Academic Policy, Planning & Research Committee

Academic Planning Discussions 2015

Submissions
The School's previous 2014 report to APPRC provided an extensive overview of the key strategic thrusts underway to realize a bold new vision for our Faculty, including our landmark name change. The strategic repositioning of AMPD has been guided by a quality-centered and student success focus that serve in foundational alignment to University planning as it heads toward the renewal of the University Academic Plan.

Dramatic changes in enrolment, fierce competition, significant erosion of historical market position and implications of the SHARP budget model have reinforced the need to quickly and efficiently accelerate into our new vision, and to align these challenges into a unique opportunity that will help us build and realize a more creative, sustainable and predictable future.

The comprehensive project of realignment across AMPD has been wholly consistent with the priorities established in the UAP. This strategic repositioning builds upon a rich and well-documented history of academic quality, combines it with growing interdisciplinary strengths and aspirations of the School and University, and increasingly amplifies York's capacity to attract world-class faculty and students who are uniquely positioned to shape the frontiers of art, media, performance and design, and expand the boundaries of what they mean today, and how they will be imagined tomorrow.

INTEGRATING DISCIPLINARY RIGOUR AND INTERDISCIPLINARY DARING

At the core of the School’s approach to meeting this vision is our unswerving commitment to student success. Grounded in relevant, innovative and challenging curriculum, we are creating a new educational environment that blends core disciplinary excellence with abundant opportunity for creative inquiry, hybridization and the nurture of entrepreneurial instincts that reimagine artistic boundaries and horizons. Our focus is the development of future-forward programming that features increasingly integrated frameworks, frequent reconstituting of strengths into new configurations that challenge traditional curriculum structures, and the support of pioneering arts practices that ultimately lead our graduates toward new discoveries and richer career opportunities. This integration spans the arts disciplines, but also reaches out into the university in the form of service teaching, innovative research and educational collaborations with growing campus and industrial partners, and fostering creativity as intrinsic to the York University experience. The overall impact is to strengthen interdisciplinarity and comprehensiveness as fundamental features of the institution. This is further enhanced by aggressively building on UAP priorities regarding experiential education, e-Learning and research intensification.

The theme of integration also underwrites our approach to enhanced student experience programming. Building on the highly successful creation of our integrated student services hub (OAISS), we have addressed the quality of advising by building a team driven by best-practice expertise, but also the substance of advising
to support x-program fluidity. Further we have developed targeted strategies for at-risk and at-promise retention, and strengthened partnership with Winters College.

The shift to more integrated academic programs is supported by strong enrolment management practices. Growing enrolments in AMPD is critical for its future sustainability and requires the combination of delivering excellent curriculum and research, as well as implementation of an innovative strategic enrolment management plan. In the spring of 2014, AMPD began a comprehensive SEM pilot project in conjunction with VPS that has provided rich market and data-intelligence, informed our new strategic communications plan, as well as guided the development of our new recruitment and conversion tactics. We also work toward furthering sustainability by continuing to develop maximizing enrolment configurations for curricular offerings, leveraging integration to create enrolment efficiencies, tight annual integrated course planning mapped to enrolment, and accurate program and course cost analyses that enable balance. These efforts combined are also helping to create new, closer and much needed alignment between our studies and studio, undergraduate and graduate structures. Further, this rigorous approach to planning and resource alignment promotes and permits, transparent, evidence-based, highly collegial decision-making.

AMPD faculty members have been operating collectively, with discernment and a sense of shared purpose as we mobilize around our new vision, and against the backdrop of considerable challenges. We have been engaged in collegial consultation about strategic change in several specific ways as we continue to draw on both data and cultural intelligence concerning the market but more important, as we contemplate the possibilities for leadership in creating the future of the arts. The first inclusive strategic planning retreat took place in 2013 and is now an annual exercise. Using an innovative gamification model, the 2014 retreat developed foundational concepts for dramatic new curriculum design, drawing on input from faculty, students, alumni and invited colleagues from leading research university based arts institutions in North America.

Our academic administrative policy and planning body (AAPPC) has been functioning in a revitalized form expanding its historical practice of authorizing course approvals and general academic planning support, to that of a comprehensive collegial planning and generative body, which supports the design, collaboration, integration and review of curriculum to ensure that pan-Faculty strategic changes are aligned, receive broad collegial input and assure success and assent. Combined with the two previously mentioned major annual retreats, a third “mini-retreat” in December 2014 that included the executive, departmental chairs, GPD’s and the departmental representatives of AAPPC worked to refine the outcomes of the earlier curriculum retreat as well as prepare to operationalize novel new curricular structures. Departmentally based plans have been crafted by local committees and include specific tactics for addressing quality and sustainability. Because our primary strategic thrust features interdisciplinarity and integration, there have been multiple x-departmental but more importantly, faculty-to-faculty member conversations about areas of overlap and growing sites for synergy.

Along with annual retreats that are designed to reinforce and animate collective collegial processes, the Dean also regularly visits AMPD Departments, as well as participates with students in numerous academic activities, College Council meetings, and student Associations, including quarterly student luncheons. Growing student involvement in the collegial process is reflected by a single-year increase of 350% in AMPD student engagement based on the NSSE survey of studies and other educationally purposeful activities.
Further, the School’s administrative strength in budget and enrolment intelligence are grounded in transparency – budgets, program cost analyses and enrolment data are shared regularly at Faculty Council, departmental meetings and departmental resource loading meetings. This shared knowledge strengthens decision-making at all levels and serves to ignite ingenuity, innovation and respect under the assumption that quality and sustainability are intrinsically linked and fully interdependent companions.

With such a large amount of transformational work underway in AMPD, the outcomes of the AAPR program reviews were well anticipated. The recommendations emerging from the program assessments serve as further evidence in support of the trajectory already set by AMPD. The quality and depth of the AAPR process, in conjunction with the continued refinement of the SHARP budget model has been an overwhelmingly positive (sobering) and instrumental exercise, in clarifying our strengths, framing our aspirations, and identifying opportunities and significant challenges. Therefore our response plan is grounded by an integrated sense of accuracy and validity of both AAPR and our new strategic direction, and equally important because our response strategies for both have emerged through well-established, intensive, collegial activity.

**HIGHLIGHTS OF QUALITY IMPERATIVE APPROACHES**

The School of the Arts, Media, Performance & Design has begun the process of reinventing its curriculum with an increased focus on disciplinary hybridization, entrepreneurial and professional cultures, collaborative research, and technology centered creative practice. The following highlights some of the quality imperative initiatives we have underway.

- **Thematic Year and Pan-Faculty Performance:** The pan-Faculty performance has been developed as a unique prototyping laboratory for curriculum innovation by integrating courses across multiple AMPD departments, incorporating faculty research, and employing a host of experiential learning opportunities that culminates in a large-scale, interdisciplinary performance, as an exciting and truly integrative capstone experience. An annual thematic focus for the Faculty is being created (“pattern” for example is inclusive of music, dance, computer programming, design, art history, curatorial studies, cultural theory, etc.) to help build highly cohesive opportunities for research, curricular and community integration, offer unique programmatic mixes and provide innovative cost savings for courses that can be run on staggered cycles.

- **Integrated Graduate Studies in Arts, Media, Performance and Design:** This is a multi-layered initiative designed to enhance recruitment through better web presence for all graduate programs in AMPD, and equally important create a new cohesive structure for harmonizing and sharing graduate resources (courses, programming, supervision). Together AMPD GPDs are creating an exciting PhD experience that promises disciplinary rigour for all students via a solid home base, integrated with critical interdisciplinarity as a cohort member of a larger, more diverse pan-Faculty graduate community.

- **Graduate Program in Digital Media:** Will offer advanced training leading to Masters and PhD degrees, jointly offered by the School of the Arts, Media, Performance and Design and the Lassonde School of Engineering, through the Department of Electrical Engineering and Computer Science (EECS). Research in Digital Media applies the methods and theories of computer science and the arts to the invention, design, implementation, evaluation and examination of new forms of computational media. The Graduate Program in Digital Media responds and contributes to a growing area of academic research in technological culture that combines computational arts and creative thinking with STEM (science, technology, engineering, and mathematics) through the exploration and development of novel forms of Digital Media, examples include;
next-generation spatial display systems, interactive digital environments and new locative media technologies.

- **Expanding X-Disciplinary Courses**: Collaborative approaches to teaching cognate subjects such as shared courses in production, screen/script writing, lighting design and sound scoring, movement etc. are being developed across all departments. These courses provide opportunities for students to extend their discipline-based learning, and collaborate with students in other areas to expand their cross-disciplinary skill base as they prepare for increasing fluidity and technological integration in employment contexts.

- **AMPD Minor**: Creating an explicit and systematic opportunity for studio and studies students to function across boundaries and to link their primary area of passion to broader fields of inquiry. The minor is framed to give students insights and skills required to exercise agency and innovation in the development of increasingly hybridized careers. AMPD has recently received two highly competitive provincial grants of $75K to develop next-generation blended learning strategies, that will support the new AMPD minor. In addition, an interdisciplinary minor in curatorial studies is also in development.

- **Unit Specific Changes**: The Film Department and Digital Media are both undertaking name changes responding to the dramatic evolution in their fields, growing student and industry demand, and to more accurately reflect current and future practice. Both units respectively will be bringing their new name changes forward (Film to become Cinema and Media Arts, and Digital Media, to become Digital Media and Computational Arts) to APPRC in spring 2015. A thoroughly revised Bachelor of Design Honours degree is being created including a rigorous first year experience with new upper level specializations in data visualization (information) design, interactive design (UX/UI), communication (graphic) design and later, industrial (product) design. Joint undergraduate and graduate programs are in development between Design, DM, VAAH (studies) and Film.

- **Service Teaching Hub**: This School-wide approach to delivering service teaching allows for strategic, coordinated course offerings, permits enrolment flexibility in meeting unmet demand, lateral efficiency in course loading but most importantly, creates enhanced opportunities for students across campus to round out their studies with courses in the arts. The service-teaching hub will be highly coordinated with the Faculty's thematic year structure.

- **Departmental Curricular Renewal**: Including consideration of currency, relevance and enrolment, departments are engaged in examinations of courses and subject areas, complement, imminent retirements and budgets. This includes systemic review to improving student experience through reducing complexity in course and degree requirements, opening pathways for majors to more easily and creatively navigate the curriculum. In most cases, departments are considering program innovations that streamline but also offer enhancements such as 4+1 integrated undergraduate/graduate programs.

- **Research Intensification**: Building a vertically integrated research intensification plan using new CRC hires, as well as current CRC and faculty searches as ignition points to transform the Faculty complement, establish new hybrid models of artistic research practice, reposition cross-disciplinary faculty hires extra-departmentally, develop cluster-hiring as a new norm, and revitalize cross-faculty collaboration.
• **CFI and CineSpace:** The Dean is Principal Investigator for a large-scale campus wide collaborative CFI proposal involving arts and engineering. The $6M+ in proposed infrastructure grant is in partnership with industry and donors, and will create a new research centre at York focusing on the invention, convergence and study of next-generation disruptive media technologies. CFI arts and engineering research support includes, stereoscopic 3D cinema, 3D data visualization, real-time algorithmic video; interactive visualization and embedded performance systems, sensing and control systems, 3D scan data and motion capture; interactive architectural projection; gestural computing; ambisonic sound and wavefront synthesis; locative, mobile and augmented media; 3D printing, and multi-axis machining, and interactive 3D image mapping and architectural projection.

AMPD is partnering with donors and collaborator, CineSpace, Toronto (largest cinema soundstage and digital media production facility in North America), to build a 20,000 sq.ft. soundstage to support next-generation cinematic innovation across undergraduate, graduate and faculty research and curriculum. The new soundstage will be one of only two professional stages built for a university in North America.

**FUTURE UAP PRIORITIES**

The current UAP does a superb job of methodically articulating that York University is a comprehensive, student centered, socially responsible, democratically principled, respectful and engaged institution of higher education. No one would question the value of the principium, as they are central to the unique life at York, and intrinsic to the very best educational institutions. However, keyword searches of the current document, highlights that some of the most foundational, inspirational and animating principles embodied in the spirit and enterprise of any university (imagination, curiosity, invention, experimentation) are missing. Absent words in a UAP are not an overt indication that certain underlying priorities are not supported or do not flourish, however, the UAP misses the critical opportunity to capture the full intellectual, social and economic impact and value of “imagination” and “creativity” in the world, and at work in this great institution by lack of inclusion in its fundamental values and priorities. While our students will inherit a world where imagination on its own is not enough, creativity is the “art” of the disciplined imagination, and creativity is a highly valuable asset necessary for the future, and the natural terrain of our university as we prepare our students to boldly pioneer and define the outer most edges of that terrain. The School of the Arts, Media, Performance & Design values the spirit and industry of these words, and seeks equitable representation in the University’s future UAP’s priorities.

Some principle words, ideas and priorities missing in the current UAP,

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Memo

To: Rebecca Pillai Riddell, Chair, Senate, Academic Policy, Planning and Research Committee (APPRC)

From: Ron Owston, Dean

Date: January 27, 2015

Subject: Response to APPRC Planning Questions

I am pleased to respond to APPRC’s call to share processes and strategies being used in the Faculty of Education to pursue the quality imperatives of the University Academic Plan and to provide several suggestions for the next UAP.

The planning context

Over the past two years the Faculty of Education has faced some significant challenges brought on by changes in government policy and the job market for teachers. These challenges include:

- The requirement by MTCU that the teacher education preservice (BEd) programs move from a two semester one-year to four semester two-year program beginning 2015-16.

- Our BEd enrolment target is frozen by MTCU at 1116 FTEs for the foreseeable future and in 2015-16 the Faculty’s intake will be halved to 558 FTEs to accommodate flow through for the new two-year program. We will return to our full target of 1116 FTEs from 2016-17 onwards with annual intakes of 558 FTEs; however no growth beyond this will be permitted (with one exception discussed later).

- Coincident with the start of the new program in 2015-16 MTCU grants will be reduced by 33% going forward which translates into a $3 million annual funding reduction.

- Students already enrolled in the present Concurrent Education program will continue to flow through until 2018-19, which will require the Faculty to run this program at the same time as the new Concurrent and Consecutive programs.
• The medium term outlook for teaching jobs is not robust as the province is facing an oversupply of teachers, although demand for our BEd program continues to be strong especially for the Concurrent program.

• Demand for our MEd program is solid, particularly from our BEd students who choose to continue their studies when they cannot find a job; demand for our PhD program is also strong.

• Demand for our Teacher Professional Development continuing education programs has decreased in light of greater competition from non-university providers and fewer new teachers being hired who want to obtain Additional Qualifications (AQs).

How we are working to improve the sustainability of our Faculty
The Faculty has risen to the occasion brought on by these challenges by collegially developing several new initiatives which taken together will enhance our sustainability. They include:

• Revised BEd Program. Major revisions to the BEd program to conform with Ministry of Education/Ontario College of Teachers requirements have been completed and approved by Senate. The revised BEd no longer separates the Consecutive and Concurrent programs academically and administratively. As a result all students are enrolled together in the same courses and follow the same practicum placement schedule regardless of program. We have also eliminated our cohort model in which students are grouped into “sites,” both on- and off-campus, each with slightly different timetables and each requiring separate staff and, for those off-campus, separate physical infrastructure. The new program will eliminate sites and be delivered on the Keele campus. (The Glendon and Ryerson programs will not be affected.) This new model will lead to significantly greater efficiencies in delivery of the BEd, particularly when the last Concurrent students in the one-year program graduate in 2019.

• BEd in Technological Education. We currently offer this program concurrently with degree programs at four Ontario Colleges of Arts and Technology (and are the only Faculty in Ontario to do so) and part time consecutively. Because of the shortage of technology teachers, the program was exempted by MTCU from the BEd enrolment caps. As a result, we intend to grow the program by expanding it to other Colleges in the GTHA through innovative delivery models.

• New BA in Educational Studies. By witnessing the ability the province has to change teacher education program requirements, cap teacher education enrolments, and cut funding virtually overnight, the Faculty concluded that we need to diversify our program offerings to reduce our dependency on the BEd and to provide opportunities for enrolment growth. For at least several years the Faculty had been talking in various fora about developing a new undergraduate degree offering. A year ago planning for a four-year honours BA in Educational Studies began in
earnest. This program – the first of its kind in Canada – will prepare students academically and professionally for a broad range of non-school educational careers. Careers may include, but are not limited to, adult educators, corporate training and organizational development professionals, youth advocates, children/youth municipal services providers, program coordinators/senior managers of youth-serving organizations, and workers in cultural and community organizations and non-governmental organizations. Unlike the BEd program it will not lead to certification by the Ontario College of Teachers. The program will allow for a major in educational studies or a minor in educational studies. It will also have multiple paths of entry for students e.g., direct entry by high school graduates or upon completion of a two or three year college diploma. We project a steady state enrolment of 400 students after four years of implementation. At the time of writing the program is being reviewed by Senate.

- **New Master in Leadership and Community Engagement (MLCE).** Another part of our strategy to be less dependent on the vagaries of teacher education is the development of a new professional Master in Leadership and Community Engagement (MLCE). The MLCE is designed to complement our existing research-based MEd to appeal not only to practicing educators, but to those working in community, health care, social, and human services sectors. The four semester program will be grounded in experiential learning and it will provide maximum flexibility for those who are employed. Students will enter the program as a cohort in an intensive on campus Summer session. This will be followed by online studies during Fall and Winter. It will conclude with another intensive Summer session. We project a steady state enrolment of 75 students within after three years of implementation. At the time of writing the program is scheduled to be externally reviewed before going to FGS Council.

- **Diploma in Deaf and Hard of Hearing (DHH).** We currently offer this diploma program to 45 Ontario certified teachers on a full and part time basis (the only one of its kind in Canada and very few exist in the US). Part time teachers participate online. The program has no tuition as it is funded directly by MTCU. We have had demand from non-Ontario teachers, school boards, and ministries of education in to allow enrolment in our courses. Up until now this has not been possible because of MTCU funding restrictions; however we recently received permission to open up the program to non-Ontario teachers and charge tuition. We are planning to do this on a pilot basis to test the market and, if successful, we will consider opening up separate tuition-paying course sections not funded by MTCU.
• **Professional Learning.** As mentioned above the continuing education market for teachers has become challenging. In the past we have been able to rely on income from our professional learning programs to support our academic operations, however this income source is now under threat. We are piloting new models of programming that do not lead to AQ credentials such as 25 hour online and face-to-face modules related to “hot” topics in schools. A school administrator leadership institute to be offered in partnership with the Schulich School of Business is being planned for this fall. We are also working on procedures to grant teachers who have taken our AQs advanced standing in our MEd program. This will have a two-fold benefit of encouraging them to take York AQs rather than from other providers and driving them to consider our MEd over our competitors’ programs.

**How we are enhancing the student experience**

Since its inception our Faculty has enjoyed high academic standards, retention, and student satisfaction. We normally have no difficulty meeting enrolment targets with highly qualified applicants and our compulsory BEd advising program is considered a best practice on campus. Nevertheless, we cannot be complacent in the changing post-secondary environment. We are planning on annually surveying all of our graduate and undergraduate students at the program level to gauge their program satisfaction and engagement. Since our students don’t take part in NSSE our survey will include questions from it.

For the MEd program we have just reduced the heavy course load to conform with the norm required by other York master’s programs to make the student experience less onerous. An area that requires immediate attention is the improvement of our doctoral program time to completion. The prevailing culture encourages students to remain in the program for 6 years. This issue will be addressed through future letters of offer, more rigorous progress reviews, and working with faculty to create awareness of the MTCU grant loss beyond four years and develop additional strategies to address the problem.

Another area we have been working on to improve the student experience is increasing the number of e-learning courses to provide greater flexibility to students. The Faculty’s Online Learning Fund was established last year to encourage faculty to redesign their courses for blended or fully online delivery and the Faculty has received funding twice from the Ontario Online Initiative for this purpose. Currently the Faculty offers 13 e-learning courses with several more under development.

**How we are intensifying research in the Faculty**

According to our calculations the Faculty ranks about fifth nationally in per capita SSHRC funding to other Canadian faculties of education; we have three Fellows of the Royal Society; one Distinguished Research Professor; three University Professors; and we are hiring our first Canada Research Chair (Tier 1). Thus by these measures we are a research-intensive Faculty.
Last year I began an annual summary of faculty CVs that is shared with colleagues for discussion and tracking of our productivity in research publications and grants (the summary is similar to the AAPR PIF). An area that we are working on is to provide faculty with improved support in monitoring their grants and in processing expense claims as a survey of faculty support needs identified this as an area that is lacking.

**What priorities the next UAP should articulate**

I would like offer several suggestions for UAP priorities as follows:

*Mental health and resilience* of York students is becoming an increasing concern across campus. The UAP needs to recognize this and encourage action to be taken to support students who are vulnerable and in need of help.

*Enhancement of elearning offerings* at York needs to be a central part of the UAP and specific goals should be set e.g., every York student should take an elearning course. This is a way for York to distinguish itself from other comprehensive universities. Attention should be paid to the significant work in this area led by the AVP Teaching and Learning so that the goals and strategies that have already been developed are integrated into the UAP.

*Data driven pedagogical decision making* needs to be a theme cutting across other priorities in the UAP. For example, academic programs should be encouraged to annually assess student engagement and satisfaction at the program level (in addition to the course level) so that action can be taken when issues are identified. SIS data can be mined to identify patterns of students who may be at risk of dropping out. Another example is for Moodle to provide automated warnings to instructors about at-risk students based on their course activity. These are all examples of how big data and learning analytics can be used to improve retention.

*Devolution of academic responsibilities of FGS to Faculties* in areas where decisions can best be made according to local needs and priorities. This is critical because as the SHARP budget is rolled out Faculties need to set their own priorities and policies related to graduate studies in ways that are academically and fiscally responsible.
Memo

To: Senate APPRC c/o Robert Everett, Secretary

From: Noël Sturgeon, Dean

Date: February 19, 2014

Subject: Annual Planning Discussion

Once again, I appreciate the opportunity to respond to your thoughtful summary of the internal and external contexts for planning at York University. As you note, we are in a changing and challenging context for planning. We have now seen the completion of the AAPR, the SHARP budget model, the submission of the SMA, and a proposal for a new campus. Preparations are underway for a new UAP in a context of declining enrolment at York. At FES, we have been responding to all of these initiatives, while trying to maintain our own direction, hewing to our own principles and collegial processes.

As you may remember from previous reports to AAPRC, FES should have had a new Strategic Plan (SP) starting this Spring, but we put off our own planning given the AAPR and SHARP processes. In some ways, the delay referenced above was good, since our plan will now be in sync with the new UAP. We are now engaged in creating a new plan for 2015-2020. Our overarching goals are on increasing the quality of the student experience and financial sustainability of our Faculty. “Quality” as a term is complex. In general, FES faculty are recognized as high quality researchers and teachers, and excel at community engagement and impact. But we have do have recruitment, retention, and time to completion challenges, and we need to communicate our excellence more widely and effectively, and address those aspects of our programs that are difficult for students. Attention to these aspects should also allow us to be able to raise the quality of our incoming students, as enrolment pressures have mitigated against having a large enough applicant pool to focus on high quality admits.

The FES planning process has been very collegial. To start work on the SP, we have had an initial faculty retreat, a staff retreat, and an open student meeting to discuss the planning process. I’ve presented feedback from these meetings to our Faculty Council, and further discussion is taking place in curriculum and program committees as well as between other FES arenas. Concurrently, we are
working on a Teaching and Learning Plan, a Hiring Plan, a Communications Plan, a Recruitment Plan, and a Fundraising Plan. I am synthesizing the ideas generated by these discussions into a draft Strategic Plan, which I will present for discussion in April meetings to faculty, staff, and students. A final plan will be presented to our Faculty Council meeting in May. From this, an IRP will be generated, and these materials will be fed up to the Provost for incorporation into the Institutional Strategic Directions Document and University Academic Plan. So, a lot of thought and effort is going into this process right now.

Along the way, the AARP process gave us a wealth of data to work with, and the interpretation of that data helped us identify our challenges and clarify what we need to focus on to reach our goals. One of the issues identified (not something we already didn’t know), was the amount of resources going into the MES program relative to the BES program. The SHARP budget model gave us clear impetus on the need to grow our BES program. We are addressing these problems through a combination of streamlining programs, identifying and adding higher demand opportunities, and focusing on better external messaging and recruitment practices. I can go into some of those initiatives in more depth at our meeting if the committee wishes.

Your other question asked me to think about what priorities the next UAP should articulate. Work that has gone on at the Deans and PVP levels on the developing priorities for the York campaign have been interesting in terms of articulating what is important and distinctive about York, and what we want to achieve in the future. AAPRC might at sometime get a presentation on the campaign to stimulate thinking about the unfolding of the new UAP. In these discussions, what has come to the fore are York’s commitments to social justice, community engagement, innovative thinking, and creative solutions to real world problems (i.e. “impact”). In my opinion (and others that have been part of these discussions), York should articulate those aspects much more clearly and straightforwardly, and with pride, and not dilute them with language such as “social responsibility” or terms that are widely used by other universities.

I also think that in order to maintain and increase quality in our educational practices, we should increase tenure-stream faculty appointments, be more willing to reinvent our delivery of courses using new technologies and teaching practices, and provide more direct support for experiential education to faculty teaching our courses. FES has been increasing our already substantial experiential education opportunities for students (in the GTA, in Canada, and in Costa Rica), with the goal of providing such an opportunity for every one of our students. We are also increasing the connections between those experiences and research intensification, through particular agreements between FES and various external organizations (i.e., WWF-CA, DSF-Toronto,
Ontario Climate Consortium). That strategy is also focused on increasing quality at FES. I can give more details at our meeting if APPRC members would like. I think York would benefit from a similar goal of providing such experiential experiences to all York students.

There is much more to say, but I hope to have as fulsome a conversation with you as possible in the time we have together.
Introduction

In its memo to Deans, Principal and University Librarian dated on January 9, 2015, the APPRC identifies a number of internal pressures (enrollment, student satisfaction, limited funding) and external pressures (differentiation pressures, limited funding, competing universities) that York University is currently facing. The context is somewhat different at Glendon College, as we have been steadily increasing our enrollment over the years. Ten years ago, Glendon had 1700 FTEs; today it has 2700. Last year, whereas York University as whole had a decline of over 8% in new enrolments, Glendon witnessed a 42% increase. Student satisfaction, as recorded in satisfaction surveys, is always very high, leading York results with Schulich. With regard to external pressures, Glendon has little problem differentiating itself, as it is the only bilingual institution in Southern Ontario, and has been named the Centre of Excellence for Francophone and Bilingual Postsecondary Education in Southern Ontario by the Government of Ontario. In this sense, it has little competition in its local market. However, limited funding is a major problem for Glendon as it is for York.

Glendon’s major challenge is to balance its budget. Following some projections, it seems that Glendon cannot “outgrow” its budgetary deficit through increased enrolment. Many special costs must be covered by Glendon, which makes the exercise of balancing the budget a challenge:

- Costs related to bilingual programs
- Costs related to bilingual services and resources
- Costs related to having one’s own Campus
- Costs related to being a small institution
- Costs related to language courses (which must maintain a smaller classroom size)

That is why Glendon will have to make significant cuts in its operation and human resources if it is to become more sustainable, especially in the context of an Activity-Based Budget model (i.e. SHARP).

Collegial processes and strategies utilized to pursue quality imperative of the current UAP

AAPR Process

The AAPR discussion at Glendon has been very collegial:

- Discussions at Chairs meetings and at meetings of the Faculty Council, where the AAPR response process has been determined to a large extent
- Individual meetings with departments chairs and program directors
- Departmental discussions and reports
- Student discussions and report
- Four general assemblies (town halls), the fourth having taken place in a special faculty council (incl. students, faculty and staff)
- Academic retreat (incl. students)
- Administrative retreat (incl. students)
- PPNC committee (Glendon’s Policy and Planning Committee) is involved in writing the Principal’s response to AAPR
- Students were invited to all discussion forums – their participation has been exemplary
• All decisions have been consensus-based

Research Intensification

• Glendon’s strategy for research intensification is based in part on increasing the number of graduate programs and graduate students. Since 2007, the number Glendon graduate students has gone from around 40 to over 160.
• Glendon has a Research Office (GRO) that provides bilingual, individualized research support to help faculty members find external funding, write grant applications, process and submit applications, obtain ethical clearance, and manage their research funds.
• The GRO provides and manage internal research grants that support smaller research projects and can be used as leverage for major external grants application.
• Glendon celebrates research achievements (new books, peer-reviewed papers, external grants, Principal’s Research Award) during its yearly Celebration of research. Glendon also showcases its researchers on its website and puts them in touch with the local media, especially francophone.
• Glendon is active in editorial activities: Éditions du GREF (a francophone publishing house), Antares (a Spanish publishing house), the Journal of Income Distribution, the Journal of Psychology Injury and the Law, Tusaaji, and Refuge: Canada’s Journal on Refugees.
• Glendon hosts high profile research and knowledge transfer events: Ontario Research Chairs Symposia, Canada Prizes Award Ceremony, Annual Jean-Gabriel Castel Conference, John W. Holmes Memorial Conference, Conferences of the Centre for Global Challenges, etc.)
• Glendon leverages its close ties with the francophone media and community to promote knowledge transfer, to facilitate community partnerships and funding opportunities, and to raise York and Glendon’s research profile.
• Glendon offers its best first-year undergraduate students an opportunity to get involved in research through an innovative research mentorship program that matches them with a seasoned researcher and provides them with a modest compensation funded through Recruitment, Research at York (RAY) and Works Study.

Enhancing Teaching and Learning

• Hiring of an Experiential Education (EE) coordinator despite the precarious financial situation, indicating that this is a high priority
  o Forthcoming EE plan, to be reviewed by the Chairs, PPNC and Faculty Council
  o Many new initiatives in EE
  o Many AIF submissions
• New dynamic e-learning lead
  o E-learning workshops
  o AIF submissions
• The Master’s in Conference Interpreting (MCI) is now offered completely online
• The Master’s in translation will be completely online next year

Enriching the Student Experience

• New first-year program called “JumpStart”, a one week summer program organized by the Office of Glendon Student Services to help first-year students make a successful transition to
university both academically and personally.1

- Enhancing the quality and level of preparation of the incoming class: Incoming-student transition supports help our students to build connection, resourcefulness, purpose, capability, and academic culture. Key activities include the Welcome Wagon integrated summer program; Discover Glendon orientation with presentations, student-faculty meet-ups, student mentorship, and clubs and services fair; and targeted orientation for parents, mature, international, aboriginal, LGBT, and residence students.

- Glendon’s community ethos is conveyed in our early recruitment efforts, and realized when new admits join the Facebook group for their respective class (e.g. FB 2016). FB groups quickly foster social and support networks with peers and staff. Academic programs, residence, student organizations, and the campus leadership program also form communities.

- Improving advising for students at every stage of their studies: The Advising team champions ‘putting students first’ throughout their studies. All new students receive one-on-one advising, in-person or online, and all first-year students attend enrolment planning workshops for second year. Customized first-year study plans are tailored to students’ program interests. Proactive outreach targets students who are struggling in their courses. Upper-year students can request personalized progress reports to review remaining requirements. Underpinning these supports is a full walk-in service which triages requests to specialty advisors. Behind the scenes, advisors leverage their understanding of student academic needs to inform our strategic course planning and scheduling framework.

Building Community and Extending our Global Reach

- Half of the students of the MCI are international students; many of its instructor from around the world teach in the program
- The MCI program has recently signed a MOU with the European Parliament in Brussels, and it was invited to become a founding member of the “International Master of Conference Interpreting”, a global consortium that seeks to promote quality in interpreter training. It is discussing MOUs with both the United Nations and the Government of Canada.
- The MCI is exploring collaborative agreements with sister programs in Germany, China, and Cuba
- The Centre for Cognitive Health is building ties with Francophone health organizations in the GTA
- Glendon has renewed its Francophone Advisory Committee, made up of prominent business people and government officials and community actors, in order to strengthen ties to the community

Curriculum synergies /societal demand

- As a result of the AAPR, Glendon faculty is discussing the possibility of merging some of its departments. The most promising proposal to date is the merger of the departments of International Studies, Political Science, Canadian Studies, History and Sociology into a Department of Public and International Affairs. Also considered: the merger of Translation and Communication; Biology and Psychology; and Economics, Business and Mathematics.
- Glendon is in the process of creating five new programs financially supported by MTCU: BSc in Psychology, BSc in Biology, Advanced Certificate in Law and Social Thought, iBA-BBA in

1 http://www.glendon.yorku.ca/jumpstart/english/index.php
Business and a BA in Communication. These programs are at different levels of completion.

- We are in discussions with the Faculty of Health to create a Bilingual program in Nursing (2 years at Glendon, 2 years at the Faculty of Health)
- We are in discussions with the Lassonde Faculty of Engineering to create a Bilingual program in Engineering (1 year at Glendon, 3 years at Lassonde, with the possibility of exchanges with institutions in France)

### Promoting Effective Governance

- AAPR process has a model of collegial and effective governance (see item “AAPR Process”, above)
- In parallel to the AAPR discussions, Glendon has set up five strategic committees exploring the direction that Glendon should take in areas considered as being a priority: Information Technology, Francophone issues, Research, Graduate Studies, Marketing and Communication, Enrolment & Retention. In all, 5 committees that meet once a month, with the goal of producing strategic reports that will inform Glendon’s next Academic and Strategic Plans. The reports will be discussed at the PPNC and Faculty Council.

### Priorities that the next UAP should address

1. **Use of the full potential of IT for learning and administration**
   Everyone agrees that e-Learning initiatives (which are broader than just online courses) should be stepped up. IT solutions should also be deployed for administration purposes, which would help improve business processes and optimize operations. Open-source solutions should be given priority, where appropriate.

2. **Develop a true data mining strategy**
   Much effort has been put into developing useable data warehouses and analytics to inform decision making at York. The next step is to implement true data mining techniques to extract patterns and learn from the data (knowledge discovery). For instance, using existing data warehouses, York should have algorithms that allows for early detection of at-risk students (before they even write their first exam), for identify alumni with the highest potential for donation, for optimal pairing in online activities, for mood analysis on Twitter feeds, etc.

3. **Research Commercialization**
   Research commercialization is not only incredibly motivating for researchers (in terms of reputational as well as financial incentives), it is an additional source of research funding.

4. **Renewed Emphasis on Student-Centered Services**
   In order to differentiate itself from the UofT, York needs to market itself as the “People’s University”. This not only ties in with its traditional self-perception as an advocate of social justice, but also evokes a more “humane” and caring side to our institution, contrary to the UoT’s sink-or-swim reputation. In order for this to become reality, a strong emphasis should be put on student-centered services and personal contact (involving not only the administration, but faculty and other students). It also means that more consideration should be put on mental health and counseling issues.

5. **The question of French language services and resources at York University**
Given that Glendon has been identified in York’s SMA submission as one of its four priorities\(^2\), the impending partial designation under the Official Languages Act and the potential for significant additional funding for Francophone services by the Government, the University could implement Francophone services and resources that would support Glendon’s role as the hub for French-language university education in Central-Southwestern Ontario. For instance, the University Library website could be translated into French, some research services could be offered in French to faculty, etc. Note that the Teaching Commons has hired a bilingual educational designer, which has greatly improved services to Glendon.

6. **Greening of York Buildings**

Although York is ranked second in Canada and 35\(^{th}\) in the world according to a “Green metric” released by the World University Rankings\(^3\), there is still much to do in order to improve York’s environmental footprint, while achieving savings. Most spaces at Glendon, for example, have windows open during the winter because of inefficient heating.

7. **Promoting inter-faculty cooperation**

Generally, YorkU’s faculties cooperate very well. However, more can be done. For instance, General Education courses in one faculty are not always recognized in another for no apparent reason. This point is especially important given the forthcoming implementation of SHARP, which could lead to increased inter-faculty competition.

8. **Research Indicators**

Collect research data and maintain productivity indicators (e.g. publications, grants, conferences) at the individual, departmental and Faculty levels in order to report on progress, all within the parameters of the Collective Agreement.

9. **Research Apprenticeship**

The institution should generate more opportunities for our undergraduate and graduate students to participate in research as part of their studies through a coherent research apprenticeship program. Such program could include one-on-one mentorships, involvement in research centres, trips to scientific conferences, and a series of workshop (OGS and SSHRC applications, research ethics, quantitative and qualitative softwares, poster presentations, academic publication, etc.)

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\(^2\) [http://www.yorku.ca/yfile/special/strategic_mandate_submission__york_university.pdf](http://www.yorku.ca/yfile/special/strategic_mandate_submission__york_university.pdf)

\(^3\) [http://greenmetric.ui.ac.id/ranking/year/2014](http://greenmetric.ui.ac.id/ranking/year/2014)
February 2, 2015

Dear colleagues of the Academic Policy, Planning and Research Committee:

Thank you for the invitation for some preliminary thoughts on our current and future UAP at York University. Please find below my brief responses to your two questions as set out in your memo January 9, 2015.

a) What collegial processes and strategies have you utilized that are helping you to pursue the quality imperatives of the current University Academic Plan (UAP)?

It is with pleasure that the Faculty of Graduate Studies (FGS) shares our efforts in the pursuit of oversight and advocacy for graduate education by addressing three fundamental pan-university objectives related to quality and research intensification: 1) meet graduate targets; 2) transition of graduate programmes to cognate Faculties; and most importantly, 3) enhance the academic experience of our graduate students.

Since the inception of my term as Interim and Dean of the Faculty of Graduate Studies and Associate Vice-President, Graduate in 2012, FGS has been deeply committed to ensuring that graduate education is well integrated and served both by the academic and administrative apparatus of the university. In order to this, FGS has been building relationships with graduate students, programmes, academics and administrators across the campus (see Appendix A for AAPR consultations and Appendix B for working group activities).

Before I comment on the specific ways in which FGS has operationalized the matters pertaining to graduate education in the UAP, it is important to stress that we have similar understandings of the status of graduate education at York.

Since the inception of the Ontario government’s Reaching Higher strategy 2007, York’s applications and registrations (See Appendix C), Tri-Council scholarships, and researchers’ contributions to graduate student funding have declined. There are many factors that partially explain these declines including the increased competition for graduate spaces provincially, the 2008-2009 CUPE strike, graduate funding models, governance structures, and the increase in student demand for graduate degree education with professional applications.

1) Meeting Graduate Targets

In this context, FGS has made significant efforts to provide analytics, digital tools, and evidence-based benchmarks to better understand graduate education at York, provincially, nationally, and internationally. These efforts have been important to address some myths and trends in graduate education at York. Many of our colleagues are committed to graduate education yet few were aware of our trends in declining enrolments, the
financial and reputational implications of not meeting provincial targets, and/or how provincial graduate funding is awarded. It has been the task of FGS to engage our colleagues on these matters and, as a result, we have begun to work more collaboratively to enhance the graduate student experience (See Appendix D). Moreover, as a result of empirical evidence, comparators, and student contributions, we have been able, for the first time in five years, to increase the number of registered students and decrease the number of ineligibles.

While we have had some of the tools to perform graduate analytics, most of our programmes do not employ them. FGS, through working with Office of Institutional Planning and Analysis (OIPA) and Vice-President Students’ office, has been able to forward data and projects to support graduate students from their application to post-graduation experience. Moreover, in partnership with a number of units, we are working on a system to support a comprehensive student record from application to post-graduation.

2) Transitioning Graduate Programmes to Faculties

FGS has been preparing graduate programmes for the resource accountability transition from the FGS to the Faculties. There have been numerous consultation meetings with students, staff and faculty discussing the transition. These meetings have focused on how to facilitate the financial and governance transfer of the programmes. As a result of this process, there have been some exciting initiatives of rethinking how we deliver graduate education. For example, Mathematics and Statistics, Communication and Culture, and Biology have engaged in name changes, streamlining fields, and reduced course redundancy.

3) Enhancing Graduate Student Experience

Fundamental to achieving the research intensification goals as set out by the UAP is ensuring the best possible academic experience for our graduate students. A critical point of departure for the FGS has been to rethink what we do, when we put students at the centre of what we do. This shift has changed how we engage with graduate students and what we offer them. Some of the changes include creating supervisory workshops offered through the Teaching Commons, launching the Graduate Professional Skills Programmes, personal invitations and the offer of writing support for students with the minimum GPA to apply for scholarships (we have had a 1200% increase in applications), inviting retired faculty to provide feedback on graduate student conference presentations, and developing better mechanisms to bring graduate students and funded researchers together.
b) What priorities should the next UAP articulate?

It is critical that the next UAP represent and engage graduate education on parity with undergraduate education. The equal emphasis on both graduate and undergraduate education will create a more defined space necessary for undergraduate and graduate education to closely interact with each other to achieve many of the UAP priorities, including research intensification of York. Creating a stronger understanding of the place of graduate education at York University requires that we:

- make more explicit in University documents the important contributions graduate students make to research and scholarly innovation;
- better facilitate research and scholarship opportunities for graduate students;
- celebrate graduate student contributions to research and scholarship;
- fundraise for graduate student conference travel and field research costs;
- integrate professional skills development in graduate curriculum; and
- increase the number of post-doctoral fellows.

As a passionate advocate for Graduate Studies, I look forward to discussing with the APPRC the challenges and opportunities for graduate education and the many initiatives that we have taken and how those can be reflected in the next University Academic Plan.

Respectfully,

Barbara Crow, PhD
Dean and Associate Vice-President, Graduate
Appendix A: FGS AAPR Consultations

(GPD – graduate programme director, GPA – graduate programme administrator, GSA – Graduate Student Association)

Given the tasks that were set out in my term as Interim and Dean and Associate Vice-President, Graduate Studies, we have been working on a number of initiatives running parallel with the AAPR process in order to facilitate an informed transition of graduate responsibilities and resources to Faculties.

1) FGS has had three working committees on enhancing the graduate student experience: Task Force on Graduate Students with Disabilities, Working Group on International Students, and Working Group to Enhance Graduate Students’ Academic Experience. These groups will be tabling final reports to the Faculty of Graduate Studies Council at the end of February (see Appendix B).

2) Two AAPR sessions were held with invitations sent to graduate programme directors and administrators. Dates May 29, June 5, 2014 & January 6 & 8, 2015: Attendees: ~80.

3) GPA meeting: GPAs asked to meet with Dean of FGS to understand the transition process and the implications of the AAPR process. Date: October 29, 2014, Attendees: 49, Outcome: Ten action items were moved with a significant focus on facilitating communication and customer service.

4) FGS Faculty Council AAPR discussion. For this meeting the AAPR Task Force Reports were circulated as well as a number of other provincial and national studies on trends in graduate education. Date: January 8, 2015, Attendees: 25.

5) GSA Council meeting discussion with FGS about AAPR. Date: January 29, 2015, Attendees: 40-50.

6) GPDs requested a meeting to be held in late March to share how programmes are responding to AAPR with the intent to share some better practices and ways to address elements of the Task Force reports such as time to completion.

7) Provost and VP-FA hold graduate student Open Forum. Date: January 26, 2015, Attendees: 15.
Appendix B: Task Force on Graduate Students with Disabilities, International Working Group, and Enhancing the Graduate Student Academic Experience

Task Force on Graduate Students with Disabilities
(Task Force commenced under the leadership of Dean Hutchinson)

Action item: Handbook for Graduate Students with Disabilities, February 2015

Membership:
Karen Krasny, Associate Dean, FGS
Heather Moore, Student Affairs Officer, FGS
Sheila Wilmot, Equity Officer CUPE 3903,
Adrie Naylor, Graduate Students Association, (GSA)
Marc Wilchesky, Executive Director, Counselling and Disability Services,
Marcus Reisenleitner, Graduate Programme Director, Humanities
Danielle Tucker, Vice-Chair Students of Access York,
Nancy La Monica, PhD Researcher
Kaley Rosen, former Vice-Chair Students of Access York
Obaid Daud, Graduate Student Representative
Rehaana Manek, GSA Representative
Sabrina Charles, FGS

International Working Group

The primary task of the international working group is to enhance international graduate students experience at York. Our hope is that the group will help us develop a thorough understanding of the specific challenges international students face in successfully pursuing their graduate programmes. The group is expected to put forward concrete recommendations designed to improve further enhance the existing support mechanisms available for international graduate students.

Membership:
John Greyson; GPD
William Jenkins, GPD
Dina Ning, York International
Philip Shea, York International
Jolin Joseph, Doctoral Candidate in GFWS (nominated by the GPD)
Marta Silva, Doctoral Student in Sociology (nominated by GSA)
Pavla Kristkova, Doctoral Student in Law and (GA for FGS)
Heather Moore, Staff, FGS
Fahim Quadir, Associate Dean, (Chair)
Meetings: October 8 & 22, November 19 & December 10, 2014

Three Focus Groups were organized with international graduate students (the call was sent out through the grad students, GPDs and GPAs listservs. It was also posted on our web page and a registration form was created for the participation of the students in the FGDS. Focus Groups were conducted on November 4, 10 & 19, 2014.

**Working Group on Enhancing the Graduate Student Academic Experience**

The primary focus of the Working Group on Enhancing the Graduate Student Academic Experience is to identify critical issues related to graduate studies at the PhD and Masters Level and make recommendations aimed as the successful and timely completion of students’ program of study. To this end, the group has identified three areas of focus: 1) Supervision, 2) Opportunities for Research and Professional Skills Development, and 3) Facilities/Space.

Membership:

Karen A. Krasny, Associate Dean, Academic FGS, Chair
Julie Falck, PhD (FT) student, Osgood Law (nominated by GPD)
Maris Grundy, MA student, (FT) Environmental Studies (nominated by GPD)
Sonya Sachar, PhD student, (FT) Education (nominated by GPD)
Nasra Smith, MA student, (FT) English (nominated by GPD)
Sujanthan Sriskandarajah, PhD student, (FT) Mathematics
Lisa Sloniowski, Reference Librarian and PhD student (PT)
Adrienne Perry, Graduate Program Director, Psychology

**Appendix C: Graduate Applications, Targets and Registrations, 2007-2014**
(See attached AppendixC_2007-2014.xls)

**Appendix D: Graduate Student Experience** (See attached AppendixD_FGS.ppt)
### 2013 and 2012 Overview

<table>
<thead>
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<th>2013 (@ December 4, 2013)</th>
<th>2012</th>
<th>Percentage Change</th>
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<tr>
<td><strong>Totals excluding Schulich</strong></td>
<td></td>
<td></td>
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<tr>
<td>Masters - Domestic</td>
<td>4,070</td>
<td>1,854</td>
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<tr>
<td>Masters - International</td>
<td>1,577</td>
<td>156</td>
<td>102</td>
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<tr>
<td>Doctoral - Domestic</td>
<td>917</td>
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<td>293</td>
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<td>Doctoral - International</td>
<td>536</td>
<td>72</td>
<td>54</td>
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<tr>
<td><strong>Total</strong></td>
<td>7,100</td>
<td>2,494</td>
<td>1,748</td>
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**% conversion loss from Accept to Regist. Excluding Schulich**: 9.0% 6.5%

**% success from Accept to Regist. Excluding Schulich**: 91.0% 93.5%

**SCHULICH**

<table>
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<th>2013 (@ December 4, 2013)</th>
<th>2012</th>
<th>Percentage Change</th>
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<tr>
<td>Masters - Domestic</td>
<td>603</td>
<td>412</td>
<td>258</td>
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<tr>
<td>Masters - International</td>
<td>808</td>
<td>349</td>
<td>132</td>
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<tr>
<td>Doctoral - Domestic</td>
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<td>6</td>
</tr>
<tr>
<td>Doctoral - International</td>
<td>64</td>
<td>9</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td>8,604</td>
<td>3,271</td>
<td>2,148</td>
</tr>
</tbody>
</table>

**% conversion loss from Accept to Regist. including Schulich**: 7.5% 5.4%

**% success from Accept to Regist. including Schulich**: 92.5% 94.6%
York Graduate Student Experience

1. Academic programmes
2. Student records
3. Funding
4. Scholarships
5. Supervision
6. Teaching
7. Professional skills and development
8. Post-doctoral fellows
The Faculty of Health which began on July 1, 2006, is now in its ninth year of development. We have moved significantly beyond articulating a bold “Big Idea” vision of ‘keeping more people healthier longer’ to implementing major initiatives in education, research and local-global community engagement. The Faculty has now achieved a maturity and full integration of the various units. During the recent Academic and Administrative Program Review, all programs in the Faculty were assessed to be in ‘very good’ to ‘excellent’ range on both dimensions of Quality and Financial Sustainability. The external environment presents a range of opportunities for Health. There are pressing needs for transforming healthcare delivery and achieving a significant advance in health promotion and prevention of chronic diseases/injuries.

At this point, the main challenge is to sustain the substantial gains made to date and lay the foundation for taking the Faculty and its programs to a world leading level of excellence over the next five years. To achieve this aim, Health is engaged in a major academic and resource planning exercise termed ‘Health @ 2020’ that will produce a five year plan for 2015-2020. In addition, with the implementation of the new budget model (SHARP) by 2017-2018, the Faculty will be in a much better resource position to achieve its bold academic aims.

The first part of this report describes priorities that Health would like to see in the next University Academic Plan (UAP). Then, the second part of this report provides a synopsis of the major planning process underway, key priorities for Health and a draft high level overview of the evolving 2015-2020 Academic Plan.
I. **Suggested Priorities for the Next University Academic Plan (UAP)**

a) **Student recruitment and retention.** With the huge drop in applications to York University over the past three years, in conjunction with a rise in applications to Ryerson especially and the University of Toronto, York is facing a major threat to our reputation and financial sustainability. Strategic Enrolment Management (SEM) is by far the absolute top priority for York University to address student recruitment and retention. We must regain our market share, invest in programs that support student success and satisfaction, and graduate loyal alumni.

b) **Revamp organizational structure.** A major analysis is needed regarding what would be a better (optimal) organizational structure for York University on both the academic and administrative sides. In particular, attention needs to be given regarding the imbalance among the Faculties with Liberal Arts & Professional Studies comprising half of the student population in contrast with several small Faculties. On the administrative side, lessons need to be learned from the AAPR regarding better integration of services and linkages with the various Faculties, as well as consideration of activities that no longer align with the University’s core mandate might need to be discontinued or offered in a different format.

c) **Expand York’s local-global reach.** With greater emphasis placed on expanding eLearning and Experiential Education, York University could position itself to draw upon a broader range of students who are geographically outside of the GTA, including international students. This would truly help to position York University as a global university.

d) **Research infrastructure and space.** For York University to achieve breakthroughs in research intensity, major investments are needed in infrastructure support and space (new buildings). Also, there is a considerable gap that needs to be addressed in the maintenance and quality of current buildings including labs.

e) **Brand and Sub-brands.** With the greater responsibility given to Faculties under the new SHARP budget model for balancing their budgets, more flexibility is needed for the Faculties to develop their sub-brands as a major tool for recruitment of students, faculty and staff.
II. Collegial processes and strategies for achieving quality imperatives of the current University Academic Plan

‘Health@2020’: Faculty of Health Academic Planning Cycle 2014/15

Fall Term 2014: Building Blocks

• **Ongoing:** Preparation work on critical areas, such as Strategic Enrollment Management (SEM), at the monthly meetings of Chairs & Directors Committee and the Executive & Planning Committee

• **November 1:** Academic and Administrative Program Review (AAPR) results received for our 37 Academic and Administrative programs ranked for a) **Quality** and b) financial **Sustainability**

• **November 26:** Planning Retreat involving 33 senior leadership: Dean, Associate Deans, Chairs, Masters, UPDs, GPDs, EO & Administrative Directors

• **December:** form the Guiding Coalition and ‘Plan the Plan’ regarding details of the process for the academic and resource planning exercise slated for January – April

Winter Term 2015: Creating the Plan

• **January – April:** Facilitated (by Marian Pitters) planning exercise to generate a Draft Health 2015-2020 Academic Plan: include a Guiding Coalition, consultation meetings, task group reports (eg. Teaching & Learning Strategy, Research Strategy, Community Engagement, Global Health, Integrative Health), Faculty and School Council meetings, meet with student leaders, external stakeholders, others

• **February - March:** New Shared Accountability and Resource Planning (SHARP) budget model made public with a three year phased implementation for 2017/18

• **April 29:** All day Forum at Black Creek Pioneer Village involving approximately 80-90 people (faculty, staff, students) to review and polish the Draft Plan

• **May 6:** Presentation and adoption of the Health 2015-2020 Academic Plan at our Faculty Council meeting

• **May-June:** Review the Plan with senior leadership: Rhonda Lenton: Vice President & Provost, Robert Hache: Vice President Research & Academic, Garry Brewer: Vice President Finance & Administration, Jeff O’Hagan: Vice President Advancement and ultimately President Mamdouh Shoukri

• **July 1, 2015:** Implement the ‘Health @ 2020’ Academic and Resource Plan
Health’s Key Priorities for 2015

1) Strategic Enrollment Management (SEM): hitting our undergraduate and graduate enrollment targets is our absolute top priority

2) Faculty Response to the AAPR: end of February

3) Health@2020 Academic and Resource Plan: May 6 Faculty Council
   a. Faculty Complement Plan including search requests for 2015-2016
   b. Teaching & Learning Plan: new programs and 4+1 model (undergraduate degree linked to professional Masters)
   c. Research Strategic Plan
   d. Community and International Engagement
   e. Space; Financial Development;

4) SHARP Budget Model: three year phased implementation for 2017/18

5) Financial Development: three major projects including ‘Named’ donor for the Faculty; Global Health Institute; Nutrition and Health Institute

6) Mega Research Initiative - Personalized Health Technology Ecosystem: Federal Development Agency: $20m cash; $24m partner for $44m total budget (know by March?)

7) Mega Research-Community Engagement Initiative - Markham Diabetes Prevention and Management game changing Initiative: York (Health) – UofT (Family & Community Medicine) collaboration with diverse community partners (eg. Markham-Stouffville Hospital, schools, pharmacies, YMCA, Gibson Chinese Community Center, others …)

8) Proposed Markham Campus: what undergraduate programs will Health design and run at this new campus

9) Adult Villages at York University: integrate retirement residences with assisted living with long term care and our York University Center for Research and Education (YU-CARE). This will be modelled after the Schlegel Villages at U Waterloo, and involve both private and public sector partners.
FACULTY OF HEALTH Academic Plan 2015-2020
(Draft for Discussion)

Vision

‘Keeping More People Healthier Longer’

Mission

To provide an innovative and supportive environment for discovery, learning and impact about health and human science

- Our Research addresses health and human science at all levels – from molecular to global. It encompasses basic to applied and theory to practice including knowledge mobilization. Our research builds on both disciplinary depth and inter-disciplinary breadth.
- Our Education includes a full spectrum of lifelong learning opportunities from undergraduate and graduate through to continuing professional development and community-based education.
- Our Service activities engage and support the broader University, local, regional and national communities, and global partners and networks.

Values

Excellence & Integrity
Respect & Diversity
Innovation & Creativity
Collaboration & Responsive Partnership
Leadership & Action

Strategic Directions

<table>
<thead>
<tr>
<th>A. Achieving a High Quality Student Experience</th>
<th>B. Generating Innovative Research that Makes a Difference</th>
<th>C. Connecting with Partners – Local to Global Networks</th>
<th>D. Supporting our Faculty &amp; Staff in becoming global leaders</th>
<th>E. Building Key Support Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Achieve enrollment targets by strategic enrollment management (SEM)</td>
<td>B1. Enhance research infrastructure and support within the Faculty</td>
<td>C1. Develop new partnerships with a diverse array of communities and special populations</td>
<td>D1. Provide ongoing professional development for all full and part-time faculty and staff</td>
<td>E1. Implement our comprehensive advancement strategy</td>
</tr>
<tr>
<td>A2. Improve educational quality and delivery of teaching</td>
<td>B2. Build specialized research partnerships with local, provincial, national and global organizations</td>
<td>C2. Expand collaboration of Health with other York Faculties and research Centers to support community and global projects and partnerships</td>
<td>D2. Create new means of enabling intellectual exchange among faculty members</td>
<td>E2. Expand and improved space for research and teaching</td>
</tr>
<tr>
<td>A3. Expand experiential education including ways for students to work in communities and experience future professions</td>
<td>B3. Enhance innovative inter-disciplinary and discipline-specific research that addresses priority local and global needs</td>
<td>C3. Enhance external communications and marketing efforts</td>
<td>D3. Address concerns related to equitable workload within and across Units</td>
<td>E3. Lay the groundwork for new buildings</td>
</tr>
<tr>
<td>A4. Expand new modes of course delivery by eLearning</td>
<td>B4. Develop new approaches to knowledge exchange, transfer, dissemination and mobilization</td>
<td>C4. Develop international partnerships in strategic locations for our Global Health program</td>
<td>D4. Enhance teamwork among all levels of the Faculty</td>
<td>E4. Expand alternate revenue streams: eg. via HLLN</td>
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<tr>
<td>A5. Enhance financial support for students, learning skills and career development</td>
<td>B5. Identify emerging trends and research opportunities, and support responses to them</td>
<td>C5. Extend partnerships across the public and private sectors</td>
<td>D5. Expand mentorship programs for new faculty and staff</td>
<td>E5. Access appropriate equipment and technology</td>
</tr>
<tr>
<td>A6. Provide ‘Agents of Change’ experiences for all Health students</td>
<td>B6. Expand the range of research funders and partnerships</td>
<td>C6. Develop and maintain connections with our alumni</td>
<td>D6. Implement a comprehensive strategy for faculty, student and staff mental and physical health</td>
<td>E6. Branding: broad-based recognition of the Faculty’s distinctive education, research and community programs</td>
</tr>
</tbody>
</table>
10 Foundations upon which we will grow the Home of the Renaissance Engineer

1. An enlightened curriculum
2. 50:50
3. Hands-on learning
4. Putting community first
5. Trusting our people
6. Research with purpose
7. Partnering without borders
8. Educating for ingenuity
9. Traveling together
10. Investing wisely
Join Us

We are delighted by the increased number of students that have applied to our School.

But we are not surprised.

2 years ago our School launched Club Lassonde.

Under the hood, it’s a Salesforce CRM-based solution to track and maintain relationships with prospective students.

Driven by data and insights provided by the tool we are well positioned to continuously improve our recruitment activities to maximize impact and results.

4,872 unique applications

12% YoY increase in applicants

35% YoY increase in Choice 1 applicants

2nd University-wide in highest applications

Personalized Service & Support
Cloud-based tracking of all service interactions

Constant Communication
From first contact to first day of class

Informed Marketing
Strategic media buys

Campus Experiences
NOT Tours
Become a Lassonian for a day at Discovery Day workshops

Lassonde Community
Connect with peers and current students in a private App

*stats from Insight Data Warehouse 03.11.15
BE AN ENGINEER

BE YOURSELF

Why spend the next 4 years trying to fit in?

Join an engineering school
Where you can be you.

Where we all look different.
Where we all value difference.
Where we all think differently.

Explore your passions.
Open your mind to new perspectives.

Join Lassonde.

PASSION + PERSPECTIVE

clublassonde.com

Outside Back Cover
2015/16 Maclean’s University Guide
ETA Mid-March
OUR NEW HOME
The Lassonde School of Engineering has set a challenge to be the first engineering school in Canada to reach a 50:50 gender balance.

The causes for the underrepresentation of women in engineering are multiple, complex, and call for a comprehensive approach to tackle the problem.

We will create a school that looks 50:50
Student enrolment and new faculty hires must have an equal gender balance.

We will create a school that feels 50:50
All genders feel confident, safe, and valued in an inclusive culture.

We will create a school that acts 50:50
Decision-making on compensation, promotion, and leadership appointments is consistent with our commitment to achieving a gender balance.
Imagine What’s Next...

PUBLIC SECTOR
Ontario
$50M
Federal
$25M

ACADEMIC & PHILANTHROPIC PARTNERS
$50M

PRIVATE SPONSORSHIP
$125M Campaign
Building on the overarching goal over the next five years, the Lassonde School of Engineering will create and foster the “renaissance” culture under three broad themes:

1. Responsive and effective self-governance,
2. Research intensification recognition and reputation
3. Engagement and outreach.

Fundamental Research and Discovery
Fluid-structure interactions, material science, multi-scale modeling, data analytics and optimal design

Climate Science, Environment, Energy systems and Sustainable Development
Weather and climate research, multi-scale modeling, design for climate change, Earth system monitoring and exploration, power systems

Space Science and Engineering
Space missions, space systems and observing platforms, space exploration, positioning and navigation.

Computations, Intelligent and Interactive Systems, and Society Advancement
Geospatial information technology, artificial intelligence, social media, data analytics, assistive technology, robotics.

Engineering for Healthier Life
Nanotechnology, advanced manufacturing, biomedical devices, microfluidics, Lab-on-chip

Smart Cities for Public Safety and Security
Memo

To: Robert Everett, Secretary, APPRC

From: Martin Singer, Dean, LA&PS

Date: February 2, 2015

Re: Annual Academic Planning Discussion

Thank you for your letter dated January 9th inviting me to discuss with APPRC the LA&PS academic quality initiatives and my views on future UAP priorities. I look forward to addressing the Committee later this month and it is in anticipation of our meeting that I have prepared this memorandum.

I. Processes and Strategies Utilized to Further the Quality Imperative of the UAP and of the LA&PS Strategic Plan

The 2010-2015 UAP provides for three overarching themes: student success, engagement & outreach, and academic quality. While the Faculty has been very active on all three, I will limit my comments to what we have done to promote the latter:

Renewing our high-quality faculty: Faculty Renewal is the paramount priority of the LA&PS Strategic Plan. Setting this priority acknowledges the basic fact of university life: that an institution’s quality and reputation are built on the teaching and research excellence of its faculty. Not only are faculty the university’s principal asset, they are, in sufficient concentration, the guarantors of its institutional viability and sustainability. Faculty renewal in LA&PS has three distinct elements:

- Instituting a strategic hiring model: Through its annual faculty complement planning exercise, the Faculty has moved away from a replacement approach, whereby specific professors’ departures prompt a replacement hiring in the same field, or when departments were understood to be “owed” a number of hires because they had lost a comparable number of colleagues as a result of attrition. This was replaced by a more strategic approach where hires are driven by a combination of instructional needs (undergraduate enrolment volume and graduate supervision capacity) and opportunities to maintain or build up areas of national and international pre-eminence.
• **Faculty recruitment:** 60 tenure-stream professors have been hired since the Faculty's creation in 2009. These hirings responded to the principal strategic challenge that the Faculty was facing in 2009 and still faces today: an aging professoriate. In 2009, 30% of our full-time faculty was within a decade of reaching 70 years of age (experience shows that almost all professors retire in the five years leading up to 70). After losing 128 professors since 2009 (including 77 to retirements), in 2015 34% of our full-time faculty is still within a decade of turning 70.

• **Maintaining a healthy balance of full-time and part-time instruction:** The 60 new tenure-stream faculty have slowed but not stemmed the net attrition of full-time faculty. We have fewer tenure-track faculty (whether of the professorial or alternate streams), and are more than ever reliant on part-time contract faculty. It is the Faculty's stated aim to have at least 67% of our undergraduate student FTEs taught by full-time faculty. Given faculty attrition, though, LA&PS has been obliged to hire 65 CLAs--as a full-time if temporary supplement to its tenure and tenure-stream complement--in order to achieve the meagre level of 50%.

Improving the quality of students’ learning experience: The Faculty is dedicated to providing our students with transformative experiences that will make them more thoughtful citizens, more cultured human beings as well as more valued labour market participants. Specifically:

• **Improved recognition of teaching:** LA&PS has created a new associate decanal portfolio for Teaching and Learning, in accordance with our renewed emphasis on teaching effectiveness and learning outcomes. The Faculty launched its new Teaching Awards in 2013 which will grow to carry the same prestige and recognition as research awards. Work is underway to improve experiential education and technologically assisted learning in the coming years.

• **Enhancing Experiential Education:** We have created a detailed database of all EE activities in the Faculty, and will be requiring all academic programs to build an EE component into their curriculum.

• **Creation of the Dean’s Circle of Scholars:** Students in the top 2% (measured by GPA) of the Faculty are in this ‘club’, which has been a highly successful student engagement and student development mechanism. This cross-disciplinary concentration of high achievers has become the gathering place for stimulating encounters, networking, and creative inspiration.

• **Revamping our student advising service:** We have taken steps to improve the quality and responsiveness of our academic advising function. Our
student advising centre used to have long line-ups at the start of each semester. By redesigning its appointment scheduling system and allowing drop-in advising sessions, we have reduced line-ups. We now offer enhanced training for academic advisors and have decentralized academic advising by placing more advisors in departments and schools.

- **Automating petitions & appeals:** We have also improved our academic petitions & appeals process. By automating some forms and processes, the waiting time for academic petitions & appeals was reduced from three months in 2012 to 30 days today. Similarly, we have automated the academic honesty process to speed up the handling of cases.

**Promoting our research excellence:** York has been a Liberal Arts research powerhouse for decades. While the quality was always there it was not matched by recognition and funding. The Faculty sees its role as reorganizing research supports so that the research of its members is funded and recognized as it deserves. To this end we have collegially worked to achieve the following:

- **Research recognition & ranking:** The 2014 Times Higher Education Supplement placed York (ie, LA&PS) in the world’s top 100 universities in Social Sciences and Humanities. The 2014 QS World Rankings placed York amongst the top 100 universities in the world in the LA&PS disciplines of Philosophy, English, History and Geography.

- **Expansion of the Research Release Program:** Following the new YUFA collective agreement, in 2013 the Faculty increased the number of half-course research releases from 120 in 2009-10 to 150 in 2013-14 (of which 70 are part of the new Course Release Program). As a result of these and other releases, our research-active faculty have, for the most part, an effective course load of 2.0 annually every second year.

- **International visibility:** We provide $100,000 annually in supports for faculty presenting papers at international conferences. We also provide almost $100,000 in seed grants to fund academic departments’ international initiatives and projects.

- **Research funding:** The Faculty’s research momentum has accelerated in recent years. The Faculty has secured $36.7 M in tri-council and non-tri-council grants over five years, and, in the past year alone 37 of our scholars were awarded a total of $6,420,480 in tri-council grants.

- The Faculty now boasts 40 Fellows of the Royal Society of Canada, two Trudeau Fellows, one Order of Canada, 21 DRPs, 6 CRCs (with 6 more to come), and three York Research Chairs.
To further celebrate research accomplishments, the Faculty has launched two new research recognition awards: Distinction in Research, Creativity or Scholarship and Distinction in Social Justice Research.

**Recruiting Excellent Students:** To internationalize our student body, and attract top-flight students, we have actively recruited international students, who typically arrive with better academic preparation than domestic students. In addition to pan-University admission scholarships, we offer an LA&PS entrance scholarship of $3,000 to all international students with a 95%+ average, and a $2,000 entrance scholarship for students with a 90%+ average. Since the Faculty’s launch in 2009 we have increased the number of undergraduate visa students from 1,300 to 3,000. This provides our domestic students with a less parochial campus environment and learning experience, in addition to offering our international students with a world class Canadian education.

**Curricular and Program Excellence:** We are constantly reviewing and fine-tuning our curriculum so that it continues to represent the best of each field and discipline, and so that it is attuned to our evolving understanding of student learning and cutting-edge pedagogy. Recent successes include:

- **General Education renewal:** After vigorous and lengthy collegial debate, we have improved and diversified the delivery of General Education, a key pillar of any Liberal Arts education. Providing that its proposal meets the Faculty’s recently revised Gen Ed criteria, every academic unit is now free to propose Gen Ed courses and Gen Ed courses can no longer be double counted to fulfill both Gen Ed and program requirements. 2000-level Gen Ed courses have been phased out, and Gen Ed requirements have been harmonized so that there is now a single Faculty-wide standard instead of two concurrent standards from our precursor faculties.

- **Program alignment:** We are always seeking the best academic home for our programs and have accordingly moved a number of programs to units offering a better fit. Consequently, the Professional Writing program was moved from English to the Writing Department; the Social Science program from the Department of Equity Studies to the Social Sciences Department; Modes of Reasoning courses from the Humanities to the Philosophy Department; and Science and Technology Studies from Humanities to the Faculty of Science. Similarly, the free-floating graduate programs in Social and Political Thought, Communications and Culture, and Interdisciplinary Studies have been adopted by, and housed in, LA&PS academic departments.
II. Suggested Priorities for the 2015-2020 UAP

A renewed funding model: Financial resources underpin the attainment of any academic plan. The University’s current budgeting framework is simply unsatisfactory to LA&PS because it is not informed by the principles of transparency, equity and accountability. Faculty budgets have no correspondence to research or instructional activity and are instead historical artifacts, representing the accretion of past bases, cuts, increments and case-by-case negotiated adjustments. The planned SHARP budgeting model will eliminate this historical baggage. Faculty budgets will be more transparent and equitable, with each Faculty to be credited with the funds it generates and to be invoiced for the services it consumes. Budget transparency should make each Faculty more responsive (and adaptive) to its environment, which is the essence of sound strategic academic planning.

Faculty renewal: As described earlier, 34% of the LA&PS faculty complement is within a decade of age 70, and our permanent faculty ranks have thinned since 2009. We do not wish to share the fate of some US institutions, where the vast majority of undergraduate instruction is abandoned to casual contract instructors and graduate student TAs, however integral those groups are to the modern university. Our hiring of CLAs is a temporary patch not a long-term remedy. Assuming a base enrolment of 22,000 undergraduate FTEs and 1,500 graduate students, the Faculty requires a full-time complement of about 700 full-time faculty to provide instruction to 67% of its undergraduate FTEs. Reaching this target entails accelerating our professorial-stream hiring pace and also hiring significant numbers of alternate-stream faculty.

Satellite campuses in Markham and Brampton: For the first time in fifty years, the Ontario Government is inviting universities to think boldly about new campuses. A satellite campus would offer York an excellent opportunity to defend its catchment area lest rival universities set up operations in our Markham or Brampton backyards, while better serving those of its students who otherwise have long commutes. A York Markham proposal is already under review by the Province. York should think big, and consider submitting a second proposal, this time for Brampton, Ontario’s other large underserved market. Alternatively, purchasing a downtown building and consolidating York’s various downtown rented premises (which are rented at premium rates) would make fiscal sense. The University needs to overcome its notion that it has grown too much, too fast. While York did experience a period of overheated growth (the 1960s through to the 1980s), over the past 20 years it has been the slowest growing Toronto university.

Moving towards a viable alternate stream: There is no reason why the Humboldtian model of the researcher-teacher should exclusively define what a university scholar should be. Given finite resources, the researcher-teacher model condemns the University to ceding much of its undergraduate teaching to mostly
contract instructors and graduate student teaching assistants. A mix of professorial and alternate streams is the most realistic way of getting more full-time faculty into the undergraduate classroom, and of making room within the academy for colleagues with a singular passion for teaching. Fewer contract faculty and more alternative stream faculty would be expected to improve teaching quality and student engagement/retention. Counter-intuitively, more alternate stream faculty would also facilitate research intensification, by relieving some of the professorial stream’s instructional pressure and making a formal 2.0 load sustainable.

Daring to send some of our sacred cows out to pasture: Academic decision-making at York is somewhat sclerotic, characterized by a deep reluctance to change anything. Phasing out programs is almost impossible, given that small groups of faculty can veto inconvenient proposals by trading on their colleagues’ need to be supportive. Instead of permanently approving new academic programs, it may be desirable to provide more limited approvals, such as 10-year licenses to operate a program, after which the program closes unless the license is renewed through the usual collegial governance mechanisms. This is an approach that seems to be working well with the ORUs.

We are at a critical moment for York University and the Faculty of Liberal Arts & Professional Studies. In this context I hope that the above topics will stimulate a productive conversation, and look forward to joining you later this winter.
York University Libraries and Quality Imperatives of the current UAP

York University Libraries’ current strategic plan – *New Horizons for the Digital Age 2012-2015* – is the blueprint that articulated our plans for advancing academic quality. Our next strategic plan will be greatly influenced by the extensive work that has taken place through the AAPR process and in the development of the Libraries’ Institutional Strategic Directions response. While Libraries do not carry out the same student recruitment and retention planning processes as those seen in the Faculties, our plans reflect our overarching commitment to fostering student success through an array of strategies and partnerships, to providing enriched learning environments, to stewarding York’s research assets, and to advancing York’s research culture and reputation.

**Collaboration is a hallmark of Libraries’ contributions**

While this report describes initiatives for which we are solely responsible, many of our most successful projects are the result of collaborative partnerships. We have established many connections both across campus and with other academic libraries in Ontario and across Canada and the US. As we develop our Institutional Strategic Directions response, we will be exploring where there may be capacity to expand on existing collaborations and where there may be scope to create new ones.

“As a University we are facing both pressures internally (e.g. enrollment, student satisfaction, limited funding) and externally (e.g. differentiation pressures, limited funding, competing universities). Thinking of current and future initiatives, and about planning priorities in the years ahead:

a) What collegial processes and strategies have you utilized that are helping you to pursue the quality imperatives of the current University Academic Plan?

b) What priorities should the next UAP articulate?”

**APPRC questions for Academic Planners**
Student Success & Libraries

Students flock to the Libraries when they are not in class—this is where student learning outside the classroom happens. They congregate in our spaces to study, alone or in groups, to search for information, to gain knowledge and share ideas. The Libraries are student-centric, dedicated to providing a rich, responsive array of resources, supports and services to foster student success and to support curricular and program growth.

Library resources include our Collections in both physical and electronic form and our People—the librarians, archivists and staff across the organization who serve our diverse communities, both in person and in the virtual context. Our rich collections are resoundingly identified in user surveys as critical resources that, in both digital and physical forms, are essential in order to meet curricular program offerings.

Current initiatives include:
- The Learning Commons
- SPARK (Student Paper & Academic Research Kit)
- Undergraduate Research Fair
- Steacie Library Hackfest
- Computing Support at Scott Circulation

Potential future initiatives:
- Expansion of outreach services to highschool students and YUELI
- Consider Research Commons in Steacie Science & Engineering Library
- Expansion of Learning Commons services—esp. numeracy support
- Expansion of SPARK modules—lab reports, statistics, numeracy
- Coordination of support for experiential education through the Learning Commons
- AIF proposal to further integrate SPARK into the curriculum
- Development of a virtual interface to help students navigate academic support resources
- Better support international students through introduction of extended non-English language content across our systems.

Space & Libraries

Libraries are a crucial part of the learning infrastructure in which communities of learners explore, discover, interact, engage and assimilate knowledge and ideas. In our physical and virtual libraries we want to engage students and faculty through the provision of welcoming, engaging and learner-centred spaces and tools that are flexible and responsive to an array of learning modalities.

Libraries increasingly serve as crucial learning platforms and laboratories.
While renewal of some library spaces has been possible through donations, many spaces, particularly in the Scott Library and Leslie Frost Library (Glendon), remain woefully inadequate to meet current demand. In library quality assessments exercises, students consistently rate the need for new library study space amongst their highest priorities. One third - or 20,000 people - of the York community passes through Scott daily. Some carpeting in this space dates from the 1970s when it was opened. There is 1 elevator only and the public washrooms are truly appalling.

Current initiatives include:
- Frost reading room renovation  
  partner: Advancement
- Permanent security presence in Scott  
  partner: Security

Potential future initiatives:
- Exploring opportunities to expand into vacated spaces such as Central Square basement
- Enhance existing library spaces
- Library at the Markham campus
- Expansion of Learning Commons Phase II  
  partner: Advancement
- Consider joining Ontario Council of University Libraries consortium on shared print storage
- Redevelop space in Scott to create additional reading room in Scott (4th or 5th floors)
- New home for Clara Thomas Archives & Special Collections

Research Intensification & Libraries

We support the university’s research mission through the traditional means of stewarding, curating and preserving York’s research outputs. But the research landscape is shifting and academic libraries are emerging as key partners – we have the technical infrastructure and in-house expertise to host institutional repositories and journal publishing platforms and to establish best practices around research data management, to name a few. Moreover, we participate directly in the research sphere – carrying out our own research both individually and as part of research teams. A shining example of this is the Libraries’ W.P. Scott Chair in E-librarianship (though there are many others.)

York University Libraries’ second **W.P. Scott Chair in E-librarianship**, Stacy Allison-Cassin, assumed her appointment effective January 2015 for a two year term. The Chair, established in 2008 as the result of a $1M endowment from the Scott Family, undertakes ground-breaking research that will bring libraries forward into the ever-shifting technological landscape. Allison-Cassin, currently a PhD candidate in the Humanities at York, will explore ‘linked data’ and challenge the underlying conceptual and ideological models on which traditional library discovery systems are structured.

**Digital scholarship** figures largely in our planning for the future; together with other campus stakeholders, we play a leading role in establishing infrastructure as well as articulating policies and procedures in this burgeoning area of research. We are reviewing existing organizational structures to determine how best to work with the community in this area.
Community Engagement & Libraries

The Libraries leverage our central spaces and our relationships in ways that directly map to York’s commitment to community engagement. We plan, program and host our own events (Undergraduate Research Fair, Hackfest) and we welcome opportunities to be the site of research celebrations, lectures, exhibits etc. Certain acquisitions in our archival and special collections came as a result of community outreach and have led to ongoing collaborations. The Greek-Canadian History Project and the Portuguese-Canadian History Project are two such examples.

Current initiatives include:
- Provide library support to ORUs
- Host and administer YorkSpace, our institutional repository, including ETD – partnering with FGS, UIT
- Host and administer Open Journal Systems
- Host digital preservation platform - York University Digital Library
- Participation in the Ontario Library Research Cloud storage solution partners: OCUL, UIT

Potential future initiatives:
- Establish a digital scholarship unit
- Develop researcher-friendly spaces
- Develop a makerspace facility for knowledge production: 3D printers, media, audio production, etc.

Our People & Libraries

None of our goals, visions and bold ideas can be achieved without our people. The internal and external pressures noted in the preamble present challenges for staff morale and spirit. Engaging our staff in meaningful ways, seeking their input into strategic decisions, and providing them with opportunities for growth and development of skills will be essential in this environment.

Current initiatives:
- Increased All Staff meetings
- Increased opportunity for communication and community-building (staff breakfasts, departmental open houses, etc.)

Potential future initiatives:
- Staff training for new initiatives. E.g. to enhance support for digital scholarship, and other professional development opportunities.
What Priorities should the next UAP articulate?

The next UAP will be influenced by similar external challenges and opportunities that inform the current plan. Postsecondary policy frameworks, constrained budgets and intense competition to recruit students are just some of the factors that will be in play when planning for the next five years. The three overarching themes from the current UAP - academic quality, student success and engagement & outreach – will still matter.

For the Libraries, priority areas that must be considered in the next five years are as follows:

Student Success
- Ensure resources are directed to fulfilling documented demand for quality learning environments for students in the Libraries
- Expand upon Learning Commons to create a more integrated hub/spoke model to help undergraduate students navigate academic support outside the classroom (in collaboration with VP Students)
- Improve supports for international students and students with disabilities
- Ensure continued development of rich collections available to students

Enhancing Teaching & Learning
- Expand Learning Commons model
- Continue to develop and integrate elearning tools for students and faculty (including SPARK)
- More seamless access to electronic course material for students within elearning environments (eg. integration of eReserves into Moodle, conversion of course packs into eReserves, etc.)
- Develop support for students in competencies related to experiential education

Research Intensification
- Provide leadership in support for emerging digital scholarship
- Support, preserve and disseminate York research outputs in accordance with funding agency requirements (e.g. deposit in institutional repository, preserve, store)
- In conjunction with UIT, expand IT infrastructure necessary to meet needs articulated in previous bullet

Community Engagement
- Foster relationships with external constituents e.g. high school, YUELI, alumni
- Build on success of Greek-Canadian and Portuguese-Canadian History Projects by cultivating similar history projects with other community groups

Effective Governance
- Provide opportunities for development of new staff skills
- Ensure planning decisions are evidence-based through meaningful metrics
- Transparency in decision-making
- Preserve and build on core strengths
APPRC Planning Discussion  
February 2, 2015

As noted in our 2014 submission to APPRC, Osgoode is engaged in an inclusive, consultative, and coordinated strategic planning process, which culminated in Experience Osgoode: Strategic Plan 2011-2016. Focusing on three main themes, our Strategic Plan reaffirms the Law School’s commitment to experiential legal education, to research that makes a difference in the world, and to ensuring every student contributes to and strengthens the communities in which he or she lives and works. While it is difficult to identify a single guiding light for a law school as diverse in its strengths as Osgoode, it is possible to see the themes discussed in the Strategic Plan as all focused on Osgoode’s engagement with outside communities, reflecting a law school that looks outward rather than inward. Our Strategic Plan builds on York’s University Academic Plan and the Provostial White Paper, which set out a number of key themes, including experiential education, research intensification, expanding digital pedagogy, and student and community engagement. Osgoode continues to rank as among the best law schools in Canada (for example, placing second overall in the most recent Maclean’s survey), and within the top tier of law schools globally.

Experiential Education

In the White Paper, the University committed to expanding its experiential educational opportunities and supporting deeper student learning through the integration of theory and practice. On this front, there has recently been significant academic and media debate over the appropriate function of law school: to teach the theory of the law or to train future lawyers. At Osgoode, we believe these concepts are not mutually exclusive; in fact, a great legal education should do both. Osgoode launched the Office of Experiential Education in 2012, the first of its kind at a Canadian law school. This initiative (supported by York’s Academic Innovation Fund) was born out of Osgoode’s ambitious and substantive objectives of providing students with career (professional) training as well as a liberal (academic) education. The function of the Office is to provide high quality and diverse experiential opportunities to students throughout their time at Osgoode, ensuring that Osgoode graduates have a solid foundation of professional skills required to practice law and a keen appreciation of how the theory of law applies in practice.

Osgoode currently offers the most extensive experiential education opportunities of any law school in Canada and amongst the most innovative in the world. The Office of Experiential Education’s objective is to serve as a home base for all experiential opportunities and facilitate the continued expansion and development of our programming. Working with students, faculty, and community partners, we are continually seeking to broaden, deepen, and diversify the experiential education opportunities available for Osgoode students. The Office has distributed approximately $200K through the Experiential Education Fund (2012-2015) intended to serve as a catalyst for creating more experiential opportunities and pilot initiatives for Osgoode students.

In 2012-13 Osgoode also announced the introduction of a new “Praxicum” requirement into the JD curriculum. Commencing with the Class of 2015, every Osgoode JD student will be required to
participate in at least one significant Experiential Education environment (in-course, within-community, internship, or intensive) as part of meeting the Law School’s degree requirements. The scale of our Experiential Education program has much to do with the strength of our relationships with our external collaborators and partners, including most recently: the Centre for Addiction and Mental Health (CAMH), through our collaborative research course in Mental Health and Justice; the Human Rights Legal Support Centre, through our Anti-Discrimination Intensive Program; the ARCH Disability Law Centre, through our new Disability Law Intensive Program (recently approved by Faculty Council); and the Ontario Centres of Excellence and the law firm Torys LLP, through the IP Osgoode Innovation Clinic. In 2014-2015, a new Test Case Clinic was approved, in addition to the launch of our first-ever collaboration with the University of British Columbia on a new International Human Rights Clinical Program, which has resulted in significant profile – (see, for example, http://yfile.news.yorku.ca/2015/01/19/osgoodeubc-clinical-program-sends-two-participants-to-monitor-trial-in-chad/).

Research Intensification

Both the University Academic Plan and Provostial White Paper identify research intensification as a priority area; both also take it as axiomatic that active researchers are also active teachers. As set out in our own Strategic Plan, Osgoode is committed both to broadening and deepening our research culture. Under the leadership of our Associate Dean, Research & Institutional Relations, Osgoode has developed a Research Plan that includes broadening Osgoode’s research culture by providing every JD student with meaningful research opportunities. As the upper-year JD curriculum reforms are implemented, JD students will be engaging in more research and writing than ever before. The third-year writing requirement, in addition to the existing research and writing requirements, will require greater institutional support – whether through faculty supervision, library support, or new initiatives such as developing new writing instruction and tutor programs.

The lifeblood of research at Osgoode remains our faculty. Osgoode is committed to disseminating its research both in traditional and innovative ways. Osgoode faculty are well known for providing policy and law reform advice at the highest levels, for their frequent appearances as expert commentators, and for their active involvement in community-based research. Recent examples include the Nathanson Centre Forum on Afghan Detainee Policy, the Hennick Centre report to the Ontario Minister of Finance on Corporate Social Reporting, the RedLeigh project on Human Rights Education in Latin America, and the wide attention received by our award-winning blog <TheCourt.ca>. We are committed both to expanding the number and reach of such endeavours in the coming years and to capturing this activity more effectively in our communication.

Knowledge mobilization also remains a priority for the Law School. In the Fall of 2014, Osgoode launched the Digital Commons (in its first six months of operations over a “soft launch” period, there were over 500,000 downloads from this open-access platform for Osgoode research). It is the leading hosted institutional repository that not only allows schools to maintain control over content, but unlike SSRN, scholarly material and special collections in Digital Commons repositories are highly discoverable in Google, Google Scholar, and other search engines. Supported by bepress, the Digital Commons will give Osgoode’s institutional scholarship additional exposure and is also the platform through which the digitization of the Osgoode Hall Law Journal, as well as a range of other journals, conference proceedings, and faculty research, will continue.
Rejuvenating faculty with an ambitious Complement Plan is central to achieving Osgoode’s research goals just as it is central to advancing our curricular goals. Pursuant to the White Paper, increasing the full-time faculty complement remains the paramount goal for York over the next decade. Osgoode needs not only talented and energetic new faculty members but also faculty with ambitious research agendas, faculty with a commitment to student first pedagogy, and faculty who contribute to the diversity and pluralism of the Law School through the diversity of their perspectives and experiences. In the 2010-2015 period, Osgoode will have hired 16 new tenure-stream faculty members (as against 8 retirements and departures).

Digital Legal Education

York’s White Paper highlights the need to enhance learning through the use of technology. To be sure, technology continues to define the future of legal education. In the next five years, we hope to move from technology enhancements in classroom learning, to a more seamless integration of on-line and in-class pedagogy. We also look forward to developing truly global classrooms. This includes harnessing the additional functionality of classroom and meeting spaces in our newly renovated and fully upgraded Ignat Kaneff Building and continuing to invest in leading edge technology and training, so that Osgoode can continue and extend its leadership position in technology and pedagogy nationally and internationally.


Osgoode’s Digital Initiative is as much about a process as it is aimed at charting a clear and compelling path forward. Not every innovation will be sustainable, beneficial, or advance Osgoode’s mission. At the end of the day, the question is not whether we are ready for digital legal education, but rather how can we harness its potential to the fullest. The Digital Commons (mentioned above), a new MyJD student services portal that launched in August of 2014, new social media-based communications strategies, all form part of seeing the Law School through a digital perspective. Additionally, Osgoode Professional Development (OPD) is investing in ambitious distance learning platforms for our professional LL.M. program and has received a substantial Government of Ontario grant to convert Osgoode’s leading bridging program for internationally trained lawyers to a digital platform, Osgoode’s Faculty Council approved a new Technology in Law course in February 2014, and in 2014-2015, Osgoode implemented a flipped classroom approach to Legal Research & Writing. Moreover, the Law School has developed two entirely online modules (one on the Principles of Canadian Administrative Law and the other on Fiduciary Principles in Commercial Contexts) and an online directed research course on Digital Lawyering is set to launch in the Fall of 2015.
Student and Community Engagement

York’s White Paper emphasizes the importance of creating an engaged campus: a campus in which students feel themselves to be part of an extended community committed to their personal and academic success. At Osgoode, we understand the important relationship between academic success and personal wellness. We also understand that there are a multitude of factors that may be impacting these areas of a student’s life and are committed to helping students manage and overcome barriers to personal, academic, and professional success.

In addition to our other student supports, such as career counseling and student financial services, our Student Success and Wellness Program is designed to be an accessible, safe, and confidential support service for individual students and is committed to furthering institutional wellness and inclusivity at Osgoode. Our Success and Wellness Counsellor is an experienced professional in both law and counselling and is available to help students develop and fulfill their personal and academic potential while at law school by providing advising, counselling, resources, referrals, and crises intervention services. The Student Success and Wellness Program is committed to providing services that respect the dignity and values of all students and is reflective and inclusive of each student’s unique interests, needs, and values.

In the Fall of 2014, Osgoode led a consortium of Ontario law schools in the launch of the innovative Just Balance initiative – www.justbalance.ca – which provides resources, tools, and strategies for law students across the province to address mental health challenges unique to legal education.

Osgoode also engages with community through the curriculum itself. The Osgoode Public Interest Requirement (OPIR), adopted in 2007, involves students engaging in at least 40 hours of law-related public interest work, followed by a reflective opportunity to connect this work to the student’s legal studies. Through OPIR, close to 100 Osgoode students are engaged in work on justice education with youth at risk in North-west Toronto high schools, while other students work with Pro Bono Students Canada (PBSC) providing critical legal information and services to clients in need of access to justice.

Art and culture represent other media through which Osgoode engages with communities both within and outside the Law School. In 2013, Osgoode welcomed its inaugural Artist in Residence, Cindy Blažević, who worked with a group of JD students on a photo essay project for academic credit devoted to the closure of the Kingston Penitentiary. In 2014-15, Osgoode welcomed two artists in residence – playwright Catherine Frid who ran a seminar on whistleblowing that has led to a one-act play, and performance artist Julie Lassonde who is working with law students on a sculpture representing experiences of justice. Also in 2013, Osgoode commissioned Ya’Ya Heit, an indigenous artist from northern British Columbia to design and carve a signature sculpture depicting the relationship between indigenous peoples and justice that are now located in the main entrance foyer of the Law School. These signature carvings were launched in October of 2014 as part of the Law School’s 125th Anniversary celebration and as a significant representation of Osgoode’s engagement with the project of reconciliation with indigenous peoples (and which will be enhanced by the renovation of Hart House as a hub for indigenous student life, the successful recruitment of an indigenous scholar in 2014, and the creation of a new CRC position with the Faculty of Environmental Studies (FES) in Indigenous Environmental Governance, which will bring another indigenous scholar in 2015).

York aspires to be a socially responsive university committed to accessible education and social justice. At Osgoode, the culture of engagement within and outside the Law School continues to flourish.
Attracting the very best students and maintaining accessibility remain a primary commitment. Osgoode continues to seek outstanding students whose academic abilities, varied experience, and sustained engagement will make a social and intellectual contribution to the Law School, and the broader community.

Accessibility

Osgoode’s JD Admission process and criteria were substantially revamped in 2007 to stress both excellence and equity. In 2012, Osgoode launched an Accessibility Fund, which provides resources for in-program bursaries, graduation awards to mitigate high debt, and research assistant opportunities for students in need. By 2015, approximately $800K has been disbursed through this Fund.

In the Fall of 2014, after significant consultation with faculty, staff, and students, Osgoode announced Canada’s first Income Contingent Loan Program (ICLP), with an initial investment of $1 million over five years. This program will see at least five students per year during the pilot five year period receive a loan towards their tuition. Under this arrangement, between a bursary and the ICLP, participating students will pay no tuition up front and only repay the loan portion when, after graduation, students earn sufficient income to afford repayment. Where students do not reach this affordability threshold, the loans will be forgiven. Additionally, Osgoode has pioneered backend graduation bursaries aimed at debt relief for students with high need, high debt, and who are pursuing social justice or public interest career paths. As part of the 125th Anniversary commemoration, a group of Osgoode student leaders embarked in the Fall of 2014 on an ambitious campaign to raise $125K for debt relief. Osgoode agreed to match this amount, and Osgoode’s Alumni agreed to provide a further match. By February 2015, Osgoode’s Alumni fundraising for debt relief has already surpassed $180K, the largest annual fund result in the history of the Law School. Finally, Osgoode is committed to enhancing tuition transparency, with a faculty-wide dialogue on the issue of tuition and the implications of tuition increases. This dialogue is part of a broader Osgoode discussion on the Law School and the University’s budget, including the transition to the SHARP model at York University and its potential impact on and opportunities for Osgoode.

Conclusion

As Osgoode continues to pursue the ambitious goals within the Experience Osgoode Strategic Plan, we are also dedicated to measuring performance, enhancing transparency, and developing key metrics for tracking our success. In addition to revamping our Law School Annual Report, Osgoode also now provides annual filings to the Federal of Law Societies of Canada as part of a new national accreditation regime for Canadian law schools (Osgoode’s JD program was formally “approved” for the first graduating class under this new accreditation scheme in 2015). In 2013-2014, Osgoode participated in a Cyclical Review for the JD and Professional Masters programs and in 2014-15, Osgoode’s research graduate programs (LL.M. and Ph.D.) are the subject of a Cyclical Review. Osgoode also participated in the York-wide AAPR process. We look forward to incorporating the input from these reviews in both our planning and accountability initiatives, including in Osgoode’s input to York’s Institutional Strategic Directions Document being prepared for the Spring of 2015.
To: Academic Policy, Planning and Research Committee  
c/o Robert Everett, Secretary, Academic Policy, Planning and Research Committee of Senate

From: Dezső Horváth, Dean, Schulich School of Business

Date: February 18, 2015

Re: Strategic Planning, Schulich School of Business

The Schulich School of Business

Global, innovative and diverse, the Schulich School of Business is the largest English speaking graduate management school in Canada, with a large, highly qualified and productive faculty who are leaders in their fields and involved in cutting-edge research areas. It has the critical mass to provide for a broad range of academic opportunities for its students, with multiple concentrations and specializations, degree programs, and various entry points both in terms of times throughout the year and in locations with two campuses in Toronto as well as campuses in India and China. Schulich is positioned in the top-tier echelon of business schools in the world in research, teaching and outreach activities. Schulich competes within the group of highly ranked management programs, but has a few differentiating factors, including its broad and innovative offerings, the diversity and international character of its location, students and faculty.

Schulich’s Strategic Planning Process

In order to ensure that Schulich’s mission, vision, values and strategic objectives are effectively represented in its strategic and operational plans, the Schulich School of Business reviews its strategic plan annually in the spring at a strategy session which involves members of faculty as well as the Dean’s Advisory Board and International Advisory Board, advisory boards comprised of national and international leaders in the public and private business communities. On an ongoing basis, Program Committees and their advisory boards monitor academic issues that may be considered in relation to the Mission Statement, philosophy of education or may be linked to School and University-level academic planning processes.

Program Directors have the responsibility at a strategic level to review existing programs and/or initiate new ones. Students are involved in all strategic planning through their voting membership on the various School committees but also through their student government organizations and through student focus group meetings with the Dean and Program Directors. Similarly, alumni are involved through their participation on various School Councils, Advisory Boards, task forces and focus groups.

The School continually monitors the external environment, including results of major credible global and Canadian ranking in which it participates, and always strives to maintain the appropriate operational capacity for timely change and seizing of opportunities as they arise, where they are consistent with the strategic direction of the School. As well, a “strategic operational focus” – continuous improvement – adds to improvement of programs and achievements through:
• Improvement in the School’s ability to attract better quality students and faculty members
• Further development of cutting-edge curriculum, for both academic and executive development programs
• Further improvement of physical learning environments
• Strengthening of alumni relations
• Strengthening corporate and provincial/federal government linkages

Schulich’s Key Strategies

Through Schulich’s strategic planning process, the School has developed the following key strategies:

• To be a diversified, full-service management education institution with a broad geographic client base
• To differentiate the School through an international focus, innovative sectoral focus and first-to-market approach
• To differentiate programs through a balance of academic rigor and managerial relevance
• To broaden the School’s expert base through strategic alliances
• To broaden the demographic diversity, experiential and educational background of students, faculty and staff
• To increase the visibility of the School through active marketing, tailored events and services, and a comprehensive media strategy
• To support excellence in Schulich endeavours through external fundraising
• To apply continuous improvement in all School activities
• To further capitalize on the use of the School’s diverse faculty and student base as a powerful pedagogical tool
• To foster a research culture of excellence
• To become a global thought leader in selected areas through the establishment of Centres of Excellence for research, teaching and outreach activities
• In the face of relentless, unpredictable, rapid change, including large, random deviations, to continually monitor the external environment and have the appropriate capacity for timely change

Following these key strategies will enable Schulich to reach its long term goal; however, within these key strategies are medium term strategic objectives which may be set out in one or more sub-strategies. For example, achieving medium term objectives related to a broad geographic client base will engender objectives in the internationalization sub-strategy related to the School’s network of international representative offices and development of its campuses in India and China, development objectives in the fundraising sub-strategy as well as marketing and recruitment objectives with a strategic international reach.

The achievement of these objectives may in some cases be assessed relatively easily by measures such as actual achievement of recruitment objectives, by development of new academic programs that satisfy a market demand or by the creation of representative offices or campuses in other countries. Of course, Schulich’s practice of continuous evaluation and continuous improvement requires a monitoring and evaluation that establishes new objectives in relation to those achieved. Assessment is also achieved through the national and global ranking in which Schulich participates.
Resources are a key component of strategic planning and Schulich has always been careful not to strain existing resources to reach too far. Nevertheless, it has been necessary to commit sufficient resources to our marketing, development and fund-raising activities to be in a position to access the necessary resources when the time is right. India is a good case in point. Schulich has worked over time to develop relationships with key government ministries and with the corporate sector in India. When the opportunity arose, it was not as a result of serendipity but, rather, years of planning and re-planning and being in a position to present a credible and detailed business plan when the time was right. However, the overall reputation of the School and its commitment to excellence in teaching, research and outreach was the key contributing factor to success at every stage of the India strategy.

As a result of prior strategic exercises, over the past five years as part of the School’s 10 year plan, the following key strategic actions have been implemented by the School:

- Investing in developing a research culture and enhancing research performance;
- Continuing to attract and improve the quality of world-class faculty;
- Ensuring it continues to attract top quality students through continuous improvement and diversification of program offerings (such as new industry-specific specializations and new degree programs) and continuous recruitment efforts;
- Moving forward on the School’s Internationalization agenda;
- Securing funding to support refurbishment and development of the School’s physical infrastructure, both in Canada and abroad;
- Moving forward with the School’s accreditation agenda and maintaining a rigorous program of participation in credible ranking exercises as part of its program of global recognition of quality.

Particular developments now in an implementation/calibration/growth phase include:

**Academic Strategies:**

- Master of Accounting
- Master of Business Analytics (with three fields: General; Marketing, Supply Chain Management)
- New MBA Specializations: Private Wealth Management, Global Mining Management and Global Retail Management
- Retirement of MPA and folding related activities into MBA specializations
- Re-tooling of IMBA and MBA
- Re-tooling of BBA & iBBA, including a new certificate in Managing International Trade and Development
- Implementation of Teaching Excellence Task Force Recommendations, including:
  - on-line course evaluation system
  - clarification of Schulich’s internal academic structure
  - enhanced methods to evaluate and recognize teaching, research and service contribution of faculty members
- Establishment of new Centre for Global Enterprise
- Expansion of Internationalization agenda:
  - relocation of Schulich’s India MBA program (moved from Mumbai to Hyderabad in 2013 to new facilities)
  - strategic partnership with Beihang University in Beijing, China, including campus facilities for Schulich in Beijing
  - new satellite centres in Mexico City, Mexico and Sao Paulo, Brazil
expansion of international exchange network, with a particular focus on Latin America (new dual degree programs with the Pontificia Universidad Catolica del Chile and with ITAM (Instituto Tecnológico Autónomo de México), and exchange agreements with Universidad ESAN at the MBA level and with Universidad del Pacífico for BBA/iBBA)

• Expansion of SEEC into India and China markets
• Expansion of SEEC and program opportunities in Latin America

Administrative Strategies:
• Establishment of new campus in India
• Establishment of new campus in China
• Reorganization of Schulich’s Career Development Centre – improving services to students, student success and employment
• Reorganization of Schulich’s Student Services and International Relations Offices – improving recruitment and services to students; improving internationalization support
• Fund-raising (approximately $6M in 2013-14, not including value of funding raised for our new 10,000 SF (929 SM) facility in Hyderabad, India)
  o For chairs/professorships
  o For academic program support
  o For ORUs
  o For scholarships/bursaries
  o For infrastructure, such as the new academic wing

As the School moves forward with its strategic plan, the following strategies will be implemented:

Academic Strategies:
• Masters degree in Real Estate and Infrastructure (2017)
• Schulich EMBA based in India (September 2016)
• Masters degree/Specialization in AgriBusiness (2017 or later)
• Assessment of possibilities for additional new specializations and degree programs
• Fund-raising/development activities for new research centres for Real Estate and Infrastructure, Global Mining Management, Entrepreneurship and International Business
• Continued evaluation of research activity and support
• Continued expansion of Internationalization agenda in India, China and Latin America
• Establishment of full academic offering in India once appropriate legislation is passed by Indian government, consistent with current business plan for India
• Continued assessment of possibilities for International expansion
• Continuous improvement of all programs

Administrative Strategies:
• New Academic Wing (preferably September 2016 but no later than September 2017)
• Scholarship fund-raising
• Evaluation of administrative support for research
• Establishment of entire new campus in India once appropriate legislation is passed by Indian government, consistent with current business plan for India
• Continuous improvement of all services (e.g. building on success in CDC and SSIR) and facilities
• Continued benchmarking through participation in rankings, engaging in the AACSB accreditation process, engaging in re-accreditation processes with AMBA and EQUIS
The Next Iteration of the University Academic Plan

With respect to the next iteration of the University Academic Plan, it is Schulich’s view that the UAP should:

- Enhance its emphasis on promoting excellence in research and student success
- Enhance its emphasis on strategic internationalization
- Enhance its emphasis on the need for all units to successfully raise funding in addition to the grant and tuition income through fund raising and ancillary operations such as continuing education and professional development programs
- Encourage careful assessment of existing programs and services to ensure they are responsive to the University’s and each Faculty’s mission and, as appropriate, restructure offerings and services to conserve and redirect resources

I look forward to meeting with the Academic Policy, Planning and Research Committee and would be pleased to discuss these matters with you in greater detail.
MEMORANDUM

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Ray Jayawardhana, Dean
Date: February 9, 2015

Subject: Response to APPRC Planning Questions

I am pleased to respond to APPRC’s request to share processes and strategies being used in the Faculty of Science to pursue the quality imperatives of the University Academic Plan and to make suggestions for priorities to be articulated in the next UAP.

Improving quality and sustainability
The Faculty is pursuing the quality imperatives of the current UAP via a range of initiatives developed and implemented through collegial consultation and collaboration. These include:

- Developing innovative interdisciplinary programs such as mathematical biology (recently approved by the Senate) and neuroscience (draft proposal now under discussion)
- Enhancement of student advising and retention efforts, in collaboration with Bethune College
- Supporting the deployment of hybrid and online courses
- Research intensification through Canada Research Chair appointments, including two appointed recently and four more to be advertised in the near future
- Recruitment of high-performing graduate students (including a recent Vanier Scholar) and postdoctoral researchers (including Banting Fellows)
- Expanding opportunities for student placements and research collaborations with industry partners (e.g., through MITACS)
- Collaborating with Health and Lassonde to support and optimize the use of common research facilities
- Promoting internal and external recognition of excellence in research, teaching, service and outreach (e.g., nominations for YRCs, President’s awards, national and international honors)
- Offering exciting science outreach programs that cater to students in grades 3-12, including SciX, Helix (launched in 2014), in-school programs and York Science Saturdays
- Partnering with external organizations, such as the Toronto Public Library, to deliver off-campus outreach programs in the community
- Raising the visibility of Science at York and fostering media engagement: e.g., through a media training workshop for faculty members, postdocs and graduate students; pitching research stories and faculty experts to media
Priorities for the next UAP
I would like to suggest three inter-related themes --all of which pertain to raising York’s reputation and standing locally and globally-- for consideration as we set priorities for the next UAP:

Student success: Attracting the best undergraduate and graduate students and ensuring their success while at York and beyond should be a core priority. It would require a comprehensive approach, from stepping up our recruitment efforts and adopting effective advising and retention strategies to ensuring an appealing and innovative mix of programs and offering opportunities for experiential learning and skills development. York also needs to make competitive offers for graduate student support and increase its graduate enrolment to be deemed a research-intensive institution.

Research leadership: York should redouble its research intensification efforts, and promote its visibility and impact as a leading research institution. Establishing a high-profile, internationally competitive postdoctoral fellowship program could go a long way towards enhancing our research enterprise, raising our academic reputation and helping recruit top researchers as well as graduate students. There should be a greater emphasis on communicating York’s research accomplishments through national media outlets.

Impactful engagement: York needs to boost its profile and reputation through effective engagement with members of the public, opinion leaders and the media. We should take significant steps to increase external exposure of the institution, both by organizing events on campus that draw community members and high school students and by partnering with other organizations to feature York faculty members and students at off-campus events. (The imminent subway connection to campus presents a terrific opportunity.) York should host more outreach programs, e.g., science fairs, as well as major conferences and performances on campus, raising its profile locally, nationally and internationally.