Engaging the Academic Plan
Research Innovation | Academic Program Quality

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Brief Overview

AMPD (School of Arts, Media, Performance and Design) is successfully implementing initiatives that directly support key Academic Quality themes developed in the 2015-20 University Academic Plan including:

- Innovative, Quality Programs for Academic Excellence; and
- Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities.

The School has created two new undergraduate (BFA) honours degrees in Media Arts and Intermedia, as well as a new AMPD minor scheduled for Senate approval in March 2017.

Through effective analysis and utilization of SEM data, these innovative new evidenced-based program developments are designed to uniquely capture and serve large documented cohorts of unmet demand in our applicant pools that have been unable to be admitted to AMPD's traditionally smaller and highly selective conservatories in film production, the math intensive digital media program, as well as provide an innovative Minor option for students wanting to combine and hybridize interdisciplinary practices across AMPD into their undergraduate education.

The core of our approach to academic quality is an 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 pursuit of entrepreneurial interests that reimagine artistic boundaries and horizons. Our focus continues to be the development of future-forward programming that features increasingly integrated frameworks, challenges traditional curriculum structures, and supports 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.

In addition to our evolving degree programs that support increased quality and greater commitment to interdisciplinarity, the School is also strategically developing it's faculty complement to attract world-class faculty who are uniquely positioned to shape research frontiers across art, media, performance and design, expanding the boundaries of what they mean today, and how they will be imagined tomorrow. These new faculty investments will support high-demand, high-revenue generating programs in the arts including Gaming and New Entertainment Media, Information Design and Data Visualization, Screendance, The Expanded Image and Creative and Critical Entrepreneurship.

Tightly integrated with our new program development and faculty complement planning includes successful advancement initiatives that have provided more than $5M in new gifts for 2016 to support our expanding research agenda including, the creation of the new Motion Media Studio at CineSpace Film Studio's, Toronto and the Carswell Endowed Chair in Community Engaged Research in the Arts.

Research Success and Leadership Highlights

- Engaging with the University Academic Plan – Intensification & Enhancement of Research

AMPD is systematically pursuing high impact research and pioneering creative activities that amplify our research strengths and enhance our academic reputation. We've seen significant growth in the number and proportion of our researchers pursuing external research funding to support innovative research projects, as well as increases in research income in real and proportionate terms. For example, AMPD's combined total success average for SSHRC in 2016 was 54%, nearly 20% higher the combined national average. Further, AMPD faculty have had nearly a 200% increase in Arts Council funding between 2013-2016, with totals for 2016 of more than $850,000. AMPD submitted three Early Researcher Award applications in 2016 (a record number for our Faculty), two applications were successfully funded. AMPD recieved its 3rd Banting Post-Doctoral Fellowship (the first in 2014). Our Banting success rate average is 75%, compared to the national average of 15%. In 2016, AMPD faculty received our first Governor General Award (Professor Phil Hoffman) and our second successful nomination to the Royal Society of Canada (Janine Marchessault), after the first in 2015 (Seth Feldman). Since the Society only accepts institutional nominations or those from other Fellows, we now have an increased opportunity to further promote the extraordinary achievements of our wonderful colleagues. AMPD is submitting its first SSHRC Impact Award nomination in 2017.

As the School continues to steadily increase its SSHRC applications and successes, reversing historical trends, we are also creating a research incentive program to support resubmission of unsuccessful applications, formalized junior-faculty mentorship and career development program designed to help early scholars succeed, as well as celebration programs similar to our existing Faculty awards ceremonies for teaching and learning.

AMPD currently has two Canada Research Chairs (Data Visualization & World Making, and Digital Performance & Embedded Performance Systems), with a third CRC search in Games, Gaming and Gamification currently underway. AMPD's CRC's are supporting the build up of leadership in the arts with major efforts across interdisciplinary and hybrdized research domains in digital cultures. AMPD is one of four collaborating Faculties (Science, Engineering, Health and AMPD) on York University's new Vision: Science to Application (VISTA) program. VISTA builds on York's role as a world-class leader in vision research by investing $120 million in a cutting-edge interdisciplinary research program of visual neuroscience, computer vision, and immersive and screen-based vision technology. The VISTA program is supported by the Canada First Research Excellence Fund (CFREF) one of the nation's most prestigious research grants.

- Industrial Research Partnerships

A gift to AMPD of $2.5M, from the Mirkopoulos family, owners of Cinespace Film Studios, Toronto (North America's largest private developer, owner and operator of film, television and digital media production facilities) has helped create a state-of-the-art motion media sound stage to support AMPD's creation of dramatic new cinematic curriculum and content, as well as the invention, convergence and study of next generation disruptive digital arts and sciences frontiers. New research areas include; stereoscopic 3D cinema, 3D data visualization, real-time algorithmic video; interactive data visualization and motion capture; AR, VR, immersive environments and interactive architectural projection; ambisonic sound; interactive 3D image mapping and architectural projection; and gaming. With construction now complete, the AMPD Motion Media studio at CineSpace supports our growing academic, research (CFREF/VISTA), business and philanthropy partnerships.

A gift to AMPD of $2M from York emerti faculty member and pioneering scientist Allan Carswell, has created the Helen Carswell Endowed Chair in Community Engaged Research in the Arts. The endowed chair establishes a new model of research endowment that provides funds for the Chair holder, area specific graduate student recruitment funds, and research support for collaborating campus faculty members to undertake research, that

generates more powerful, influential, and lasting outcomes and benefits to our local community and society at large.

- Student Research Support

In addition to faculty research related support, AMPD continues to develop student research support including a new online AMPD specific awards application process to ensure that students have a bird's eye view portal of all awards available and instructions on how to apply directly according to the award criteria. This has resulted in an increase of 1500 more qualified applications in a single year.

Academic Quality

Through the development of two new major undergraduate programs and the new AMPD minor, we have addressed three important UAP action items:

1. Enhance innovative curriculum through interdisciplinary curriculum, develop cutting edge or distinct programming;
2. Address program challenges including overly complex degree requirements, declining enrolments, etc. to ensure that programs are coherently structured by investing and revising programs where appropriate; and
3. Championing liberal and creative arts by seeking out opportunities to promote their value, and enhance program quality including innovative new degree requirements.

- SEM Data in Action

The proposed new BFA degree in Media Arts responds decisively to a large and growing unmet demand for a combined theory/practice degree focusing on contemporary media practices, new technologies, and experiential education opportunities in the creative industries. In Fall/Winter 2016, over 700 first choice undergraduate applications for AMPD Film Production were received. With this increase in applications, we have also begun to encounter new types of students. These students are interested in working in a more widely conceived media industries practice, and who are particularly invested in integrating a range of contemporary cutting-edge media production practices that distinguishes them from the traditional BFA filmmaking student. These are students who are media savvy and who are seeking to creatively integrate multiple, evolving and accessible modes of media making and thinking. The new Media Arts BFA represents an evolution of both scholarly and artistic practice in the area of Cinema and Media Arts and responds to the changing nature of the field and shifting priorities of students who traditionally would have migrated to the BA in Cinema & Media Studies (CMS), yet struggled to stay because of misalignment with their needs and interests (retention in the CMS BA was one of the lowest on campus). In addition to the new degree, the department is developing a common first year curriculum for student's while continuing to accept based on different streams so as to clarify and simplify student pathways through and between programs at AMPD (IIRP Enhancing Quality Academic Programs, Recommendation #1.2).

Rapid technological changes of the 21st century are connecting individuals to the world in novel and unprecedented ways through a multiplicity of apps, interfaces, and platforms. These new technologies provide artists fertile ground to work from, allowing their creative sensibilities to invent new disruptive and powerful outlets of expression, as well as augment those we are familiar with. Opportunities in the new creative economy range from digital photography, 3D printing, interface design, software development, advertising, and gaming. Building on AMPD's historical success in fostering innovation in the fields of visual arts and technology, the new Intermedia program is designed to meet a growing demand from emerging artists who want to work and collaborate at the intersection of art and technology. This specialized Honours BFA Program is a unique, interdisciplinary collaboration between the Department of Computational Arts and the Department of Visual Art and Art History.

The program is designed to offer creative artists a specialized degree in the field of art and technology, but uniquely different that the hybrid artist/engineer model in AMPD's Digital Media program. This large cohort of students want a degree that is in between blending aspects of both, providing students a comprehensive range of skills that combine creative coding with intensive explorations of emerging media environments involving photo, sound, video, interactive installation, and networked intervention, as well as hybridizing with the more traditional disciplines of painting, drawing, sculpture, and print media.

Recent single year data shows AMPD lost 551 qualified students that applied to both Design and Digital Media but were not accepted because of the significant math component integral to the Digital Media BA or the strict portfolio evaluation of Design (IIRP Enhancing Quality Academic Programs, Recommendation #1.1). While we cannot assume that each of these students would be automatically offered admission, or accept, we can assume that students, who selected Digital Media and Design as their first and second choice of programs, would be interested in an interdisciplinary program that meets the intellectual, creative and career interests not already served by other respective programs at York.

This program has the potential to intersect with York's future initiatives, like the Markham Centre campus slated to open in 2020. The Visualization, Entrepreneurship, Research, Games and Entertainment (VERGE) program that will be located primarily at the Markham campus emphasizes professional, highly interdisciplinary work geared towards growing creative and technical industries in the region, something that would benefit from the BFA in Intermedia, on the Keele campus.

- Innovative Minor

The Honours Minor BA in AMPD is an interdisciplinary program that will offer students the opportunity to complete courses in two or more AMPD departments. Unlike the discipline specific minors already in place in most AMPD departments, the proposed new minor allows and encourages breadth, with students required to complete courses in at least two AMPD departments at the 1000 or 2000 levels of study. The program name reflects the pan-School/Faculty nature of the minor. This Minor is being developed in response to documented student demand. A recent statistical analysis indicates that over the past four years, 625 York students who are not AMPD majors have completed, or currently are taking, 18 credits or more in AMPD. The Minor will supplement the strengths being developed in these students' majors, potentially acting as both a recruitment tool and as a retention tool. For example, students in the Faculty of Education, particularly those specializing in the primary/junior levels, will be able to pursue a range of studio courses that will inform their teaching of the arts, supplemented by one of the upper level pedagogy/teaching courses offered in AMPD,

- Recruitment and Retention

AMPD continues to refine our successful "high touch" opportunities for prospective students and their families, including expanding the information and tour opportunities when visitors are on campus; attending applicant receptions and guidance counsellor events (hosted by Admissions), and expanding programming at open house events.

Market intelligence led us to see an opportunity to expand relationships with secondary school teachers, seen as key influencers of student choice. Actions taken include:

1. Identifying key groups of TDSB/TCDSB teachers, aligned with AMPD areas that have capacity or growth opportunity, in particular Media Arts and Visual Arts teachers, and hosted large scale special information and workshop sessions aimed at increasing their depth of understanding of AMPD and providing professional development opportunities relevant to their students' learning.
2. Developing a database of teacher contacts to improve direct email communications in order to keep teachers informed of program developments and keep AMPD top of mind.

To serve future students better, and in response to high volume enquiries, AMPD redeveloped its major print publication, the AMPD Viewbook, to include significantly more information about AMPD departments,

programs, experiential education opportunities, alumni highlights, and application information, including the supplementary evaluation.

Based on analytic data, AMPD created a distinct page on the AMPD website specifically designed for future undergraduates. This page, and associated links, serve as a platform for AMPD to deliver key messages to the target market in an easy-to-navigate, audience-centred style, as well as providing access to the most sought after and requested information. In addition, AMPD has highlighted student experience and successes of recent alumni in this Future Students portion of the website, fostering the ability for prospective students to ascertain the experience of being a student here, and establishing their place in the AMPD community from the onset of their relationship with AMPD, which begins when they first consider attending an arts school.

Based on SEM data, AMPD carried out a social media advertising plan targeted to 101s in key geographic areas. Using the deepest level of data analytics to date, AMPD tracked and analyzed ad campaign data in order to enhance messaging, graphics, click through rates (CTR) and navigation pathways, which will inform future website development and social media outreach both paid and organic. What we're doing is demonstrating results. There has been an increase of approximately 190 undergraduate (responsible) FFTEs this year as of February 1, 2017, and AMPD has seen a growth of approximately 4.8% in undergraduate majors, and a 100% increase in VISA applications. Our Winter 2017 intake has doubled since last year.

This past year, we have organized activities to welcome and engage our international students to AMPD and Winters College including an International Student Orientation held in the second week of the Fall term which accommodated many AMPD international students who are not able to arrive in the first week of orientation. Our grass-roots led initiatives not only engage first year students but also foster life-long peer relationships and alumni networks. For example, Student Ambassadors & Mentors (SAMs) provide a library resources tour which is offered to all first year AMPD students. The tours include the Learning Commons, various discipline-specific collections, a library map designed by a Design SAM, and a guide to effective use of the library. SAMs offer course specific study groups, mentoring, and regularly monitor the First Year student discipline-specific Facebook pages. We continue to provide the Insight Program to students who are experiencing academic difficulties. The Program offers learning strategies, coaching and advising in order to enable students to successfully continue in their current degree programs.

Academic Planning Discussion: Response of Faculty of Education to APPRC
February 2017

I am pleased to respond to the two questions posed for discussion with APPRC this year. While I will write more directly to these I would like to start with some general contextual information. As you are aware I began my term as dean in July 2016. With the uncertainty associated with having an interim dean for the prior 3.5 years the Faculty has not engaged in any long term planning or the creation of an updated strategic plan (though we have maintained and updated our IRP). One of my priorities then has been the collegial development of a five-year strategic plan that will advance the mission of the Faculty within the mandate and context of the UAP and IIRP. This planning process is ongoing but a final draft plan will shortly be approved by Faculty Council and then inform the subsequent revision of our IRP and other plans.

In terms of research intensification the plan commits us to build on our strengths as a research intensive faculty to: sustain a research culture that recognizes individual research agendas and success while also encouraging interdisciplinarity and collaboration; respond to needs within the education community through identifying and supporting existing and emerging research areas within the Faculty; and undertake research that impacts diverse aspects of education, extend its reach, and develop ways to measure this.

With respect to enhancing academic programs and their quality we will: develop innovative program structures, pathways and means of delivery that enhance the relationship between existing programs and seek to develop new areas of specialization and focus; engage with, and respond to, the education related calls to action from the Truth and Reconciliation Commission report; implement a strategic and pedagogically sound eLearning and experiential learning plan; and identify the place of, and potential for, our programs within an international context.

1. **How are you engaging with the Plan for the Intensification and Enhancement of Research?**

    The Faculty of Education is committed to producing and disseminating research that is nationally and internationally recognized for its contribution to the knowledge of theory and practice, to social welfare, and to new frames for knowledge production, scholarly debate, public policy, and practices of teaching and learning in community life and university education. We are a research-intensive faculty that continues to perform strongly on whatever metric is applied to our activities. For example, in 2015/16, 55 research funding applications were submitted to granting agencies of which 20 were funded. These successful applications have generated nearly $1.1 million dollars in new research income. The applications were made to 16 different funding agencies and 25 different programs, with funding awarded by 7 different funding agencies representing 10

different funding programs. For the 2016 Insight Grant competition, the University submitted a total of 67 applications of which 8 were from our Faculty. We are now also completing the submission of 4 Insight Development Grant applications, and currently hold 2 large SSHRC Partnership Grants, with a third to be submitted this spring.

We continue to maintain an ambitious research agenda and research intensification is built into all of our planning. The new Faculty Strategic Plan and IRP reflect the PIER recommendations and are already being operationalized in the ways described below:

- *Growing a culture of scholarly inquiry.* The Associate Dean Research holds monthly research-focused discussions for researchers focusing on issues of cross-faculty interests. In January we held our first Faculty research symposium that provided a collegial opportunity for the sharing of work, the identifying of new potential collaborations as well a discussion of research priorities led by the Dean.

- *Supporting research growth and development.* We have hosted a series of workshops that address funding application requirements and launched an incentive program to encourage researchers to apply for SSHRC funding and to participate in faculty-facilitated peer review of applications. We have facilitated knowledge mobilization workshops for faculty members held by the KMb Unit. We are in the process of allocating new office space to the unit of the Associate Dean Research to give a higher profile and increased access within the Faculty. The Research Office provides information to faculty members on ways to make research publicly available

- *Investing in and promoting people.* Faculty complement and capacity remains key for future research success. This year has seen the re-launch of, and appointment of Professor Carl James to, the Jean Augustine Chair in Education, Community and the Diaspora. We had a successful conclusion to our search for a CRC Tier 1 position (to start July 1) and have submitted their nomination for the CRC. This appointment is now being supplemented by an active search for a CRC Tier 2 position. We are providing dedicated research space and administrative support to all these positions. A nomination for a YRC Tier 1 was made and we are awaiting the outcome of this. We are planning for at least two professorial stream hires each year for the next three years and these will complement current areas of research expertise and create potential for collaboration across these. The Faculty saw a successful launch to the Research Release Program, 9 half-course releases have been awarded for 2017/18 and we will continue to support and mentor faculty in their application to this program. Following the annual submission of CVs by faculty the Dean has invited all colleagues for an individual meeting that includes a discussion of current future research plans and activities.

- *Leadership in Research and Research Advocacy.* We continue to hold an annual research celebration that involves faculty, students and alumni and have established a Dean's Research Impact Award for emerging and established faculty members. Our graduate students continue to be successful in receiving scholarships and awards (e.g. Ph.D. Vanier Fellowship). They also host an annual high-profile graduate student conference (this year it is university wide and a part of the Canada 150 program) and the Faculty supports this. We have a vibrant post-doctoral culture, currently hosting 6 post-doctoral fellows and/or visitors.

- *Building Research for the Future.* We are actively engaged in planning for the Markham campus and are intending to offer a specialized graduate program cohort here. This will provide opportunities to develop a focused research agenda that draws on this unique offering and the particular partnerships that it will foster within the region.

2. **How are you addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality?**

The Faculty of Education is committed to developing innovative, responsive and sustainable academic and professional programs. We seek to enhance and diversify the delivery of and access to our programs and create structures that support ongoing and lifelong learning. Our environment continues to be a challenging one – we have frozen enrolment targets within the B.Ed., and while we are seeing shortages in some specific areas (e.g. technological education) the medium term outlook for teaching jobs is still not robust. However, we are maintaining and improving our application numbers to the B.Ed., are steadily growing our new BA, and have also seen a strong initial application pool to our new MLCE (and our existing doctoral and masters programs). Again, the new Faculty Strategic Plan identifies specific aims related to program quality, which reflect the imperatives of the UAP and the recommendations of the IIRP, and are being operationalized in the ways presented below:

- *Innovative, Quality Programs for Academic Excellence.* This year has seen the admission of our first cohort of students to the new BA in Educational Studies. This is an innovative and exciting program and one that we will continue to develop and enhance over the coming years. One current priority is increasing the accessibility to the program for under-represented groups, including technological education teachers, Indigenous students, and students from within the Borderless Higher Education for Refugees cohort. We are introducing a 90-credit degree option; simplifying the degree structure; and investigating and designing an aggressive transfer-credit approach that includes pathways from college diploma programs and our

B.Ed. Degree. Within the B.Ed. we are continuing to explore more flexible delivery options within the four-semester framework established by the ministry, including offering more summer course options and a greater number of courses in blended and online format. In partnership with the TDSB we are in the process of establishing a unique cohort of the B.Ed. for Indigenous students that will educate a new generation of teachers prepared to address the needs of First Nation, Métis and Inuit students, families and communities. The program will be offered in a compressed format and be based at the Aboriginal Education Centre in Toronto. With support from MAESD funding, we have revitalized our B.Ed. in Technological Education. This includes the enhancing of course offerings and the development of a four-semester model that allows this cohort of students to integrate with other Intermediate/Senior teacher candidates. Building on this, for 2018/2019, we are developing a part-time program, offered in a blended format and on evenings and weekends, that will make the degree program accessible to those working full-time and allow us to recruit teacher candidates with the highest degree of technological competence.

In our graduate programs we have launched our Master in Leadership and Community Engagement degree program. This is a professional masters degree that epitomizes the key aspects of this UAP priority, including community engagement and innovative pedagogy (especially in approaches to eLearning and experiential education). We continue to pursue the development and offering of a greater number of blended and online course offerings, including the creation of an online graduate diploma that will scaffold into a fully online M.Ed. program option in the future. We have also developed a focused recruitment strategy for the M.Ed. that targets high performing undergraduate students in our Faculty and others. Our innovative M.Ed. focusing on Urban Aboriginal Education will admit its third cohort this year and we are both looking at ways to broaden the reach of this program as well as to provide supportive pathways for Indigenous students to move into the Ph.D. program.

- *Enhanced Quality in Teaching and Student Learning.* The Faculty continues to be a leader in experiential education and eLearning. Our strategic plan includes a commitment to both of these and to the implementation of our already developed plans in these areas. Placements/internships are at the heart of all of our degree programs and we are constantly improving our existing community and school placements that are central to the B.Ed. The new BA and MLCE (as discussed earlier) both include intensive experiential education components in the form of community/workplace placements/internships. The implementation of the eLearning plan is well advanced and we are consistently pursuing funding to enhance our eLearning initiatives (including recent applications to eCampus Ontario and to the University AIF – Categories 1 and 2). This plan demonstrates a commitment to creating more blended opportunities in both graduate and undergraduate programs, with a strong strategic approach, i.e. course

development guided by programmatic priorities (with oversight from the Associate Dean, Academic Programs) rather than allowing an adhoc approach to emerge. Within the B.Ed. the "flagship" courses of the program ('Theory into Practice' & 'Research into Practice') are offered in blended format allowing the whole B.Ed. cohort to work and interact in innovative ways. A further priority will be the offering of more elective courses, in both the B.Ed. and the BA, in blended and online formats, to enhance the student experience and program flexibility. The MLCE is a fully blended degree and as mentioned earlier we are seeking to develop and offer a fully online M.Ed. option in the future. We are seeing an increased interest in our graduate programs from international students and are beginning to explore possibilities for admitting more international students to the M.Ed. and Ph.D. and also potentially the creation of internationally focused cohorts in the MLCE.

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Memo

To**:**	Senate Committee on Academic Policy, Planning and Research
From**:**	Noël Sturgeon, Dean, FES
Date**:**	February 20, 2017
Subject**:**	Response to APPRC call for March 2017 consultation

As in past years, I am delighted to respond to your questions in advance of our discussion on March 9, 2017. FES Faculty Council approved our 2015-2020 Strategic Plan in May 2016. At present, FES is in the penultimate stages of a Cyclical Program Review, having received an external reviewers report based on a visit in late November 2016. A response from our CPR team to that report is completed, and the next step will be the Dean's implementation plan. That implementation plan will inform the 2017-18 FES Integrated Resource Plan (the one you have been sent is the 2013 IRP). Thus, FES is actively engaged in a serious review of its programs, and poised to finalize revisions that have been underway for a number of years. So it is timely to have a discussion with APPRC. I respond below to your two questions.

1. *How has FES been engaging with PIER*?
As you know, FES is a research-intensive Faculty. We have a YRC Tier 1 (Roger Keil); senior (Peter Victor) and junior (Sarah Flicker) members of the Royal Society; a CRC Tier 2 (Deborah McGregor, joint with Osgoode) and, most recently, a Trudeau Scholar (Cate Sandilands). Jin Haritaworn is presently a University of California Humanities Research Institute Residential Fellow. In 2016-17, FES is hosting four Post-Doctoral Fellows. FES faculty bring in major grants: the $5 million MCRI in Global Sub/Urban Studies (Keil), the $1.5 million EcoSchools grant (Molot), the $3 million CHRI grant in Native Sexual Health (Flicker), participation in a major Canada-wide NSERC partnership on energy storage (Winfield) and many SSHRC grants as well as funding from private foundations for our work. With 35 research faculty (excluding the Dean and three Alternate Stream faculty), three of whom have significant administrative responsibilities and four of whom are on medical leave, this is an impressive research output. FES faculty have a steady rate of publication and creative achievements, including many international publications. Our graduate students are also active researchers, and have won Vanier Scholarships (Oded Haas in 2014 and Syrus Marcus Ware in 2016) as well as many SHHRC grants.

Our AD Research, Ravi De Costa, has been actively involved in both the Strategic Research Plan and PIER. Our research committee has discussed PIER as it has developed, and FES faculty have participated in the university-wide PIER consultations. We have also had a useful visit from VPRI Robert Haché to our Faculty Council. We are particularly concerned that broad metrics be developed that capture the value and impact of FES research, particularly the research aspects of our emphasis on community engagement and experiential education at both the undergraduate and graduate level. As a thoroughly interdisciplinary faculty, we receive grants from all TriCouncils, and resist being evaluated only on SSHRC grants (for example, it's been a source of frustration that the YRCs are divided up according to TriCouncil categories rather than a more wholistic basis for distribution). We support metrics that recognize creative activity as well as the usual metrics of TriCouncil grants and refereed publications. Our research emphasizes collaboration, and so our metrics should recognize both single-authored and jointly-authored publications, as well as the editing of anthologies. Our faculty are deeply involved in international research collaborations, and produce many international publications. One major issue for us is that Environmental Studies as a field is not ranked nationally or internationally, so metrics that rely heavily on rankings do not capture our reputational achievements.

For the most part, PIER has been open to these concerns, but we remain skeptical that our work can be adequately measured and appropriately valued within the preferred metrics. To some extent, this is not the fault of PIER, but the difficulty of developing new metrics that capture these complexities. Most faculty members do not have the time to develop new metrics, so we are heartened by the expressed commitment of VPRI, in conjunction with the Libraries, to spend some time and effort to assist in this endeavor.

2. How are you addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality?

The UAP and IIRP working group reports identify several main areas of quality improvement: reducing program and degree complexity, increasing experiential education and internship opportunities, addressing issues of retention and time to completion, eliminating program redundancies, improving advising, and increasing applications and high quality enrolment. Using this as a framework, FES has been engaging in extensive analysis of our programs and solutions for the challenges we face.

FES Program Quality and Analysis of Challenges
In 2015-16, FES had one undergraduate program with four concentrations, five certificates (Community Arts Practice, GIS, Sustainable Energy, Urban Ecologies, Refugee and Migration Studies), and two joint degrees with colleges (Seneca and Fleming). We had one Masters program with one professional certification (Planning), two joint graduate diplomas (Environmental/Sustainability Education with Education, and Business and Sustainability with Schulich), and one joint degree (JD/MES). We also have a PhD program.

In the AARP, the graduate programs fell into the upper left high quality/high sustainability

quadrant; the MES program slightly closer to the dividing lines between its neighbour quadrants than the PhD program. The undergraduate program fell into the lower left quadrant, just under the high quality line, but closer to the low sustainability axis. Thus, our initial energies have gone into making improvements in our BES program, but the synergies between our BES and graduate programs, as well as challenges to quality in our grad programs means attention has to be paid to all three programs.

In its origins, FES had only one large MES program; when the PhD and BES were added, the undergraduate program received fewer attention and resources. The BES has experienced declining enrolment in the last six years and has been reduced to roughly twice the size of the MES program. Undergraduate retention has also been an issue until recently. Meanwhile, the PhD program has maintained or increased its size, while the MES applicant pool has declined and enrolment has slightly declined. This is an imbalance from a revenue perspective, as the graduate programs are expensive and must be supported by adequate undergraduate revenue to be sustainable. In particular, we have not been able to take advantage of international student applications to the graduate programs, which have increased, because we do not have adequate revenue from the undergraduate program to accept them. The BES program needs to be at least four times the size of the MES program, with proportionate teaching and recruitment resources.

FES has a relatively small faculty complement, and heavy administrative and service loads. The complexity of the structure of the MES program, in which the student construct their own interdisciplinary Plan of Study, has been something that is pedagogically attractive to students, teaching them skills important for future employment, while it has also required intensive faculty advising and supervision, making the MES resource-intensive. Time to completion has been a slight problem in the MES program.

The PhD program, because of its interdisciplinary nature and unevenness of supervision, has had poor time to completion rates. In addition, PhD admits have been skewed toward the cultural studies side of what FES offers, resulting in higher PhD supervision for a few faculty, and fewer supervisions for other faculty, particularly the science-oriented faculty.

Strategies Imbedded in the FES Strategic Plan, CRP Implementation, and Upcoming IRP:

Overall Improvements to Address Quality:
Staff complement upon my entry as Dean in 2012 did not support recruitment, communication, and alumni relations, making it difficult to increase applications; we have increased staffing capacity here. Our conversion rates have risen to 85%, which has flattened the declension curve for applications/admits. We have enhanced our advising practices through integration with YU Start, a peer mentor program, and an AIF supported Pathways to Success hybrid skills-oriented program within a first year course that has had significant success. Central recruiting and communications did not often include FES or articulate its strengths; we have worked hard to have better relationships and better collaborations with Central efforts (with uneven success).

The complexity of MES paperwork was creating extreme inefficiencies and affecting time to completion; the creation and introduction of an electronic dossier system has greatly enhanced efficiencies in this area. Further improvements are dependent upon program revisions.

Program Revisions:
BES: The FES SP calls for creating more coherence and simplifying the undergraduate program, creating a better student experience, better retention, and better ability to articulate our program to applicants. With these goals in mind, we have accomplished an extensive revision of the BES over the last year, approved in the June 2016 Senate meeting, and have implemented them in BES program in 16-17. These are: reduction of four concentrations to three; creation of a common first two years; foundation courses taken by all BES students to better prepare them for upper-level courses and increase interdisciplinarity, and the introduction of a required internship course in the fourth year. These changes should also create more connections among cohorts, more sense of community, and thus increase retention. As part of the BES revision, we have reduced and simplified the requirements for the Community Arts Practice (now called Cultural and Artistic Practices for Environmental and Social Justice, but still referred to as CAP) and Urban Ecologies certificate, and made the CAP program a stand-alone FES certificate; these changes will increase the numbers of students able to take these certificates successfully. We have also committed to the goal of having all undergraduates have at least one experiential education experience in every class. More support for faculty to accomplish this is needed, with planned workshops on EE and an EE coordinator position created and funded; hopefully with some support from the Teaching and Learning Commons.

MES: In Spring 2017, we are focused on an exhaustive curricular and administrative analysis of the MES program that we believe will be much assisted by this year's Cyclical Program Review, to reduce the number of MES courses and eliminate some curricular redundancies or weakly supported areas in the program. This is likely to include the identification of "pathways" through the MES based on faculty strengths and student interest. We are instituting new deadlines for the progress of students through the stages of the MES Plan of Study. We are discussing a number of changes in the MES program, including potential course-based (possibly focused on Planning) and part-time Masters programs. This will reduce the number of students choosing the Plan of Study option for their MES, and enable us to increase higher quality advising and support for research for those students who emphasize this aspect of the degree. These proposals are now being made in our Faculty Council and should be finalized by May 2017. Reducing courses and redundancies in the MES program will allow more teaching resources to be transferred to the undergraduate program.

PhD:
The FES PhD will be maintained at its present level, but an effort is being made to admit students in areas more evenly distributed in accordance with faculty expertise. This will balance PhD supervisions, bring in PhD students qualified to teach in more of the intro/foundation areas, and increase time to completion with a more evenly distributed supervisory load. Time to completion issues will be addressed through immediate assignment of supervisors on entry

(completed), changes in regulations for PhD supervision (completed), the introduction of a required PhD seminar focused on proposal writing (completed), better transparency and reliability of funding (completed), and facilitation of timely completion of comprehensives (underway).

Program Expansion/Creation:

EcoCampus in Costa Rica:
      A cross-cutting achievement in raising quality has been the opening of the Las Nubes EcoCampus and the 2017 start of the Las Nubes Semester Abroad (supported by an AIF grant). The building of the Lillian Meighen Wright Research Centre on the EcoCampus has significantly raised the capacity of FES and of York to engage in internationalization, experiential education, and community engagement. The EcoCampus has already helped to raise applications to FES, housed international research collaborations, and supported MES and PhD research projects based in Costa Rica. The interest in the Semester Abroad program has been keen, and we are anticipating a full house in its first iteration this summer. The EcoCampus is fully supported by private donations.

Fusion of FES/Geography:
      Talks have begun to explore bringing together Environmental Studies, the Department of Geography, and perhaps the Urban Studies Program, both presently located in LAPS. Proposals to actively explore a fusion between FES and Geography have passed FES and Geography faculty councils, and have the support of the Deans of FES and LAPS as well as the Provost. Urban Studies has yet to make a final decision on their participation. FES and Geography faculty working groups are presently discussing curricular and structural aspects, and senior administrators are looking at budgetary implications and approval mechanisms. This potential merger would double the faculty complement of the original units and bring together researchers in cognate areas. Existing course redundancies between FES, Geography, and Urban Studies could be eliminated. Geographers and Urban Studies faculty could participate in directly supporting the professional Planning program in FES. There are already a lot of cross-supervisions at the PhD and MES level between these programs, and graduate students should find supervisory support increased. FES and Geography physical science offerings would be strengthened by closer contact. Large General Education service courses taught by Geography would be located in FES rather than LAPS, but the SHARP budget would make revenue-sharing possible so to mitigate the effect on LAPS. The GIS certificate would be located in one Faculty instead of two. Since both areas have experienced declining enrolment, a fusion should enhance recruitment, making us more competitive with universities such as Waterloo, Ryerson, UofT and Western, which in different ways combine environmental studies, urban studies, and geography. I anticipate that some investment will be required to transition to a new expanded Faculty.

New Programs:
      We are discussing a new bachelor's degree in planning, or perhaps a 4 + 1 BES/Masters

in Planning, again to increase competiveness for FES (Waterloo offers a Bachelor's in Planning).

We are discussing a professional planning program, to take advantage of our numerous planning alumni who require continuing education to maintain certification as planners.

Overall, FES has positive reputational value to York and supports key goals of sustainability, social justice, research intensity, community engagement, experiential education, and interdisciplinarity. In 2018, FES will be in a position to celebrate 50 years of achievement, and I trust that the changes outlined above will ensure the high quality and reputation of the Faculty, and York, for the future.

**FACULTY OF
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Memo

To**:**	APPRC via Robert Everett, University Secretariat
From**:**	Michael Zryd, Secretary of Faculty of Graduate Studies Council
Date**:**	February 21, 2017
Subject**:**	FGS response to APPRC Committee call for feedback on "Tracking Progress on Objectives"

In preparing this response to the Tracking Progress Memorandum, we first took into account feedback from the FGS Representative on APPRC, and from the three decanal faculty in the Faculty of Graduate Studies (FGS). The request for feedback was circulated to FGS Council members and we presented the questions from the memo to FGS Council at its 2 February 2017 meeting, framed by the attached PowerPoint presentation. The two APPRC questions were presented to Council:

1. "How can York improve its tracking of progress and how can it use indicators to greatest advantage?
2. "What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities. Please provide concrete examples."

This memo integrates the discussion at Council and some other e-mail responses. To begin to address the question of how to deal with "performance indicators" and "research metrics," we first noted the pitfalls and inappropriate use of some quantitative metrics in different parts of the world. Examples included the widely unpopular RAE (Research Assessment Exercise) and REF (Research Excellent Framework) in the UK and the research performance indicators (HERD) used by the Department of Education in Australia. In addition, many have noted the problems with most University ranking systems (e.g., Maclean's magazine, QS World University Rankings, etc.), in that inherent biases towards valuing superstar academics (e.g., # of Nobel Prize winners) or medical research not only disadvantage young, non-medical school universities like York, but also fail adequately to capture the innovative research products and impacts of York scholars.

Despite these problems, it was argued that, in the context of Provincial Strategic Mandate Agreements (SMA) and the prospect of performance indicators being a factor in provincial funding, the University cannot simply downplay the role of metrics altogether. Moreover, if we believe in evidence-based policy, then we need to provide evidence of our research activities. The two main categories of research measure are "outputs" and "impact," each of which needs tracking. Ontario's SMA categories include Research Capacity (Total sponsored research, number of research chairs, number of graduate degrees awarded, number of graduate awards/scholarships); Research Impact (Tri-council funding, number of publications, number of citations, and citation impact); research focus (ratio of grad degrees (including PhD) awarded to undergrad degrees awarded); and international competitiveness (ratio of international to domestic graduates, aggregate of international global rankings).

The question becomes, "How do we at York University want to represent our research?" and, in the terms of the Memorandum, "How do we want to track our own progress on research?" We acknowledge the existence of some standard metrics and tools currently in use, e.g., Tri-Council funding and other external research funding grants, which provide some comparative context for York performance. For example, York's traditional excellence in social sciences and humanities research means that York is one of the top universities in Canada for SSRHC PhD funding. Other sector tools are less satisfactory in measuring York faculty research outputs (e.g., SciVal / Scopus (Elsevier); RE$EARCH Infosource). It was added that as an interdisciplinary university, it would be challenging to rely on a single research metrics that would not appreciate differing disciplinary epistemological priorities and preferences.

How do we account for those differences? In the specific context of FGS, it was noted that many standard tools and metrics do not measure graduate student research activities, including publications, conference presentations, and other standard research outputs. In other words, to the question posed in the Memorandum, "Do these metrics/tools 'take into account York's distinctive mission, make up and strengths'"? the answer is "not comprehensively." How can York both set a standard for York-specific measures and be comparable to the Province? We need fine-grained measures that would allow for comparison across universities, and also by discipline. Moreover, many graduate students at York are in professional programs in which standard "research outputs" are not the focus of the degree. Rather, the training of professionals who contribute to the province's health, legal, and administrative sectors is an important objective of the university that needs to be tracked systematically. Can we look at metrics outside the academic context to inform metrics for inside?

One way of reformulating the question is: "how do we represent evidence of York University research?" Given the mandate of FGS, the question was posed to find a better way of tracking research outputs of both graduate students and postdoctoral scholars. One important overall measure would enumerate how many graduate students are accredited or licensed (e.g., York's professional programs), and also consider the impact of York's graduate students after graduation, an impact extends far beyond the academy. Recent discussions at York (and occurring nationally) on revising the standard dissertation to incorporate non-textual elements (e.g., audiovisual media) and other research dissemination methods also points to other research outputs to track.
Examples of graduate student research activity included
- grants in support of research degrees
- journal and book chapter publications
- publications in languages other than English
- new translations
- conference proceedings
- conference presentations (panels, posters, etc.)
- research symposia and graduate conferences
- exhibitions of creative and artistic work
- curation
- community collaborations
- consulting for government and NGOS
- using research to influence policy-making
- expert witness testimony
- podcasts and other forms of knowledge mobilization
- innovative pedagogy with research dimensions

At Faculty Council, members also raised questions about collecting and managing information in a systematic and responsible way: given resource restrictions, do we have designated individuals to collect and compile research output data? We note that electronic student award software and graduate student Progress Reports (currently in paper form) might be valuable sources of future data. Councillor Adam Taves, Acting Associate University Librarian, provided expert guidance to Council on the availability of some tools on the library website. He informed the Council of the availability of different kinds of metrics, some based on old bibliographic methods, and some as more sophisticated "alternative metrics."

A further question is how we can support these research activities. It is important to note that York provides important resources to students to support their research, starting with competitive funding packages for almost all research degree students, and including strong supervision and the FGS Graduate and Postdoctoral Professional Skills program (which includes sessions on publishing, knowledge mobilization, and grant development). We advise graduate Programs and Faculties to build on current supports to develop graduate student and postdoc grant applications, publications, conference and other research dissemination activities, and to consider the logistics of reporting on these and other graduate student and postdoc research activities.

In summary, while FGS recognizes the challenges of tracking the contributions of York University graduate students and postdocs, we support
- the development of mechanisms that measure the considerable outputs and impacts of current research and professional development
- expanding the definitions of what constitutes research and professional training
- developing more innovative ways to create comparable data that can substantively track York University outputs and impacts in relation to other universities in the province, and in national and international contexts.

APPRC Meeting: Progress Towards UAP Objectives
Glendon College, March 2, 2017

Introduction: What Glendon (GL) hope to gain by this meeting

As always, it is a pleasure taking time to discuss GL-related matters with the AAPRC. In this particular instance, I would hope to learn from initiatives in other Faculties that could also be relevant and applicable to GL, thus allowing for a better cross-pollination of ideas across the university.

1. How is GL engaging with the Plan for the Intensification and Enhancement of Research?

Last year, in recognition of the growing importance of research in the institution's strategic objectives, the position of Associate Principal, Research and Graduate Studies (APRGS) was created at GL. The APRGS's first initiative was to conduct a research survey among full-time and contractual faculty members. The current work plan is informed by the results of this survey, as well as the key priorities identified in York's Plan for the Intensification and Enhancement of Research (PIER) and in GL's IRP.

Fostering a culture of scholarly inquiry

Perhaps owing to the diversity of our research fields and the difficulty to identify a cohesive, faculty-wide research agenda around which to coalesce, past efforts in trying to engage GL faculty into scholarly discussions have not always been successful. In 2016-17, we will launch a new format of the "Innovation@Glendon" initiative modified in two ways.

- We will organize one, half-day symposium around a broad cross-disciplinary theme, such as "ecology", "citizenship", or "linguistic diversity". We will start with a panel discussion of 4 speakers from a range of disciplines to address the broad theme using their most recent research.
- This will be followed by a research celebration at which all research achievements of our faculty and students will be celebrated: including, awards, prizes, grants and publications.
- We will introduce a bi-weekly poster profiling the research of a faculty member at GL. We will start with the most recent hires and then move to more established GL faculty with the aim of connecting researchers and disseminating knowledge.

Investing in people

The new GL Research Office (GRO) will be more proactive about communicating research achievements and supporting faculty member's research priorities. It will do this by:

- Visiting all new faculty members over the course of 2016-17 to learn more about their research, explain the GRO services and answer any questions they have. This will be followed by visits to more established faculty, with priority to those who have not yet obtained tenure;
- Visiting all research centres and units at GL by spring 2017 to discuss their strategic priorities;
- Implementing, in collaboration with our communications colleagues, a research communications plan to clarify service level expectations, roles and responsibilities (now available);

- Organizing at least four training sessions on research-related topics for faculty members.

Students at GL are talented, bilingual (in many cases multilingual) research-apprentices who are eager to become more involved in wider research initiatives. We will support these efforts through:

- Continuing to offer a research presentation at the graduate student orientation;
- Explore the possibility of adding a research presentation, in collaboration with the libraries, to the undergraduate student orientation;
- Supporting and preparing undergraduate and graduate students for high-profile research-related awards; (a specific plan for this is being developed)
- Requiring eligible graduate students in receipt of GL funding to apply for external awards as a condition of their funding;
- Working with Recruitment and faculty members to continue to offer the Research Apprenticeship Program – which matches exceptional undergraduate students in their first year with faculty members – to top scholars; (in progress)
- Encouraging students to submit to research fairs, poster competitions, essay competitions, etc, in collaboration with the libraries and graduate and undergraduate programs; and,
- Developing a strategy for Faculty-funded graduate assistantships and research assistantships.

Staff in research-related positions at GL are essential to research success. We will validate and support their efforts by:

- Supporting relevant training;
- Acknowledging their contributions;
- Including them in decision-making; and,
- Coordinating efforts to avoid duplication and ensuring clear lines of communication.

Research growth and development

The 2015 survey of GL faculty identified several barriers to applying for funding (details available upon request). We are committed to undertaking the following actions in 2016-17 in an attempt to increase external grant applications:

- Organize, in spring 2017, a hands-on workshop for faculty members interested in applying for a SSHRC Insight Grant.
- Prepare a "grant-writing 101" document with key tips and issues to consider.
- Move up internal review deadlines for Tri-Council grants, both to encourage Faculty members to complete the majority of their grant applications during the summer, as well as to increase the time allowed for a quality review, including the potential for internal or external peer review.
- Encourage faculty members to think about the collective benefit that external grants bring, as well as the negative consequences of a failure to secure sufficient external funding.
- Encourage faculty members who have not yet been successful on larger grants to apply to smaller competitions where success rates are higher, such as Connections grants.
- Explore the possibility of offering course release incentives for external research grants over a certain value.
- Explore the possibility of having a designated resource person to advise and assist with the administrative process of hiring research-related staff.

- Prepare a list of funding sources other than the Tri-Council (such as foundations or government agencies) and attempt to proactively match faculty members to such opportunities based on the information gathered during meetings with faculty members and Research Centres.

2. How is GL addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality?

Enhancing comprehensiveness and interdisciplinarity

GL's first priority with regard to enhancing its program offering is to complete the establishment of its five new programs funded by MTCU/MAESD. The Advanced Certificate in Law and Social Thought and the BSc in Psychology both have healthy enrolment after two years in operation. The Biology program is progressing well and should prove successful in a few years. The remaining two new programs (Communication and the Dual Degree in Business and International Studies) have had a soft launch this year and still need to be fully implemented. Application numbers are encouraging. Only once the long-term sustainability of these new programs is assured will we be in a position to consider developing new programs, as identified in GL's IRP. In 2016-17 and the following years, the priority will be to

- Secure a sustainable biology program by creating the appropriate third and fourth-year courses, ensuring a harmonious coordination with Keele's Biology Department and setting up a new biology laboratory funding through the SIF initiative
- Continue to develop the remaining two new programs (Communications and Dual-Degree Business and International Studies) by creating the appropriate third- and fourth-year courses
- Encourage the Département d'études françaises to set up a 4+1 program (BA-MA)
- Set up a 4+1 (BA-MA) program in the Masters in Public and International Affairs
- Allow for Direct Entry in Translation (completed)
- Establish a dual degree Masters of Public and International Affairs with Laval University in Québec (completed)
- French learning in the disciplines: Create French tutoring sessions (lab hour) in appropriate discipline courses in order to ensure a better learning of French

Enhancing Academic Programs

In support of academic programs, GL is committed to improving three strategic areas identified by York University as being high-priority: first-year experience, e-learning and experiential education. GL has its own first-year experience initiatives, namely the Welcome Wagon and Jump Start. However, more can be done to leverage Keele resources to improve first-year experience. E-learning is fast becoming an area of strength at GL, but it must be better coordinated. Finally, GL hired an experiential education coordinator last year to reflect its growing importance. Student opportunities should grow significantly in the next few years. Among the concrete initiatives, we will:

- Better coordinate with YU Start and leverage their services and expertise
- Write a Learning Technology Plan (incl. IT workshops for students, a dedicated website, a survey on IT competencies, a mentoring program for students, etc.) (in-progress)
- Create e-learning workshops for faculty (partly implemented)
- Develop e-learning training sessions for students to prepare them to take part in hybrid courses
- Encourage students to create a geek club (in progress)

- Set reasonable data-driven targets for increasing the number of online courses (online content, blended and fully online)
- Write and implement an EE Plan (a first draft of the plan is written)
- Ensure that each program has at least one opportunity for EE both at the undergraduate and graduate levels
- Develop a non-credit work placement course to provide greater access to EE across programs

Enhancing Teaching and Learning

GL prides itself in its student-centred culture – made possible through its small class sizes and small-campus experience – as well as its relatively high student satisfaction results. It will build on this by enhancing funding opportunities for students, providing pedagogical resources to faculty and spearheading pedagogical initiatives. Concretely, it will

- Create a priority list for scholarships to establish in new sectors
- Create new student scholarships and bursaries (on-going)
- Create a useful GL website for Teaching and Learning (completed)
- Generate consensus on the importance of a graduate attribute / competency-based framework
- Create a working committee on graduate attributes and competency-based framework
- Create an online monitoring platform for graduate attribute assessment
- Work with the Registrar to improve curriculum management
- Improve students' ability to navigate the complexities of the curriculum with the help of "road maps"
- Provide teaching-focused workshop on campus (e.g. ISW)

Create new opportunities for a bilingual experience

Bilingualism is at the core of GL's mission. To improve bilingual experience, we will:

- Create francophone spaces on campus (e.g. French House in residence; partially completed)
- Create a francophone extra-curricular support structure
- Encourage student-led initiative for social activities in French (in progress)
- Create a working committee on francophone affairs (in progress)
- Increase the number of francophone students to 25% in two years through international recruitment (we are currently at 20%)
- Create new experiential education opportunities in French
- Create a university-wide francophone committee (completed)

Internationalization and Extending our Global Reach

Although GL ranked among the top three small institutions in the Globe and Mail 2012 Report on Universities, it has traditionally attracted few international students outside exchange programs. This is gradually being corrected and GL has seen a significant increase in international students in the past year (+14%). The goal is to have 10% (form 8%) international students at GL by the next two to three years. To achieve this, we will:

- Increase participation in international student recruitment fairs in key francophone markets, leveraging Avantage Ontario and ACUFC

- Develop a marketing strategy to promote GL's programs across the globe
- Revise the current student exchange programming

Enriching the Student Experience

We are undertaking a variety of initiatives to enrich the (co-curricular) student experience:

- Consolidating communications with incoming GL students by adapting and translating York's YU START program, combining it with our first-year student peer mentoring program, as well as our award-wining students communications program "Project Welcome Wagon".
- Improving and better coordinating make-up winter and summer orientation sessions for late admits with partners such as Academic Services and Glendon College Student Union, with the goal of improving retention.
- Supporting students with training programs aimed at developing transferable skills, through mentoring, student organizations, and specialized programming e.g. Leadership & Career Summit.
- Greater integration of indigenous activities and culture and laying the ground work for collaboration with the Centre for Aboriginal Student Services (ongoing).
- Building on our recently re-structured well-being services under the newly renamed "Accessibility, Well-being and Counselling Centre" to enable greater support for campus mental health and students of concern.
- Undertaking a review of our residence life program and implementing enhancements for September 2017 (ongoing).
- Developed and piloted a for-credit learning skills course, based on best practices in teaching for learning. It will be offered again in English and in French and marketed to students who may be less prepared for university in Fall and Winter 2017/18.

Improving SEM capabilities: Attracting and retaining students with strong academic potential

Since the arrival of the new Assistant Principal, Division of Students and the recruitment of a new Director of Recruitment, Admissions and Students Relations, particular attention has been paid to two key activities in order to optimize SEM activities and capabilities:

- Launching a SEM Audit (February) in order to review GL's SEM Plan and support structure. The Assistant Principal and the Director of Recruitment being new to their roles, in addition to important staff turnover in key roles which impact SEM, this is a crucial first step in understanding the current state of affairs before charting a new course.

- Adjusting optimal enrolment mix, and more importantly deploying new recruitment activities are expected outcomes of the reviewed SEM Plan. Enrolment trends and data, as well as GL's goals will inform enrolment targets and priority markets. Marketing/recruitment strategy will be developed in concordance with SEM Plan.

Ensuring success and retention with proactive academic advising and financial assistance

A significant number of adjustments have been (and continue to be) required, as a result of high staff turnover, as well as operational and systems changes (OSAP, introduction of new programs, etc.). Noticeable service additions or amendments include:

- Increasing involvement of our staff on a variety of initiatives, thus encouraging greater collaboration and synergy amongst the various student-facing stakeholders across campuses, including: introduction of Net Tuition, PRASE/IIRP, as well as various committee/council/consultation work (at GL and pan-University), Students of Concern Committee, as well as retention-focused activities such as: enrolment planning workshops for 101s (transition from Y1 to Y2, and optimization of course planning, programs and enrolment, with Associate Principal, Academic and Departmental Chairs; ongoing).

- Deployment of proactive outreach campaigns and new information/communications activities. Examples: for qualifying students who have not yet applied for OSAP; or students who applied for Ontario Tuition Grant only yet eligible for more grant through full OSAP application, newly introduced course withdrawal grade "W", reactivated yet not enrolled students, etc.). Ongoing work for the simplification of Undergraduate Calendar.

- In response to changes in student demographics, adapting custom in-house transfer credit breakdowns for 105s with transfer credit, creation of a new student service position dedicated to supporting transfer students, and staff training.

- Additional activities, above and beyond regular duties: short term emergency loans; book vouchers, nomination of students of university and international/external awards e.g. Rhodes Scholarships, advocacy for new scholarships and awards; nomination of students for university wide prizes, etc.

Faculty of Health Progress Report
For Academic Policy, Planning and Research Committee
Paul McDonald, Dean

The Faculty of Health is delighted to share our progress on major initiatives in 2016 as well as plans for continued success in 2017 and beyond. Our progress in operationalizing the University's and Faculty's plans are due to the dedication and excellence of our faculty, staff and students.

1. **How is the Faculty of Health engaging with the Plan for the Intensification and Enhancement of Research (PIER)?**

The Faculty of Health defined and is acting on six strategic directions. Specific initiatives and metrics were identified under each of these directions. There are six places where our research strategy overlaps with the PIER particularly with respect to recommendations 1, 8, 9, 10, 13, 16.

Growing Capacity
- We are adding eight new professorial faculty positions in 2017, including a Canada Research Chair and a Director for the Dahdaleh Global Health Research Institute. The Dahdaleh gift will also lead to additional faculty, post docs and grad students. We plan to replace all current professorial resignations and retirements.
- The Faculty of Health is leading the development of a proposal for a Canada Excellence Research Chair in Global Health, which will provide up to $10 million for seven years.
- Discussions are taking place with colleagues in Nursing to increase the proportion of faculty in tenured and tenure track positions, including some senior researchers to provide additional mentorship to early career investigators.
- The Dean is working with Advancement to pursue major gifts to create critical research mass in priority areas through new research chairs and post-doctoral fellows.
- In fulfillment of section 18.15 of the YUFA collective agreement approximately 16 faculty members in each of the next two years will receive teaching releases to enhance research impact.

Partnerships (1, 16)
- Intra-faculty – we have underwritten costs and supported Institutional and Faculty ORUs and research teams including the Dahdaleh Institute for Global Health Research, VISTA, the York University Muscle Health Research Centre, the York University Centre for Aging Research and Education, the York Institute for Health Research, the Bitove Academy (for dementia care), etc. This includes using the Faculty of Health's research and administrative staff to support grant preparation, submission and administration.
- Creating Research Scientist programs with area hospitals (e.g., Southlake, CAMH, UHN).
- Creating research partnerships with international universities and research centres.
- Nominating faculty for York Research Chairs, VISTA research enhanced hires. Existing CRC holders have been nominated for renewal.
- The Faculty has provided research enhancements to retain faculty research leaders.

Research Space and Equipment (1)
- *Space is a major research inhibitor in our Faculty. Planned changes described below will not be sufficient to accommodate our growth.*
- We are renovating existing spaces, including a refresh of the Farquharson Building.
- Planned renovations for Stong College, and the Dahdaleh Global Health Research Institute.
- Planned development of a new primate research facility.
- Creation of research clusters by re-positioning faculty and students.
- The Faculty of Health has taken responsibility for operating various university research resources including the Vivarium, and the MRI.
- Purchased maintenance contract for MRI; pursing new opportunities to increase utilization and make the facility sustainable.

<u>Research funding (8)</u>
- Enhancing support for applicants - writing support, peer review, seed/bridge funding, expanded external sources of funding (internal and external).
- Strategic grant development – build teams, evolve ORUs, pursue nominations and Chairs, invest resources to support major funding opportunities.

<u>Graduate programs (9)</u>
- Develop new graduate programs, beginning with a PhD in Nursing. Other programs are under discussion (e.g., masters and PhD programs in Global Health; graduate program in health informatics and analytics, graduate program in health and aging).
- Potential to expand existing graduate programs (e.g., masters in nursing, epidemiology).
- Build funding and enrolment models to ensure sustainability.
- Develop a clear and distinctive brand for the Faculty of Health.
- Marketing plans, funding and other strategies to improve recruitment of high quality of graduate students; invest in website redesigns and enhancements. Sponsor events which showcase student and faculty research.
- Reduce time to completion.

<u>Grow undergraduate participation in research (10)</u>
- Addressed in answering question 2 (see item 5 under tying research to teaching).

<u>Research support (13)</u>
- Internal peer review across all the Tri-council agencies.
- Bridge funding for unsuccessful Tri-council applicants close to funding cut off
- Increased envelope for Minor Research Grants
- Team and strategic funding opportunities
- Generous start up grants for new faculty

2. **How are you addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality?**

Academic program quality imperatives outlined by the UAP Priority 1 includes enhancing research opportunities, creating clear articulation of learning outcomes, addressing overly complex degree requirements, addressing declining enrollments, and creating Faculty spanning curriculum. Priority 3 is enhancing the quality of teaching and learning. The Faculty of Health has begun to address priority 1 and 3 through seven major mechanisms:

<u>Innovation to Drive Quality (examples)</u>
i) Investment of resources for faculty members and programs to be innovative, and augment their high quality teaching
- SHPM given permission to cap 20 sections (6 courses) at the 4000 level at 50 students in order to develop and implement in-course (and potentially in-community) experiential activities.
- eLearning team developed and spearheaded in 2016 by an eLearning specialist whereby faculty members have a single point of contact to initiate conversion from in-class to on-line or blended courses through Moodle (i.e. conversion projects, exploring opportunities and obtaining assistance with expanding existing online courses). The LTS Learning Support Specialist is available to respond to faculty requests and needs, engages the proper resources with LTS as required, and assists faculty members through the conversion process. Since its inception, one faculty member last year received AIF incentive funding to create a blended course and has received extensive help from this team to launch this course. One has submitted a course proposal to the AIF call to create a blended course this year. Eight other CDs enrolled in the eLearning boot camp workshops and have discussed plans with the eLearning specialist for how to go about adapting their course to the blended format for 2017.

- Development and launch of 'Funds for Innovations in Teaching (FIT) in the Fall of 2016, there have been 5 requests and 4 granted (2 SHPM, 2 SKHS) to support eLearning, and scholarship of teaching initiatives.
- Support for development and use of a novel web-based teaching platform called DAGU.
- Exploring novel approaches to teaching including separation of learning from credentialing, unbundling of lectures, and courses, life-long continuing education through "looping", etc.
- Improving clarity across the faculty on how align programs, curriculum and pedagogy with the Faculty of Health's vision, mission, goals, values, brand, and plans.
- In the spirit of improving mutual accountability and informed decision making I hope to initiate discussion through Faculty Council on development and use of key indicators to assess progress toward our goals, and the effectiveness of collective initiatives.

Professional Development for Faculty Members,
- 35 faculty members and two grad students attended workshops/webinars developed, designed and implemented by the Teaching Commons between March and Dec 2016. The most popular attended were eLearning and EE boot camps.
- Increased use of promising practices in teaching - information was shared 'just in time' about good teaching practices and available workshops and webinars to support development of quality teaching with all full and part time faculty members.

Enhancing Learning and Engagement through Experiential Education
- Increased the opportunity for EE in courses and in community. By July 2016 we had eight courses/sections with reflective learning activities (in course EE), five courses/sections engaged in community based research, three with community service learning. We had 19 courses with placements (grad PSYC and Athletic Therapy) + the courses with all of the nursing placements and one grad internship in PSYC. We had 15 new community partners for two courses, and the athletic therapy certificate program, plus three potential MOU's being worked on or signed (CAMH, Sienna Living, York District School Board).
- Since July 2016, 2 courses have added in-community based learning (IHST 4100, and KINE 4315), 15 new partners have been found for IHST 1020.
- In early developing stages for Global Health practicum: developing resources and beginning partner outreach. We are currently recruiting a new full time staff person to source international student placements.
- Three course directors have indicated interest in adding an in course EE activity regarding indigenous Health issues.

Development of Measures of Quality Teaching
With help from the Educational Developer in the Teaching Commons, each School/Dept./program added and/or updated teaching related questions in the online evaluation system (ONCE) to provide faculty members feedback on measures of quality teaching based on Kember and Ginns (2012) "Exemplary Teaching Course questions: nine constructs". These questions were added to the Core Institutional Questions and have been launched through ONCE. In order to improve mutual accountability the Dean has suggested to Faculty Council that Health develop and test indicators of teaching outcomes.

Developing and Implementing Initiatives for Student Success
- Peer assisted study sessions (PASS, embedded in courses where a student has a higher risk of failing.
- HealthAid (a peer and academic support network that fosters student engagement, development and academic success while building student leadership capacity through mentorship).
- Design and implementation of new courses such as Create Your Future and Agents of Change.
- Investment, creation and implementation of new student success programs (peer tutors, peer mentors, math background tutorials, and writing supports).

- Added a third student success coordinator. Moving student success coordinators into Stong College to enhance interactions with students and integrate with College initiatives.

Internationalization of Our Curriculum

- Encouraging and enabling students from across the Faculty to take electives in Global Health.
- Agreements and MOUs with local and international universities and organizations are being developed for the Global Health Program practica: Rajaratha University (Sri Lanka), PGIMER (India)
- A manager, International Relations, is currently being recruited to support international EE.
- SHPM is developing graduate research exchange opportunities with St. Etienne University France for which a MOU is being developed.
- SHPM will identify top universities in China to potentially develop 2 + 2 Programs for the Bachelor of Health Studies Majors in Health Management and Health Informatics

Research Intensification and Integration with Teaching

We broadly define 'community partner' to include faculty members with labs on and off campus where students engage and volunteer to help with research projects. We developed a new course proposal for a volunteer research practicum as well as a student/faculty member agreement form and it is now with two of our research intensive programs (Kinesiology, Psychology) for feedback and to go through the normal curricular approval process. This research practicum course will help us to track #s of students engaging in volunteer research in labs as a component of experiential education as well as help with 'growing undergraduate participation in research' as a part of research intensification.

Meeting Enrollment Targets

- Facilitated transition and retention by developing a First Year Experience Toolkit for instructors and practices for them to use in their courses (e.g., an early alert mechanism through Moodle analytics, designing developing and launching 'study hacks' video modules to deal with challenges such as multi-tasking, dealing with digital distractions, planning for studying), use of a free mobile friendly student response system, use of the LearnSmart ebook which uses adaptive learning technology to build an experience unique to each student's individual needs on topics that support student success such as time management, taking notes, taking tests, writing and presenting, reading and remembering.
- Students at risk (switch offers, Highschool final GPA dropped more than 2% from admit average when offer was made) were encouraged to enrol in IHST 1020 Agents of Change in a Global World. This is the Faculty's version of a UNI 101 course. It is blended in format, with in-course experiential education fostering learning skills and reflective practices. Students examine the concepts of health and global health through multiple philosophical and disciplinary lenses then analyze effective change processes and the attributes of those who lead them. Students construct a scholarly portrait of themselves as agents of change for health.
  - 43% of invited students enrolled in FW2015, 89% are still enrolled in courses in 2016 (80% in the same major). This compares to a retention rate of 61% among the remaining students who chose not to enroll.
- In collaboration with Colleges and York International, OSAS held 3 workshops for new and continuing international students in Fall 2016. These workshops were not well attended (e.g., 20 of 238 invited students attended. For winter term OSAS invited all new and continuing international students for drop-in advising (26 registered, 16 attended).
- Exploring potential new degree programs/majors as well as expansion of some existing programs (e.g., athletic therapy, global health).
- Reviewing admission requirements including using alternate selection tools (e.g., short essays).

Aligning our Complement Plan with Strategic Plans, the IRP, and Faculty/School/Dept. priorities

- Faculty complement plans have been developed for the next three years. Fifteen school/dept. searches (plus a CRC and Nursing Director) are underway in priority areas in teaching (e.g., the alternate stream hire is for the new degree requirements in Psychology) and research (e.g., vision

science, neuropsychology, global health, etc.). Future hires will depend upon future budget availability.

Strategic Enrolment Management
- Launched an aggressive 105 strategy targeting college/university transfer agreements and international students by improving/creating pathways/articulation agreements (around 14 different certificate to degree, diploma to degree, degree to degree with Seneca; three programs (KINE, PSYC, HLST) are in discussion with one articulation agreement already finalized between Georgian and Kinesiology); defining and implementing an accelerated pathway for international students into our Global Health degree;
  - SHPM and Kinesiology engaging in web chats with China (with help from York admissions officers).
  - Redesign of our website 'landing pages' clarifying details for international students including defining a person in OSAS as a point of contact for their questions;
  - Implementing guiding principles to support college/university transfers missing a math/science prerequisite (requires students to take bridge courses);
  - developed and are piloting a "freshstart" framework for students who would normally be made an offer and would have to begin their program on academic warning so that they can have a fresh start and not begin on academic warning.
  - Creating impactful marketing material and webpages. Organizing conversion events.

We have responded to the IIRP working group on program quality in the following ways.
- Undertook a major review and updating of psychology undergrad programs (major, minors, honours, sepcialized honours), including program requirements and revising course learning outcomes to map to program learning outcomes and UDLES.   Revisions included greater differentiation of 2000 level courses, consolidation of knowledge mobilization skills, a new capstone project for an honours non-thesis option, enriched honours options with more research focus, new emphasis on writing and communication skills.
- Working with the School of Health Policy and Management to reduce degree complexity by having a common core of courses across multiple degrees and majors (Health Studies, Health Policy, Health Management, Health Informatics). This is important given low enrolments in some of these degrees. They are also streamlining their program level expectations. Our longer term aim is to create common core courses (e.g., intro to health; intro to the healthcare system; statistics across departments and schools to increase inter-professional learning.

For developing clear and simple entry points and transfer protocols, our Global Health program is creating an opportunity for international students to apply to and complete an accelerated Global Health degree. In addition, a component of our aggressive 105 recruitment strategy includes developing guiding principles for attracting college transfer students missing a prerequisite high school course.

Presentation to APPRC: Faculty of Liberal Arts & Professional Studies
March 23, 2017

The Faculty embraces the vision of York as bold and progressive (both socially and intellectually); through our research, we are a leader in fashioning responses to needs of knowledge production in a complex, global society; and through our curriculum and pedagogy, we are a leader in producing the next generations of thinkers and doers with transformative capabilities. Teaching and research are two equally critical and mutually constitutive elements of this vision.

We also embrace the broad elements of York's vision captured in the UAP 2020: access & inclusion, excellence in teaching & learning, distinctiveness in programs, research excellence and impact and community engagement. Our engagement with research and academic quality stem from this overall vision.

Faculty's engagement with the Plan for the Intensification and Enhancement of Research (PIER)
The research initiatives in LA&PS are being led by our Associate Dean Graduate Studies & Research (ADGR), Professor Sandra Whitworth. Here are our current main initiatives related to PIER:

Growing a Culture of Scholarly Inquiry
Through the leadership of the ADGR, we are engaged in collegial discussions with both unit-level research coordinators and the Faculty's Committee on Research, Policy and Planning to develop metrics that can capture the multiplicity and richness of research outputs. APPC and LA&PS Council are also engaged in direct conversations about the limitations of traditional metrics and are exploring alternative ways to capture and promote that research.

Investing In & Promoting People
The RRP: Despite difficulties with the program, we expect to successfully administer the program for 14 out of our 19 eligible units. It is our expectation that the program will enable a redistribution of workloads of research-active faculty and result in research enhancement.

Commitment to tenure-stream complement: The Faculty has added/in the process of adding 30 tenure stream hires (including conversions) over a two year period 2016-2018, all with strong research profiles.

CRCs: Two CRC searches have been conducted over same two-year period; both are awaiting approval from Ottawa.

Supporting Research Growth and Initiatives

Support staff: We have hired a Research Manager in March 2017, to add to our existing research administrative support (3 Research Officers and 2 Post-Award Research Administrators)

GA Program: Our hope is to put in place a modest GA program that serves our faculty and graduate students.

An expanding suite of Faculty-level research funding program: We have the following initiatives in place:

- The LA&PS Seed Grant for Collaborative Research Initiatives (two deadlines annually
- Bridge Funding for NSERC Researchers in LA&PS (one deadline annually)

- LA&PS Senior Scholars' Research Fund (one deadline annually)
- Minor Research Grant (two deadlines annually)
- LA&PS Travel Grant for Dissemination (three deadlines annually)
- LA&PS Support for Scholarly Journals (one deadline annually, value of support doubled in current year)
- LA&PS Research Events Fund (rolling deadline)
- LA&PS Book Publication Subvention Program (rolling deadline), financial support for this has been doubled by the Faculty

There are several additional initiatives the Faculty would like to pursue, if resources permit. These include post-doctoral fellowships and a robust undergraduate research program.

Addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality

While there are many initiatives in process, let me focus on a few major ones.

1. Strengthening the liberal arts and the connection between liberal and professional education: Strengthening the liberal arts is a goal mentioned explicitly in our UAP (including in the vision statement): As dean, I am particularly keen that our Faculty is an active participant (and not merely a passive bystander) in the growing positive discourse about the liberal arts and the need to overcome the divide between liberal and professional education. As the value of liberal arts is (once again) being seen as necessary for developing leadership qualities, civic capacity and creativity, our goal is to embed the liberal arts in the curriculum as broadly and meaningfully as possible, and as consistent with the relevant degree level expectations. On the other hand, we are developing more opportunities for our liberal arts majors to develop professional capacity and autonomy - through curriculum and work-integrated learning to provide a more holistic educational experience. Most of our curricular initiatives reflect these ideas (Minor in Public History; PhD in Disaster & Emergency Management; undergraduate Black Studies Certificate; Undergraduate Big Data Minor for Liberal Arts Majors; Undergraduate Major in Human Communications Sciences; Undergraduate certificate in Non-Profit and Co-operative Management).

In keeping with our strong commitment to access and inclusive education, we are keen to make liberal arts education available to all qualified students. Often, students who come from situations of disadvantage feel forced to opt out of liberal education and pursue the development 'skills' in the hope of employment. It is not clear that following a narrowly constructed pathway focused on one particular skill enables them to realize their potential or fulfill their aspirations. This is particularly true in fast-changing and complex societies, with rapidly evolving work-place demands. Not being equipped with sufficient breadth and the intellectual wherewithal can become an impediment to realization of the individual's potential.

Thus, the project of systematically connecting liberal and professional education is a project is driven by the imperatives of curricular excellence as well as access.

2. Undergraduate retention and student success: I have made retention and student success the top priority of the Faculty. Obviously, enhancement of program quality is key if we are to successfully address these challenges.

According to OIPA data, 31% of our students leave York after two years in their programs. This means a loss of over 8000 students for our Faculty. This is a huge and painful social loss, which further strengthens the

negative discourse about universities, and about York in particular. Keeping in mind the demographics from which we draw our students, the need to leave university unsuccessfully after two years with substantial investment in time, money and other resources has a devastating impact. This stands in complete contradiction to our access and social justice mandates.

Indeed, there are some macro-structural phenomena that affect a student's decision to leave York. These include financial constraints, family situations, personal crises, lack of readiness for university etc. However, these situations can be ameliorated significantly through improvements in program quality – for example, through easily navigable degree structures and clear curricular pathways combined with appropriate mechanisms for student support.

The following are the main strategies we are pursuing in this regard:

1. **Complement planning and renewal:** Inadequacy of tenure-stream complement, especially in our high-demand programs is a critical challenge to program quality. Over the last two years, we have been able to increase our recruitment of tenure-stream faculty and hope to continue on this path.

2. **Reducing degree complexity that leads to complicated course scheduling, mobility issues etc.** The complexity of our degree structures and associated issues often prevent students from graduating in time. More importantly, it intimidates and demoralizes students, often in view of the financial burden they anticipate having to take on in order to complete their degrees. At the same time, students are increasingly more vocal about their learning outcomes and their own learning experience. Our programs exhibit both these extremes – overly rigid curriculum with little space for electives or minors and a rather loose structure which gives the student a limited sense of coherence and relevance (an important cause for leaving York). Under the leadership of our AD Programs JJ McMurtry, we have embarked on a detailed program-level analysis of our curriculum, with a view to determining coherence; we have established curricular coherence as a critical element of complement planning; and we are addressing coherence systematically through the CPR process.

3. **Enhancing opportunities for students to explore curriculum beyond their Majors:** We are undertaking a comprehensive review of our curriculum, including our general education requirements to allow students the opportunity for a greater exploration. Revision of Major requirements in several programs is also underway. The School of Administrative Studies (SAS), for example, is currently revising its undergraduate curriculum to allow space for a minor, opening up possibilities for collaboration with other programs. This can potentially create an easier pathway for students to graduate and provide more comprehensive learning outcomes.

4. **Experiential education:** We have embraced York's broad definition of EE and are working to create opportunities for our students. Our particular concern is to find opportunities for students in the humanities and social science programs. Our recently launched internship program focuses on these goals, of finding prospective partners who share the values of our Faculty and are interested in creating opportunities for our students.

5. **A strategic and financially sustainable use of e-learning**. Given that our typical student is required to balance a commute, a high load of paid employment while trying to maintain a full time load for OSAP eligibility, availability of online courses can be of immense significance. However, keeping in mind the program quality imperative, developing a large and incoherent suite of online electives does not serve the

student well. It is also a rather expensive model. We have completed a full audit of our e-learning courses and are encouraging full-time faculty to teach in online and/or blended formats (In History for example, the Chair in Hellenic Studies has had great success in offering an online course on Modern Greek History). There is also a strong potential, yet unrealized, for using courses taught by our best faculty for access and outreach purposes (e.g., students/learners in remote communities).

6. **Reducing the disproportionate reliance on a small number of programs for applications**
   We have put in place several strategies to enhance the distinctiveness and visibility of our programs which do not attract as many applications as possible. These include:
- Promote specialized degree options in programs facing lack of demand (such as the International BA (iBA) in 12 of our programs)
- Enhanced Experiential Education opportunities in all programs (through our newly established EE fund, we are currently promoting internships and placements in all interested programs, in addition to promoting the Ontario-wide programs run by the Career Center/YU Hub)
- Promote smaller programs which have unrealized potential (Cognitive Science, ITEC, etc.)

7. **Urgent action to address declining enrolment over a number of years**
   Several strategies are in place, and are being developed and implement through the CPR process:
- For programs/units with large faculty complement which are mostly in the liberal arts, our strategy is to use the teaching capacity to strengthen foundational learning in the liberal arts (e.g. course on the history of money for ADMS Majors; a new course on the History of Disasters for DEM Majors).
- For small programs, closure (Italian and Cultural Studies; Social & Political Thought undergraduate degree; etc.)
- Encouraging discussion for collaboration, and integration between programs which can support each other, with better use of resources as enrolment declines (French in Keele and Glendon; History and Classics)

Graduate programs

1. IIRP WG Recommendation on clarifying governance roles: With graduate programs, our greatest concern at this point is to have a clear and smooth path of the transition of FGS. Our Graduate Studies Advisory Group has responded to the IIRP working group report on this matter. It appears that there are significant differences in the perspectives and it would be immensely helpful for the Faculty to get clarity on how the transition would proceed.
2. IIRP WG recommendation to appoint AD Graduate and clarify reporting roles of GPDs, GPAs: We have appointed an AD Graduate but it remains difficult to clarify reporting roles until such time as the role of FGS is clarified.
3. IIRP WG recommendations on curricular approvals, GPD appointment process etc.: The Faculty is keen to move on these recommendations, but we need some further clarifications from FGS. We have hired staff to support these processes as well.
4. SMA targets: For some years now, LA&PS graduate programs have had some challenges in meeting their SMA targets for our MA programs. We are trying to address this through multiple strategies (e.g. involving top-level practitioners for the Masters in Financial Accountability; increasing professional development opportunities for the MA in Disaster & Emergency Management; increasing placements in Social Work as required for accreditation etc.

5. Cross-subsidization and co-development of programs for enhancing quality: In response to our declining pool of MA applications, we are actively exploring ways in which our MA programs can be strengthened. One concern that has been expressed by graduates in our liberal arts programs is the need for professional qualifications which help position better for their career aspirations. A large number of our graduates seek and find employment in the public sector, in non-profit organizations, civil society organizations as well as the private sector. In order to facilitate such type of career transitions, we hope to enhance our graduate programs with professional content leading to graduate diplomas, drawing upon curriculum developed by the School of Administrative Studies (SAS).

Lassonde School of Engineering's Response to APPRC on:

1. **How are you engaging with the Plan for the Intensification and Enhancement of Research?**
2. **How are you addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality?**
   Along with processes and implementation strategies along with priorities and concrete initiatives…

As outlined in the Lassonde School of Engineering's Academic Program Quality Plan, the School has been actively engaging in delivering on its plans to intensify research, improve strategic enrolment management, and positively impact reputation-building, including providing leadership in methods toward enhancing academic program quality, as seen through the following activities:

Research Intensification & Enhancement

Lassonde continues to expand and diversify **the research enterprise** by extending its research opportunities to UGs, beyond the Research At York (RAY) & NSERC UG summer programs. A new series of Lassonde Undergraduate Research Awards (LURA) have been developed and are being offered to promote students locally and internationally to engage in research activities at York. A strong culture of profiling research leadership and recognition with awards and support continues to underpin the strength of Lassonde's growing research networks. Through this program over 20 top students/year get to join research projects and work on innovative research projects. The experience was enhanced by jointly hosting the Undergraduate Summer Research Conference (August 2016) with over 60 research presentations in a professional setting including poster and oral presentations. Initial metrics show that the program has been successful in attracting students to graduate programs at Lassonde in addition to providing an experiential learning experience.

Lassonde devotes resources to support our research grant and nomination processes by employing a Research and Awards Officer. Lassonde is proud to acknowledge that all of our early career researchers have achieved a 100% success rate in obtaining NSERC Discovery Grants which is a key indicator of subsequent success and key milestones for a research career.

Lassonde professors have recently been recognized externally for their research achievements:
o [Christian Haas](#) and his team were awarded the [Arctic Inspiration prize](#) for work on [SmartICE](#)
o Professor Emeritus [Gordon Shepherd](#) was awarded the COSPAR William Nordberg Medal by the Committee on Space Research (COSPAR)
o Prof. Tom McElroy received the EC Patterson award: http://lassonde.yorku.ca/articles/prof-tom-mcelroy-receives-prestigious-patterson-medal
o Dr. Dan Zhang awarded the Fellow of The American Society of Mechanical Engineers (ASME)
o Professor Nick Cercone (deceased) of Electrical Engineering and Computer Science, received the Canadian Association of Computer Science/Association d'Informatique Canadienne (CACS/AIC) 2015 Lifetime Achievement Award.

o On September 8, 2017 OSIRIS-REx asteroid mission launch, funded by the [Canadian Space Agency](#) - Professor [Mike Daly](#) is lead researcher behind the OLA laser altimeter. The asteroid formerly known as 129973 and named on October 30, 1999 is now known as **Michaeldaly**.

Lassonde is proud to be a major partner in both of the two highest ranked organized research units in the University – the Centre for Vision Research (CVR) and the Centre for Research in Earth and Space Science (CRESS) and continues to ensure that ongoing incentives and support remain in place to ensure these units maintain success. Most recently, the government of Canada just awarded York with the Nation's most prestigious research grant, a $33.3 million Canada First Research Excellence Fund (CFREF) grant to support the **Vision: Science to Application (VISTA) Program.**

Research Boost

o *Introduce Research Coordinators in departments*
o *Incentivize publishing in top-tier venues*
o *Provide internal seed funding for research projects and infrastructure*
o *Invest in graduate student recruitment and conversion*

Departmental Research Coordinators: Additional staff will be hired for Lassonde departments to help identify research funding opportunities, help prepare proposals and help administer grants and contracts. The hires initially would be made on a 3-year contractually limited basis, with a follow-on review of success of the initiative in terms of increased grant/contract/overhead revenue.

Incentivize publications in top-tier venues: LSE faculty and students will be offered financial incentives for publishing their work in top-tier venues. Each publication in such a venue will be awarded $2K to be split evenly between LSE co-authors. To construct the list of top-tier venues, each department will be asked to supply a list of four venues (combined at their discretion across journals and conferences) for each area. Once the initial list is generated, a snap-shot of LSE publications in the identified venues over the previous two years will be captured. After two years of the initiative the snap-shot will be retaken and numbers compared to judge effectiveness.

Internal seed funding for research projects and infrastructure: Competitive funding will be provided to LSE faculty to support preliminary research to position it for external support as well as to purchase infrastructure equipment that is difficult to fund from alternative sources. Proposals will accepted be twice/year at specified dates; no faculty member will be allowed more than one award/year. Reviews for proposals will be solicited from three external peers in the proposal's area. It is suggested that the PARR grant adjudication subcommittee will conduct an extra adjudication and submit recommendations to the Dean/Associate Dean Research for financial allocations. Proposals for funding can be up to $50K and can be expended over maximally a two-year period. To begin, up to a total of 8 proposals will be funded/year. After two years, the number of follow-on external funding awards will be used to judge effectiveness of this initiative.

Graduate student recruitment and conversion: Each LSE Department will receive funds to hold annual graduate student recruitment and/or conversion events. Expenses covered would be

consistent with relevant York policies. Departments will submit proposed budgets to the Assistant Dean Finance for review; a maximum of 2 events/department per year (e.g., one fall recruiting and one winter conversion) will be funded. Individual event proposals will be limited to $25K. Every year, graduate programs will be asked to present evidence on relative number of "A" applicants and accepts compared to the previous year to judge effectiveness.

Lassonde has enhanced its graduate recruitment efforts by hosting its 1st Lassonde Graduate Studies Open House in January 2017. The event attracted over 70 students, showcasing our graduate programs and opportunities for graduate students to engage inspiring research at Lassonde including the BEST program, professional training and windows to career opportunities beyond graduate school. A number of **Graduate Initiatives** have been undertaken to bolster our combined research-graduate endeavours by:

- Harvesting top performing UGs into Lassonde Graduate Programs
- Working to develop 4 years UG + 1 year Masters Degrees
- Personally inviting top UG students in 3rd & 4th year to participate in Graduate Events (e.g., Guest Speakers/Lectures, Symposia, Workshops and Conferences)
- Raising the Project Profiles of our Researchers to make better connections with prospective Graduate Students/Researchers
- Increasing scholarship values and application development support for prospective candidates
- Continuing to invest in creating and advertising competitive funding packages in Canada
- Increasing programs visibility and enhance marketing efforts and strategies
- Creating a new web presence for programs - providing a better and current image, along with timely and relevant Communications
- Coordinating efforts to develop and routinize Social Media Networks, including Linked-in Facebook, Twitter feeds
- Introducing Professional Development Seminars (e.g., Meet'n'Greets with Industry partners & academic colleagues)

Strategic Enrolment Management

A number of new innovative **recruitment** activities have resulted in Lassonde continuing to increase its top-choice applicant pool with current 101 applications up 18%+ for Fall 2017, with an increase of 28% in 1st Choice highest applicants.   Engaging students in different ways throughout the recruitment and conversion process is proving to foster student interest through:

o The introduction of Boost, which highlights a shift in part of our processes to set up predictors for success beyond a students' incoming Grade Point Average (GPA). The School is striving to develop a 360 degree perspective of Lassondian characteristics to match students' passion, aptitude and appetite.

o The launch of the Tinker-truck to build unique partnerships with high schools, including addressing the gender gap. Rolling out the "Tinker Tank" to provide on-site connections at high schools to Lassonde engineering and science to promote the engagement of building ideas and relationships with prospective students.

o The expansion of Academy and data management through Salesforce (a CRM: Customer Relationship Management system), that allows Lassonde to continue to leverage its uniqueness in the marketplace by introducing contemporary methods of assessment in evaluating students fit and demonstrated academic preparedness for the programs offered at Lassonde.

Improving the **Student Experience** by consolidating all major components of academic student and service support advising, including Cooperative Education are supported by a **Student Centric** model in the delivery of student services, supports and programming directions. Everything from Recruitment & Conversion, New Student & Continuing Advising, Coop & Internship Opportunities, Student Engagement: Leadership, Government, Alumni, and Career Advising falls within the purview of the **Student Welcome & Support Centre.**

Experiential Education - Lassonde has taken very seriously its investment and energies in growing its EE in **Cooperative Education and Internship** initiatives for students to have workplace experience imbedded with their studies. The School has seen a 167% increase in Coop participation this year, with plans for continued growth over the next two years.

Lassonde's launching of new programs, a new state-of-the-art building, new laboratories, and increasing faculty and staff hiring, have contributed to positively **increasing York's profile, reputation and enrolment** in **Engineering & Science Programs.** In the last 4-years Lassonde has realized a 106% increase in undergraduate **enrolment growth** to 2166 FFTEs (with 187% in Engineering). Lassonde is investing and championing change leadership to grow towards **50/50 gender parity** in its Engineering programs has also attracted new attention for the School. Lassonde is a platinum sponsor of the Ontario Network of Women in Engineering (ONWiE), champion of the Engineering Change Lab (culture and diversity, and K-12 initiatives), authored articles about 50:50 for industry, and appeared in the news interviews and is building an international network of leaders in gender diversity.

Academic Quality Enhancement

Renaissance Engineering Manifesto

Faculty and students in Lassonde are engaged in a process to articulate and define how the "Renaissance Engineering" is being experienced in the ethos of being a Lassondian and how to continue to best develop and communicate its meaning by:
o A clearly articulated and a well-defined meaning of the Renaissance Engineer concept to be embedded in the School's everyday life including academic programs, student services, internal and external partnerships.
o A series of concrete examples of Renaissance Engineering which would create a clear application framework from specific to general – it will feature precise, actionable items.
o Specific examples showing how embracing the Renaissance Engineer concept can become, for faculty members, an integral component of building a career within the School.
o Goals to measure our own accountability regarding the implementation of Renaissance Engineering.

Digital Learning

Champions are being equipped with dedicated infrastructure for specific projects that will make an impact in increasing the delivery of *Flipping the Classroom, Online & Blended Learning* experiences for our students in and out of the classroom. Efforts to continue to advance the goals in this area include designs to:

o   Provide clear and specific definitions and examples (including methods of defining and accounting for contact hours in a flipped classroom scenario).

o   Create a faculty member innovation team dedicated to the implementation of the project.

o   Partner with Faculties/Schools on and off campus supporting novel engineering pedagogy (e.g., York's Faculty of Science, Olin College of Engineering in USA).

Quality Assurance - Systems & Tools

The development and investment in a comprehensive framework to ensure that **Accreditation & Quality Assurance** compliance reviews and processes are achieved and met are key to the Schools overarching success and reputation. These standards are the hallmarks of professional recognition and success that students, their parents and employers demand knowing that our School has met. To date, feedback on reviews and responses to the reviews have been highly favorable. The School is prudent in its plans to maintain **continuous improvement**, recognizing this will require an ongoing infusion of support and resources to address the changing landscape and future critical requirements set out by the **CEAB, CIPS, CBEPS and YUQAP review boards**.

Lassonde is actively engaged in building **institutiona**l (Curriculum Management System) and **cross-faculty collaborations** on program and systems, fostering systemic improvements across the university that trickle into every program at York toward improving the reporting and alignment of quality assurance and program assessment processes. Our work is advancing at a rapid pace in implementing standardized tools and structures to capture: **Course & Program Learning Outcomes** and their mapping to University Degree Level Expectations, and the articulation of Graduate Attribute Indicators and demonstrating the **Graduate Assessment and Evaluation** measures. By developing a series of online tools and interfaces that will provide our faculty, staff and students with the hands-on tools they need to track, report and capture key data points to validate progress and performance. Our School's profile will be enhanced for its leadership in investing and demonstrating evidence of academic quality through data analytics.

Osgoode Hall Law School

In a context in which academic resources must be aligned with academic priorities:

1.   How are you engaging with the Plan for the Intensification and Enhancement of Research?

2.   How are you addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality?

As you likely recall, the key frame through which these quesitons are viewed at Osgoode is our Strategic Plan - the Access Osgoode 2017-2020 Plan was unanimously endorsed by Osgoode's Faculty Council and is now our guiding planning template. A summary of the Plan is available here. I would note we opted for a 3 year planning horizon to finally align our Plan with the York UAP planning cycle so in 2020 these should be in sync! The Access Osgoode Plan speaks in detail to both questions APPRC has raised, and I am happy to summarize those aspects of the Plan which are most directly responsive to the APPRC questions if that would be helpful. I'll discuss each in turn.

Question 1 - Chapter 3 of the Access Osgoode Plan, "Shaping the Debate" maps out our research planning objectives and itself builds on PIER and other planning related initiatives. In particular, we are pursuing 3 goals over the life of our Plan:

- Enhance and support a culture of scholarly inquiry and research intensification;
- Broaden and deepen the impact of faculty scholarship;
- Encourage and grow new areas of research opportunity, including those that may use non-traditional and interdisciplinary research methodologies.

    Specific initiatives in advance of these goals include:

- Expanding Osgoode's Research Intensification Fund which provides project based funding for a range of intensification initiatives from convening conferences and workshops to sustaining Osgoode's tradition of community-engaged research
- Expanding Osgoode's open access, research repository - the Osgoode Digital Commons - now with well over 1 million downloads - which houses our various journals, conference proceedings, faculty and student publications, etc.
- Doubling the number of Osgoode Research Fellowships (a term of teaching release awarded to faculty in-between sabbatical leaves to pursue research projects)
- Continuing to enhance and promote the use of the Osgoode "Research Hub" as a dedicated physical space in the Law School for interactive research engagement that fosters collaboration, research discussions, and a strong research The Research Hub is a vibrant physical space newly repurposed with the objective of fostering research and academic collaboration. The space now houses Osgoode's Research Office as well as our cutting-edge Media Innovation & Creativity Lab, a casual lounge-library, and shared workspaces.
- Develop a comprehensive approach to accurately and fairly measure and represent the research contributions made by Osgoode While traditional metrics, such as publication and citation counts, the h-index, external funding, etc. will necessarily remain important indicators of our research productivity and success, any effort to measure the quality of Osgoode research must strive for a fuller understanding and appreciation of the many ways in which our researchers influence the academic conversation, the development of law, policy and public

discourse.

Question 2: Chapter 2 of our Plan - "The Heart of Osgoode - Our Students" - maps out our goals in relation to the enhancement of the quality of Osgoode's Academic Program at the J.D., LL.M. and Ph.D. degree programs - and our plan is informed not just by the IIRP but also recent Cylical Reviews and extensive consultations. Our goals are set against the backdrop of many indications of our existing high quality, including the findings of the Cyclical Review, robust demand on the admissions side, and significant success for our graduates in articling and other career settings. Below I will provide some highlights focusing on the J.D. program.

As is likely well known at APPRC, Osgoode adopted a new upper-year curriculum in 2012 as part of our previous Strategic Plan, "Experience Osgoode, 2011-2016" and this involved a new universal experiential "praxicum" requirement, a greater focus on research and new writing requirements, and emphasizing the integration of theory and practice throughout the curriculum. Since 2012, Osgoode has doubled the number of clinical and intensive programs, launching new clinical and intensive programs in Disability Rights, Intellectual Property, Innovation, Anti-Discrimination, Environmental Justice & Sustainability, Investor Protection, International and Transnational Law and Feminist Legal Advocacy. Most of these programs are offered in collaboration with law firms, clinics, NGOs and government. Our plan over the next 3 years is to provide more sustainable funding and support to enable these various new clinical initiatives to thrive (alongside our established programs, including Parkdale, CLASP, the Small Business Clinic, the Mediation Intensive and others).

Over the next three years, Osgoode will engage in a major first-year curriculum review and reform (our last major first year curriculum reform was in 2006), and we will seek to refresh and renew our approach to the critical first year of law school. Some aspects of this reform are already in train - including a new Flex Time JD initiative, which will see for the first time 2 first year courses offered in evenings for greater flexibility for students with work and/or care responsibilities during the day. A sub-committee of our APPC also is pursuing ambitions plans in relation to Reconciliation and the Indigenization of the Osgoode curriculum, which will build on recent initiatives such as Osgoode's Anishnaabe Law Camp, offered in collaboration with the Chippewas of Nawash, in Neyaashiinigmiing (Cape Croker), our Intensive Program in Aboriginal Lands, Resources and Government, and the renewed integration of Indigenous legal material throughout the curriculum as a response to the Call to Action for legal education in the Truth and Reconciliation Commission.

Across our curriculum Osgoode is encouraging innovation in digital learning and course delivery, explore best practices in methods of student evaluation, and continue to build our offerings of supplemental learning opportunities (for example, our "Leading and Learning" series that offers mini-courses such as "Tech Transformation & Law" "Building Client and Community Relationships" "Legal Terminology in French" and "Business Fundamentals") to give students the ability to add skills and knowledge to their core curriculum. New courses in "Legal Information Technology" and "Beyond Bay Street: Starting up a Sole or Small Practice" provide students with more exposure to the realities and possibilities of legal practice.

Osgoode Plan Overview

York University's Osgoode Hall Law School is embarking on a bold three-year strategic plan that will not only chart its academic direction, but also help to define the Law School's values at a time of rapid and significant change in legal education and the legal profession.

Access Osgoode Strategic Plan 2017-2020 builds on York's 2015-2020 University Academic Plan and renews the Law School's commitment to five key areas of focus:

• **Accessibility** – seen through many lenses including student financial support, knowledge mobilization, and diversity and inclusion.
• **Community Engagement** – contributing to and strengthening the communities in which we live and work.
• **Experiential Education** – the exploration of law in action and reflective learning.
• **Reconciliation with Indigenous Peoples** – in all of its forms ranging from curriculum development to research strategies and community life.
• **Research Intensification** – pushing the bounds of legal knowledge and shaping the public debate.

The Access Osgoode Plan, which was unanimously approved in principle by Osgoode's Faculty Council on January 9, 2017, is the culmination of a year-long planning process that involved a number of consultation sessions with students, staff, faculty and alumni.

The themes of community engagement, experiential education and research intensification had figured prominently in the Law School's previous strategic plan (Experience Osgoode Strategic Plan 2011-2016), but there was a strong consensus within the Osgoode community that accessibility and reconciliation should also be cross-cutting goals over the next three years.

"The high cost of tuition is a serious barrier to access to legal education," said Osgoode Dean Lorne Sossin. "In recent years, Osgoode has engaged in a range of ambitious accessibility initiatives to ensure that the pool of applicants remains diverse and inclusive. We intend to expand those initiatives and develop new approaches to increase not only financial accessibility to law school, but also accessibility in curriculum design and delivery, and accessibility for law students with disabilities."

Osgoode continues to pursue accessibility to legal education in ways that are student-centred. By way of example, Sossin points to the Law School's recent decision to move ahead with a Flex-Time initiative to make the Law School more accessible to students who face barriers that make participation in the full-time Juris Doctor program difficult or impossible, such as work or care responsibilities, financial restrictions or health concerns.

In addition, the Law School is building on its past initiatives to strengthen and deepen ties with Indigenous communities and ensure that curricular reform and course development emphasizes thoughtful and deep engagement with Indigenous legal traditions and Indigenous justice issues.

"We are establishing a new Reconciliation Fund in response to the Truth and Reconciliation Commission Call to Action for Law Schools with a goal of deepening Indigenization at Osgoode," said Sossin. This new Reconciliation Fund will provide resources for Osgoode's "Anishinaabe Law Camp" as well as initiatives to build relationships with Indigenous communities, expand scholarship and partnerships in Indigenous law, and ensure all Osgoode students are exposed to the culture, law and history of Indigenous peoples.

Some goals set out in the Plan already are coming to fruition. New experiential programs have been developed in Feminist Legal Advocacy and in Securities and Investor Protection, which will bring the Law School's total number of experiential education programs to 18 (the most of any law school in Canada); a Journalist in Residence program has been launched (following on the heels of the successful Artist in Residence program that began in 2013); and new Certificates for students in areas of Tech Transformation and Developing Client & Community Relationships have been added to Osgoode's Learning & Leading Series.

In conjunction with the launch of the Access Osgoode Plan, the Law School is unveiling a new communications initiative – "Make History with Us." A reference to Osgoode's rich history and reputation for leading new ideas in legal education, this initiative is designed to enhance awareness of the many strengths of Osgoode's Juris Doctor, Graduate and Professional Development programs.

Schulich School of Business

Report to the Academic Policy Planning and Research Committee

February 14, 2017

The Schulich School of Business continually monitors its programmatic and research activity in relation to: internal assessment through various quality assessment mechanisms within the School; planning activities such as UAP, IIRP, PIER, AAPR and PRASE; quality assessment under the YUQAP process; and the external environment, including results of major credible global and Canadian ranking in which it participates. Schulich maintains the appropriate operational capacity for timely change and seizing of opportunities, 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 research achievements through measures designed to:

- Further intensify research productivity;
- Strengthen teaching excellence;
- Improve the School's ability to attract high quality students and faculty members;
- Further develop cutting-edge curriculum (both specializations and programs) for both academic and executive development programs;
- Further improve physical learning environments;
- Strengthen alumni relations; and
- Strengthen corporate and provincial/federal government linkages.

Schulich engages in integrated planning, ensuring that strategies for research and program development are aligned with strategies for staff development, facilities development and financial issues, with due regard to developments and expectations in our external community. Careful analysis of trends in the world of management is critical to ensuring that our strategic planning and operationalization maintains our position in the top tier of global Business Schools.

1. Intensification and Enhancement of Research

The size and quality of Schulich's faculty allows for both depth and breadth in terms of research coverage. As leaders in their respective fields, our faculty's research enjoys widespread interest not only in the academic community, but also in the corporate community and in the public at large. To maintain a strong commitment to research, we have implemented strategies to encourage productivity, capitalize on our research strengths, and recruit quality researchers. PIER recommendations intersect with a number of Schulich's actions in relation to its existing research objectives:

Recommendation #1: Create opportunities and spaces for interactive research engagement that foster collaboration and interdisciplinarity
Recommendation #2: Work together to build research engagement
Recommendation #13: Strengthen support of research program development and implementation
Recommendation #19: Increase recognition through Research Awards

- Schulich encourages/promotes research in areas where we play a leading role (globalization, marketing, innovation, sustainability) and establishes new Centres of Excellence in targeted areas to highlight our research strengths, such as the recently announced Brookfield Centre in

Real Estate & Infrastructure. New Centres of Excellence under consideration include Customer Experience and Business Analytics.

- ADR and Research Office are working with faculty to encourage and assist in submission of applications for funding. Additional plans include: monthly research-funding focused discussions for researchers; development of secured databases for research funding/award nomination opportunities; workshops/info sessions that review funding application guidelines and facilitate internal-external peer review of funding applications; increasing the number of faculty nominations for prestigious awards; strengthening alliances with community and industry partners.
- ADR will be meeting with Area coordinators and PhD program Director to attract, develop, and retain outstanding *Highly Qualified Personnel* (*HQP*) at Schulich through PhD and postdoctoral funding opportunities, such as, SSHRC Doctoral and Postdoctoral Fellowships, Banting Postdoctoral Fellowships, York Postdoctoral Fellowships.
- Schulich holds a biennial Research Celebration Day (most recently January 28, 2017) to showcase leading-edge management thinking to visitors from the university and business communities. The School also awards The Dean's Research Impact Awards in two categories, Lifetime Achievement, and Emerging Leader.
- Schulich's Research website has recently been relaunched to more effectively and efficiently support researchers and provide information regarding intellectual contributions of faculty. All faculty members have a research profile page to showcase their research interests and contributions (i.e. awards, grants, and publications).
- The School also employs internal mechanisms, such as the Schulich Research Office's Annual Newsletter and the Dean's Reports to the Schulich Community, to announce intellectual accomplishments (e.g. Schulich Fellowship in Research Achievement, newly funded projects, and new and forthcoming publications).

Recommendation #4: Promote and capture a multiplicity of research outputs with an emphasis on impact.
Recommendation #11: Develop and employ general and specific measures to monitor research progress.

- Schulich has promoted its research through School events, publications, media releases, speaker series, conferences, and through working directly with its corporate community. Additional actions will include organizing knowledge mobilization workshops for faculty members, provided by Schulich's service unit, Communications, Media and Public Relations (CMPR), and York's KMb unit.
- Research Office keeps tracks of research impacts through (1) a listing of the outlets (journals, research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, other teaching materials, etc.), (2) an analysis of the breadth of faculty engagement and production of intellectual contributions within each discipline, (3) awards, recognition, editorships, and other forms of validation of the accomplishments of faculty. Schulich's biennial Faculty Appraisal measures activity in research, teaching and service and provides recognition as well as advice and support for improvement.

Recommendation #6: Improve the effectiveness of research time within workloads

- Schulich regularly assess the effectiveness of the use of internal funds in support of faculty research (e.g., Schulich Research fellowships; new faculty course release and research support for first three years) to ensure appropriate levels of support. The biennial faculty performance review will also assist in this regard.

Recommendation #8: Invest in faculty through the development of research chairs and professorships

- Schulich has created 29 externally-funded Chairs and Professorships from 1993 to the present, to attract top global academics in their respective fields of research and help transform the research culture of the faculty. More are in progress.
- Schulich has been successful in the York Internal Competition to put forward the Phase 1 application to the Canada Excellence Research Chairs (CERC) Program, which awards universities up to $10 M over 7 years to support world-renowned researchers and their teams to establish ambitious research programs at Canadian universities.

Recommendation #12: Promote open access to Research
- Schulich's ADR is meeting with the Librarian to determine ways and means to respond to this recommendation.

2. Program Quality

Excellence in teaching is critical to quality and starting in 2011/12 a Teaching Excellence Task Force has addressed that with new processes aimed at assisting faculty in attaining/maintaining teaching excellence. The following initiatives provide a partial list of efforts:
- The full implementation of the Online Course Evaluations in 2014 has provided timely access to feedback and helped administrators to better support instructors. The evaluations also identify suboptimal course designs or course sequencing.
- 2015 saw a change in the directorship of the Schulich Centre for Teaching Excellence (SCTE) and the establishment of a Teaching & Learning committee, with representatives from all functional areas. 2017 will see a new position for an eLearning Technologist and a further strengthening of the T&L Committee.
- An improved collaboration with the Teaching Commons has had a positive impact, and Schulich works with the TC to further improve effectiveness.
- The second iteration of the Faculty Performance Review is currently taking place, with a focused approach on providing effective incentives and help to faculty members for further developing of their teaching (and research) skills. For example, low performing colleagues complete a Teaching Development Plan which is supported by the School.
- Another initiative was an investigation of new Learning Management Systems (LMS). The committee is in the midst of an RFP to procure a first-rate LMS that allows not only instructor-student and student-student interaction but also includes a powerful backbone that provides early warning signs of low performing or disengaged students and effective program learning outcomes management. We are planning on piloting the chosen system in Summer 2017, with a Phase 1 implementation for all courses in Fall 2017.
- Continuous review and adjustment of all our programs. Current change initiatives include the India EMBA, Master of Business Analytics, MBA and BBA/iBBA.
- Development of new cutting edge professional Master programs.
- A significant re-organization of Schulich's Student Services and International Relations (SSIR) has improved recruitment activities and services to students. A task force to develop recommendations for improving the effectiveness of scholarships for recruiting students was just established. Admissions requirements were recently overhauled (at Senate for approval) to further improve admission decisions and increase student quality.
- Deliberate decision making during enrolment planning exercises, e.g., to draw down the targets for programs that experience diminishing demand and complement enrolment with new program offerings. Both activities lead to positive outcomes with regards to student quality and program quality.

Initiatives underway at the undergraduate level include:

- A re-sequencing and re-visioning of the iBBA program (implementation in 2016/17) to further improve its attractiveness vis-à-vis the BBA program; and
- A delayed entry option for York students to the iBBA program is being implemented in 2016/17, and one for Glendon dual degree students (iBBA/BBA) will be developed in 2016/17 for implementation in 2017/18.

2015/16 has seen a number of initiatives targeted at better attracting and admitting high quality Masters students, which will be completed in the coming year. Among them are the following:
- The definition of educational pathways from undergraduate studies to specialized Masters programs, to the MBA/IMBA/EMBA, or to a PhD. This is done by increasing awareness among students of these possibilities and calibrating admissions standards to remove unnecessary hurdles for Schulich graduates (and other well-defined groups).
- Our graduate admissions group (within SSIR) has worked on increasing our reach to potential applicants and improving conversion by implementing more targeted outreach activities that should, over time, have a positive impact on domestic enrolment.
- The deployment of Schulich's new website earlier this year supports those efforts.
- All applicants have to submit video interviews, and all eligible applicants are interviewed in person as well. A timed essay is currently being implemented to round out the capabilities profile of an applicant to a graduate program.

Schulich has worked diligently on ways to maintain and even increase enrolment of Master students in the face of significantly declining enrolments to the MBA/IMBA programs:
- Starting in 2011, it has implemented the MFIN, MAcc and MBAN.
- The newly restructured MAcc (full implementation in Summer 2016) saw its first students commencing the Diploma in Intermediate Accounting; changes approved to the UG curriculum in 2014/15 (full implementation in 2015/16) resulted in dramatically increased demand for the MAcc (Term 2); further improvements are intensifying this effect.
- 2016/17 has seen the implementation of two new Master programs: the Master of Management and the Master of Real Estate and Infrastructure. The latter commenced in Winter 2016/17, and the corresponding diploma in the MBA will be retired. Despite the short lead-time for marketing these programs, there is a very high level of interest.
- We continue to work on two new Master programs: Marketing Research and Supply Chain Management. The proposals for these programs are in various stages of completion and will come forth for consultation and approval as soon as possible.
- Restructuring of the MBAN program (implementation targeted for 2017/18) will further strengthen it academically and ensure the experiential component remains manageable with a significantly increased enrolment of about 50 students (up from 23 in 2013/14).
- Schulich also continuously increases the attractiveness of its MBA/IMBA programs. 2015/16 saw approvals for the following changes to Specializations: Financial Risk Management (added); Financial Engineering (retired); as well, the Financial Engineering diplomas (stand-alone and concurrent) were revised.
- Continued improvement of the EMBA, including the introduction of a highly experiential capstone Entrepreneurship course with a final Dragon's Den-type competition.

Schulich also continues to collaborate with other Faculties. For example, Schulich Faculty Council approved changes to the business/entrepreneurship courses offered to Engineering students and will create a delayed-entry stream for Glendon iBBA/BBA dual degree students as mentioned above.

3. **Administrative Initiatives/Strategies**

Excellent facilities, service and financial assistance for our students and faculty are necessary elements in Schulich's overall commitment to quality and, in turn, strengthen our competitive advantage. Initiatives include:

- Reorganization of Schulich's Career Development Centre to improve career development activities, particularly with an expansion of sectors and enhanced international focus, and these initiatives are now being refined.
- Reorganization of Schulich's SSIR to improve recruitment activities and services to students (as mentioned above).
- Appointment of a new Executive Director of Development and Alumni Relations, with impending restructuring.
- The new Graduate Study and Research Building (funded by government grants and fund-raising commitments) will provide necessary facilities for our expanding research activity and graduate student enrolment by increasing student/academic/research space by 27%.
- Fund-raising – the Capital Campaign – Leading Change which will raise $50M by 2021:
  - For infrastructure, such as the Graduate Study and Research Building;
  - For the establishment and ongoing support of Centres of Excellence (various initiatives in progress, with the Brookfield Centre in Real Estate & Infrastructure and one in Business Analytics close to implementation);
  - For chairs and professorships; and
  - For scholarships, bursaries and academic program support.

4. **Financial Sustainability**

For some time now, the School has been dealing with an increasingly competitive environment in terms of student enrolment and attraction of excellent faculty and staff, in an increasingly challenging financial landscape where government grants and approved tuition levels are not sufficient to maintain and enhance our position. In order to be sustainable, Schulich has had to constantly expand its ability to attract investment through donors and community linkages as well as expand its ability to generate funding through ancillary activities, especially Schulich's Executive Education Centre. In addition to finding the funding to support faculty and students through externally-funded chairs and professorships and student financial aid, Schulich has financed the development and maintenance of world class facilities.

In addition, to address the system-wide decline in MBA applications and enrolments, Schulich has been implementing a dual strategy of further strengthening its existing offerings and developing new Master level degree programs. The introduction of one-year specialized programs has made it possible for the Faculty to maintain enrolments at the Master level. Going forward, with the commencement of programs that were just approved and two more programs being developed, the School will increase enrolments in specialized Master programs, as part of a strategic repositioning of our program portfolio. Increasing the portfolio to currently 8 and eventually 10 Master programs is making the School more resilient to the vagaries of demand variability and will aid the University in strengthening overall enrolments at the Master level.

Memorandum

To: David Leyton-Brown, Acting Chair, APPRC of Senate

From: Ray Jayawardhana, Dean, Faculty of Science

Date: February 17, 2017

Subject: Response to APPRC Planning Questions

I am pleased to respond to APPRC's request to summarize implementation strategies and initiatives being undertaken by the Faculty of Science to engage with the Plan for the Intensification and Enhancement of Research, the University Academic Plan, and IIRP recommendations.

Intensification and Enhancement of Research

Raise the number of research chair appointments and renew the professorial stream faculty complement

* 5 York Research Chairs (YRCs) appointed so far, with more nominations pending:
  Nantel Bergeron, Tier 1 YRC in Applied Algebra
  Chun Peng, Tier 1 YRC in Women's Reproductive Health
  Amro Zayed, Tier 2 YRC in Genomics
  Jane Heffernan, Tier 2 YRC in Multi-Scale Methods for Evidence
  Sergey Krylov Tier 1 YRC in Bioanalytical Chemistry

* 9 Canada Research Chair appointments/renewals made or underway since 2015:
  CRC (Tier 2) in Particle Physics and Cosmology –Sean Tulin appointed
  CRC (Tier 1) in Cardiovascular Biology –Peter Backx appointed
  CRC (Tier 1) in Industrial & Applied Math –Jianhong Wu renewed
  2 CRCs (Tier 1 & 2) in Materials Chemistry –nominations under review
  CRC (Tier 2) in Ecotoxicology –nomination under review
  CRC (Tier 1) in Sensory Biophysics –search underway
  CRC (Tier 2) in Neurophysiology –search underway
  CRC (Tier 2) in Applied Statistics –search underway

* 7 other professorial stream faculty hires made/underway since 2015

* Search for Rogers Chair in Chemistry underway

* NSERC Industrial Research Chair in Mathematical Modeling of Diseases in development

* A jointly funded faculty hire with Fermilab in development, in neutrino physics

Launch of York Science Fellowships, a premier postdoctoral program, with philanthropic support

Increase significantly external funding for research and diversify sources of support

Overall, Science's external funding has increased by ~40% since 2014. Sources of support now include industry collaborations (e.g., IBM, Sanofi, SciEx, Sunlife), foundation grants (Krembil, Carswell, Simons) and government/international partnerships.

Recent examples of success:
$33.3M CFREF-funded VISTA program: Science is one of five Faculties involved in the major interdisciplinary collaborative program funded by the Canada First Research Excellence Fund.

$1.65M NSERC CREATE grant for Technologies for Exo-Planetary Science

$1.34M Genome Canada, ORF & Ontario Ministry of Agriculture and Food and Rural Affairs (OMAFRA) funding for bee genomics

Continue to provide and enhance leading-edge research infrastructure and facilities

With the $48M Major Science & Health Refresh project, funded in part by Canada's Strategic Investment Fund, we are making substantial improvements to the Farquharson life sciences building and to a number of other Science buildings.

Following collegial consultations and discussions, we expect to launch the York Bioanalytical Core Facility (YBioCore) in the near future.

Recognize research excellence and raise visibility and impact of researchers

Science has made concerted efforts to nominate our colleagues and students for both internal and external awards and honors.

Recent recognitions include:
Mitacs PhD Award for Outstanding Innovation – G. Conidis
President's Research Excellence Awards – S. Krylov (2015) & B. Stutchbury (2016)
Distinguished Research Professor - L. Packer
Fellow of The Royal Society of Canada - B. Lever
Petro-Canada Young Innovator Award- D. Ifa (2015) & J. P. Paluzzi (2016)
Breakthrough Prize in Fundamental Physics - S. Bhadra (as member of T2K collaboration)
Society for Experimental Biology President's Medal - C. Bucking
C. Gordon Hewitt Award, Entomological Society of Canada - A. Zayed
CAIMS/PIMS Early Career Award in Applied Math - J. Heffernan
R.U. Lemieux Award, Canadian Society for Chemistry - M. Organ
CAIMS-Fields Industrial Mathematics Prize - H. Huang

Academic program quality imperatives of the UAP and IIRP

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:

Improve academic quality
- Integrated Science program – launched in 2016, growing applicant interest in 2017
- Biology early alert program – launched with AIF support
- Neuroscience program in development with Health
- Co-registration option for approved Seneca Chemistry courses (passed Senate)
- Honours Major in Biochemistry (at ASCP)
- Math & Stats developing common 3-year program
- Proposed new Data Science Stream in graduate Statistics program
- Restructured Math for Commerce program to increase focus on Actuarial Science
- Mapping course learning outcomes to program level expectations (e.g., Physics, STS)
- Upgrading 2nd year Physics labs and renewal of experiment
- Physics collaborating with Windsor and Trent to develop online graduate courses

Enhance opportunities for research and experiential learning for students at all levels
- Taking full advantage of NSERC Undergraduate Student Research Awards (19 in 2016 summer)
- Creation of Dean's Undergraduate Research Awards (DURA)
- Making good use of Mitacs placements
- Review of co-op and internship programs in progress with the goal to develop a modified and enhanced structure this academic year, a faculty-wide coherent program that achieves a scale where it is a significant component of the program of many students. AIF proposal submitted.

Raise funds for undergraduate and graduate scholarships/awards
- $1M gift from Carswell Family Foundation ($500k for Science)
- $1M USD from Dr. J. Simons for York Science Fellowships
- revival/enhancement of Stong graduate scholarships
- support for 5+ DURAs last year from alumni

Student Success
Enhance and streamline undergraduate advising and support in partnership with Bethune College: e.g., Academic Skills Course (BC1800), Peer Mentoring &Tutoring*, academic orientation, PASS and math background tutorials

Professional development opportunities for graduate students and postdocs: e.g., media workshops, science policy workshop, Science and Business series, career panels, ACS on Campus

Engagement & Outreach
Offer exciting and innovative outreach programs for youth, high school teachers and the public

York Science Forum: a high-profile public engagement initiative of York's Faculty of Science that explores the latest mysteries and discoveries in science.

- Dark Matter and the Dinosaurs (headliner: Prof. Lisa Randall of Harvard)
- Hacking the Genome (headliner: Prof. Feng Zhang of MIT)

Toronto Public Library Talk Series

- The Science of Science Fiction
- Neuroscience – How Your Brain Lives, Works and Dies (in collaboration with Health)
- The Fascinating World of Infectious Diseases
- Dispatches from the Frontiers of Science (moderator: CBC's Anna Maria Tremonti)

Scholars Hub inaugural public lecture series, on neuroscience, at Markham Public Library (in collaboration Advancement and Health)

Science Speakers' Bureau (30+ talks)

Science Rendezvous event in Markham

York Region Science & Technology Fair, in collaboration with several other Faculties

Others: Field-York Math Circles, Numerous mathematics competitions and programs, Science Literacy Week

Registrations for Science Engagement programs:

Science Engagement Program	Summer 2015	Summer 2016	%age change from previous year
Science Explorations Summer Camp Enrolments	433	593	+ 37% increase
Helix Science Summer Institute Enrolments	105	202	+ 92% increase
TOTAL Camps	538	795	+ 48%
AMGEN-funded free science workshops participants	360	1500	+ 317%

York University Libraries Report to APPRC

February 17, 2017

YUL has made significant strides in supporting the teaching, learning, and research aspirations of this institution. With a new [strategic plan](#) rolled out and an organizational renewal and restructuring process underway, YUL is actively aligning with the priorities of the institution and with student and faculty expectations for a 21st century academic library. Posted below are YUL's responses to APPRC's questions.

I. How are you engaging with the Plan for the Intensification and Enhancement of Research?

Release of the *Plan for the Intensification and Enhancement of Research* report (*PIER*) coincided closely with the development of the *York University Libraries' Strategic Plan 2016-2020*. The strategic priorities of the Libraries are intended to support the priorities of the University more widely, and in many cases align closely with the recommendations contained within the *PIER* report itself. These priorities will drive much of the work of the Libraries over the next five years.

Growing a Culture of Scholarly Inquiry

The Libraries are ideally positioned on campus to provide centralized, accessible, and shared spaces and environments that can foster collaboration and interdisciplinarity. To this end, the Libraries understand the responsibility and roles they play in helping grow a strong research culture. While this research culture can assume many flavours and areas of interest, an emerging strategic priority for the Libraries involves bringing librarian, faculty, student, and staff expertise together to foster collaborative and interdisciplinary approaches to research, scholarship, and creative activities. Of particular focus is the promotion of YUL's expertise through the development of a "Digital Scholarship Centre" to provide enhanced support for faculty and graduate-level research across a broad spectrum of disciplines in employing digital tools and methods while providing a nexus for YUL's own research in this area.

The use and understanding of research impact metrics is a growing area of concern on campus and in the wider research community. YUL continues to possess deep expertise in decrypting and demystifying the complexity of research databases and bibliometrics, and provides consultations and information to help inform the York community about this contentious area. For example, YUL has put that expertise to use and assembled information about the ever evolving field of research impact metrics (http://www.library.yorku.ca/web/research-metrics/) with the aim of supporting researchers in assembling metrics information where required, learning how to leverage available tools to influence their own metrics when desired, and recognizing the inherent limitations of metrics in various situations. YUL has also been providing educational roadshows to bodies such as faculty councils and will soon launch a workshop on "boosting visibility of research and impacts" aimed at faculty and graduate students.

Relatedly, the University Librarian, as well as a number of other YUL librarians, has expertise with the emergent field of Altmetrics. She will soon be putting out a call to researchers across campus to partner with her on using these metrics for materials not easily captured in traditional metrics as part of a joint research project. Finally, YorkSpace, the University research repository, has also begun the work of adding altmetrics to research contained within the repository as another faceted analytical view of how research is being used in the global social network.

Investing In & Promoting People

The Libraries were early pioneers in promoting undergraduate research at York University. The Undergraduate Research Fair (http://undergradresearchfair.blog.yorku.ca/), now in its fifth year and co-sponsored by the Office of the Vice-President Research & Innovation, the Fair enjoys national attention for its success in this area. Related to the Fair is the development of *Revue YOUR Review* (http://yourreview.journals.yorku.ca), a scholarly publication that allows participants in the Fair to develop their research into a published paper, thereby allowing students to participate in the complete research cycle - from idea germination through to the dissemination of research results via publication.

Revue YOUR Review is hosted by the York Digital Journals (YDJ) program, which makes available the Open Journals Systems' open source journal hosting platform, as well as library publishing expertise and guidance to the York University community. YDJ is in use by 46 York University affiliated journals, many of which employ York University students to help manage editorial workflows. YDJ also hosts a number of faculty-sponsored, student-run journals which feature the peer-reviewed works of graduate and undergraduate students. This offers students a mentorship opportunity to engage with the publishing lifecycle, gain an understanding of editorial workflows, and obtain an appreciation for the value of the peer review process.

The Libraries will continue to build support for undergraduate and graduate-level research by endeavouring to expand its role as a strategic partner in the student success landscape and by enhancing campus capacity to support new modes of learning and knowledge production. Some strategic priorities on this front include:

- expanding the role of the Libraries and the Learning Commons in developing academic literacy competencies to better support undergraduate and graduate students, with an eye towards academic honesty, and critical thinking, research, and writing skills
- strengthening academic town square programming in the Libraries such as exhibits, fairs, lectures, and related forms of engagement to help foster and promote student learning and research
- building infrastructure and cultivating expertise to support digital research tools and environments.

The Libraries actively foster and encourage a culture of research. The Research and Awards Committee strengthens research mentorship by hosting panels where librarians take the opportunity to discuss application of research methodologies and progress on their research projects. In the coming year, attention will be directed towards a more focused and deliberate onboarding of newer librarians to position them for early research success. YUL is also investing in improving the promotion and tracking of our own research and scholarship by leveraging infrastructure such as the YorkSpace repository to optimize our online visibility. New research incentives are being devised to promulgate specific research that advances our priorities in emergent digital scholarship research and priority attention is given to heightening our visibility and reputation in this arena. The launch of the University Librarian's Speaker Series on Emergent Research in Digital Scholarship is a case in point. While YUL enjoys international reputation for its research and scholarship in cutting edge digital scholarship research, this is not widely known across campus. The series is intended in part to promote our primacy in this arena and potentially attract other York scholars who may wish to collaborate on research projects.

Supporting Research Growth & Development
The Libraries continue to focus on building infrastructure that supports research growth and development. Some notable aspects of these key strategic priorities include:

- emphasizing collection development, including the acquisition of archives and rare publications, that support research and will enhance the breadth of research across the University. Included in this priority

is a commitment to digitization where possible, with integration of relevant metadata standards to enhance discovery.
- implementing enhanced tools for information discovery that better expose local collections, whether physical or electronic, as well as collections beyond York University. The Libraries will continue to investigate involvement in the Ontario Council of University Libraries' *Collaborative Futures* project, which seeks to build a common discovery tool that will effectively find, expose, and facilitate access to the rich array of collections found across Ontario's university libraries.
- realigning resources to intentionally support open access collections, scholar-led publishing efforts, and open source solutions, including increased library capacity for publishing. To this end, the Libraries are developing increasingly targeted professional development for librarians to provide leadership on campus in open access and open data.
- securing CrossRef membership with publisher status to enhance discoverability and impact of campus research. Membership with CrossRef affords the York Digital Journals program the ability to register DOIs for published articles. This ensures added exposure and persistence by meeting industry standards for citation tracking and exploiting growing infrastructure for alternative metrics. DOIs are the dominant means by which articles are tracked to count citations and derive alternative metrics through monitoring various platforms such as blogs, Twitter, and news media outlets.
- adopting sustainable publishing practices for YUL's' research outputs. Established in 2009, the Libraries' Open Access Policy for Librarians and Archivists has encouraged deposit of librarian research in the YorkSpace institutional repository. These research outputs have gained added exposure and visibility through the repository's preferential ranking by search engines and in many cases democratize access to articles held behind publisher paywalls.

Leadership in Research and Research Advocacy

There are a number of priority actions that align with PIER and the UAP's community engagement priorities. These include our partnership with the Faculty of Environmental Studies (FES) on the Las Nubes project, our Markham campus collaborations, and our leadership in open scholarship.

In collaboration with the FES's Las Nubes Project in the Alexander Skutch Biological Corridor, Costa Rica, the Libraries are developing programing within La Casita Azul (Santa Elena, Costa Rica) with a central strategy of advancing knowledge mobilization efforts by removing barriers to information and research, and by empowering the local community through the development of programs to facilitate knowledge exchange and information. This project supports and strengthens York's commitment to research intensification by providing local infrastructure and expertise for York's faculty and student research production and dissemination. Our leads, Dana Craig and Tom Scott, were recently awarded the 2017 Ontario College and University Libraries Association's Special Achievement Award for their work fostering community engagement through their program offerings.

YUL are the lead on the Markham campus initiative with Seneca College and Markham Public Library to support curriculum/research at the new campus. While discussions are still preliminary, a notable outcome is the launch of a series of research talks in conjunction with York University Advancement and the Markham Public Library, with aims of supporting community capacity-building, driving educational opportunities for the region, and bolstering a commitment to openness, tolerance, and inclusion that is pervasive in both organizational cultures.

YUL's efforts to instigate a campus wide committee to engage the York community on open access and data management were successful and culminated in the formation of a Open Access & Open Data Steering Committee in the Fall of 2017. The Committee will bring much needed coordination and discussion on advancing University priorities to develop transparent open access publishing and research data management

policies. Two working groups have been formed --*Data Management and Infrastructure* and *Open Access Policy and Implementation Working Group.* http://www.library.yorku.ca/web/research-learn/oaod/. The working groups are currently developing an education and communications roadmap and a roadshow is being developed to bring awareness and education about open access and research data management and related topics on author's rights and methods for enhancing visibility of research. The intention is to bring the roadshows to Faculty Councils, ADR's and ORU's and eventually to Senate beginning in April 2017.

YUL is also providing leadership and contributing to a number of national efforts to support national and international efforts to promote open access, responsible application of impact and productivity measures for research and sustainable publishing models. These efforts heighten York's leadership while helping the greater research community advance solutions to pressing issues in the global scholarly community.

II. How are you addressing the academic program quality imperatives of the UAP and engaging with the recommendations in the IIRP designed to enhance quality?

The Libraries bring deep expertise to facilitating and supporting the process and the products of scholarship within an evolving information landscape. The Libraries' classic role of providing information access to local collections through local systems is undergoing fundamental changes in the context of new models of discovery. Similarly, changing expectations for access and delivery among students and faculty have been profoundly influenced by prominent services used within the academy and society at large. The rapid evolution of digital publishing, coupled with trusted mechanisms for access and preserving digital content, offer significant opportunity to explore new and collaborative approaches to develop and manage library collections. In the context of increasing diversity of publishing options and genre, the Libraries offer critical expertise and infrastructure for the University community to realize new, more open opportunities in publishing. To this end YUL is:

- participating in the conceptualization and business model for the Ontario Consortium of University Libraries' Collaborative Futures program to advance shared library management systems and deployment of shared operations where appropriate and advantageous. Discussions are also underway to develop provincial strategies for eLearning platforms.
- promoting the breadth of research and creative work across the University through expansion of content creation/publishing services, enhancing the discoverability of York scholarship through open access platforms and enhancing individual/institutional visibility. In doing so YUL leverages its technology expertise, content expertise, and digital scholarship expertise.
- actively expanding its partnering role within the teaching and learning environment by pairing our discipline-based knowledge with specialized expertise related to student inquiry skills, academic integrity, content expertise and in addressing issues of student success, experiential learning and innovative instruction. Our efforts include:
    - increasing adoption of online technologies to deliver content, such as SPARK and the Business Research at York Toolkit (BRYT)
    - strategic integration of library instruction into key courses in program curricula, which provides an effective means of allocating scarce librarian resources
    - integration of library resources (collections and instruction) into the Moodle environment to support faculty course development and student learning

YUL is deploying a service model to coalesce and integrate research services (impact analytics, research data support, academic integrity, intellectual property counsel) to advance University quality teaching, research, and student success initiatives by drawing on the Libraries' distinctive domain-based liaisons and specialists.

Specific attention in the next year will include:

- reframing and positioning liaison librarians to new research services roles through the Libraries' strategic planning work and restructuring work
- providing leadership in the coordination of support models to assist researchers with their data management plans as required by the Tri-agency.

Through restructuring we are coalescing our digital scholarship expertise to serve our campus' growing needs for content creation, content dissemination and content stewardship to digital research projects and eLearning materials that have been brought forward to the Libraries in recognition of our knowledge of emerging technologies, curation, interdisciplinarity and collaborative ethos. This includes supporting the ways in which emerging digital technologies are impacting digital scholarship research and teaching efforts.

YUL plays a key role on campus in this arena, democratizing access to technologies and expertise for all, without Faculties having to individually resource technologies and staff expertise locally. Such initiatives include plans to develop a Digital Scholarship centre, a makerspace, and a Research Commons. These initiatives should play a key role in delivering experiential education, and enriching students' research and learning by fruitfully engaging them in the critical use of leading technologies and methodological approaches that are increasingly in demand.

YUL provides a unique environment where students, faculty and librarians bring their own individual abilities and approaches in a manner that produces outcomes otherwise unattainable. For example, the Undergraduate Research Fair 'actualises' multidisciplinarity in a way like no other unit on campus can. Further, it has as a goal the communication of research to a generalist audience; that is, it fosters skills key to knowledge mobilization and research translation. The Fair has solidified effective collaborations/partnerships that value the Arts and STEM disciplines, not as superiors/inferiors nor in competition with the other, but as truly equal partners. The outcome is a greater appreciation of each discipline for the other. In this type of environment students are enabled to stretch themselves further and often amaze not just their instructors but themselves as well. And, in the process, develop transferrable skills that can be employed wherever they end up post graduation.

III. Feedback requested from APPRC

- In light of the significant strides YUL has made, and will continue to make, in serving the wider University, how can it best demonstrate its value to the community?

- What would APPRC recommend that YUL give priority attention to in order to advance our reputation and visibility on campus and beyond?

- A review of YUL's archive of submitted APPRC reports show a consistent story of financial constraints, a significantly lower complement of staff and librarians compared with our peer academic library institutions and inadequate library space for our students. These continue to be YUL's challenges. While YUL is active in its efforts to address these challenges through a capital program plan and restructuring to better leverage our work across the complement, we welcome APPRC's insights on how best to achieve York's and YUL's aspirations in order to meet faculty, student and institutional expectations in light of our budget situation.

- Was there anything missing from this report that you expected to see?