


**University Academic Plan 2015-2020  
Open Forum of December 10, 2015  
Breakout Group Discussion Summaries**

Priority Area	General Comments	What specific initiatives Should be Pursue 	How can progress be assessed?	Priorities in the Consultation Paper
<b>York's attributes and values (not in scope at the forum per se)</b>	York as an institution of local, provincial, national, continental and global significance			
<b>Innovative academic programs</b>	<p>The group defined innovation as creative thinking, which is new and is not explored before.</p> <p>Keep the core of York University strong while balancing competing pressures; do not abandon strengths</p> <p>The priorities identified are ones that have been discussed regularly and are appropriate to the UAP</p>	<p>Building on York's long tradition of interdisciplinary learning and teaching, use interdisciplinarity as the focal point for curricular innovation.</p> <p>A pan-university strategy needs to be devised to promote cooperation and collaboration among all Faculties that ensures innovation in interdisciplinary learning and teaching. The current ad hoc arrangement would make it complex for different faculties to introduce new coherent interdisciplinary curriculum under the SHARP budget model.</p> <p>Consider a 5-year degree program where students will be expected to explore options beyond their major. Part of the 4<sup>th</sup> year and the 5<sup>th</sup> year will be devoted to exploring options beyond the students' major. All Faculties will be asked to introduce new courses for non-major students (President Shoukri's</p>	<p>Innovative degree program packages, greater flexibility for students</p> <p>More Faculty-spanning programs; smooth out disincentives to cooperate</p> <p>Review undertaken in line with these recommendations</p> <p>Create President's Awards for</p>	<p>Academic renewal of full-time faculty</p> <p>Strengthening program quality including rigorous quality assurance processes and standards, learning outcomes linked to assessment, articulating and promoting program distinctiveness</p> <p>Strengthening and revitalizing</p>

		<p>suggestion)</p> <p>Flexible degree structures are needed to cater to the specific needs of our unique student body. A vast majority of our students are first generation students and they come from a variety of and underrepresented backgrounds who work to pay for their education; current conventional degree structure do not always help them to achieve academic goals</p> <p>Language (English) training programs should be a part of the degree requirement as a large number of our students' first language is not English.</p> <p>New Programs: Demographic changes need to be carefully reviewed to introduce innovative degree programs in the following three areas:</p> <p style="padding-left: 40px;">Retirement Studies/Aging [see Faculty of Health Planning, with vision of a facility adjacent to campus]  Black Studies  Aboriginal Studies</p> <p>Look to career preparation but do not presume that some programs do <u>not lead</u> to earning</p>	<p>Innovation</p> <p>Progress measured by higher student satisfaction, higher retention / completion</p> <p>Curriculum calibrated to address student learning needs, launch pads; working group established</p> <p>Development of curriculum that reflects creative linkages along the lines of the Lassonde “Renaissance Engineer” model where disciplines are enriched by others, and where new degree programs draw together areas of inquiry (e.g. History + English + Anthropology = Folklore and Myth)</p> <p>Investments in tools for students</p>	<p>the liberal arts and liberal arts education throughout the curriculum Integrating research into the curriculum</p> <p>Continuing the goal of increasing comprehensiveness including on-going support for LSE, development of flagship professional programs, continuing to lay the groundwork for a medical school</p> <p>Renewing our commitment to interdisciplinarity – working between spaces and connecting with people in those spaces – including unique program combinations and the</p>
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		<p>power, job satisfaction; all university programs provide the skills necessary for successful careers</p> <p>Overcome faculty de-moralization, planning fatigue, demands on time and energy</p> <p>Recognize how the Liberal Arts support other programs and students throughout the University</p> <p>Avoid competition between units as the curriculum evolves; ensure open borders, collaboration</p> <p>Do not forsake "marginal" programs</p>		<p>imbrication of liberal and professional studies</p> <p>Completing and implementing program action plans based on data from AAPR, IIRP, CPRs, student surveys and other relevant sources that build on successes, streamline and harmonize degree programs AND that address challenges including declining enrolment, duplication and degree complexity</p>
<p><b>Increased Achievement in Scholarship, Research and Creative Activities</b></p>	<p>Our discussion was driven by the concern to integrate research, scholarship, and creative activity into the UAP in a manner appropriate to the central academic planning document of the University and which</p>	<p>Expand all the terms to include all forms of scholarship, research and creative activities. For example plays, working with community, dissemination through social media and such</p> <p>Facilitation:  -- encourage eligible faculty to apply for things they are eligible for  -- using "use in teaching" as a metric</p>	<p>Open access fully operational; expansive understanding of research and metrics; increase in applications for grants; track investments and their</p>	<p>Facilitating transformative scholarship, creative activities and research initiatives aimed at research intensification</p>

	<p>reflects the particular character of research at York, particularly that which flows from the Social Sciences, Humanities, and the Arts in which York is an acknowledged leader.</p> <p>The first point we wanted to raise was the importance of the integration of teaching with research (as well as research with teaching). We noted that the integration was mentioned in other parts of the document concerned with teaching, but felt it is important to mirror that in any discussion of research so that the intimate connection of the two flows throughout the new UAP.</p> <p>Particularly concerned that the relationship between teaching and research be highlighted for the distinctive contribution it makes to a University education. The unique pedagogies of the University, when</p>	<ul style="list-style-type: none"> <li>-- facilitate open access in ways that don't provide profits to large presses</li> <li>-- new methods such as video graphic essays</li> <li>-- identify the audience for everyone's research</li> <li>-- redefine PhD to go outside standard definitions</li> <li>-- more administrative support for pre and post award management</li> </ul> <p>Networks</p> <ul style="list-style-type: none"> <li>-- software to facilitate developing partnerships and to do surveys and experiments using web</li> <li>-- provide training for use of media/on line tools etc</li> </ul> <p>Innovation hub</p> <ul style="list-style-type: none"> <li>-- to include community partners, not just industrial</li> </ul> <p>Improving equip and space</p> <ul style="list-style-type: none"> <li>-- encourage faculty to apply for things</li> <li>-- involvement of colleges to provide space and to help integrating students and using research for experiential learning</li> </ul> <p>Supporting scholarship</p> <ul style="list-style-type: none"> <li>-- expanding concept of research to include Knowledge Mobilization through social media and other outlets</li> </ul>	<p>source</p> <p>Internal and external networks growing; number of users, partners and studies</p> <p>Increased number of partners, revenue</p> <p>Greater administrative support for pre- and post-award management stages</p> <p>Number of users, partners and studies; Track amount invested</p> <p>Generally, additional recognition for York research</p>	<p>Strengthening research networks locally and globally</p> <p>Expanding innovation hub and related activities</p> <p>Improving equipment and research spaces</p> <p>Supporting scholarship that requires little external funding but produces significant results while pursuing well-funded large-scale and collaborative opportunities</p> <p>Facilitating open access to York research</p>
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	<p>compared to secondary or other post-secondary forms of education, flow from the close integration of teaching and research. University teaching should be informed by the latest in research and scholarship; the classroom and supervisory experience should feed back into the research and scholarly activities of the Faculty, and; the student experience should be enhanced by exposure not only to the outputs of research and scholarship, but to the methods and practices of our crafts. The result is that alone among post-secondary institutions, the traditional university can help to develop students as informed and engaged citizens, not simply as human capital prepared for a narrow slice of an ever-evolving labour market.</p> <p>Our second points concerned the overall shape of the section we were asked to consider.</p>			
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	<p>We thought that the bullets in this priority area drill down too far for the UAP, or at least may reflect a high level goal that was not entirely in keeping with the themes and values of York as a distinctive University. The distinctive character of York is seen both in the list of values on page 2 of the document, and then echoed in the Theme Cloud that was presented at the outset of the Forum. Both of these highlight the Diversity, Inclusivity, and Social Justice and we would like to see those values more clearly and strongly reflected in the UAP's language on research, scholarship and creative activity. Our concern was that the way the present text is structured, it tends to overemphasize external funding, research that requires significant infrastructure, and the commercialization of research outputs. While these are by no means unimportant, we felt that</p>			
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	<p>the priorities as presented were not sufficiently balanced with curiosity-driven research, and with scholarship that that might be more solitary, less reliant on money and infrastructure, and very unlikely to produce commercial outputs. Suggest a different heading for this priority:</p> <p><b>Advancing Exploration, Innovation, and Achievement in Scholarship, Research, and Creative Activity</b></p> <p>‘Advancing’ rather than ‘Increased’ did not so readily invoke the ‘more is better’ ethos of bibliometrics and research funding, while still signalling that more and better are to be sought.</p> <p>‘Exploration’ and ‘Innovation’ together with ‘Achievement’ not only provided a strong rhythm echoing the tripartite Scholarship, Research, and Creative Activity (not</p>			
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	<p>unimportant in a high level document), but also captures some important features of the scholarly process that 'Achievement' alone might miss. Innovation has connotations of commercialization, but is also more than that. Exploration recognizes the importance of curiosity-driven research, and also gestures to the possibility of pursuing lines of inquiry that might ultimately prove fruitless (and so not result in 'achievement') but which might, and which we would never know unless they were tried. (For a University with a motto suggesting that the way must be tried, this seems an important point to emphasize.)</p> <p>We would also suggest reframing the two bullets that seemed to us to be articulating relatively high level objectives.</p> <ul style="list-style-type: none"><li>• In the case of the first bullet we would recommend</li></ul>			
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	<p>splitting the two goals: that is 'facilitating transformative scholarship' should be articulately separately from 'research intensification'. Both of these are important goals that can, and should, be pursued in and for themselves, rather than the former only in the interest of the latter.</p> <ul style="list-style-type: none"><li>• Similarly, the linkage of small scale and large scale research could be re-phrased to speak to the promotion and support of all research across scales. The way it is presently phrased seemed to us to imply the inferiority of small scale research. We did not think this was intended, but rather the</li></ul>			
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	<p>outcome of the process which led to the statement in the first place. However, a more inclusive and less hierarchical language could make the same point in a way that more clearly values all of the distinctive forms of scholarly excellence at the University.</p> <p>Finally, we felt that it was important to note the linkage of the Strategic Research Plan and the present PIER process it has given rise to, to the UAP. The more specific points in the discussion document do not seem to have been developed in the PIER process, but PIER is engaging a broad consultation precisely to develop specific initiatives to further the research mission of the University. We felt that to the degree that there are specific initiatives in the UAP</p>			
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	<p>related to research, scholarship, and creative activity that they were best drawn from the PIER process. Similarly, the priorities in what follows from PIER (what the VPRI introduced on Wednesday as an IRP-like document) should be driven by the priorities of the new UAP.</p>			
<p><b>Enhanced teaching and student learning</b></p>	<p>Teaching and learning must be grounded</p> <p>Online instruction should</p>	<p>Critical skills development / knowledge throughout study levels, embedded in the curriculum</p> <p>Greater understanding of the difference between secondary school and university modes</p> <p>Address special needs</p> <p>Partner with high schools to assist transition</p> <p>Curriculum renewal, training of faculty members (including contract faculty members), development / application of new pedagogies</p> <p>Coordination of services, advising at all levels, with front-loading to ensure smooth transitions; promote student autonomy...with lifelines</p> <p>Expansion of online possibilities with student</p>	<p>Higher student satisfaction, first year (and beyond) retention</p> <p>Number of partnerships – satisfaction, retention</p> <p>New instruction modes, revised syllabi</p> <p>Systematic measurement through t surveys including exit ones</p> <p>Measured by student face-to-face interactions, interventions by instructors,</p>	<p>Advancing pedagogical innovation through signature pedagogies including high quality technology-enhanced learning</p> <p>Linking teaching and research including research opportunities for students</p> <p>Increasing student interactions through experiential</p>

	<p>not be driven by revenues – it should arise from the determination to advance pedagogical enhancements</p>	<p>needs and preferences brought into the equation but not wholly driving</p> <p>Acknowledge contract faculty member contribution and integrate them into collegial processes; ensure that they are aided in their teaching preparation, solicit their voices, review compensation</p> <p>Internationalization integrated into teaching and learning, curriculum; regularize credit-granting agreements with other institutions so students guaranteed credit for courses elsewhere; strengthen York International; can <i>cohorts</i> move to other universities for part of their studies?</p>	<p>interaction with content (all available through data mining) more platforms tested and applied; courses do not replicate old lecture formats but</p> <p>More exchanges, more students taking advantage of study elsewhere, language skills training to provide them with confidence</p>	<p>education opportunities, problem-based inquiry and related strategies,</p> <p>Increasing internationalization including expanding internationalization in the curriculum, international enrolments, exchanges (students, faculty, summer programs)</p> <p>Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer</p> <p>Strengthening academic supports including ESL, library services</p>
<p><b>Increased student</b></p>		<p>Administrative systems are designed for students and promote consistent advice, clear</p>	<p>Easier navigation, higher student</p>	<p>Building on SEM to attract and</p>

<p><b>success</b></p>		<p>requirements, reliable procedures; promote student well-being and engagement</p> <p>Cross-training of staff in student services, and more staffing where it is needed</p> <p>Faculty member professional development and more contact [see NSSE survey]</p> <p>Review and simplify degree and program requirements [Note: This revives a core objective in UAPs of the 1990s]</p> <p>Manage expectations at the outset and throughout students' time at the University Communicate early and often; be precise about challenges, opportunities; early intervention (first 4-6 weeks are critical)</p>	<p>satisfaction</p> <p>Staff allocations to achieve goals</p> <p>Greater sensitivity to the diversity of the student population, more involvement in student-themed activities, onboarding programs in place, mentoring systems in place, rewards for excellence in teaching – for all instructors</p> <p>Systematic review completed, fall off in the number of petitions, related matters are on the agendas of all curriculum / standard / degree requirement committees across the University</p> <p>Higher retention, involvement in campus life; early intervention strategies in place; peer support networks grown</p>	<p>retain best students including customized persona strategies, early intervention and improved retention</p> <p>Advancing student services including enhancing a coordinated student success approach, student advising, mentoring, ESL, library supports, financial supports, skills and/or professional development skills at both the undergraduate and graduate levels - rethinking our processes from a student standpoint Implementing our mental health and well-being strategy</p>
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		<p>Mental health and well being [see also reference at the APPRC meeting of December 3, 2015 – Equity Sub-Committee]</p> <p>Engagement fostered through academic administrative structures that are responsive, prompt [e.g. AMPD Insight Program]</p> <p>Promote lifelong skills development, career preparation in all programs, ensure that the relevance of all programs is communicated and understood, scholarships a priority</p>	<p>Mental health is embedded in the classroom, deal with students in timely ways; new, improved services and processes in place</p> <p>Measures of engagement include attendance at events; scholarships and bursaries a campaign priority; shorter time-to-completion</p>	<p>for students (as well as for faculty and staff)</p>
<p><b>Enhanced Campus Experience</b></p>	<p>An overall goal should be one of greater pride</p> <p>Enlist the concepts of a university that is diverse, inclusive and progressive</p> <p>Adopt a student-centric lens – but ensure campuses are for everyone</p>	<p>Focus on campus spaces to promote a sense of community across all stakeholders - students, staff, faculty and community at large. Do this by ensuring existing spaces can be used common areas related to academic, social and learning spaces (such as learning commons). Potential spaces currently exist on campus but our policies and procedures create barriers (are too restrictive) to optimizing space use.</p> <p>Create new campus experiences that focus on populations with different needs -i.e. space for mature students; commuters by having napping spaces for those with more than 4 hours between classes or that cannot be on campus at a required time. This campus space would be charged out on a 3-hour basis and have</p>	<p>More members of the community taking advantage of amenities – all day and weekends</p> <p>More space for down time, extra- and co-curricular activities</p>	<p>On-going attention to campus security and safety</p> <p>Enhanced physical infrastructure and campus spaces, capital investment aligned with academic priorities</p> <p>Leveraging new facilities and amenities – subway stations</p>

		<p>mini rooms with use of showers, etc.</p> <p>Ensure our entrance ways to campus (primarily huge parking lots) are welcoming to new comers or visitors to York. Therefore it's important to keep green spaces where possible to provide an appealing buffer as one enters the main campus - stay/preserve green spaces.</p> <p>The concept of a cultural hub is vital for the future of Keele Campus. But the face/activities should reflect the cultures on campus. This can be viewed through many lenses - safety issues, pride issues, - the cultural hub should reflect the lived reality of our communities on campus. These spaces are for people - balance between all stakeholders - students, faculty, staff etc.</p> <p>Create a Cultural Innovation Fund and solicit projects to build the cultural hub for many levees but all linked to York's core values and priorities. The diverse community needs to drive this sense of a cultural hub.</p>		<p>and bus terminals, second student centre, Lions' stadium, amenities and infrastructure Creating a cultural hub, in and for the GTA</p> <p>Enhancing ecological sustainability, symmetry between built and natural environments</p>
<b>Enhanced engagement with the community</b>	<p>York is a global university, as the communities served attest and the 2 groups agreed that community spans the local to the regional, to the national and the global.</p>	<p>Outreach to the Asian community in Canada</p> <p>Frameworks to assist with initiatives, connections between communities and York; a common thread was that information is difficult to access, limiting interactions between members of the internal York community as well as between York and other communities (GTA, National and global)</p>	<p>Portal for international students – one stop information</p> <p>Increased awareness of York's rich and diverse community</p> <p>Increased awareness of partnerships that exist and partnership opportunities</p>	<p>Finalizing <i>Internationalization Plan</i> outlining priorities and initiatives including strategic academic partnerships both locally and globally</p> <p>Continuing</p>

		<p>Daily celebrations of members of the York community (staff and alumni included); look to Osgoode template Ovations</p> <p>Enhance, profile and project the ORUs – link researchers to items in the news; promote connections between ORUs and undergraduate students</p> <p>Staff need to be prominent partners in the achievement of innovation and other goals – inspire and motivate them</p> <p>Improved communications, including Website [very common theme in this and other discussions]</p>		<p>expansion of strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success</p> <p>Supporting community-based research and learning including opportunities for students Extending continuing studies and professional education</p>
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