

1. The values that are typically identified by Presidents, Provosts, Senates, etc. as being unique to York (e.g., commitments to equity, diversity, inclusivity, tolerance...), are only peripherally related to where we should be in 5 years. We need to aspire to tangible goals recognized by governments and funding agencies... and secondary school teachers, parents and students. It is annoying to hear Senators and some prominent members of our community recently demanding we devolve back to the "good old days" when York was purely a liberal-arts institution and nothing else. That way is pure folly. Our meta goal is to become the best comprehensive university we can be.

2. This UAP should be devoted to ensuring York University delivers the best (relevant) curricula in the province. Until our undergrad programs are second-to-none in the province, we'll not attract the best students (since we still lack research *gravitas* and a tradition of excellence). Being able to attract the best students makes all else possible. (The second goal is to set the stage for the next UAP whose first priority will be to make York University the best research university in the province.) To be the best teaching university will require a long-term commitment to introducing best practices & evidence-based technologies, teaching strategies, experiential learning, etc. In the case of "research," York has the raw materials (our hires in the past decade are arguably second-to-few in the province); we need to develop strategies to promote and support researchers (which, at York, often means "getting out of the way of researchers and let researchers do research"). Other goals have a lower priority.

3. York needs to identify the best pedagogical practices and implement them in the classroom. We need to offer meaningful experiential learning opportunities in most of our programs. And we must be able to support the students we accept into our programs. To achieve these goals will require the will and a significant attitudinal change among faculty and senior administrators. It should not require significant new resources. As for research enhancement at this stage, York needs to better support its researchers at all levels. Best practices at other institutions should be identified and applied, where appropriate, to York.

4. Being content to wallow in mediocrity. Unless and until we admit we have a problem, we'll never make the necessary cultural changes that would allow us to realize our laudable aspirations.

5. Each unit and Faculty should make it a point of enhancing its/their curricula and of ensuring that our programs are, in five years, second-to-none. We also need to communicate effectively with feeder and catchment schools, parents and students, to apprise them of our changes. We also need to expand the experiential learning opportunities (for most students), and undergraduate research opportunities (for the top students).

6. Don't waste person-centuries of time on the fluff and frills which normally adorn most academic plans. Identify one major priority (such as above) and devote all our effort over the next few years into making this happen with appropriate milestones and assessment points.

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