

University Academic Plan 2010-2015

Summative Report on the Attainment of Objectives

Research Intensification

Objectives	Progress	Considerations
<p>Intensifying and widening the research culture at all levels of the University reflected through enhancing research engagement and building research infrastructure and supports</p>	<p>Senate approval of Strategic Research Plan (2013)</p> <p>Senate approval of an amended Policy on Organized Research Units (2011)</p> <p>Creation of a dedicated ORU sub-committee of APPRC, with appropriate mandate and detailed procedures</p> <p>Growth in Canada Research Chair allocation – now at 36 -- and alignment of CRCs with strategic research objectives in the UAP / SRP; York allocation from a fixed total of CRCs reflects higher Tri-Council funding</p> <p>FGS improvement of the quantity and quality of applications from current graduate students for external scholarships and awards</p> <p>Developed centralized services and supports for Post-Doctoral Fellows</p> <p>Development of a Plan for the Intensification and Enhancement of Research (PIER) that aligns with and informs other institutional plans by outlining practical commitments to enhance research supports and build research intensity</p> <p>Building partnerships for research impact through the creation of LaunchYU, York's first entrepreneurship support program. LaunchYU introduced its first accelerator program which will help accelerate the growth of approximately 20 new ventures.</p> <p>Support of successful Canada Foundation for Innovation and Ontario Research Fund proposals to build research infrastructure.</p> <p>Within Knowledge Mobilization (KMb), launched Community BUILD (featured in the Toronto Star), mentorship and training program for social entrepreneurs in partnership with VentureLAB, the United Way York Region and Seneca College.</p>	<p>PIER Working Group established to provide ongoing feedback and input, and advise on and participate in consultations towards a final intensification plan.</p>
<p>Building research capacity by leveraging our research strengths across the university and through strategic collaboration with external partners worldwide</p>	<p>Continuing collegially-driven implementation of Strategic research plan that highlights six broad areas of research strength for York and identifies five areas of opportunity for strategic investment to 2018.</p> <p>Connected Health and Wellness Project collaborative</p>	

	<p>project with York University, NexJ Systems and McMaster University, includes \$15.5 million funding by the federal government (2012)</p> <p>Canada Research Chairs program approved in 2014 (100% for new hires; aligned with the areas of strength and opportunity in the Strategic Research Plan)</p> <p>Establishment of York Research Chairs by Senate and Board (2014) with 10 chairs awarded in rounds 1/2 (including 2 Faculty based Chairs); provision for the creation of additional, Faculty-specific chairs and explicitly defined as a fundraising opportunity</p> <p>Research a focal point for the development of York's new fundraising campaign</p> <p>Nine new endowed chairs or professorships in Financial Accounting, Operations Management, Organizational Studies, Strategic Management, International Business and International Entrepreneurship (Schulich, 2012: Bergeron Chair in Engineering Entrepreneurship (Lassonde, 2013); 21st Century Science, Science (2013); Love Chair in Environmental Engineering (2015)</p> <p>Lassonde-RIIT Roorkee agreement includes research collaboration (2015)</p> <p>Faculty of Health- Revera Inc. partnerships includes research on aging (2015)</p> <p>Osgoode / Philosophy departments establishment of the Ontario Legal Philosophy Partnership with McMaster (2015)</p> <p>Lassonde – Quanser partnership agreement for research (faculty and students) supported by the NSERC-funded Chair Design Engineering for Innovation (2015)</p> <p>York-Southlake Regional Health Centre in Newmarket partnerships embeds Health researchers at the hospital (ongoing, established 2011)</p> <p>VPRI is continuing to build and foster research relationships with institutions abroad – including recent MOUs signed with India's Defense Research & Development Organization (DRDO), as well as German institutions Justus Liebig University Giessen, Philipps-Universität Marburg, and in the Netherlands, Donders Institute for Brain, Cognition and Behaviour at Radboud University Nijmegen. Upcoming collaborative agreements to include Chinese institutions- Nanjing Normal University and Nanjing University, and possibly others.</p>	
Developing an evidence-based culture of evaluating	York 8 th in field-normalized impact in Science and Engineering and 8 th in Canada (Higher Education	York's research recognized for

<p>and comparing York's research successes against international best practices and disciplinary norms</p>	<p>Strategy Associates)</p> <p>Ranked 15th in Canada by the Centre for World University Rankings; one of two universities in the top 15 without a medical school (2015)</p> <p>Ranked 226-250 range with four other Canadian universities (Times Higher Education Supplement); Humanities ranked 97th (3rd in Canada) and 95th in the Social Sciences (4th in Canada); up from 301-350 range in 2012</p> <p>Leiden ranking of impact of sciences: 18th in Canada, 6th in Ontario; social sciences 7th in Canada, 2nd in Ontario (2014)</p> <p>Modest gain in research funding ranking (from 22nd in 2011 to 21st in 2013) but no better in intensity (37th to 39th) as reported by the VPRI in 2014</p> <p>Publication rank remains the same at a rank of #19, but publication intensity has increased from #34 (2013) to #30 (2014) (Research Infosource)</p> <p>Publication impact #16 in Canada in 2014 (Research Infosource)</p> <p>Kellogg-Schulich Executive MBA ranked 1st in Canada, 8th North America and 26th in the world in 2013 (Financial Times); Schulich 1st in Canada and among the world's top 25 MBA programs in the 2013 global MBA ranking and 1st in the world in the 2013 global Executive MBA ranking (Economist); Schulich 1st in Canada, 10th among two-year MBA programs outside US in the 2013 Best Business Schools ranking</p> <p>Research income growth of 7% (to \$79 million) compared to 1.1% expansion in the system (reported 2015)</p> <p>Success rates of group and large scale collaborative grants have increased 55% and applications have doubled in number</p> <p>Research agreements grown by 17% to \$25 million (614 agreements)</p> <p>Knowledge Mobilization Unit is both nationally and internationally recognized for its leadership</p> <p>York full partner with MITACS</p>	<p>impact, knowledge mobilization, and innovation, with researchers faring well in large-scale, multi-institution competitions and early career funding.</p>
<p>Intensifying research through integrated, strategic Faculty planning</p>	<p>Research addressed in all Faculty plans</p> <p>Annual reports to APPRC and Senate on academic planning include research perspectives</p> <p>FGS enhanced degree-completion support through</p>	

	dissertation completion scholarships, graduate student development seminars and writing programs	
Enhancing the educational experience by promoting the engagement of graduate and undergraduate students in research and enhancing the participation of postdoctoral fellows	<p>Encouragement / support for student external awards through scholarship application sessions with immediate increase of \$1.5 million to \$4.4 million in 2015-2016 SSHRC doctoral awards</p> <p>Six Vanier Canada Graduate Scholarships</p> <p>VPRI is continuing to build its support for the undergraduate research fair and for research opportunities for undergraduate students.</p> <p>Continue growth of Mitacs participation and promotion of international research experiences for York students.</p> <p>VPRI continues to work with FGS to support the development of Vanier Scholarship and Banting Fellowship success for York</p> <p>VPRI promotes maximal inclusion of trainees in all research funding applications.</p> <p>VPRI is promoting the further engagement of ORUs in graduate and postdoctoral training</p> <p>Through Innovation York continue to build programing to expose students to entrepreneurship and commercialization opportunities.</p> <p>Promote research engagement that assists the university in achieving its thesis-based graduate student targets.</p> <p>Establishment of a Working Group on Enhancing the Graduate Student Experience with an emphasis on supervisions, opportunities for research and professional skills developments, and facilities / space</p> <p>FGS development of Students with Disabilities Graduate Handbook to support and broaden capacity of graduate researchers with disabilities</p>	York has tripled its Mitacs program uptake year over year.
Providing expanded post-doctoral opportunities at York	<p>Three Banting Fellowships over the last years;</p> <p>FGS developed centralized services and supports for Post-Doctoral Fellows through hire of Post-Doctoral Services Coordinator</p>	
Communicating and celebrating our research success and thereby building York's reputation	<p>The continued evolution of the annual York Research Celebration as a featured event, as well as focused research celebrations throughout the year</p> <p>Continued Sponsorship of the Canada Prizes</p> <p>Promotion of more explicit language related to research expectations in letters of offer for new hires</p> <p>Realigning internal research support programs to emphasize progression to external peer reviewed activities</p>	

	<p>Annual YU Research Leaders events instituted; all Faculties have celebrations of research</p> <p>Annual research awards ceremony</p> <p>Promotion of more explicit language related to research expectations in letters of offer for new hires</p> <p>Realigning internal research support programs to emphasize progression to external peer reviewed activities</p> <p>Additional of awards for Distinction for Research Creativity or Scholarship and Distinction in Social Justice Research in LA&PS</p> <p>Annual FGS Graduate Student Scholarship Celebration</p> <p>Recalibration of FGS student research funds through Academic Initiatives Fund to prioritize graduate student fieldwork, conference organization and travel, etc.</p>	
Providing the support needed for the Libraries to fulfill their mandates in support of teaching, learning and research in the context of evolving technology and with the goal of information literacy	<p>The Libraries held a collaborative workshop for faculty members “Strengthening Student Success by Rethinking the Teaching of Undergraduate Research Skills” (2015). The workshop provided opportunity for faculty members to begin the process of rethinking the design of research assignments for their courses and explore new and innovative ways to develop students’ research skills. SPARK, Student Papers & Academic Research Kit was launch in 2013, is an online student resource for academic literacy.</p> <p>YU Libraries: Student Papers and Academic Research Kit (SPARK) developed and launched</p>	
Providing a culture of support for research across the university, in the relevant academic and non-academic administrative units.	<p>Meeting regularly with the Council of Associate Deans Research and ORU Directors to lend mutual support and provide collective leadership in the attainment of the University’s strategic research goals</p> <p>Regular visits to Faculties, units and programs and provision of workshops on taking advantage of research opportunities</p> <p>Regular participation in Dean’s group</p> <p>Addition of the Vice-President Research and Innovation and an ORU Director to the Academic Policy, Planning and Research Committee of Senate (2012)</p> <p>Additional course releases following on the YUFA collective agreement of 2013</p> <p>Routinization of the Council of Associate Deans Research with terms of reference</p>	

	<p>Addition of the Vice-President Research and Innovation and an ORU Director to the Academic Policy, Planning and Research Committee of Senate (2012)</p> <p>60 additional 0.5 research course releases to support research/scholarly/creative activities (YUFA collective agreement 2012-2015)</p> <p>Vice Provost Students/Student Financial Services: provides ongoing support for the Research at York (RAY) program to provide financial support for undergraduate students working in research positions.</p> <p>Inclusion of appropriate non-academic units in project development teams for strategic and large scale research funding applications, particularly those involving significant space and/or infrastructure components.</p>	
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Enhancing Teaching and Learning

Objectives	Progress	Considerations
Expanding experiential learning opportunities available to students at all levels (including co-op, internships, community-based learning, problem-based learning, etc.)	<p>Creation of an experiential learning database in LA&PS</p> <p>Establishment of an Office of Experiential Education at Osgoode (2012) with allocations of \$200,000 from a dedicated fund for pilot projects and expanded opportunities; all JD students must participate in at least one significant student experience</p> <p>Under the direction of the Office of the AVP Teaching and Learning the pan-University Experiential Education (EE) Work Group was established (in June 2013) that contributed to the drafting of a Case for Change and Vision for experiential education (EE), the development of an integration summary and operational plan (2014), and a Common Language for EE that included course, community and work focused activities (2014).</p> <p>Established EE Leads Group (2014) with representatives from every Faculty to provide support for the implementation of the EE integration strategy within his/her Faculty.</p> <p>Conducted Faculty audits (2014) of EE and mapped these against EE Common Language to determine breadth of EE offerings at York.</p> <p>A Pan-university infrastructure proposal (2015) was developed that included recommendations for the creation of a central YU Experience Hub, and the establishment of EE Coordinators within each Faculty. To be taken up as part of the IIRP initiative.</p> <p>Provision of courses and workshops by the Teaching</p>	<p>Academic Innovation Fund established in 2010 by the Provost and has since provided support for 20 projects in the first round and 19 in the second (along with 34 course redesigns)</p> <p>http://aifprojects.yorku.ca/</p> <p>As described at the outset, AIF projects focused on experiential education, eLearning and technology / enhanced learning, and the first year experience with an emphasis on those that are sustainable, collaborative and contribute to the development of models that are</p>

	<p>Commons to support faculty use of EE teaching methods.</p> <p>Creation of an experiential learning database in LA&PS</p> <p>The AIF awarded three grants to support the embedding of three (3) EE Strategies: Community Service Learning, Community Based Research and Placements in faculties and 4 grants were awarded combining both eLearning and EE strategies.</p> <p>Establishment of an Office of Experiential Education at Osgoode (2012) with allocations of \$200,000 from a dedicated fund for pilot projects and expanded opportunities; all JD students must participate in at least one significant student experience</p> <p>Anti-Discrimination Intensive Program at Osgoode includes credit for placement at the Human Rights Legal Support Centre.</p> <p>Master of Conference Interpreting fully online</p> <p>Faculty of Health partnership with Toronto Central Community Care Access Centre (CCAC) for research and training opportunities in the home and community care sector (2013)</p> <p>Faculty of Education partnership with the Ontario Association for Supervision and Curriculum development to provide students with access to professional training resources (2013)</p> <p>Academic Innovation Fund supported a total of 73 projects and 28 course redesigns over four years.</p> <p>Master of Conference Interpreting fully online</p> <p>Faculty of Health partnership with Toronto Central Community Care Access Centre (CCAC) for research and training opportunities in the home and community care sector (2013)</p> <p>Faculty of Education partnership with the Ontario Association for Supervision and Curriculum development to provide students with access to professional training resources (2013)</p> <p>Lassonde co-op option (2014)</p> <p>Science Co-op programs in Biochemistry, Biotechnology, Chemistry, Environmental Biology, Environmental Science Honours degree programs. (2013)</p> <p>Lassonde-RIIT Roorkee agreement includes experiential education dimension (2015)</p>	<p>transportable to the rest of the University</p>
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	<p>Health-Revera development of a Director of Care Certificate in Clinical Leadership (DOCL) program (2015)</p> <p>Schulich -Kinetic Café program to support students launching their own start-up companies (2015)</p> <p>LaMarsh Centre for Child & Youth Research and the Canadian Crime Victim Foundation (CCVF) program for training in trauma counselling for Psychology graduate students</p> <p>Master of Leadership and Community Engagement (Education, in legislative process) based on praxis of theoretical and community-based applications</p> <p>Experiential Education Coordinator appointed at Glendon (2015)</p> <p>Establishment of LaunchYU through OCE funding (OCEA) to provide entrepreneurship opportunities for students</p> <p>Celebratory EE events were held in the Faculties of Health and Liberal Arts and Professional Studies (2015)</p> <p>Under the direction of the AVP Teaching and Learning the pan-University Academic Technology Advisory (ATA) Group was established in the Spring of 2012.</p> <p>The ATA Group Developed a report “A Case for Change eLearning Integration at York University (2012-13). Recommendations cited in the paper are currently being implemented. Recommendations include: 1. Promote the broad adoption of eLearning tools and resources in face-to-face courses; 2. Elevating the Culture of Teaching and Learning through eLearning; 3. Increase the Adoption of Blended Learning; 4. Pursue the Strategic Development and Introduction of Fully Online Course and Programs.</p> <p>A common language for eLearning was established (2012-13). Course coding for blended and fully online courses has been implemented which informs students about the type of eLearning courses offered prior to their enrolment, and also provides institutional metrics for eLearning courses at York (2013-14). A “Student Guide to eLearning at York” was created to provide students with advice, resources and information about what to expect in online courses and tips and tips and tools to be a successful online learner (2014).</p> <p>Process mapping tools have been developed, Faculty eLearning leads were established, and Faculties conducted eLearning audits of their degree programs and established baselines and 3-year targets (2014-15).</p> <p>Faculty Course Repositories were established to house</p>	
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	<p>redesigned courses, technical implementation is currently underway for Fall 2015.</p> <p>The eLearning Curriculum Innovation Grant was established to encourage and support full-time and part-time faculty members in the creation of new or the conversion of existing courses to blended and/or fully online courses. A total of 19 courses were developed for Fall/Winter 2014-15 or Summer 2015 offering.</p> <p>York participated in the call to develop fully online courses for Ontario Online Initiative's Shared Online Course Fund. York secured a total of \$537K grant from the Ministry (Ontario Online) to convert 5 courses, and 3 modules to fully online</p> <p>Provision of courses and workshops by the Teaching Commons to support faculty use of technology in teaching and learning.</p> <p>The AIF awarded twenty-one grants to support course redesigns incorporating blended learning, fully online learning or the flipped classroom. Four grants were awarded combining both eLearning and EE strategies.</p>	
Supporting innovative and flexible curriculum delivery through online and hybrid courses, as well as other elements of technology enhanced learning	<p>Addition of a Full-Time Option in the General LLM Program (2011)</p> <p>Master of Leadership and Community Engagement (Education, in legislative process) fully blended</p> <p>Faculty of Education Online Learning Fund (2014-2015)</p> <p>York University partner in the Ontario Online Learning Consortium (OOLC); e-campus portal launches 2015</p> <p>Celebratory eLearning events were held in the Faculties of Health, School of Arts, Media, Performance and Design and Liberal Arts and Professional Studies (2015)</p> <p>MA Conference Interpreting (MCI)</p>	
Recognizing and supporting innovation in teaching and learning, and providing support and recognition for instructors – full-time faculty members, contract faculty members, and teaching assistants	<p>Teaching Commons opened in 2012</p> <p>New Associate Dean Teaching and Learning Position in LA&PS</p> <p>LA&PS teaching awards instituted 2013</p> <p>Academic Innovation Fund</p> <p>Academic Innovation Fund was established in Fall 2010 to provide an investment in innovation and change at York. Phase 1 was implemented from 2011-2014, and a total of 5M was invested across 54 projects led by faculty, staff and/or students. The AIF supported projects that addressed curricular innovation through approaches that incorporate eLearning, EE and the student experience.</p>	

Phase 2 was launched for 2015-16 academic year, and a total of 1.5M was awarded to 19 projects which continue to focus on innovations in eLearning (n=4), Experiential Education (n=9) and First Year Experience within the curriculum (n=6).

The following is a summary of some of the accomplishment highlights by theme under AIF Phase One (2011-14):

ELearning

- Over 120 courses embedded eLearning strategies (web enhanced, blended and/or fully online) with over 160 offerings of these courses
- Over 24,000 students experienced at least one type of eLearning course
- Students now have a suite of 24/7 online learning resources (SPARK) with research, writing and learning skills, over 20,000 undergraduate students have used SPARK

Experiential Education

- Over 100 course directors participated in Experiential Education related AIF projects
- Over 16,500 students experienced at least one type of experiential education course

Student Experience

- Over 2400 students across three Faculties were involved in an expanded phase two of the YU START pilot project

Teaching Commons (TC) opened in 2012

The TC was created by the Office of the AVP Teaching and Learning in September 2012 following the closure of the Centre for the Support of Teaching. In less than three years the TC has built a climate of professional collegiality raising the profile of teaching and provided concrete support for all teachers, including TAs, contract and tenure track faculty.

In the past three years the TC has created a suite of programs and services to support both full-time and contract faculty members, as well as graduate students, in their teaching. TC hosts the following events: The Teaching, Learning, and Student Success Day during New Faculty Orientation; Teaching Assistant and International Teaching Assistant Orientations; Support Teaching at York (STAY) Symposium for Teaching Assistants. The TC creates opportunities for 'Communities of practice', where groups of professionals with varying levels of experience and expertise sharing their common interests and offering support to one another. TC also hosts the annual Teaching In Focus (TIF) Annual Conference.

TIF Conference - Teaching in Focus (TIF) Conference is the pan-university conference in Teaching and Learning at

	<p>York University. This peer-reviewed conference provides opportunity for all who teach or support student learning at York to celebrate teaching, share experience and innovations in teaching practices, make connections, and build and expand a community and scholarship of teaching and learning.</p> <p>TC Workshops: typically 3-hour long sessions on a range of topics concerned with teaching and learning throughout the academic year; topics include: Course Design Bootcamp, eLearning Bootcamp, EE Bootcamp, Teaching 1000-Level Courses, Inclusive Curriculum Design, Principles and Practice of Course Design, and Assessment.</p> <p>TC Courses: between 6-18 hrs include: Course Design@York, eLearning@York, Experiential Education@York, and Graduate Supervision@York.</p> <p>Certificate Programs - The Instructional Skills Workshop (ISW) is a Canadian certificate program. During this intensive three-day workshop (24 hours in total), participants work collaboratively in a small group setting to further develop their teaching effectiveness as well as receiving feedback on new teaching strategies and techniques. In addition, TC offers the Facilitator Development Workshop (FDW) which is an intensive five-day workshop for individuals who have completed the ISW. The FDW provides training to become a facilitator of the ISW.</p> <p>There are several SEDA (Staff and Educational Development Association) accredited certificate programs designed for faculty and TAs. Each certificate program has specific requirements but all include application of theory to practice and practitioner reflection.</p> <p>SEDA accredited courses for faculty:</p> <ol style="list-style-type: none">1. Supervising Graduate Students2. eLearning @ York <p>SEDA accredited courses for TAs:</p> <ol style="list-style-type: none">1. TA Certificate in Teaching (TACT – for experienced TAs)2. STA Program (Senior Teaching Assistant Program – for Senior TAs). <p>New Associate Dean Teaching and Learning Position in LA&PS</p> <p>LA&PS teaching awards instituted 2013</p> <p>Long Service Teaching Appointments (up to 60 in any contract year) offer contract faculty members increased stabilization of course assignments</p> <p>Increased number of CUPE Conversion appointments to</p>	
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	<p>tenure-stream positions in recognition of the contribution made by long-term employees to the University community</p> <p>Schulich Task Force on Teaching Excellence recommendations take into account teaching, research and service contributions</p> <p>Curriculum Mapping tool in pilot phase 2014-2015 – supports the mapping of learning outcomes and assessment in courses to program learning outcomes.</p>	
<p>Affirming and expanding of our leadership in curriculum delivery modes, including day, evening, weekend and online learning for graduate and undergraduate, full-time and part-time, traditional and non-traditional students, as keys to enhancing the student experience and supporting our commitment to access to post-secondary education</p>	<p>Major review of access initiatives undertaken in 2012</p> <p>Renaming and transfer of the School of Continuing Studies (2014)</p> <p>New Policy on and Guidelines on Bridging Programs (2013)</p> <p>York University English as a Second Language Bridging Program thought York University English Language Institute (2013)</p> <p>Amendments to the Mature Student Admission Category (2014)</p> <p>Osgoode Digital Commons launched 2014 (leading institution-hosted repository of open-access law resources)</p> <p>Osgoode Digital Initiative report leading to a Digital Innovation Fund (2014), flipped classroom for one course, and online modules for others</p> <p>Osgoode Student Success and Wellness Program Professional Certificate in Human Resources Management for Internationally Educated Professionals (2013)</p> <p>Addition of 90 credit degree options (for example: Professional Writing, 2014, Jewish Studies, 2014)</p> <p>York/Ryerson Co-Registration option gives students flexibility for study at locations and flexible times.</p> <p>Certificates for Internally Educated Professional established (2010-2013)</p> <p>FGS enhanced Graduate Professional Skills (GPS) program</p>	
<p>Recruiting top-flight secondary school graduates and non-traditional students with high academic potential</p>	<p>Establishment of the Transition Year Program</p> <p>Addition of a Certificate of Completion category</p> <p>New Senate Policy and Guidelines on Advanced Credit Programs for Ontario Secondary School Students (2015)</p> <p>Co-op programs in Science (2013) and Lassonde (2014)</p>	

	<p>Increased number of formal articulation agreements for students coming from Ontario Colleges to York University</p> <p>Exploring opportunities to host York Region Science and Technology Fair. This science fairs attracts the brightest high school students in a region (e.g. York Region, Toronto District) who are competing to go the Canada Wide Science Fair. By hosting the York Region fair we are bringing an elite group of students to York who will build connections early on.</p> <p>Vice Provost Students/Recruitment: Development of an institutional Strategic Enrolment Management (SEM) plan to inform recruitment strategies.</p> <p>Hosting program specific events/activities (similar to Science Fair) to attract top students to York's campuses and programs. For example: high school juried art show and competition.</p> <p>Engagement and agreement to host the York Region Science Fair at York in 2016 and agreement sponsor top winners for National Science Fair participation</p> <p>Vice Provost Students/Admissions: Admissions packages improved and targeted to specific personas developed via Strategic Intelligence initiative.</p> <p>Vice Provost Students/Student Financial Services: Repackaging of York Entrance Scholarship program to include a student life award.</p>	
Increasing opportunities for students to have international experiences as part of their academic programs	<p>Expansion of LA&PS exchanges</p> <p>Specialized International Option in BEd Program (2011)</p> <p>Lassonde-RIIT Roorkee agreement provides for student exchanges (2015)</p> <p>India Program Option, MBA (2012)</p> <p>Establishment of the International Working Group in FGS (reported 2015)</p> <p>Expansion of Schulich exchanges and dual degree programs with Pontifica Universidad Catolica in Chile, Instituto Technologico Autonomo of Mexico)</p> <p>Development of international academic partnerships with institutions of high ranking with programs that offer an excellent fit for York students (strategic partnership building)</p>	
Fostering lifelong learning through expansion and enhanced coordination of continuing and	School of Continuing Education in development with re-launch scheduled for autumn 2014	

professional education programming.	<p>Vice Provost Academic with Faculties: Internationally Educated Professional Certificates established</p> <p>FGS enhanced Graduate Professional Skills (GPS) program to emphasize transferrable and versatile skills for graduate students and post-doctoral fellows</p>	
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Enriching the Student Experience

Objectives	Progress	Considerations
Enhancing the quality and level of preparation of the incoming class	<p>Increase of average GPA (or stability) in most Faculties, with challenges for LA&PS</p> <p>VPA and Provost: Development of SEM Plan</p> <p>Vice Provost Students/Recruitment: recruitment strategies critically assessed and revised to align with SEM Plan.</p> <p>OIPA: Creation of a Student Self-Assessment Survey for first-year incoming students to provide information and resources to help with transition and to gather institutional data to inform early alert and intervention initiatives</p> <p>Vice Provost Students/Admissions: Implementation of new admission assessment /evaluation process for “101” applicants such that admission average calculations focus on required courses. This will ensure that “early” admission decisions to “101” applicants will be made to best fit applicants, reducing the number of potential rescinds and need to lower admission standards later in the cycle.</p> <p>Sport & Rec: varsity recruiting efforts focused on high average student athletes; conversion rates have increased thanks to stronger connections with admissions on early offers</p> <p>Campus Recreation stronger outreach to colleges and faculties to facilitate first year activities (games, dodgeball, team building)</p> <p>PAWS first year student athlete mentoring programming developed and actioned; impact on retention is very promising.</p>	<p>Current decline in 1st choice applications being addressed by strategic enrolment plan and University and Faculty initiatives</p> <p>Masters below target, PhDs generally closer to target</p> <p>Enrolments set by Strategic Mandate Agreements and must be met</p> <p>Increased efforts in 2015 resulted in higher conversion rates</p>
Enhancing the first year experience by fostering students’ transition to the university and their engagement with each other and with faculty, with their studies, and with their community	<p>YUStart in multiple Faculties</p> <p>Expanded orientation activities expanded (and addressed in Policy on Sessional Dates and the Scheduling of Examinations)</p> <p>Vice Provost Students/YU Start: York’s student transition program - to include approximately 8,500 incoming students in 7 Faculties, 90 majors, 15 degree types and 8 affiliated colleges, including mature and transfer students. http://yustart.yorku.ca/. The program includes online</p>	

	<p>enrolment, campus tours, an online learning community and student chat space, and culminates with York Orientation Day.</p> <p>SCLD: Greater integration of Faculty, College, student and Division of Students' transition programming.</p> <p>AIF funded project on Student Mental Health contributed to the development of a pan university wide mental health committee Evidence based, online alcohol education (Alcohol EDU) delivery to all first year students living in residence and orientation leaders.</p> <p>Mental Health 101 training for all orientation leaders focusing on recognizing, responding and referring students in distress</p> <p>Revisioning of Orientation, including retreat for York Orientation Director's Association, enhanced training for up to 1200 Orientation Leaders, improved website, implementation of Lion's Pride, YU Belong faculty and staff program, pan-university welcome event and enhanced family and parent program.</p> <p>CDS: Specialized transition programming delivered to students with disabilities during the summer and throughout their first year of study</p> <p>Vice Provost Students/Residence Life: "first 8 weeks" program implemented that is focused on supporting students' transition in residence.</p> <p>RO: Degree Progress Report is developed and broadly deployed. DPR is an online self-serve tool that allows students to track their progress towards their degree.</p> <p>University 101 academic transition support in multiple faculties to support students who otherwise would not retain their offer of admissions (pilot 2014; expanded options 2015)</p> <p>YI: Enhanced York International orientation workshops for international students as part of the YU orientation</p> <p>York International student peer program supports new international students' transition by bringing together new with senior international students</p>	
Improving advising for students at every stage of their studies	<p>Advising review underway in 2015</p> <p>Key element of the first PRASE initiatives – fully integrated in the IIRP as central institutional priority</p> <p>YUStart in multiple Faculties, JumpStart and Discover Glendon at Glendon</p>	

	<p>AMPD redesigned student services and supports, including advising</p> <p>Vice Provost Academic: Academic Advising Fora (twice per year in 2014 and 2015) – professional advisors in attendance Academic Advising Professional Development Advisory Group established (2013)</p> <p>Academic Advisor core competencies under development (2015)</p> <p>Enhancements to advising technology supports - Advising Dashboard includes Advising Connections allowing academic advisors to track reasons for advising visits (2015)</p> <p>Vice Provost Academic & Office of the Vice-Provost, Students: the Advising Community of Practice has increased its collaboration resulting in a more seamless experience for students.</p> <p>Vice Provost Students/YU Start: Online enrolment via YU START has shortened the enrolment period from 20 to 8 weeks, created an equal “playing field” for international and out-of-Province students and freed up advisors to focus more on complex cases and upper year students.</p> <p>RO: the online student degree progress report was developed and deployed.</p> <p>Vice Provost Students & Colleges: the York Engaged Students (YES) program supports high profile contributions and engagement activities on campus that are focused on such things as peer mentoring, ambassadorship and advising.</p>	
<p>Creating communities (both in person and virtual) within and beyond the University</p>	<p>Markham Diabetes Prevention and Management (Health, 2014)</p> <p>Faculty of Health strategic community plan in development (2015)</p> <p>Teaching Commons opened in 2012</p> <p>Psychology partner with YouthSpeak for a York Region School Board event on mental health (2014)</p> <p>York University Mental Health & Emotional Well-Being Group and the York Region Mental Health Collaborative partnership on the improvement the mental health and emotional well-being of children and youth (2012)</p> <p>York – University of Toronto initiatives with Markham-Stouffville Hospitalist and other York Region partners (Health)</p> <p>Proposed “Adult Villages at York University to integrate</p>	

	<p>retirement residences with assisted living and York University Centre for Research and Education modelled on Schlegel Villages at the University of Waterloo (Health, reported 2015)</p> <p>CDS: Peer Mentors recruited, trained and deployed to create safe and welcoming spaces for students with disabilities to meet with senior students with similar types of disabilities</p> <p>Career Centre: expansion of ways for employers to connect with students through high touch and high-tech career programming (e.g panel discussions, Twitter chats)</p> <p>SCLD: Building capacity to make York a suicide safer community through the training of 6 York staff members as safeTALK and ASIST trainers. Also delivered safeTALK and ASIST to over 800 York students, faculty and staff members</p> <p>SCLD: implemented a communications/engagement strategy that fosters virtual student community through social media channels (facebook, twitter etc.)</p> <p>SCLD student staff (~150) participate in various community service projects annually (eg. Woodgreen, Black Creek Farm)</p> <p>VPS/Residence Life: programming fosters community and support for 2000+ students living in undergraduate residence.</p> <p>Community Life Coordinator position created to support and build community among 3000+ students and families living in graduate housing and apartments.</p> <p>Vice Provost Students & Advancement: Distribution of Good Neighbour Guide in the Village.</p> <p>Vice Provost Academic: Transfer Credit Working Group established (2014) to foster understanding and engagement around the transfer student experience and to support the enhancement of York University capacity for credit transfer.</p> <p>Community Engagement Centre - conducted a review and refined mandate and core activities to better align with university priorities</p>	
Enhancing opportunities for students' involvement in research projects, particularly at the graduate level	<p>VPS/Student Financial Services: provides ongoing support for the Research at York (RAY) program to provide financial support for undergraduate students working in research positions.</p> <p>York's MITACS membership provides international research opportunities for undergraduate and graduate students</p>	

	FGS: Working Group Reports on Enhancing Graduate Academic Experience and International Graduate Students with Recommendations presented to FGS Faculty Council, 2015	
Increasing the time spent by students in small group settings with full-time faculty members, including retaining the format of small graduate seminar classes	FGS: Teaching Commons and FGS offer graduate supervisor certificate	Modest improvement in student / faculty ratios from 2009-2010 to 2014-2015 (based on undergraduates and graduates / full-time and contract faculty index)
Coordinating student service functions carried out by different elements of the University	<p>Vice Provost Students: Development of VPS Strategic Plan in 2013 that clearly articulates student success priorities and enablers for change.</p> <p>OSCR is affirmed as first responder for critical incidents and events involving students. Response facilitated within the context of York's values.</p> <p>OSCR: Student of Concern Committee (SoCC) is responsible for Violence Threat Risk Assessment (VTRA) related to students of concern</p> <p>CDS: collaborates with campus partners in the Career Centre, Student Financial Services, the Office of the University Registrar, and Library Accessibility Services to deliver efficient and effective services to students with disabilities.</p> <p>Vice Provost Students: Hosted the Summit on First-Year Experience in the Classroom: Rethinking Retention to facilitate the development and implementation of teaching strategies designed to support student success. (2014)</p> <p>RO: Review of the Call Centre for Admissions Student Client Services to more seamlessly guide students to the appropriate information and advising on campus and improve student customer service</p> <p>Online booking service to provide direct interaction time between student and VPS Admissions Client Service Reps. Students set times and state issues so that ACS is prepared with answers when they arrive for appointment</p> <p>Initiated convocation for students in absentia</p> <p>Transfer Credit Connect process targets students to help recruit and retain high quality applicants & reduce transfer credit questions that occur at advising appointments across campus.</p> <p>Increased self-serve online tools for students, e.g. online</p>	

	<p>letters, enhanced online applications, online degree progress report.</p> <p>Elimination of the enrolment deposit requirement for continuing students.</p> <p>RO: Improved timeline for distribution of government financial aid (OSAP, BSWD).</p> <p>Career Centre: increase in Faculty-specific career support programming between the Career Centre and Faculties and/or student groups.</p> <p>SCLD: Peer Leader Community of Practice created to coordinate peer leader (peer mentor, ambassador, educator etc) training, job summaries, programming and assessment.</p> <p>FGS: Development and implementation of online graduate student record working with graduate programs, UIT, and Student Services</p> <p>Establishment of online and accessible graduate faculty appointments database</p>	
Supporting student communities	<p>Addition of a Convocation in Absentia (2014)</p> <p>Professional Skills Program for graduate students</p> <p>VPS/Career Centre & FGS: Professional Skills Program for graduate students that includes career development workshops and sessions as well as individual appointment to assist graduate students articulate their research and critical skills in a resume in application for non-academic jobs or careers.</p> <p>VPS/Career Centre: establishment of career support web resources for Aboriginal students, international students and students with disabilities.</p> <p>VPS/Career Centre/CDS: introduction of an annual event coordinated by the Career Centre and CDS entitled, Career Success: Employment Supports for York Students with Disabilities, that includes a panel discussion, workshops, and networking activities.</p> <p>VPS/Career Centre: Supports for students looking for work on campus via the Career Centre's workshops and job posting system that includes work/study positions.</p> <p>VPS/Career Centre: Pilot of an onboarding program for work/study students via the Career Centre that includes student and supervisor orientation and training, learning objectives plan and evaluation.</p> <p>VPS/SCLD: Pan University wide mental health conference for peer leaders</p>	

	<p>VPS: emphasis on student mental health highlighted through the appointment of a mental health strategy lead and the promise of a 3 year mental health action plan by Jan 2016.</p> <p>VPS/SCLD: LeaderShape Institute implemented annually for 60 students across campus to build leadership capacity.</p> <p>VPS/SCLD: RED Zone in Vari Hall supports and makes referrals to 1000's of students annually.</p> <p>VPS/CASS: Centre for Aboriginal Student Services provides support and fosters community for Aboriginal students.</p> <p>VPS/SCLD: YU Connect involvement platform implemented that supports 500+ student organizations and 20,000+ students.</p> <p>VPS/SCLD: Peer Health Education program engages with 25,000+ students annually to promote wellness and healthy life choices.</p> <p>President's Annual Reception for International students (organized by York International) to welcome new international students (since 2013)</p> <p>Graduate Professional Skills (GPS) Program for graduate students</p>	
Expanding and improving space for student activities.	<p>Scott and other library renovations, Teaching Commons established</p> <p>Second student centre in advanced planning stages</p> <p>Opening of the Discover York: Campus Visit & Tour Centre to enhance recruitment and reputation</p> <p>Pan American Games Stadium to enhance Sport & Recreation facilities</p> <p>Renovation of all washrooms/change rooms in athletic facilities</p> <p>Audit of VPS Student Space on Campus (2015)</p> <p>Internal Audit: Audit of academic space completed in 2014</p> <p>Technology update of Vanier student lounge</p> <p>York International redesigned space offers a welcoming environment for international students.</p> <p>YI Global Café offers space for international student peer program activities.</p>	

Building Community and Extending our Global Reach

Objectives	Progress	Considerations
Working in and with communities, including research collaborations, community-based programs, and other forms of interactions	<p>Faculty of Health Community Strategy (2015) with specific objectives, benchmarks and timelines</p> <p>Community Engagement Catalyst Grants offered York-TD Community Engagement Centre, valued at up to \$5,000 for collaborations in the Black Creek community (2015)</p> <p>PanAm Community Engagement Activities (2015)</p> <p>Partnership between York-TD Community Engagement Centre and Vice Provost Students Division = \$30,000 in each of 3 years offered to CEC.</p> <p>Sport & Rec: summer camp programs</p> <p>Career Centre: Expanding outreach to employers, alumni and education professionals to provide them with opportunities to connect with York students for full-time, part-time, summer, volunteer, experiential and further education opportunities, e.g. (increase from 393 professional on campus in 2009-10 to 539 in 2014-15).</p> <p>FGS: Enhanced Fieldwork funds for graduate students undertaking community based research</p>	
Aiding faculty development and recognition for community engagement and outreach activities	<p>"Towards an Engaged University: The Report of the President's Task Force on Community Engagement" submitted to the President (201)</p> <p>Establishment of Ad Hoc Community Engagement Council and designation of inaugural Chair (2013); established Special Advisor to the President in 2015 who will create new Advisory Council</p>	
Extending and developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students	<p>School of Continuing Studies established (2014)</p> <p>Certificates for Internationally Educated Professionals (2010-2015 – ongoing)</p> <p>BEd in Technological Education (in collaboration with Ontario Colleges)</p>	
Supporting lifelong learning initiatives	<p>School of Continuing Studies established (2014)</p> <p>Health Leadership and Learning Network (HLLN) in Faculty of Health established (2012). HLLN provides Continuing and Professional Education (non-degree and non-credit), offering courses and certificates that redefine and advance approaches to keeping people healthier longer. Courses focus on professional, career development and lifelong learning needs. HLLN programs are practical and applied, and use an evidence</p>	

	based approach to learning for inter-professional staff and organizational effectiveness.	
Building on York's leadership in collaborating with other institutions to better serve our students, and continuing to make those relationships express quality imperatives and other articulated objectives	<p>Approval by Senate of Principles for External Partnerships (2014)</p> <p>Partnership with Seneca in the Markham Centre campus programs (2015)</p> <p>BSc Dual Program in Computer Science wit Hochschule Bonn-Rhein-Sieg / University of Crete (2011)</p> <p>York-Ryerson Dual Degree Credential Program, BEd Junior Primary/ Early Childhood Education (2011)</p> <p>Amendments to the Senate Policy on the Responsible Conduct of Research and the Senate Policy on Research Involving Human Participants (2013)</p> <p>York-Ryerson Co-Registration Option (2013)</p> <p>York-Seneca Program in Urban Sustainability (2013)</p> <p>Guidelines for Articulation Agreements (College to University) established (2015)</p> <p>Increased the number of articulation agreements with Ontario Colleges (2014-2015) AMPD – 3 agreements; LAPS – 4 agreements; Glendonn – 2 agreements; ongoing discussions with all GTA colleges and Georgian.</p> <p>York University is a leading partner with ONCAT, the Ontario Council for Articulation and Transfer, participating actively in various working groups and projects and is an early adopter for the OnTransfer site providing students with information about articulation agreements and course to course transfer.(2012-2015)</p> <p>Ryerson/York Exchange Co-registration Program; a Ministry funded student mobility initiative developed in partnership with Ryerson University</p> <p>OSCR/CDS: collaboration with Humber River Regional Hospital (HRRH) to develop and implement process for supporting students admitted to hospital (critical incident management).</p> <p>OSCR: Partnership with Seneca @ York re Students of Concern, critical event</p>	
Fostering internationalization as expressed in the student population, the curriculum and exchange programs and	Establishment of Schulich campus in Hyderabad, India and satellite facilities in South Korea, Brazil, Mexico and China	

<p>developing a more strategic approach to internationalization</p>	<p>Expansion and additional academic initiatives of Costa Rican campus</p> <p>Area-focused roundtables brought together in 2012 to assess opportunities in China, India/South Asia, Pacific Rim and Latin America</p> <p>Greater presence in China, including Schulich facilities</p> <p>Canadian International Development Agency (CIDA) award of \$6.2 million for projects to bring post-secondary education to the Dadaab refugee camps in Kenya, promote employment of people with disabilities in Bangladesh, India and Nepal</p> <p>Roberts Centre Visitor ship Program for international faculty and students to pursue research in Canadian Studies (2015)</p> <p>Half of those enrolled in the Master of Conference Interpreting program are outside of Canada</p> <p>Specialized International Option in BEd Program (2011)</p> <p>Enhanced promotion of global learning opportunities for students resulted in increased numbers of participants in academic exchanges;</p> <p>York International leads a global fair each September for students interested in going abroad and a reentry conference (with Ryerson and UofT) for returning students.</p> <p>York International will lead a Go Global Campaign in Fall 2015 to highlight York's global learning opportunities for students and encourage awareness of the importance and value of an international experience.</p> <p>Global Ambassador program established (summer 2015)</p> <p>Offering more short-term international opportunities (less than 4 weeks) for students who are unable to spend a term or two abroad: summer abroad courses, summer schools, summer exchanges; global internships; international placements.</p> <p>Increased opportunities to York students to interact on campus with visiting international students (i.e. the Niarchos foundation summer school (2014); Beihang University-York University summer school *launched in 2013)</p> <p>York International Mobility Award program provides students financial support to all students participating in an approved York international program (academic</p>	
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	<p>exchange; course; summer school etc.)</p> <p>LA&PS and Osgoode are matching York International funding,</p> <p>Review of academic exchange activity has permitted the identification of active exchange partnerships and preferred destinations vs. less active ones. York International is promoting destinations identified by Canada as priority markets (i.e. China, Brazil).</p> <p>York International resources for students participating in international experiences (i.e pre-departure sessions; intercultural sensitivity workshops; risk management).</p> <p>Simplified online application process for all global learning opportunities.</p> <p>Draft of institutional Internationalization strategy under review.</p>	
Enhancing the recruitment of and support for international students.	<p>Three years ahead in realizing target of 10 per cent international students (reported spring 2015)</p> <p>LA&PS international student enrolments grew from 1,200 in 2009 to 3,000 in 2014-2015</p> <p>Destination York program launched 2015 (York University English Language Institution) York University English Language Bridging Program (2013)</p> <p>International students Website and brochure provide information specific to numerous countries and often in the first language of students</p> <p>Advisory Committee for York International established in 2011 Expanded list of acceptable English Language Proficiency tests for admission (2012)</p> <p>Vice Provost Students and SCS/YUELI: Working toward a pan-University framework and policies for engaging with external partners and agents to support international recruitment.</p> <p>Career Centre: establishment of a web resource and customized career development workshops for international students.</p> <p>York International enhanced International student pre-arrival and upon arrival support for incoming international students : pre-arrival webinars led by Global Connections leaders who represent more than ten language groups (2015); airport meet and greet</p>	

	<p>(since 2013) certified immigration specialist on staff since 2014 to provide professional guidance on immigration requirements (having a certified immigration specialist makes York compliant as per CIC requirement); more orientation workshops for international students during York Orientation; new YI website (2013) that offers clear and updated information for international students and community ; enhanced efforts to reach out to international students via social media have resulted in increased visibility of York International</p> <p>Post arrival support for international students include workshops, information sessions (i.e. UHIP) living in Canada series, winter holiday events; field trips; Global Café events.</p>	
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Strengthening Interdisciplinarity and Comprehensiveness

Objectives	Progress	Considerations
Managing enrolments to ensure that overall and Faculty-specific targets are met while focusing attention on high quality	<p>Most Faculties attaining enrolment goals annually</p> <p>Challenges persist in FGS, FES, AMPD and LA&PS</p> <p>Surveys conducted to identify factors that most influence decisions by York and non-York applicants SEM Plan developed/launched in 2014.</p> <p>SEM Intelligence greatly advanced and now informing institutional priorities and strategic decision making.</p> <p>VPA+P with OIPA: Established comprehensive, predictive enrolment modelling and enrolment directional goals that align with an institutional SEM plan.</p> <p>Evolution of the York brand is underway to position York in a differentiated manner from key competitors and to highlight programs.</p> <p>Degree program strategy including degree streamlining profiled as strategic initiative in the IIRP document</p>	<p>Current vogue encouraging students to seek applied programs at universities, CAATs or consider trades</p> <p>Reputational issues have arisen (safety and security, subway construction, etc.)</p>
Preserving and building on core strengths	<p>Rebuilding faculty member and librarian complements; full-time faculty projected at 1,392 in 2015-2016 and Librarians at 50</p> <p>Sixty centrally funded strategic appointments authorized for 2010-2011 and 2011-2012 of which 26 were in LA&PS</p> <p>Strategic hiring plan in place for LA&PS to align with Faculty goals with objective of increasing the ratio of full-time to contract faculty members (reported 2015)</p>	
Making the ongoing adjustments necessitated	University 101 academic transition support in multiple faculties to support students who otherwise would not retain their offer of admissions (pilot 2014; expanded	

by changes in student preparation and experiences	<p>options 2015)</p> <p>Establishment of 90 credit degrees in various disciplines (2010-2015)</p> <p>Career Centre: introduction of the “You’ve Got Skills!” workshop to assist students in articulating the skills and experiences gained through their day to day activities at York and in their lives.</p> <p>YU Start</p> <p>VPA+P: Heightened Strategic Enrolment Intelligence to inform institutional recruitment and retention efforts</p> <p>York International to work more closely with ESL learning Centre to provide international students with non-program specific ESL support (to start in Fall 2015)</p>	
Monitoring system and government developments carefully and adjusting targets upwards <i>if</i> there are sufficient resources, financial, human and physical, for doing so and if we conclude that such increases are consistent with academic objectives	Reached a Strategic Mandate Agreement with MTCU in 2014; sets enrolment targets for graduate and undergraduate	
Supporting the development of a more comprehensive university through diversification of enrolments	<p>MSc in Operations Management and Information Systems (2011)</p> <p>BEd in Technological Education (with various Ontario Colleges)</p>	
Paving the way to an expanded Engineering program (and areas such as health, business, applied, and professional programs) consistent with York’s traditional emphasis on disciplinary richness, collaboration and transformation	<p>Lassonde School of Engineering and constituent units and programs established (2011 and thereafter); building opens 2015</p> <p>Establishment of a Bachelor of Engineering (2012)</p> <p>MSc in Operations Management and Information Systems (2011)</p> <p>Master of Accounting Degree (2012)</p> <p>Master of Business Analytics Degree (2014)</p> <p>Honours Minor Program in Marketing for Non-Business Studies (LA&PS, 2014)</p> <p>Certificates in Advanced Accounting, Intermediate Accounting and Professional Accounting (2015)</p> <p>BEd in Technological Education (2011)</p>	

	<p>Anti-Discrimination Intensive Program (Osgoode, 2011)</p> <p>Diploma in Health Industry Management (2011)</p> <p>Certificate in Managing International Trade (2013)</p> <p>New bilingual programs Glendon: Biology (2015), and Psychology (2014); others planned (Certificate in Law and Social Thought; iBA-BBA in Business, BA in Communication)</p> <p>Certificate in Public Policy Analysis (2013)</p> <p>Certificate in Public Administration (2013)</p> <p>Master of Conference Interpreting (2012), Graduate Diploma in Conference Interpreting (2012), and Graduate Diploma in General Interpreting (2012); expansion of MCI to Mandarin, Spanish Portuguese (2013)</p> <p>Completion of Life Sciences building, renovation / expansion of Osgoode, Lassonde building in progress</p> <p>BA and BSc Programs in Global Health (2013)</p> <p>Specialization in Energy and Infrastructure Law (Osgoode, 2011)</p> <p>Master of Disaster and Emergency Management (2012)</p> <p>Honours Minor in Medical Anthropology (2014)</p> <p>Speciality Stream in Neuropsychology, FGS (2014)</p>	
<p>Improving seamless education through transfer credit and bridging programs for students applying to York from college, internationally educated students seeking Canadian credentials, and mature students</p>	<p>New Senate Policy and Guidelines on Bridging Programs (2013)</p> <p>New Policy and Guidelines on Co-Registration Options with Ontario Post-Secondary Institutions (2013)</p> <p>Transition Year Program (established as a pilot, 2012; extended 2013)</p> <p>Professional Certificate in Human Resources Management for Internationally Educated Professionals (2013)</p> <p>Transfer Credit Website and student brochure implemented</p> <p>Articulation Agreement guidelines established; Increased number of formal articulation agreements between Ontario Colleges and York University (2013-2015) (9 signed – multiple agreements under development)</p> <p>RO: "Transfer credit connect" implemented to provide</p>	

	<p>advising and support directly to transfer students in person and through e-chats.</p> <p>VPA+P/RO: Inclusion of transfer opportunities in ONTransfer database.</p>	
<p>Improving support for students in need of additional support, and students for whom English and French are second languages</p>	<p>Establishment of the Glendon Language Training Centre for Studies in French (2011)</p> <p>New bilingual programs Glendon: Biology (2015), and Psychology (2014); others planned (Certificate in Law and Social Thought; iBA-BBA in Business, BA in Communication)</p> <p>Revival of Francophone Advisory Committee at Glendon (reported 2015)</p> <p>Writing skills support for graduate students York University English Language Institute consolidated under the School of Continuing Studies</p> <p>York University English Language Bridging Program (2013)</p> <p>CDS: provided learning skills training and psychological counselling for students in need of additional support in their adjustment to university. Students with disabilities who registered with Disability Services were provided with Disability Counsellors to help them receive necessary academic accommodations and to assist in navigating through the university.</p> <p>York International offers a Living in Canada series and an international student peer support program that support the transition and integration of new international students in Canada and at York.</p>	
<p>Improving accessibility and supports for students with disabilities.</p>	<p>Senate Policy on Accommodations for Students with Disabilities under review 2014-2015</p> <p>Resources for faculty members and students developed in compliance with the Access for Ontarians with Disabilities Act</p> <p>Dedicated communication and support plans for students with disabilities during and after the academic disruption of 2015</p> <p>Pilot expansion of Education's Deaf and Hard of Hearing Diploma online to other jurisdictions (York program unique in Canada and demand, extra-provincial interest strong)</p> <p>Creation of a Task Force on Students with Disabilities (2013) leading to publication of a Handbook for Graduate Students with Disabilities and consideration of other recommendations</p>	

	<p>Disability Law Centre at Osgoode CDS: provided specialized summer transition programming and year-round support for students with disabilities including those with physical, sensory, medical, learning and mental health disabilities.</p> <p>Autism Spectrum Disorder Transition program funded (by MTCU) and launched in 2014.</p> <p>Career Centre: introduction of an annual event coordinated by the Career Centre and CDS entitled, Career Success: Employment Supports for York Students with Disabilities, that includes a panel discussion, workshops, and networking activities.</p> <p>York International developing resources for students with disabilities who wish to participate in an international academic exchange.</p> <p>FGS development of Students with Disabilities Graduate Handbook to support and broaden capacity of graduate researchers with disabilities</p>	
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Promoting Effective Governance

Objectives	Progress	Considerations
A reinvigoration of the commitment to and participation in collegial governance	<p>Review of Senate reforms completed in 2010; resulted in reduction in the number of Senate committees, revised mandates</p> <p>Creation of / major changes in Council rules for Glendon, Environmental Studies, Lassonde, Liberal Arts and Professional Studies</p> <p>Expanded membership of the Senate Tenure and Promotions Committee to expedite file consideration(2012)</p> <p>Consolidation of Senate Membership Rules (213)</p> <p>FGS Faculty Council renewal and review process – picked up in IIRP</p>	
Improved processes in support of academic planning that streamline without undermining collegial governance	Annual surveys of Senators launched in 2013; Senate committee membership survey added in 2014	
Effective, responsive academic administration	<p>Amendments to Pass / Fail legislation (2011)</p> <p>Pan University Degree Structure for the Bachelor of Science (2011) and for the Bachelor of Arts (2011) degrees</p>	

	<p>Amendments to the Senate Policy on Academic Honesty (2012); amendments to Schulich / FGS Policy and Procedures for Academic Honesty (2013)</p> <p>Major changes to FGS Academic Regulations (2011)</p> <p>APPRC forums on alternate stream appointments (2011), academic planning and budget context (2013), academic planning priorities following on release of the AAPR task force reports (2014)</p> <p>Transfer of Responsibility for Selecting Distinguished Research Professors to the Senate Awards Committee from FGS (2012)</p> <p>The first Associate Dean Leadership Development Course was designed and pilot tested in 2013 (a collaboration between the Office of the Provost and the Schulich Executive Education Centre). Third year is planned for September 2015. Through this program Associate Deans have received valued professional development that will assist them with their Faculty and institutional responsibilities.</p> <p>Under the direction of the Office of the AVP Teaching and Learning the pan-University Academic Leadership Development Work Group was established (in Summer 2014).</p> <p>Developed a report "Academic Leadership Development Strategy for York University", that outlines high level strategy plans to support the professional development of academic leaders and encourage faculty members to pursue leadership positions and to stay and grow in these positions over time.</p> <p>Vice Provost Students: Hosted the Summit on First-Year Experience in the Classroom: Rethinking Retention to facilitate the development and implementation of teaching strategies designed to support student success. (2014)</p> <p>OIPA: Provide SEM professional development to academic administrators and accessibility to strategic enrolment intelligence through the development of an online SEM toolkit</p>	
More sophisticated means of	Efforts to improve participation rates in NSSE	

<p>assessing ongoing and proposed academic activities</p>	<p>surveys and address results</p> <p>ASCP survey of students on Co-Curricular Week options involved 1,500 students (2011)</p> <p>Approval of Senate Policy on the Approval and Cyclical Review of Programs and Other Curriculum and adoption of quality assurance framework (2011)</p> <p>York awarded first place in the 2015 Quality and Productivity Awards competition of (CAUB0) for submission “Integrated Academic Program Information: Informing Decisions through “Integrated Systems Data Intelligence” (2015)</p>	
<p>Continuing attention to academic programs and unit structures so as to achieve a structural array that is appropriate to York’s overall mission and to the objectives set out in this plan</p>	<p>Re-visioning of the Centre for the Support of Teaching and creation of the Teaching Commons September 2012. The TC employs 5 educational developers and a Director with a broad range of expertise able to provide support with teaching innovation and excellence across the University.</p> <p>Senate endorsed engagement in the process leading to a bid for a new campus in York Region 2014; York awarded Markham Centre campus funding in 2015</p> <p>Thirty per cent turnover in ORUs up under Senate policy as amended in 2013</p> <p>Establishment of the Glendon Language Training Centre for Studies in French (2011)</p> <p>Renaming of the Department of Visual Arts to the Department of Visual Art and Art History (2012)</p> <p>Renaming of the Department of Film Studies to the Department of Cinema and Media Arts (2015)</p> <p>Renaming of the School of Women’s Studies to the School of Gender, Sexuality and Women’s Studies (2012)</p> <p>Renaming of the Department of Computer Science and Engineering to the Department of Electrical Engineering and Computer Science and Transfer from Science and Engineering to Lassonde) 2012)</p> <p>Renaming of the Faculty of Science and Engineering to the Faculty of Science (2013)</p>	

	<p>Closure of the Certificate in Coaching (2011), 90-credit Bachelor of Public Administration (2012), Certificate of Language Proficiency (2012)</p> <p>Closure of the Certificate in Business Fundamentals (2013)</p> <p>Closure of the Graduate Diploma in Health Services and Policy Research (2014)</p> <p>Closure of the Graduate Diploma in Teaching of Acting (2014)</p> <p>Closure of the Graduate Diploma in Teaching of Movement for Theatre (2014)</p> <p>Closure of the Certificate in Biblical Studies (2014)</p> <p>Closure of the BA Programs in Social and Political Thought (LA&PS, 2014)</p> <p>Closure of the Certificate in Non-Profit Management (LA&PS, 2015)</p> <p>Closure of the General Certificate in Practical Ethics (2014)</p> <p>Closure of the Master in Public Administration Program (Schulich / FGS, 2014)</p> <p>Closure of the Linguistics and Stylistic Studies Field, English, FGS (2014)</p> <p>Transfer of Professional Writing from the Department of English to the Department of Writing (LA&PS, 2012)</p> <p>Transfer of Modes of Reasoning from Humanities to Philosophy (LA&PS, 2012)</p> <p>Transfer of Earth and Space Science and Engineering to Lassonde (2013)</p> <p>Transfer of Administrative Responsibility for Certain Programs from LA&PS to FGS (2014)</p> <p>Bachelor of Education restructuring in anticipation of changes to Ontario enrolment and funding framework (2014) and establishment of a BA in Educational Studies (2015)</p> <p>Revisioning of the Centre for the Support of Teaching and</p>	
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Coordination of graduate/undergraduate planning around curriculum, enrolments, and deployment of resources	<p>Transition of resource accountability from Graduate Studies to other Facilities(in progress)</p> <p>Cyclical Program Reviews under the York University Quality Assurance Procedures combine undergraduate and graduate reviews in cognate programs together allowing for coordinated plans for quality enhancement.</p> <p>Draft IIRP includes as strategic initiative the recommendation to review our academic organizational structures through a collegial process to ensure that we have structural array that is appropriate to York's overall mission and to the objectives set out in this plan</p>	
Strategic planning modalities that promote and permit "tough choice" decisions that are fact-based and otherwise informed	<p>AAPR process developed with input from Senate</p> <p>Enrolment Management information detail developed for AAPR now used to inform Cyclical Program Review activities such as the self-study undertaken by programs.</p>	
Transparency in decision-making where appropriate	<p>Development and implementation of the SHARP budget model (2011-2015); Working Group on Budget Models (2011-2013) inclusive group with Senate representation</p> <p>APPRC reports on ORU chartering applications include those not recommended</p> <p>External Review of the ORU Landscape (VPRI, 2011-2012)</p> <p>Development of Templates for Annual Report by ORUs (VPRI (2011-2012)</p>	

Executing the Plan and Commitments

Objectives	Progress	Considerations
Resource planning and investments that support quality, graduate and undergraduate student success, and engagement and outreach	<p>Draft IIRP currently under review by community</p> <p>VPA+P: SEM Plan – intelligence and strategies purposefully designed to drive student success.</p> <p>Vice Provost Students: Strategic Plan (built on broad campus consultation) articulates student success priorities (x4) and enablers; Plan informs all resource decisions in the Division.</p> <p>YU Start: YU Start funding support student transition and thereby retention</p>	Budgetary challenges due to enrolment shortfalls have complicated planning and execution, but investments have been made in UAP priority areas, and new tools have been created to enhanced resource allocations (notably SHARP and IIRP)

	<p>RO: Targeted funding to Entrance Scholarships</p> <p>SCLD: Financial Assistance for student organizations/governments to enhance Orientation and other special student events.</p> <p>Career Centre: SEM strategies include career specific career programming for prospective students to help them link their prospective program of study to career paths (e.g. What can I do with my degree? online web resources, workshops and webinars) and early exposure to career services for first year students built into orientation programming.</p> <p>Associate Deans from each anchor Faculty are engaged in the planning process of graduate programs</p>	
<p>Increased cooperation within the University, and with other institutions of higher learning on terms that further York's objectives and preserve the University's autonomy</p>	<p>Dedicated staff in the Provosts' Office to develop further partnerships with Seneca</p> <p>Approval by Senate of Principles for External Partnerships</p> <p>BSc Dual Program in Computer Science with Hochschule Bonn-Rhein-Sieg / University of Crete (2011)</p> <p>York-Ryerson Dual Degree Credential Program, BEd Junior Primary/ Early Childhood Education (2011)</p> <p>Amendments to the Senate Policy on the Responsible Conduct of Research and the Senate Policy on Research Involving Human Participants (2013)</p> <p>York-Ryerson Co-Registration Option (2013)</p> <p>York-Seneca Program in Urban Sustainability (2013)</p> <p>FES formal partnerships with the World Wildlife Fund Canada, Ontario Climate Consortium and David Suzuki Foundation (reported 2015)</p> <p>AMPD – CineSpace project to build a 20,000 square foot soundstage (would be only the second university facility of this kind in North America (reported 2015)</p> <p>Graduate Program in Digital Media (AMPD - Lassonde)</p> <p>Exploration of Bilingual Program in Nursing (Health-Glendon)</p> <p>Osgoode-University of British Columbia Law</p>	

	<p>international human rights program (2105)</p> <p>Osgoode leading role in Ontario Just Balance Initiative consortium (2014)</p> <p>York University representation on various ONCAT (Ontario Council on Articulation and Transfer): Degree to Degree Transfer Project (2014-2015); Principles for Credit Transfer Policies and Procedures steering committee (2014-2015); Credit Transfer Accountability Group (2013-2015)</p> <p>Transfer of Graduate Programs in Social and Political Thought, Communication and Culture, and Interdisciplinary Studies from FGS to LA&PS</p>	
Establishment of benchmarks for measurement of progress and the gathering and assessment of evidence of progress (or impediments)	<p>White Paper Benchmarks</p> <p>Faculty Integrated Resource Plans tied to APPRC's annual discussions with the Deans, Principal and University Librarian</p> <p>Enhanced MTCU system-wide metrics with our own institutional metrics reflecting our mission, vision and priorities – incorporated into the SMA 2014 - 2017</p>	
Full, regular, and transparent reporting on progress and opportunities for feedback	Annual and periodic reports by the Provost, Vice-President Finance and Administration, and Vice-President Research and Innovation	