Academic Planning Discussion: Response of Faculty of Education to APPRC April 2019

   In general terms, the Faculty of Education remains in a strong position in progressing toward its IRP goals. This year has seen a number of new programmatic initiatives, a continued strengthening of research intensification, and an ongoing support and growth of community engagement activities. The Faculty does, of course, face challenges, and the cut in tuition was particularly significant for us.

   Regarding our academic programs, and I should note, we are currently undergoing a CPR, the outcomes of which will inform future actions, the Bachelor of Education remains highly reputable and in demand from applicants. Both the consecutive and the concurrent program seem to have been unaffected by the recent labour disruption and we continue to receive applications far in excess of the available spaces (e.g. for the consecutive program we received approximately 2500 applications for around 250 spaces, and for direct entry to the concurrent program approximately 2200 applications for 300 spaces). We thus continue to turn away a significant number of highly qualified applicants. As you will be aware, we remain under a MTCU cap on teacher education enrollments (1116 FFTE per annum across both years) so this does not yet permit funded growth of the program. However, with the new landscape of teacher supply and demand in Ontario this may potentially change in some way as we head into a period of possible teacher shortage (already critical in FSL, Technological Education, as well as a number of high school teachable subjects). While we will, in terms of demand, be well positioned to take advantage of any such change (either a lifting of the cap, or the removal of certain subjects from it) there will be logistical challenges in responding quickly to this, particularly around instructional capacity as well as teaching space on campus.

   This year we have also launched our Indigenous Teacher Education Program, Waaban (an Anishinabe (Ojibwa) word meaning it is tomorrow). In partnership with the TDSB and their Indigenous Education Centre, this program seeks to educate a new generation of Indigenous teachers. Applications for this program were surprisingly robust and we are thrilled to be admitting a first cohort in May of around 24 students, which is in excess of what was hoped. The program will continue to admit every two years. It should be noted, that while we were committed to this initiative, it had also been the case that students in Indigenous or Technological Education programs were not counted by MTCU within the cap. However, we have very recently learned that this is likely no longer the case, and this does pose some enrolment and budgetary challenges that will need working through.

   The BA in Educational Studies also remains strong, we now easily admit 90 students each year (for 2019/20 we received approximately 1000 applications) and are now moving to a steady state position as the first cohort of students enter the fourth year of the program in 2019/20. As the Faculty's first BA program, this likely offers a space for continued growth, innovation and partnerships with other faculties over the years ahead. For example, at its inception there was a plan in place for Educational Studies to be a minor within the Global Health degree in the Faculty of Health. This wasn't feasible at the time, but is now being reconsidered, and offers a model for other such collaborations. Other possibilities also exist for the creation of particular specialisms or streams within the BA – particularly as there are currently two kinds of students in the program: those who want to be teachers and those who seek to work more broadly within education. Considering different and clear pathways for

these two groups in the upper years of the program would seem feasible and appropriate. It is also worth noting that a cohort of students based in the Dadaab refugee camp in Kenya will be the first graduating students from the BA in June this year. They completed much of the program alongside Keele based students, through online participation (and some on-site support). While this is commendable in itself, it also offers a model for an enhanced online offering of the BA. Work on this will continue in 2019/20 through a Category One AIF grant. At the graduate level we also remain in a strong position. In particular we saw a 100% increase in applicants (77 applications received) to the second offering of the Masters in Leadership and Community Engagement program. As with the BA, there are likely opportunities for further programmatic development and possible growth in this program, potentially with the development of a part-time and/or online model for delivery.

Across all our programs, and this was highlighted by the recent cut in tuition, we do remain very dependent on domestic students, with very few international students in any of our programs. This is perhaps the key area of opportunity for the Faculty and a relatively new one. The B.Ed. with its focus on teacher certification in Ontario has never had an international market but the BA does offer this, and we will be seeking ways to more aggressively market and recruit students to this in coming years. We have seen an increase in the number of international applicants to the Master of Education program (approximately 60 this year) though the pool of admissible students is significantly smaller. While we are not able to increase the number of funded spaces in this program (and it is certainly the case that most applicants are looking for this support) we are making more offers on an unfunded basis, or with a small entry scholarship. For 2019, we currently have 4 international students who have accepted our offer. As with the BA, we will be recruiting more aggressively for 2020 as well as reviewing our financial support offerings. As noted above, the MLCE also could be of interest to international students, though the current model does not easily enable this.

Research intensification and amplification has remained a priority for the Faculty, and the office of the Associate Dean, Research provides very strong and indivualised support to those applying for grants. This has continued to enable a very high rate of success in external competitions (e.g. 3 SSHRC insight grants in the most recent round). We also continue to make strong applications to large programs (e.g. SSHRC partnership grants) including a successful NCE application ((the first Centre to be housed in a Faculty of Education). These larger scale initiatives are very significant and important but can also place great demand on a smaller faculty, both in terms of support capacity and budget impact. Institutional support for such collaborations remains key. We have also engaged in very significant faculty complement renewal. This year we have had 3 professorial stream searches all of which resulted in the hiring of top candidates, who bring very strong established or developing research profiles to the Faculty. Although in somewhat different areas, they also offer synergies, and for a small faculty, this capacity to be able to work together is important. The last three years will have seen 2 CRCs, and 5 professorial stream colleagues hired (as well as the appointment of our first YRC), which is a very significant shift.

We continue to face budgetary challenges stemming from our size as a relatively small Faculty (though one that has seen significant enrolment growth in the last few years) with limited capacity to take advantage of economies of scale, a dependence on domestic students, and the control that MTCU has over teacher education. With the recent re-structuring of FES &

Geography, this may be an appropriate time to reflect on intersections and opportunities with other units and programs across the University, and structures to enable these conversations and subsequent actions in a timely manner are important.

With regard to UAP priorities, they generally remain appropriate, and the current positioning that excellence is commensurable with, and achievable through, a commitment to access and increased participation is helpful. This does offer an important and unique space for York to occupy that may be important as we see an increased focus on differentiation. Within the broader priorities though, it is also the more specific detailing of what these mean for York and how they will be achieved that will be important, particularly in the context of an increased shift to performance-based funding and the use of metrics. While York should remain committed to comprehensiveness, there is also a risk in trying to be everything to everyone. This is not to say though, that the priorities should not be ambitious, York should seek to be a leader in addressing significant challenges, questions and issues faced in society and look to answer these through our research, teaching and broader engagement.

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MEMO

To: Senate Committee on Academic Policy, Planning and Research
From: Alice J. Hovorka, Dean & Professor
Date: April 25, 2019
Re: Academic Planning Discussions: Topics and Arrangements
_____

1. **What are the local challenges you and your colleagues face, and what strategies are being taken in response?**

The primary local challenge faced by Faculty of Environmental Studies (FES) is low undergraduate enrolments. FES domestic enrolments in the BES Environmental Studies has decreased substantively (~50% FFTEs) over the past decade. A related trend has been decreasing enrolment in environmental science programs at York, which rely on programmatic elements from four faculties via ecology (Science), physical geography (LA&PS), earth and atmospheric sciences (Lassonde), and environmental science and management (FES). Another related trend has been flat-lining domestic enrolments of FES' urban-related programs. The BES Environmental Studies features an 'area of concentration' in urban and regional environments, which remains one of the most popular focal points for FES students yet and has steady (arguably flat-lined) enrolments. Similarly, the Urban Studies program offerings of the Department of Social Sciences and Department of Geography (LA&PS) face flat enrolment trends.

York is not alone in experiencing decreasing or flat-lining domestic undergraduate enrolments in environmental studies and urban studies programs. Arguably, other universities are not experiencing these as severely as York given that they consolidated 'like' programs earlier (e.g. Queens and Toronto merged geography with urban planning; Waterloo merged geography with environmental studies) or have innovated (e.g. Ryerson focusing on environmental studies and urban issues through an applied/technical focus). York's environmental science enrolments have dropped relative to other Ontario universities, namely Toronto, Trent, Waterloo, and Guelph, reflecting the emerging 'science' focus at York as highlighted in the White Paper.

These domestic enrolment challenges are, in part, a function of a lack of clarity, visibility, and stagnation of environmental and urban programs at York University. In response, FES is focused on refining, promoting, and innovating its undergraduate and graduate programs through several key strategies, namely Faculty of Environment, experiential education, and internationalization.

First, FES and the Department of Geography are working towards a new 'Faculty of Environment' to serve as a hub of environmental studies, environmental science, urban, and geography programmatic elements at York. Geography and environmental studies colleagues are visioning

this faculty. Its curricular offerings centre on thematic strengths in environmental change (natural environment) and urban change (built environment), and synergies in cross-cutting approaches of interdisciplinarity, multi-stakeholder engagement, global perspectives, and pursuit of sustainability, justice and reconciliation. As an environmental 'hub', this new faculty will actively collaborate with other academic units and faculties to enhance environmental 'spokes' at York; it will also actively collaborate with non-academic units, including Sustainability Office, Innovation York, and CITY Institute, to offer innovative, career-focused programming on environmental and urban change. Creation of the Faculty of Environment will require substantive curriculum review, planning, and development efforts and resourcing – this will be a strategic focal point moving forward in 2019/20.

Second, FES is enhancing its already well-reputed experiential education offerings as reflected in the high quality learning experience scores in the 2018 National Survey of Student Engagement. The goal is to make more visible FES' pedagogical innovations in experiential education and to align them more explicitly with recruitment efforts and student career trajectories. FES hired an Experiential Education Coordinator to inventory, organize, and formalize our curricular opportunities (within FES courses and programs) and placement activities (within academic, government, industry, and civil society sectors based on our robust alumni and engagement networks) along themes and sites for active learning. These include our 'nature-based sites' of Maloca Garden and the Native Plant Garden; our 'culture-based sites' of the ZigZag Gallery, Crossroads (Un)Gallery, and Wild Garden Media Centre; and our 'global site' at Las Nubes Ecocampus. By doing so we offer students tangible, real world experiences within 'living labs' focused on, for example, food security, biodiversity, and sustainable energy issues both locally and globally.

Third, FES is building upon its global reach and international bent to attract more students and offer them high quality learning outcomes. Central here is the expansion of programming through the Las Nubes Ecocampus. The summer semester is entering its third iteration and course enrolment has steadily increased on account of student testimonials and intensive promotional campaigns. FES has set targets to enhance programming, enhance infrastructure, model sustainable budget scenarios, refine its advancement strategies, and confirm administrative structure. FES is also enhancing access to its undergraduate programming through participation in the YUELI YU-Bridge program for international students. Beginning Fall 2019, FES will offer a first-year course to students in the YU-Bridge program (alongside chemistry and economics course offerings) extend further the BES curriculum to international students, and to generate revenue and expand recruitment opportunities for those who may wish to come into FES as undergraduate majors.

2. **What measures, processes or policy changes at the university-level would fundamentally improve local planning efforts?**

Local planning efforts to refine, promote and innovate academic programs focused on environmental and urban change at FES specifically and York as a whole require university measures, processes, and policies that are responsive to broader socio-environmental trends. In the past few years, public discourse and attention has turned towards the looming environmental crisis locally and globally – be it in the form of

climate change, destruction of nature, or the challenges presented by the predominance of urban habitat around the world. More than ever, we need to cultivate an environmentally literate society that understands human impact on nature; we need to foster environmental citizenship whereby all members of society take ownership of the crises facing us; and we need to train and inspire environmental leaders equipped with the knowledge base and skillset to tackle looming issues related to water scarcity, air pollution, food security, greenhouse gas emissions, biodiversity loss, animal cruelty, and waste disposal.

In this context, York University has an opportunity to enhance its academic programs, research endeavours, and stakeholder-engagement related to environmental and urban change. York must tap into the wave of youth who are emerging as the most concerned environmental citizens – youth are also seen by many environmental icons, including Jane Goodall and David Suzuki, as 'the last hope' for slowing down, let alone turning around, what is currently a bleak future for the planet. It is anticipated that more and more primary and secondary school students will be looking for career opportunities either in the environmental sector itself, or to draw environmental knowledge, skills and values into non-environmental areas within industry, government and civil society. It is also anticipated that those already in the workforce will require additional environmental-oriented training to upgrade skills and understand more how environmental crises must be mitigated across all sectors of society and economy.

To this end, academic planning must take into account the time, energy and resources associated with curriculum review, planning and development. Specifically, creating a Faculty of Environment will involve some eight programs moving through cycles of innovation and approval, all against a backdrop of stagnant enrolment, as well as an environmental 'renaissance' among youth and society at large. Institutional support and expediency will be required. Further, cross-faculty and cross-unit collaboration must be embraced broadly across the university to reflect the increasing need for interdisciplinary, cooperative programming aimed at understanding and addressing environmental crises. Here grappling with the SHARP budget model so that it fosters collaboration rather than competition between faculties is vital.

3. Do UAP priorities remain timely and apt academic goals aligned with current circumstances?

From my perspective, the UAP priorities remain timely and apt academic goals given their focus on academic programs, teaching and learning, scholarship and research, community engagement. Highlighting a student-centred approach and campus experiences is vital to the lived experiences of students, staff, and faculty at York. I see overlap between Priority 3 and Priority 4 as enhancing quality of teaching and learning may be seen as working within a broader frame of learner-centredness. Parsing out the various objectives within these priorities feels somewhat random. I also wonder the extent to which York should differentiate itself at the 'priority' level as opposed to the objectives level so as to distinguish itself from other post-secondary institutions. I look forward to learning more about the UAP logic and organizational structure as we move into administrative and academic discussions for the next plan.

Advance Brief for Discussion between

APPRC and the Dean of the Faculty of Health

Paul McDonald, April 9, 2019

1. **(…reflecting on the progress toward your respective Faculty IRP goals) What are the local challenges you and your colleagues face, and what strategies are being taken in responses?**

    The Faculty of Health is enjoying considerable success despite several challenges. Our enrolments are at or near targets. Applications are up slightly relative to last year. Student retention has improved slightly. We've introduced new measures to enhance student success and experiential learning. International student placements are growing. New programs in neuroscience (with the Faculty of Science), critical disabilities, as well as graduate programs in global health are being designed. Existing programs have or are being refreshed (psychology, health studies, nursing). Research income is at a record high and we have more Tri council grants than any other faculty. We are exploring new opportunities for community and research partnerships including an academic health science network. Our faculty complement is poised to increase by 20% and we are adding some new support staff. We are about to refurbish one building and add an extension on another. However, we have the potential to do better. Major impediments to greater progress on UAP priorities include:

    A very high student to faculty ratio. Even if with our current faculty expansion our ratios will remain 50% higher than the university average and significantly higher than competitor universities. This reduces student experience and makes if difficult to recruit students. We cope by limiting the availability of elective courses, sending students to other Faculties, utilizing huge class sizes even when it undermines student experience and success, and utilize a large number of sessional instructors – all of which are at odds with the goals of the UAP.

    Large class sizes. 5% of our classes have >250 students and 26% have 101 to 250 students. This is more than double the proportion across York. Only 25% of our courses have less than 30 students (almost all of which are lab courses or clinical nursing courses), compared to 51% across the University.

    Insufficient staff support. Our ratio of undergrad and grad FFTEs to full time staff headcount is 114:1 compared to 47:1 across the academic division. For example, our ratio of undergrad majors to student advisors is 1400:1, 200 more than the next highest Faculty, 50% higher than the rest of the University, and 4 times higher than best practice.

    Insufficient space. We are located in 16 buildings making it difficult to develop a culture and facilitate collaboration. Our space allocation is almost the same as when we were formed 13 years ago, despite enrolment and complement growth. The partial refurbishment of Stong College and an extension on Sherman Health Sciences will only temporarily address our most basic needs for office, learning, and research space. With a couple of exceptions (e.g., a nursing simulation suite), we do not have our own classrooms and must rely on shared classrooms scheduled and assigned by the Registrar. While cost efficient, we lack fit for purpose and flexible facilities to accommodate innovations in learning and teaching. We are unable to grow our faculty complement further beyond our current plans until we find significant additional office and research space. Space limitations discourage faculty from seeking large research grants, and it reduces research productivity within existing grants. I believe that with sufficient space and equipment, we are very capable of increasing our Faculty's research income from our current level of $20 million to $30 million per year.

    High interfaculty teaching deficits. Health spends $12 million (and growing) more to compensate other faculties for teaching our students than we receive from other faculties to teach their students. This is significantly higher than any other faculty. The lost revenue

undermines our ability to hire faculty. Our plan is create more courses of potential interest to other Faculties. We also hope other Faculties will stop restricting their students from taking electives in Health.

Labour disruptions. Labour disruptions are particularly problematic for professionally regulated programs, and our ability to maintain clinical placements (nursing, kinesiology, clinical psychology, fitness assessment, athletic therapy).

Misunderstanding of Health. Our Faculty is often mischaracterized. We are large (20% of the student body) and diverse (clinical health care such as nursing and clinical psychology, bio-sciences such as kinesiology and neuroscience; social sciences such as psychology, health policy and management, technical fields such as informatics, and interdisciplinary programs such as global health). Our work goes well beyond health care to address broad determinants of physical, social, and mental health and wellbeing. In response we have started to produce an annual Impact Report, have increased our non-paid media, and are about to refresh our website. We are creating core interprofessional and general education health courses.

2 Are there measures, processes or policy changes at the university-level that would fundamentally improve local planning efforts and the ability to be nimble and act swiftly to respond to current challenges?

Improving linkages between academic decision making and resources. We need (but do not have) data to determine their costs and revenue associated with specific programs and academic units. Many academic decisions are made without due consideration of resource implications. For example, new program proposals do not consider how many net new students are required to cover the cost of additional courses, administration, etc. The danger is that we will keep adding programs and courses without reforming or eliminating unsustainable programs. The decision to underwrite net losses should be a conscious decision

We need to make major investments in new integrated data systems which can be linked, and enable us to longitudinally track students from first contact to applications, enrolment, program progression and completion to long after graduation. We can no longer rely on proprietary and faculty specific systems which rely heavily on manual input and analytical processes. Data is the first step toward creating a truly integrated and tailored student experience.

We should undertake a comprehensive review to enhance innovation, improve efficiency, and bust red tape in areas such as the approval of policies, programs, course changes, hiring, purchasing, travel, and numerous other administrative and academic tasks. At present policies tend to discourage innovation and risk taking. Centralized decision making relies too heavily on check lists and formulas which constrain innovation and require enormous work to address non typical circumstances. As the number of levels of approval increases, it increases the time and energy required to obtain internal approval for major new programs or program changes. The higher the decision-making body the less expertise people possess to understand the field and they rely on generic (non-innovative) decision making tools, policies and practices. One size truly does not fit all, which reduces our potential to tailor circumstances to our stakeholders and audiences, as well as respond quickly to emergent opportunities.   We need expedited approval processes with financial incentives for innovation (e.g., temporary funding to cover start up costs).

Our policies and collective agreements need to <u>broaden our approaches for determining "teaching" workloads</u>. We need to think more about facilitating learning which includes but should not limited to teaching a course.

We need to <u>improve our foresight capabilities</u> (e.g., establish a foresight and innovation team?) – to rapidly identify and collect evidence on emerging trends and opportunities. For example, it's difficult to find reliable and valid evidence to support the expected future demand for programs and courses. Our ability to predict the future is often based historical data which is predictive only for a very short time horizon – often shorter than the length of time it takes to design a new program and for graduates to emerge from it. Improved fore sighting could aid course development, program development, as well as recruitment of faculty and students.

3. **What observations do you have about the existing UAP priorities? Do they remain timely and apt? Do any need to be refreshed or moved forward? Are new ones needed? Do you have reflections that may help with implementation of the next iteration of the Plan?**
Strategic plans should inspire current and potential stakeholders about what difference an organization makes and how it does it. While the current UAP helps align us, it isn't particularly inspiring to stakeholders or help differentiate us. Our current UAP is cloaked in language which means more to faculty and administration than it does to students, prospective employers, community partners, funders, etc. I've worked for three universities in seven years and their strategic plans (and goals) are almost interchangeable with York's. We should push ourselves to be bold and distinctive. Instead of goals which revolve largely around what we do (research, community engagement, teaching and student success), we could organize our mission, vision, goals and activities around how we will contribute to the world – what impact we expect to make. For example, imagine if our mission was to help identify and solve the world's most pressing and emergent issues. What if our goals were to contribute to the achievement of the UN Sustainable Development goals? What if our mission was to become a disruptive force for public good (instead of constantly feeling like we have to respond to and try and keep up with disruptive forces)? Se below for ideas on how to achieve this.

Our UAP should take a longer time horizon. Let's start by imagining where we'd like the world to be in a decade or two, and how we will help it get there. For example, I could imagine a world in which traditional degrees are less important, and the ability to constantly and progressively develop a person or an entire organization is more pertinent. Given current trends, we can expect a world where the notion of "employment" morphs into people are required to be more entrepreneurial by contracting with organizations to complete projects (individually or in teams). Demographics indicate that 50% of today's high school graduates will live to be more than 100 years old. The prospect of obtaining a single credential which equips a graduate for a 50 or 60 year career is unlikely. Individuals and organizations will constantly need to rapidly upskill and reskill, and do it in manner which is harmonized with family and employment needs. Our university is not prepared for this. We need to recruit organizations as well as individuals. We need to recruit students all across the lifespan (including retirees) and stop our risky focus on high school graduates. Given the current assault by the provincial government on public education (larger classrooms, curricular changes, etc.), and given our increased emphasis on international students, we need to figure out how to deal with students who need supplemental assistance. We need to facilitate learning which allow students to tailor their pathway. We need to eliminate the unhelpful and artificial barrier between for credit programs and continuing education. Why can't a person

who isn't registered in a degree program pay for a single lecture or combination of lectures in for across multiple courses in a degree program if they so desire and if there is an empty seat? Why can't we set separate fees to take a course from fees to take an exam and/or complete a degree? In a manner of speaking, all future education will require more continuous education. We need to create greater value for students by allowing them to simultaneously complete a degree and various micro credentials (which bundle two or three specific courses together). Increasing the number of majors and minor combinations or interdisciplinary programs will not fully address the future need – its still based on the assumption that student need and want a four-year degree. We need to help students do a better job of conveying to perspective employers precisely what competencies they have. Imagine enabling a student to graduate with a psychology degree as well as a certificate in early childhood education and/or organizational change, and imagine providing a transcript which not only indicates what credentials they earned and the courses they've taken, but how what competencies they've demonstrated. We need to create a social covenant with students to be their educational partner for life. Our affiliation does not end at graduation. The moment they accept our offer of admission is the moment they become a lifetime member of our community and we agree to do our best to support them. If we don't have what they want, we'll help them find it. As a token our membership (and to enhance recruitment) we could provide graduates with a coupon/discount they could apply to any graduate or continuing education program offered through York. Moreover, community members would be expected to both give and receive something. The focus of alumni relations must not be on their ability to be a perspective financial donor. It must be based on the notion of fair and continuous exchange. We value our alumni's ability to remain active contributors in the form of their networks, sharing their knowledge and skills, promoting the university, etc. We need to expand our notion of experiential learning. Not only are practicum placements and co-operative education old models that place one individual at a time, growing competition makes it difficult (and expensive) to find sufficient positions for students. Let's work with employers to become their research and development department. Let's replicate and expand the recent Shopify model whereby we work with organizations to enable their employees to continuously upgrade and adapt. Let's create pathways for students to integrate their need to work with the opportunity to learn while they earn.

Finally, we must not allow ourselves to become consumed with technology (as the focus of our degrees or as the best tool to facilitate learning). Let's not understate the challenge by using cute acronyms such as STEM TO STEAM. Adding an A is not befitting of the scope or importance of non-STEM topics (including health). Anthropologist Donald Brown studied societies all around the world and concluded that every one engaged in story-telling and telling jokes; expression through dance, art and music; had recognized leaders; relied on empathy and valued generosity. He concluded that these are the very characteristics which make us human – the need to make deep and meaningful connections with one another. It is interesting that he did not list the use of tools and technology. My point is that as technology grows, there will also be a growing need to help people realize and express their humanity. Failure to do so will result in an escalation of aggression and conflict, mental and physical distress, loneliness, bullying, narcissism, etc.. These negative effects are already rapidly escalating among young people who have never known a world without cell phones and social media.   AI will likely be better and faster at diagnosing illness and generating an evidence-based treatment plan. AI will be better at generating legal and financial options, and even potentially generating music or a news story. However, it is unlikely that humans will accept medical advice (or legal

advice, or financial advice, etc.) from a machine they cannot relate to and which fundamentally does not understand pain, love, joy, frustration, etc.. It's not just having cancer which causes pain and distress – it is also about what it will do to our relationships, our livelihood, etc. This is why successful treatment requires empathy, care and compassion from another human who can relate and connect with our experience and feelings. I believe York could and should be a world leader in the counter technology. Let's create an environment where our students can become better humans, better team players with high levels of emotional intelligence and empathy, and be more compassionate, more generous, more creative, more equitable and just, and more adept at conveying the human condition. Let's generate people, policies and community partnerships which support these endeavors.

In closing, I'd like to thank you for the opportunity to present my thoughts. My purpose isn't to be critical. Rather, it is to generate a range of ideas for generating dialogue. I look forward to following up with you.

M E M O

TO: Les Jacobs, Chair, Academic Policy, Planning & Research Committee

FROM: Jane Goodyer, Dean Lassonde School of Engineering

SUBJECT: Lassonde's response to the Academic Planning Discussion – April 2019

DATE: April 11, 2019

On behalf of the Lassonde School of Engineering, please find attached a brief summary of responses to the questions posed by APPRC with respect to the advancement and challenges Lassonde has encountered in contributing to the University's UAP priorities and goals.

I look forward to our discussion on April 18th.

In a context in which constrained academic resources must be aligned with academic priorities, and reflecting on the progress towards your respective Faculty IRP goals:

1. **What are the local challenges you and your colleagues face, and what strategies are being taken in response?**

Lassonde has made significant progress in achieving many of its academic priorities and IRP goals including: hiring new faculty complement, reaching the overall enrolment growth trajectory, advancing research, launching innovative programs, successful accreditation for all our programs, delivering a student-centred approach in support services, engaging the community, and the creation of a sustainable fiscal environment to allow the School to continue to advance and achieve its priorities.

*The primary challenges that are impeding progress today and for the foreseeable future focus around: access to physical **space**, ability to enhance **interdisciplinary** collaborations, **growth in graduate** programs and **research intensification**.*

*Secondary challenges are: the **financial unpredictability** of the current provincial government**,** the need for advancing enterprise **technology**, and developing the knowledge, resources and capacity of our faculty members in the **governance and efficient management** of our local and institutional operations. These are essential supports, discussed within the context of the other two responses to the questions below.*

SPACE *continues to be the most difficult challenge for our School in realizing our engineering expansion plans -- everything from faculty offices, research labs, undergraduate and graduate space, project space to classrooms to deliver our programs are impacted by the absence of available space.*

Process & Implementation Strategies:
A. *Continue to inventory and explore different ways to free up or re-purpose underutilized spaces on campus and within the School's own space, along with working on strategies with the university to fund another building;*
B. *Once spaces are identified, negotiate with all stakeholders to effectively utilize and/or cascade spaces and bring together cohesive groups to work in collaborative spaces;*
C. *Acquire, renovate and occupy renewed spaces (e.g., immediate needs: classroom/lab and project spaces in the William Small Building; invest in modular structures to create a Pavillion for student activities; lease 4751 Keele to design a research hub for researchers, labs, grad students).*

As space is a real conundrum across the university, Lassonde continues to reach out to other Faculties to explore opportunities to collaborate and share spaces. Examples of where Faculty synergies may come together in the future -- Health, Science and Lassonde working together to expand the wet-lab capacity available at the university.

INTERDISCIPLINARY COLLABORATION: *"The development of a formal Cross-Faculty framework to facilitate collaboration in curriculum, teaching and research" will be critical for the Faculties to continue to effectively realize and maintain interdisciplinary opportunities. The struggles with setting up resource and financial models that were challenging in the past are amplified under the SHARP budget model.*

Process & Implementation Strategies:
A. *Academic and administrative colleagues have attempted to engage in more meaningful constructs and solutions toward collaborations at the graduate level in particular, creating collaborative learning experiences for our students across programs (e.g., Lassonde, Schulich & Osgoode). For now, students are able to participate in courses "for free" to foster inter-faculty collaboration, while a standardized resource model is developed centrally.*

B. *The recent launch of the joint graduate program in Digital Media has also highlighted the lack of administrative structures and processes for our students, faculty and administrators to navigate – admissions, teaching/supervision attribution, resource allocations, and sustainable funding packages at the graduate level. Our systems and frameworks are ill-defined and make it difficult to follow, track and support joint programming efforts. For now, spreadsheets and manual tracking is more often the norm to coordinate the various elements between partnering Faculties. Advances in Enterprise Technology and the Cross-Faculty framework will go a long way to improving these collaborations.*

GRADUATE STUDENT GROWTH & RESEARCH INTENSIFICATION: *Domestic graduate student growth continues to be challenging due to cyclical demands in the sector of computer science, but also in engineering. Given that the labour market is strong, the domestic market is tough in recruiting graduate students. Efforts are being made to attract and retain our own undergraduates, and expose local communities to the research opportunities in engineering and science fields in Canada and grow interest in how to contribute to the R&D landscape. Our Civil and Mechanical engineering programs are now only starting to see their first graduating classes which can act as a pool to increase the domestic graduate enrolment. As a young School, competitive funding, profile and reputation of our programs makes the local market challenging.*

Process & Implementation Strategies:
A. *Providing the Lassonde Undergraduate Research Award (LURA) and research scholarship opportunities to undergraduate students to partner with researchers through financial support of donors, increases our research profile and interests for students to participate in graduate studies;*
B. *Coordinating and collaborating with our sister Faculties and neighboring institutions in hosting research intensification activities to promote and inspire young domestic students;*
C. *Undertaking research and development on new programming models for 4+1 programming – institutional models would also assist the advancement of these programming models;*
D. *Implementing rigorous internal funding programs (Research Boost Initiative) to enhance research output and student recruitment.*

These are all pathways to enhance and grow our graduate programs and continue to build our research reputation. (Noting physical space becomes a primary limitation in the amount progress to be realized in any of these efforts.)

2. Are there one or two **measures, process or policy changes at the university-level that would fundamentally improve local planning efforts** and / or the ability to be nimble and act swiftly to respond to current challenges?

FINANCIAL UNPREDICTABILITY: *Given the provincial government funding cuts, the School plans to ramp-up quickly to deliver a suite of professional degrees, executive education, and certificates to increase revenue and to cushion future cuts, in addition to increasing international student enrollment. If we are to be 'nimble and leading' with implementing new innovative programmes in these areas we need support for market analysis and a streamlined approval systems to support these endeavours to get to market swiftly.*

TECHNOLOGY - *The technological infrastructure at York is outdated and is hindering progress for the organization. It is recognized that significant in-roads to improve systems, reporting and data hubs, centrally and locally are moving forward, but we continue to lack the ability to initiate or deliver timely analysis on our current state of affairs. **Investment in seeing through projects to advance our student information systems, integration of data and analytical systems** to better support the tracking and reporting of our students, research, supports and services across the organization has a significant impact on our day-to-day operations. We need the ability to identify our successes and failures of previous efforts. Recognition and identification of local success stories (and failures) to encourage others is invaluable, not to*

mention being able to make informed decisions and/or changes based on evidence. In Lassonde we continue to pilot and collaborate with other Faculties, and participate in institutional solutions wherever possible, initiating AIF funding opportunities in attempts to advance efforts and build better systems for us all. However, cohesive strategies and communications in the roll-out of York's enterprise architecture and shared best-practices in this area are needed.

SYSTEMIC CAPACITY - UNDERSTANDING ROLES & RESPONSIBILITIES - *Improving local planning efforts and cultivating a culture and systemic supports to build strong leadership and decision-making capabilities across all levels of the organization. Stakeholders need to understand and have access to how collegial governance, organizational and management processes coordinate and intersect. Efforts to enhance **advanced training, transition plans, and succession planning** to promote stronger leadership, continuity and effective governance structures need to be set out to promote systemic knowledge, responsibility and accountability. It will prepare us to grow greater bench strength across the organization to be prepared and more nimble in responding to challenges. Within our School we have begun to review, implement and build new and improved guidelines, terms of reference, training and frameworks that will better equip participants and engage participation in various governance and administrative functions across the School. We aim to maximize our capabilities in the future to be responsive to the challenges our community faces and agile in taking up new opportunities when they emerge.*

3. What **observations do you have about the existing UAP priorities?**

Overall, the existing UAP priorities still resonate and are relevant moving forward, with the provision that opportunities to include Equity, Diversity and Inclusivity (EDI) are integrated throughout the plan.

Better coordination and communication - Coordinating efforts between central office to support and provide guidelines to assist units and Faculties in understanding what their contributions are to the existing plan and metrics – i.e., where the baselines come from, and how they can track and effectively impact their progress going forward are key to the organization being effective in accomplishing its goals. (Strides are being taken here, but only a few of us know that.) The SMA metrics should be better aligned to the UAP priorities to effectively track progress and success in the future.

We need to make the plans relevant for all the "MEs" out there. Our community wants to know how they can contribute and how to see themselves as integral parts of the plan(s) – our staff, our faculty & our students, along with our alumni, donors and community partners. In short, the narrative matters.

Perhaps where we can make some simple, but impactful improvements, around how we convey the narrative, especially for our Undergraduates. There is a lack of a global mission statement for the university (and Faculties (and departments)) within which to place such plans. As one of our faculty members suggested, how about getting to the heart of…

> *"Why does York University exist?*
>
> *Now the normal answer here is something like 'societal need'. Which is often expanded along dimensions like 'we meet a need for educated people to contribute to Canada and the world, to provide highly trained employees for the future, to advance knowledge, etc.'*
>
> *In terms of research, we count publications and awards and grant dollars. For the student part of the question, 'prove it.'*
>
> *We lack (institutionally) systematic knowledge about our graduates. That we have contributed to society by helping to educate them. We should have this information. It will help to identify our successes and failures. It will provide us with narratives of students who we have educated, and who have helped economically, or socially, or in some other way."*

York University Libraries Report to APPRC

April 11, 2019

Detailed below are York University Libraries responses to APPRC's questions. Our responses are framed both from the perspective of an academic unit in our own right and also as a system wide common goods faculty that contributes to broad University challenges from our unique cross-disciplinary role and our professional expertise. In this respect York University Libraries is often the bridging unit or a faculty partner that contributes to student success/experience, teaching and learning, and research excellence. We have direct responsibilities for the advancement of our own research and scholarship; we provide support for campus scholarly communications and digital scholarship initiatives and we are responsible for the dissemination, preservation and stewardship of the University's intellectual assets and investments (content, archives, University records).

The uniqueness of our academic role has posed some structural barriers that sometimes limit us from more fully contributing to the academic mission of the University. We believe that some attention to integrating the Libraries more firmly into the academic structure (campus programming, research development, capital fund raising workflows) and ensuring sustainable funding for its operations, will benefit the University greatly.

The Libraries recent restructure will also help achieve this goal and, along with other initiatives outlined below, leave us well positioned to maintain our commitment to the University's mission while also recognizing that we are also challenged by the budget situation that all Ontario universities face at this time.

1.What are the local challenges you and your colleagues face, and what strategies are being taken in response?

Structural Challenges & Strategies to Mitigate

YUL is organized as an academic unit but structural barriers are hampering our success in a number of areas. Most importantly, the Libraries' resources and expertise could be utilized to even greater effect if the unit was more fully integrated into the University's academic structure. For example, an evaluation of potential avenues for Experiential Education (EE) in the libraries has surfaced a number of structural rigidities inherent in how EE opportunities are classified and recognized. Specifically the libraries are not able to structure their curricular offerings as a faculty, instead, EE opportunities are limited to lengthy full-time internships for undergraduates which are beyond the Libraries' means from a budgetary standpoint.

To explain further, the Libraries employ over 150 undergraduate students which represents untapped potential for re-framing their work as experiential education opportunities. In response to a broader campus-wide competition, the Libraries submitted a comprehensive proposal for an Experiential Learning Coordinator in 2017. While there was stated interest in the proposal, it was communicated that a bridging structure would need to be developed that would allow for the anchoring of campus work opportunities into a course-based framework.

In the meantime, YUL has continued to advance a number of EE initiatives ranging from internships that offer hands-on experience with digital scholarship tools, to direct immersion with the scholarly publishing lifecycle through our Undergraduate Research Fair. Of note is our annual Hackfest where students learn to develop and market apps and our regular Wikipedia Edit-a-thons which afford students an opportunity to think critically about online representations of diverse individuals and groups. The Libraries were also proud to co-sponsor, along with Office of the AVP Teaching & Learning, the inaugural Experiential Education Symposium in January 2019.

In turn, the Libraries has significantly improved our own internal structure to the benefit of the institution. For example, with the establishment of two new departments, Digital Scholarship Infrastructure and Open Scholarship, we can now provide fulsome support for researchers and scholars who wish to heighten visibility of their scholarship through open access mechanisms, prepare research data management plans, and receive consult on author rights, publication agreements and digital scholarship needs.

The restructuring of our Teaching & Learning Division will result in greater coherency and visibility of our teaching programs and range of offerings that include teaching undergraduate students about digital literacy, to partnering with faculty on the design of assignments and classes, and playing a role in pan-university projects. Last year, Librarians and Archivists taught some 17,000 students representing some 500 classes in all faculties. Some representative examples include the work of our Archives and Special Collections where some 25 classes were brought into the archives last year to receive instruction from our Archivists. Our partnership with FES contributed to pan-university internationalization and global engagement, with the Las Nubes Project in Costa Rica, where we maintain an education and learning resource centre known as La Casita Azul. Located in Santa Elena, the facility plays an important role in research intensification, knowledge mobilization, community engagement and outreach, as well as offering access to online and print resources in both English and Spanish. The facility also serves as an academic hub for York's Environmental Studies students while they are doing their Semester Abroad each summer and is particularly recognized for its significant community engagement efforts with local community. Librarians Dana Craig and Tom Scott were recognized by the Ontario College and University Library Association with the Award for Special Achievement in 2017 as a result of their efforts here.

We believe our restructure will greatly enhance the quality of our programs and contribute to new innovations for all academic programs and their research intensification efforts. For example, YUL has leveraged the expertise of professional librarians to improve research metrics and the scholarly impact of York researchers. These efforts have led to increased visibility for York journal publications online, as well as better tracking of when York research is mentioned on social media or in traditional media coverage. Library expertise is also being channeled by the institution to advance institutional global positioning efforts (ie. Times Higher Education, Shanghai, QS) by correcting metadata inaccuracies in key databases used by ranking agencies. The Libraries are applying their expert knowledge of database structure to identify inaccuracies and report them for correction. This ensures that all York-authored scholarship is properly attributed back to the institution and that authorship is correctly attributed and disambiguated for York authors.

Other Structural Barriers

Structural issues have also surfaced with the representation of YUL's own research outputs. We will continue to investigate and mitigate challenges related to ensuring the libraries' awarded research funding and publication record is incorporated into the university's total reported figures. We believe this is related to the lack of workflows and understanding that we are a faculty. Similarly, there were significant barriers related to advancing our capital program plan due to organizational elements that did not create workflows for shared services for such planning. Likewise, we have struggled with establishing our own logo due to University rules related to logos for faculty only. We find ourselves to be the only academic library in the GTA that does not have an institutional library logo for our donor events. The Libraries has also lobbied for representation in the Impact Campaign (faculty only) with little success resulting in lost opportunities for needed donation and funding. Recent University leadership discussions have been very fruitful and have led us to believe that there is resolution in store for each of these issues.

Markham Campus & Next Steps

The disappointing Markham situation may be a lost opportunity to more immediately accelerate our demonstration of our full value and benefit to the University. Our visionary plan led the University, to not only approve of a library space at Markham, but to also inspire the architects and University planners to take notice of what we can do for the University. The Markham Libraries space was slated to be the signature interdisciplinary Research Commons space that fully encapsulated the realization of the

Markham Campus vision and mission for all (faculty, researchers, students, community). While this was a significant achievement our hopes, are not dashed. It is our expectation this work will be repurposed to a lesser degree at Markham and repurposed within the Keele campus and at the Frost Library at Glendon.

Budgetary Challenges & Mitigation Efforts

As a shared service, YUL is dependent on a fixed base budget, which makes it difficult to present a balanced budget while also subsidizing some other units. It should be noted we are also operating in an environment where its expenditures (operation and collections) per student is one of the lowest among Canadian members of the Association of Research Libraries.[1]

Moving forward, YUL anticipates increased ability to meet emerging challenges on campus - collections, publishing, student support, digital infrastructure to name a few - with the completion of our restructuring that will reorganize the Libraries into functional areas. The principle outcome of this reorganization will be enhanced leveraging of expertise across YUL and more focused alignment with the University's strategic directions and priorities, with attention to organizational efficiencies while maintaining a comparatively small librarian/staff complement. In addition, YUL continues to leverage significant national and provincial collaborations to extend our capacity (including budget) in critical areas spanning e-resource acquisition and technical infrastructure.

YUL is also working with University leadership to advance our capital program plan to enrich our spaces for students and scholars. To date YUL is the only library system in the GTA that has not undergone a major revitalization plan. At this point we are not a competitive advantage for the University in the same way as other GTA institutions.

In the wake of budgetary constraint, the Libraries have leveraged the Academic Innovation Fund program as an excellent means by which to nimbly respond to emerging campus needs. AIF funding resulted in the development and ongoing success of several elearning tools, expanding our ability to meet accessibility needs and the offering of experiential technology-enhanced education opportunities to students.

2. Are there one or two measures, process or policy changes at the university-level that would fundamentally improve local planning efforts and/or the ability to be nimble and act swiftly to respond to current challenges?

Having gone through a major restructure, we have become aware of the significant time it takes to effect change, hindering innovation and efficiencies. We recommend the University prioritizes attention to administrative structures that can more nimbly support rapid, iterative, organizational change implementations. This would include enhanced supports for staff planning, staff mobilization, space planning, and change management. Greater coherence between HR practices and contractual obligations would also be helpful. The development of a cohesive support structure to support organizational development efforts and increased attention to the difficulties in attracting competitive candidates who possess the skills needed for our evolving workplace while developing pathways to mitigate hindrances to the lack of mobility from one employment group to another.
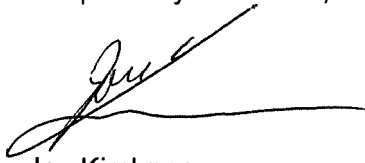
3. Noting we are in the penultimate year of the 2016-2020 UAP, what observations do you have about the existing UAP priorities. Do any of them need refreshing? Are they still apt? Do you have any reflections that may help with the implementation of the priorities in the next iteration of the Plan?

Overall, we believe that the existing UAP priorities are still apt and should remain as key drivers for the University.

Under priority seven, Enabling the Plan, we recommend consideration be given to developing a coordinated plan that bridges such activity across campus. To date interdisciplinary efforts are largely

focused on faculties. The University stands to better advantage these efforts by recognizing there is professional expertise across the university that can be brought in to assist with innovation efforts. Further, planning work that helps develop coordinating structures and communication structures may be needed.

Respectfully submitted,

Joy Kirchner
Dean of Libraries
York University

[1] York has consistently bottomed out on major Canadian and North American library statistical reports as one of the lowest ranked librarian to student ratio counts and lowest ranked collections budgets per student ratio out of 124 research libraries.

SCHULICH SCHOOL OF BUSINESS

Response to APPRC Questions for Academic Planners - April 25, 2019

Local challenges and strategies in response:

Schulich takes an integrated approach to planning, ensuring that strategies for academic developments are aligned with strategies for staff development, facilities development and revenue generation combined with fundraising, with due regard to developments and expectations in our external community. Careful analysis of trends in the world of business/management is critical to ensuring we can engage in strategic planning and operationalization that maintains our position in the top tier of global Business Schools.

Dramatic changes in management education have required that we engage in the development of *Innovative, Quality Programs for Academic Excellence (UAP Priority 1)*. Quite some time ago the School noted the saturation/decline of the MBA pool in North America and in the developed world in general, while the pool was expanding in emerging economies. This saturation/decline was exacerbated by a shift in expectations about management education in a business environment where globalization increased the need for specialist knowledge at a time when the traditional MBA degree was generalist in nature. This shift constituted the largest challenge faced by management education since the late 1980s/early 1990s. Some schools, particularly 2nd and 3rd tier US schools, faced an enrolment decline of as much as 60% in the MBA and many had to close their program. Of course, as this shift intensified, even 1st tier schools were affected more recently.

Schulich's first strategic response to this increasingly competitive enrolment market was to go global, increasing our market presence and student intake. Schulich had by this time already become a leader worldwide in internationalization of management education, both in terms of recruitment and curricular content, and so the determination to move in this direction was building on a strength. In additional to vigorous international recruitment, we reacted to an opportunity in India by developing our India MBA program, including development of our Indian Campus. This activity was successful, but to achieve an appropriate balance of international to domestic students and respect enrolment corridor metrics required of the University by the provincial government, we have moved to an upper limit of 50% international students. As well, in order to achieve national/geographical diversity, we have targeted recruitment so that students from any one nation should represent no more than about 10% of our enrolments.

To effectively deal with intensified competition and demand for specialized knowledge in various areas of professional activity in Business, Schulich engaged in strategic curricular planning on two parallel tracks. With respect to the traditional MBA we engaged in an expansion of specializations in our two year program which provided significant focus not only in functional areas such as Finance or Accounting but also in industry-specific areas such as Global Retail Management or Global Mining Management. We developed the largest array of specializations in the world, which contributed to our ability to maintain an appropriate market share. Many competitors chose to respond to this challenge by adjusting their admission requirements to reduce or do away with an 'experience requirement' and to reduce program length to one year. Our approach to the MBA is to

maintain what we think of as a "gold standard" –a two year program length serving students who already have a number of years of work experience in business. Our MBA class continues to average 5 years of experience and an age of 29-30. However, we also determined a market need for those applicants who have no business experience and need management education before entering the workforce. We introduced the 1 year Master of Management (2016), effectively the first (generalist) year of a 2 year MBA program, to attract high quality students who are younger and less experienced than our traditional MBA student. In addition to its own enrolment success, this program also contributes to strengthening and growing our MBA enrolments, because graduates after gaining business experience, often return to complete our Accelerated MBA, to enhance their professional qualifications.

The second track of our response to the expanding need for specialist knowledge called for development of an array of specialist 1 year Master-level programs. To date, six functional area-focused degrees [Master of Finance (2011); Master of Business Analytics (2012); Master of Accounting (2013); Master of Marketing (2018), Master of Supply Chain Management (2019); and the Master of Management in Artificial Intelligence (2019)] and an industry-focused degree [Master in Real Estate & Infrastructure (2017)] have been launched. In addition to drawing new enrolments by responding to various areas in management education, these programs again contribute to our MBA enrolments with graduates returning to complete our MBA, receiving some advanced standing toward the degree. We are leaders in the development of degrees in specialist areas and have the largest array of Master-level business programs in North America.

The challenge continues. Our approach is to respond to the changing business world by a global marketing perspective coupled with continuous improvement and diversification of programs.

Collaboration with other Faculties has been important to our success in attracting and retaining students. Early on our joint MBA/JD and MBA/MA/MFA allowed a very positive collaboration with Osgoode and with Arts, Media, Performance and Design. More recently we have worked closely with Science, Engineering, AMPD and Glendon to establish a pathway for excellent undergraduates to enter our Master of Management upon graduation (the 4+1 Pathway) and this collaboration has benefitted our enrolment and that of the Faculties whose students seek the combination of a solid undergraduate degree coupled with an applied degree in management in order to gain entry to the job market.

Experiential Education has been a hallmark of Schulch's curriculum for decades. Programs have various opportunities for individual projects, substantial course activity, entire terms and capstone courses or projects which are experiential in nature. Experiential Education (EE) development in all programs is being encouraged and supported by the Office of the Associate Dean Academic (ADA) and a recently created EE Faculty Lead. In addition, we have sought to expand technology enhanced learning in all of our programs. Schulich's program development is committed not only to international opportunities for all students but also to internationalization of the curriculum. Schulich's dedication to these aspects of teaching and learning aligns with *UAP Priority 3 – Enhanced Quality in Teaching and Student Learning* and *UAP Priority 6 – Enhanced Community Engagement* and assists in meeting SMA metrics.

Research intensification is of critical importance to our success as a Business School and has been a challenge we have focused on for some time, in alignment with *UAP Priority 2 - Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities*. Of course, attracting strong scholars/scholars with promise in a highly competitive market such as ours is a challenge. Schulich's reputation is very useful here, but there is also a very real financial requirement. In this regard we have worked diligently to offset some of this challenge through a demanding and sustained effort to establish externally-funded positions. There has been excellent progress, as demonstrated by the fact that the School currently has 30 approved chairs/professorships, allowing 1/3 of Schulich's tenure stream faculty to hold externally-funded positions. Efforts in this area are ongoing, and such positions are a key focus of our Fundraising Campaign – *Leading Change*. We have also addressed a challenge in research facilities through the opening of the Rob and Cheryl McEwen Graduate Study & Research Building. It has also been important for us to target some of our funding to increased release time for new faculty in their first three years, to encourage research activity. We support and celebrate research through various programs at the School, including our biennial Schulich Research Day. Finally, in order to provide feedback and assistance to faculty members in meeting their professional obligations in teaching, research and service, we have instituted a biennial review process. This results in meetings between the Dean and individual faculty members to celebrate their accomplishments and to explore ways that Schulich might support them in their future endeavours. The communication of results and subsequent meetings carried out in this process has been very positively received. Our rates of publication, citation, international collaboration and grant success have improved, assisting the University in its achievement of SMA metrics. For example, in 2018-19 our success rate for SSHRC Insight grants was 86%. For the period 2016-2019 our success rate in Tri-Council funding applications was 71% and 87% for all external funding applications. 31% of our faculty hold Tri-Council funding, 53% hold external grant funding (including Tri-Council) and 76% hold external and/or internal grant funding.

With respect to **student success**, we have worked diligently to encourage our students to excel through a combination of excellent faculty, responsive curriculum, excellent academic and career counselling services, excellent employment results, and world class facilities. Our achievement of high rates of student engagement, retention, graduation and employment success contribute to the University's ability to satisfy SMA metrics. This activity is a continuing challenge for us in terms of the time, energy and financial commitment required but it is critical to Schulich's ongoing success.

Fundraising continuously, in alignment with *UAP Priority 7 – Enabling the Plan*, has been critical to our ability to strengthen our programs and research reputation. As noted above, fundraising for chairs and professorships has been an ongoing activity. As well, to provide the level of support necessary to attract and retain excellent business students in a competitive market, funding for scholarships and bursaries must be found. To provide the required level of service to students and faculty properly, physical infrastructure must be continuously improved and the costs of this are borne largely by the School. School-based services to students must be improved (Career Development Centre and Student Services and International Relations) (*UAP Priority 4 – A Student Centred Approach*) as well as services to its faculty (research services and infrastructure) (*UAP Priority 5 –*

Enhanced Campus Experience). Given the criticality of lifelong learning to the management community it serves, Schulich's Executive Education Centre is a key element of Schulich's strategic plan (*UAP Priority 6 – Enhanced Community Engagement*) but also provides much needed income to the School.

One or two measures, process or policy changes at the university-level:

The current financial situation, with the actions of the provincial government triggering a budget reduction coupled with the need to balance budgets over a three year period, presents a significant challenge to the University and each Faculty. On the other hand, such a situation is nothing new to York. We have for decades been laboring under challenging budgetary situations. As a result, it underscores the need, which I have discussed above, to find other external sources for financial support in order to enable our academic planning, a need not only for Schulich but for all Faculties. The University must continuously seek to encourage and improve support for such fundraising.

In terms of process changes, if we are to do more with less, we must streamline and simplify processes for program developments and interdisciplinary collaboration. For example, as is already suggested by initiatives underway, we must develop more effective and efficient processes to facilitate cross-Faculty collaboration. Our processes for new program approval should be assessed and revised to better respond to needs of Faculties and departments in order to reduce where possible the time and energy that is required, while maintaining the necessary rigour. It is important to embrace a policy of continuous improvement in systems and policies. It is also critical that we support our faculty and staff with cutting edge technology (such as the welcome development of the new student information system) to ensure the highest level of efficiency possible and to make more accessible the data necessary for planning.

Observations about the existing UAP priorities:

I believe the existing UAP Priorities remain timely, appropriate and sufficient goals, especially given the competitive environment in which we operate. I would focus on *UAP Priorities 1, 2 and 3* to ensure we strengthen our capacity to fulfill our Mission. Of course, as discussed above, I believe *UAP Priority 7* must be given more attention. It is increasingly important that we find ways to work more effectively and efficiently to support our priorities. It is also critical to our Mission that we refocus our energies on our need, across the institution, to garner external financial support and achieve a resolution of the financial challenges we face.