates will be able to:

- Analyze environmental issues through lenses of biophysical processes, society and economy, policy, law and planning, and sustainability transitions and innovation;
- Apply sustainability concepts and interdisciplinary approaches to understand and implement effective environmental management and transition strategies;
- Apply conventional and alternative management models and policy instruments for compatibility with ethical, justice, and reconciliation frames;
- Interrelate scientific and other forms of knowledge such as Indigenous and community worldviews to better understand environmental issues and possibilities for sustainable transitions;
- Work collaboratively with governmental institutions, multidisciplinary professional organisations, communities, and other stakeholders to address environmental and societal challenges;
- Communicate concepts and data effectively using oral, written, technical, and visual forms;
- Demonstrate critical thinking skills and active citizenship to effective positive environmental change.

Curricular Overview

The SUSTAINABLE ENVIRONMENTAL MANAGEMENT program is anchored by the following thematic strengths and sample courses:



Environmental management remains a high-demand program among students interested in pursuing careers in the environmental sector according to recruitment and institutional planning research trends. Already one of the highest subscribed streams of the BES program, and given the expertise of our new Faculty, this program is well situated as a major offering. Enrolment is anticipated to increase to particularly given program emphasis on experiential education via work placements, opportunities to participate in the Las Nubes program in Costa Rica, and enhanced focus on innovation and entrepreneurship aimed at sustainable and just futures. Ongoing consultations are taking place especially with the LA&PS Business & Society program 'environment' stream; School of Public Policy & Administration's focus on public administration, program evaluation and policy analysis; Disaster & Emergency Management given their natural resource focus; and potentially with Lassonde School of Engineering given their strengths in green technology development and infrastructure innovation.



BSc in ENVIRONMENTAL SCIENCE

Honours (120 cr) | Specialized (120 cr) | BSc (90 cr) | Minor (30 cr)

With Faculty of Science, Lassonde School of Engineering, Glendon Campus

Environmental Science is a broad technical field that integrates biology, chemistry, physics, and physical geography. Environmental scientists seek to understand processes in the natural environment and the impacts of human activities on natural systems. They generate, analyze, and interpret data collected directly from the environment and through complex simulation models. In the Environmental Science program, students will learn how systemic interactions, feedbacks, and changes affect the terrestrial, aquatic, biotic, and atmospheric domains of our planet. Students will also be trained to monitor and analyze flows of mass, energy, heat, nutrients, contaminants, and moisture in the environment. Specific areas of curriculum focus include: climate change impacts and adaptation; biodiversity and conservation of species and habitats; and, earth surface processes and water quality.

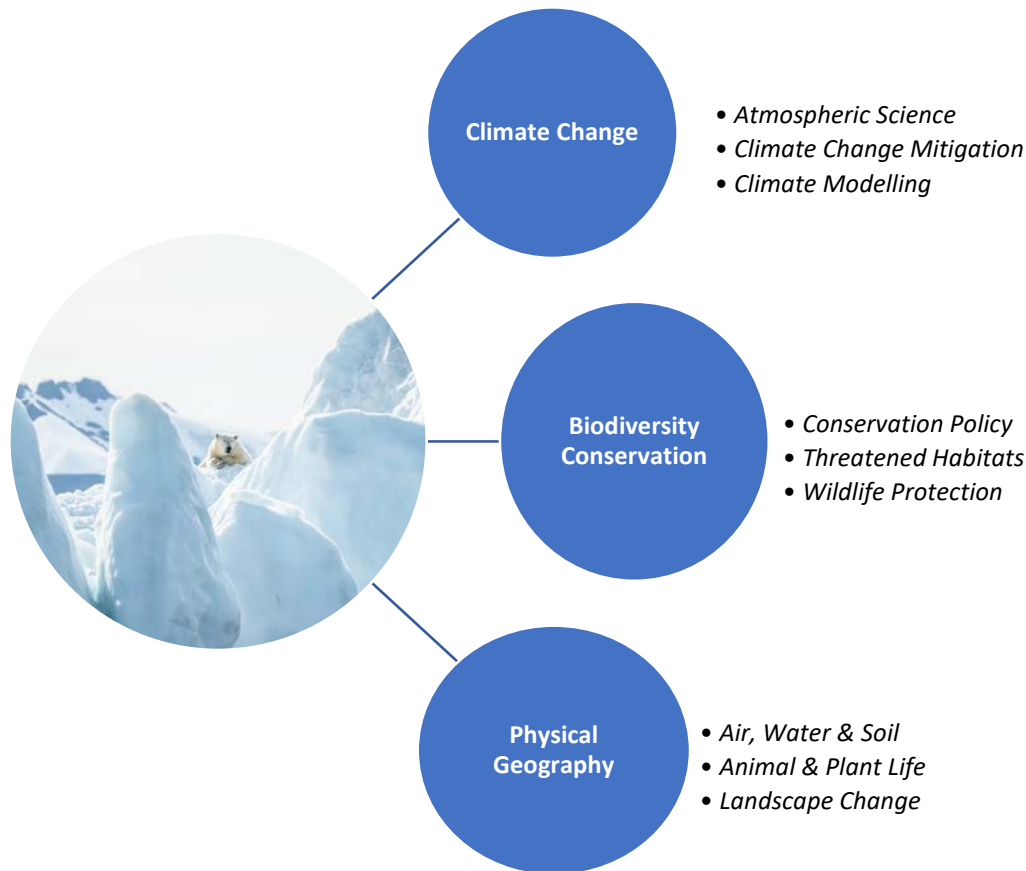
Learning Outcomes

Upon completion of this degree, graduates will be able to:

- Recognize, synthesize and evaluate the causes, impacts, and solutions to environmental challenges facing our planet;
- Develop scientific, strategic and expert knowledge with sampling, measuring, investigating, analyzing, and interpreting intertwined climatological, ecological, and biophysical systems;
- Understand the complex physical processes involved in the global distribution and utilization of energy and materials and their implications;
- Develop an interdisciplinary understanding of existing and emerging strategies to prevent and manage impacts of human activities on the natural world, and adapt to those changes;
- Interrelate scientific and other forms of knowledge such as Indigenous and community worldviews to better understand the environment;
- Work collaboratively to address scientific and practical solutions to environmental challenges.

Curricular Overview

The ENVIRONMENTAL SCIENCE program is anchored by the following thematic strengths and sample courses:



Environmental science remains a high-demand program. Current demand analysis suggests that high school students passionate about environmental issues are more likely to select a science-based environmental program. York University has not benefited from this demand relative to others given existing fragmentation and confusion in environmental science programs spanning numerous faculties. A consolidated, multiple pathway program is envisioned and being developed around issues of climate change, biodiversity conservation, and physical geography to attract and retain students. Enrolment is anticipated as approximately 50 students. This is a collaborative effort among colleagues in Faculty of Science, Lassonde School of Engineering, Glendon College, and the Faculty of Urban and Environmental Change. Further, environmental science courses will be woven throughout all undergraduate programs in the new Faculty not only to achieve true interdisciplinarity but also to ensure exposure to scientific foundations for all those interested in addressing environmental and urban challenges.

Undergraduate Dual Credential Programs

The Faculty of Urban and Environmental Change will feature Dual Credential Programs that offer students unique pathways through college and university programming in a 3+1 or 3+2 structure. These offerings are premised on the existing BES and will be re-aligned with the proposed degrees detailed above. Programs include:

- **Environmental Management & Technology with Seneca College** whereby students receive their Honours Bachelor in Environmental Studies degree and an Advanced Diploma in Environmental Technology. Focusing on environmental technologies, resources, and applied science, this program allows completion of the Bachelor in Environmental Studies degree at York University and the advanced diploma in Environmental Technologies at Seneca College in just 5 years. Future career outcomes include environmental sampling, surveying, and transportation design.
- **Urban Sustainability with Seneca College** whereby students receive their Honours Bachelor in Environmental Studies degree and an Advanced Diploma in Civil Engineering Technology. From studying water resource to transportation planning, this program allows students to complete the Bachelor in Environmental Studies degree from York University and the Civil Engineering Technology Advanced Diploma in just 5 years. Training students in the planning, design, and construction of major services and infrastructure, future career outcomes for graduates of this program include urban planning, water management, and Geographic Information Systems.
- **International Development with Humber College** combines the Bachelor in Environmental Studies degree at York University with the post-diploma certificate in International Development Management Studies at Humber. To be completed in just 4 years, students study topics such as development, sustainability, and policy in global context preparing students for a career in an NGO or environmental law.
- **Ecosystems Management with Fleming College** explores topics such as conservation, ecological restoration, and the environmental impact on health, this program allows students to complete the Bachelor in Environmental Studies degree at York University and the Ecosystems Management Technology Advanced Diploma at Fleming College in just 5 years. Future career outcomes of this program include rural planning, habitat assessment, and Geographic Information Systems.

Undergraduate Certificates

Undergraduate certificates offer students opportunities to enroll in a group of related classes that enhance particular thematic, technical, or disciplinary expertise in addition to their major program of study. Having certificates in a particular field 'adds value' and prepares students for more targeted employment and careers by honing in on marketable knowledge and skills.

The Faculty of Urban and Environmental Change will review its certificate offerings as part of the curriculum planning and development efforts during 2019/20. Student feedback from those within certificate programs, and broader demand analysis, will be used to determine whether certificates should be retained and what new certificates should be proposed. Key criteria in this certificate evaluation will include student demand, positive learning experiences/outcomes, enrolment numbers, collaborative and interdisciplinary opportunities among York faculties and units, and enhanced student employability in environmental careers especially related to environmental change, urban issues, and social justice.

The following certificates currently exist in Geography and Environmental Studies programming:

- GIS and Remote Sensing
- Sustainable Energy
- Migration and Refugee Studies
- Urban Studies
- Urban Ecologies
- Cultural & Artistic Practices for Environmental & Social Justice

Additional certificates may be considered in consultation and/or collaboration with cognate faculties, units and programs at York as follows:

- Sustainable Food Systems
- Environment and Human Health (with Faculty of Health)
- Indigenous Ecologies, Landscapes and Knowledges (with Indigenous Studies)
- Animal Studies and Advocacy



Graduate Degree Programs

Graduate degree programs in Geography and Environmental Studies are well-established, well-reputed, and offer students high quality learning outcomes. The existing graduate administrative structures will remain initially in place; potential refinements will be explored based on program size, curriculum logic, course offerings, structure (e.g. Plan of Study, thesis-based, course-based options), and thematic visibility (e.g. distinctive MES in Planning). Faculty members will continue their participation in other graduate programs across the university. The Faculty of Urban and Environmental Change will offer:

- **PhD in Geography** offers two fields: Critical Human Geography and in Biophysical Processes. It requires 3 mandatory courses, 2 elective courses, the program's colloquium for two years, comprehensive examinations and a dissertation. Students are guaranteed full Teaching Assistantship and Doctoral Fellowship; they are encouraged to apply for Tri-Council or other external funding.
- **MA/MSc in Geography** requires students to take 3 mandatory courses and 1 elective course, attend the program's colloquium in their first year, and to complete a thesis; or to take an additional 2 elective courses, attend the colloquium, and complete a major research paper. The funding of all Masters students in Geography includes a full Teaching Assistantship and Masters Fellowship. Geography graduate students may also pursue graduate diplomas, such as in Migration and Refugee Studies (through the Centre for Refugee Studies).
- **PhD in Environmental Studies** encourages student to create their own program plan to examine environmental concerns and approaches related to the natural, the social, the political, the cultural, and the urban. Adopting an interdisciplinary approach to environmental research, the program connects conventional disciplines in the social sciences, humanities, arts, and biophysical sciences in ways that encourage viewing issues through a broader, more contextual perspective, with an emphasis on social justice. Students take a mandatory PhD Research Seminar and write a specific program plan, comprehensive examinations, proposal presentation and examination, and a dissertation (fieldwork, writing and examination). Students may also take more courses in their first year. Doctoral students are guaranteed full Teaching Assistantship and Doctoral Fellowship, and are strongly encouraged to apply for Tri-Council or other external funding.

- **Masters in Environmental Studies (MES)** offers a general degree and two specialized programs:
 - MES
 - MES/JD program offered jointly with Osgoode Law School
 - MES in Planning accredited by the Ontario Professional Planners Institute

The Plan of Study is the foundation of all MES programs. Except for the MES/JD program (4-yr full time), the MES program (2-yr full time) requires a minimum of 36 credits (with one mandatory course ENV5 5100 and a requirement to complete a course in research design and one in research methods) and a major research project (in the form of major paper, project, portfolio or thesis).

Future graduate program planning in the Faculty of Urban and Environmental Change will explore the following new graduate degrees, in consultation and/or collaboration with cognate faculties, units and programs at York:

- MSc in Environmental Science (with Faculty of Science and Lassonde School of Engineering)
- MA and PhD in Critical Urban Studies

The new Faculty will also continue discussions on the following:

- The possibility of a Critical Urban Studies diploma, in partnership with the City Institute.
- The possibility of a direct admission, accredited professional MES Planning program. The program would retain an interdisciplinary pedagogical approach and 4 specializations (environmental planning, urban and regional planning, community and social planning, and an open specialization to accommodate emergent forms of planning).
- The possibility of reorganizing the existing MES program into conventional (36 credits of coursework + non-thesis research requirement (paper/project/portfolio) and research (thesis) options (12 credits of coursework – possibly aligned with requirements of MA/MSc Geography (thesis option)).
- The possibility of formalizing MES specializations (minimum of 12 credits in addition to core) so as to cluster existing and future strengths, and provide more defined boundaries for MES advising, Plan of Study and course offerings.
- The possibility of offering a specialized one-year course-based (36 credit) graduate diploma in environmental studies.
- The possibility of joint graduate degree programs between Geography and Environmental Studies.

Graduate Diplomas

Graduate diplomas offer students opportunities to enroll in a group of related courses that enhance particular thematic, technical, or disciplinary expertise in addition to their graduate program. Having diplomas in a particular field 'adds value' and prepares students for more targeted employment and careers by honing in on marketable knowledge and skills.

The Faculty of Urban and Environmental Change will review its diploma offerings as part of the curriculum planning and development efforts during 2019/20. Importantly, student feedback from those within diploma programs, and broader demand analysis, will be used to determine whether diplomas should be retained and what new diplomas should be proposed. Key criteria in this diploma evaluation will include student demand, positive learning experiences/outcomes, enrolment numbers, collaborative and interdisciplinary opportunities among York faculties and units, and enhanced student employability in environmental careers especially related to environmental change, urban issues, and social justice.

The following diplomas currently exist in Geography and Environmental Studies programming:

- Environmental Sustainability Education (with Faculty of Education)
- Business and Environment (with Schulich School of Business)
- Migration and Refugee Studies.

Career Outcomes for the Class of 2025

Demand for urban and environmental focused careers has outpaced that of the rest of the workforce. To respond to the global climate crisis, destruction of nature, and mounting urbanization, as well as the United Nations' 2030 Agenda for Sustainable Development, governments are placing environmental regulations and public policies on industry that require organizations to rethink their practices and incorporate environmental and sustainable experts into their teams. Communities around the world are taking action through civil society organizations to ensure livable cities and respect for nature.



500,000 opportunities in Canada by 2025



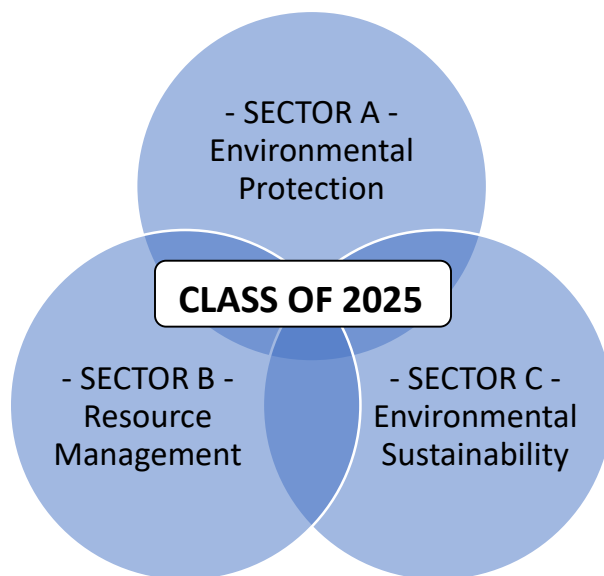
17% increase in environmental job postings



78% of environmental jobs require a university degree

The new Faculty of Urban and Environmental Change at York University will be well positioned to respond to this demand for environmental, urban and sustainable professionals in Canada and around the world. Equipped with the knowledge, skills and training from our signature undergraduate and graduate programs, our graduates will obtain successful careers in the environmental sector, urban and regional planning, sustainable development, public policy, social justice organizations, and beyond.

ECO Canada's Environmental Sector Model ¹



Anticipated Job Growth into 2025



15% increase in Natural Resource Management



15% increase for jobs in Waste Management



13% increase for jobs in Urban Planning and Development



12% increase for jobs in Energy



7% increase for jobs in Environmental Health & Safety and Water Quality

¹ Eco Canada Job Posting Trends 2018 <https://www.eco.ca/research/report/environmental-job-market-trends-2018/>

Future Careers for the Class of 2025



Chief Sustainability Officers,
Regulators and Analysts



Energy Entrepreneurs Auditors and
Consultants



Environmental Lawyers, Community
Advocates and Diversity Educators



Environmental and Geoscientists,
Technicians and Specialists



Urban Planners, Social Service
Administrators and Infrastructure Directors

Enrolment & Recruitment

Graduate enrolment in the Faculty of Urban and Environmental Change will be held constant for the foreseeable future and is dependent upon further discussions relating to graduate programming.

Undergraduate enrolment in the new Faculty will involve a 'slow growth' scenario based on Fall 2019/20 actual intakes and starting in 2020/21 and increase annual intakes by 10 eligible and 6 visa (total across the new Faculty) students over 2019/20 enrolment contracts. A 'fast growth' scenario would increase annual intakes by 20 eligible and 10 visa students (total across the new Faculty) over 2019/20 enrolment contracts. Enrolment trends based on these scenarios are detailed in Figure 1.

Figure 1: Undergraduate FFTE Projections

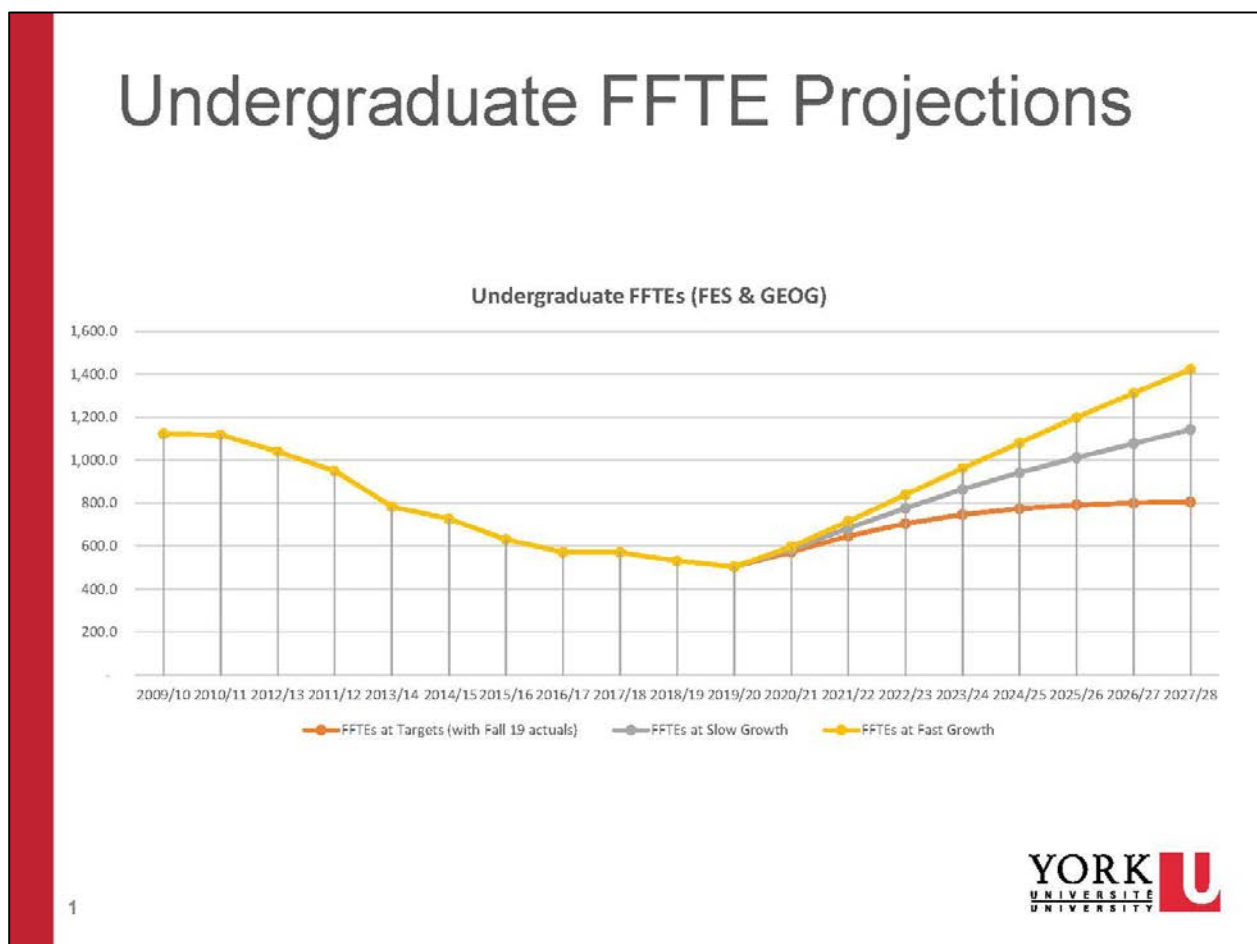


Figure 2: Intake Projections

FES		Actual	Projections									
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Enrolment Contract (with actual Fall 2019 intakes)	A. Eligible	75	70	130	130	130	130	130	130	130	130	
	B. Int. Rate - Visa	13	10	11	11	11	11	11	11	11	11	
Slow Growth	A. Eligible	75	70	135	140	145	150	155	160	165	170	
	B. Int. Rate - Visa	13	10	14	17	20	23	26	29	32	35	
Fast Growth	A. Eligible	75	70	140	150	160	170	180	190	200	210	
	B. Int. Rate - Visa	13	10	16	21	26	31	36	41	46	51	

GEOG		Actual	Projections									
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Enrolment Contract (with actual Fall 2019 intakes)	A. Eligible	35	12	44	47	47	47	47	47	47	47	
	B. Int. Rate - Visa	5	1	7	8	8	8	8	8	8	8	
Slow Growth	A. Eligible	35	12	49	57	62	67	72	77	82	87	
	B. Int. Rate - Visa	5	1	10	14	17	20	23	26	29	32	
Fast Growth	A. Eligible	35	12	54	67	77	87	97	107	117	127	
	B. Int. Rate - Visa	5	1	12	18	23	28	33	38	43	48	

The FFTE projections are produced using the undergraduate enrolment model that takes into account students flow-through from one term to the next based on historical retention rates.

Of the 1423 FFTEs in the fast growth scenario, 952 are coming from FES and 471 from Geography. The scenario assumes the intake HEADS in 2027 at 436. However, there will also be new students from 2024 (346), 2025 (376), and 2026 (406) in the system. This means projected overall HEADS would generate 1423 FFTEs.

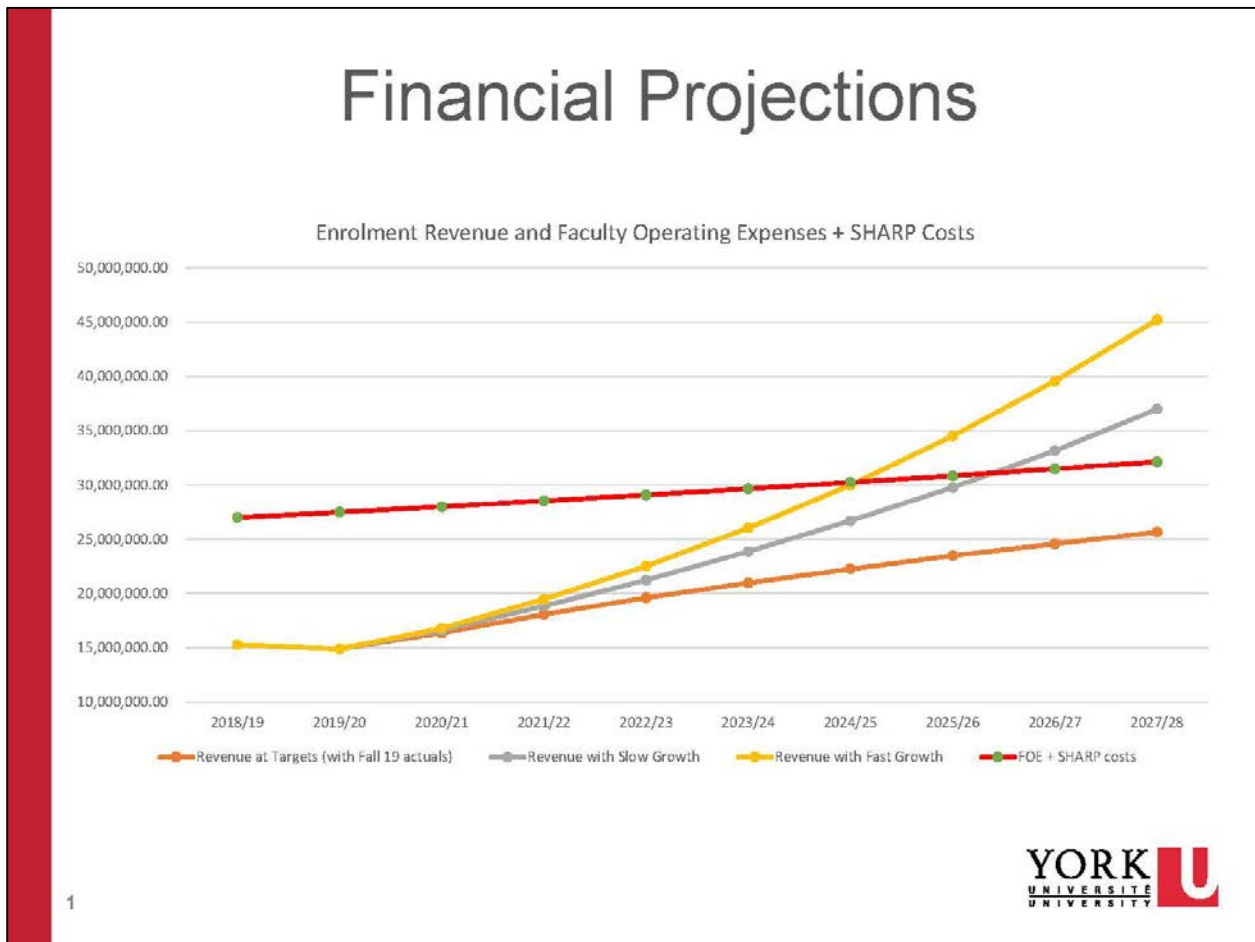
Figure 3: Undergraduate FFTE Projections

FES: UNMET FFTEs		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enrolment contract with actual 2019	A. Eligible	332.9	308.3	350.5	399.6	438.1	465.1	481.0	489.4	494.2	495.7
	B. Ineligible - Visa	52.4	66.4	85.6	99.5	108.3	115.1	121.0	124.7	126.3	127.3
	Env Studies Total	385.3	374.7	436.0	499.0	546.4	580.3	602.0	614.2	620.5	623.0
SLOW GROWTH	A. Eligible	332.9	308.3	354.7	410.7	459.4	499.2	528.9	552.7	571.9	589.9
	B. Ineligible - Visa	52.4	66.4	87.8	105.9	123.5	141.2	158.3	176.4	194.7	212.9
	Env Studies Total	385.3	374.7	442.4	516.6	582.9	640.4	687.2	729.1	766.6	802.7
FAST GROWTH	A. Eligible	332.9	308.3	358.9	423.1	482.2	534.6	578.4	616.3	650.7	683.6
	B. Ineligible - Visa	52.4	66.4	89.2	110.5	133.5	157.3	183.9	211.8	240.1	268.3
	Env Studies Total	385.3	374.7	448.1	533.6	615.6	691.8	762.3	828.1	890.8	952.0

GEOG: UNMET FFTEs		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enrolment contract with actual 2019	A. Eligible	133.0	118.4	123.1	131.3	139.6	146.3	150.7	153.8	155.8	157.7
	B. Ineligible - Visa	13.2	12.0	14.5	17.1	19.5	21.0	22.5	24.8	25.3	25.4
	GEOG Total	146.1	130.3	137.6	148.4	159.1	167.3	173.3	178.6	181.1	183.2
SLOW GROWTH	A. Eligible	133.0	118.4	127.2	142.9	161.8	181.6	199.4	217.1	234.3	251.1
	B. Ineligible - Visa	13.2	12.0	16.7	24.1	32.3	42.6	55.5	66.4	77.3	89.3
	GEOG Total	146.1	130.3	143.9	166.9	194.0	224.2	254.9	283.5	311.6	340.4
FAST GROWTH	A. Eligible	133.0	118.4	131.3	154.2	182.5	212.6	244.0	277.2	309.3	340.8
	B. Ineligible - Visa	13.2	12.0	18.1	28.4	41.4	57.7	74.6	93.4	112.1	130.4
	GEOG Total	146.1	130.3	149.4	182.6	223.9	270.4	318.6	370.5	421.4	471.2

Financial projections based on the slow growth enrolment scenario are detailed in Figure 4:

Figure 4: Financial Projections



Financial projections assume the following complement of the new Faculty:

- Full Time Faculty: 61 heads total for 2018/19 (41 FES & 20 GEO) or 57.4 FTEs (38.5 FES & 18.9 GEO); FTE/head counts will remain constant
- Part Time Faculty: 2018/19 level as the base with 2% annual increase
- Support Staff: Staff complement will remain at 2018/19 level
 - CPM: 4 CPMs (all FES) YUSA: 27 YUSA positions (19 FES and 8 GEO)

The recruitment plan of the Faculty of Urban and Environmental Change is based on the following goals:

1. Increase applications of high quality applicants to the undergraduate and graduate offerings through renewed curricula with more visibility for in-demand knowledge components (for example science), more direct and explicit incorporation of transferrable skills, and more obvious career relevance;
2. Develop engagement and community awareness activities to promote the new Faculty to prospective applicants and key influencers;
3. Review and redesign recruitment publications and materials to attract prospective applicants (including viewbooks, website, social media and others);
4. Establish key messages for the new Faculty and each area to be consistently delivered by recruitment team;
5. Maintain and enhance effective services and programming that yield successful outcomes.

Undergraduate recruitment will pivot on the following key events:

- Ontario Universities Fair (September) - Faculty, staff, alumni and students will be joining the YU-Team at the Metro Convention Centre to highlight the new Faculty in the York booth
- High School Teacher's Guide Mail Out Campaign (September) - Over 750 Ontario high schools briefed on programming, invited to events, and encourage personalized visits
- Change Your World (October annual eco-conference with 350 high school students)
- 3% Project: Final Summit (May follow up to Change Your World)
- Fall Campus Day (November)
- YES! For a Day Applicant Visits (November to March on-campus)
- High School Lecture Series (On- and Off-Campus throughout the year featuring faculty research)
- High School Workshop Series (On and Off-Campus throughout the year focused on careers)
- High School Fairs and Parent Nights (with Central Recruitment throughout the year)
- Field Trip to York Days with High Schools
- Fall Guidance Counsellor Day
- College Visits Series (e.g. Seneca, Humber, Fleming)
- Experience York (March Open House)
- Social media campaign (throughout the year)

Graduate recruitment will pivot on the following key events

- Online Information Sessions for prospective graduate students to visit the campus, learn more about faculty member research and course offerings, and meet with Admissions staff
- Faculty of Graduate Studies' Open House
- Special Calls for Faculty Member Research Project via social media or academic channels
- Central recruitment and Faculty of Graduate Studies targeted visits

Enrolment and Budget Monitoring Plan

It is expected that enrolment growth will be demonstrable within three years of the launch of the Faculty. Budget and enrollment will be monitored closely through existing systems and practices:

- Annual budget and forecasting exercises twice per year in November and March, including review of Faculty progress towards achieving enrolment contracts.
- Increased enrolment planning efforts must be demonstrated for projections following an enrolment shortfall.
- Regular review of intake projections and corresponding enrolment through the Enrolment Planning Group (EPG) and the Enrolment Management Group (EMG; includes Faculties). This is in addition to enrolment management and planning at the Faculty level.

Research

The Faculty of Urban and Environmental Change will unite a critical mass of scholars and scientists whose research excellence is already world-renowned and productive across all standards. Separately and collaboratively, Geography and Environmental Studies have facilitated York University's intensive research reputation through interdisciplinary scholarship, diversity of perspectives, and commitment to environmental protection and social justice. They have contributed through robust publications and creative outputs, attracting Tri-Council and other research funding, and leading collaborative research teams that span the university and the globe. Bringing colleagues together into a new Faculty will accelerate efforts and impacts to this end through support of robust research clusters, enhance research support, and identifying strategic renewals.

The thematic cluster of environmental change, for example, will unite biophysical scientists (e.g. Bello, Colla, Drezner, Fraser, Korosi, Molot, Podur, Thiemann, Young), as well as those focused on social, political, economic, ecological, and spatial dynamics of and responses to environmental change (e.g. Birch, Bunch, Etcheverry, Gosine, Hoicka, Fawcett, MacRae, Perkins, Sandberg, Sandilands, Stiegman, Rimmel, Timmerman, Vandergeest, Warkentin, Winfield, Zalik). The thematic cluster of urbanization will draw together those focused on theoretical and/or planning oriented aspects of investigating cities and suburbs in Canada and beyond (e.g. Bain, Basu, Foster, Gilbert, Keil, Kipfer, Kusno, Lehrer, Mulvihill, Preston, Sotomayor, Taylor, Wood). The thematic cluster of sustainability and justice includes scholars offering social critique and/or tangible solutions for a better future. On the one hand, scholars focused on sustainability transitions, particularly the systems-based, technical, institutional, economic, and political innovations and processes needed to balance planet, people, and profits (e.g. Birch, Etcheverry, Hoicka, Perkins, Timmerman, Winfield); on the other hand scholars exploring how relations of power operate through broad structures and dynamics to shape people's circumstances, experiences, opportunities, and constraints in various places and contexts (e.g. De Costa, Das, Flicker, Ford-Smith, Gilbert, Haritaworn, Hyndman, McGregor, Mensah, Montoya-Greenheck, Myers, Jenkins, Kapoor, Kelly, Kipfer, Tufts, Zalik). Importantly, while faculty members are aligned here with specific thematic clusters, they often cut across other themes given their varied topical foci, theoretical and applied orientation, and interdisciplinary approaches.

The Faculty of Urban and Environmental Change will unite highly collaborative scholars and scientists who work in multi-stakeholder, multidisciplinary teams, and who have facilitated research excellence through ORUs at York University, including CITY Institute, York Centre for Asian Research, Centre for Refugee Studies, Centre for Research on Latin America and the Caribbean, Centre for Feminist Research, Global Labour Research Centre, and the Robarts Centre for Canadian Studies. The new Faculty will be a hub of numerous past and present Canada Research Chairs and York University Research Chairs (Tier 1 and 2) and industry funded chairs in a range of issues including Indigenous Environmental Justice (McGregor), Sustainability and Culture (Sandilands, Trudeau Scholar), Global Sub/Urban Studies (Keil), Environmental Law and Justice in the Green Economy (Scott), Sustainable Energy Economics (Hoicka), Environmental Conservation (Montoya-Greenheck). Building on this rich tradition of research excellence, the Faculty of Urban and Environmental Change will seek renewal opportunities to support future Canada Research Chairs.

The Faculty of Urban and Environmental Change's existing scholarly excellence and new research partnerships across and beyond the University will help operationalize York University Strategic Research Plan 2018-2023. The new Faculty of Urban and Environmental Change strongly contributes to four of the six intersecting themes:

- *Building Healthy Lives, Communities and Environments*: Research covers a vast range of interests from globalization and the spread of infectious diseases, participatory engagement with youth on reproductive health, environmental pollution and health risks (particularly on indigenous and racialized communities), food security, occupational health, provisions of green spaces for physical and mental wellbeing, aging populations, protection of ecosystems and endangered species, climate mitigation and adaptation, to urban sustainability and resilience, and including collaborations with the Faculty of Health.
- *Forging a Just and Equitable World*: Justice and equity have been predominant pillars of geography and environmental studies and research. The multi-scalar impacts of collaborative research between scholars and communities range from an active role played in the York University-TD Community Engagement Centre in the Jane-Finch community, to the study of urban services shortages and deficits for immigrant/multicultural populations, to consideration of regional overburdens of infrastructural projects or extractive industries, to national debates about land and resources conflicts caused by colonialism and development, to the contested politics of international development.
- *Analyzing Cultures and Mobilizing Creativity*: Innovative scholarship regarding issues of justice and equity is expressed through art, performance and community engagement. The existing interdisciplinary focus and opening to different worldviews to address cultural, urban, geographical and ecological issues expand the possibilities of engagement and scholarship – and a prime example of this is the existing environmental and legal scholarship on Indigenous knowledge systems. Mobilizing creativity is no longer reserved to artists and performers, it features prominently in environmental education, urban planning, sustainability transitions.
- *Integrating Entrepreneurial Innovation and the Public Good*: Current research in the fields of ecological economics, economic and labour market transformations, and sustainability transitions in energy, food, water, and resource management provide opportunities to enhance scholarship in entrepreneurial innovation and the public good.

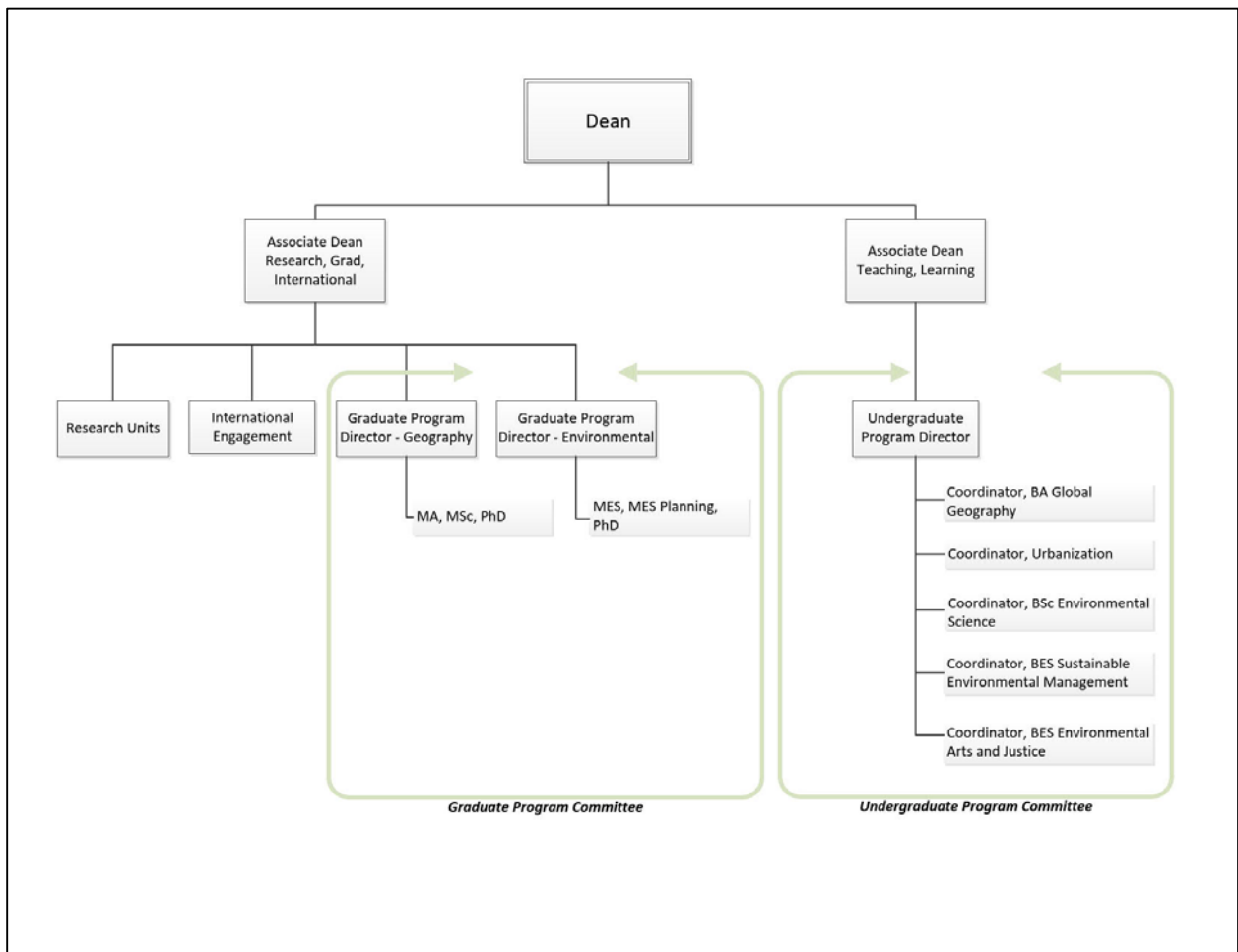
The Faculty of Urban and Environmental Change, in collaboration with other Faculties at York University, is poised to contribute to York University's areas of research opportunities: *Healthy Individuals, Healthy Communities* as health extends to natural and built environments; *Indigenous Futurities* particularly in a context of reconciliation, truth and justice; and *Public Engagement for a Just and Sustainable World* as this new Faculty is designed precisely to address some of the most important socio-environmental challenges. Notably, the Faculty of Urban and Environmental Change, in collaboration with the Sustainability Office, will champion and lead research and action regarding sustainability, climate action, and environmental justice at York University and beyond.

Governance

Academic Structure

The Faculty of Urban and Environmental Change academic structure is detailed in Figure 3. It is non-departmentalized to reflect efforts to embody interdisciplinary. It is streamlined administratively to encourage collegial governance and decision-making processes for academic faculty matters. A new Faculty-based transition team, in consultation with the broader Faculty, will work with this proposed academic structure to ensure it effectively incorporates collegiality and constituent interests moving forward. The academic structure will be formally reviewed three years after launch of the new Faculty to assess its effectiveness and its relevance according to academic strategic planning and resourcing.

Figure 3: Faculty of Urban and Environmental Change Academic Structure



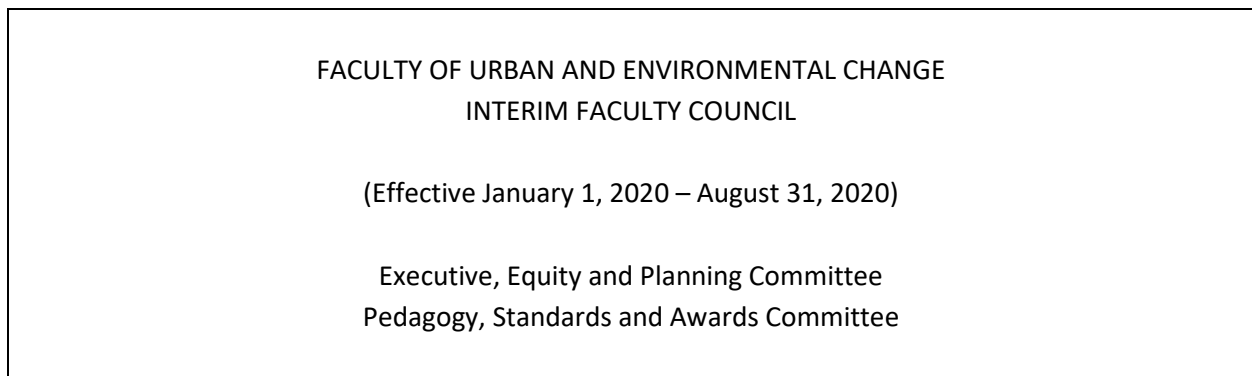
Interim Faculty Council

Given the different structure of governance of the Department of Geography and the Faculty of Environmental Studies, and the need to take curriculum and governance decisions, an Interim Faculty Council (Figure 4) will be established for the period January 1st 2020 to June 30th 2020. An Interim Faculty Council will be the direct line to Senate committees as these proposals and plans are reviewed and approved. This Interim Council will streamline processes that now involve the Faculty Councils of the Faculty of Environmental Studies and the Faculty of Liberal Arts and Professional Studies as well as the Department of Geography. This Interim Council will allow members of the new Faculty to take full responsibility for developing proposals and implementation plans until it becomes operational on September 1st 2020.

It is important to underline that the membership and structure of the interim committees have been designed to be representative of both Geography and Environmental Studies programs within the two existing Faculties. The membership of the interim Faculty Council and each committee will have proportional representation to ensure that both programs are well represented. The membership, purpose, structure and rules of the interim Faculty Council are detailed below.

The interim Faculty Council and committees will be established concurrently with this proposal to establish the Faculty of Urban and Environmental Change. It would require approvals from the Department of Geography, Liberal Arts and Professional Studies Faculty Council (and Executive Committee prior to Council), Faculty of Environmental Studies Faculty Council (and Executive Committee prior to Council), Senate Executive Committee and Senate.

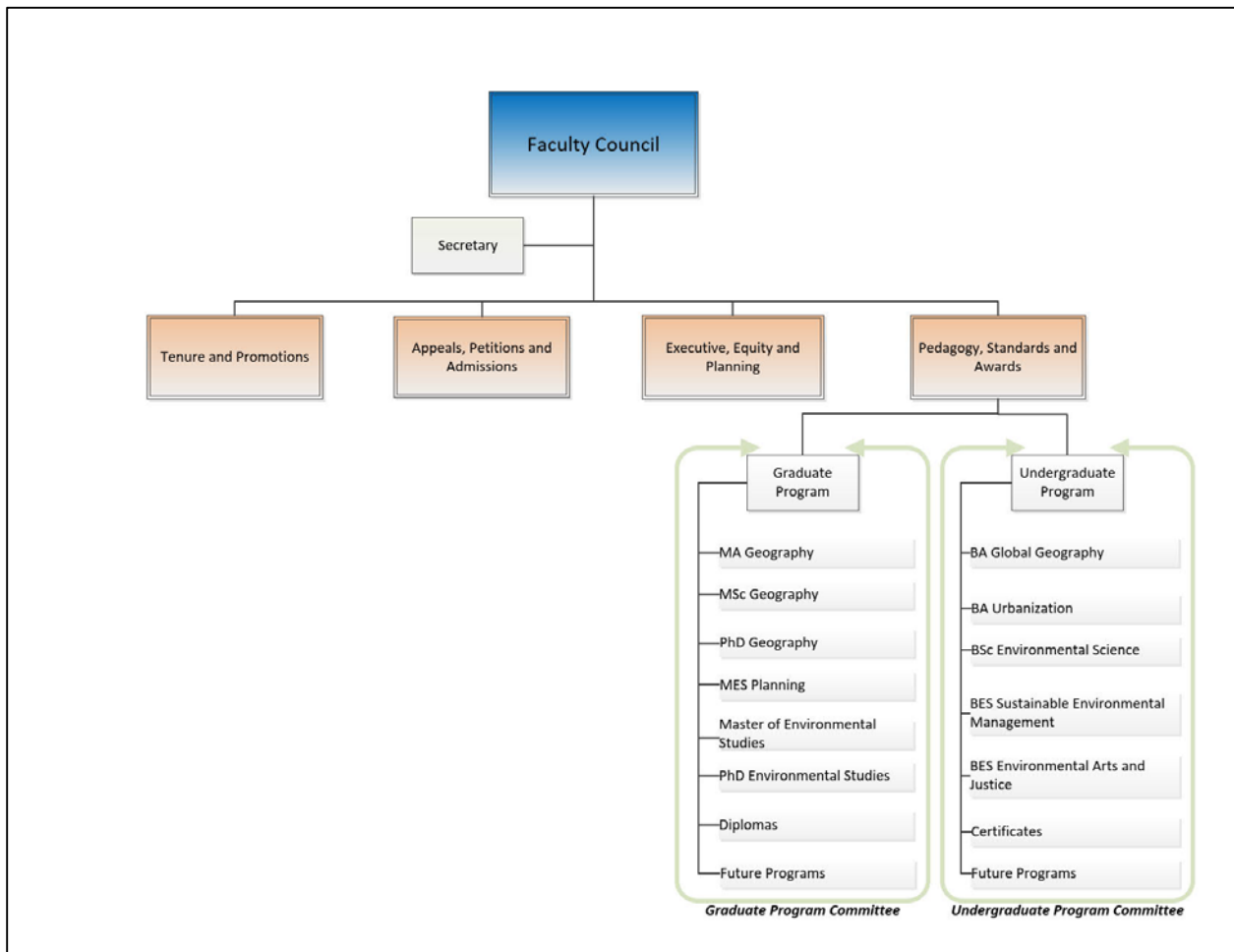
Figure 4: Interim Faculty Council



Permanent Faculty Council

Upon approval and full launch of the Faculty of Urban and Environmental Change on September 1st 2020, a permanent Faculty Council will be established to ensure the governance of the new unit. The purpose, structure, membership and rules of this permanent Council structure align with those articulated for the Interim Faculty Council with opportunities to adjust as needed prior to full Faculty launch. The proposed permanent Faculty Council Committee Structure is detailed in Figure 5.

Figure 5: Faculty Council Committee Structure



Implementation

Goals Guiding Implementation

1. Create a hub of scholarly expertise on urban and environmental change at York University by enhancing visibility and recognition internally and externally;
2. Improve the clarity and visibility of interdisciplinary programs at York University;
3. Reduce internal competition for students in similar or cognate fields by reducing curricular overlap and enhancing collaboration;
4. Compete more effectively with other institutions by collaborating across academic units/faculties;
5. Increase undergraduate enrolment;
6. Improve undergraduate experiences via clarity and choice in degree types and streams, explicit emphasis on experiential learning and skills development, and guidance on career preparation;
7. Provide graduate students with an enhanced community of scholars and breadth of courses and approaches;
8. Streamline engagement activities with civil society, industry, and government partners;
9. Bring together disciplinarily-related individuals to foster collaboration in research and teaching;
10. Improve access to field equipment, computing, and lab resources without duplication;
11. Consolidate and enhance communication and promotional strategies for recruitment, funding, alumni involvement, advancement, and outreach; and,
12. Increase financial sustainability for both units by increasing undergraduate enrolments, enhancing graduate training, creating opportunity for external donation, and achieving curricular harmonization.

Administrative Principles Guiding Implementation

1. Creation of the new Faculty will align with basic SHARP principles in terms of revenue and expenses with collaborative programs guided by York University's Cross-Faculty Degree Programs Principles;
2. Creation of the new Faculty will be cost neutral aside from central support provided for transition costs associated with its creation;
3. Detailed structure of the new Faculty will be discussed and approved through agreed upon governance processes;
4. Curricular program changes will be discussed and approved through agreed upon governance processes;
5. Provisions for faculty workload and research release programs will be discussed and approved by YUFA members in both units, and submitted to the Dean for approval, in accordance with Article 18.08.1 of the YUFA Collective Agreement;
6. Tenure and promotion criteria for existing faculty will be based on criteria at time of hire unless faculty choose new process operative within new unit;
7. Staff positions will be protected for a minimum of 18 months from September 1, 2020;
8. Registrar arrangements, retroactive grand-parenting, and academic standards will be addressed through appropriate channels so as not to disrupt students' programs of study; and,
9. The new Faculty will seek co-location on campus over time.

Initial Proposal Genesis and Relationship to University Planning

This proposal is the culmination of collegial planning efforts over more than three years. An open meeting was held in May 2016 to discuss potential merger between the Department of Geography and the Faculty of Environmental Studies and to create an ad hoc committee of 4 faculty members (2 in Geography and 2 in Faculty of Environmental Studies) to come up with a proposal on how to proceed to establish a new Faculty. A proposal was submitted in November 2016. Motions were brought to respective governing bodies for adoption that legitimize our continued discussions.

At their meeting of December 1st 2016, the Faculty of Environmental Studies Committee of Instruction adopted the following motion:

“May it be resolved that faculty, staff and students represented in the Committee of Instruction at the Faculty of Environmental Studies approve, in principle, an intensification of discussions on a possible merger of FES with the Department of Geography and potentially other cognate units in the University.”

“May it be resolved that the Committee of Instruction of the Faculty of Environmental Studies requests that the University provide assistance to facilitate a merger of FES with the Department of Geography at York University (and possibly other units in the University). FES specifically requests that the University provides information on processes, support staff and course releases for faculty to work on a merger in the most expedient way feasible.”

At their meeting of December 7th 2016, the Department of Geography adopted the following motion:

“May it be resolved that faculty represented at the Department Meeting of the Department of Geography within the Faculty of Liberal Arts & Professional Studies approve, in principle, an intensification of discussions on a possible merger of FES with the Department of Geography and potentially other cognate units in the University.”

“May it be resolved that the Department of Geography within the Faculty of Liberal Arts & Professional Studies request that the University provide assistance to facilitate a merger of FES with the Department of Geography at York University (and possibly other units in the University). The Department of Geography specifically requests that the University provides information on processes, support staff and course releases for faculty to work on a merger in the most expedient way feasible.”

On May 25th 2017, the Faculty of Environmental Studies Committee of Instruction adopted this motion in principle for Senate:

“May it be resolved that faculty, staff and students represented in the Committee of Instruction at the Faculty of Environmental Studies approve a “Motion in Principle” that the Faculty of Environmental Studies join with the Department of Geography, and potentially other cognate units in the University, under a new Faculty.”

On May 16th 2017, the Department of Geography adopted this motion in principle for Senate:

“May it be resolved that faculty represented at the Department Meeting of the Department of Geography within the Faculty of Liberal Arts & Professional Studies approve a “Motion in Principle” that the Department of Geography join with FES, and potentially other cognate units in the University, under a new Faculty.”

On May 17th 2017, Interim Provost Lisa Philipps recorded her “support for a motion for approval in principle of this merger” between the Faculty of Environmental Studies and Geography Department in a Memo to L. Jacobs (Chair, Senate APPRC) and L. Farley (Chair, Senate ACSP), Interim Vice-President Academic & Provost.

On June 15th 2017, Senate approved in principle a motion presented by APPRC for the creation of a new Faculty “comprising the Faculty of Environmental Studies, the Liberal Arts and Professional Studies Department of Geography, and potentially other departmental units or programs.”

On August 29th 2017, underscoring the need for a bottom-up collegial process, members of the Faculty of Environmental Studies and Department of Geography and individuals from cognate programs met to discuss degrees, programs, organizational structure, governance structure, naming and branding. The result was a report “Planning for a new Faculty: Progress Report for APPRC and ASCP”.

On January 12th 2018, an initial Geography-Environmental Studies Retreat was held to establish some consensus around programs to go forward for development (representatives of Urban Studies, Disaster and Emergency Management Studies, and Business and Society programs were also present).

During Winter 2018, a series of meetings of the Undergraduate Curriculum Working Group and Graduate Curriculum Working Group fleshed out proposals of existing, proposed, and new degrees. The planning process was suspended at the request of the co-coordinators in April 2018 given the perceived lack of broad institutional support required to continue (and the CUPE strike that lasted from March 5 to July 25, 2018). A Memo in May 2018 memo from the APPRC chair acknowledged that APPRC has been “remove[d] from the process” and identifying the need for “authentic, visible, dedicated championship at the senior level to augment and support collegial effort”.

In October 2018, the process was restarted with the arrival of a new dean in the Faculty of Environmental Studies and the appointment of an interim dean in LA&PS. A Facilitating Group was formed to champion the process for reaching a decision on a new Faculty in the 2018/19 academic year. The Facilitating Group emphasized the need for continuing bottom-up consultations among Geography and Environmental Studies colleagues and other units/programs, discussion with YUFA and YUSA on collective agreements, the deference of other restructuring proposals, and the need to report to APPRC and ASCP.

On February 27th 2019, a second Geography-Environmental Studies retreat was held to discuss the name, vision, and broad curriculum themes and programs of the new Faculty. An initial draft proposal emerged from this collaborative process.

Timeline to Date and Beyond

The following represent milestones in the consultation and proposal development; each point was supported by numerous informal meetings, discussions, feedback loops, working group discussions, and planning meetings of the various actors involved in this process.

- May 2016 Open meeting to discuss potential merger and creation of a 4-member committee (Elizabeth Lunstrum, Tarmo Rimmel, Roger Keil and Gail Fraser) to come up with a proposal on how to proceed to establish a new Faculty – identified as Faculty Blue.
- Nov 2016 Presentation by the group of 4 of possible scenarios for integration of teaching programs and consensus to accelerate the process (representatives of the Urban Studies program were in attendance).
- Dec 2016 Faculty of Environmental Studies Merger motion adopted at the Committee of Instruction of December 1.

Department of Geography Merger motion adopted at the Department Meeting on December 7.
- Mar 2017 Report & Motion Merger Discussions among Geography, the Faculty of Environmental Studies and Others submitted by group of 4 presenting Motions in Principle for Senate.
- May 2017 Faculty of Environmental Studies Motion in Principle for Senate adopted at Faculty Council on May 25.

Geography Motion in Principle for Senate adopted at Department Meeting on May 16.

Interim Vice-President Academic & Provost, Lisa Philipps, in a memo to L. Jacobs (Chair, Senate APPRC) and L. Farley (Chair, Senate ACSP) dated May 17, 2017 and entitled “Proposal for Merger of Faculty of Environmental Studies and Geography Department” recorded her “support for a motion for approval in principle of this merger.”
- Jun 2017 On June 15, Senate approved, in principle, the creation of a new Faculty “comprising the Faculty of Environmental Studies, the Liberal Arts and Professional Studies Department of Geography, and potentially other departmental units or programs.” Motion presented by APPRC.
- Aug 2017 Retreat for members of the Faculty of Environmental Studies and Geography held in HNES 140 on August 29 to get to know each other, to have initial collective discussion about degrees, programs, organizational structure, governance structure and naming and branding.
- Sep 2017 Discussion of tentative structure for new Faculty approved at Faculty of Environmental Studies Faculty Council of September 28, notably joint Undergraduate Curriculum Working Group (based on clusters) and Graduate Curriculum Working Group.

Gail Fraser and Patricia Wood chosen as co-coordinators of the planning process for the new Faculty.

- Jan 2018 Geography-Environmental Studies Retreat held on January 12 to establish some consensus around the suite of programs to go forward for development (with some representatives of Urban Studies, Disasters and Emergency Management Studies, and Business and Society programs);
- Coordinators Gail Fraser and Patricia Wood submitted "Planning for a new Faculty: Progress Report for APPRC and ASCP."
- Winter 2018 Twelve meetings of the Undergraduate Curriculum Working Group and Graduate Curriculum Working Group were held during the term to flesh out proposals of revised and new degrees.
- Apr 2018 Co-coordinators Gail Fraser and Patricia Wood resigned on April 24; they recommended that the planning process be suspended given lack of broad institutional support required to continue. (CUPE strike from March 5 to July 25, 2018).
- May 2018 Co-coordinators Gail Fraser and Patricia Wood participated to APPRC meeting at which the Chair and Secretary of ASCP were also participants.
- APPRC memo (Tom Loebel, Chair) acknowledging AAPRC "remove from the process" and the need for "authentic, visible, dedicated championship at the senior level to augment and support collegial effort".
- Oct 2018 Alice Hovorka starts 5-yr dean appointment in the Faculty of Environmental Studies and JJ McMurtry named interim Dean of Liberal Arts and Professional Studies on October 1.
- Memo from Lisa Philipps, Provost & Vice-President Academic to APPRC, cc Alice Hovorka (Dean of FES), JJ McMurtry (Interim Dean, LAP&PS), Joseph Mensah (Chair, Geography), Kim Michasiw (Chair ASCP), Alice Pitt (Vice-Provost Academic) dated October 18 and entitled "Process for Considering New or Revisioned Faculty" outlining process for reaching a decision on a new or revisioned Faculty in 2018-2019. The memo suggests the creation of a Facilitating Group, the need for collegial consultations in Geography/ Environmental Studies and other units/programs, discussion with YUFA on collective agreement rights, the deference of other restructuring proposals, and the need for the Facilitating Group to report to APPRC and ASCP.
- Nov 2018 Discussion of re-engagement based on Provost's memo presented in Faculty of Environmental Studies at Committee of Instruction on November 1 and later in Geography.
- First meeting of Facilitating Group on November 9.
- Jan 2019 Meetings of the Facilitating Group co-chaired by Lesley Jacobs (Chair APPRC) and Kim Michasiw (Chair, ASCP)

New Co-coordinators Tarmo Remmel (Department of Geography) and Liette Gilbert (Faculty of Environmental Studies) named to work on planning process of new Faculty.

- Feb 2019 Merger Retreat 2.0 “Out of the Blue” (February 27) with members (faculty, staff, student representatives) to agree on a vision for the new faculty, broad curriculum themes and name for the new Faculty.
- Mar 2019 Ongoing meetings among the Facilitating Group, co-coordinators, workload working group, and curriculum working group to inform the drafting of a proposal for the new Faculty of Environment. Assessment report received from Higher Education Strategy Associates.
- Apr 2019 Circulation of Draft of Proposal for the establish of the Faculty of Environment on April 10th to Geography, Environmental Studies, the Facilitating Group, and all other relevant stakeholders with feedback sought by April 24.
- May-Aug 2019 ASCP Senate Sub-Committee organized and held consultations to discuss synergies and potential collaborations as follows:
- School of Administrative Studies (DEM) on May 30
 - School of Public Policy and Administration on June 12
 - Department of Social Science (BUSO, IDS, URST) on June 12
 - Indigenous Studies Program on June 18
 - CITY Institute on July 10
 - Lassonde School of Engineering & Faculty of Science on July 18
 - Department of Earth and Atmospheric Sciences on Aug 13
 - Art, Media, Performance & Design and Department of Humanities on Aug 13

Geog/ES Working Groups on Curriculum developed two-page synopses of signature undergraduate programs and discussed graduate program structure for the new Faculty. Extensive consultation took place via email and in-person meetings during July and August.

Continuing participation of Geog/ES colleagues, new Faculty co-coordinators, and Dean in the Environmental Science working group co-chaired by Kim Michasiw and Alice Pitt.

Curriculum program marketing potential expertise offered by Lily Piccone and Alison Ozog, including development of ‘career pathways’ overviews for students.

Geog/ES Working Group on Governance discussed academic structure and faculty council details with assistance from Robert Everett. Consultation took place via email and an in-person meeting on July 16 to discuss new Faculty name, academic structure, and interim Faculty Council.

Polling for new Faculty name took place in early August with n=370 responses from faculty, staff, graduate students, undergraduate students, and alumni.

OIPA Environmental Studies Conjoint Survey distributed on August 10 with market analysis anticipated by early September.

Notice of Intents (NOIs) submitted to VP Academic for all proposed curriculum changes.

Circulated revised Proposal for the Creation of the new Faculty on August 22.

Open Forum scheduled to discuss revised proposal on August 29.

Sep 2019

ASCP Senate Sub-Committee continued with a second round of consultations as follows:

- September 9 Department of Earth and Atmospheric Sciences; School of Public Policy and Administration
- September 11 Department of Social Science
- September 16 Faculty of Science; Lassonde School of Engineering; Equity Studies; CITY Institute
- September 18 Art, Media, Performance & Design; Department of Humanities; Indigenous Studies; School of Administrative Studies (DEM)

Fall 2019

Approval process for the creation of the new Faculty anticipated as follows:

Meeting/Agenda	Date
FES Council Agenda	19 September 2019
FES Council Meeting	26 September 2019
Geography Agenda	19 September 2019
Geography Meeting	27 September 2019
LAPS Council Agenda	3 October 2019
LAPS Council Meeting	10 October 2019
APPRC Special Meeting Agenda documents due	10 October 2019
APPRC Special Meeting	17 October 2019
Senate Executive Agenda documents due	10 October 2019
Senate Executive Meeting	15 October 2019
Senate Meeting Agenda (Notice of Motion) documents due	10 October 2019
Senate Meeting (Notice of Motion)	24 October 2019
Senate Executive Agenda docs due	13 November 2019
Senate Executive Meeting	19 November 2019
Senate Meeting Agenda documents due	21 November 2019
Senate Meeting	28 November 2019
Board Academic Resources Committee Agenda documents due	3 December 2019
Board Academic Resources Committee Meeting	12 December 2019
Board of Governors Agenda documents due	3 December 2019
Board of Governors Meeting	13 December 2019

Geog/ES Working Groups to continue the following activities:

- Finalize undergraduate program proposals & submit into approval cycle
- Continue discussion and refinement of graduate programs
- Review certificates, diplomas, and dual credential programs
- Plan recruitment and admissions into new Faculty programs
- Plan communications, branding, and promotion of new Faculty
- Conduct space and facilities inventory and explore co-location options

Transition Team to be established to spearhead and coordinate efforts around communications, space and facilities, student program transitions, identity branding, and other transitional elements as needed. Particular attention to be paid to Geography and Environmental Studies legacy practices and/or structures to ensure continuity of academic programs during the transition period.

Jan 1, 2020	Launch of Interim Faculty Council
Sep 1, 2020	Launch of the new Faculty of Urban and Environmental Change and its Faculty Council Dissolution of Department of Geography and Faculty of Environmental Studies
Sep 2021	First cohort of Faculty of Urban and Environmental Change students

**OFFICE OF THE
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October 16, 2019

Dean Alice Hovorka
Faculty of Environmental Studies
Health, Nursing and Environmental Studies Building, 139J

Dear Dean Hovorka,

I am writing to convey my strong support for the proposal to establish a Faculty of Urban and Environmental Change at York University. The proposal responds to the opportunity to provide leadership and vision on our environment, encompassing natural and built, at a time when climate and planetary health present the world's most pressing issues.

Several reasons have been advanced for the proposed new Faculty. The Institutional Integrated Resource Plan called upon Faculties and units to seek ways to enhance the quality and sustainability of their programs and identified harmonization, rationalization and streamlining of program offerings as potential activities. More specifically, the recent Cyclical Program Reviews of both units and an environmental scan of cognate programs at Ontario universities commissioned from Higher Education Strategy Associates (HESA) identified a need for more coherence and focus in programs with an environmental core.

FES and Geography have both experienced enrolment declines in their undergraduate programs (and to a lesser extent at the graduate level) in recent years. Both internal and external research suggests that the array of program and course options offered across these two units and others presents a confusing array of programs to potential students and likely decreases our competitive advantage in terms of applications and enrolments with programs offered by other universities. A merger will enable a more coordinated approach to curriculum planning and, importantly, to the presentation of program options in a clear and integrated way that conveys to potential students the opportunities available to them. A new vision for the programs involved will reduce duplication, identify career and graduate education opportunities, and create opportunities for cross-disciplinary projects and practices.

The Faculty of Urban and Environmental Change will bring together scholars that exemplify research excellence, interdisciplinarity, and impact at York. The establishment of thematic clusters will further provide opportunity for collaboration around environmental change, urbanization, sustainability and justice, sustainable transitions, and other connected and pressing issues.



I have been fully involved in discussions around the development of the proposal for a Faculty of Urban and Environmental Change. This proposal is the result of more than two and a half years of work and consultations led by colleagues within the Department of Geography and the Faculty of Environmental Studies, by APPRC and ASCP, and by the Dean of FES. My office has been an active participant in various processes designed to support this initiative: we have been members of the Facilitating Group, established under the leadership of the APPRC and ASCP Chairs to work on this initiative, the Vice provost Academic has facilitated the revision of curriculum, and we have provided project management and other resource supports. My office has also actively participated in the sub-group of ASCP mandated to consult with the wider York community on collaborative curriculum.

I concur with the proposal's analysis that this initiative aligns with the University vision, values and strategic research and academic priorities. New curricular proposals include signature elements that exemplify and enhance university goals around student experience and academic excellence:

- The revisioned cross-Faculty Environmental Science program will help to strengthen natural sciences course and program offerings within the new Faculty.
- Prospective consolidation of the urban and planning-related programming at York, means prospective students are presented with a single, unified gateway into all urban studies offerings.
- There is an articulation of experiential education and transferrable skills components within every undergraduate program.
- There is a vision for a one-year, course-based professional master's degree, and streamlining of existing successful graduate programs.
- Graduate career maps based on labour market needs analysis and known alumni career paths will be developed.

All curricular changes will of course follow the required approvals processes. Collectively and once complete, they present tremendous opportunity for teaching, learning, research and student engagement within the new Faculty.

Resource planning is based on a non-departmentalized Faculty with a unified workload agreement, on existing expenses, and on the understanding that the undergraduate curriculum revisioning included in the proposal will be prioritized and move forward at the earliest opportunity. Intensive recruitment efforts, informed by market research and other data, will be key in supporting the new Faculty's achievements of ambitious enrolment targets within a short time. Given annual expenses, it will be essential for the new Faculty's enrolment to climb significantly within three years from the formal launch date of September 1, 2020. The resource plan assumes that as activities move to the new Faculty, the budget supporting those activities will also move, as will expenses. These include existing faculty and staff salaries, operational budgets, and existing space allocations.

It is acknowledged that there will be some additional supports required to ensure a successful transition to a Faculty of Urban and Environmental Change. My office is prepared to offer support and resources where existing resources and personnel are not able to meet transition period needs.

I wish to acknowledge the significant time and energy that colleagues have invested in this process and signal my enthusiastic support for their continued efforts around curricular reform and establishment of the new Faculty. I believe that the establishment of the Faculty of Urban and Environmental Change is an essential step for research, teaching, community engagement, and the global impact of York University. I am pleased to record my strong support for this proposal.

Yours truly,

A handwritten signature in black ink, appearing to read "Lisa Philipps". The signature is fluid and cursive, with the first name "Lisa" being more prominent than the last name "Philipps".

Lisa Philipps
Provost & Vice-President Academic



October 10, 2019

To: APPRC:

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

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I am writing in support of the proposed new faculty of Urban and Environmental Change. It is impressive that the colleagues in both Geography and the Faculty of Environmental Studies have been able to work together to put together the proposal which addresses a number of urgent concerns. First, it is important that York University continues to provide intellectual and research leadership on the environment and the proposed new faculty does this. It is also crucial that the issue of undergraduate enrollments in both Geography and the Faculty of Environmental Studies be addressed with curricular clarity and intellectual direction, which it appears the proposed faculty will provide. Finally, there seems to be broad support in the LA&PS community for the proposed new faculty as the closing of the Geography Department passed Faculty Council this afternoon without a single vote of opposition (although it is clear that there are members of Geography at least who were not in support).

I do have some concerns about articulating the urban at York as there are multiple faculty members and programs within LA&PS which focus on the urban in their research and curriculum. Specifically, the Urban Studies Program has a long history in LA&PS and its predecessor faculty, Arts. However, I am encouraged by recent developments which appear to demonstrate a willingness on the parts of the Faculty of Environmental Studies, the Department of Geography, and the Department of Social Science and the Urban Studies Program to work together to find clear curricular and enrollment pathways for students interested in the urban broadly constructed using the Provost's Framework for Interfaculty Teaching. I also note that there are upcoming meetings to discuss curricular opportunities between these parties. I am hopeful that these upcoming meetings will continue to bear fruit, and I believe a positive climate for such discussions has been created.

Finally, as mentioned above, I am concerned about the current state of undergraduate enrollments in the Faculty of Environmental Studies and the Department of Geography, and the financial viability of the proposed new Faculty. These problems cannot be avoided, and the price of doing nothing, or maintaining the status quo, is enormously high. These enrolment problems reflect the current state of affairs, and there is reason to be hopeful that the new Faculty would be better able to address these issues as a collective whole and with greater curricular clarity. It is clear that this is the spirit in which the new Faculty is being proposed, and is the reason I am in support of this initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry".

J.J. McMurtry
Interim Dean

September 30, 2019

SCHOOL OF THE
ARTS, MEDIA,
PERFORMANCE &
DESIGN

Office of the Dean

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Dr. Alice J. Hovorka
Dean & Professor
Faculty of Environmental Studies
York University

Dear Dean Hovorka:

I am pleased to write in support of the proposal to create a new Faculty of Urban and Environmental Change (FUEC). I fully support the objectives detailed in this proposal; namely to integrate and consolidate programs with shared foci on urban and environmental issues, broadly defined, into a single faculty. The proposal offers a compelling rationale for the new faculty and clear objectives for programs within it. These timely programs seem well-positioned build upon historic institutional strengths and to capitalize upon the distinct capabilities of the existing faculty complement in both FES and Geography.

As Dean of the School of the Arts, Media, Performance and Design (AMPD), I also note and appreciate the consultations and incorporation of feedback from AMPD within this proposal. The resulting revisions mitigate our concerns regarding the potential duplication of arts programs between the proposed FUEC and AMPD and the potential for confusion in what students in the new faculty will receive as aspiring artists. The proposal to launch the BES in Environmental Arts and Justice as a minor seems to be a moderate and prudent course as does the description of how creativity is mobilised in these specific contexts. I appreciate the repeated emphasis on interdisciplinarity expressed throughout this proposal and the “hub and spoke” approach seems likely to yield new opportunities. I remain enthusiastic about the potential for collaboration with growing programs in Digital Media (AMPD & Lassonde) among other synergies with AMPD, in Theatre and Visual Art and Art History, among others. I look forward to future conversations about how best to serve students invested in intersections between the urban and natural environments and art praxis.

I am therefore pleased to lend my support to the proposed new faculty. Congratulations to you and your colleagues on this significant achievement and I wish you continued success in your endeavour.

Sincerely,



Sarah Bay-Cheng, Ph.D.
Dean, AMPD





20 September 2019

Dr. Alice Hovorka
Dean, Faculty of Environmental Studies
HNES Bldg. 139J
c/o bwells@yorku.ca

**FACULTY OF
GRADUATE
STUDIES**

Office of the Dean

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Dear Alice,

I write in support of the idea of a Faculty of Urban & Environmental Change as well as its creation. My support for the current proposal, however, is qualified. The purpose and aim of the Faculty, its new vision and description, are inspiring. The flow of energy invested in the planning has been great and it shows no sign of abating – which is crucial, because should Senate approve the proposal to create this new Faculty, renewed efforts at program restructuring need to occur, I think, in order for the Faculty to achieve sustainable viability. The truly new program ideas are compelling and make sense to me. The ensuing process of their development will require equally compelling analyses of student demand aligned to “market” need, the latter term capaciously signifying all the career possibilities and lifelong learning that depend upon the learning outcomes and attributes which graduates of the Faculty’s programs will possess. The existing programs of both units have been experiencing continued decline in application numbers and acceptances since 2009 for a suite of similar and different reasons, and one of my concerns is that program structure (design and length) may be a contributing factor.

Within the context of LA&PS and FGS, the 24-credit total, program length, course sequencing and programmatic regulations (electives outside the program, directed readings, colloquium, etc.) of the master’s degrees of Geography were similar to those in other programs anchored in LA&PS. In its proposed new home, the context is now the 36-credit MES, with its individualized study plan and unique amount of faculty member supervision and mentorship, including 18 credits allowable of directed reading supervised by individual professors. Wonderfully, some of the 36 credits can be taken as experiential education (internships, placements). Suddenly, both programs will have new contexts with new optics to contend with as they engage in student recruitment. I have no crystal ball, and my comment arises in the context of the necessity for attentive and speedy analysis, once the new Faculty is launched.

The academic possibilities of the new Faculty – new programs, research, ORU involvement, etc. – are thrilling. I was one of the people who was precipitously giddy over the possibility of even *more* units and programs moving to form the new Faculty to educate a generation of students to address the emergency of environmental change. But the new Faculty rises or falls on, simply put, exponentially increasing enrolment quickly, mostly at the undergraduate level – necessarily at the undergraduate level, if it is to continue to invest in the academic-resource-intensive MES as the “backbone” of the Environmental unit in the Faculty.



The BA in Urbanization looks promising as a subject that hopefully will be as compelling to students as will be the possible 3+2 undergrad/grad degree fast track for those with A/A+ CGPAs. The proposed learning outcomes of a 3+2 degree structure will need to be articulated in light of those provided for an Honours and Specialised Honours in the same discipline. What are the outcomes of the “3,” which could be interpreted as tantamount to a 90-credit BA, such that with an A/A+ one is ready for the graduate-level “2”? Is one more ready than someone with a Specialised Honours or Honours or simply differently so for the graduate planning degree?

I appreciate the revised Faculty organization chart with, amongst other alterations, a GPD for Geography and Environmental [Studies]. Truly a super-person will fill the AD Research, Grad, International role, given that, based on both units currently, the new Faculty will be a powerhouse of research production, strongly involved in bi-directional internationalization, and with graduate programs of many moving parts. Similarly, I appreciate very much the proposed Interim Council and its tasks of continued planning as well as streamlining the governance structure of committees in the Faculty. The Pedagogy, Standards, and Awards committee will be a very busy one.

Regarding the Administrative Principles Guiding Implementation, FGS will be able to help, particularly in light of 7 and 8. I know relatively well the history and circumstances in response to which FES developed a type of mini-FGS of in-house graduate administrative services and an unique relationship with the Registrar’s Office, all of which were understood at the time as necessary to support FES’s graduate (and undergraduate) pedagogical model. The SHARP budget model is not the only driver, however, of the necessity of reducing administrative duplication. Since Faculties invest in certain centralized services as a function of the University’s organization, facilitated by the budget model, they must demand the type, quality, and level of service that they require for their programs. For example, during the time of the interim Council for the new Faculty, FGS will be developing with the Registrar’s Office, UIT, and OIPA a new student dashboard for all graduate programs to keep abreast of student progress, achievement of milestones, leaves of absence – in a phrase, all the events of the academic program life cycle – which will integrate with the new Student Information Service, when it arrives. The dashboard and new SIS will help Faculties with efficient administrative services shared effectively.

Given the dramatic increase in enrollment growth and prudent fiscal sustainability that this Faculty requires for future viability, then success, I worry that as a letter of support, this one is a bit of a wet blanket, which feels uncomfortable; no one likes it. But it’s still a blanket, which can’t but warm up and dry out eventually. I remain committed to the new Faculty’s success.

Best Regards,



Thomas Loebel, PhD
Dean & AVP Graduate,
York University

September 26, 2019

Alice Hovorka
Dean and Professor
Faculty of Environmental Studies
York University

Dear Dean Hovorka:

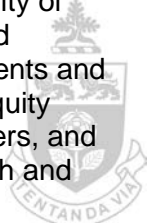
Re: Establishment of a new Faculty of Urban and Environmental Change

Thank you for the invitation to comment on the proposal to create a new Faculty of Urban and Environmental Change. On behalf of my colleagues in the Faculty of Health, I am delighted to offer our enthusiastic and unequivocal support. This is a wonderful opportunity to build upon the impressive legacies of two academic units by creating new synergy and opportunities. We have no doubt that it will provide a solid foundation to address urbanization and environmental changes, two of the most profoundly important challenges of our time. The proposal nicely aligns with and advances the University mission and Academic Plan.

Congratulation on your ability to engage and consolidate the important views of multiple stakeholders. Reaching consensus in a manner which both respects the past but also creates a distinctive and value-added future is extremely difficult. All those involved should be highly commended. Your hard work and perseverance have created a coherent plan filled with possibilities.

Concerns about undergraduate enrolments left me increasingly concerned about the financial sustainability of Environmental Studies and Geography. Given all our many fiscal challenges, a student to faculty ratio more than 30% below the University average, and an UG to graduate student ratio of less than 2 to 1 is not sustainable. That said, I also could not imagine York University without a strong presence in environmental studies, urbanization, and geography, particularly at this important moment in human history. I am greatly relieved that your plan creates potential to grow your academic and research impact within a fiscally sustainable framework. While creating a bold new consolidated Faculty comes with some risk and uncertainty, it is my opinion that maintaining the status quo would represent a greater risk, and a lost opportunity for York to revitalize its impact in profoundly important fields.

If I had one disappointment is it that your current plan says very little about the opportunity to grow greater connections between the new Faculty and the Faculty of Health. Our mission is to improve human health, health equity, health care, and wellbeing. We recognize that physical, social, cultural and economic environments and geographic locations are profoundly important determinants of health, health equity and wellbeing. Therefore, we urgently need a new generation of people, partners, and ideas which utilize this broader understanding of the relationship between health and



the environment. Our disappointment that your proposal does not include more links to Health is not a criticism. We recognize all effective plans must start somewhere and that it may be unwise to do too much too soon. Rather, our disappointment is an indicator of your new Faculty's future potential. It says something important about your proposal when others are already lining up to work with you. We believe your proposal lays a foundation which leaves the door open to working more closely with us to jointly develop new educational and research products in the future. In the interim, please let me know if there are ways we can support you and your colleagues as you launch this exciting new venture.


Sincerely,

A handwritten signature in blue ink, appearing to read 'Paul McDonald', followed by a comma.

Paul McDonald, PhD, FRSPH, FCAHS
Professor and Dean

MEMO

TO: Alice J. Hovorka, Dean, Faculty of Environmental Studies

FROM: Jane Goodyer, Dean, Lassonde School of Engineering 

SUBJECT: Proposal for the Creation of a Faculty of Urban & Environmental Change

DATE: September 30th, 2019

It gives me great pleasure to offer my support for the creation of the Faculty of Urban and Environmental Change at York University. The creation of this new Faculty is a significant step in the expansion and alignment of programming and resources offered at the institution to tackle two pressing challenges facing people and the planet: environmental change and urbanization. York is well positioned to be an international leader in these areas.

In particular, the five underlying outcomes for the creation of the new Faculty are grounded in creating linkages, synergies and knowledge mobilization between Research, and Teaching and Learning across the boundaries that comprise the critical and innovative urban, environmental, and geographic knowledge and skills in pursuit of sustainability and justice. Within this space, values centered on citizenship, activism, rights, diversity and inclusivity and respect are foundational in creating a space for interdisciplinary, field based and experiential learning, community engagement, and global perspectives to thrive.

The proposed governance structure is grounded in collegial decision making with a clear pathway laid out for interim and permanent Council oversight. At the same time, the implementation plan is thoughtful and clearly articulates the overarching goals guiding implementation and the administrative principles being adopted to achieve implementation seem reasonable. Thoughtful consideration has been made with respect to aligning resources with academic priorities within the new Faculty, and across related and interdisciplinary areas in the University.

In conclusion, I am pleased to offer my support for the creation of this new Faculty and look forward to future partnerships and collaborations in support of our students, faculty and community at large.

September 30, 2019

FACULTY OF SCIENCE

Re: Letter of Support - Proposal for Faculty of Urban & Environmental Change

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Dear Dean Hovorka,

I have read the proposal to establish a Faculty of Urban & Environmental Change. The proposal is centered on bringing together scholars in Environmental Studies and Geography, and will revitalise the teaching and study of the environment, geography and urban studies at York University.

The Faculty of Science has collaborated with faculty members in Environmental Studies and the Lassonde School of Engineering to improve the curriculum in Environmental Science, and it will be an interdisciplinary program jointly administered by the three Faculties. In the past we have not succeeded in recruiting enough students to this program (in spite of a healthy demand) relative to other institutions. Underlying this was the existing fragmentation and confusion in environmental science programs spanning numerous Faculties. The new program is a consolidated, multiple pathway program and is being developed around issues of climate change, biodiversity conservation, and physical geography.

Former Dean Jayawardhana supported the motion in principle for the merger of Environmental Studies and Geography. My support for the formation of the Faculty of Urban & Environmental Change is in the same spirit expressed in his letter of May 31, 2017 to APPRC. Our understanding is that the Faculty of Science will remain engaged in shared science based programs and courses as a collaborative partner in managing the curriculum and delivery of courses.

I look forward to working with the academic leadership and faculty members in the new Faculty of Urban & Environmental Change on projects of joint interest to us both. With this mind, I am writing to endorse the establishment of the new Faculty of Urban and Environmental Change.

Sincerely,



EJ Janse van Rensburg
Interim Dean, Faculty of Science



Monday, September 30, 2019

Dr. Alice Hovorka,
Dean & Professor, Faculty of Environmental Studies

Faculty of Urban and Environmental Change - Letter of Support

**OFFICE OF THE
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STUDENTS**

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The proposal to create this new Faculty represents a great deal of careful planning and consideration. The development of five exciting undergraduate programs, offering BA, BES and BSc options, with a range of experiential learning opportunities woven into the curriculum, pathways bridging undergraduate to graduate programs, degree to diploma studies, and academic studies to career outcomes, provides exciting ways for prospective and current students to prepare for success. Those involved in developing this proposal are to be commended for their leadership and innovation. Opportunities to establish a new Faculty are rare, and bold ideas such as those presented in this proposal are necessary.

This proposal lays out directions that will capture the imagination of prospective students and create opportunities for them to prepare for careers that align with their values and serve the public good. The five distinct undergraduate programs will provide entry points that will excite students and the ability for them to “mix and match” program options will support their desire to acquire career-ready knowledge and skills.

Students seek opportunities to lead meaningful lives but are also pragmatic when making choices of programs of study, partially influenced by their families. More than fifty percent of the population of the GTA were not born in Canada, and most came here to provide opportunities for their children to access higher education that will lead to meaningful careers.

Within this context, I would like to provide the following comments.

Throughout the proposal there are repeated references to urbanization, and it may be an option to consider the term in the title (such as Urbanization and The Environment). This aligns with the naming conventions of programs in other Canadian universities, such as McGill and Trent’s, School of the Environment, or Waterloo’s Faculty of Environment.

Urbanization, Sustainable Environmental Management and Environmental Science programs are self-explanatory within their titles and will attract student interest. The names of these programs are recognizable and heard daily in the news. Familiarity will help students gravitate towards these programs.



Urban Geography presents exciting and important approaches to studying and understanding the rapidly changing world. The four thematic areas provide students with a clear understanding of what this program entails.

Like Urban Geography, Environmental Arts and Justice may be less familiar as an area of study or in its connection to a career, but will be attractive to a specific cohort of student.

Experiential Learning

We are excited to see the extensive experiential learning opportunities woven throughout the undergraduate programs, critical for transformational learning. From field courses, community-based projects, placements, internships to global options, the opportunities presented in this proposal will enrich and support student learning. Our experience informs us that when these experiential learning opportunities are integrated into the curriculum, students expect and plan for their participation. When explicitly part of the curriculum, participation in these experiences increase dramatically. For example, where a mobility opportunity (academic or field course) is part of the degree pathway, with the necessary alignment facilitated within the curriculum (such as transfer credit), students pursuing this option can easily navigate their participation.

BA/MES, Undergraduate Dual Credential Programs, Certificates

The opportunities, such as the 3+2 option presented in the BA in Urbanization to the MES, or the 3+2 or 3+1 dual credential program with the Colleges, and undergraduate certificates provide breadth and the important guided pathways for students. As noted in our comments regarding experiential learning, opportunities embedded within the curriculum or pre-arranged pathway and certificate options allow and support seamless transitions throughout a student's studies, expanding student options and participation.

Entrepreneurship

Entrepreneurship is captured in the proposal in the Research section. The Faculty may wish to consider a stronger focus on entrepreneurship within curricular opportunities and place it for consideration in the section addressing the cross-cutting approaches of: interdisciplinarity, field-based and experiential learning, community engagement, and global perspectives.

Recruitment

We support the many approaches to recruitment, both direct (OUF, High School Fairs) and indirect through participation and sponsorship of significant eco-conferences, lecture series and workshops. We would want to also work closely with the Faculty to consider the interests of these new programs for international students and find unique opportunities to highlight them.

This past weekend York was present at the Ontario Universities Fair where some 80,000 visitors attend to learn about the opportunities available at all Ontario universities. They visit each university booth to seek program-specific detailed information and compare what distinguishes one university's offering from another. The exciting opportunities presented in this proposal will offer the components which students and their parents enquired about: excellence

in teaching, research opportunities, a student-centered approach, experiential learning and career pathways.

Thank you for the opportunity to provide comments.

A handwritten signature in blue ink, appearing to read 'Lucy Fromowitz', with a stylized, cursive script.

Lucy Fromowitz
Vice-Provost, Students

September 30, 2019

Dr. Alice J. Hovorka
Dean & Professor
Faculty of Environmental Studies
York University

Dear Alice,

Re: Faculty of Urban & Environmental Change

It is with pleasure that I offer my enthusiastic support for the proposed Faculty of Urban & Environmental Change, an inspiring new Faculty bringing together scholars from Geography and Environmental Studies in a united entity that will build upon existing synergies and excellence in the pursuit of sustainability and justice.

Building on a rich tradition of research excellence, this new Faculty will offer distinctively global perspectives by consolidating a critical mass of prominent scholars that will address the interconnected but diverse challenges of environmental change and urbanization. By taking on a highly collaborative and interdisciplinary approach, this new Faculty will most certainly amplify our existing research, scholarly and creative strengths and help to further broaden and accelerate our research impact through its well-established research clusters and stakeholder networks for knowledge mobilization and partnerships.

Further, the depth and breadth of the research that will be conducted in the Faculty of Urban & Environmental Change is very well aligned with York's Strategic Research Plan (2018-2023) and strongly advances several of the thematic areas -- notably, research that advances critical inquiry and scientific discovery in the areas of:

- Environmental change, urbanization, sustainability and justice (*Forging a Just and Equitable World*);
- Health (*Building Healthy Lives, Communities and Environments*);
- The arts and performance (*Analyzing Cultures and Mobilizing Creativity*);
- Economics, labour market transformations (*Integrating Entrepreneurial Innovation and the Public Good*); and
- Biophysical sciences (*Exploring and Interrogating the Frontiers of Science and Technology*).

This proposed Faculty will undertake an engaged learning approach offering field-based experiential education and training as well as hands-on research, allowing for a rich learning environment for our students. This will be further augmented through expanded Indigenous curricular offerings, land-based learning and Indigenous knowledges, perspectives and experiences. Moreover, supporting, enhancing and

facilitating Indigenous research and Indigenous ways of knowing further affirms our commitment to enabling research in an Indigenous context, as emphasized within our Strategic Research Plan.

I am very encouraged and excited by the potential of the proposed Faculty of Urban & Environmental Change – both the impact created by the research synergies as well as the high-quality learning opportunities emerging from the new curricular approaches.

I would advocate for the full support of this proposal.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Rui Wang', written in a cursive style.

Rui Wang, MD, PhD, FAHA
Interim Vice-President Research and Innovation





October 2, 2019

Dr. Alice J. Hovorka
Dean
Faculty of Environmental Studies
York University

**YORK UNIVERSITY
LIBRARIES**

Office of the Dean

516 Scott Library
4700 Keele Street
Toronto ON
Canada M3J 1P3
Tel 416 736 5601
Fax 416 736 5451
www.library.yorku.ca

Dear Dr. Hovorka,

As Dean of Libraries, I am very pleased to provide a letter of support for the proposed Faculty of Urban and Environmental Change. The Libraries have a strong record of enabling access and discovery to rich data and resources for scholarship and teaching in these areas, and providing user focused spaces and services to support students and faculty in their academic pursuits. The Libraries are also longstanding campus partners in supporting the dissemination and discovery of campus research, which will provide global exposure to the work of the faculty.

We look forward to building upon our past close partnerships and working with the proposed new Faculty of Urban and Environmental Change to realize its aspirations of being "...an international leader of critical and innovative urban, environmental, and geographic knowledge and skills in pursuit of sustainability and justice".

We are well-positioned to support this collaborative initiative of the Department of Geography and the Faculty of Environmental Studies. The Libraries recently engaged in extensive restructuring that will enable us to continue to provide excellent collections and instructional support, while better leveraging the Libraries' deep expertise and infrastructure in anticipation of emerging needs in key areas such as open education, data management and data visualization. Our Digital Scholarship Centre, and in particular our specialists in GIS and digital scholarship methods are available as a resource for teaching critical digital literacies in support of the work of the faculty.

Sincerely,

A handwritten signature in black ink, appearing to read "Joy Kirchner", with a long, sweeping flourish extending to the right.

Joy Kirchner
Dean of Libraries





GLENDON COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENDON

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October 4, 2019

Re. Faculty of Urban and Environmental Change

It is with pleasure and enthusiasm that we support the proposal for the creation of a Faculty of Urban and Environmental Change. The project aligns clearly with the priorities and the values of the University Plan and Strategic Research Plan. It allows for a progressive partnership between various internal and external stakeholders to engage in what is expected of a 21st century University in the domain of cities and environmental change.

We agree with the proponents that the new Faculty will enhance academic excellence, facilitate and encourage interdisciplinary, provide enhanced opportunities for experiential education, foster community engagement, and encourage global perspectives. The proposed programs and avenues of research provide for a coherent and well-integrated course of action that will maximize employability, innovation and globally-recognized graduate skills.

The pressing nature and scale of the problems facing our cities, local and global environments provide an imperative for world-class researchers to respond in a more systematic and ambitious manner than has historically been the case. The creation of the Faculty responds to this challenge by designing a cross-discipline curriculum at the university level that explores cities as integrated socio-technical systems and mobilizes an innovative and ambitious trans-disciplinary research agenda that addresses urban and environmental challenges globally. Finally, the new Faculty develops new routes to degrees and new forms of access.

We are fully engaged in the development of the new BSc in Environmental Science; Glendon campus situated on an 85-hectare park is well-positioned for active participation in this program. We also believe that the creation of this new Faculty will provide multiple other opportunities for academic and research collaboration between Glendon and this new entity.

We believe that the proponents of the project have put forward a strong and clear vision. Noting the work that still lies ahead, we look forward to that vision coming to fruition.

Sincerely,

Ian Roberge
Co-Interim Principal, Glendon Campus

Dominique Scheffel-Dunand
Co-Interim Principal, Glendon Campus

TOP 10 POINTS OF PRIDE – 2019



Rob and Cheryl McEwen
Graduate Study & Research Building

1 YORK TOPS NEW GLOBAL IMPACT RANKING LIST

York University ranked 5th in Canada and 26th in the world in the *Times Higher Education's* Impact rankings for creating positive change that aligns with the United Nations Sustainability Development Goals in areas such as climate change, reducing inequalities and more.

2 ALUMNA AND MEGASTAR LILLY SINGH HAS A BREAKOUT YEAR

Lilly Singh (BA '10) became the first woman of colour to host a late night TV show, *A Little Late with Lilly Singh*. She was also named to *Time* Magazine's 100 Next list and has over 14 million YouTube subscribers.

3 CREATING LONG-TERM COMMUNITY IMPACT

With the support of donors, government and corporations, York is advancing positive change in dementia care (\$2.6M Carswell gift), youth homelessness (\$17.9M Government of Canada), art appreciation and education (\$5M Goldfarb gift) and empowering the local community at the TD Community Engagement Centre (\$1M TD).

4 IMPACTING PERCEPTION IN SPACE

An experiment conducted by a team of York University professors and graduate students significantly advanced space research. Called the Vection project, Canadian astronaut David Saint-Jacques tested his perception of distance and gravity from the International Space Station, using Virtual Reality, at the same time as hundreds of students watched from the Ontario Science Centre.

5 YORK 60TH ANNIVERSARY SHINES BRIGHT

As affirmation of York University's vital role in our region, Toronto City Hall lit up its Toronto sign in York red and white to celebrate our 60th anniversary. Since its humble beginnings in 1959, York has grown to become the third largest university in Canada, with over 55,000 students and more than 325,000 alumni around the globe.

6 ATHLETIC EXCELLENCE ACHIEVED ON THE PROVINCIAL AND GLOBAL STAGE

The Lion's women's soccer team was crowned Ontario University Athletic Champions and five athletes with York ties medalled at Pan Am Games in Lima, Peru.

7 TWO YORK CHANGEMAKERS NAMED TO TOP GEN Z IN CANADA

Flare Magazine's annual #HowIMadelt celebrates talented, ambitious and driven Canadian women. This year's list showcased HIV activist and Me to We motivational speaker Ashley Rose Murphy (current student) and indigenous-policy adviser Larissa Crawford (BA '18).

8 PROGRAMS RISE TO THE TOP

Our Schulich School of Business once again topped the national business school rankings by *Forbes*, *América Economía*, *CNN Expansión* and *The Economist*. Four programs were named to the *Maclean's* top 10 in Canada including Education, Math, Business, and Psychology.

9 NEW INDUSTRY-LEADING RESEARCH AND LEARNING FACILITIES

York continued to enhance the student experience, opening the new environmentally-responsible Rob and Cheryl McEwen Graduate Study & Research Building at the Schulich School of Business and installing the new one-metre telescope at the Allan I. Carswell Observatory, the largest telescope on a Canadian university campus.

10 SEVEN ALUMNI NAMED TOP 50 MOST INFLUENTIAL TORONTONIANS

Toronto Life Magazine's top 50 Most Influential Torontonians highlights the positive impact York alumni are making across the city and beyond. The list showcases MP Jagmeet Singh (LLB '05) and Mayor John Tory (LLB '78), talk show hosts Lilly Singh (BA '10) and Matt Galloway (BA '94), esteemed lawyer Marie Henein (LLB '89), CEO Alison Gordon (MA '99, BA '95), and best selling author and current PhD student Jesse Thistle (BA '15).

Board of Governors

Memorandum

To: Board of Governors

From: Julie Lassonde, Chair, External Relations Committee

Date: 13 December 2019

Subject: Board Awareness and Engagement Plan

At the October 2, 2019 meeting the External Relations Committee endorsed the Board Awareness and Engagement Plan presented by York's Chief Communication & Marketing Officer.

The objective of the plan is two-fold:

1. Improve internal community awareness, understanding and support of the roles, responsibilities and the positive, important work undertaken by York's Board of Governors.
2. Leverage the York Board of Governors as 'influencers', to enhance the positive reputation of the University.

Per the plan, the first two actions have been completed and will launch the week of December 9 – the *Board Chair annual message to the York University community*, and the visually refreshed Board of Governor *website* featuring rewritten biographies of the Board members in a consistent style and format (<https://secretariat.info.yorku.ca/board-of-governors/>). These actions will complement the current practice of providing the University community with a brief synopsis of the Board meeting through yFile. Going forward, yFile will also highlight particular initiatives from the Board synopsis.

The remaining item, *Board Members as Ambassadors*, provides an opportunity for our members to get involved with specific actions that leverage our existing networks. Each of us can play a role in helping enhance positive awareness and understanding of the important achievements at York University amongst very diverse audiences.

I would like to ask members to leverage the Points of Pride that are created for each Committee meeting as appropriate opportunities arise. These are purposefully written to

Board of Governors

capture compelling university achievements with a short punchy description so they can be remembered. For the holiday season, Ms. Webb has provided an expanded 2019 'top ten' list, which is included in your package.

I would like to highlight the *National Volunteer Week* initiative (April 19-25, 2020) and to encourage you all to participate. Communications & Public Affairs would like to take individual photos of each member (with a York mug in the frame) and have you post the photo on your LinkedIn channel, along with the quote from your biography.

For all those willing, please let the Secretariat know by an email to Elaine MacRae (emacrae@yorku.ca) and the necessary arrangements will be made for the photography.

There are additional requests around social media content, including following the institutional social media channels, liking posts and commenting as appropriate. I refer you to the plan for more details.

On a final note, the University is pleased to provide each member with a magnetic York University pin - placed on the table at the meeting - which I hope you will proudly wear.

I would like to take this opportunity to thank Ms. Webb for developing this plan that thoughtfully considers how our role can be communicated and leveraged in support of York University.

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: Campus Washroom Renewal Upgrade Program

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve a \$10M project budget, inclusive of HST, over five years, for Campus Washroom Renewal on the Keele and Glendon Campuses.

This program will be funded by the Deferred Maintenance Fund.

Background and Rationale:

In February 2019 a deferred maintenance plan was presented to the Land and Property Committee; the plan identified \$2M per year for five years, for washroom upgrades.

There are 864 washrooms, not including those in student residences, in academic and administrative buildings on the Keele and Glendon campuses. Of these, 129 are classified as “private” or “staff”, leaving 735 “public” washrooms. It is anticipated that between 10-12 public washrooms will be renovated annually, except for Year 1, in which 35 washrooms are targeted for upgrades.

The Year 1 upgrades will include the June 2017 Board approved budget (\$3.5M) for washroom renewal. The project was delayed due to time sensitive capital priorities, including the Ontario Government’s Greenhouse Gas Reduction Program (GGRP) and the Federal Government’s Strategic Innovation Fund (SIF) incentive programs.

Year 1 upgrades are expected to begin in January 2020 with a targeted completion date of December 2020.

Board of Governors

Year 1 washroom upgrades will be completed in key locations in on the Keele and Glendon campuses. In January 2016, guided by the Institutional Integrated Resource Plan (IIRP), a working group on Campus Experience undertook a review of public spaces. The working group included representation from students, staff and faculty. The review included surveys and an open forum seeking student input on use and perception of public spaces. The responses from the open forum and the surveys pointed to an overall dissatisfaction with the condition of public spaces, particularly washrooms. The survey results supported the need identified by Facilities Services (FS), based on the number of closures and service calls, for renewal of these spaces.

The following table provides a break-down of the \$13.5M (\$10M sought and \$3.5M approved in 2017) for campus washroom renewal over a five-year period.

Campus Washroom Renewal: 2019-2024

Year	Number of Washrooms	Annual Cost
Year 1 (2019/20)	35	\$5.5 M
Year 2 (2020/21)	10-12	\$2.0 M
Year 3 (2021/22)	10-12	\$2.0 M
Year 4 (2022/23)	10-12	\$2.0 M
Year 5 (2023/24)	10-12	\$2.0 M
Total	75-83	\$13.5 M

Upgrades and renewal of campus washrooms will address the issues identified in the IIRP, Campus Experience working group's report and will have a positive impact on the student experience; it will also support retention efforts and assist the University in meeting Accessibility for Ontarians with Disabilities Act (AODA) guidelines. Upgrades will consider design principles, finishes, lighting, HVAC, etc.

In March 2019, Zeidler Architecture Inc. was awarded the contract for the Year 1 washroom renewal program. The scope of work includes the development of design standards and full architectural services.



Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: Classroom Renewal Plan

Recommendation:

The Finance and Audit Committee approve recommends that the Board of Governors approve a \$20M budget, inclusive of HST, over five (5) years, to upgrade centrally bookable classrooms on the Keele and Glendon Campuses.

This project is funded by the Deferred Maintenance Fund.

Background:

A Five-Year Classroom Renewal Plan, totalling \$20M, is part of the multi-year Deferred Maintenance Plan commencing 2019/2020. It is anticipated that the project will be implemented in phases, over five (5) years. A working group of faculty, staff and students was formed to administer and to have oversight over the planning, design and construction process for this project.

Rationale:

Classrooms are among the most essential spaces in a university. Classrooms need to reflect the values of the institution and align with the University Academic Plan (UAP), while considering pedagogical intent, the mix of classroom types, the required equipment, including user friendly and reliable AV solutions, as well as the capacity to adapt to flexible layouts. Upgrades and renewal of centrally bookable classrooms must also address the issues identified in the Institutional Integrated Resource of Planning

Board of Governors

(IIRP), Campus Experience Working Group Report, ensuring a positive impact on both the student and instructor experience. This classroom renewal plan is aimed at creating a new, attractive and modern classroom standard that incorporates a consistent and enhanced degree of accessibility, updated AV technology / equipment, furniture, finishes, lighting, HVAC, etc.

In July 2019, Architecture Counsel Inc. (ACI) was hired to perform a Feasibility Study on the centrally booked classrooms at Keele and Glendon Campuses. The scope of services included an audit of 282 classrooms which took into consideration, accessibility, finishes, lighting level, air quality, A/V technology and equipment, furniture, etc. Each classroom component was ranked and then an overall ranking was given to that classroom. Based on the condition ranking of each classroom and the cost of replacement for each component, possible scenarios for the 5-year Renewal Plan were derived.

In addition to the audit and 5-year Renewal Plan, ACI also developed classroom Design Standards. Over a 3-month period and multiple consultations with faculty, students, the Registrar's Office, Enable York, maintenance, custodial, UIT, A/V, as well as a faculty and student survey and engagement sessions at Keele and Glendon, ACI has produced draft standard which can be applied to the classrooms identified in the 5-year Renewal Plan.

As we proceed into the Implementation Phase of the project, continuous interaction and engagement with faculty, students, the Registrar's Office, Enable York, maintenance, custodial, UIT, A/V will be vital to the success of the project. The Registrar's participation is particularly important as careful coordination is required in taking classrooms offline while renovations occur. "Swing" space will be required in some cases, particularly for the largest classrooms, to ensure that teaching and learning needs are met with minimal disruption.

The selection of an architect for detailed design and tender documents is now in progress. The first phase of classroom renovations will begin in May 2020.



Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: Glendon Window Replacement Project

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve \$2.15M, inclusive of HST, for Window Replacement at Glendon College.

This project is funded by the Deferred Maintenance Fund.

Background and Rationale:

A Five (5) year Deferred Maintenance Plan was received by the Land and Property Committee on June 10, 2019 which included the replacement of the original punched windows in York Hall for a budget of \$2.15M over 3 years. The existing windows are well past their service life and are not energy efficient or weather tight. New windows will reduce energy consumption and increase occupant comfort.

This project will be funded through the annual Deferred Maintenance Fund as follows:

Fiscal Year	Funds
2019-2020	\$750,000
2020-2021	\$700,000
2021-2022	\$700,000

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: Meal Plan Rates

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve the 2020-21 mandatory Meal Plan rates listed below.

Mandatory Meal Plans – proposed rate changes	2019/2020	2020/2021
Bronze: increase of 7%	\$ 3500	\$ 3750
Silver: increase of 6%	\$ 4000	\$ 4250
Gold: increase of 6%	\$ 4500	\$ 4750
Platinum: increase of 5%	\$ 5000	\$ 5250
Convenience: increase of 6%	\$ 2350	\$ 2500

(Rates are rounded to the closest \$50 increment)

Board of Governors

Background:

Undergraduate students living in traditional residence rooms are required to purchase a meal plan, which is exempt from HST. Undergraduate students living in suites, graduate students living in York Apartments, and commuter students may optionally elect to purchase a meal plan in order to enjoy the tax savings that the plans provide.

York University operates a “declining balance” meal plan program, in which funds are loaded onto a student’s YU-card in a designated account. As food is purchased at eateries, the retail purchase price of the meal is deducted from the account. Declining balance meal plans are offered at several other Ontario universities, while some offer “board” plans that provide unlimited access to dining halls for a single price.

Meal plan programs exist not only to ensure that students have a reasonable budget set aside for food during the year, but also to contribute to the social fabric of residence life. They also underpin an institution’s foodservice infrastructure. While it is common practice at other institutions to limit meal plan use to a specific cafeteria, York enables students to use their meal plans at all eateries across the Keele and Glendon campuses.

In order to offer students the HST exemption when meals are purchased, the University and its food operators must comply with the relevant provisions of the Excise Tax Act and related rulings issued by Canada Revenue Agency. These regulations define the minimum pricing of plans, eligible purchases, and other conditions.

Rationale:

York’s meal plan prices remain the lowest in the province (see Appendix A). This continues to cause a disconnect between the purchasing power of York’s meal plans and student perceptions of value, and in combination with the highly distributed nature of the meal plan program, challenges the University to deliver a high-quality dining experience for residence students. Students who purchase the minimum plan based on a perception that it will be enough for the entire year often run out of funds well before the end of the year and are induced to make price-based choices for their meals rather than those that meet their dietary needs or preferences. Analysis of meal plan usage, and feedback received during focus groups and surveys conducted in March 2019, has continued to indicate that the Bronze meal plan is insufficient for most students. While an often-used guideline suggests that \$20 per day is needed to properly feed a student, the minimum meal plan for 2019-20 provides only \$14. Notwithstanding the foregoing, student feedback has been concerned more with the rate of an increase than the price of the minimum plan, hence the more moderate but consistent approach to our rate increase proposals in recent years.

Board of Governors

Food costs are forecast to increase moderately in 2020. In the absence of an increase in meal plan rates, erosion of purchasing power will cause further misalignment between plan prices and student/parent expectations that meal plans will be sufficient to meet their needs for the year, and encourage unhealthy food choices. The University plans continued investment in dining hall facility and equipment renewal to improve program quality while continuing to absorb its share of the Shared Accountability and Resource Planning (SHARP) tax, and shared service costs.

Based on the proposed changes, York's minimum meal plan will remain at the low end of the spectrum, and similar to rates at University of Toronto Mississauga.

Future Plans:

Given persistent complaints by students about their residence dining experience, the University has undertaken several external reviews (most recent in March 2019) of its meal plan program and food service landscape with a view to enhancing the student experience. Flowing from these reviews, the University is pursuing significant renovations to the dining halls and the implementation of an all-inclusive "Anytime Dining" model for meal plans. The all-inclusive model is seeing a resurgence among institutions and has recently been implemented at several universities in Canada, each of which has reported significantly improved food quality and student satisfaction.

The all-inclusive model provides students with many benefits, including: unlimited access to dining halls with extended hours of operation; marche-style made-to-order cooking; more variety and healthier options; and high-quality venues that provide opportunities for social and academic programming and engagement. A recent survey of undergraduate residence students on the Keele and Glendon campuses indicated an overwhelming preference (90%) for an unlimited access meal plan.

Implementation of this model will require a capital investment of approximately \$9M to renovate and expand the dining halls and the Central Square cafeteria, along with new all-inclusive meal plans that are anticipated to start at approximately \$4600 per year. While this represents a larger increase in the base meal plan price, it provides students with unlimited access to higher quality dining for approximately \$20 per day.

Further assessment of this model, including financial projections, facility requirements and the service delivery method, are being conducted and will be presented in due course. The earliest the new model could be implemented is September 2021.

Board of Governors

Appendix A – Minimum Mandatory Meal Plan Rates at Other Ontario Institutions (2018-19 and 2019-20)

Institution	Minimum Mandatory Meal Plan	
	2018-19	2019-20
Western University	\$5150	\$5800
Ryerson University	\$5300	\$5550
Wilfrid Laurier	\$5300	\$5450
University of Waterloo	\$4750	\$4904
University of Windsor	\$4630	\$4800
Brock University	\$3900	\$4500
Trent University	\$4325	\$4450
McMaster University	\$4135	\$4335
University of Guelph	\$4000	\$4120
University of Toronto – Mississauga	\$3650	\$3790
York University	\$3250	\$3500

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: Undergraduate Residence Rates

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve the following two items:

1. Increase in the 2020-21 undergraduate residence rates listed below:

Room Type	% Increase
Double rooms in dormitory-style residences	3.5%
Single rooms in dormitory-style residences	4.5%
Suite-style rooms	3.5%

2. Increase in 2020-21 of the current application fee from \$50 to \$100, with \$50 being refundable if an application is cancelled.

Background:

In 2012 the Board approved a 10 year, \$70M York University Housing Capital Renewal Strategy (the Housing Strategy). At the time, an average annual rate increase of 3.7% for the duration of the 10-year strategy was presented as necessary to the financing of a capital renewal plan for all undergraduate residences and York apartments; the proposed rate increase is based on this guidance, coupled with comparator rates and the overall impact on students.

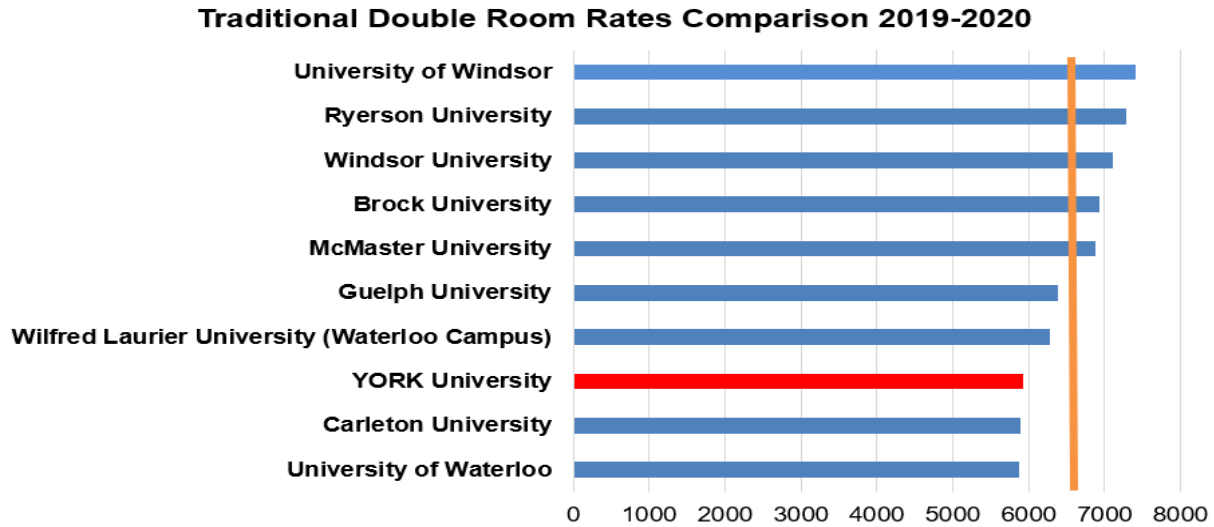
Board of Governors

Rationale:

The rate increases proposed for 2020-21 will allow for the continued funding of building renewal and maintenance projects, with particular attention paid to major washroom remodeling in the older traditional residences. As of October 2019, \$61.2M under the Housing Strategy has been committed and spent on several improvement projects across all undergraduate residence and apartment buildings.

York's traditional dormitory room rates remain below the median in comparison with other universities. A comparison of 2019-20 rates for traditional double rooms, traditional single rooms, and two-person suites is shown below in Tables One, Two and Three respectively. With this year's proposed increase, York's traditional dorm room rates will continue to be at the lower to median-range in comparison to other institutions, while two-person suites will remain well below Toronto area institutions, but higher than provincial counterparts. A survey of Ontario and other Canadian universities indicates proposed rate increases in the range of 3-9% for 2020-21.

Table 1



Board of Governors

Table 2

Traditional Single Room Rates Comparison 2019-2020

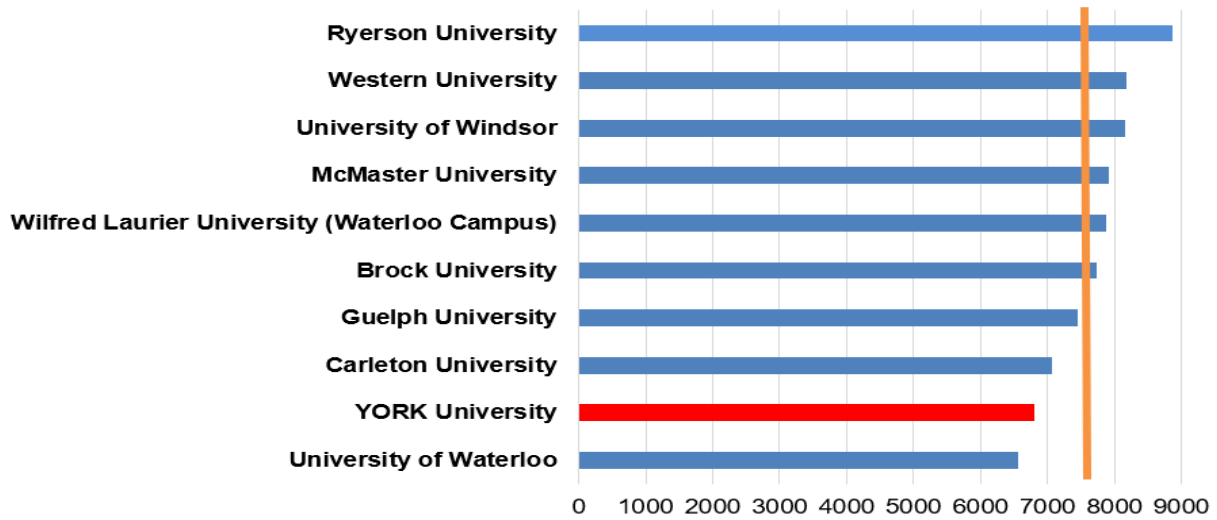
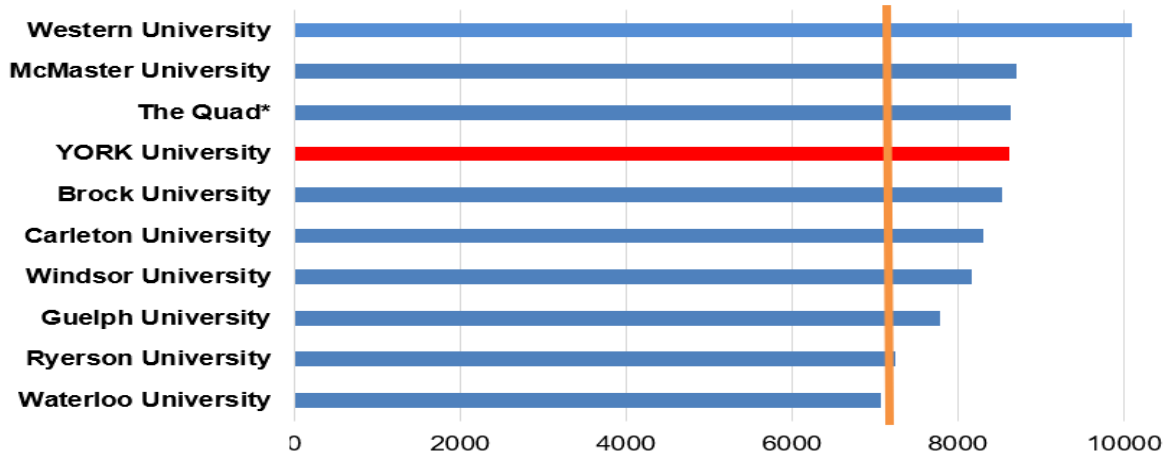


Table 3

Two-Person Suite Single Room Rates Comparison 2019-2020



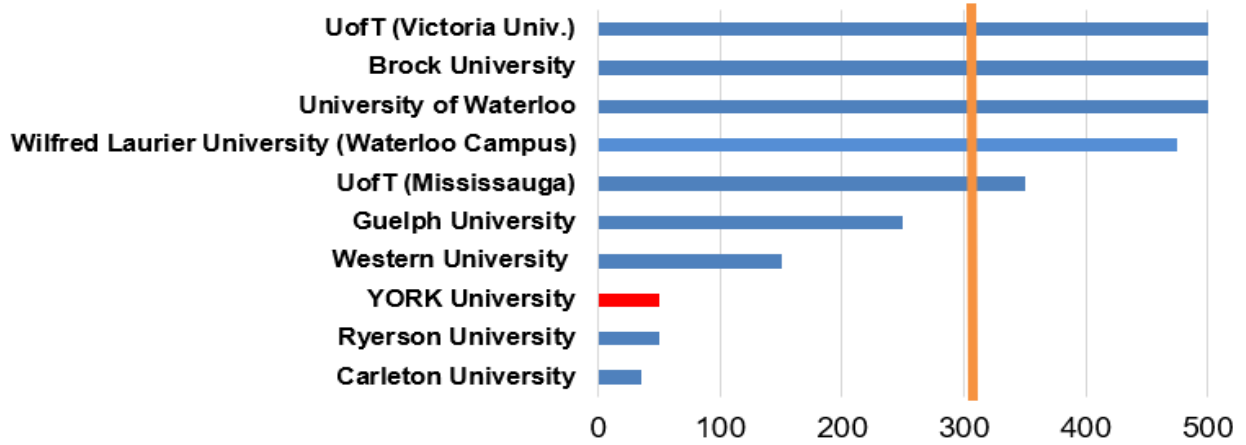
*Fees do not include utilities.

York University collects a nominal non-refundable application fee of \$50 from students when residence applications are submitted. This fee is low compared to other Ontario universities, as shown below, in Table Four. Since the fee is minimal and non-refundable, students do not have an incentive to cancel their application should their plans change, affecting the accuracy of waitlists and causing delays in offering accommodations to those who are still seeking a room. To more effectively manage the waitlist and to incentivize students to cancel unwanted applications, it is recommended that the application fee increase to \$100 with \$50 being refundable if an application is cancelled. While a fee of \$100 remains well below other institutions, affordability is a consideration.

Board of Governors

Table 4

Amount Due At Application Comparison 2019-2020



The 2019-20 proposed undergraduate residence rate increase was presented to the Residence Student Advisory Group at its November 2019 meeting, along with a status update on completed and future planned capital projects. No objections to the rate increases were noted. The University is undertaking a detailed facility condition assessment of each residence building to inform future capital projects, along with a comprehensive market and demand study to develop a new housing strategic plan.

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: York Apartments - Rental Rates

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve the 2020-21 York Apartments rental rate increases, listed below:

- **2.2% increase for all units with continuing leases, to reflect the allowable increase established by the Ontario Rent Increase Guidelines (ORIG), for January 2020.**
- **4.0% increase for bachelor and one-bedroom units with new leases in Assiniboine, Atkinson, and Passy Garden Apartments, effective 1 May 2020. This increase includes 1.8% for capital fund generation in support of the general renewal of housing stock and 2.2% for inflation, as permitted by the ORIG.**
- **5.0% increase for two-bedroom units with new leases in Assiniboine, Atkinson, and Passy Garden Apartments, effective 1 May 2020. This increase includes 2.8% for capital fund generation in support of the general renewal of housing stock and 2.2% for inflation, as permitted by the ORIG.**

Background and Rationale:

In 2012, the Board approved a 10 year, \$70M York University Housing Strategy. At the time, an average annual rate increase of 3.7% for the duration of the 10-year strategy was presented as necessary to the financing of a capital renewal plan for all undergraduate residences and York apartments; the proposed rate increase is based on this guidance, coupled with comparator rates and the overall impact on students.

Board of Governors

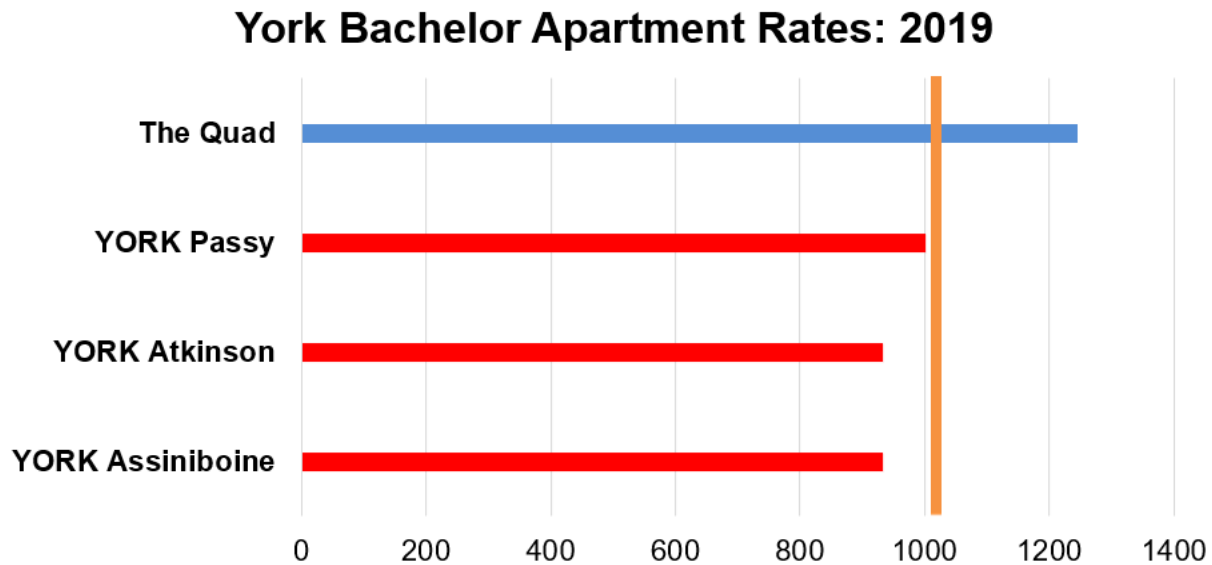
As of October 2019, \$61.2M has been spent and committed to several improvement projects across York's residences, including enhanced wireless internet service, fire protection systems, and mechanical system upgrades. Maintenance improvements and suite renovations, including replacement of furnishing and flooring, are also conducted on an annual basis.

Under the Shared Accountability and Resource Planning (SHARP) financial model, internal taxes on revenues and shared services costs are imposed on ancillary business operations. In the case of Housing Services, SHARP and other overhead-related costs for 2020-21 are estimated at \$2.9M, or 8.5% on a base of \$34M in revenues as forecast in the Long-Term Ancillary Plan. Ancillary services are required to operate without deficit, thus additional costs from SHARP must either be absorbed by the Housing budget or passed on to tenants.

The ORIG only sets in-lease rate increases; it does not set constraints on vacant/new-lease units. While this temporarily creates different rates for similar units, rents equalize as units become vacant and new leases are signed. Approximately 70% of apartments become vacant annually.

Table 1, below, shows the available options and corresponding rates for bachelor apartment units on the Keele campus. Tables 2 and 3, below, show local comparator rates for similar sized York apartments. York's apartment rates are significantly lower by comparison, reflecting the commitment to providing affordable options for students.

Table One



Board of Governors

Table Two

One-Bedroom Apartment Rates Comparison: 2019

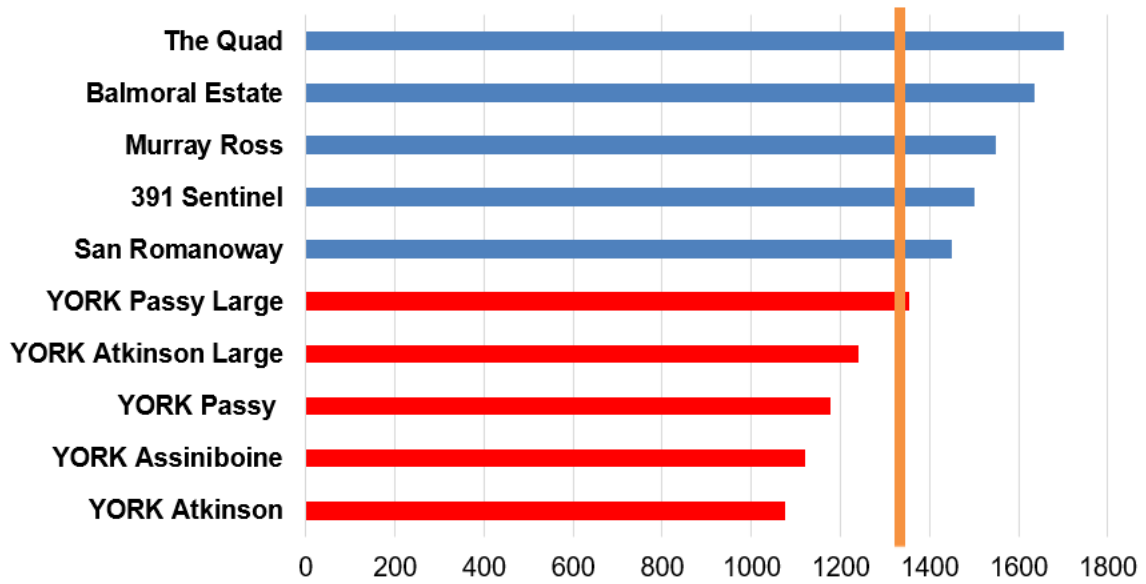
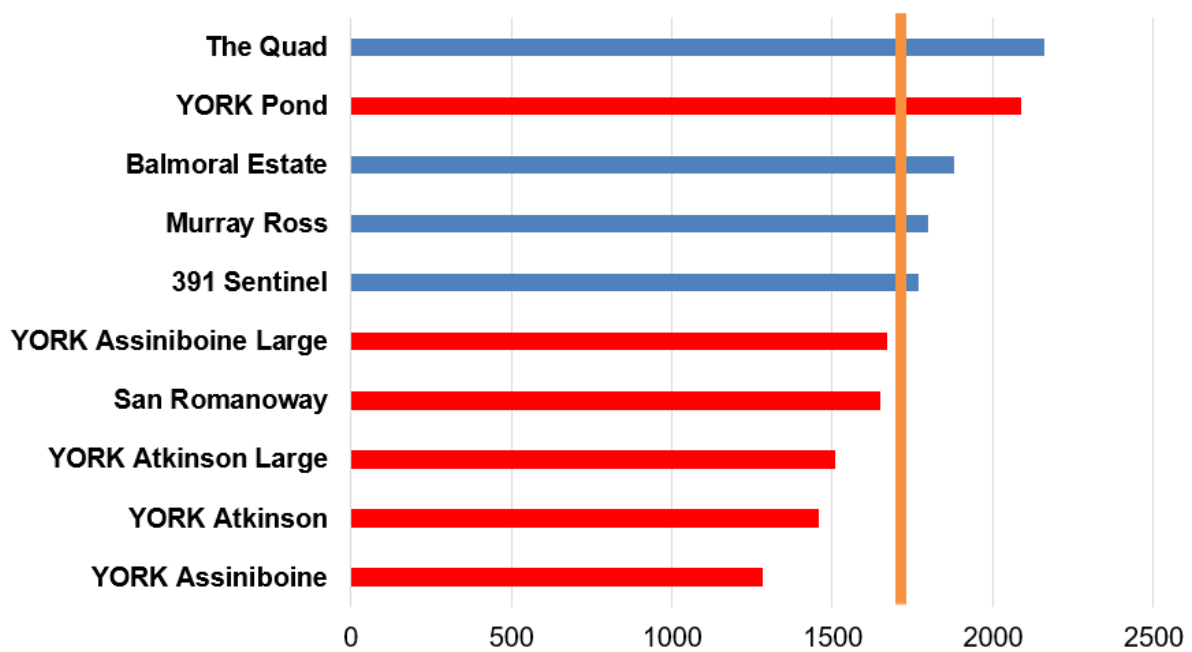


Table Three

Two-Bedroom Apartment Rates Comparison: 2019



Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: Parking Rates

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve a \$12 monthly rate increase (from \$81 to \$93) for Unreserved parking spaces on the Keele Campus, effective May 1, 2020.

Background and Rationale:

Parking Services is an ancillary operation that is required to be financially self-sufficient for both operating and capital costs over the long term. Parking Services also pays land rent, overhead and other contributions to the University.

Prior to 2002, the Unreserved parking permit category applied to the majority of parking lots on campus, providing the permit holder with access to a parking space in any of the Unreserved lots; a space in a specific lot was not guaranteed and permit holders would have to drive from lot-to-lot to find an available space. In 2002 the service model changed, with permits being sold specific to a given lot and the permit holder being guaranteed a space in that lot. With that change, all but two of the perimeter parking lots were reclassified from Unreserved to Outer-Reserved lots: the Shoreham Drive lot and the Rideau Road lot. Both lots have essentially functioned as Outer-Reserved lots because permits are sold and guaranteed specifically for each lot. In the case of the Rideau Road lot, which has both an Unreserved and an Outer-Reserved section, all that separates the two classifications is a set of concrete planters.

In 2021-22, the University intends to reclassify the Shoreham Drive and Rideau Road lots as Outer-Reserved, which will reflect the Outer-Reserved rate classification, currently \$104. The proposed rate increase for 2020-21 is a phased approach to mitigate the cost impact (on approximately 460 permit holders) of the planned future reclassification of the lots. Table 1 illustrates the phased-in rate increase to reclassify

Board of Governors

the two lots from Unreserved to Outer Reserved. Table 2 shows the current rates for the various permit classifications.

Table 1: Phased in rate increase

	2019/2020 Unreserved	2020/2021 Unreserved	2021/22
Monthly Rate	\$81	\$93	Outer-Reserved Rate*

*Current Outer Reserved rate is \$104/month. All rates are exclusive of HST.

Input on the proposed changes was sought from the Parking and Transportation Advisory Committee on September 30, 2019 and no objections were noted.

Table 2: Current permit rates

Permit	Monthly Rate
Unreserved	\$ 81
Outer Reserved	\$104
Reserved	\$116
Garage	\$128
Motorcycle	\$ 81

All rates are exclusive of HST.

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 13 December 2019

Subject: Policy on Social Procurement

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve a new Policy on Social Procurement, attached at Appendix A.

Background and Rationale:

York University has regularly identified initiatives to further educational, and social and economic impact opportunities, particularly with underrepresented communities and businesses neighbouring the University. These initiatives provide opportunities for those who are otherwise unable to access the socio-economic benefits of a large institution such as York.

In November 2016, *Anchor YorkU: An Anchor Institution & Community Benefits Framework* (the Framework), attached at Appendix B, was accepted by President Mamdouh Shoukri as part of the 2016 President's Sustainability Council (PSC) Report. The Framework was created by a subcommittee of the PSC; the Human Rights and Social Justice Working Group. The Framework acknowledges and outlines York's significant role within the broader communities of which York is a part.

Research literature defines anchor institutions as entities such as universities, hospitals, local business, etc. with deep roots in a community, and that could not easily move elsewhere. Such institutions are important players in local community development and revitalization efforts. Anchor institutions also employ purposeful and strategic use of resources to benefit communities, especially low-and-moderate income neighbourhoods or historically disadvantaged groups.

Board of Governors

The Anchor YorkU Framework recommends the following four key areas where York could have the most impact in advancing economic and social benefits locally:

- Social Procurement
- Employment
- Community Engagement
- Infrastructure.

York University has relied on expertise from Anchor TO which has made incremental gains in establishing social procurement within their organizations. Anchor TO is a network of Toronto institutions, listed below, whose goal is to advance institutional impact across the City.

Atkinson Foundation	Seneca College
Centennial College	St. Michael's College, U of T
City of Toronto	Toronto Community Housing
George Brown College	Toronto Public Library
Gillian Mason Consultancy	Toronto Transit Commission
Humber College	United Way Greater Toronto
Metrolinx	University of Toronto
Ontario Trillium Foundation	University of Toronto Scarborough
Ryerson University	York University

Anchor TO has advanced social procurement collectively, including in areas of balancing social procurement with regulatory and legal obligations, assisting with the development of policies by member institutions, and creating an active learning community. Anchor TO was invited and participated in an emerging international Anchor Collaborative Network. York University has been an active member of Anchor TO since its inception in 2016.

The Policy:

The proposed Social Procurement Policy aims to demonstrate the University's commitment to use its purchasing power to benefit local economies and provide fair access to its procurements by providing additional opportunities for underrepresented businesses and communities. It establishes the framework of values and principles for enhancing community impact and gives direction to staff in approaching procurement.

In addition to developing a policy, work to date has included working with Anchor TO on regulatory issues, accessing certified vendor databases, working with community groups in respect of readiness and opportunity, and identifying potential pilot project opportunities. Procedures associated with this policy will be developed by the Vice-President Finance and Administration



University Policy

Social Procurement Policy

Topic:	Social Procurement
Approval Authority:	Board of Governors
Responsible Office/Body:	AVP Finance & CFO (Procurement Services)
Approval Date:	
Effective Date:	
Last Revised:	

1. Purpose

York aims to increase the number of employment, apprenticeship and training opportunities for people from the University's local neighborhoods, other equity-seeking communities, and Aboriginal Peoples, and to broaden York's supply chain by providing diverse vendors with equitable access to tender opportunities to foster inclusive economic growth.

2. Scope and Application

This policy will apply to selected competitive purchases made by York, where appropriate and commercially feasible, with reference to the Social Procurement Procedures, and excludes any specific Government Procurement related set-asides. In the event of any conflict with this Policy and Government Procurement legislation or directive, the Government's Procurement legislation or directive will govern.

3. Definitions

Equity-seeking Community

An equity-seeking community is a group that experiences discrimination or barriers to equal opportunity, including women, persons with disabilities, newcomers/new immigrants, LGBTQ+ people, visible minorities/racialized people, and other groups, including local community groups that York identifies as historically underrepresented.

Indigenous Peoples

Indigenous (Aboriginal Peoples) are a specific Community that has been engaged with the Canadian government requiring Constitutional recognition and opportunities for inclusion, including by way of Governmental programs and exemptions in trade treaties.

Diverse Vendor

A diverse vendor is any business or enterprise that is certified by a Vendor Certification Organization to be:

- More than 50% (majority) owned, managed and controlled by persons belonging to an equity-seeking community, or
- A social purpose enterprise whose primary purpose is to create social, environmental or cultural value and impact, or where more than 50% of the persons who are full-time equivalent employees are participating in or have completed transitional employment training, and experience economic disadvantage.

4. Policy

The Social Procurement Policy aims to demonstrate the University's commitment to use its purchasing power to benefit local economies and provide fair access to its procurements by providing additional opportunities for underrepresented businesses and communities. It establishes the framework of values and principles, listed below, for enhancing community impact and gives direction to staff in approaching procurement.

- Provides opportunities to address economic disadvantage by promoting equal opportunity and inclusion and removing barriers to those goals experienced by equity seeking communities and others who disproportionately experience unemployment and underemployment, discrimination;
- Aspires to build a culture of social procurement at the University;
- Leverages the University's purchasing to benefit local economies;
- Establishes an effective balance between equity goals, accountability, transparency and efficiency;
- Complies with all applicable laws, including government trade agreements and directives, laws and policies, including the Ontario Human Rights Code;

- Achieves best value for York through the consideration of the full range of procurement formats and the adoption of commercially reasonable business practices; and
- Integrates with York University's vision and policies and its role as an Anchor Institution to create a responsible and sustainable supply chain process.

5. Review

This policy will be reviewed every 5 years

6. Procedures

Procedures/Guidelines under the authority of the Vice-President, Finance and Administration as developed and amended, from time to time.

Legislative history:	
Date of next review	2024
Policies superseded by this policy:	None
Related policies, procedures and guidelines:	Procurement of Goods and Services (Policy)



Anchor YorkU

An Anchor Institution & Community Benefits
Framework

Anchor YorkU

An Anchor Institution & Community Benefits Framework

Preface

Created by the Human Rights and Social Justice Working Group under the President’s Sustainability Council, this framework defines York University as an “Anchor Institution” and establishes four target areas for current and future development opportunities – employment, engagement, infrastructure, and social procurement – specifically within the Black Creek/Jane Finch communities.

This framework was submitted as part of the President’s Sustainability Council’s Annual Report 2015-16, with the recommendation that York University review and consider the “Framework for York as an Anchor Institution” and direct the creation of an implementation plan by the end of 2016-17.

The goal of this framework is to spark a discourse around the development of mutually favourable community benefits and help propel York to the forefront of progressive and innovative sustainability approaches among universities worldwide.

The PSC Report and its recommendations were accepted by York University President Mamdouh Shoukri as of November, 2016.

The full PSC report can be found at

<http://sustainability.info.yorku.ca/files/2016/11/PSC-Report-2015-2016-FINAL-Nov2016.pdf>.

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Introduction

York University is a comprehensive, diverse university—a leading organization and key driver of social and economic development within the three geographical communities its campuses are located within and shares relationships with. As the plans are underway to build and open a new campus in Markham, and the Keele and Glendon campuses continue to grow, York University is committed to recognizing and respecting the mutual support and reciprocity that exists between the university and the community. We see ourselves as contributing to the surrounding neighbourhoods with the goal of promoting and advancing local sustainability in its broadest sense. Recognizing York in an anchor role requires an institutional outlook that extends beyond solely serving ourselves, but one that requires the institution to also hold the interests of the surrounding communities as our own.

This document was created to acknowledge and outline York’s significant role within the broader communities of which we are a part, through the adoption of an anchor institution framework. Created by the Human Rights and Social Justice Working Group, under the President’s Sustainability Council, this framework will define “anchor institution”, as well as establish four target areas as the foundation of the framework at York University. These target areas are: Employment, Engagement, Infrastructure and Social Procurement, and will be discussed in the context of current and future initiatives, and the potential beneficiaries of these targets will be established. This document concludes with suggested next steps in order to implement specific objectives to realize this framework.

Universities are complex organizations. We acknowledge that when thinking of sustainability and the realities of financial and resource management, the struggle to maximize development opportunities along with respecting broader community interests will create tension. It is the goal of this framework to spark a dynamic discourse around the growing development of mutually favourable community benefits. This approach will help propel York to the forefront of progressive and innovative approaches to sustainability among universities worldwide and enhance York’s reputation as a sustainability leader.

Defining Anchor Institutions

Canada is increasingly becoming defined by rising levels of income inequality and decreased access to wealth. In 2013, 4.65 million Canadians were living on incomes that were, on average, one third below the poverty line—a poverty gap that Statistics Canada estimates at a value of 16.9 billion dollars¹. Within Toronto specifically, income inequality is particularly prevalent, as the city has the second largest income inequality gap in the country. Without action, an estimated 60 percent of Toronto neighbourhoods will be classified as low and very low income communities by 2025². An “anchor institution” approach is an encouraging, proactive response to counter growing inequality through building community capacity, community wealth and localized economic opportunity³.

Anchor institutions are defined as “entities such as colleges and universities, hospitals, military bases and local business that are deeply embedded in a community and could not easily move elsewhere (Holden, 2013 p. 2). Such institutions share an “interdependent relationship with their communities, and are important players in community development and revitalization efforts” (Holden, 2013 p. 2). A report completed by the Mowat Centre states that anchor institutions employ a “deliberate and strategic use of resources to benefit communities, especially low-and-moderate income neighbourhoods or historically disadvantaged groups” (Dragicevic, 2015 p. 5)

According to a collaborative report published by the University of Maryland and the Massachusetts Institute of Technology, anchor institutions are increasingly being viewed as partners in social and economic development, as they hold significant economic, social and intellectual power to “leverage their resources for the long term benefit of their communities” (Serang, Thompson & Howard, 2010 p.5). Within Ontario, universities and hospitals alone annually spend 9.9 billion on acquisition of goods and services. Channeling just a small percentage of that capital into the community could have a transformative impact on employment generation, community development and local economic growth⁴. As drivers of social and economic development, anchor institutions play a critical role in wealth building and positive community transformations.

¹ Klein, S. & Yalnizyan, A. (2016). Better is always possible: A federal plan to tackle poverty and inequality. Canadian Centre for Policy Alternatives. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2016/02/Better_is_Always_Possible.pdf

² The Toronto Foundation. 2015. Toronto Vital Signs Report. Retrieved from <https://torontofoundation.ca/sites/default/files/OP-TVS%202015-Full-Report-PRINTING.pdf>

³ Dragicevic, N. (2015). Anchor Institutions. The Mowat Centre. Retrieved from https://mowatcentre.ca/wp-content/uploads/publications/109_Anchor_Institutions.pdf

⁴ Toronto Star. (2015). “Anchor strategy is a smart way to fight poverty”.

Outlined in the following section is a framework that defines York University's role as an anchor institution based on four target community benefit areas.

Defining Sustainability

Core principles of the York approach to sustainability include: a long-term perspective; a holistic outlook; acceptance of limits; a focus on place; and an active involvement in problem-solving⁵. Each of these core principles relates directly to this anchor institution framework.

As spaces that facilitate the pursuit of innovation, critical thinking and knowledge, as well as their expertise within the realms of the natural, human and social sciences, universities have the resources, moral responsibility and proficiency to take on a leadership role in the promotion of sustainability—a role that York University has adopted within the City of Toronto. York University and the President's Sustainability Council have taken the initiative to move beyond an exclusive focus on environmental measures by incorporating a more comprehensive perspective of sustainability that include factors of social equity, as demonstrated through the establishment of the Social Justice and Human Rights Sub-Committee and its role in initiating and developing this document.

Issues of social justice and human rights are essential components of sustainability due to the interdependency between social, human and natural capital, and their collaborative contribution in the development and growth of sustainability within institutions and communities. The World Commission on Environment and Development defines sustainability as meeting “the needs of the present without compromising the ability of future generations to meet their own needs”⁶-- needs that include the advancement of social equity, increased access to human rights and building community capacity through measures that promote social justice⁷.

To be effective, organizations promoting sustainability must recognize the relationship between equality and environmental justice and understand that existing social injustice and violations to human rights lead to unsustainability and environmentally damaging practices⁸. Indeed, countries with greater civil liberties and political rights, higher literacy and education levels, more equal income distribution and a

⁵ President's Sustainability Council (2009). Annual Report. York University

⁶ Brundtland, Gro, Mansour Khalid, Susanna Agnelli, Sali Al-Athel, Bernard Chidzero, Lamina Fadika, Volker Hauff et al. "Our Common Future ('Brundtland report')." (1987).

⁷ Wright, T. S. (2002). Definitions and frameworks for environmental sustainability in higher education. *International Journal of Sustainability in higher education*, 3(3), 203-220.

⁸ Roseland, M. (2000). Sustainable community development: integrating environmental, economic, and social objectives. *Progress in planning*, 54(2), 73-132.

greater overall focus on social justice have found to have significantly higher ratings of environmental quality (as measured by concentrations of air and water pollutants and access to clean water and sanitation) than those with fewer rights, civil liberties, lower income distribution and literacy levels⁹. Also significant, greater inequalities in the distribution of privilege and power in society were found to be associated with not only less stringent environmental policies and greater levels of environmental stress, but higher rates of infant mortality and premature deaths¹⁰.

The development and pursuit of this framework under the Social Justice and Human Rights Sub-Committee, the President's Sustainability Council at York University has demonstrated a commitment to sustainability within both the university and the surrounding community.

York University's Role as an Anchor Institution: 4 Target Areas

As an Anchor Institution, York will focus on addressing economic disadvantage, discrimination, and/or barriers to equal opportunity experienced by people across the GTA, but with initial and ongoing focus to the neighbouring communities of the Keele campus. This includes those distant or isolated from the labour market (such as youth experiencing vulnerabilities) and those from equity-seeking communities and neighbourhoods (i.e. Jane Finch) who have historically faced discrimination that prevents equitable access to economic opportunities. These groups include, but are not limited to:

- Indigenous Peoples (First Nations, Inuit, Metis)
- Racialized groups/visible minorities
- Persons with disabilities
- Newcomers/new immigrants
- Women
- LGBTQ+ people
- Youth

⁹ Agyeman, J. (2005). Alternatives for community and environment: where justice and sustainability meet. *Environment: Science and Policy for Sustainable Development*, 47(6), 10-23.

¹⁰ Agyeman, J. (2005). Alternatives for community and environment: where justice and sustainability meet. *Environment: Science and Policy for Sustainable Development*, 47(6), 10-23.

We have identified four target areas which we believe can have the most impact over the next 10 years:

1. Employment
2. Engagement
3. Neighbourhood building through infrastructure
4. Social Procurement

1. Employment

York University is a driver of community social economic development and local capital growth, as it is one of the largest employers in the Black Creek area and neighbouring York region, employing over 14,000 staff in full and part-time, unionized and non-unionized environments.¹¹

In 2010 the President's Sustainability Council identified the opportunity to "explore a program for workplace training opportunities...in collaboration with local partners and community initiatives". York has developed some innovative practices that could be expanded to build employment skills and exposure through the implementation of a variety of programs and procedures aimed at building economic capacity of the community and its residents. One initiative is the Ontario Youth Apprenticeship Program with Campus Services and Business Operations at York. The program takes a number of students from high schools, and introduces them to different trades and apprenticeships involved in Trade Maintenance.

Another program is the Advanced Credit Experience, or

Employment Opportunities



Explore a program for workplace training opportunities, for example, through internships, skilled trade apprenticeships and other employment training in collaboration with local partners, educational partners and community initiatives, including systems and support for faculty and staff to participate in supervision.

Work with education partners (e.g. school board, Seneca College) and community partners to develop training programs or opportunities to build skills needed for target groups to access employment opportunities at York.

¹¹ York University (2016). *About York University*. Retrieved from <http://about.yorku.ca/>

ACE program, within the Faculty of Education. ACE is an initiative to increase access to post-secondary education for local high school students. They enroll in an introductory university course and earn a co-op credit for their Ontario secondary school diploma by working in various work settings on campus. They receive credit towards an undergraduate degree—while simultaneously fostering the academic skills necessary for success within post-secondary education.

Expanding local employment opportunities to qualified local residents is another pathway towards the target of employment. Institutionally, the Human Resources department employs a Diversity and Inclusion Consultant to monitor and attract a diversified talent pool. This important role and work continues to evolve. Due to the size of the York University workforce, opportunities exist to integrate a community hiring strategy within its human resource requirements. Targeted hiring, with a benchmark set of eligible employees from surrounding postal codes, would contribute jobs that could have a significant impact at the community level.

It could also be considered that emerging enterprises could be supported to develop locally to meet the demand of institutional need. For example, cooperatives emerged in a Cleveland community near a hospital, providing needed services such as laundry, while creating jobs for local workers with a reliable market¹².

2. Engagement

York University and its surrounding communities share an intrinsic, reciprocal relationship. While the focus is often on what the university has to offer the community, there must also be an acknowledgement of the many resources that York gains from the community which strengthen and benefit the existing learning environment provided by York (i.e. experiential education opportunities and field based practicums for students, research opportunities for students/faculty). The future of the university and communities are intertwined, emphasizing the importance of engagement within this anchor institution and community benefits framework.

¹² Serang, F., Thompson, J. P., & Howard, T. (2013). The anchor mission: Leveraging the power of anchor institutions to build community wealth. College Park, MD: Democracy Collaborative. Retrieved from <http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/UH-composite-online.pdf>

One of the opportunities for civic engagement included within this framework is increasing access to community use of university space, a need that has been frequently voiced by the community. There have been a number of recommendations from the President's Sustainability Council that merit being integrated into this target of the framework. For example, recommendation 17 aims to “Improve access to York facilities such as the library system, buildings, sports complexes and laboratories. In particular, a number of days each year should be designated as ‘community use days’.” At present, community members are able to access the library system on a day-use basis and purchase community memberships for athletic/fitness facilities. Nevertheless, progress to increase community use of university space (particularly among smaller external community groups) has been slow and sometimes impeded by negative perceptions permeated within the relationship, concerns regarding security, cost considerations and internal complexities of how to manage. However, there are still opportunities for realizing the spirit of these recommendations.

At York University, the message must be one of openness and a willingness to welcome and engage with the community. Recommendations for engagement include using existing infrastructure to draw in residents of surrounding neighbourhoods, including extending the use of the Keele campus baseball diamond to residents, connecting neighbourhood schools with university faculties and departments for educational opportunities, opening theatres for cultural events, and promoting the walkability of the campus through signed walking paths. Furthermore, York Lanes on the Keele campus houses a diverse set of services relevant to community members, including medical and dental services that are limited in the neighbourhood outside campus. Advocating for increased accessibility of York Lanes and transforming the space into a “service centre” for both student and neighbourhood residents could be a mutually

Engagement Opportunities



- Establish transparent and accessible process for community groups to request and access space.
- Explore the possibility of developing a grant stream for community members to offset the costs of the space.
- Encourage visitors to the campus and support the development of a ‘welcoming campus’ environment through development of walking paths, community open house days, public events, etc.
- Promote York’s community engagement opportunities and resources through the York University website in a manner that provides community members with easy to access information about the University (e.g. general information, examples, key contacts, resources, and upcoming public events).

beneficial avenue to increased engagement for businesses within York Lanes and the community. The new subway is anticipated to increase opportunities for community engagement.

Engagement opens opportunities to strengthen both the university and the resident communities. The York-TD Community Engagement Centre remains a key initiative of York towards supporting engagement with the local community

3. Neighbourhood Building: Developing physical, social and environmental infrastructure.

York has recognized the importance of infrastructure in the past. The 2008-2009 President's Sustainability Council annual report outlined York's role to maintain, promote and develop social, physical and environmental infrastructure. The role would also require a commitment to protect local ecosystems within the communities York inhabits, as well as building social connections, community collaborations and social supports to alleviate the inequities and injustice as they currently exist within the surrounding Black Creek/Jane Finch Community, thereby contributing to thriving, sustainable neighbourhoods¹³.

Opportunities are emerging with the increase of rapid transit in the neighbourhood. Support of community efforts in securing community benefits agreements with Metrolinx through the construction of the Finch LRT, including the building of its maintenance facility at Finch and Yorkgate Blvd should be an immediate consideration. The City of Toronto is poised to develop

Infrastructure Opportunities



Support and implement the policies of the updated York University Secondary Plan, specifically as they relate to housing, community services and facilities.

Monitor, and where possible, strengthen the social justice and human rights considerations in the implementation of the York University Secondary Plan.

Create a collaborative plan that includes community input and resources to co-support university and community needs.

Participate in current neighbourhood planning initiatives related to community benefits of infrastructure development.

¹³ President's Sustainability Council (2009). *Annual Report*. York University

the Keele Finch neighbourhood with community consultation processes underway. The university will be central to this planning, and should be mindful of resident concerns regarding gentrification and environmental impacts.

Buildings and land development that is inclusive of community needs has been a standing recommendation from the PSC (#22, 2009; #9, 2012; #4, 2013). Creating a collaborative plan that includes community input and resources to co-support university and community needs will be an opportunity in the next 10 years. This will be relevant both at the Keele campus and in the new emerging Markham campus.

4. Social Procurement

The City of Toronto defines social procurement as “the achievement of strategic social, economic and workforce development goals using an organization’s process of purchasing goods and services.” In May of 2016, Toronto City Council passed the Social Procurement Program and encourages large institutions such as York to follow suit.¹⁴

York has been an active member of AnchorTO, a broad initiative of 18 anchor institutions, including 3 provincial Ministries, Metrolinx, colleges and universities, and City agencies and corporations who will develop further implementation plans around social procurement in the next year.

Furthermore, York has aimed to engage with local small businesses and promote fair labour practices through the Procurement Code of Ethics and Fair Wage Policy. The procedure specifically outlines that the university will “grant all competing suppliers/vendors equal consideration”¹⁵ with respect to contracts—allowing smaller, local businesses to compete for large university contracts. Furthermore, the code of

Social Procurement Opportunities



Increase the number of employment, apprenticeship and training opportunities leveraged for people from the Black Creek neighbourhoods and other equity-seeking communities.

Increase the diversity of York’s supply chain by providing diverse suppliers with equitable access to competitive procurement processes.

¹⁴ City of Toronto (April 4, 2016). Social Procurement Program. (Staff Report)

¹⁵ York University, (2009). Procurement Code of Ethics. Procurement Services

ethics states that York will “encourage suppliers to consider sustainability and social responsibility in their product or service offerings”¹⁶, including “ensuring all procurement activities are conducted according to University policies, provincial and federal laws, and respect the principles of ethical business practices”¹⁷. Through adoption of this code of ethics, York has shown dedication to developing the local economy and promoting sustainable, equitable businesses practices.

However, anchor institutions like York have considerable leveraging economic power that can be used to generate sustainable, local jobs within its host communities¹⁸. Indeed, the introduction of a place based purchasing policy could result in more equitable access for local vendors to foods and service, thereby building both the human and economic capital of the surrounding community.¹⁹ For example, an opportunity includes favouring local postal codes when posting supplier/vendor contracts. Implementing this recommendation could encourage further participation from local businesses and facilitate economic capacity building for residents within the three distinct communities. It might also see York become proactive in seeking out partners for building a local procurement stream for the University.

New and Emerging Communities: Potential Beneficiaries and Community Benefits

York University is a large institution, with three distinctive campuses - the Keele Campus, Glendon Campus and upcoming Markham campus – each rooted in three diverse community contexts. It is necessary to acknowledge and embrace the diversity of these distinct communities, as well as appreciate the impact York as an anchor institution has on the more expansive surrounding region. The existing partnerships and developing relationships with the Glendon and Markham communities are within the context of this framework, for they are fundamental members of the growing contemporary community within York University. In the case of Markham, York University should make every effort to honour the municipality’s *Greenprint Sustainability Plan*, particularly in

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Dubb, S., & Howard, T. (2012). Leveraging anchor institutions for local job creation and wealth building. Big Ideas for Job Creation, at http://community-wealth.org/_pdfs/news/recent-articles/04-12/paper-dubb-howard.pdf.

¹⁹ Ibid.

terms of the well-articulated priorities identified in the plan relating to social equity, as well as education and skills.

However, the primary focus of this framework, and the resulting impact, is envisioned to be primarily with the Black Creek/ Jane Finch community—the community surrounding the York University Keele Campus where York University was first established almost 60 years ago. Jane-Finch is a community with substantial human assets and strong aspirations for positive change, but the existing shortage of resources has continually acted as a barrier to facilitate this change²⁰. Social injustices and inequity are particularly prominent within this neighbourhood, as economic opportunities have been unable to keep pace with the needs of the community, resulting in higher levels of unemployment and lower levels of income experienced by community members, compared to that of other neighbourhoods in the Greater Toronto Area.²¹ The residents of the Black Creek/Jane Finch community are disproportionately racialized and stigmatized and experience significantly high concentrations of discrimination on the basis of socioeconomic status and ethnicity when compared to residents in other Toronto neighbourhoods. York University and the Black Creek/Jane Finch community share a long standing, reciprocal relationship, and the university has an ethical imperative to respond to the detrimental social conditions that currently exist within its surrounding communities. An anchor institution and community benefits framework has the potential to create considerable positive change within the Jane Finch community, making it a pertinent and relevant focus for this framework.

Intersecting Interests (unions, social investment, procurement, employment, policy, government)

It will be critical to consider that there are many intersecting interests and potential partners as we implement this framework. This includes unions, social investment policies, government and sector specific policy. A broad education and engagement strategy, both with internal and external communities, will need to be undertaken to ensure that we are working across the board as collaborators for the benefit of the communities in which we serve.

²⁰ The Jane-Finch Toronto Strong Neighbourhoods Strategy Task Force (2015). *Community response to the Toronto strong neighbourhoods strategy 2020: What neighbourhood improvement looks like from the perspective of residents in Jane-Finch*. Retrieved from <http://cec.info.yorku.ca/files/2014/03/TSNS-Research-Report-August-12-2015.pdf>

Recommendations

As per the President's Sustainability Council 2015-2016 report, we recommend:

1. That York University review and endorse this Framework for York as an Anchor Institution developed by the sub-group on Community Benefits, and direct the creation of an implementation plan by end of 2016-2017;
2. That representatives of the broader community (external to York) who are working in the areas of community benefit, economic development, and planning initiatives, be included in the working group that moves this framework forward;
3. That a communication strategy accompanies the acceptance of the Framework as well as its implementation; and
4. That this framework be integral to a Sustainability Plan for York University as proposed by the Presidents Sustainability Council in their 2015-16 Report.

Background: The President's Sustainability Council's Mandate.

The President's Sustainability Council is an advisory body with the responsibility to provide recommendations and guidance on the advancement of York University's sustainability initiatives. The council facilitates integration of knowledge about sustainability into research, education and application through overseeing approved recommendations and providing opportunities and support for York students, faculty and staff to meaningfully participate in the planning and implementation of various York University sustainability policies, projects and practices.

The specific objectives of the council include:

- Develop a framework for understanding the different dimensions of sustainability as relevant to the university's campuses;
- Conduct assessments of sustainability to establish common understandings and benchmarks in the context of the 2001 Report of the President's Task Force on Sustainability;
- Provide a forum in which members may discuss sustainability challenges and opportunities to foster pan-university approaches to sustainability initiatives;
- Identify and review current university sustainability practices and initiatives, and ascertain opportunities for synergies and engagement;
- Through a planning/prioritization process, identify and examine specific high priority issues and develop recommendations for the President to consider implementing;
- Develop communication tools that promote and enhance awareness of sustainability activities and initiatives, including the work of the Council, throughout the entire York community; and
- Produce an annual report on sustainability at York relative to the Councils' Activities.

Social Justice and Human Rights Working Group

The SJHR Working Group serves to further the understanding and action related to sustainability and human rights and social justice, which are integrally intertwined. The working group meets regularly to review past PSC recommendations for progress and updating and to advise on the development of future recommendations for the PSC's Annual Report.

In responding to a 2014-15 recommendation of the PSC Report, a sub-group was formed to "develop an action plan to advance a proposal for how community benefit agreements could be used by York University as it moves forward on the development of Lands for Learning under the Secondary Plan as

well as for major upgrades and updates to existing buildings and infrastructures taking into account the needs of neighbouring communities as well as existing contractual agreements and development plans” (#1, 2015). After lengthy discussion, it was agreed that a Framework on York as an Anchor Institution, including community benefits, be created to begin to move this from discussion to action.

The Social Justice and Human Rights working group would like to thank the following for their construction of this document through thoughtful discussion, forward looking ideas and careful reflection. They are: Martin Bunch, Robert Castle, Natalie Coulter, Jennifer Foster, Richard Francki, Marian MacGregor, Yvette Munro, Andrew Plunkett, Darryl Reed, Lorna Schwartzentruber, and Christopher Wong. Special thanks to Angelina Vaccaro for conducting the research for this framework and articulating our ideas to paper.

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Board of Governors

Memorandum

To: Board of Governors

From: Jacques Demers

Date: 12 December 2019

Subject: Revisions to the Target Asset Mix in the Statement of Investment Policies and Procedures

Recommendation:

The Investment Committee recommends that the Board of Governors approve a revision to the Statement of Investment Policies and Procedures as follows:

- **change the fixed income allocation from 15% Canadian bond universe and 15% unconstrained fixed income, to 10% global high yield and 20% unconstrained fixed income.**

Background:

In 2018 Aon conducted an asset liability study to provide options to the Investment Committee to consider a new target asset mix.

The optimization exercise was subject to two constraints: total fixed income allocation capped at 30%, and real assets capped at 20%. The results from the optimization exercise are shown below (Table 1).

Board of Governors

Table 1: Endowment Fund Asset Mix Study Results

	Current Target	Constraint	Future Target	
Equities				
Canadian equity	10%		ACWI (All Country World Index)	50%
Global equity	30			
US small/mid cap	20			
Total equities	60		50	
Fixed Income				
Canadian bonds – universe	10		15	
Canadian bonds – short term	10			
Global high yield bonds	10			
Unconstrained fixed income	0		15	
Total Fixed Income	30	Capped at 30%	30	
Real Assets	10	Capped at 20%	Real estate	10
			Infrastructure	10
Total Real Assets	10		20	
Total	100%		100%	

The restructuring of the portfolio has occurred gradually with equity restructuring taking place first, followed by fixed income; real asset allocation will follow in the future.

Phase one: the restructuring of the equity portion of the Endowment Fund to mirror the core-satellite strategy of the Pension Fund was completed in Q2 2019.

Phase two: the new allocation to fixed income securities, comprising 30% of the target portfolio, recommended a total target allocation comprising of 15% to Canadian Bonds and 15% to an unconstrained fixed income (UFI).

Following September and December 2018 Investment Committee meetings, and after discussions with the Investment Subcommittee Working Group, where educational sessions were provided by Aon, it was agreed that UFI mandates would be added to the Endowment Fund. The University engaged Aon to identify several fixed income managers that could implement the global unconstrained fixed income allocation for the Endowment Fund.

Rationale

The proposed change to the target asset allocation for fixed income portfolio in the *Statement of Investment Policies and Procedures* (SIPP) is required to facilitate the shift from 15% Canadian bond universe and 15% Unconstrained fixed income to 10% Global high yield and 20% Unconstrained fixed income (Table 2).

Board of Governors

Table 2: Endowment Fund Asset Mix Recommendation

	Current Target	Constraint	Revised Target	
Equities				
Canadian equity	10%		ACWI (All Country World Index)	50%
Global equity	30			
US small/mid cap	20			
Total equities	60		50	
Fixed Income				
Canadian bonds – universe	10			
Canadian bonds – short term	10			
Global high yield bonds	10			10
Unconstrained fixed income	0			20
Total Fixed Income	30	Capped at 30%		30
Real Assets	10	Capped at 20%	Real estate	10
			Infrastructure	10
Total Real Assets	10			20
Total	100%			100%

Leading in a World of Change

**Presentation on Innovation, Growth, Success and Financial Performance
December 2019 to the York Board of Governors**

**By Dezső J. Horváth, PhD, CM
Dean, Schulich School of Business**



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PART A: MISSION AND STRATEGIES

MISSION & STRATEGIES

Historical Overview of Management Education

- 1881 University of Pennsylvania founds Wharton School of Finance and Economy - first undergraduate business program
- 1897 University of Chicago and University of California, Berkeley establishes second and third undergraduate business schools
- 1897-1920 Sixty-two US colleges and universities create business programs
- 1908 Harvard School of Business establishes first exclusively graduate business program
- 1925 Stanford University establishes second graduate business school
- 1948 University of Western Ontario established Canada's first graduate business program
- 1966 York University establishes Toronto's first MBA Program

MISSION & STRATEGIES

Historical Overview: Revolutionary Changes in Management Education

The 1950s

The Discipline Challenge

Late 1980s – Early 1990s

The Relevance Challenge

Mid-1990s – Ongoing


The Globalization Challenge

Late 2000s – Ongoing

The Legitimacy Challenge

2015 – Ongoing

The Turbulence Challenge

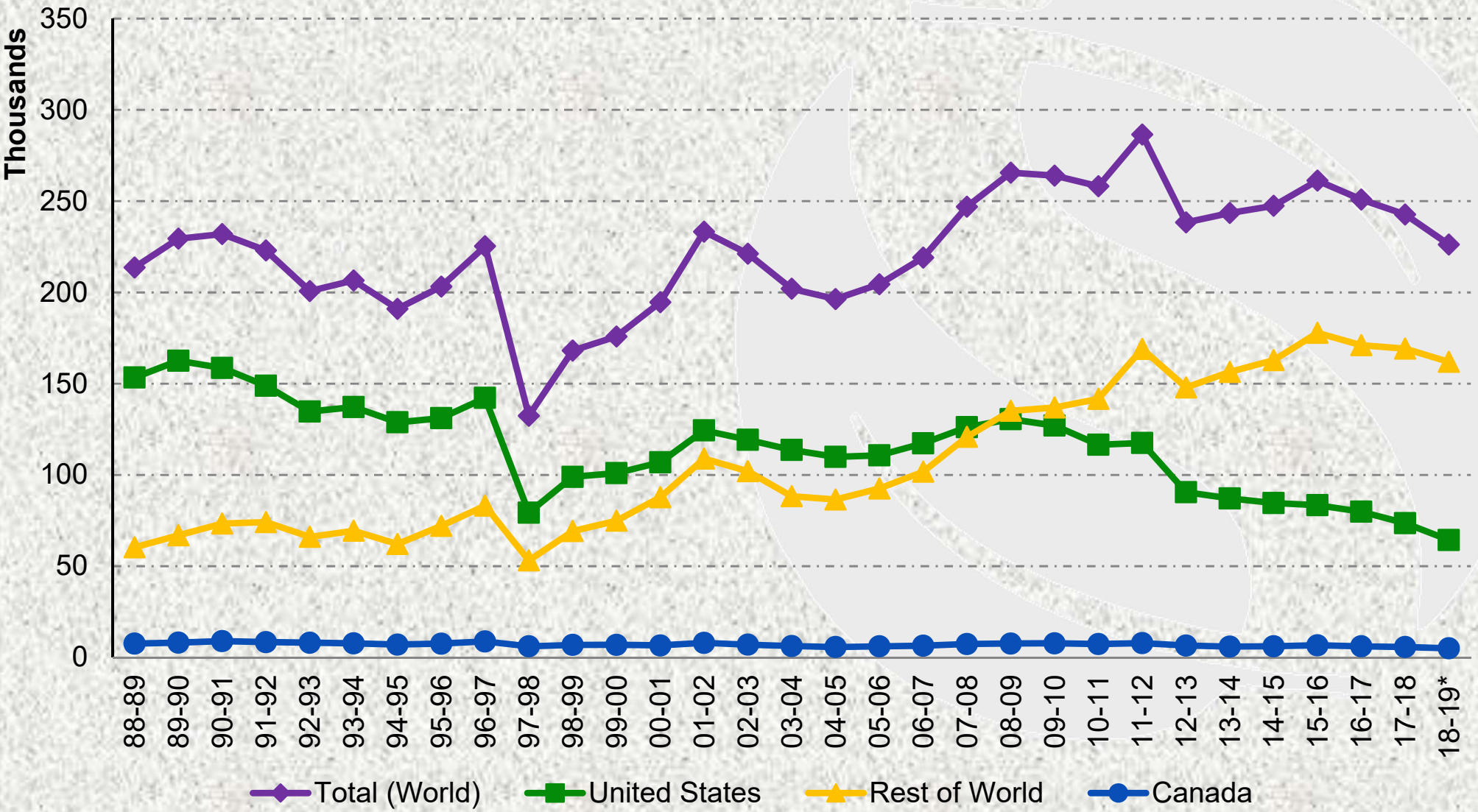


Confluence
of all three as
we speak

PART B: APPLICATIONS AND ENROLMENTS

APPLICATIONS AND ENROLMENTS

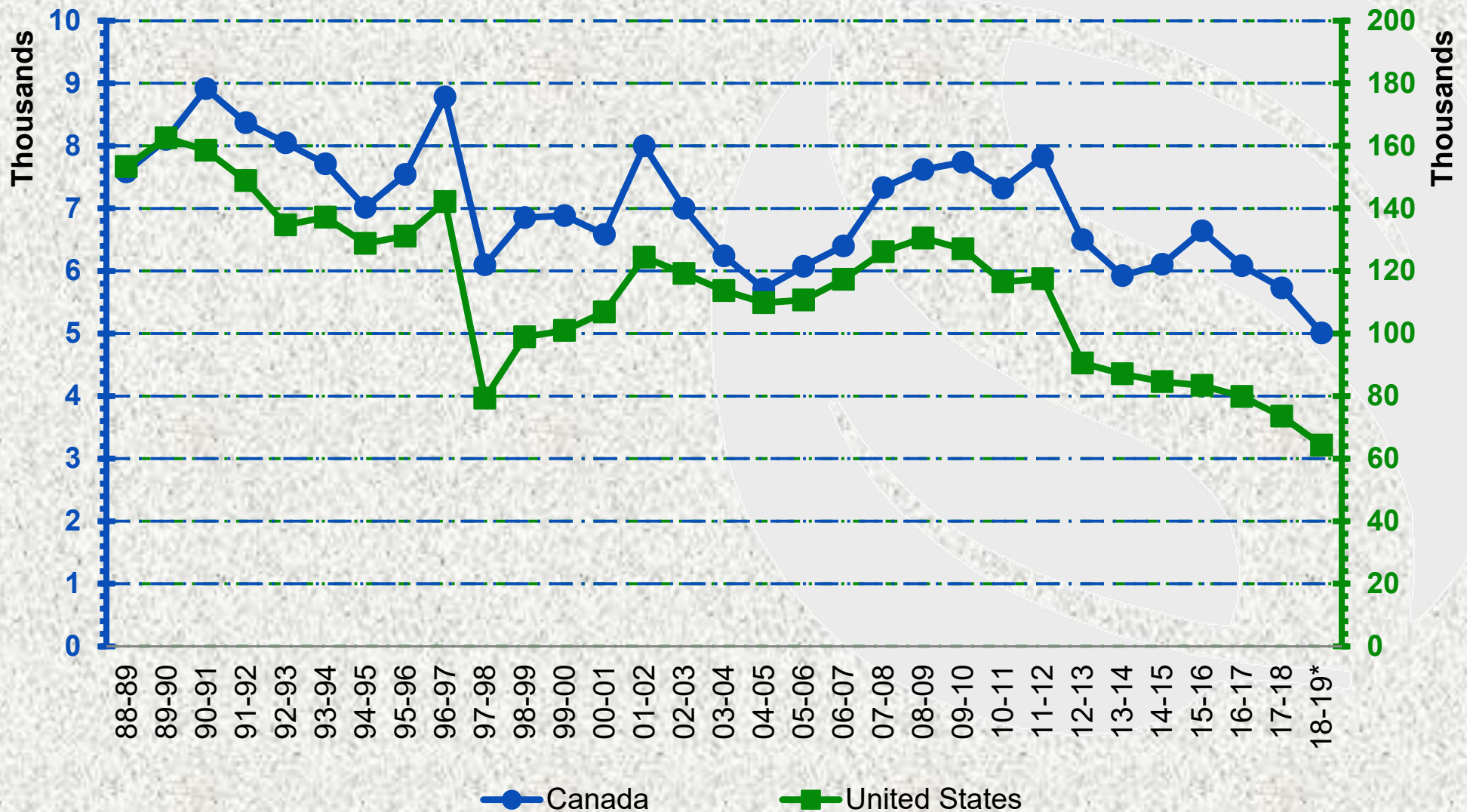
Enrolment: Global Comparison of GMAT Statistics



* 2018-2019 Projected

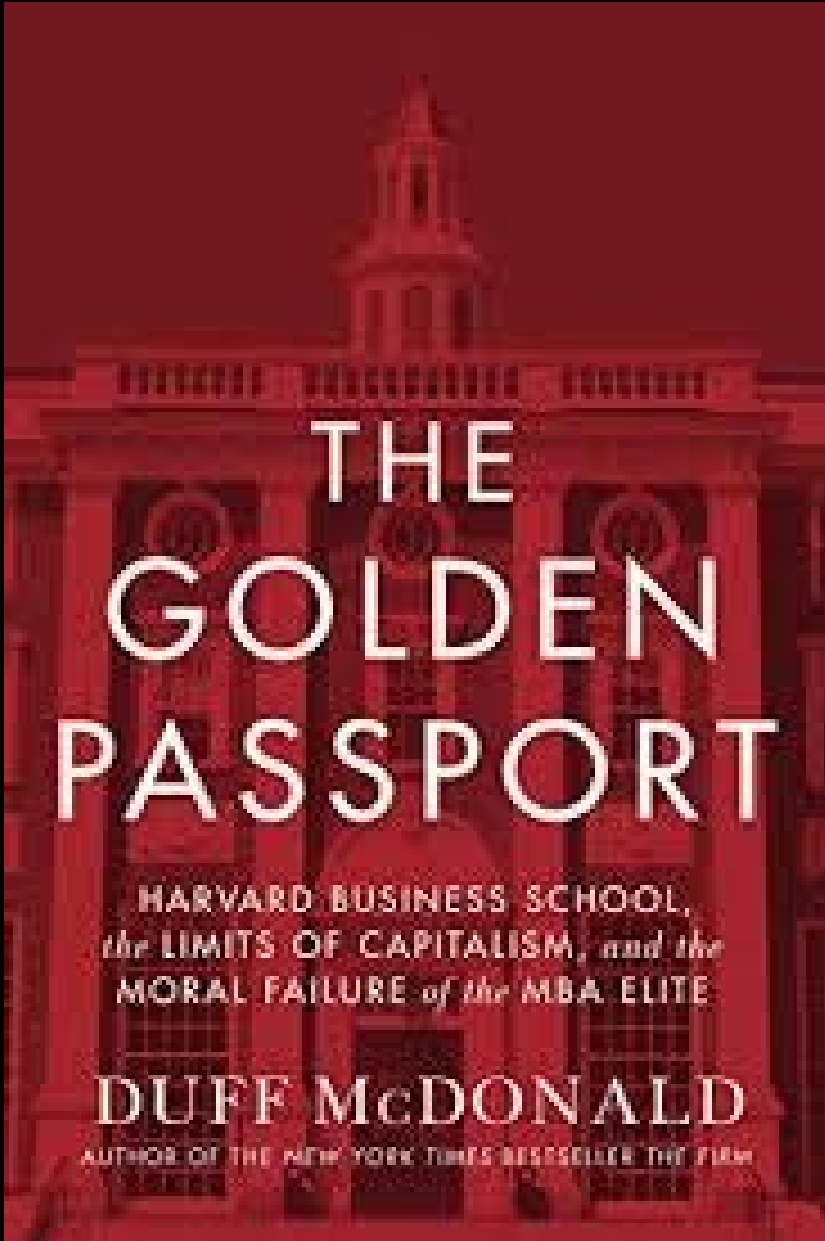
APPLICATIONS AND ENROLMENTS

Enrolment: Canadian vs. US GMAT Statistics



* 2018-2019 Projected

The Golden Passport: *The Harvard Crimson* – April 26, 2017



The Harvard Crimson

Business School Dean Challenges Book's Criticism of School



Harvard Business School's Baker Library/Bloomberg Center, pictured here in Feb. 2015. Photo: Y. Kit Wu

By **Luke W. Xu**, Crimson Staff Writer
April 26, 2017

Harvard Business School Dean Nitin Nohria pushed back on the conclusions of a heavily-publicized new book that criticizes the Business School's alleged complicity in a number of societal ills, calling some of the book's claims "overstated" in an interview Tuesday.

"The Golden Passport," written by financial journalist Duff McDonald and published Tuesday, argues that the Business School has helped advance a corporate culture of greed, repeatedly destabilizing the American economy in the singular pursuit of increasing shareholder value.

McDonald contends that Business School professors, many of whom have corporate backgrounds, have pushed a corporate curriculum distant from the school's original mission of educating responsible business managers.

APPLICATIONS AND ENROLMENTS

Recent Articles on the MBA Program

489,272 views | Aug 20, 2019, 06:09pm

It's Official: The M.B.A. Degree Is In Crisis

Forbes— Aug. 20, 2019



John Byrne Contributor
Education
I run PoetsandQuants.com, which covers news about business schools.



MBA students at The Wharton School of Business at the University of Pennsylvania. PHOTO BY ETHAN BARON, COURTESY OF POETSANQUANTS.COM

Graduating M.B.A. students this year have had no trouble landing very good jobs. In most cases, starting pay has hit record levels and placement rates for schools are at or near records as well.

Yet, for the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. Last year, the top ten business schools combined saw a drop of about 3,400 M.B.A. applicants, a 5.9% falloff to 53,907 candidates versus 57,311 a year earlier (see [Acceptance Rates At The Top 50 Business Schools](#)). The University of Michigan Ross School of Business experienced the

US business schools realise ESG is no fad but part of long-term trend

FT— Oct. 20, 2019

Institutions back sustainability amid growing concerns about climate change and inequality



The future of management education

The MBA, disrupted

THE ECONOMIST – NOV. 2, 2019

We have obtained a copy of a recent letter to a business dean

APPLICATIONS AND ENROLMENTS

APPLICATIONS: Top 25 US MBA Schools – Analysis from 2017 TO 2019

	Apps 2019	Apps 2018	Apps 2017	2 YR CAGR Applications	19/18 Applications	18/17 Applications
1. Harvard Business School	9,228	9,886	10,351	-10.85%	-6.66%	-4.49%
1. Penn (Wharton)	5,905	6,245	6,692	-11.76%	-5.44%	-6.68%
3. Stanford GSB	7,342	7,797	8,173	-10.17%	-5.84%	-4.60%
4. Chicago (Booth)	4,433	4,289	4,674	-5.16%	3.36%	-8.24%
5. Northwestern (Kellogg)	3,779	4,471	4,595	-17.76%	-15.48%	-2.70%
6. MIT (Sloan)	5,200	5,560	5,798	-10.31%	-6.47%	-4.10%
7. Columbia	5,876	6,029	6,188	-5.04%	-2.54%	-2.57%
8. UC-Berkeley (Haas)	3,450	3,821	4,132	-16.51%	-9.71%	-7.53%
9. Dartmouth (Tuck)	2,032	2,621	2,610	-22.15%	-22.47%	0.42%
10. Michigan (Ross)	2,990	3,188	3,485	-14.20%	-6.21%	-8.52%
11. Yale SOM	3,194	3,785	4,098	-22.06%	-15.61%	-7.64%
12. Virginia (Darden)	2,190	2,249	2,736	-19.96%	-2.62%	-17.80%
13. Cornell (Johnson)	1,535	1,600	1,653	-7.14%	-4.06%	-3.21%
14. Duke (Fuqua)	3,036	3,557	3,796	-20.02%	-14.65%	-6.30%
15. UCLA (Anderson)	2,817	3,423	3,314	-15.00%	-17.70%	3.29%
16. NYU (Stern)	3,518	3,781	3,927	-10.42%	-6.96%	-3.72%
17. CMU (Tepper)	1,307	1,656	1,833	-28.70%	-21.07%	-9.66%
18. Texas-Austin (McCombs)	1,941	2,078	2,586	-24.94%	-6.59%	-19.64%
19. UNC (Kenan-Flagler)	1,323	1,758	2,151	-38.49%	-24.74%	-18.27%
20. Emory (Goizueta)	1,022	1,348	1,146	-10.82%	-24.18%	17.63%
21. Washington (Foster)	836	934	1,038	-19.46%	-10.49%	-10.02%
22. USC (Marshall)	1,899	2,017	1,998	-4.95%	-5.85%	0.95%
23. Georgetown (McDonough)	1,358	1,459	1,742	-22.04%	-6.92%	-16.25%
24. Rice (Jones)	625	587	813	-23.12%	6.47%	-27.80%
25. Indiana (Kelley)	741	1,082	1,247	-40.58%	-31.52%	-13.23%

PART C: ANALYSIS AND RESPONSES

ANALYSIS AND RESPONSES

Re-Imagining Capitalism

SPEARHEADING DISCUSSIONS GLOBALLY

October 2016: Official launch in Toronto

January 2017: Breakfast panel at the World Economic Forum, Davos

High level audience, e.g. top executives from Suncor, Nestlé, Levi-Strauss

March 2017: Breakfast event in London

An impressive panel, including Mark Carney, John Kay, Philipp Coggan

July 2017: SHAPE North America Summit 2017 in Toronto

November 2017: Half-day event in Mumbai

Involvement of chapter authors and top Indian executives

November 2017: Morning event in Hyderabad

Involvement of chapter authors and top Indian executives

May 2018: China Launch Event

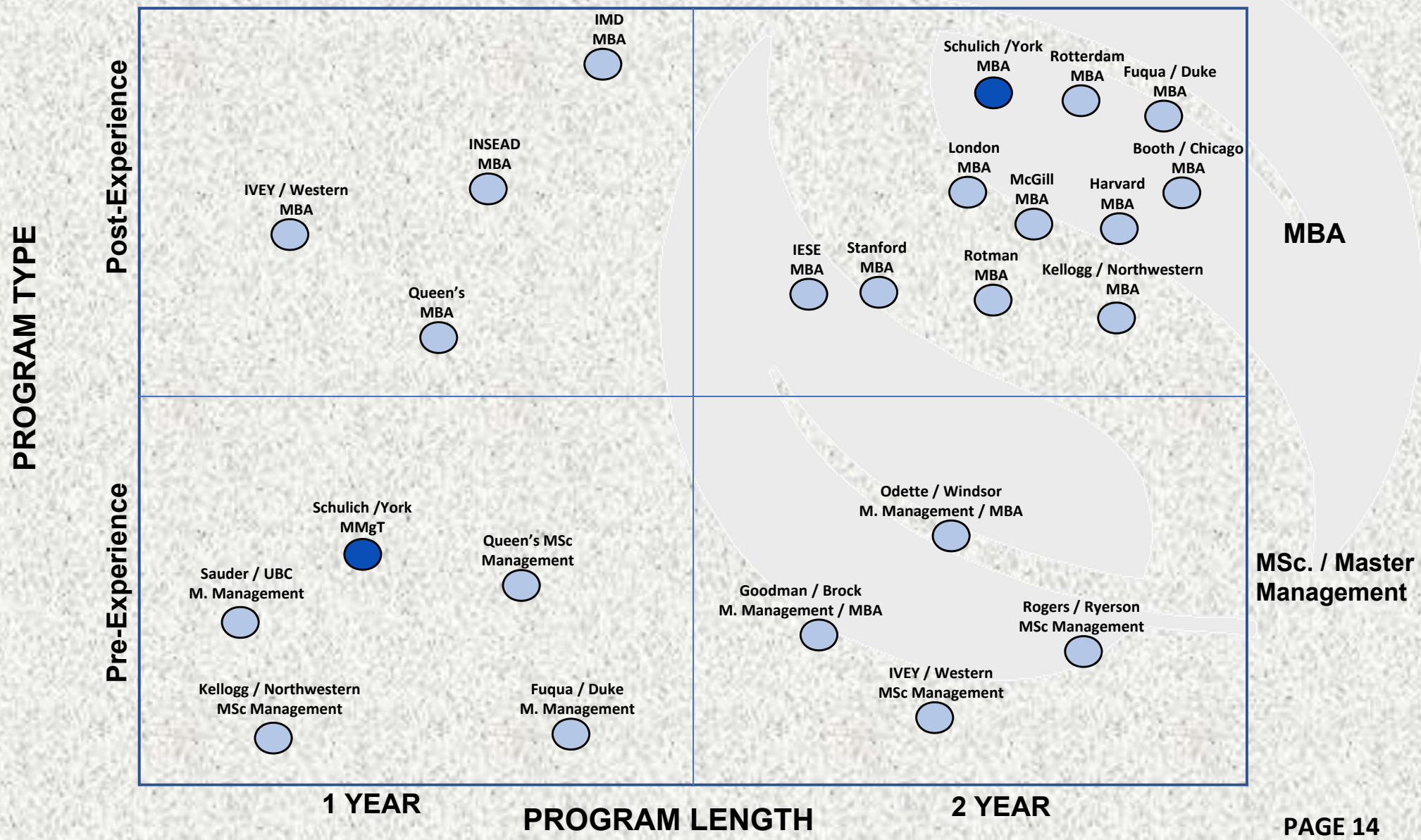
The book was translated into Chinese

November 2018: Brazil Launch Event



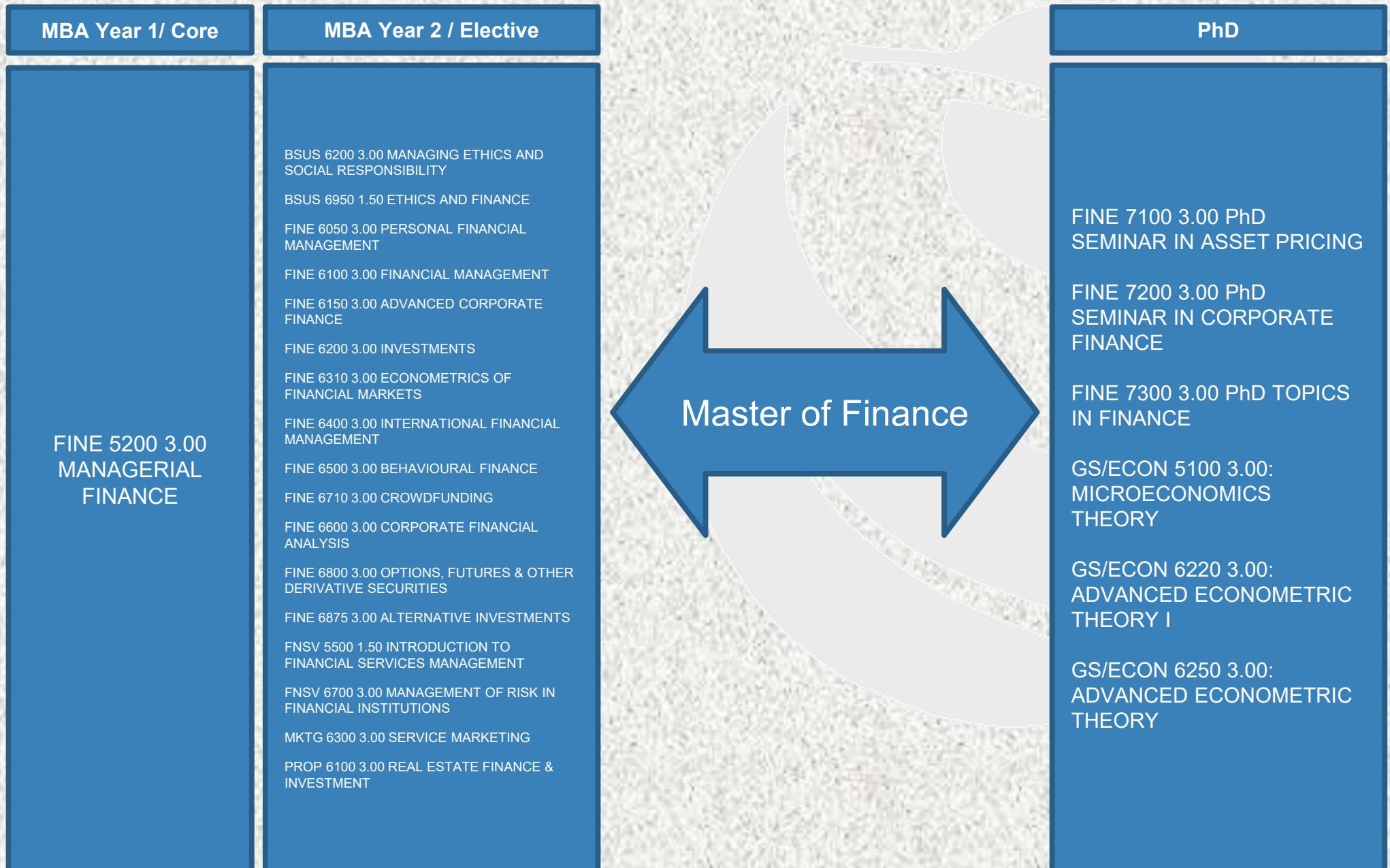
ANALYSIS AND RESPONSES

Program Development & Thought Leadership



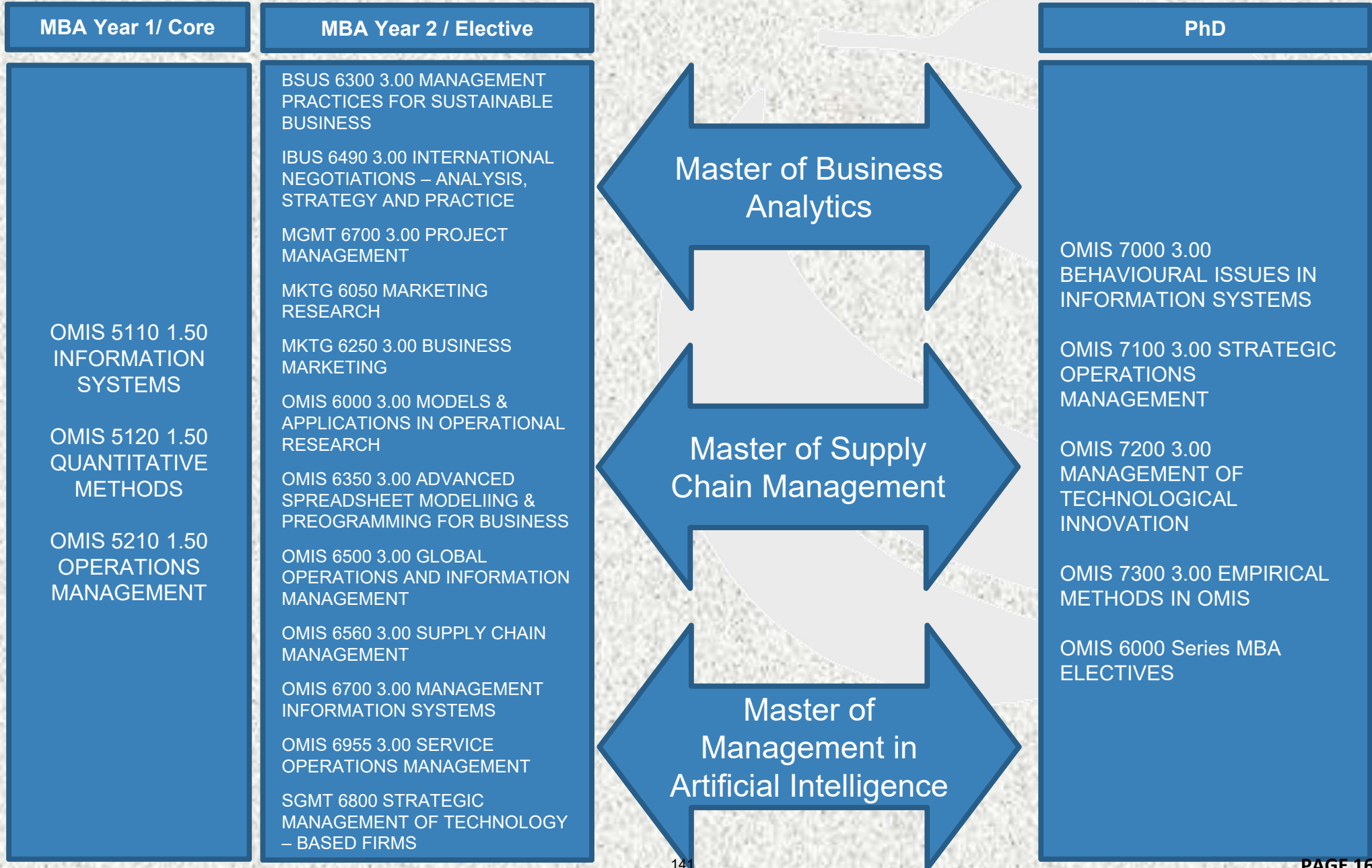
ANALYSIS AND RESPONSES

FUNCTIONAL AREAS: FINANCE AT SCHULICH



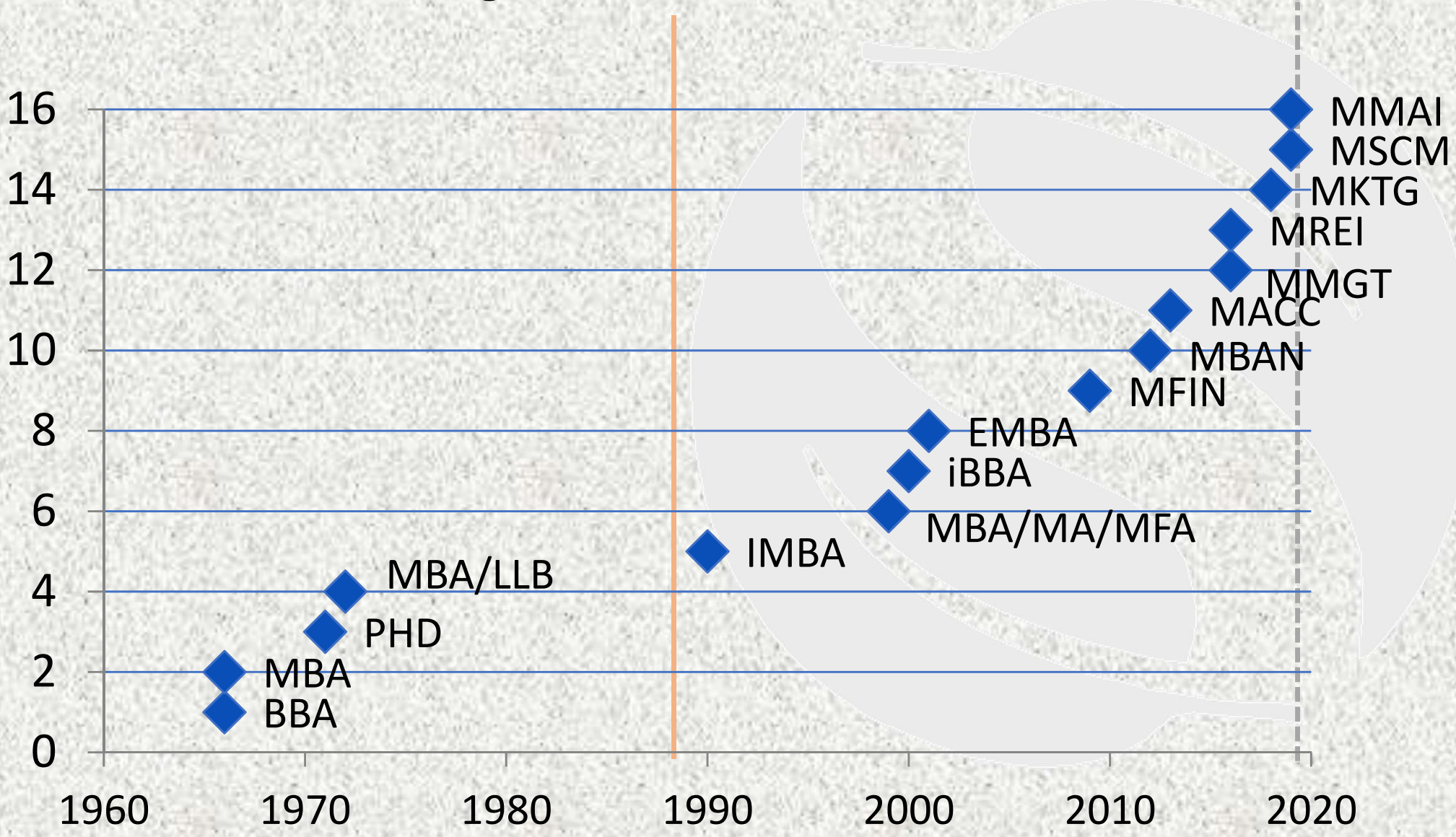
ANALYSIS AND RESPONSES

FUNCTIONAL AREAS: OMIS AT SCHULICH



ANALYSIS AND RESPONSES

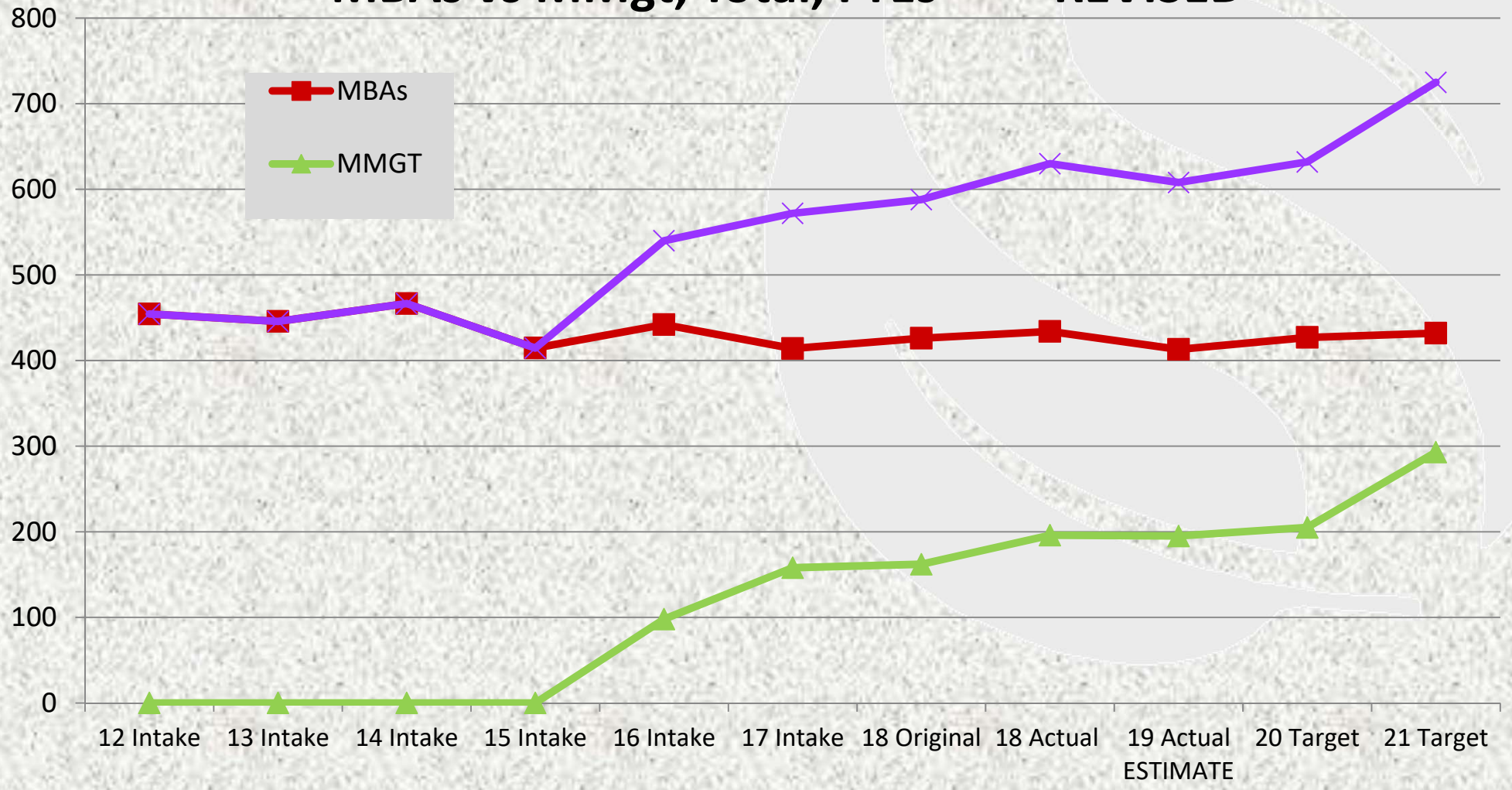
50 Years of Schulich Degrees



ANALYSIS AND RESPONSES

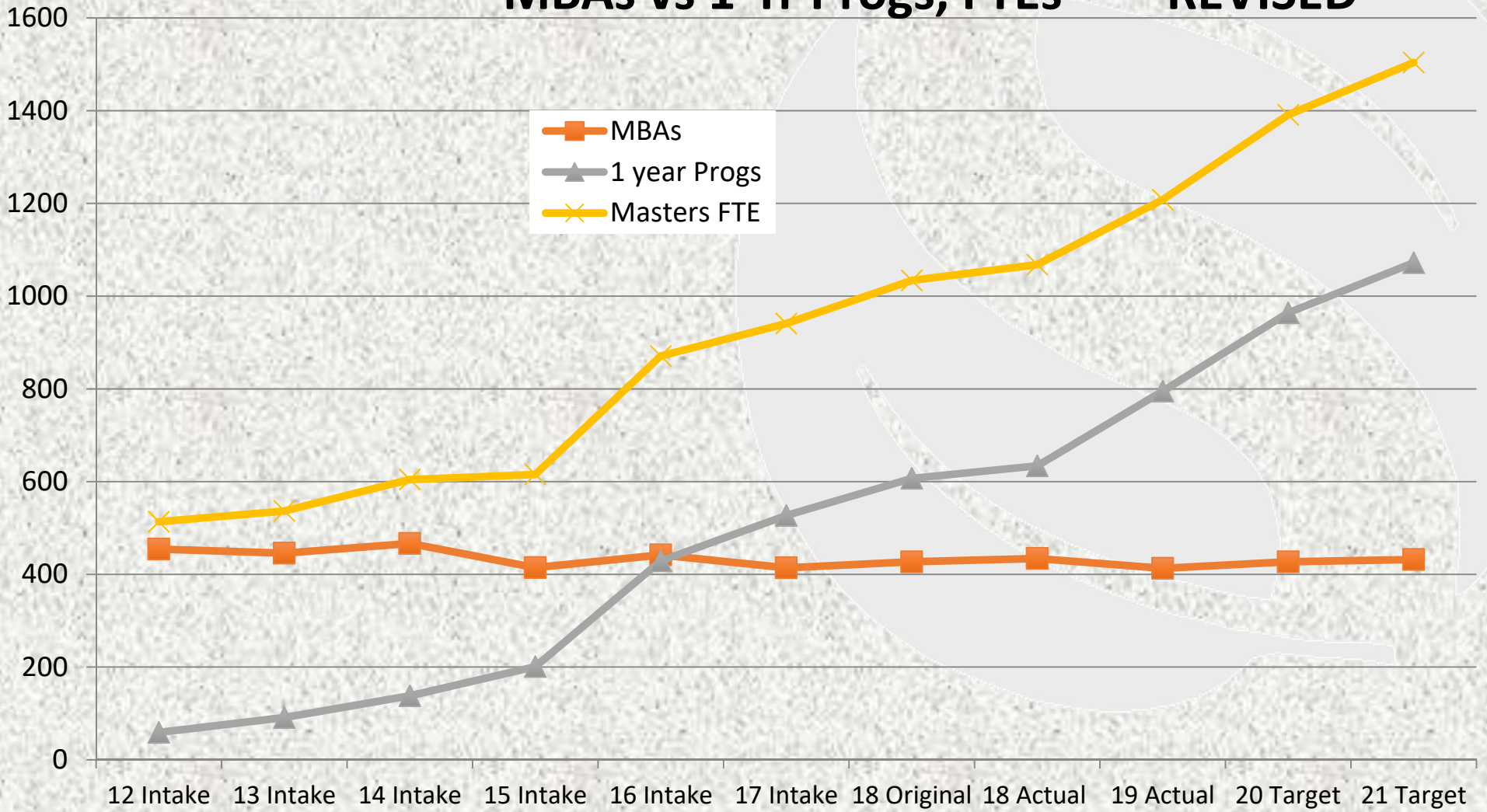
Program Intake: MBAs vs MMgt

MBAs vs MMgt, Total, FTEs **** REVISED****



Program Intake: MBAs vs 1-Year Master Programs

MBAs vs 1-Yr Progs, FTEs ** REVISED **



ANALYSIS AND RESPONSES



MASTER STUDENT INTAKE: SUMMER AND FALL 2019 + WINTER 2020 (Proj.)

SUMMER 2019 + FALL 2019 + WINTER 2020 (projected) GRADUATE PROGRAM INTAKE COMBINED												TUITION PER TERM		TERMS	TUITION TOTAL	
	TOTAL	MALE	FEMALE	%FEMALE	DOMESTIC	INTERNATIONAL	% INT	GMAT	WORK EXP	AVE. AGE	DOMESTIC	INTER.	DOMESTIC		INTER.	
MBA FULL TIME =	188	116	72	38%	104	84	45%	664	5.2	27	\$ 17,912	\$ 26,020	4	\$ 71,648	\$ 104,080	
MBA INDIA =	57	42	15	26%	1	56	98%	664	5	27	\$ 17,912	\$ 26,020	4	\$ 71,648	\$ 104,080	
MBA PART TIME =	29	15	14	48%	29	0	0%	642	4.2	27	\$ 7,204	\$ -	10	\$ 72,040	\$ -	
MBA FULL TIME (WINTER PROJ) =	56	41	15	27%	24	32	57%	667	5.2	29	\$ 17,912	\$ 26,020	4	\$ 71,648	\$ 104,080	
MBA PART TIME (WINTER PROJ) =	21	11	10	48%	21	0	0%	637	5.1	28	\$ 7,204	\$ -	10	\$ 72,040	\$ -	
IMBA=	32	14	18	56%	9	23	72%	668	6	29	\$ 17,912	\$ 26,020	5	\$ 89,560	\$ 130,100	
MBA COMBINED	383			38%			51%	661.63								

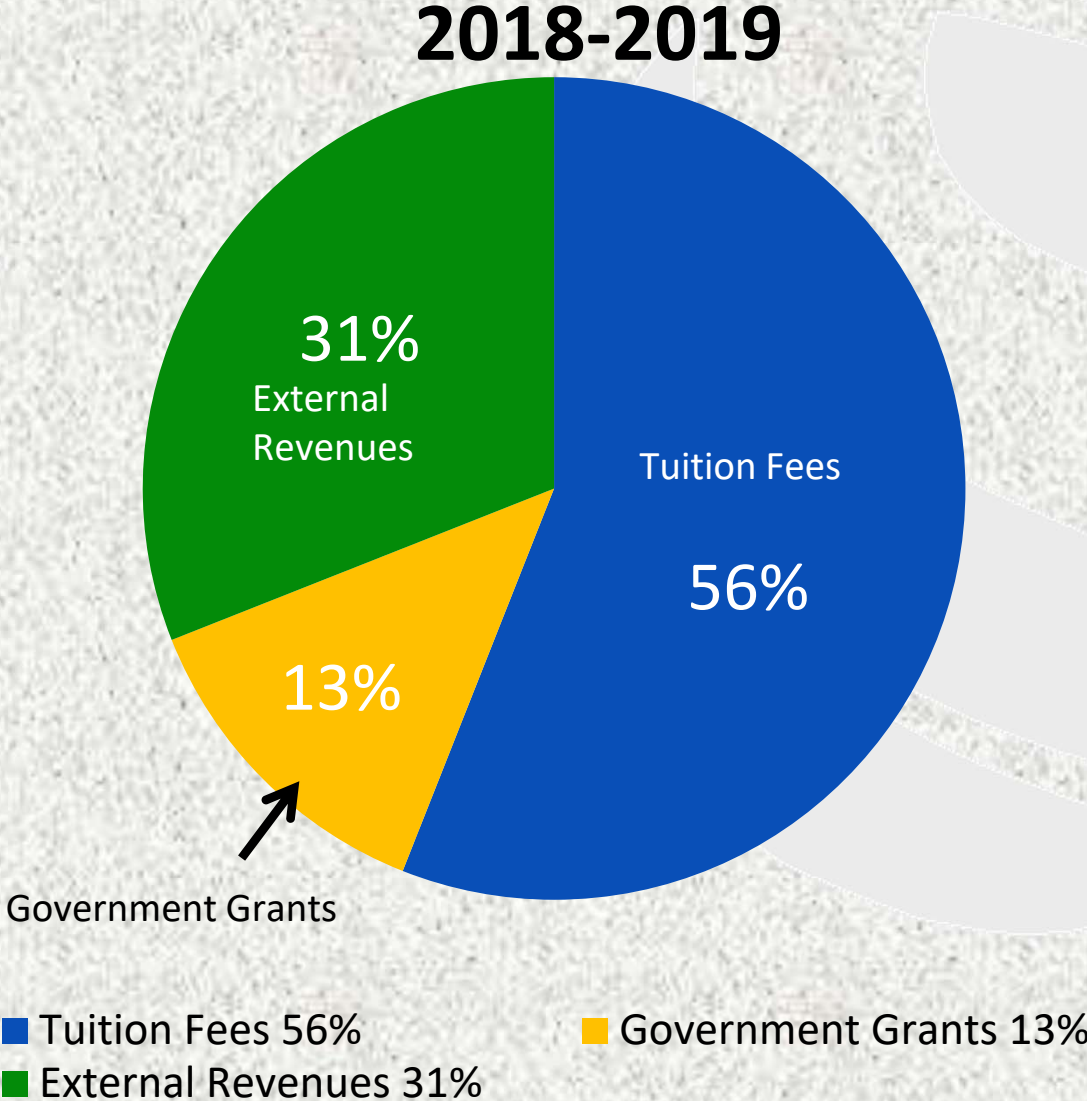
	TOTAL	MALE	FEMALE	%FEMALE	DOMESTIC	INTERNATIONAL	% INT	GMAT	WORK EXP	AVE. AGE	TUITION PER TERM		TERMS	TUITION TOTAL	
											DOMESTIC	INTER.		DOMESTIC	INTER.
MACC=	16	4	12	75%	8	8	50%	656	0.5	24	\$ 8,901	\$ 17,947	2	\$ 17,802	\$ 35,894
MACC (SUMMER)=	92	41	51	55%	89	3	3%	652	0	22	\$ 8,901	\$ 17,947	2	\$ 17,802	\$ 35,894
MBAN (SUMMER)=	46	28	18	39%	20	26	57%	672		25	\$ 17,471	\$ 25,395	3	\$ 52,413	\$ 76,185
MSCM FT+PT (SUMMER)=	44	26	18	41%	28	16	36%			28	\$ 17,912	\$ 25,395	3	\$ 53,736	\$ 76,185
M FIN=	48	28	20	42%	11	37	77%	693	0	24	\$ 17,471	\$ 25,395	3	\$ 52,413	\$ 76,185
MMgT=	112	49	63	56%	61	51	46%			23	\$ 8,901	\$ 17,947	3	\$ 26,703	\$ 53,841
MREI=	39	29	10	26%	36	3	8%		4.8	29	\$ 17,471	\$ 25,395	3	\$ 52,413	\$ 76,185
MMAI=	22	13	9	41%	12	10	45%	694	4.5	26	\$ 17,471	\$ 25,395	3	\$ 52,413	\$ 76,185
MMKG=	55	6	49	89%	34	21	38%		2	26	\$ 12,382	\$ 25,395	3	\$ 37,146	\$ 76,185
1-YR MASTER =	474			53%			37%								

TOTAL GRAD INTAKE=	857			46%			43%								
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PART D: FINANCIAL IMPLICATIONS

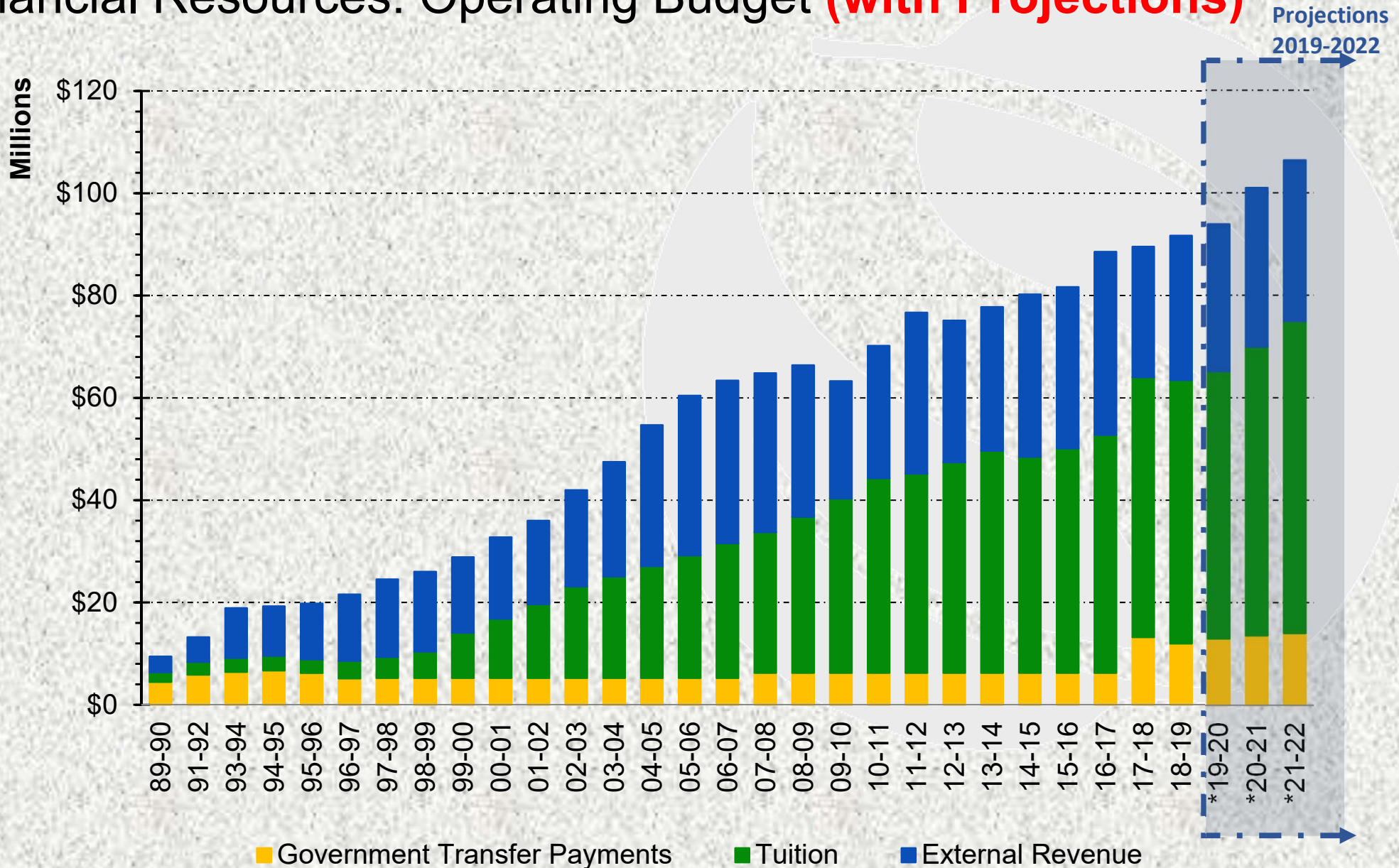
FINANCIAL IMPLICATIONS

Financial Resources: Source of Funds



FINANCIAL IMPLICATIONS

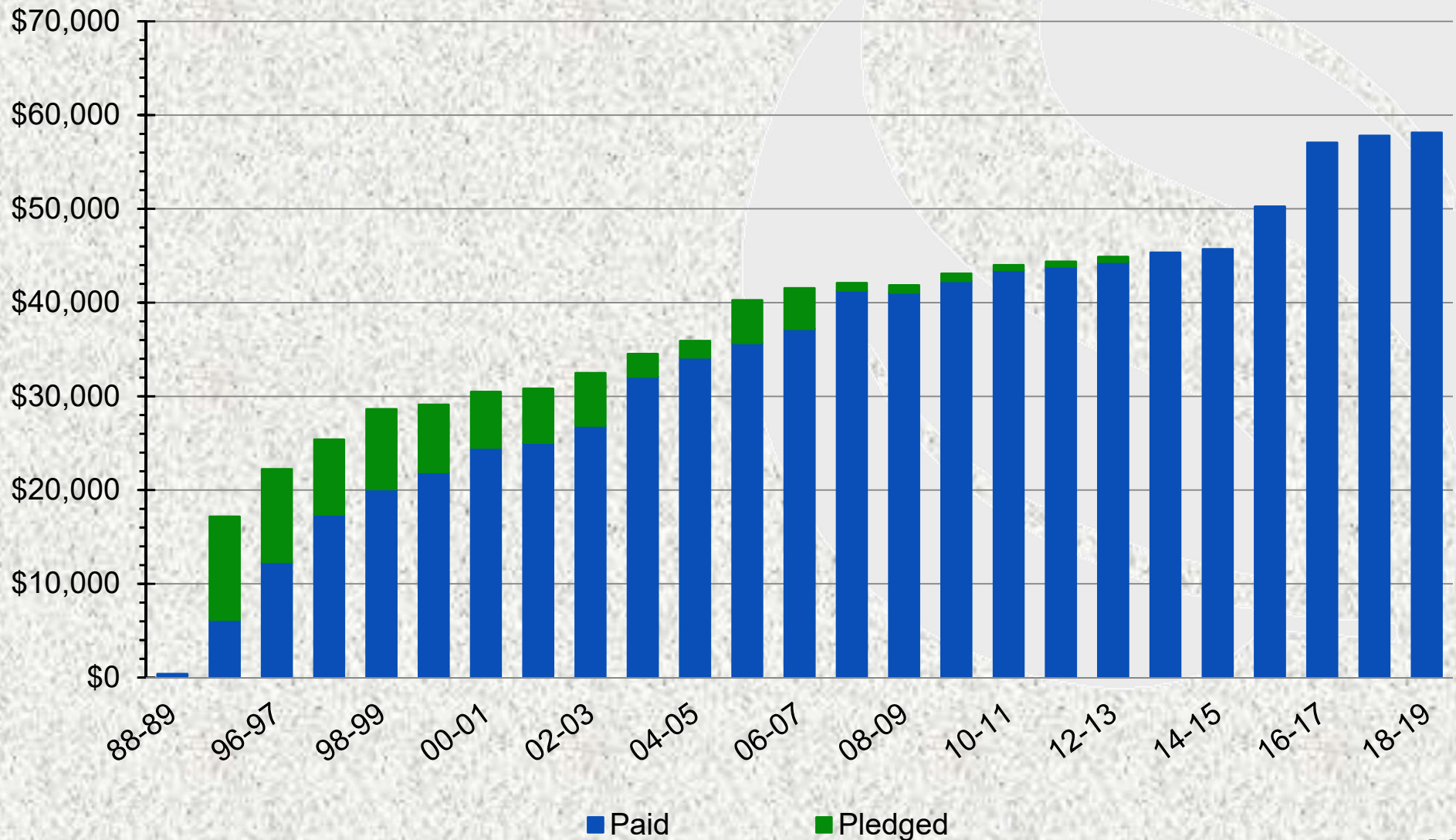
Financial Resources: Operating Budget (with Projections)



FINANCIAL IMPLICATIONS

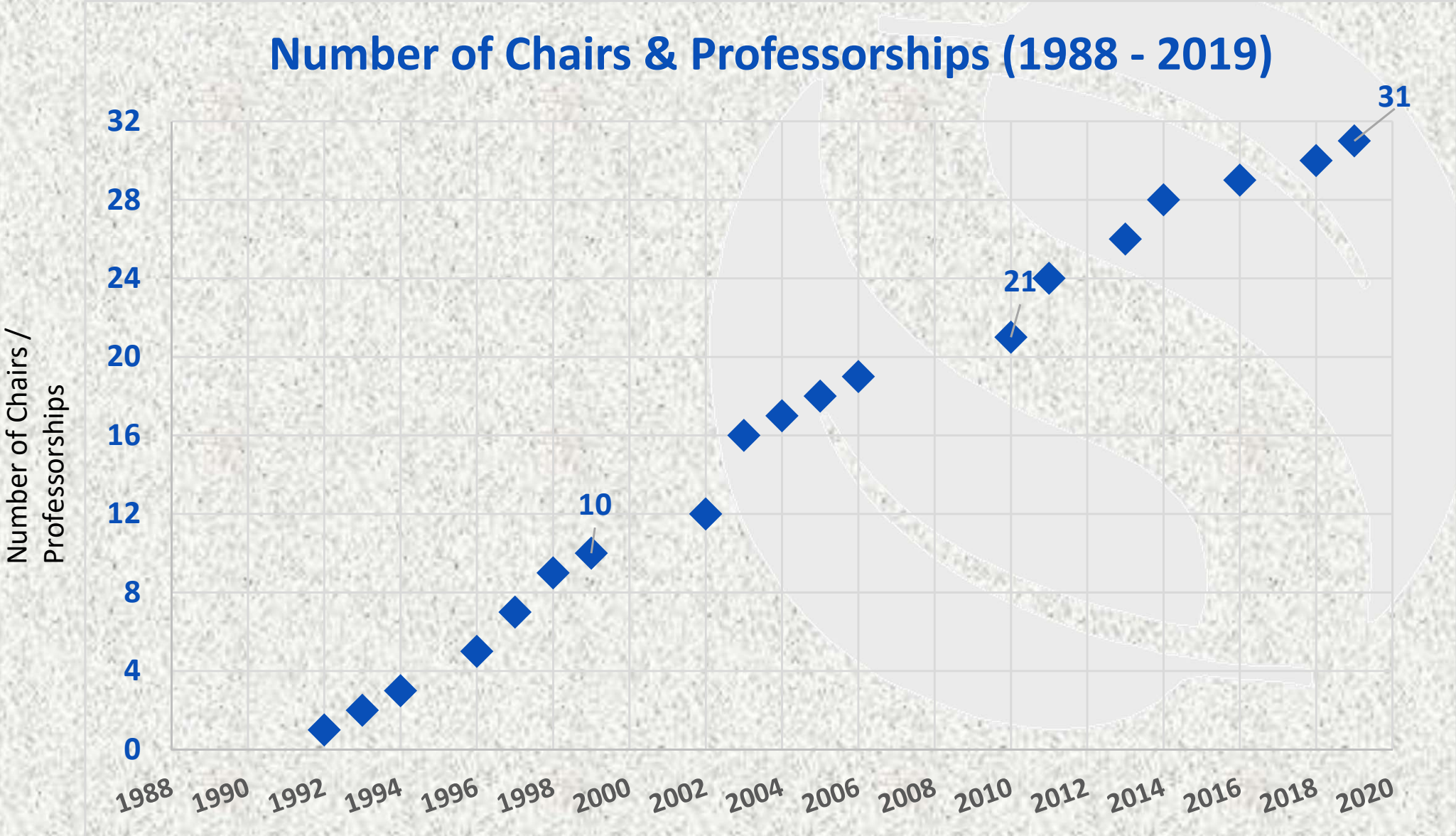
Financial Resources: Endowments Created from External Funds

(Thousands)



FINANCIAL IMPLICATIONS

Number of Chairs & Professorships (1988 – 2019)



FINANCIAL IMPLICATIONS

Balance Sheet

	APRIL 30, 2019	APRIL 30, 2018	APRIL 30, 2017	APRIL 30, 2016	APRIL 30, 2015	APRIL 30, 2014	APRIL 30, 2013	APRIL 30, 2012	APRIL 30, 2011	APRIL 30, 2010
ASSETS										
SPECIAL PROJECT RESOURCES	\$ 10,590	\$ 10,590	\$ 10,590	\$ 10,590	\$ 10,590	\$ 168,346	\$ 168,923	\$ 169,501	\$ 186,367	\$ 212,112
SCHOLARSHIP RESOURCES - OSOTF	\$ 514,186	\$ 54,964	\$ 42,141	\$ 669,940	\$ 2,274,180	\$ 256,826	\$ 256,825	\$ 359,324	\$ 357,287	\$ 357,287
ENDOWMENT RESOURCES EARNED, NOT DISBURSED FOR ACADEMIC PURPOSES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDOWMENTS FOR CHAIRS AND SCHOLARSHIPS	\$ 58,124,409	\$ 57,475,341	\$ 58,161,777	\$ 57,058,366	\$ 50,240,727	\$ 45,326,683	\$ 44,870,452	\$ 44,376,267	\$ 43,999,677	\$ 43,097,621
BUILDING - SCHULICH SCHOOL OF BUSINESS	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000
- McEWEN BUILDING	\$ 50,000,000	\$ 50,000,000	\$ 8,788,786	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
- EXECUTIVE LEARNING CENTRE	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000
ART WORK	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
TOTAL ASSETS	\$ 214,149,185	\$ 213,040,895	\$ 172,503,293	\$ 163,238,896	\$ 158,025,497	\$ 151,251,855	\$ 150,796,200	\$ 150,405,092	\$ 150,043,331	\$ 149,167,020
LIABILITIES										
ACADEMIC OBLIGATIONS	\$ 15,168,755	\$ 10,844,296	\$ 10,095,159	\$ 11,694,477	\$ 11,362,931	\$ 11,402,757	\$ 10,233,950	\$ 7,544,220	\$ 7,668,416	\$ 7,585,681
SPECIAL PROJECTS OBLIGATIONS	\$ 10,590	\$ 10,590	\$ 10,590	\$ 10,590	\$ 10,590	\$ 168,346	\$ 168,923	\$ 169,501	\$ 188,367	\$ 212,112
ANCILLARY OPERATIONS OBLIGATIONS	\$ 6,445,315	\$ 7,095,315	\$ 8,267,908	\$ 9,495,598	\$ 10,339,317	\$ 11,034,229	\$ 11,468,869	\$ 11,776,711	\$ 11,918,615	\$ 11,833,766
LONG TERM DEBT - EXECUTIVE LEARNING CENTRE	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000
LONG TERM DEBT - SCHULICH SCHOOL OF BUSINESS	\$ 8,000,000	\$ 8,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LIABILITIES	\$ 53,624,660	\$ 49,950,201	\$ 42,373,656	\$ 45,200,665	\$ 45,712,838	\$ 46,605,332	\$ 45,871,742	\$ 43,490,432	\$ 43,775,398	\$ 43,631,559
EQUITY										
CONTRIBUTED CAPITAL FROM ONTARIO GOVERNMENT	\$ 45,000,000	\$ 45,000,000	\$ 35,750,000	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000	\$ 30,000,000
CONTRIBUTED CAPITAL FOR THE OLD BUILDING	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000	\$ 22,000,000
CONTRIBUTED CAPITAL FROM FUNDRAISING ACTIVITIES	\$ 55,500,000	\$ 55,500,000	\$ 31,538,786	\$ 28,500,000	\$ 28,500,000	\$ 28,500,000	\$ 28,500,000	\$ 28,500,000	\$ 28,500,000	\$ 28,500,000
SUBTOTAL BUILDING ACTIVITIES	\$ 122,500,000	\$ 122,500,000	\$ 89,288,786	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000	\$ 80,500,000
ENDOWMENTS FOR CHAIRS AND SCHOLARSHIPS	\$ 58,124,409	\$ 57,475,341	\$ 58,161,777	\$ 57,058,366	\$ 50,240,727	\$ 45,326,683	\$ 44,870,452	\$ 44,376,267	\$ 43,999,677	\$ 43,097,621
ART WORK INTERNALLY FUNDED	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
ACADEMIC OBLIGATIONS - EXCLUDING FUNDRAISING ACTIVITIES	\$ (13,714,108)	\$ (10,037,640)	\$ (9,316,956)	\$ (10,563,919)	\$ (10,664,592)	\$ (6,138,612)	\$ (5,220,510)	\$ (2,687,195)	\$ (3,648,638)	\$ (4,391,200)
ACADEMIC OBLIGATIONS - FUNDRAISING ACTIVITIES	\$ (1,454,648)	\$ (806,656)	\$ (778,203)	\$ (1,130,558)	\$ (698,339)	\$ (5,264,145)	\$ (5,013,440)	\$ (4,857,025)	\$ (4,019,778)	\$ (3,194,481)
ANCILLARY OPERATIONS OBLIGATIONS	\$ (6,445,315)	\$ (7,095,315)	\$ (8,267,908)	\$ (9,495,598)	\$ (10,339,317)	\$ (11,034,229)	\$ (11,468,869)	\$ (11,776,711)	\$ (11,918,615)	\$ (11,833,766)
ENDOWMENT RESOURCES EARNED, NOT DISBURSED FOR ACADEMIC PURPOSES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL	\$ (21,614,070)	\$ (17,939,611)	\$ (18,363,066)	\$ (21,190,075)	\$ (21,702,248)	\$ (22,436,986)	\$ (21,702,819)	\$ (19,320,931)	\$ (19,587,031)	\$ (19,419,447)
SCHOLARSHIP DISPLACEMENT FUNDS - OSOTF	\$ 514,186	\$ 54,964	\$ 42,141	\$ 669,940	\$ 2,274,180	\$ 256,826	\$ 256,825	\$ 359,324	\$ 357,287	\$ 357,287
TOTAL EQUITY	\$ 159,524,525	\$ 162,090,694	\$ 129,129,637	\$ 117,038,231	\$ 111,312,659	\$ 103,646,523	\$ 103,924,458	\$ 105,914,660	\$ 105,269,933	\$ 104,535,461
TOTAL LIABILITIES AND EQUITY	\$ 214,149,185	\$ 213,040,895	\$ 172,503,294	\$ 163,238,896	\$ 158,025,497	\$ 151,251,855	\$ 150,796,200	\$ 150,405,092	\$ 150,043,331	\$ 149,167,020

PART E: SCHULICH'S POSITIONING AND ACHIEVEMENTS

SCHULICH'S POSITIONING AND ACHIEVEMENTS

Sustainable Competitive Advantages

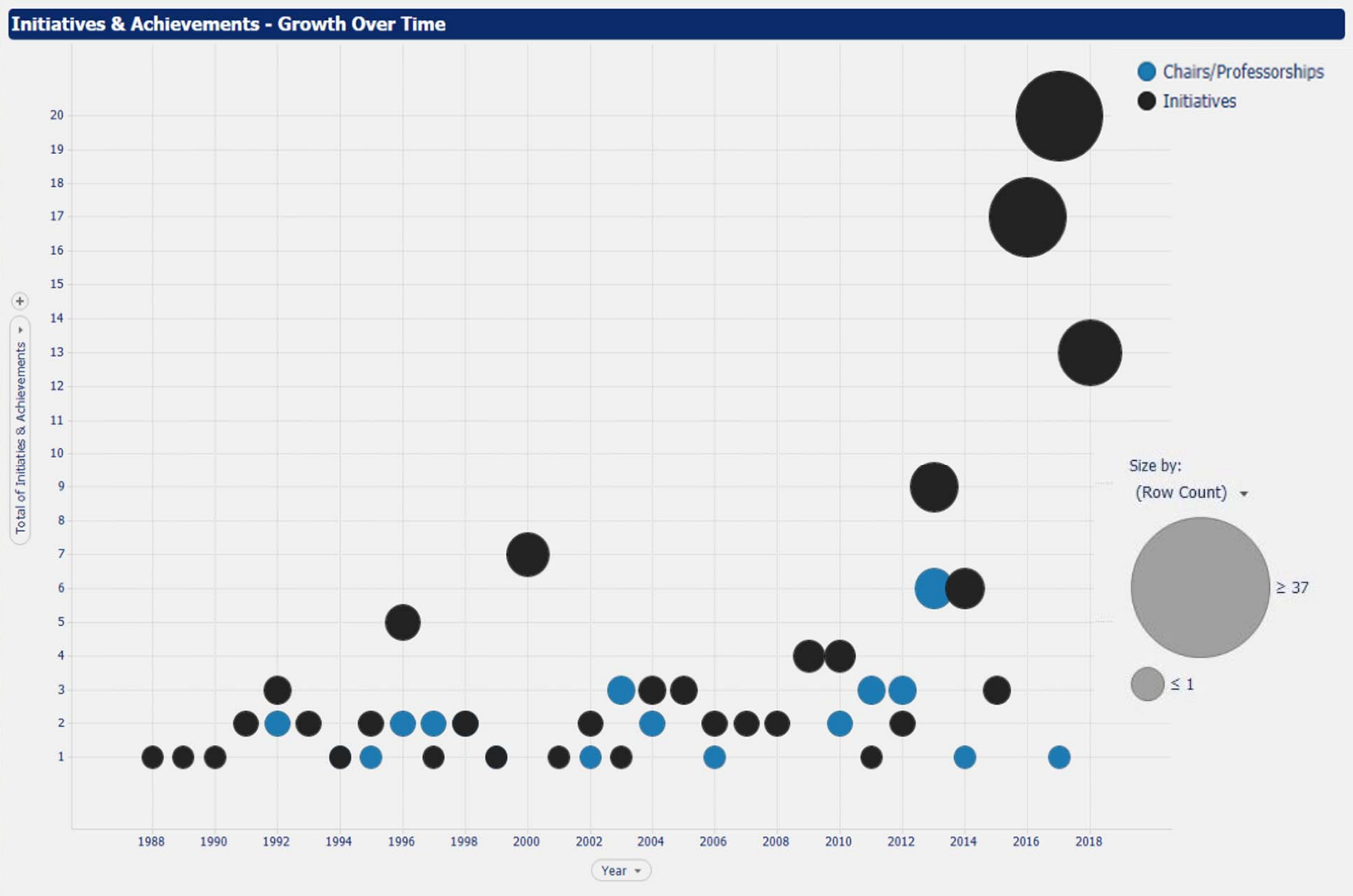
Global

Innovative

Diverse

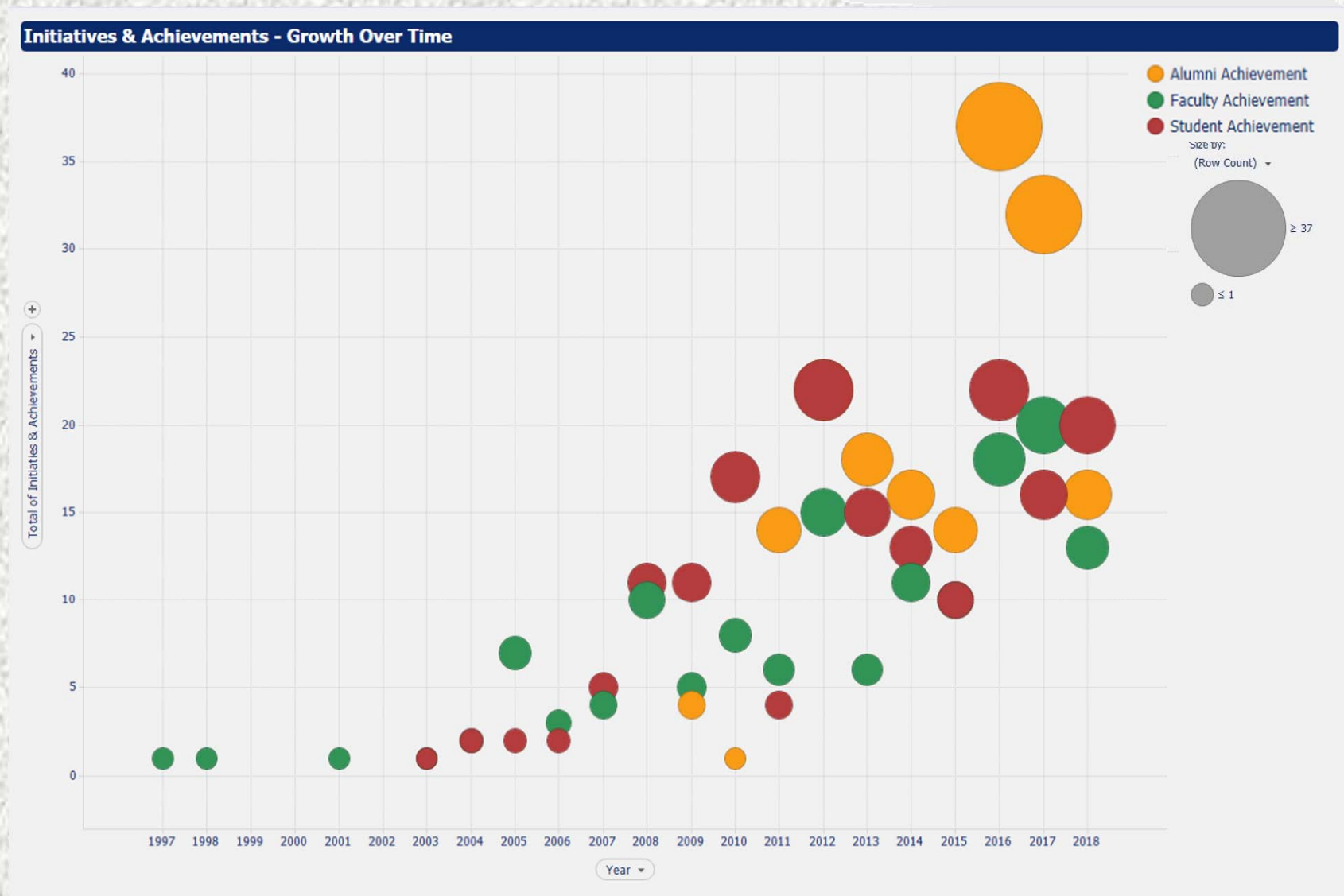
SCHULICH'S POSITIONING AND ACHIEVEMENTS

Initiatives and Chairs/Professorships



SCHULICH'S POSITIONING AND ACHIEVEMENTS

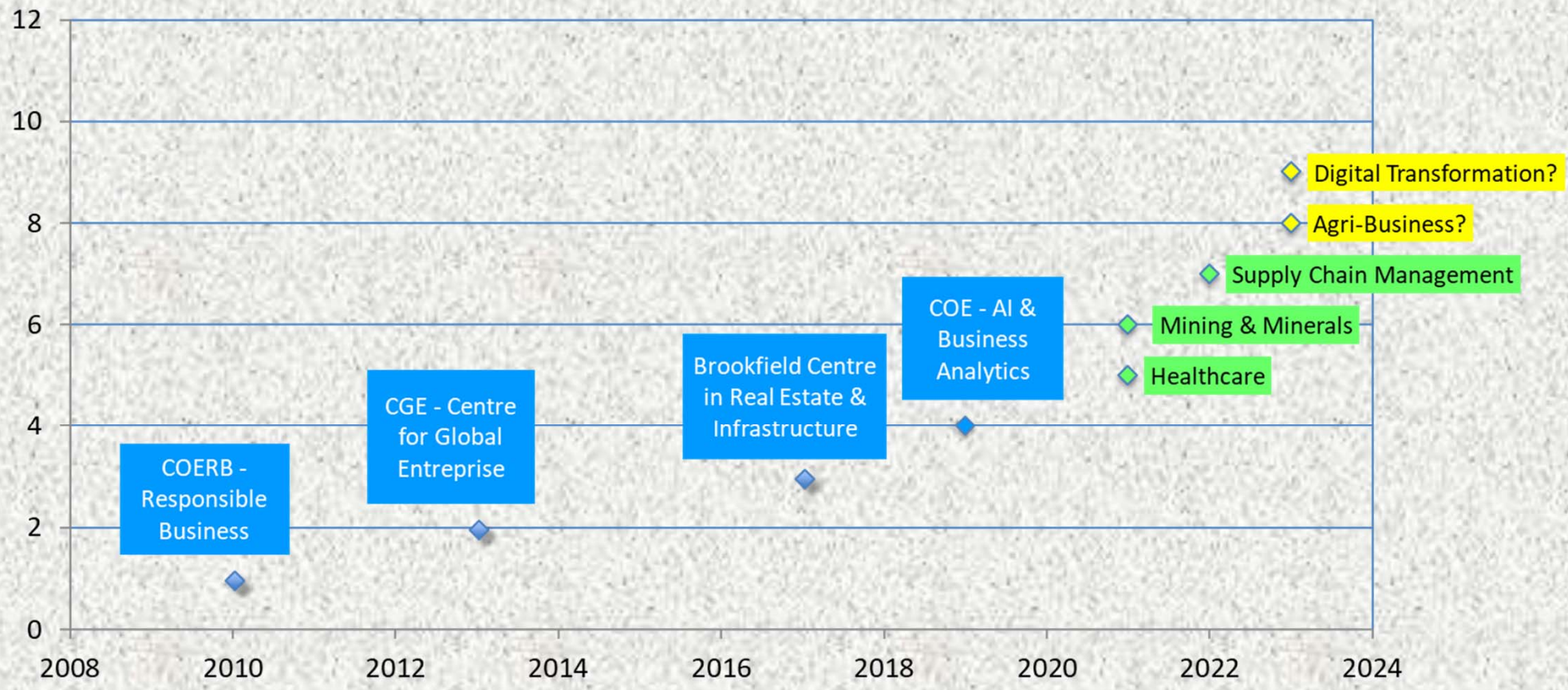
Recognitions: Alumni, Faculty and Student Achievements



SCHULICH'S POSITIONING AND ACHIEVEMENTS

Centres of Excellence

Centres of Excellence
- No. of COE-



SCHULICH'S POSITIONING AND ACHIEVEMENTS

MBA Rankings: Schulich Full-Time MBA Program



1st in Canada, 9th among non-US schools
in the 2019 Best Business Schools ranking

2nd in the world in the Years-to-Payback category (currency neutral) among all 2-year MBA Programs the length of time it takes a business school's graduates to recoup their investment in an MBA degree



1st in Canada and 35th in the world
in the 2019 *Expansion* Best Global MBAs ranking



1st in Canada and 2nd in the world
in the 2011 ranking of the top 100 MBA programs incorporating Social and Environmental Stewardship into the main curriculum, conducted by the Aspen Institute, a US think tank. The BGP biennial ranking was published from 2001 to 2011.



1st in Canada and 2nd in the world
in the 2019 ranking of the top global MBA programs, incorporating Social and Environmental Stewardship into the main curriculum, conducted by Corporate Knights Magazine since 2013



1st in Canada and 29th in the world
in the 2019 *América Economía* Global MBA Ranking



1st in Canada, 12th among non-US schools, and 48th in the world
in the 2019 Economist global MBA ranking.

Some highlights of Schulich's performance from the ranking

- **Internationalism of Alumni - 1st in the world**
- **Recruiter Diversity - 2nd in the world**
- **Potential to Network - 10th in the world**
- **Faculty Quality - 12th in the world**
- **Salary Increase - 13th in the world**

SCHULICH'S POSITIONING AND ACHIEVEMENTS

EMBA Rankings: Kellogg-Schulich EMBA Program



1st in Canada and 4th in the world
in the 2019 QS EMBA Rankings of Joint Programs
(Kellogg EMBA Program ranked 7th overall amongst global EMBA programs)

The
Economist

1st in Canada and 8th in the world
in the 2018-2019 global EMBA ranking
(Kellogg EMBA Program ranked 9th overall)

FINANCIAL TIMES

2nd in Canada, 11th among North American Schools, and 33rd in the world
in the 2019 Financial Times global EMBA ranking
(Kellogg EMBA Program ranked 32nd overall)

York University Board of Governors - Minutes

Meeting: Open Session 8 October 2019 at 1:00 pm
 5th Floor Kaneff Tower, Keele Campus

Present:	Regrets:	Others:
Paul Tsaparis, Chair Francesca Accinelli Kirsten Andersen Jacques Demers Antonio Di Domenico Kate Duncan Jose Etcheverry David Garg Max Gotlieb - by phone Bill Hatanaka Vijay Kanwar - by phone Konata Lake Loretta Lam Julie Lassonde Ilana Lazar Rhonda Lenton Carole Malo David McFadden Earle Nestmann Dee Patterson Helen Polatajko Anita Ramjattan George Turlakis Bobbi White Randy Williamson Cheryl Underhill, Secretary Amanda Wassermuhl, Assistant Secretary	Eugene Roman Ken Silver Narendra Singh	Anthony Barbisan Gary Brewer Mary Condon Sheila Cote Meek Aldo DiMarcantonio Darran Fernandes Lucy Fromowitz Lisa Gleva Alice Hovorka Alex Matos Carol McAulay Neville McGuire Jeff O'Hagan Pam Persaud Lisa Philipps Richard Silva Christine Silversides Louise Spencer Graeme Stewart Tracey Taylor-O'Reilly Janice Walls Rui Wang Susan Webb Kathryn White, Assistant Secretary Elaine MacRae, Governance Coordinator

I. OPEN SESSION

1. Chair's Items

Governors and community members were welcomed to the first Board meeting of the new academic year and the 461st meeting of the Board of Governors of York University. New governors Kirsten Andersen, Kate Duncan, and Jose Etcheverry were introduced

York University Board of Governors - Minutes

and welcomed, as was the new Vice-President, Equity, People and Culture, Dr. Sheila Cote-Meek.

a. Report on Items Decided in the Closed Session

The Chair reported the items decided in the Closed session:

- the re-appointment of Joy Kirchner for a five-year term as Dean of Libraries, commencing 1 July 2020 to 30 June 2025
- the naming of the new Art Gallery of York University building, contingent upon approval of the capital project by the Board of Governors (with the public announcement of the new name scheduled for 25 October 2019)

b. Consent Agenda Approval

The Board approved by consent:

- the minutes of the meeting of 25 June 2019
- the re-appointment of Robert Wai as the Osgoode Hall Faculty Association (OHFA) nominee on the Pension Fund Board of Trustees, for a three-year term, commencing 1 October 2019

2. Executive Committee

Referring to the written report circulated with the agenda, the decisions taken by the Executive Committee on time-sensitive matters were noted, specifically:

- the negotiated settlement for the renewal of the collective agreement with the Canadian Union of Public Employees (CUPE) Local 1356-2 for three years to 31 December 2021

3. President's Items

The President drew attention to the 2018-19 President's Annual Report, the donor Impact Report, and the School of Continuing Studies Annual Report distributed at the meeting for governors' information.

- ### a. 2018-2019 Year-End Accomplishments; Key Initiatives for 2019-20; Transformative opportunity in Markham

Speaking to a slide presentation, the President reflected on the progress made in 2018-19, measured against the University Academic Plan 2015-2020 (UAP). Of the seven priorities set out in the UAP, 16 objectives and 56 actions are supported and monitored by the President and Vice-Presidents. Almost all have been completed or are on track to be completed by the end of the current UAP in 2020.

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Specific achievements from the 2018-19 year were highlighted, drawn from the four pillars of access, connectedness, excellence, and impact. The University is starting to be recognized for its strengths, as illustrated by York's rise in ranking from 15th to 7th in the comprehensive category of the annual Maclean's rankings.

Recognizing that the University is in the last year of the five-year UAP, it is essential to focus on completing the objectives and actions set out therein. The President identified a number of strategic opportunities that may serve to further the University's vision, including integrating experiential education in every program, establishing the Markham campus, Lands for Learning, and Faculty complement renewal.

President Lenton spoke in detail about the transformational opportunity that exists with the Markham Centre Campus, and its alignment with the new Strategic Mandate Agreement (SMA3). The Markham Centre Campus is in the heart of one of the province's most rapidly growing areas, and would position York as the provider of higher education in that region. The University would be able to leverage public and private sector partnerships in York Region, as well as the existing infrastructure. It is important to note that proceeding with the new campus will not alter plans in progress to address the needs of the Glendon and Keele campuses. Approval of the plan will enable management to move forward discussions with the Province on financial planning, continue resumed academic planning for the campus, and outreach to strengthen partnerships in the region.

The Provost and Vice-President Academic, Lisa Philipps, delivered a presentation on SMA3, highlighting the importance of taking a collaborative, principle-driven and institution-wide approach to developing our position. The Provost spoke to the principles for the establishment of the agreement as well as the design elements for performance / outcomes.

A copy of the President's presentation slides is filed with these minutes.

b. Kudos Report

The report as distributed was noted.

4. Academic Resources Committee

a. Report on Appointments, Tenure and Promotions

Documentation was noted. It was duly *agreed* that the **Board of Governors approve the President's October 2019 report on appointments, tenure and promotion.**

On behalf of the Committee, Ms. White provided a summary of key items of business discussed. The Committee received an update from the President on the current University Academic Plan 2015-20, planning for the new University Academic Plan 2020-

York University Board of Governors - Minutes

25, the 2019-20 divisional priorities for the President and Vice-Presidents, and the work being undertaken towards a comprehensive strategic plan for the University.

The Committee also heard from the Provost on the preliminary enrolment outlook, the consultation process for the new University Academic Plan, and other priorities for the year. These included: the next Strategic Mandate Agreement; the establishment of the new Faculty composed of Geography and Environmental Studies; Markham Centre Campus; the Faculty Complement Renewal Strategy; and the internationalization strategy. Regarding the enrolment outlook, while there was significant applicant loss following the 2018 labour disruption, the overall enrolment picture remains optimistic, with GPA levels maintained, summer 2019 enrolments exceeding targets, and continuing student flow through at the undergraduate and graduate levels.

The Interim Vice-President Research and Innovation (VPRI) shared his research priorities for the year with the Committee as well as an update on communications to increase awareness of York's research and recent developments at Innovation York.

Ms. White concluded her remarks by noting that the Committee strongly supported the direction of the academic program/ plan for the Markham Centre Campus.

5. External Relations Committee

a. Points of Pride

Recent points of pride circulated in the agenda were noted.

On behalf of the Committee, Ms. Lassonde reported on key items of business discussed. The Communications & Public Affairs division shared its key achievements for 2018-19, its focus for 2019-20, and the draft Board Awareness and Engagement Plan. An upcoming element of the Engagement Plan is the refresh of the Board of Governors website with a new presentation governor biographies.

The Committee also received updates on campus and alumni engagement and government relations strategy. Of note, for fiscal year of 2018-19, \$50.5 million has been raised to bring the Impact Campaign total to \$450 million of the \$500 million target.

6. Finance and Audit Committee

Mr. Hatanaka reported that the committee discussed several matters, including the status of the 2019-2020 budget plan. In this context the low Fall enrolment intake was noted as a result of the prior year's labour disruption; strong summer 2018 enrolments however significantly helped address the shortfall.

Also discussed with management was cash flow projections and a debt management strategy; a cybersecurity report from the Chief Information Officer, and a report from the internal auditor.

York University Board of Governors - Minutes

a. York University Markham Centre Campus Business Plan

On behalf of the Committee, Mr. Hatanaka spoke to the Markham Centre Campus Business Plan, noting the endorsement of the Land and Property Committee. The initiative to establish the new campus aligns with the University's strategic plans, and will advance its academic goals. As the business case reflects, a thorough assessment of the opportunities and risks of the project was conducted; the potential challenges have been satisfactorily addressed, including allotment of sufficient contingency funds. Implementation plans are also in place, with timelines articulated. Board approval of the business plan will allow the next phase of discussions with the government and other stakeholders to proceed. Management at the University and the York University Development Corporation were commended on their leadership and diligence in this exercise.

The discussion of the recommendation highlighted the transformative opportunity the new campus presents for the University, and that it is an imperative initiative to proceed with. Acknowledging that it is a significant undertaking that will require careful guidance and management, detailed assessment by the University, YUDC and Board committees has informed the recommendation to move forward.

It was duly *agreed* that the Board of Governors approve the Markham Centre Campus Project with a total project budget of \$275.5M.

b. York University Art Gallery Project

York received a donation in early 2019 of \$5 million for the construction of a new, standalone art gallery building on campus towards the total project budget of \$8M. The new art gallery building will be sited between the East Accolade Building and Centre for Film and Theatre Building, as approved by the Board in June 2019. Fundraising efforts, including sourcing additional donor and government funding for this project are ongoing, with a view to minimizing the contribution required from the University Fund.

It was duly *agreed* that the Board of Governors approve a budget of \$8.0M, inclusive of HST, for the York University Art Gallery Project, to be funded by donations and the University Fund.

c. Ross Podium

This project was first approved by the Board in February 2012 and undertaken in four phases, with the final phase now nearing completion.

The \$1.3M total increase to the project budget includes HST, a 10% project escalation, and 30% contingency. The higher contingency is required because the cost of recreating the pavers is expected to increase. Funding for this additional scope is from the University's Deferred Maintenance Reserve.

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It was duly *agreed* that the Board of Governors approve an increase of \$1.3M to the \$6.4M Ross-Central Square Podium project for a total project budget of \$7.7M, inclusive of HST, to be funded from the University's Deferred Maintenance Reserve.

d. Central Utilities Building and Electrical service renewal

The Central Utilities Building and Electrical Service is another major infrastructure area in need of maintenance. The electrical equipment is past its life expectancy and no longer supported by the original manufacturer. New equipment is critical and will also facilitate adoption of renewable technology in the future.

It was duly *agreed* that the Board of Governors approve a budget of \$2.35M, inclusive of HST, for the renewal of electrical systems which service the Computer Methods International Building (CMiC), the Physical Resources Building (PRB), Kinsmen Building, and the Central Utilities Building (CUB), to be funded from the University's Deferred Maintenance Reserve.

e. Appointment of the External Auditor

As requested by the Finance and Audit Committee, the University issued a Request for Proposals (the "RFP") for Audit Services in 2018. Ernst and Young was the successful proponent. It is planned that Ernst and Young will be the auditors for the University, the York University Pension Plan, and the York University Development Corporation, consistent with the terms of the RFP.

It was duly *agreed* that the Board of Governors approve the appointment of Ernst and Young, Chartered Professional Accountants for 2019-2020.

7. Governance and Human Resources

On behalf of the Committee, Mr. McFadden reported on its discussions related to labour relations, executive compensation, health and safety, vacancy planning, and the annual board survey results. Given the success of the Spring 2019 Board retreat, another retreat is being planned for Spring 2020.

a. Policy on Sexual Violence: Revisions

The Board of Governors approved the York University *Policy on Sexual Violence* on December 14, 2016 in response to a provincial government requirement that all Ontario universities have sexual violence policies in place by January 1, 2017 and review them every 3 years. As such, a Policy Advisory Committee (composed of staff, faculty, and students) recently undertook a policy review to meet the three-year requirement. It recommended a few amendments, most of which are minor. The most substantive changes proposed are to:

York University Board of Governors - Minutes

- clarify the scope of the policy, particularly to define “University Community Member”, set out in Section 1.2
- confirm that the policy applies to events that occur on the University premises or events sponsored by the University (on or off campus) as well as to virtual environments
- advise that supports are available through the Centre for University Community Members who have experienced sexual violence regardless of when or where it took place
- confirm that internal investigations are only available when the complaint is made by one University community member against another University community member

It was duly *agreed* that the **Board of Governors approve the amended *Policy on Sexual Violence*, attached as Appendix B.**

8. Investment Committee

- a. Endowment Distribution Accrual Rate 2019-20

The documentation was noted. It was duly agreed **that the Board of Governors approve a 2019-20 distribution accrual rate of \$4.17 per unit, representing an increase of \$0.09 per unit over the 2018-19 distribution accrual rate of \$4.08 per unit.**

Mr. Demers also reported on discussions at the Committee about endowment portfolio restructuring, working capital and the sinking fund, and standing monitoring reports.

It was noted that Mr. Demers, also the Chair of the York University Pension Fund, has been invited to speak at this year’s Sustainable Ocean Summit in Paris in November 2019.

9. Land and Property Committee

Mr. Williamson reported on the key items of business reviewed by the Committee in this cycle. The Markham Centre Campus was the focus of its meeting, in which discussion centred on the changes to the original building plans in line with the academic programming changes from the first campus plan. The three main design foci of the project will be maintained, specifically accessibility, sustainability and Indigeneity. The project will follow a Construction Management Delivery model which will give the University flexibility in terms of the construction schedule and responding to the academic programming needs of the building, This delivery model will shift the type of risk for the University to manage; however solid plans are in place to mitigate the risk, including securing additional project staff. On the basis of its review, the Committee unanimously endorsed the decision to move forward with the business plan.

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It also reviewed the standing report on Capital Construction Update. Critical renewal projects on the Keele and Glendon campuses are proceeding as planned, representing a significant investment of nearly \$300 million for such projects as campus-wide classroom renewal, campus-wide washroom renewal, housing renewal, major science and health facility renewal, and the York Lions stadium conversion.

10. Other Business

There was none.

11. In Camera Session

An *in camera* session was held; no decisions were taken

Paul Tsaparis, Chair _____

C. Underhill, Interim Secretary _____

Board of Governors

Memorandum

To: Board of Governors

From: Paul Tsaparis, Chair

Date: 13 December, 2019

Subject: Notice of Proposed Alteration to The General By- laws of the Board of Governors of York University

Notice of Intention

It is the intention of the Board Executive Committee to make the following recommendation to the Board at its meeting on 3 March 2020:

That the Board approve an amendment to the General By-law Article VII, Section 1, Subsections (b) (i) to align wording of the By-Laws pertaining to Senators appointed to the Board of Governors with wording in the York University Rules of Senate, as set out in Appendix A.

Rationale:

Senate at its meeting on October 24, 2019 approved a revision to the Senate Rules clarifying that Senators serving on the Board of Governors shall be *full-time tenure-stream faculty members* or *full-time tenure-stream librarians and archivists*. For symmetry, it is proposed that the General By-Laws of the Board of Governors be updated as well.

Article X of the General By-law provides that if any change to the bylaw is proposed, the Board must have notice of any such proposed change at the Board meeting preceding the meeting at which the resolution proposing the change will be on the agenda. Therefore notice of a motion to amend the General By-laws must appear as a notice item on the agenda of the December meeting for debate and resolution at the March meeting.

Amendment of the General By-Laws of the Board of Governors of York University

Section	Current Wording	Proposed Wording
VII.1 (b) (i)	Two members of the Senate shall be appointed or elected by the Senate to be members of the Board. One such member shall hold office initially for one year and the other for two years and thereafter one member shall be appointed or elected by the Senate each year to serve as an internal member for a term of two years from the date of such election or appointment.	Two members of the Senate who are either full-time tenure stream faculty members or full-time tenure-stream librarians and archivists , shall be appointed or elected by the Senate to be members of the Board. One such member shall hold office initially for one year, and the other for two years and thereafter one member shall be appointed or elected by the Senate each year to serve as an internal member for a term of two years from the date of such election or appointment.

Board of Governors

Memorandum

To: Board of Governors

From: Paul Tsaparis, Chair, Executive Committee

Date: 13 June 2019

Subject: Banking Resolution Update

Recommendation:

The Executive Committee recommends that the Board of Governors approve the following resolution:

The following are the authorized signing officers on University bank accounts as approved by the Board as of 1 January 2020:

GROUP A

**Chair, Board of Governors
President
Vice-President Academic & Provost
Vice-President Finance and Administration
Secretary of the University**

Paul Tsaparis
Rhonda Lenton
Lisa Philipps
Carol McAulay
Pascal Robichaud

GROUP B

**AVP Finance and CFO
Comptroller
Director of Budgets and Planning
Director of Procurement Services
Treasurer (Interim)
Manager, Treasury Operations**

Aldo DiMarcantonio
Sanish Samuel
Ran Lewin
Dexter King
Arijit Banik
Ian Tytler

For payments issued on the accounts held with the Bank of Montreal, HSBC Canada and the Royal Bank of Canada, any two signing officers of Group A and Group B are authorized to sign and/or endorse cheques, drafts, letters of credit, and orders for the payment of money.

Board of Governors

All other banking obligations or liabilities of the University will require either two signatures of Group A or one of Group A and one of Group B.

Rationale:

The Banking Resolution has been updated to reflect a recent personnel change; specifically:

- the appointment of Pascal Robichaud as University Secretary

Board of Governors

Memorandum

To: Board of Governors

From: Paul Tsaparis, Chair, Executive Committee

Date: 13 December 2019

Subject: Pension Fund Board of Trustees Appointment

Recommendation:

The Executive Committee recommends that the Board of Governors approve the appointment below effective January 1, 2020 for a three-year term.

Background:

The Pension Fund Board of Trustees (BoT) has responsibility for the pension fund as delegated by the Board of Governors under a Trust Agreement. Its Terms of Reference, approved by the Board of Governors, specify that various bodies recommend members. Those recommended become members when they are approved by the Board of Governors and have signed an acknowledgement that they are bound by the Trust Agreement. Even though a specific body nominates a Trustee, once appointed, Trustees do not represent only that particular body, but have fiduciary responsibilities to all the members and beneficiaries of the pension plan.

The normal term of office is three years, with retiring members being eligible for re-appointment to a maximum of nine consecutive years.

Nominee:

Paul Battistuzzi, as a Presidential nominee

Paul is the Executive Officer at the Lassonde School of Engineering, a position he has held since 2017. Prior to joining York, he spent 12 years as the Chief Financial Officer at the Canadian College of Naturopathic Medicine in Toronto. Paul started off his career as an auditor at KPMG. Paul also brings to his role experience in the hospital sector, where he held progressive management positions at the University Health Network and

Board of Governors

the Bridgepoint Health Foundations, including Executive Director at Bridgepoint. Paul holds a CA, CPA designation and he is a graduate of York University (BA Math and BAS degrees), and also holds an M.Ed. from the University of Toronto.

This is Paul's first term as a member of the York University Pension Fund Board of Trustees, replacing Dale Domian.