

The unique role that Glendon College can play within York University moving forward: the current challenges facing Glendon, and the immense opportunities ahead

A report prepared for the Senate APPRC committee as part of the University Academic Plan Community Consultations

February 2, 2020

Report prepared by

Please note that the opinions expressed in this document represent only my personal views.

The intention of this report is to provide a summary of the problems currently facing Glendon, yet at the same time to present an optimistic vision for what Glendon could be. With a few simple changes, Glendon could become one of the biggest points of pride of York University and could make York even more attractive to top students.

Contents of this document:

Part I: My vision for what Glendon could be within the context of York University

Part II: Strengths of Glendon that make us attractive to top students in the Toronto area (and the United States)

Part III: Remaining competitive in the context of the new French-language university

Part IV: The current unfortunate situation at Glendon

Part V: Current proposals that would be detrimental for Glendon

Part I: My vision for what Glendon could be within the context of York University

My vision for Glendon is a top-tier liberal arts college within York University that serves some of the best students in Canada, and offers courses in both English and French. Glendon should be one of the crown jewels of York University in the same way as Schulich and Osgoode.

In previous years, there were discussions about making Glendon the “Swarthmore of the North”, and this is a model that can truly work. There is a genuine need in Canada for a top-tier liberal arts college for high-achieving students within a large urban center. Another current model could perhaps be Trinity College within the University of Toronto.

It is fundamentally in the interests of York University to have an undergraduate school for top students with a focus on the liberal arts. This would strengthen York’s image, and convince more high-achieving students to come to York who would otherwise go to other universities in both Canada and the US. Glendon could become a magnet that convinces top students to come to York instead of our competitors.

Currently, Glendon is being run as though the only thing distinguishing us from other colleges is the bilingualism (specifically the French). Although the opportunity to take courses in both English and French is a huge asset, Glendon has so many other strengths that high school students could find extremely attractive (we are not adequately exploiting and advertising these strengths). By rebranding Glendon as a top-tier liberal arts college rather than just a bilingual institution, Glendon could fulfill a true need in the Canadian educational marketplace. Without Glendon, high school students in Toronto who want the personalized experience of a small liberal arts college would be forced to either go to the United States (where they will pay tens of thousands of dollars per year), or to colleges in remote locations in Canada. As a top-tier liberal arts college, Glendon could also easily compete with many American liberal arts colleges. By attracting American students (who would happily pay the higher tuition fees given the even larger costs of education in the USA), this could really help Glendon balance its budget.

One of the problems that is hindering Glendon from becoming a top-tier liberal arts college is the obligation that all students here take French-language courses. This drives away high-achieving students who would like the experience of a small liberal-arts college, yet do not want to be forced to learn French. Why should a top student in Toronto be forced to go to the United States or to remote locations in Canada to get a liberal arts education just because they do not want to learn French? The French requirements are not only preventing students from applying to Glendon, but are also pushing many Glendon students to transfer to the Keele campus.

Part II: Strengths of Glendon that make us attractive to top students in the Toronto area (and the United States):

- 1) **The location:** We have the best real estate that other colleges could only dream of. We are next to the Bridle Path, close to the subway, and have a beautiful campus on wooded land. Many liberal arts colleges in North America are in isolated locations away from major cities; being in the city of Toronto makes us truly unique for a small liberal arts college.
- 2) **Our small classes and the personalized student experience:** Our major competitors, including U of T and Ryerson have enormous class sizes. The fact that a professor knows a student's name is something that is extremely attractive to college students, and sets us apart from other institutions in the GTA
- 3) **Bilingualism, which is one of our greatest assets:** Our course offerings in both English and French ensure that both Anglophones and Francophones have a home here. Our bilingualism also makes us a true Canadian institution of higher education.
- 4) **Access to the broader resources of York:** Unlike at other small liberal arts colleges where students have limited resources, Glendon students have access to all the resources within York of a large research university. In essence, students at Glendon have the “best of both worlds” (a personalized student experience, and the resources of a large university)
- 5) **We are inexpensive compared to other liberal arts colleges in North America:** Students in the United States pay tens of thousands of dollars for liberal arts colleges that offer much less than Glendon. If these liberal arts colleges could find students to fill their lecture halls, Glendon should have absolutely no problem recruiting from a market as large as the Toronto area (and as I stated earlier, American students would also find Glendon a good deal).

By obsessively branding Glendon as just a bilingual and “French” institution while ignoring these other strengths, Glendon is severely limiting its potential. As I said earlier, bilingualism is a big strength of Glendon; however, there is so much more to Glendon than just the bilingualism, and we are not exploiting these other strengths enough.

Part III: Remaining competitive in the context of the new French-language university

If Glendon positions itself along the lines of a small, top-tier liberal arts college (while still keeping the bilingualism, which is a fundamental part of our identity), we would have no problem competing with the upcoming French-language university. A French-language university will not have the advantages mentioned in Part II, including our location, our small class sizes, course offerings in English, and access to the broader resources of York. If we compete with the French-language university on our strengths as a small liberal arts college, we will win.

There has been some discussion about trying to “out-compete” the French-language university by pushing Glendon to become a more French-focused institution. I

think this is a serious mistake, and would alienate and drive away many Anglophone students who form the bulk of the population in our city (alienating the vast majority of high school students in Toronto cannot logically be a good recruitment strategy!). Also, there is no way that a bilingual institution like Glendon can compete on the French with a pure French-language institution. **The creation of this French-language university provides Glendon an opportunity to shift towards becoming a true top-tier liberal arts college in Canada that can attract bright students and compete with top US liberal arts colleges. We should continue offering courses in both English and French within our bilingual mandate, but at the same time we should take advantage of our other strengths mentioned in Part II.**

Part IV: The current unfortunate situation at Glendon

Glendon College today is experiencing both declining enrollment as well as a large budget deficit. **The problem with declining enrollment is due to failed recruitment practices, onerous bilingual requirements that drive away many students, as well as a lack of emphasis on enhancing the student experience.** All of these problems can be easily remedied if several simple and common-sense steps are taken.

Problem number 1 (recruitment): many high school students in Toronto have not heard of Glendon, and one of the reasons for this is that Glendon recruiting teams do not visit many high schools in this city. Also, we do not have a strong enough ad campaign, and we should be running for example more ads in the TTC or on large billboards (although this costs money, this investment will pay for itself many times over).

Problem number 2 (recruitment): For those people who have heard of Glendon, most of them think we are just in French; this is truly destroying Glendon. I have attended various events of the Harvard and Princeton club in Toronto, and every time I mention I work at Glendon, people are shocked that we even offer courses in English. If the “elites” of Toronto think we are just in French, how can we expect a grade 12 high school student to know we offer courses in English? **This misperception that we are just a French school is destroying recruitment, and many high school students who might want to come to Glendon do not apply because they think that they must take the majority of their courses in French, that they must speak good French before applying, etc.** Our recruitment efforts should focus on not just informing people that we exist, but on accurately explaining to students what Glendon is (for example, we should run an ad campaign saying “MYTH: Glendon is in French and you must take most of your courses in French...FACT: You can take most of your courses in English at Glendon”). Also, in our recruitment campaigns, we do not emphasize enough how we are a liberal arts college in the Bridle Path, on a wooded campus, with small classes, where instructors know the student's name, etc. It's great that we advertise our bilingualism, but there is so much more to Glendon than just the bilingual aspect.

If we only fixed up these issues regarding recruitment, we would have no problem increasing our enrollments to a level that would eliminate our budget deficit. And what I am proposing here is not controversial at all. What is controversial about recruiting at

more high schools in our city, or running some more ad campaigns? Similarly, I do not believe it is controversial to dispel myths about Glendon and make sure that students in our city are aware that they can take their courses in English here. **It is simply wrong that high school students do not apply to Glendon thinking that we are a French-only school, and this must change immediately.** Also, by failing to inform the community about our English-language programs, we are doing a big disservice to Anglophones who could greatly benefit from the programs Glendon offers.

Problem number 3 (student experience): Glendon is currently not doing enough to enhance the student experience. Although increased funding for student activities would be very helpful, there are many low-cost but high-effectiveness things that Glendon could do to significantly improve the lives of our students and give them a terrific college experience. College is more than just a place where students come and take classes, and Glendon must work to create a **community** where students feel good and can have the time of their lives. There is so much more that we could do to achieve this as a small liberal arts college. I have many ideas in this regard, and I would be happy to share them with anyone who is interested.

Also, the food provided on the Glendon campus by Aramark is expensive and of extremely low quality (I recently ate at the student cafeteria and can confirm this first-hand). Bad food not only negatively impacts the student experience, especially of those students who live in residence, but also hurts the emotional well-being and academic achievement of these students.

Problem number 4 (French-language requirements): As I mentioned earlier in Part I, the requirement to take courses in French is preventing many talented students from applying to Glendon (and also motivating many current students to transfer to the Keele campus). Even if Glendon does choose to keep some language requirements, at the very least this should be made more flexible, and students should be allowed to satisfy the language requirement through say, Spanish courses (this would also help us attract more American students).

Part V: Current proposals that would be detrimental for Glendon

I am also very concerned about some of the “solutions” being proposed to balance the budget at Glendon, including leasing a part of our land to external organizations (a long-term lease is basically the equivalent to giving it away). I am fully opposed to any initiative to lease any part of our campus, not just for the current nursing home project, **but for any project** (this current nursing home project in particular would be a disaster for Glendon, and would permanently alter our campus in a way that would lead to a collapse in enrollment). **We should not have to give away a part of our land to balance the budget, and if we only implemented some simple fixes in recruiting, language requirements, and improving the student experience, we should have no problem increasing our enrollment and balancing the budget.** Giving away any part of our land to outside organizations in my view would represent an epic failure of this institution to address some real underlying issues, and the narrative will be that because Glendon was unable to reform, it had to give away a piece of itself.

6 February 2020

Academic Policy, Planning and Research Committee
York University
By email to: info.univsec@yorku.ca

Re: Migration in the University Academic Plan: York as Sanctuary

Dear colleagues:

I am writing on behalf of the Executive of the Centre for Refugee Studies to provide input into the University Academic Plan process.

CRS is an institutional Organized Research Unit. We are an interdisciplinary community of researchers dedicated to advancing the well-being of refugees and others displaced by violence, persecution, human rights abuses, and environmental degradation through innovative research, education, and policy engagement. Since its inception in 1988, CRS has been recognized as an international leader in the creation, mobilization, and dissemination of new knowledge that addresses forced migration issues in local, national and global contexts.

As you know, migration – both in the refugee context and beyond – is one of the most pressing social issues of our time. There are more people today displaced by conflict, human rights abuses and environmental change than at any time since WWII. Hardly a day goes by without migration featuring prominently in the news. Often these are troubling stories about humanitarian crises, border walls, family separation, detention of children, deaths in transit, and the growth of xenophobic rhetoric and policy. Sometimes they are more positive stories about contributions made by migrants or about communities and migrants coming together to challenge restrictive policies and to insist on respect for human rights.

For many years, refugee and migration issues have formed important parts of York's strategic planning. For example, the current York Strategic Research Plan (2018-23), refers to refugees 12 times, to immigration 4 times, and to migration (in this context) 8 times.

In our view, there is good reason for this focus. York is situated within multiple communities that have engagement with migration and refugee issues. We are based in Toronto, where immigrants now make up around half of the population, and which hosts tens of thousands of refugee claimants and precarious status migrants. Within Toronto, we are located near the Jane and Finch neighbourhood, with around two thirds of residents having been born outside Canada. Not surprisingly, a large proportion of York students either are themselves newcomers to Canada or are children of immigrants or refugees.

In that context, we think there are exciting opportunities to build on York's excellence in this area. We therefore urge you to make migration one of the central aspects of the university's next Academic Plan – or put more provocatively: **we urge you to commit York to becoming the world's leading sanctuary university within the next five years.** In doing so, York should prioritize initiatives that respond to migration and refugee issues to forward the rights and interests of migrants through our research, teaching, and employment/business practices.

Research & Scholarship

It will come as no surprise that the Centre for Refugee Studies sees many exciting opportunities to pursue high impact research relating to refugee and migration issues. While CRS sees itself as playing a key role in that research, the opportunities extend far beyond CRS. Questions and challenges related to migration cross many faculties, departments, and ORUs, partly because understanding these questions and responding to these challenges necessarily requires interdisciplinary efforts.

To get a sense as to the breadth of research needed in this area, please see examples of research questions in different fields set out in the appendix to this note. It is worth highlighting that these questions range from research with immediate policy implications to curiosity-driven basic research. It is also worth noting that many of these questions engage with other key challenges that we expect York is considering prioritizing in its next Academic Plan. This includes climate change (e.g. climate induced displacement), artificial intelligence (e.g. automated border-control decision-making), Indigenization (e.g. understanding settler-migrant relations) and internationalization (e.g. equitable partnerships with migration researchers from the Global South). York is well placed to become one of the leading research institutions on these issues due to our location, our existing expertise, our commitment to interdisciplinarity, and our social justice orientation.

In addition to pursuing the many exciting opportunities for substantive research about migration, another key issue that York should be thinking about over the next five years is how migration related issues structure, and sometimes constrain, our ability to pursue our research agendas across the University.

To take just one example, consider how restrictive visa policies limit our ability to engage with colleagues around the world. It is becoming increasingly difficult to justify holding international conferences and other research events at York due to restrictive Canadian visa policies. These policies all too frequently prevent researchers from the Global South from participating in events hosted by York faculties, departments and ORUs. Similar frustrations are hampering the ability of York scholars to engage with international researchers who would like to visit and collaborate. Over the next five years, York should become a leading voice, working with like-minded institutions, to press the government to address this problem through research and advocacy. This would make a major contribution to research not just at York, but in Canada more broadly.

Teaching & Students

York as Sanctuary

In our teaching, first and foremost, CRS believes that York should be a place that is accessible to students who are undocumented or who otherwise struggle with precarious immigration status.

There are hundreds of thousands of people without secure immigration status in Canada, a large proportion of whom live and work in the GTA. Children in this position – the Canadian equivalent of US “Dreamers” – are now largely able to pursue primary and secondary education. For many, their precarious immigration status first becomes a serious issue when they begin to consider what comes after high school because post-secondary education is largely inaccessible to them.

York is already the leader in Canada on this issue. Our Access for Students with Precarious Immigration Status program is the only program in Canada that provides access to post-secondary education at domestic fees for students with precarious status. That program, however, requires more institutional support, appropriate staffing levels, and secure long-term funding. More efforts should also be made to publicize this program, both so that potential students are aware of the program and to encourage other institutions to follow our lead.

In addition, York Advancement should make fundraising for scholarships and bursaries for precarious status students one of their top priorities for the next five years. The experience in US universities suggests that there is substantial interest among donors to support these sorts of initiatives.

We also think that York should take additional measures to ensure that appropriate policies are in place to protect the safety of precarious status students. Much work has already been done in this area, but ongoing efforts are needed. For example, policies should be clarified about what information is gathered regarding immigration status by various York bodies, about how York Security are trained on matters relating to race and immigration status, and about the University’s formal rules relating to engagement with police and with other government agencies in relation to these students. Procedures and services across campus should also be specifically tailored for these students, who have unique needs, from the application and admissions processes all the way to post-graduate career services. Medical and legal services must be available for these students at on-campus clinics.

In short, in our next University Academic Plan, York should present itself as Canada’s leading sanctuary university – a place where students can safely access post-secondary education, regardless of their immigration status. And we should be taking measures to become the global leader in this field.

Reaching Beyond our Borders

A second set of initiatives that York should pursue in relation to migration and students is to expand and replicate programs that provide routes both to safety and secure status in Canada as well as to higher education for refugees abroad.

This would mean supporting and expanding York's commitments to World University Services Canada. Through WUSC, York students collectively sponsor refugee students to study at York and to resettle in Canada. This program not only reflects York's social justice values, but it also exposes the York community – including other York students – to important lived experiences that might otherwise be inaccessible. Some comparable institutions across Canada provide more spaces in their WUSC programs, so it is clear that York could do more.

It would also mean building on the leadership that York demonstrated through its Syrian Response and Refugee Initiative through which York provided assistance to groups sponsoring Syrian refugees and helped educate, mobilize and work with York students to promote awareness and become engaged in refugee issues on campus and with the wider community. Over the next five years, we can anticipate that new forced migration crises will arise, and York should be ready to play a major role in ensuring that our students are engaged in responding.

More generally, York could also do more to ensure that our policies and practices support students with refugee backgrounds, but who come to Canada through other programs, and who then make efforts to attend university independently after resettling.

While helping to resettle refugees in Canada is one priority that we should pursue, we should also explore how we can offer post-secondary education to refugee students who are not in a position to come to Canada. A great example is the Borderless Higher Education for Refugees program. Through this project, York has established a campus in a refugee camp in Kenya. BHER students take York courses, obtain York degrees, access York services, and participate in York student politics. While this program is currently limited to the Faculty of Education, there are opportunities across York's faculties and departments to create similar programs.

Learning About Migration

A third priority that York should pursue in relation to students and migration is to provide further opportunities for students to learn about migration related issues in undergraduate and graduate programs across the university. Migration raises many interdisciplinary questions that cross several faculties and departments (see appendix to this note for examples). Several existing York programs explicitly engage with these questions. CRS faculty can attest that we are regularly approached by undergraduate students seeking additional opportunities to learn in this area, and by would-be graduate students who are keen to pursue graduate studies in this field. If York were to prioritize this area in its next UAP – especially if that filtered down into faculty recruitment priorities – we would be far better placed to meet this substantial student demand. We also think that York Advancement could helpfully pursue fundraising for scholarships and bursaries in this area. There are companies and high net-worth individuals who we expect would be interested in supporting student learning on these topics.

Migration and Experiential Education

Fourth, another promising avenue would be to explore how York can enhance and support experiential education opportunities in this area. There are many organizations that work with migrants and refugees in the GTA that could provide students with wonderful learning opportunities. In exchange, these organizations could benefit from student time, energy and talents to forward their important work. But to make that happen properly, appropriate oversight and planning processes need to be put in place at York, to ensure that placements are appropriate, accessible, and offer productive learning experiences. Processes also need to be put in place to ensure that York provides necessary supports to external partners, such that we are not offloading the costs of post-secondary education onto non-profit organizations. A central body at York could develop expertise in this area and could undertake the oversight and support in a consistent and cost-effective manner.

International Graduate Students

Fifth, and finally, at the graduate level, York could do more to provide funded opportunities for international graduate students to come to Canada to pursue advanced degrees. Too many stellar would-be York international students are being turned away because so many places in our programs are reserved for Canadian citizens and permanent residents. Our graduate programs – and the research agendas of our faculty members who rely heavily on collaborations with students – are not as strong as they might be because we are choosing from a more restrictive pool.

Employment and Business Practices

Beyond our research and teaching, York could do more in our academic employment practices to provide opportunities for scholars and practitioners at risk. There are incredible scholars around the world who have been displaced by conflict, human rights abuses, environmental degradation, and the like. York could prioritize the use of visitor programs to assist scholars who are in immediate need of resettlement by expanding and institutionalizing York's ad hoc Scholars in Exile program. Through this program LAPS has been using visitor positions to support Turkish scholars at risk, but there are scholars from many other countries and in many other disciplines who could benefit from an expanded program. Moreover, we could look beyond scholars by creating additional spaces for practitioners at risk. For example, it is easy to imagine practitioners at risk programs for lawyers, journalists, human rights defenders, environmentalists, artists, scientists, etc. Bringing in such practitioners through visitor programs would not only help people escape immediate danger but would also bring a wealth of experiences that York students and researchers could benefit from.

In its non-academic staffing practices, York could also develop employment programs targeting refugees and other newcomers to Canada. To this end, we could pursue formal partnership with organizations that resettle refugees to help provide employment.

We should also be carefully considering how our business practices may be contributing to problems related to migration. For example, do our pension investments in fossil fuel industries worsen the climate crisis – and thus contribute to climate induced displacement? Are we doing enough to ensure that organizations that our pension plans invest in do not commit human rights abuses that lead people to have to flee for safety? Are we doing enough to ensure that our facilities and procurement processes advance our values and our aspirations in this area?

Conclusion

If we were to collectively prioritize these sorts of initiatives, in only a short period York would go from already being among the leading universities in Canada in terms of responses to migration, to becoming one of the world's preeminent sanctuary universities. We would embrace exciting opportunities to ensure that our teaching and research reflects our social justice values, both locally and beyond. We would be a place where students with precarious status are welcome and feel safe. We would provide routes to higher education for displaced people, in Canada and elsewhere. We would ensure that our business and employment practices reflect our values relating to migration and refugees.

This, it seems to us, is a project that everyone at York could be excited about. The CRS Executive hopes you share this view and that you will choose to prioritize these issues in the next University Academic Plan.

Many thanks for all your work on our collective behalf.

Sincerely,



Sean Rehaag
Director, Centre for Refugee Studies
Associate Professor, Osgoode Hall Law School

APPENDIX: A few (of many!) examples of migration related research topics across disciplines

- *Advocacy and Public Engagement Training*: How can the activism of non-citizens residing in Canada be transformed into action by elected representatives?
- *Anthropology*: What can we learn through ethnographic studies of Global South refugees resettled in declining rural towns in the Global North?
- *Architecture*: How can we design eco-friendly, accessible and welcoming buildings for refugee adjudication?
- *Biology*: How do border walls impact desert ecosystems?
- *Broadcasting*: How does Canadian coverage of international migration differ in English and French language media networks?
- *Business*: What lessons can be learned from case studies of successful business enterprises led by resettled Syrian refugees in Canada (e.g. Peace by Chocolate)?
- *Children, Childhood and Youth*: What impact does short term immigration detention have on childhood development?
- *Classical Studies*: What are the roots of the modern refugee regime in the classical era?
- *Cognitive Science*: How do experiences of migrant trauma affect thought, emotion, perception, memory, language and other aspects of cognition?
- *Communications*: How do small community media publications in non-official languages in Canada cover irregular border crossings and how does that compare to coverage in English and French language media?
- *Computer Science*: How can artificial intelligence be leveraged to assist decision-making in the border control field in ways that are both efficient and procedurally fair?
- *Criminology*: How have militarized border control surveillance strategies migrated across major migration routes to the Global North?
- *Dance*: How can movement-based artistic interventions contribute to migrant justice advocacy efforts?
- *Disaster & Emergency Management*: How can we understand and predict international donor behavior in response to different forms of contemporary disasters that produce displacement?
- *Economics*: What impact do increases in undocumented migration levels have on the salaries of low-income workers with status?
- *Education*: In what ways do education practices need to be modified to respond to the challenging circumstances faced by undocumented migrant children?
- *Engineering*: How can modular building practices be developed to rapidly respond to urgent housing needs for large numbers of internally displaced people fleeing civil conflict?
- *Environmental Studies*: How will climate change lead to displacement, and what can be done to mitigate and respond to such displacement?
- *Equity Studies*: How do orientalism and racism intersect in contemporary rhetoric relating to multiculturalism and migration?
- *Film*: How have Hollywood representations of intersections between gender, race and migration status changed with the gradual increase of visible minority and women directors and producers?
- *Financial Planning*: How does dual-citizenship shape financial choices?
- *French Studies*: How have Ontario Francophone community organizations responded to increased Francophone migration from Africa?
- *Gender Studies*: How can feminist and anti-racist lenses be used to understand the agency of migrant women in responding to militarized, colonial and imperial violence?
- *Geography*: How have newcomers claimed space and power in suburban sites surrounding large cosmopolitan cities?
- *Health*: What strategies can hospitals and clinics use to serve clients who are low-income and not eligible for OHIP due to their immigration status?

- *History*: How were displacements caused by disasters responded to by pre-1951 international institutions and what resources may be available in those responses for thinking about contemporary environmental refugees?
- *Indigenous Studies*: What can be learned about norms regarding membership and migration by studying laws and practices in Indigenous communities?
- *Information Technology*: How can information technology be harnessed by community organizations assisting newcomers to Canada?
- *International Development Studies*: How have Global South regional migration frameworks responded to emerging migration crises, and what can be learned from those responses for broader international frameworks?
- *Kinesiology*: How do sports organizations run by newcomer ethnic or religious groups create a sense of community and belonging?
- *Law*: What remedies may be available in international legal instruments to assist migrant agricultural workers who are exploited or mistreated by their employers?
- *Literature*: How have tropes relating to migrants as vectors of disease featured in contemporary Canadian literature?
- *Logistics*: What can be learned from unique supply chains used by immigrant-family-owned businesses?
- *Management*: How can human resource management practices be updated to respond to the unique needs and skills of diverse newcomer employees in the GTA?
- *Music*: How can collective exercises in making music across diaspora groups be used to build migrant solidarity?
- *Performance*: How can virtual performance art practices be used to bring together communities divided by increasingly securitized borders?
- *Philosophy*: Can restrictive border and membership policies be normatively justified?
- *Political Science*: What is the relationship (if any) between the rise of ultra-nationalism and levels of migration in a given country?
- *Psychology*: What are best practices in responding to the mental health needs of resettled refugees in Canada?
- *Public Administration*: How should we structure and manage immigration decision-making?
- *Real Estate*: How do different types of migration flows impact housing costs?
- *Research Ethics*: How can research partnerships relating to forced migration that are funded by Global North funding institutions be structured to enhance the capacity and voice of scholars based in the Global South?
- *Religious Studies*: How have contemporary forms of religious sanctuary been deployed to assist migrants in Canada and the US?
- *Sexuality Studies*: How do refugee adjudicators assess the credibility of asserted sexualities and identities in refugee claims based on sexual orientation?
- *Social Work*: What are best practices in domestic violence shelters in relation to immigration status in the GTA?
- *Sociology*: How should we conceive of practices that produce non-citizenship and precarious status?
- *Theatre*: How might Antigone be reimagined as a story about undocumented migrants?
- *Urban Studies*: How do migration patterns shape the identity of neighbourhoods?
- *Work and Labour Studies*: How can Ontario's Employment Standards Act be revised to better protect migrants with precarious status?

Sent: Wednesday, November 06, 2019 9:59 AM

To: Carl S. Ehrlich, Chair, Academic Policy, Planning & Research Committee of Senate and Professor, Faculty of Liberal Arts & Professional Studies <info.univsec@yorku.ca>

Subject: feedback on UAP

Hi Carl

Unfortunately I am unable to join the live event tomorrow as I am travelling at that time.

I do have some suggestions however for the new UAP.

I believe that in order to achieve our aspirations of excellence we need to give more attention and value to teaching than we have in recent years.

I agree that as a comprehensive university we need to support and value research, but it should not be at the expense of our other key role, which is to educate our students.

So with that in mind I would like to suggest the following:

1. Positive incentives to encourage all who teach (CUPE and YUFA) to engage in teaching and learning related professional development. The Teaching Commons provides a wealth of advice and materials that is accessed by a very small proportion of the target audience. Those who do use it value it highly. Those who don't, do so for a number of reasons, a key one is time and the message from senior folk that teaching is not a highly valued activity.
2. The creation of a research unit to conduct high volume and high quality research into Teaching and Learning (often referred to as SoTL), specifically to gather data related to the metrics imposed by the Provincial Government. York is a huge university, we are not currently taking advantage of the opportunities we have for large scale research which could help us to improve our performance against the metrics and thus help our budget.
3. Taking a good look at T and P criteria for the Teaching Stream profs. Currently this is left almost entirely to individual departments. Since Teaching Stream appointments are relatively new in many departments and there are not many of them, decisions about criteria for T and P is left to those who are not necessarily familiar with the role. This has the potential to cause distinct inequities across the university with some departments demanding very different performance from colleagues that is required by others. Teaching Stream faculty are in danger of being isolated and regarded as less valued than prof stream. This is not a helpful or beneficial situation.

I have other ideas, of course, but these are top of my list!

Subject: FW: UAP Consultation
Date: December 17, 2019 9:00:23 AM

Sent: Monday, December 16, 2019 10:44 AM
To: info.univsec@yorku.ca

Subject: UAP Consultation

Good morning,

Following up on the UAP Consultation process, I'd like endorse the idea of a "Grand Challenge". Framing the UAP around a grand challenge would be an opportunity to unite and engage the community on a common goal, which could help to foster a better sense of community working towards a same goal/challenge. Furthermore, it could help differentiate York U from other HE institutions and have reputational benefits.

I'd like to suggest the "Grand Challenge" focus on sustainability / climate change which is the greatest grand challenge of our time. Additionally, sustainability is something that can apply to everyone and everything. The best approach could be the "Sustainable Development Goals Solutions " which is inclusive of climate change but also broader in scope --- people might have an easier time seeing themselves or how it applies to them.

A few notes for consideration:

- At the United Nations Climate Change Conference COP 25 – on December 10, 2019 there was a Call for All Countries to Commit to Climate Education by COP 26 (November 2020). "Italy and Mexico committed to stepped-up climate and environmental education in order to equip a new generation with the knowledge, awareness and skills needed to tackle climate change and other environmental challenges, and called on other countries to follow suit."

<https://unfccc.int/news/call-for-all-countries-to-commit-to-climate-education-by-cop26>

- Below is a link (from Australia/New Zealand) a guide on Getting Started with the SDGS in Universities

http://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf

- Focusing a Grand Challenge around environmental issues would also help to advance the goals within York University's Sustainability Strategy:

https://sustainability.info.yorku.ca/files/2017/11/17120-Sustainability-Strategy2017_FINAL.pdf?x50781

- One of our largest group of stakeholders are our future generations and environmental issues are becoming more and more important to them.

I am happy to further discuss further this opportunity.

Sent: February 2, 2020 11:11 AM
To: info.univsec@yorku.ca
Cc: Carl Stephan Ehrlich <ehrllich@yorku.ca>
Subject: UAP and challenges/opportunities for Glendon

Dear committee,

The idea of Grand Challenges isn't particularly relevant from the perspective of Glendon: we're a liberal arts college in the best tradition of this form of education. Reinventing the wheel or trying to invent new wheels is unnecessary and could be counterproductive.

In order to be the best possible liberal arts college, Glendon should be allocated the resources needed not only to survive but to thrive and return to what was envisaged at its founding: a true "Swarthmore of the North" -- or as close to that ideal as possible within the constraints of Ontario's public funding model and York's other priorities.

One of the distinguishing features of liberal arts colleges is a low student-faculty ratio, but Glendon's ratio has been allowed to worsen over the past three decades:

	faculty	students	ratio	
1985/86	125	1545	12.4	
1995/96	110	1737	15.8	
2011/12	95	2263	23.8	2163undergrad+100grad
2018/19	101	2046	20.3	1940undergrad+106grad

The declining enrollment of the past few years is a *good* thing from the perspective of the student-faculty ratio* but, to return to the liberal arts college norm, enrollment would need to continue dropping and/or faculty numbers recover to something like the early 1990s (in 1990/91 Glendon had 137 professors, compared with just 101 now -- and only 1437 students). Glendon's ratio now is worse than that of several Ontario universities, and far worse than that of US liberal arts colleges; at Amherst or Swarthmore or Williams the ratio is between 6 and 8; virtually all of the top 100 US liberal arts colleges (including public) are below 12 or 13, which is what Glendon's ratio was before the mid-1990s.

How has Glendon's ratio been allowed to worsen so much since then? One factor is that the number of administrator/staff positions grew while the number of professors declined. Far more significantly: Glendon is the only faculty that pays for campus costs in addition to space -- other faculties pay only for the space they use when they use it.

Once this campus cost inequity is fixed, Glendon's presumed deficit disappears. Campus costs are also an issue for Markham, and so should certainly form part of the next UAP.

Is it realistic for Glendon to return to its roots and compete with top US liberal arts colleges? Absolutely! Our top-notch professors, bucolic campus in midtown Toronto, and reasonable tuition+fees (certainly compared with that of US counterparts or Asian counterparts such as YaleNUS or Yonsei) means we should be very competitive for domestic and international students considering a liberal arts education.

...if only people knew about Glendon! Currently even well-educated parents and teachers in Toronto either don't know about Glendon or believe we're French-only; they have no idea that most Glendon students take most of their courses in English.

That the sole focus on French harms Glendon's recruitment not only domestically but also internationally is evident in the number of international (visa) students: Quick-Facts says that at Glendon this number went from 146 in 2011/12 to 233 in 2018/19. That's a nice little increase, but at LA&PS the number of visa students during the same period went from 2181 to 4105, from 10.5% to 23.7% -- almost double the proportion at Glendon, which remains stuck at 12.6%.

Getting Glendon to the same proportion of visa students as LA&PS could mean 100 students from the US (25 per cohort) plus 140 or so from other countries (35 per cohort, with focus on Latin America, Asia, and other places where parents value a liberal arts education in Canada's largest metropolis). That would be another way of eliminating Glendon's deficit, other than fixing the campus costs issue. Do both, and Glendon has a surplus which can be used to hire even more outstanding faculty, in a virtuous circle.

(It's important to emphasize faculty quality, mixing teaching with research. Top liberal arts colleges highlight their exceptional faculty, e.g. Amherst: "Amherst College faculty are foremost authorities in their fields, yet are exceptionally approachable. Our students work with them from their first year through graduation—and often beyond—to choose courses, conduct research and make career decisions." Williams: "Accomplished scholars," and "Outstanding teachers mentor students and include them as partners in original research, encouraging them to intensively engage with current problems and knowledge production in their fields. Our distinctive program of tutorials is one of the best known examples. Many Williams students co-publish papers or co-present with faculty, earn awards and fellowships, thrive in rigorous graduate programs or become skilled and accomplished professionals in their areas of focus." Glendon faculty can absolutely compare well, but not if the sole focus is teaching, to the exclusion of research: a distinctive feature of the best liberal arts colleges is in fact a heavy emphasis on research.)

Currently Glendon's advertising presents learning French as the key reason students should attend. That's a losing strategy, as the past few admissions cycles demonstrate. Repositioning Glendon as a "Swarthmore of the North" -- on par with e.g. Middlebury (2549 undergraduates, 311 academic staff, and renowned focus on languages, offering instruction in 11 foreign languages) -- could be combined with considering reopening the "English only" stream (allowing students to graduate from Glendon without necessarily attaining a certain level of French). Currently many Glendon students (who often enter under the assumption that they must become fluent in French) switch to Keele-based programs, or leave York entirely, when they face setbacks with their French.

Reopening the English-only stream would not only help retention and student quality (by limiting the number of students admitted in the English-only stream to a small overall proportion, we could admit only the best and brightest; it should be harder to enter through the English-only stream than through the regular bilingual stream, and we don't want so many English-only stream students that they threaten the status of French; if anything, English-only students should feel encouraged to take French once they arrive), but also massively help recruitment -- particularly in the US, Asia, and Latin America, where parents don't want to send their kids to learn French, but are very interested in liberal arts education in a global city like Toronto.

The creation of the Université de l'Ontario français offers Glendon the freedom to experiment with fostering student competence in languages other than French (e.g. Spanish, for which Glendon already has excellent resources; or other languages). Glendon should not try to compete with UOF (whose business model is based on attracting many francophone

students from Africa and elsewhere; as if students from those countries want to come to Toronto to learn in French: at most they want to learn in a bilingual environment; as the Toronto Star investigation of international students shows, the vast majority want to come to Canada to work after graduation, but not having competence in English limits options on the Ontario job market; anyway, fishing only in the same small pond won't meaningfully lead to new matriculations) but instead reinvent Glendon as a top-notch liberal arts college at which learning non-native language(s) is but one focus for students -- and subservient to the overarching goal of a top-notch liberal arts education.

* Those who cry crisis at Glendon's enrollment numbers should compare Glendon with LA&PS: Quick-Facts says that from 2011/12 to 2018/19 the number of undergraduate domestic (non-visa) Glendon students dropped from 2016 to 1707 (a drop of 15%) -- but in LA&PS they dropped from 19,418 to 13,365 (a drop of over 31%!). So Glendon is doing relatively quite well, despite being hampered by poor advertising and the perception that Glendon is only for French.

2 February 2020

Dear members of the Academic Policy, Planning & Research Committee,

As a full-time tenured faculty member at Glendon College, I would like to offer my input for the new University Academic Plan (UAP).

With respect to the Glendon situation, I think there are two main challenges:

1. First of all, the infrastructure is crumbling, and basic maintenance services seem to have been cut drastically in the last several years. It is hard to attract students to a campus where there are persistent water leaks through the ceiling in the main building (York Hall), garbage is sometimes not collected for weeks, the floors are often dirty, sometimes there is no water running in the washrooms, and so on. Apparently, we have only one plumber on campus, and custodial staff has been reduced to the point where basic services are neglected. While this may save some money in the short run, it is short-sighted in the longer run and contributes to making the campus less functional, less attractive, and less viable. Glendon is the only faculty, to my knowledge, that pays its own campus maintenance costs, and this is a fundamental problem that greatly contributes to our budget deficit and leads to the drastic cost reduction measures mentioned above. Increased support from Keele for the Glendon campus would go a long way to alleviate these problems and improve the quality of life for Glendon students, faculty, and staff.

This would also eliminate the need to consider some ill-advised plans to sell parts of our beautiful Glendon campus for all sorts of purposes barely related or unrelated to academic matters. Such plans would inevitably lead to the destruction of large parts of the Glendon woodlots and natural environment and make the campus less attractive for students, as well as lead to bad publicity and potential conflicts with the Toronto and Region Conservation Authority and local residents. We are the custodians of this beautiful campus and the nature surrounding it, and we should preserve it for future generations. Selling parts of the campus would be a desperate and short-sighted measure caused by financial pressures and would likely lead to Glendon's eventual demise and the permanent destruction of a valuable part of the city's natural heritage.

2. Secondly, but just as importantly, even though the vast majority of our students are not francophone students (as far as I know) and most of our courses are taught in English, there is the perception that Glendon is a French only institution. This perception is inaccurate and harmful to student recruitment efforts. Glendon is bilingual (or even multilingual, since courses are offered in other languages, including Spanish), and, again, most of our students take most of their courses in English. The emphasis on French in advertising campaigns is clearly not working, overall, and most likely keeps many more students away from Glendon than it attracts. In the academic programs I represented over the years, as Program Coordinator, we usually have very few students in the French language courses and very good enrollment in the many more English language courses we offer. As far as I know, the same situation exists in several other programs at Glendon. This is not at all surprising, or it shouldn't be, judging by the

location of our college, in the middle of the multicultural city of Toronto. The emphasis on French hurts not only student recruitment at Glendon, but also student retention. Over the years, I witnessed firsthand how some of our very best Glendon students switched to programs at Keele or other universities in southern Ontario, when they found that the French language requirement could not be met.

As a result, I would suggest an English-only stream at Glendon, which would greatly help academic programs not directly connected to French. This would help us attract and retain many more local and foreign students, and lead to healthy enrollment numbers. One of the most frequent concerns I hear about from prospective and current students and their families is about the French language focus at Glendon. In my opinion, the number of students concerned about the French language requirements at Glendon far exceeds the number of students who may consider coming to Glendon because of the French language requirement. We often have courses in French with two or three students, and we are not allowed to replace them with similar courses in English, even though we know that the courses in English would have full or nearly full enrollment. This is an unsustainable and illogical situation. The fact is that the demand for French language education in this region seems to be consistently very limited. The recent approval of the French only university in Toronto will clearly reduce the already small number of francophone students at Glendon even further. In addition, it seems obvious that most francophone students would not choose to come to Toronto if they wanted to study in French.

The solution, therefore, would seem to be to relax Glendon's French language requirements and allow English only academic streams in most of our programs. Glendon can remain a center of excellence for French Studies, Translation, and so on, but for the other programs (such as Biology, Mathematics, Economics, and so on) the French language requirement can be eased somewhat and we should have a bilingual stream and an English only stream. This would greatly help both recruitment and retention, as discussed. Although these types of figures are hard to obtain from the administration, according to the figures I saw, and information given by the previous Glendon administration, 75% to 80% of Glendon students are not francophone students. Thus, advertising campaigns for our college and programs offered at our college should reflect this reality and better serve the community that surrounds us, rather than maintaining the current course, which seems to lead us to reduced enrollment and increased costs due to costly recruitment campaigns in far away places and associated staff and translation-related costs.

York should be allowed to develop into a fully comprehensive university. Since York is already known for its arts programs, additional emphasis should be placed on the development of science and engineering programs, which, as far as I know, attract consistently higher numbers of students and have sustained healthy enrollment even during periods of reduced enrollment overall. Biology in particular seems to be the most popular of the sciences at universities in Ontario, according to the information I received. As a result, the presence of relatively new programs such as Biology at Glendon should be encouraged and represents the type of program diversification Glendon needs.

Finally, I am not convinced that the Grand Challenges initiative is all that useful overall. Rather than spending a lot of time and energy with these types of new public relations campaigns every few years, I think we should focus on improving our university's reputation by enhancing the quality of, and support for, our research, teaching, and infrastructure. Rather than fancy slogans, we should just offer realistic advertising of some of our genuine achievements in research and teaching. I also think the bureaucracy at York is much too large and seemingly getting larger and more complicated all the time. Even for simple requests we often have to deal with several offices and we are redirected from one office to another. Streamlining this bureaucracy, while keeping the focus on what a university should be primarily doing - teaching and research - should be the goal of any university-wide plan.

Thank you. Best regards,

Sent: February 3, 2020 12:17 PM

To: info.univsec@yorku.ca; Carl Stephan Ehrlich <ehrllich@yorku.ca>

Subject: Feedback about UAP

Thank you for soliciting our feedback about the UAP and the idea of Grand Challenges.

The capstone network that Dance professor Danielle Robinson from LA&PS and engineering professor Franz Newland are pioneering to forge links for students and professors across faculties and construct multidisciplinary approaches to "problem solving in the real world" could be a huge asset for underscoring the continued relevance and importance of humanities and social sciences for training the next generations of professionals. It could also serve to help balance recruitment and resources across the sciences and humanities/social sciences at York. A recent graduate of Glendon's History BA, currently pursuing a degree in disaster management, like the students that Danielle and Franz are overseeing, are all noting that it is dangerous to undertake projects with a purely technological/engineering approach without analyzing political, economic, social, and environmental context; as one of the participants at the capstone network presentation noted, a recent job advertisement for a position in Barrie called for "higher math skills, knowledge of environmental legislation, social science knowledge, and communication skills." By creating spaces where students from different disciplines and faculties work together, we can genuinely show students and parents that students can (and should) follow their strengths and interests, and that they will be able to contribute this knowledge and skill set for jobs that are in many different fields. Glendon can thrive in this environment with its LAPS partners. And now, I am taking the liberty to second my colleague William Maas's powerful argument for the direction Glendon should be pursuing, quoting directly: Is it realistic for Glendon to return to its roots and compete with top US liberal arts colleges? Absolutely! Our top-notch professors, bucolic campus in midtown Toronto, and reasonable tuition+fees (certainly compared with that of US counterparts or Asian counterparts such as YaleNUS or Yonsei) means we should be very competitive for domestic and international students considering a liberal arts education.

...if only people knew about Glendon! Currently even well-educated parents and teachers in Toronto either don't know about Glendon or believe we're French-only; they have no idea that most Glendon students take most of their courses in English.

That the sole focus on French harms Glendon's recruitment not only domestically but also internationally is evident in the number of international (visa) students: Quick-Facts says that at Glendon this number went from 146 in 2011/12 to 233 in 2018/19. That's a nice little increase, but at LA&PS the number of visa students during the same period went from 2181 to 4105, from 10.5% to 23.7% -- almost double the proportion at Glendon, which remains stuck at 12.6%.

Getting Glendon to the same proportion of visa students as LA&PS could mean 100 students from the US (25 per cohort) plus 140 or so from other countries (35 per cohort, with focus on Latin America, Asia, and other places where parents value a liberal arts education in Canada's largest metropolis). That would be another way of eliminating Glendon's deficit, other than fixing the campus costs issue. Do both, and Glendon has a surplus which can be used to hire even more outstanding faculty, in a virtuous circle.

(It's important to emphasize faculty quality, mixing teaching with research. Top liberal arts colleges highlight their exceptional faculty, e.g. Amherst: "Amherst College faculty are foremost authorities in their fields, yet are exceptionally approachable. Our students work with them from their first year through graduation—and often beyond—to choose courses, conduct research and make career decisions." Williams: "Accomplished scholars," and "Outstanding teachers mentor students and include them as partners in original research, encouraging them to intensively engage with current problems and knowledge production in their fields. Our distinctive program of tutorials is one of the best known examples. Many Williams students co-publish papers or co-present with faculty, earn awards and fellowships, thrive in rigorous graduate programs or become skilled and accomplished professionals in their areas of focus." Glendon faculty can absolutely compare well, but not if the sole focus is teaching, to the exclusion of research: a distinctive feature of the best liberal arts colleges is in fact a heavy emphasis on research.)

Currently Glendon's advertising presents learning French as the key reason students should attend. That's a losing strategy, as the past few admissions cycles demonstrate. Repositioning Glendon as a "Swarthmore of the North" -- on par with e.g. Middlebury (2549 undergraduates, 311 academic staff, and renowned focus on languages, offering instruction in 11 foreign languages) -- could be combined with considering reopening the "English only" stream (allowing students to graduate from Glendon without necessarily attaining a certain level of French). Currently many Glendon students (who often enter under the assumption that they must become fluent in French) switch to Keele-based programs, or leave York entirely, when they face setbacks with their French.

Reopening the English-only stream would not only help retention and student quality (by limiting the number of students admitted in the English-only stream to a small overall proportion, we could admit only the best and brightest; it should be harder to enter through the English-only stream than through the regular bilingual stream, and we don't want so many English-only stream students that they threaten the status of French; if anything, English-only students should feel encouraged to take French once they arrive), but also massively help recruitment -- particularly in the US, Asia, and Latin America, where parents don't want to send their kids to learn French, but are very interested in liberal arts education in a global city like Toronto.

The creation of the Université de l'Ontario français offers Glendon the freedom to experiment with fostering student competence in languages other than French (e.g. Spanish, for which Glendon already has excellent resources; or other languages). Glendon should not try to compete with UOF (whose business model is based on attracting many francophone students from Africa and elsewhere; as if students from those countries want to come to Toronto to learn in French: at most they want to learn in a bilingual environment; as the Toronto Star investigation of international students shows, the vast majority want to come to Canada to work after graduation, but not having competence in English limits options on the Ontario job market; anyway, fishing only in the same small pond won't meaningfully lead to new matriculations) but instead reinvent Glendon as a top-notch liberal arts college at which learning non-native language(s) is but one focus for students -- and subservient to the overarching goal of a top-notch liberal arts education.

Subject: Re: Feedback re UAP
Date: November 25, 2019 3:14:43 PM

Thanks for the opportunity to provide feedback at FAC today on the UAP.

If you are looking for big themes at York, I would say that Social Justice, Interdisciplinary, Diversity are the key things that come to mind when I think about York.

Practically speaking, as I mentioned today, I think the University needs to spend some time prioritizing internal institutional issues, rather than (or in addition to) attempting to think about big picture challenges. Among the internal institutional issues that need to be addressed includes: dysfunctional labour relations, doing something meaningful about our heavy resort to precarious labour, building relationships and confidence as between administration and stakeholders, creating a culture where faculty are keen to take on administrative roles, thinking about freedom of expression on the one hand and ensuring productive learning and working environments for marginalized groups on the other hand, figuring out how to pursue institutional objectives with a decentralized budget model, figuring out how to do evidence based decision-making in our internal processes, coming up with metrics that we're enthusiastic about for measuring our teaching research and service, ensuring accessibility, etc, etc.

As far as grand challenges go, given where York is situated, given who our students are, and given some of our past research strengths, in my view York should attempt to grapple with challenges related to international migration. We should do so in our teaching (e.g. students without status, refugee students via WUSC, our campus in Kenya via BHER, international students coming to York as a means of immigrating) and we should do so in our research (studying migration, attempting to come up with evidence based policies to respond to migration using interdisciplinary research). This is an objective that engages so many university departments and faculties – law, education, environmental studies, geography, equity studies, sociology, anthropology, politics, health, theatre, business, communications, etc, etc, etc. And I think this is something that York has the depth of faculty and other tools to pursue successfully.

Another grand challenge is how artificial intelligence is transforming so many fields.

And of course climate change.

And responding to colonialism and thinking about Indigenization.

Hope that helps.

**University Academic Plan
Submission for Consideration of the APPRC**

Date: November 22, 2019

Introduction

When I think about an academic plan that can take this university into the next quadrant of this century, a few important trends come to mind:

1. OECD statistics show that more people are participating in tertiary education, worldwide but there is still much room for growth. Most of the growth has been spurred by the attainment of bachelor's degrees
2. The pace of change in technology, culture, economies and more has meant that people must refresh or gain new skills throughout their lifetimes to remain employed and productive
3. Navigating education remains a challenging and complex experience for learners, especially adult learners and those who are mobile, globally. Ensuring education is meaningful, relevant and has integrity is critical.

Given the trends, York University is in a unique position to harness the strong foundations we have and to collaborate to focus the university as a destination for the Global Lifelong Learner.

What is a Global Lifelong Learner?

A global lifelong learner:

- Recognizes that learning does not stop with the completion of a discrete 4-year period in our youth but is something that we engage in throughout our lives
- Understands that relevant learning requires an environment where one can interact with and learn from academics engaged in the research to provide a learning experience with integrity
- May have experience with education world-wide, either prior to coming to Canada or beyond during their lifetime, which can be brought to the learning experience at York
- Integrates their learning with work and life experience locally and globally
- Has interests and passions that change and evolve throughout their lifetimes and which may co-exist with each other both in their work and in their personal lives

How Does a University Support Global Lifelong Learners?

Policies: with policies that recognize the mobility of education and that support the transferability of knowledge that may come from disparate sources worldwide

Innovative Programs and Credentials: embraces the notion of creating credentials that are beyond the traditional 4-year degree and 2-year masters for example laddered credentials, micro-credentials, concurrent degrees and cooperative programs with non-traditional places of learning.

Offering Learning in Flexible Time-Frames and Formats: think beyond a traditional 12 week learning period with 4 weeks of exams and develop short-burst modular learning to increase the ability for adult learners to engage with a formal educational institution while they work and pursue other interests.

Higher Education for Non-Academics: enable lifelong learners to learn and contribute at a post-graduate level outside of the traditional full-time research-based degrees. Create mechanisms and credentials for engaged learners to research, publish and contribute to knowledge-building while engaged in careers outside academia.

Some Practical Strategies and Tactics

So what are some ways we can support these principles and goals through our processes and systems in the next five years?

1. Engage meaningfully and tangibly in the global initiative to build the comprehensive learner record (<https://www.aacrao.org/signature-initiatives/comprehensive-learner-record>). As a goal for the university, create the policies, data, tools and systems to enable learners at York to recognize and assemble all the various types of knowledge and learning achieved at York and beyond.
2. Focus on enhancing the graduate learner experience: create programs to ensure the university has the mechanisms and tools to support graduate programs and graduate learners in professional, non-professional and research-based graduate programs. Create a consistent model of delivery and support for graduate students.
3. Establish the policy and systems infrastructure to deliver programming in innovative, flexible formats. Programming such as part-time graduate degrees, credential laddering, different scheduling models, co-registrations, outcome-based assessments, etc., require the systems and tools in order to be scalable.
4. Know the Learner: ensuring we have the structure and mechanisms to know who our learners are and what they need now and in the long run.
5. Curriculum Management: being focused on the building blocks of our curriculum; how can we better understand what we do and how we can remain learner-focused.
6. Assessment Systems and Policies: develop the policies and systems infrastructure to provide student feedback and evaluation that goes beyond the traditional practices of grades and GPA's.

Conclusion

Culturally, it may be challenging within a 5-year time frame to shift norms and expectations about what a credential with integrity and relevance might look like outside the usual 4-year bachelors followed by a master's degree. However, York University can position itself to be ready to launch and implement new and innovative ways for learners to access education throughout their lives. And to access education that complements their previous educational experiences as well as their current lives, interests and needs. York can be ready to support lifelong learners by ensuring cross-divisional cooperation, investing in the right technology and opening up policies and practices to be more flexible towards different models of delivery and credentialing.

The Grand Challenge

How do we create a culture that opens the path for students, faculty and staff to flourish and thrive in the quest to solve the Grand Questions?

In York's quest to embrace and tackle Grand Questions and create Grand Opportunities in doing so, a culture must exist to provide a foundation where students, staff and faculty can flourish and thrive. To be open and receptive to tackling challenging topics, polarizing subject matter and to stretching your own personal lens community members must feel safe, confident, resilient and persist in the face of failure and opposition. These core elements create the environment to empower transformational learning, teaching and research.

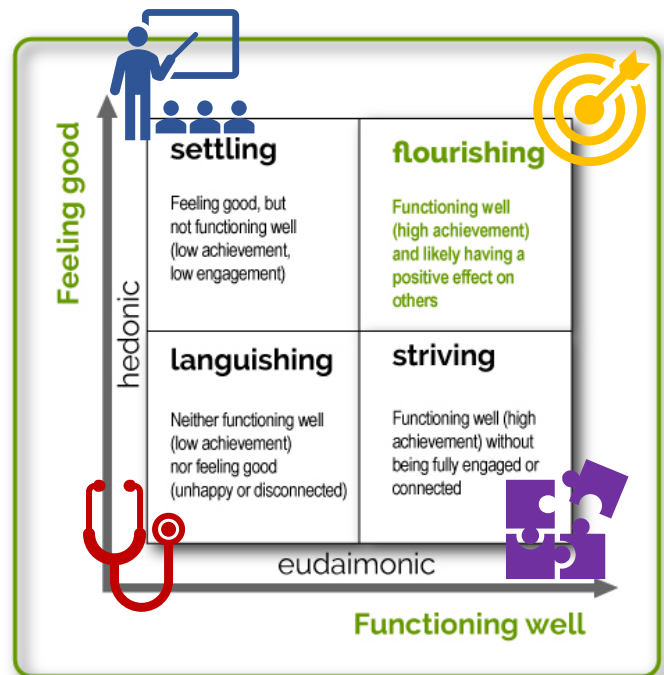
It is no coincidence that the traits necessary to accomplish this are directly aligned with a state of well-being.

Our approach to well-being and mental health has been scattered and ineffective. The number of individuals reporting mental health challenges and who are struggling continues to rise as demonstrated by numerous points of data. The very student that we serve has changed dramatically and is now less engaged and more anxious than previous generations. Technology has created an isolated generation that has substituted on-line interactions for real physical interactions. Today's students are less prepared to have meaningful conversations that challenge their beliefs and stretch their ideals and are far quicker to react negatively to ideas and conversations that offend them and challenge their ideas.

Creating an environment that eases the increase in mental health challenges, provides greater connections, engagement, access, and clearly outlines expectations and accountabilities gives all community members a grounding from which to grow, feel safe and connected and begin to shift into a state of flourishing.

York needs to redefine well-being and create a culture where a broad perspective about well-being underpins all that we do. Well-being is no longer about taking personal ownership over healthy eating and exercise. It must be about so much more – creating an environment where people feel connected and supported, where they know what's expected of them, and know that there are options about stressors and life events that impact their ability to meet deadlines, complete work and attend class. It is about examining university policies and processes to make allowances that can alleviate stress, make things simpler, and are clearly well defined.

Only a multifaceted approach to embedding well-being will create the culture necessary to allow people to tackle grand challenges and turn them into grand opportunities.



1. MachForm Received November 6, 2019

1. What do you see as York's greatest values?

It's interdisciplinary, its accessibility, its striving for excellence and belief in ethics and justice.

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Managing better its natural and building resources to maximize support for excellence in teaching spaces, not just for research. Explaining more clearly the steps being taken to address the extreme decay and decline of most areas in older buildings on the Keele Campus. Planning and executing a vigorous cleaning, renovation and redesign of classrooms as priorities for any capital investments. Much has been done to provide more meeting spaces for students, but students often comment to me about the poor quality, design and state of desks in classrooms in rooms we are often assigned for our courses, such as in Stong College (where the desks are at an angle and do not accommodate textbooks or writing materials or laptops, and there are too many desks in each room, and there is inadequate screens for projecting a large enough image), Ross Building (with similar desks as mentioned and computer carts duck taped to the floors), Calumet (similar issues and awkward positioning of computer controls) and even Accolade West, where the screens are too high for the size of the room, and there is insufficient blackboard space.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that

Yes, this would be more inspiring and perhaps allow for more creative and lasting changes to occur that make real change and are of true benefit for all York U community members.

reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Yes, integrating more fully the international aspects of the curriculum by going it "teeth", i.e. making the adoption of an internationally significant language a requirement for ALL students. Giving communities a greater stake in the success of students and faculty by creating a centre of community engagement that assists with all levels of organizing, hosting and networking with community organizations, government consular offices and provincial and federal government offices, to make it less ad hoc and more integrative.

5. How might we best advance the teaching mission of the University over the next 5 years?

Provide excellent teaching spaces: fully operational e-classrooms with state of the art equipment, welcoming spaces and colours in each room, and with enough rooms to

accommodate the amount of courses at the university, and the excellent in teaching strategies that already exist, but that are being strangled in the efforts to deliver the content in the best possible way for our students. Provide each program with equitable teaching spaces. Make clear how classroom allocations are made; allow instructors to have more power over where they teach, including an online system to allow each to choose their classroom locations, depending on each course's learning objectives and methodology.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

Provide better and more welcoming spaces for research, scholarship and creativity--renovating offices and washrooms--and making accessible greater support for field research, and solitary research, that is currently underfunded. Creating a new centre for creative projects, where all can be highlighted on an ongoing basis, rather than have to depend on an over-utilized central space planning system that is onerous and unfriendly. Also, providing greater support for promoting the projects underway, other than the Y-File bulletin, which seems to favour certain faculty members and programs over others.

7. How might we best advance student success over the next 5 years?

By equipping teaching faculty members with better resources to teach them. This is our number 1 goal and priority at an institution of higher learning, thus teaching must receive the greatest funding, and be a top priority. Create state of the art and beautiful spaces for faculty and students, and peer tutoring of students, and meeting with external community members to interact in a more positive way. The New Student Centre provided some extra space, but even it is already over booked. Space is the key issue. Pride of place, is at stake. At present, the campus is unfriendly, difficult to navigate by visitors and those of us who work or study on the Keele

campus, and there are few inspiring design spaces to uplift the spirit at this location.

8. How might we best advance community engagement over the next 5 years?

Create a centre for community engagement on Keele campus and rent several other locations downtown Toronto, to engage more fully where the greatest number of GTA people live and work. Reach out more fully to these communities by going to them, rather than just expecting them to travel to us. The campus, as mentioned above, is found to be very difficult to navigate, especially for older or accessibility-dependent members of the external community.

2. MachForm Received November 8, 2019

1. What do you see as York's greatest values?

Accessibility

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Bridging the connection between PSE and employers. Addressing the challenges of the Future of Work. Helping to create well-balanced employees of the future with strong transversal skills and technical skills. Creating pathways for liberal arts grads into diverse careers, including technical and design careers.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities.

Not sure of the point.

They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve? Environmental concerns
Response to the Future of Work

5. How might we best advance the teaching mission of the University over the next 5 years?

Ensure that we are teaching and helping students convey their skills in soft skills as well as technical skills. Ensure they are getting what they need to be employed and have the tools to communicate their skills.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

7. How might we best advance student success over the next 5 years?

8. How might we best advance community engagement over the next 5 years?

Begin to work more closely with employers to understand their current and future needs so that we can adapt our programs, develop new programs, and equip our students to communicate their fit.

3. MachForm Received November 13, 2019

1. What do you see as York's greatest values?	Diversity / position on the edge of Canada's largest city / accessibility with public transit / faculty and students / young minds poised for change
2. Describe the greatest opportunities for York that should inform the next University Academic Plan.	saving our planet / enriching our cultural life together / communicating and problem solving
4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?	Cultural understanding through the Arts
5. How might we best advance the teaching mission of the University over the next 5 years?	We must hire more professors since a wave of retirements is coming
6. How might we best advance research, scholarship and creative activity over the next 5 years?	More time release for research and funds to support it
7. How might we best advance student success over the next 5 years?	A better student to prof ratio - mentorship on a personal level
8. How might we best advance community engagement over the next 5 years?	bring the city to York, and York to the city. AMPD is poised to tour musical performances throughout the GTA - but financial support is needed for planning and implementing such events.

4. MachForm Received November 15, 2019

1. What do you see as York's greatest values?

-the diversity of its students, staff, faculty
-dedication to research, innovation, social justice inquiry

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand

Yes. There are several to choose from.

-Student financial assistance/scholarships/work integrated learning

We're seeing more and more students face difficulties in financing their education. In particular with international students who pay a high tuition to begin with and then have very limited if any, scholarships and bursaries to apply for. If we are truly an access university that values diversity and wants to be welcoming to international students, it's important that we work to provide financial aid options for international students. We have also increased our desired international student enrollment targets. To make York a desirable destination for great, high achieving international students, we must provide scholarships for them so that cost is less of a barrier.

-Equity and Inclusion

We tout diversity as being a value of York. And by virtue of our institution's location and mandate, our diversity is strong. However, if we were to ask any student who is in an equity seeking group ie. racialized/queer/person with a disability/and more, they might not say they feel included or that they are valued in the same way a "Canadian" or white, able-bodied, cis/straight student is. If we are truly dedicated to social justice, we can't only be doing research on this field. There are many policies, procedures and practices at York that could be changed to be more inclusive and equitable. There are many staff and faculty that need more training and empathy for students that

upon your response in the space below.

are different from them and to understand how their services, the way they teach/grade/treat students, what they assume about students and culture impact the student as an individual and the community at York. This has larger implications as our students will graduate and either not challenge social/cultural/systemic norms in the world or continue to perpetuate them. York must do more to change its own systemic racism/ableism/heterosexism/xenophobia in order to have an impact on its students, staff, faculty and the rest of the world.

5. How might we best advance the teaching mission of the University over the next 5 years?

Stop only touting our good rankings. Be frank about our significant drop in rankings and address this face on. If we cannot change our rankings, we will not be able to attract world class faculty or partner with the best institutions around the world. If we are truly an access university, our faculty, teaching, facilities, research should be world class and those students who may not otherwise access post-secondary should have this kind of education available to them through our institution.

7. How might we best advance student success over the next 5 years?

Focus on the experience outside of the classroom as well as inside. York is a high commuter campus yet we do not have great physical spaces for students to engage and connect. We have open spaces like Vari Hall, Central Square. But we should have spaces that are staffed with student leaders who work to build community and foster connections between students. This will inevitably foster a sense of belonging for our students, which will increase their academic success. Focusing on physical space as a driver for student success will mean creating common areas, "home away from home" spaces (refer to Collegia spaces at UBC Vancouver and Okanagan campuses, Trinity Western University and many US colleges), spaces designed to

facilitate dialogue amongst students around current issues. These kinds of spaces will create greater campus engagement, resulting in a livelier campus that fosters a great sense of belonging for more students. And students who feel like they belong will feel safer to pursue their studies and seek out help and support when they need.

Also in terms of physical space, we need to have better spaces for our student services. Having York International, the Career Centre, SCLD and others tucked away so that it's hard to find these resources doesn't support students. Make these and other resources front and centre or at least very accessible.

We need to acknowledge our rankings again. We scored very poorly in the Maclean's rankings and our graduation rate, as reported by Globe and Mail, is one of the lowest in the province. If we ignore these rankings and only focus on and talk about the ones where we did well, we won't do anything about them. Our student satisfaction ranking was incredibly low. Yes, some of it may have to do with the strike but I am certain that other factors play into this ranking. If we don't look at what exactly students are not getting from York, we will not be actively contributing to student success.

5. MachForm Received November 25, 2019

1. What do you see as York's greatest values?

Social Justice, Interdisciplinary, Diversity are the key things that come to mind when I think about York.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

I think the University needs to spend some time prioritizing internal institutional issues, rather than (or in addition to) attempting to think about big picture challenges. Among the internal institutional issues that need to be addressed includes: dysfunctional labour relations, doing something meaningful about our heavy resort to precarious labour, building relationships and confidence as between administration and stakeholders, creating a culture where faculty are keen to take on administrative roles, thinking about freedom of expression on the one hand and ensuring productive learning and working environments for marginalized groups on the other hand, figuring out how to pursue institutional objectives with a de-centralized budget model, figuring out how to do evidence based decision-making in our internal processes, coming up with metrics that we're enthusiastic about for measuring our teaching research and service, ensuring accessibility, etc, etc.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

As far as grand challenges go, given where York is situated, given who our students are, and given some of our past research strengths, in my view York should attempt to grapple with challenges related to international migration. We should do so in our teaching (e.g. students without status, refugee students via WUSC, our campus in Kenya via BHER, international students coming to York as a means of immigrating) and we should do so in our research (studying migration, attempting to come up with evidence based policies to respond to migration using interdisciplinary research). This is an objective that engages so many university departments and faculties – law, education, environmental studies, geography, equity studies, sociology, anthropology, politics, health, theatre, business, communications, etc, etc, etc. And I think this is something that York has the depth of faculty and other tools to pursue successfully.

Another grand challenge is how artificial intelligence is transforming so many fields.

And of course climate change.

And responding to colonialism and thinking about Indigenization.

6. MachForm Received November 28, 2019

1. What do you see as York's greatest values?

N/A

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

- Automatically enroll all incoming students into O-Week (allow students to opt-out, if desired)
- promote the College Councils much more on campus (ie greater advertising, mandatory opt-out frosh instead of opt-in, etc).
- All undergraduate students should be automatically added to the email list of their College Council to receive important updates re: general meetings, upcoming events/trips, intramurals, & registration for becoming an Orientation Leader.

As an alumnus & past student leader on campus, I believe that the College Councils are York's greatest student engagement assets. Most students don't know how to get involved with their College Council, the events they are planning, etc. Based on my experience at York, I believe that only 5% of undergraduate students are actively involved with their College Council. Increasing student involvement with the College Councils will improve student engagement, student satisfaction, & mental wellness on campus.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission

N/A

and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

N/A

5. How might we best advance the teaching mission of the University over the next 5 years?

N/A

6. How might we best advance research, scholarship and creative activity over the next 5 years?

N/A

- Automatically enroll all incoming students into O-Week (allow students to opt-out, if desired)
- promote the College Councils much more on campus (ie greater advertising, mandatory opt-out frosh instead of opt-in, etc).
- All undergraduate students should be automatically added to the email list of their College Council to receive important updates re: general meetings, upcoming events/trips, intramurals, & registration for becoming an Orientation Leader.

7. How might we best advance student success over the next 5 years?

As an alumnus & past student leader on campus, I believe that the College Councils are York's greatest student engagement assets. Most students don't know how to get involved with their College Council, the events they are planning, etc. Based on my experience at York, I believe that only 5% of undergraduate students are actively involved with their College Council. Increasing student involvement with the College Councils will improve student engagement, student satisfaction, & mental wellness on campus.

8. How might we best advance community engagement over the next 5 years?

N/A

7. MachForm Received December 4, 2019

1. What do you see as York's greatest values?

I would LIKE to see high academic standards, as one would assume befits a university, but at least among the many students, both majors and non-majors, I have taught over more than twenty years, the standards have been steadily declining, often to the point of incredulous despair.

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Given the crippling restrictions of the SHARP budget, which has resulted in so many courses being cancelled, it is difficult to think in terms of opportunities.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across

I think it should be based on academic standards. There is no reason to exclude the (grandiosely named) "grand challenges", which should follow naturally if standards are high. If faculty and students are working at a high level, then pressing issues should naturally be part of the concerns. If research and communication standards are low, then the thinking around challenges is likely to be - well, challenged. Note that my teaching field is music, which includes writing related to anthropology and other social sciences. Things may well be different in applied sciences, mathematics, and other fields. I do have many students from these fields in my non-majors courses, and they may well do far better in their majors than in my classes, but even taking this into account, the level of the students' work over the years has very, very seriously declined.

institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

It seems clear that the expected answer is "yes". Mine is, I really can't say.

5. How might we best advance the teaching mission of the University over the next 5 years?

Keep standards high.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

From a personal perspective, several colleagues, and I myself, are kept in sessional faculty precarious employment while people with no doctorate, and sometimes even no master's, are tenured faculty and in a few cases even Chair. I am far from the only one with an international record of publication, keynote lectures and so on, which we have maintained in spite of York's treatment of us. It would help to look at which sessional faculty members should really be in at the very least the Alternative Teaching Stream. We are people who could have been advancing York as a key player in our disciplines all these years, rather than struggling to make basic ends meet while carrying out research projects without York's help, and without sabbaticals. Our expertise has been ignored in curriculum development and thesis supervision - in my department at least, also placing too many burdens on tenured faculty who then need to take on too much dissertation and thesis supervision work.

7. How might we best advance student success over the next 5 years?

It depends what is meant by "success".

8. How might we best advance community engagement over the next 5 years?

It depends what is meant by community engagement, and which communities. Allowing virulently anti-Israel student clubs and activities - and I would say the same for groups who were against any one country or group - is not helpful for community engagement in some communities, but may well attract others. That may not be a very diplomatic thing to say but after these many years at York - starting in 1990 - beating around the bush does not seem to be a particularly useful approach.

8. MachForm Received December 5, 2019

1. What do you see as York's greatest values?

dedication to social justice, equity, access, excellence, and interdisciplinarity

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Recruit York's historic strengths as a university with focus in arts, humanities, and social science to contribute to urgent social needs to defend basic values that are being eroded: pro-social values; trust in scientific knowledge, logic, and critical thinking; human empathy (including empathy for the non-human); and understanding and respect for history; populist deference to dangerous charismatic authority. Even challenges that appear to be in the realm of science (climate change, artificial intelligence, digital technology) require attention to humanistic perspectives: how can we get people to recognize the truth of and impact of climate change when it is a slow motion crisis?; how can we think through the impacts of AI for labour, creativity, and empathy?; how can we ensure that the sometimes welcome leveling effect of digital technologies do not obviate human differences and histories of oppression (e.g. considerations of gender, race, and culture)? The main point is that York needs to continue to defend values that we sometimes take for granted--in short, perhaps less emphasis on 'innovation' and more on defending basic values intrinsic to the university: knowledge, literacy, creativity, history, critical thinking, understanding difference.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from

Maybe--but as I say above, the grandest challenge may be defending the basic mission of the university: the importance of evidence- and logic-based knowledge while maintaining respect and integration of emotional intelligence. I worry that the Grand Challenge may be too much of a blunt instrument for such a large and diverse university.

York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Toronto's emergence as the 4th largest city in North America, for starters, and the local communities (including around York) around us: our diversity is (another!) strength.

5. How might we best advance the teaching mission of the University over the next 5 years?

More investment in basic academic skills, esp at UG level: literacy, logic, critical thinking, organizing writing (including digital writing), mobilizing evidence, close reading and contextual reading

6. How might we best advance research,

Continue to support and expand the largest body of researchers at York: graduate students. Support, with specific and not just generic

scholarship and creative activity over the next 5 years?

programs, the recruitment and development of BIPOC and gender-diverse scholars and teachers.

7. How might we best advance student success over the next 5 years?

Support for mental health and grounding in basic academic skills: the tough stuff that requires time and teaching resources.

8. How might we best advance community engagement over the next 5 years?

Continue to support KMB in research; experiential education for students; more pride among York community as we represent ourselves.

9. MachForm Received December 12, 2019

1. What do you see as York's greatest values?

inclusivity, diversity, social justice, forward-thinking, open

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

reputation and

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex

Yes because it would give the university focus and clarity on where we should put our efforts and make it easier to communicate them in a meaningful way. Also will help with communications and further defining our story. By nature, it will bring together diverse perspectives from across Faculties and give our students and profs/researchers a sense of pride in contributing to these challenges. Would be fantastic to also deliver on our EE promise in these areas where possible.

societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

here are the 3 challenges:

1) Climate action - THE Impact rankings - we did well 14th globally, 4th in Canada, new Faculty of Environmental studies (whatever the name is), research leadership (Eco footprint, ADERSIM, etc) and expand on partnerships with NGO's and government to further create an impact in this area. To attract Gen Z, we need to be in this conversation and show a commitment

2) Social inequality - this is what the university is based on, building awareness and addressing social inequality locally (Jane and Finch), gender-based, across the globe (critical disabilities studies),

3) Humanizing Artificial Intelligence - this is one of our major strengths in bringing the human aspect to technology and where we can make a difference in this growing field. It also shows forward-looking etc.

How we do it (the York way)- Better together - exceptionally diverse community working together internally and externally with partners, research

that builds awareness and tackles solutions, welcoming and inclusive environment, engaged and hard working students that get a high quality education with meaning and purpose and can graduate with a sense of purpose.

-

5. How might we best advance the teaching mission of the University over the next 5 years?

Make C4 Capstone course a mandatory course for students that tackle one of the above grand challenges. Like Waterloo owns Co-op, could York own this mandatory capstone course and report on it? It could improve relations with employers and enhance reputation.

Deliver on Experiential Education component so that we offer the best balance of critical thinking and hands on experience - that prepares our students for long term and evolving careers. Work with employers to get more of these opportunities and hold faculty accountable for introducing this as part of their curriculum. track and measure it. Solve the labour disruption problem

6. How might we best advance research, scholarship and creative activity over the next 5 years?

ensure the strategic research plan is aligned with the UAP and the grand challenges.

make researchers accountable for correct citations of their work that attributes it to York to enhance reputation rankings

7. How might we best advance student success over the next 5 years?

Consider the student as an entire person (academic, social, mental and physical health). Currently the academic experience is quite good however, need to fix the student experience :

- advising so that students aren't getting different answers from within the same Faculty and then almost failing out

- figure out a way to get students more engaged.

It is a commuter school mostly yet there are not enough seats for people to sit in the library and there are people all over the floor.

- social aspect - there are very few opportunities

to meet people as a commuter student. Consider creating a mandatory co-curricular participation piece (ie. must join a club or intramural), or have pub nights that span across the university. The university has a bad reputation for being boring and students want ways to interact with each other but don't see each other after their class.

8. How might we best advance community engagement over the next 5 years?

Community engagement as a result of the philosophy of being better together and partnering when and where possible and giving students EE experiences in the mean time.

Could the C4 course be a mandatory course and would capture grand challenges, optimal teaching, interdisciplinary approach and community engagement? Could it also get students from across the university to connect with each other in a more meaningful way?

10_MachForm Received December 16, 2019

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

These calls for planning are a farce. If you took a meaningful examination of what is going on, you would see that either 1) departments are just trying to survive with what they have; and/or 2) departments are already meeting the criteria of academic excellence in spite of the meager support that they are getting from the Administration. One of the greatest challenges departments face is the imposition of Operational Managers who know ZERO about a discipline or a department, and yet are imposing academic decisions that negatively affect academic performance in departments. To restate: you have Operational Managers who are interfering with academic activities. We resent that as faculty. Staff resent that. Yet here we are. No amount of academic planning will make a difference when faculty have to spend their time finding ways to subvert the interference of these Operational Managers who are doing the bidding of Executive Officers. Good luck with your planning. All I can think about is scorn and contempt.

11. MachForm Received December 17, 2019

1. What do you see as York's greatest values?

Ambition
Boldness
Creativity
Tolerance

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

I hope that we will seize opportunities to do things differently: rather than defend the university when faced with criticism over the response to student/public protest and free speech, that we can lead others in a conversation about the vital role of university in supporting students to find their voice, understand their values, affect change, lead others, and test boundaries. Rather than build incrementally to enhance the education and opportunity provided to students, that we can upend curriculum and programs to be the institution society needs looking forward. Rather than accept substandard service in any regard, that we empower each and every member of the York community to address the unacceptable and have a forum where people can express ideas, including frustrations, for future benefit.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes

I believe that framing the UAP around Grant Challenges is brilliant, and I believe this would galvanize the community in ways that will inspire and excite us all in our collective ambition.

I believe that reorienting planning in this way will also be a huge reputational win.

that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Climate crisis
Healthcare in an aging society
Information overload, disinformation
Global migration; refugee crises, immigration challenges

5. How might we best advance the teaching mission of the University over the next 5 years?

Increased focus on a teaching stream—while research remains important, faculty members should value teaching our students yet it seems that they don't. Incentivize roles focused on teaching; incentivize faculty members who teach, and teach well.

12, MachForm Received December 17, 2019

1. What do you see as York's greatest values?

Ambition
Boldness
Creativity
Tolerance

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

I hope that we will seize opportunities to do things differently: rather than defend the university when faced with criticism over the response to student/public protest and free speech, that we can lead others in a conversation about the vital role of university in supporting students to find their voice, understand their values, affect change, lead others, and test boundaries. Rather than build incrementally to enhance the education and opportunity provided to students, that we can upend curriculum and programs to be the institution society needs looking forward. Rather than accept substandard service in any regard, that we empower each and every member of the York community to address the unacceptable and have a forum where people can express ideas, including frustrations, for future benefit.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes

I believe that framing the UAP around Grant Challenges is brilliant, and I believe this would galvanize the community in ways that will inspire and excite us all in our collective ambition.

I believe that reorienting planning in this way will also be a huge reputational win.

that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Climate crisis
Healthcare in an aging society
Information overload, disinformation
Global migration; refugee crises, immigration challenges

5. How might we best advance the teaching mission of the University over the next 5 years?

Increased focus on a teaching stream—while research remains important, faculty members should value teaching our students yet it seems that they don't. Incentivize roles focused on teaching; incentivize faculty members who teach, and teach well.

13_MachForm Received January 7, 2020

Values? or assets....? We value quality education (who doesn't) in a unique multicultural environment;

1. What do you see as York's greatest values?

-- assets include a broad UG curriculum with multidisciplinary environment and extremely large UG student body. We are trying to keep them happy by focusing our resources on them, primarily, to satisfy student satisfaction surveys, which must largely target UG students

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Take advantage of our assets by investing in them (UG population) in a different way: provide them with quality educational programs that include research opportunities (not necessarily phrased as "experiential education", rather research education) especially for those programs that are not research intensive (but may become so, with some incentives).

Make research the #1 priority in the UAP, involving primarily graduate trainees and post-docs, but now with a greater emphasis on UG involvement and opportunities

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes

Basing the UAP on "Grand Challenges" is an interesting idea, which would require multidisciplinary input from broad areas such as 1) Health and disease, 2) politics/economics, business, 3) Science and Engineering, 4) Liberal Arts/Fine Arts etc... It would also force us to redefine and prioritize ORUs at the forefront of York Research (much the same way as the U of Sydney).

that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

These would have to be defined by the groups alluded to above. Certainly in the health sphere, they are easily defined:

Disease pathology and economic burden, prevention rather than treatment, behaviour modification, aging well, the biological basis of treatments and therapies etc...

5. How might we best advance the teaching mission of the University over the next 5 years?

Continue to hire researchers as a first priority, but those with some teaching experience as a major second criterion. Include research-based courses at the undergraduate level and engage faculty to supervise these research endeavours

6. How might we best advance research, scholarship and creative activity over the next 5 years?

Further invest in research priorities and make it #1 in the UAP.

7. How might we best advance student success over the next 5 years?

Incorporate more research-based courses into the UG curriculum, with incentives for faculty involvement.

8. How might we best advance community engagement over the next 5 years?

Invest in research programs that involve the community, especially in the social science sphere.

14. MachForm Received January 13, 2020

1. What do you see as York's greatest values?

Access, accommodation, equity and innovation

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

The specificity of York, it's location as a hub for York Region, it's diverse student population which brings global culture into our classrooms, the spectrum of knowledge from science to art, the many pathways for interdisciplinary or cross disciplinary sharing. These are some of our opportunities in which to embed the goals of the UAP.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking

I prefer the idea of a challenge, grand or otherwise, that is specific to York and to the larger GTA community; Ontario / the globe. My reasoning is that the current UAP, while outlining important academic goals such as Academic Excellence, is generic and very similar to UAP's from other institutions. How can similar goals be grounded in an idea / challenge, specific to York? The idea that all faculties could approach this from their own perspective or collaborate across courses / programs is exciting and might achieve some surprising results. It's possible more faculty members would engage with the UAP if this were the case.

across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

York could be a leader in creating green environment. The grand challenge is climate, but it's the details that will get us there. York's proposed Learning Commons, to be developed, could be a role model of planning and execution with the intention of making it the most green community yet with exceptional architecture, landscaping, technology and sustainable recycling.

Our Location allows us to advocate for a relationship between green space and built spaces and the land that mediates the two.

York could take a greater leadership role in reconciliation with the establishment of the Framework, but it needs to be more fully enacted.

5. How might we best advance the teaching mission of the University over the next 5 years?

One way to advance the teaching mission is to put greater emphasis on the York Indigenous Framework and specifically principle 4. EXPAND INDIGENOUS PROGRAMMING AND CURRICULAR OFFERINGS WHICH EXPLORE INDIGENOUS LIFE, CULTURES AND TRADITIONS. One way to support this would be to include this in the new UAP. It would also make a difference if adaptation of courses to include indigenous content was a priority for Academic Innovation Funding.

York recently received funding from the Government to support Experiential Education and five plus EE coordinators were hired. To continue supporting the growth but also the quality of EE course offerings it's essential the EE coordinators are supported past the initial funding period.

6. How might we best advance research, scholarship and

It's crucial York establishes an effective brand and get that brand 'out there'! We need to create and tell

creative activity over the next 5 years?

our narrative of exceptional research; not just how much money it brought in, but how extraordinary our involvement with and support for communities. The common CV data base; stories that go out to the community, to the GTA, not just yFile

7. How might we best advance student success over the next 5 years?

Believe it or not - BETTER SOFTWARE. Systems that work and that connect to each other. Students have to engage constantly with York software. It seriously needs improving. And we need to do a better job of supporting international students with scholarships, housing, advising and extra curricular events that help them feel York is their home.

8. How might we best advance community engagement over the next 5 years?

16. MachForm Received January 16, 2020

1. What do you see as York's greatest values?

diversity, community, creativity...
global perspectives, focus on social justice

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

focus on the arts -- training next generation of our cultural workers and thinkers
become a centre of indigenous culture/scholarship

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and

Yes

have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Middle East
Indigenous and BIPOC Issues
queer/trans identities / politics

5. How might we best advance the teaching mission of the University over the next 5 years?

more focus on workshops, seminars, research/creation

6. How might we best advance research, scholarship and creative activity over the next 5 years?

innovation in hybrid cultural practices
become a think tank / centre on research / creation

7. How might we best advance student success over the next 5 years?

Focus on internships and experiential learning

8. How might we best advance community engagement over the next 5 years?

more focus on workshops, seminars, research/creation

17. MachForm Received January 22, 2020

1. What do you see as York's greatest values?

Multicultural student body; strong union

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Higher standards for undergraduate students; more funding for graduate students; allowing professors to have academic freedom over the creation of their courses; hiring more tenured profs and replacing contract positions with proper employment; stop investing in fossil fuels

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and

Yes; interdisciplinary work is important and the work is far richer than discipline specific work.

borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

5. How might we best advance the teaching mission of the University over the next 5 years?

Properly compensating professors, instructors, and TAs. Properly supporting all teaching staff. No more downloading of university administration onto profs. More funding funneled to those who actually teach, rather than admin positions.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

Increase funding and support for those who teach and conduct research; redesign the Office of Research Ethics so that they focus on ethical issues rather than the obvious "let's not get sued" approached.

7. How might we best advance student success over the next 5 years?

Increase funding for graduate students; reduce tuition fees so students can be full time students and not have to miss class to work to pay for class

8. How might we best advance community engagement over the next 5 years?

Divest from fossil fuels, arms and weaponry

18. MachForm Received January 22, 2020

1. What do you see as York's greatest values?

The historical (and thus unavoidable) focus on social justice.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the

Yes, York's Grand Challenge should be to pioneer post-secondary education in Canada in a tangible way that effectively combats climate change. This is a global social justice and equity issue. That means no more airline flights for university administrators (they can do it by Skype

University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

or hire people locally in international situations), and for the school to immediately and permanently divest completely from oil and extractive industry investments across the institution.

It doesn't mean abolishing printing funds for grad students. It means building solar farms on campus and installing wind turbines to power the campus. and selling the surplus energy generated back to the City.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Climate change.

5. How might we best advance the teaching mission of the University over the next 5 years?

Hire more tenured faculty. Hire more long term teaching contracts.

7. How might we best advance student success over the next 5 years?

Pay the sessional contract faculty a living wage so they stop striking every so often. Stop trying to destroy 3903 with your Bay St lawyer companies. Freeze hiring any more middle management administrators and funnel that money to hiring academics. Stop building fancy donor-sponsored buildings and fill your existing buildings with faculty and students. Reduce about the manger-class administrators who have no contact with students who cannot rationalize their own existence within the university.

8. How might we best advance community engagement over the next 5 years?

Engage more with the surrounding geographic area ie. Jane & Finch. Do more outreach there.

19. MachForm Received January 23, 2020

1. What do you see as York's greatest values?

I would say a commitment to social justice and interdisciplinarity, but those are claimed values that increasingly ring hollow

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

There is a desperate need for greater liberal arts education amongst all Canadians, especially through accessible institutions, York must portray itself as such, rather than a 3rd tier STEM school

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission

Yes, if it means meaningful interdisciplinary approach to these challenges, coupled with the removal of financial barriers between Faculties

and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Social science and humanities approaches to the issues raised by the STEM fields.
Interdisciplinary approach to climate change.
Addressing disillusionment with institutions, politics, news, etc., through earnest study.

5. How might we best advance the teaching mission of the University over the next 5 years?

Job security for contact faculty. Adequate training and funding for teaching assistants.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

Meaningful engagement with and funding of graduate students and junior scholars.
Funding for existing programs and ORUs, particularly those in or connected to LAPS programs.

7. How might we best advance student success over the next 5 years?

Invest in library/study and social spaces on campus
Increase the number of scholarships and bursaries
Decrease class sizes
Decrease tuition
Increase paid work/co-op opportunities
Increase accessibility and access to mental health/counseling
Properly fund and train TAs
Provide contract faculty with real job security

8. How might we best advance community engagement over the next 5 years?

Provide community members with access to BoG/Senate/Faculty meetings when their interests are at play
Increase affordable housing
Invest in the local community
No longer take an antagonistic approach to labour relations
Support collegial governance and reduce power of the BoG

20. MachForm Received January 24, 2020

1. What do you see as York's greatest values?

embracing and encouraging diversity

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

in light of current funding models for post secondary schools in the province, finding some way to plan for a stable system moving forward seems essential. Does this mean forming stronger bonds with other universities, in order to present a stronger front to gov't? I don't know! I just know that we are a moving target.

Important that, while embracing new forms of learning and technologies, we also remember to value some of the existing models. As someone who teaches in theatre/ production areas, I have noticed a steep decline in student's manual dexterity as their worlds become more exclusively

keyboard oriented. But- they are being trained to create and invent things, not ideas. They have to realize those ideas. While digital fabrication is very useful (and we are looking at it in my classes), students also need skills that build on very non-digital activities. This is not just being old fashioned- this is training them to think, to prototype, to try things that evolve into a final work. This entire process is important, and very transferable beyond theatre. (Many of our grads go on to work in a wide variety of fields outside of theatre).

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and

As in "wicked problems"? As in the federal governments' "Grand Challenges"
<https://www.grandchallenges.ca/who-we-are/>
Yes, I think conceptually it is a valuable direction. I would be careful of the title/naming. "Wicked problems" seems a generic term, "grand Challenges" seems aligned specifically with a government program. Does York want to be seen that way?

borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Climate change problems are most important.
Housing.
How can the arts be used to change the narrative around these issues?

5. How might we best advance the teaching mission of the University over the next 5 years?

no good ideas...

7. How might we best advance student success over the next 5 years?

allow them time to learn that "failure" is no, in fact failure, but an essential part of creativity and research. They live in totally stress so often because of concerns about "failure". As if it is a bad thing. We need to re-learn the potential of failure as an essential ingredient to growth and evolution. Perhaps it is not "failure" but, "iteration and reiteration"

8. How might we best advance community engagement over the next 5 years?

no good ideas at present

21. MachForm Received January 24, 2020

1. What do you see as York's greatest values?

Highly interdisciplinary and collaborative research
Affordable tuition for graduate students
Active union and student clubs/organizations/committees

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

York should focus more efforts on supporting and enhancing graduate student experiences to increase the number of graduate students conducting important research and teaching the large undergraduate body

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across

Yes I do. I think focusing on large issues outside of the university setting will guide York activities and initiatives in meaningful directions.

institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Yes. York is well placed to tackle complex issues such as climate change, biodiversity and pollinator declines, socio-economic inequities, accessibility issues, access to education, and food production and food access concerns.

5. How might we best advance the teaching mission of the University over the next 5 years?

The teaching mission should focus on affordable tuition for students to increase access to education, should focus on proper supports for students such as mental health services, financial services, accessibility services, and learning supports, and lastly, should focus on providing proper teaching supports and training for educators including professors, contract faculty, and teaching assistants.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

Enhanced funding for graduate students to support their pursuit of important research.

More funding for graduate students to present their research at conferences, to highlight York's novel research and attract other students/researchers to York.

More support for community outreach to bring York research into communities where we can work together to answer pressing research questions and tackle important issues.

Remove the matched funds component of Tri-council and OGS winners to enhance support for excellent scholars and attract high caliber researchers to York.

Continue to support CUPE 3903 at York, which allows graduate students to focus on their research and teaching with lessened concerns over things like health and dental coverage, equity, and fair wages.

7. How might we best advance student success over the next 5 years?

Mandatory feedback from students for each course taken, which should be taken into account for following years to adjust courses and their content and delivery as necessary.

Continuing to enhance support for students including accessibility, finances, health and dental including mental health supports, and extra-curricular offerings.

More opportunities for undergraduate students to be involved in research on campus (funded work-study and summer research positions) and more opportunities to experience many career options via summer and co-op placements.

8. How might we best advance community engagement over the next 5 years?

Increased research collaborations with community groups and NGOs. Increased funding for graduate students and faculty to present their research at community events and organizations. Increased outreach within the community for presentations and talks occurring on campus that are open to the public.

22. MachForm Received January 27, 2020

1. What do you see as York's greatest values?

respect for diversity
variety of programs offered

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Building more internships and community connections for field based work/practical application of concepts learned

Looking at course design through the lens of the Global Competencies

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and

As a starting point, yes, and then further operationalized into more concrete action plans that align with these goals

Need to ensure that the way that we structure learning and learning opportunities matches the vision (often a disconnect between how we do what we do and the content of our courses)

borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

How the changing face of Canadian identity needs to be reflected in our course design, content and offerings

5. How might we best advance the teaching mission of the University over the next 5 years?

Require more rigor from students. Shocking how a student can be absent for 50% of a a BEd course and still get the credit.

Require tenured faculty in Faculty of Education to conduct classroom based research, employ more instructors in the teaching stream who are coming from classrooms.

Require BEd program courses to contain lesson planning and assessment as a mandatory part of their structure.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

Clarify departmental goals, devote funding to cross disciplinary opportunities to collaborate, provide courses within the BEd to support teachers' ability to conduct classroom research to inform instruction. Provide secondees with opportunities to take on action research projects, design learning opportunities for students beyond their coursework.

Partner with school boards to conduct research.

7. How might we best advance student success over the next 5 years?

Increase the rigor of the work and requirements for entry.

So many students come unprepared for readings, show a lack of depth of critical thinking in their course work and have weak written and analytical

skills.

Create attendance policies for the Faculty of Education where a credit must be retaken if 4 of 12 classes are missed and that assignments for missed classes should be mandatory. These courses are training courses for the profession and too many of the candidates are missing too many hours of training.

Create an integrated set of supports for students over their 2 year degree to prep them for the Math test.

Not allow more than 6 hours of class in one day for BEd students-level of participation/focus and concentration is significantly compromising their ability to take in course content when have 9 hours in a day.

Create a practicum course as part of the BEd training which teaches lesson planning, assessment, unit design in year one

Re-evaluate community placements in BEd-questionable practices in several of our partnerships, increase teaching responsibility load in year one.

8. How might we best advance community engagement over the next 5 years?

Have more meetings where faculty members can gather to chat

23. MachForm Received January 31, 2020

5. How might we best advance the teaching mission of the University over the next 5 years?

AIF Grants related to teaching need to include financing for teaching release. Otherwise teaching innovation is difficult to implement.

24. MachForm Received February 2, 2020

1. What do you see as York's greatest values?

I am not sure, to be honest. York is a large university and it is hard to find too much common ground among the many different departments and faculties. But I think York's greatest value should be an increased emphasis on academic excellence, for both students and faculty, and an increased focus on research. If we earn a reputation for academic excellence, many other problems should be solved as well. Instead of trying to reduce York's mission to a few values and slogans, we should try to focus on what a good university should be doing: teach our students well and conduct good research.

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Increase the emphasis on science-related programs. York is already well-known for its arts programs, but current enrollment trends are clearly strongest in the sciences, and particularly in Biology. Allow and support the full development of such programs, particularly as they relate to ecology, conservation biology, the environment, and biotechnology. Make York a truly comprehensive university, with an increased focus on science and engineering - programs which have been developing well lately, but were secondary to the arts at York for too long.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the

Not necessarily. I think there is too much bureaucracy at York, and too much interest in all sorts of public relations initiatives, which have little if any real effect on our teaching and research. Rather than reinventing the wheel every few years, we should just focus on academic

University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

excellence in both teaching and research, and make sure we come up with realistic and useful ways to measure and celebrate that.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Many universities will claim to be well-placed to help solve all sorts of global challenges. We should just encourage research in all fields, and particularly those that have a realistic chance of addressing global challenges (for example, ecology and conservation biology work), and then promote the work of researchers who excel in these areas. Global challenges can also change over time, of course, and rather than making big claims, we should just show how our researchers address such challenges in a concrete way.

5. How might we best advance the teaching mission of the University over the next 5 years?

By recognizing and rewarding good teachers. The teaching awards are a good initiative, but we should make sure that such awards are based on significant student input as well. The transition to online evaluations of courses and instructors resulted in a significant reduction in student input. I am aware of courses with more than 100 students, where only 2 student evaluations were submitted online. This is one example where the rush to put everything online actually had negative effects on student input and meaningful consultation. When such evaluations are conducted in class, on handwritten forms, most students usually participate. Teaching awards should reflect consistent teaching excellence. This is usually the case, but sometimes, colleagues just nominate friends for such awards, and this is not always indicative of sustained teaching excellence. Not clear what can be done about instructors who are consistently ranked as very poor, but some measures of accountability may have to be developed. While this can be subjective, to some extent, I am aware of some instructors who missed many lectures in their courses and yet there was no remedy that could be found (in this case, this was a CUPE instructor). Perhaps putting some clear measures of accountability in collective agreements, if possible, may be helpful in this regard.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

More funds for internal research grants and scholarships. Making it easier to get reimbursed for legitimate research expenses. Again, there is too much bureaucracy at York, and bureaucracies tend to take care of themselves and keep expanding. In order to try to pay for an invoice for a legitimate expense from my grant, I had to contact several persons in the York bureaucracy several times, and I kept getting re-directed from one office to another. Sometimes, I ended up paying from my own pocket for legitimate research expenses, even though I had the grant

funds to cover this, because it was just too cumbersome to go through all the bureaucratic steps. I also repeatedly paid from my own pocket for book awards for graduating students in our program, because the reimbursement procedures became more complicated all the time, and I was directed from one office to another, until I decided to just give up the quest for reimbursement. In my experience too much bureaucracy results in reduced efficiency and more and more complicated procedures for achieving even the simplest goals. Streamline the bureaucracy and make these procedures simple and straightforward, as they should be. As full-time faculty members, we are all busy with teaching, research, and administrative duties. I shouldn't have to click on a link to a 100 page report and complicated set of guidelines every time I want to complete a simple administrative task...

7. How might we best advance student success over the next 5 years?

Again, by promoting genuine academic excellence and accountability for both students and faculty. Lowering academic standards is never a winning strategy in the long run. In my experience, when the teaching is comprehensive and instructors work hard to be up to date in their fields, fair, and accountable, most students tend to achieve at a higher level. Commitment to excellence is inspiring. We should not lose sight of that, first and foremost. No amount of public relations work can hide a lack of academic excellence.

8. How might we best advance community engagement over the next 5 years?

Through a realistic, not overly inflated, promotion of York's genuine academic achievements and making sure that a wide variety of academic accomplishments of both York students and faculty are better known, both within the university and outside of it. Better contact with media outlets promoting such stories would be helpful as well.

25. MachForm Received February 4, 2020

1. What do you see as York's greatest values?

Social Justice, equity and high quality, engaged research.

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

As an outstanding university known for its commitment to diversity, social justice and excellence in teaching and excellence - in a region where there is significant growth - there are many opportunities to train students and build useful, accessible research skills. Its history as a site of critical scholarship should be lifted up at a moment in which the university is under threat.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and

Yes. Our department has recently created a vision for the next 5 years. Our discussion repeatedly returned to the fact that the world is on fire, and increasing inequalities are ripping the social fabric. We need to recognize and organize around the question of what we can do in order to repair and transform the world; making it a better place. Grand Challenges will allow us to organize on that basis.

I include our Vision statement as an example:

York University's Department of Sociology
Vision for 2020-25

Guided by the goal of being at the forefront of contemporary and emergent developments in knowledge production, analysis and exchange, the Department of Sociology at York University will respond to the greatest challenges of the 21st century by further developing a program invested in social change and in understanding social transformations across geographic and cultural boundaries.

To reach these objectives, we commit to:

• Educating our students in ways that will help them to fulfill their distinctive goals, within and outside academia. (pathways)

borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

- Creating a curriculum that connects local to global, and is relevant, diverse, welcoming and inclusive for all students, faculty, and staff.
- Designing a curriculum that increases in complexity and depth from entry to graduation (scaffolding)
- Increasing our effectiveness at communicating the meaning and importance of sociology to potential students.
- Promoting a research culture and building a research community that encourages a range of theoretical perspectives and methodological practice, dialogue, and collaboration
- Building a Resource Centre for Public Sociology that supports the development and dissemination of teaching, research and research methods that map power and inequality, and communicate sociological research to multiple publics.
- Developing a recruitment strategy that enacts our vision.
- Maintaining and building the capacity of our undergraduate and graduate programs.
- Creating a space of collegial governance, cooperation and support

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

- Climate change: creating the conditions for a just transition to a carbon neutral society.
- anti-racism; countering rising hate, exclusion and violence against minorities and immigrants

5. How might we best advance the teaching mission of the University over the next 5 years?

By ensuring that classrooms are up to date,.
By continuing to expand the Teaching Commons and its resources.
By hiring TT faculty who will support high quality teaching.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

By continuing to support the Research Release program, or even going straight to a 2/2 load for TT faculty.

7. How might we best advance student success over the next 5 years?

1. By supporting students through critical skills development.
2. By connecting students to support in their early years in their writing and
3. By pushing the government to limit tuition and provide student support so that fewer are working full time.

8. How might we best advance community engagement over the next 5 years?

1. By offering sustained support to help manage partnerships and placement programs.

26. MachForm Received February 10, 2020

Does this mean, values that York asserts, or the values that the activities of the University upholds? Does this actually mean, York's greatest strengths?

1. What do you see as York's greatest values?

In any case, I would say that at our best, York upholds and teaches critical thinking, the importance of recognizing rather than avoiding differences and inequalities, and the importance of ensuring that the university includes and engages with people and communities from all walks of life.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand

I think that it would be interesting to take this approach. It also, in a time of perhaps unhappy engagements with the province around the organization and funding of higher education, grand challenges might evoke a more positive sense around the UAP.

Ultimately i think this is a question of how to FRAME the UAP, which while i understand it is important, is less of a concern to me at the moment than the way we deal with the CONTENT. I do understand that for the writers of

Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

the plan, the framing question is preliminary and critical.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

I am particularly worried at this time about the inability of the university to attract and fund Graduate students who are not citizens. As we have reduced our intake at the law school, we are also seeing a not surprising drop in applications - particularly from the strongest international students. Students below our cutoffs continue to apply in droves.

In the past, Osgoode's students have gone on to academic positions and high judicial office in countries around the globe, including the UK, Europe and various countries of the Global South.

Finding ways to fund and support these students will be critical to maintaining an international reputation as a research university.

It's also critical for many faculty research projects,

where culturally, linguistic and legal competence in other languages, cultures and legal regimes is required.

I hope that York can think through how to use the amazing extent to which this university is globally connected through personnel, students, faculty, research as a building block, but finding and funding really promising international students for our graduate programs will be part of this move.

27. MachForm Received February 12, 2020

1. What do you see as York's greatest values?

York University is diverse and multicultural in its student population, faculty, policies and practices.

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

For a 5-year period, the UN SDGs deliver an excellent opportunity to arrange the academic plan in an accepted framework with the overarching goal of steering towards a more sustainable future as a purpose of York's education and research programs. York was founded as an interdisciplinary research and teaching university. The pursuit of sustainability is one of the most complex and multifaceted issues facing humanity and all life on the planet. Thriving in a sustainable world is a perfect mission to be a focus of the next Academic Plan.

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that

Working towards a phenomena-oriented approach, addressed through interdisciplinarity would certainly create a better understanding for the relevance of York's programmes. Yet, grand challenges at the center could create a rather negative vision of the university. The current grand challenges are all threats rather than positive possibilities associated with the contributions of education. Therefore, the idea of arranging the academic plan around a vision of what a sustainable future for York (Working

reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

towards YORK 2040) could look like might be more appropriate.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

Turning GTA challenges into an overall positive vision should be included, such as multicultural life in the city, affordable housing, balance with Indigenous peoples, perspectives of languages.

5. How might we best advance the teaching mission of the University over the next 5 years?

The teaching mission could be enhanced by supporting the experiential learning on campus and engaging with the world.

6. How might we best advance research, scholarship and creative activity over the next 5 years?

Mapping existing research and understanding faculty contributions to create an overall perspective of what is happening and connecting researchers with one another would be helpful. Also, providing recommendations and services to all faculties equally would favor a more unified

approach for York. From social media to funding application – overall internal support services are not available yet and desperately needed. York does not stand as one institution. It is a hub for many undertakings but does not have an overall streamlined approach. Even corporate design and appearance differs greatly. Faculty does not identify with York as their home and as part of the York team. In order to create one institutional approach, faculty does need the connection to more than just their chair, research group, faculty.

7. How might we best advance student success over the next 5 years?

Including more practical experiences and more opportunities to take time abroad during undergraduate would enhance student success. Learning on the job and student mobility is crucial for York students that will find their perspective outside the GTA and would make their degree more valuable. Also, creating a comparable experience for students at all faculties would be favorable. Today, programs differ greatly in quality and overall services. Assist faculty to engage with professional associations etc. to track current shifts and changes ensuring graduates are professionally current.

8. How might we best advance community engagement over the next 5 years?

Engagement in the community is crucial for York. Defining local challenges and visions has been recognized in 2010 and put into practice. Supporting the community in defining their vision of a sustainable community and identifying goals around the SDGs might be an appropriate way of enhancing visibility for the SDGs and again building upon an accepted framework. There should be both intrinsic and extrinsic reward and recognition for community service that parallels attracting research grant money. Track in-kind contributions and recognize community service.

28. MachForm Received February 12, 2020

1. What do you see as York's greatest values?

Inclusion of working class students into learning environments of higher education.

2. Describe the greatest opportunities for York that should inform the next University Academic Plan.

Two ideas:

(1) Draw more first generation students into the learning environment of higher education by making our learning environment more salient to them.

(2) Strive to make York University CARBON NEUTRAL by 2025 - there is a will to do this, in most of the sectors working at York.

Let's take the lead!

3. The Academic Policy, Planning and Research Committee of Senate is considering a new format for the University Academic Plan that seeks to inspire the University. In this approach, the Plan would be centred around a series of Grand Challenges, a departure from York's 2015-2020 Plan which is focused on categories that reflect our academic mission and activities. Grand Challenges are more than ordinary questions or themes that inform our core activities. They are the most complex societal issues of our time that are globally significant, and have local dimensions and impacts. These challenges are too big to be understood from only one

We should include a localized corporate response to the current Climate Crisis and come from every angle, in every department / faculty of YorkU to take the regional lead in collaborative action.

perspective. Finding solutions requires thinking across disciplines and often collaboration across institutions, sectors and borders. Do you think the next University Academic Plan should be framed around Grand Challenges? Please feel free to expand upon your response in the space below.

4. Given our strengths, are there local or global challenges that York is especially well placed to help solve?

YorkU will be well situated to tackle two looming cross sectional challenges - growing socioeconomic inequality and climate change.

5. How might we best advance the teaching mission of the University over the next 5 years?

tbd

6. How might we best advance research, scholarship and creative activity over the next 5 years?

tbd

7. How might we best advance student success over the next 5 years?

tbd

8. How might we best advance community engagement over the next 5 years?

tbd

ASCP UAP Consultation

December 4, 2019

- The UAP affects the lives of all community members on a daily basis because it determines the direction of the university. UAP guides complement and curriculum planning. We will be meeting with as many constituencies at the University as we can identify over December and January before drafting the next UAP.
- Q: Why are we not planning to renew the Vision 2020 document? A: We are building on a strong vision rather than reinventing ourselves. Trying to streamline ourselves to focus on one document rather than three.
- What do you see as York's greatest values?
 - o Inclusion
 - o Interdisciplinarity in terms of student and faculty experience
 - o Commitment to access
 - o Community engagement
 - o Discussion about how those things are not actually values. A value underpins them though.
 - o Acknowledgement that knowledge is produced outside of the university.
 - o Diversity
 - o Social justice
 - o What values should we be advancing vs what we're doing now?
- Which of the approaches is most appealing to you?
 - o Concern about the format of a grand challenges approach. The Minnesota examples don't seem to be parallel. Are they pragmatic or philosophical?
 - o It's an orientation to how we think about our activities. Not entirely dissimilar from how we did it before, but flipped around.
 - o If there is broad engagement on the challenges and they come from the ground up, it could work. But if it's top down, it may be less successful.
 - o Might be a more meaningful approach. Minnesota examples gives you a clear picture of what they're doing.

- Concern about the word challenges. Could we frame it as opportunities or challenges?
- Should we connect with the community to understand the challenges they are facing and how York can contribute?
- What is APPRC's process?
- If we're committed to access, we need to make a commitment to our students that we will help them be employable.
- Interrelationship between arts and health on individual wellbeing is one possible grand challenge. Also ties into the supports we provide at the university to support wellbeing among community members.
- In order to try to include everything, we would end up with sort of empty categories. While the grand challenges approach seems more worldly, it could actually have the opposite impact. Trying to describe the world's problems for describing our work could be a distraction from our core priorities.
- Rob suggestions open access as a thematic approach. Could incorporate a wide range of things like racism, research, access to university, etc.
- How might we best advance the teaching mission of the University over the next five years?
 - Reskilling/upskilling employees beyond the 17-25 year olds. Moving away from the way we've structured teaching and learning, e.g. the September to April term.
- How might we best advance research, scholarship and creative activity? Student success? Community engagement?
- Rethinking the university is an interesting dilemma. Can that be at the core of a UAP?
- The academic excellence section of the current UAP is the one Alice works with the most. Some of it is so specific and some of it is so big that you don't know who is working on the items.
- Thinking about revisioning and what's new is really hard at this moment in time.
- Has the potential to provide a general thrust for our work so there is a certain directionality to it.
- Hard to do grand challenges in a big comprehensive institution.

- What's implicit in the Minnesota model is a hierarchy of programs/units within the university. Would be challenging for us.
- It's not so much the concept than the timeline. If it is going to be a grand challenges approach, when will they be solidified?

Academic Standards, Curriculum & Pedagogy

Memorandum

To: Carl Ehrlich, Chair, Senate Academic Policy, Planning and Research Committee

From: Kim Michasiw, Chair, Senate Academic Standards, Curriculum and Pedagogy Committee

Date: 22 January 2020

Subject: ASCP Input on University Academic Plan 2020-2025 consultation

On behalf of the Academic Standards, Curriculum and Pedagogy Committee, I wish to express appreciation for your engagement with the Committee at its meeting of 4 December 2019 in a consultation on the next University Academic Plan. Your informative presentation prompted a great deal of discussion among ASCP members, which the Committee wishes to convey in the hope it is helpful as APPRC looks ahead to the next steps of UAP development.

ASCP would like to register with APPRC its simultaneous interest and hesitation about a grand challenges framing for the next UAP. While ASCP is supportive of exploring the concept of a grand challenges framework, it is concerned about the feasibility of solidifying a series of challenges that would suit the needs of a large, comprehensive University like York and finalizing the UAP in the allotted timelines. In particular, ASCP suggests that a grand challenges framing would benefit from broad engagement with the University community over a longer period of time than may be facilitated by the current UAP renewal process. The Committee anticipates that a longer-term, consultative approach would generate ideas for grand challenges from the ground up, thereby augmenting the level of engagement and enthusiasm across the University community.

ASCP also notes the strong possibility that the grand challenges model has the potential to create a hierarchy of programs or units within the University. ASCP suggests that APPRC carefully balance its chosen grand challenges so as to ensure the UAP resonates with all parts of the University while being adequately focused on a selection of challenges and/or priorities.

I would be pleased to discuss ASCP's feedback further should APPRC have any questions.

cc: Cheryl Underhill, Secretary, APPRC
Kathryn White, Secretary, ASCP

Introduction: At the January 28, 2020 joint meeting of the Council of Research Directors/Associate Deans Research Council, we discussed the new UAP and possibilities we see for demonstrating research as an integral part of all we do at the university.

Prior to our meeting, we circulated the UAP retrospective and the UAP Consultations slide decks, and the following four questions for consideration. These were developed by the CRD Working Group which formulates the agendas for our meetings.

1. How do we ensure that research is fully present throughout the new University Academic Plan?
2. How can planning address both our dreams and our lived realities within the institution? In other words, can a plan actually take on the university's immediate and everyday needs as well as our goals for the next five years?
3. What is the relationship between strategic planning and budgeting? (Or, How will the new UAP relate to SHARP 2.0 and vice versa?)
4. How will the new UAP address the possibilities for research that lie with interdisciplinarity, particularly in light of the current SHARP model?

Two ORU Directors, David Hood (Muscle Health Research Centre) and Sean Rehaag (Centre for Refugee Studies) gave some introductory comments to lead us off. Carl Ehrlich (Israel and Golda Koschitzky Centre for Jewish Studies and Chair of APPRC) and AVP Celia Haig-Brown facilitated the discussion that followed.

Notes from the discussion that we want to share with the proponents of the new plan follow.

UAP Conversation

While originally trying to push the discussion subtly to formulate the UAP around global challenges we have discovered we cannot ignore the more traditional areas. Trying to come up with something uniquely York, a hybrid, to combine challenges with elements of a standard academic plan. This will allow everyone in the broader York community, admin, faculty, students, etc. to find themselves or their interests reflected in new academic plan.

Grand Challenges vs. Lived Realities

Grand challenges for various stakeholders across the University may look very different

- Worry about what might be left out if the UAP is only focused on dreams and grand challenges
- Lived realities: budgeting, SHARP model complications, flow of money for teaching, labour relations challenges, precarious labour on campus, overall equity practices, etc. must also inform the document

The retrospective that has been circulated celebrates the accomplishments York has had over the last 5 years in various areas of the strategic priorities, however it does not also speak to the lived reality that many on campus face. It is great to have a retroactive look on what York has done well, however it is also important to take a critical look to see where York is falling short.

We need to be thoughtful in looking at the plan and be deliberate to address threats to the role and mission of the university in a serious manner.

Are all of York's full-time faculty engaged in research as much as they ought to be?

- Not so much about big dreams and how we can change the world together over the next five years, but how can we address institutional challenges that make us stumble when trying to do amazing research, wonderful teaching and work on world changing ideas.

Response to the previous UAP

- Reviewed the 7 priorities and looked for the word research
- Research was only highlighted in the title of point one and point two, otherwise it is absent from every other category
- We need to tap into involving undergrads further – we are not taking advantage of bringing them into research
- Research should be integrated with teaching and experiential education to give students more exposure
- There is a gap in how research is present in the academic plan

If York wants to be a research-intensive university, then one would think research needs to be put first in everything and made present throughout all of the points. It would also be valuable to have more research-related terms throughout the UAP, including ensuring that the word appears multiple appropriate times. To be research intensive there needs to be University commitment to support it, which involves resources – not just financial but space, etc.

Research Strategy & the UAP - How is the Strategic Research Plan articulated/referenced in the UAP? Does it help inform the UAP?

Future UAP Comments

- Current issue with the UAP is that there is a gap in how research is applied within each section
- Would like to see the vision and incorporate research in every point, and at least in one sub-point
- Would like to see a document that is eight to ten pages maximum so that it is more accessible to read and pass on to potential faculty, researchers, etc. to read as well
- Research is a part of the primary mission, it should be embedded throughout everything – how we teach, course work, etc.
- Teaching is about research, this should be shown in the UAP
- There needs to be an understanding of the UAP's potential to contribute to a culture shift to include research appropriately
- For every point, there is a potential research angle
- Accessibility to York is an issue to be raised and supported
- Focus on Four Pillars of York from a research perspective

York University & Research

- Strive to be a hybrid document where teaching and research interplay and grand challenges in the local, everyday institutional life of the university are articulated
- Need to focus on a model to help York stand out as unique

- Research intensive University is a start but it will not distinguish York different from all the other who are striving to be recognized as research intensive schools – harder to compete with and therefore there is a need for something more convincing. Referencing research throughout the UAP goes some way to doing this.
- Being research intensive, how can York help affect large global change?
- The UN Sustainable development goals may be part of the focus: for York, this must include critique of those SDGs
- Who will we bring into the conversation, how are they positioned to contribute to being research intensive?

Metrics, Use of Plan & Audience

- Who is the audience for this plan?
- Is the plan for internal use only?
- Do we have to concern ourselves with metrics in the UAP or does the SMA cover those concerns?
- What metrics do we want to focus on for the next 5 years? Can we anticipate what will matter then rather than limiting ourselves to what we know now?
- We should push to be critical about the metrics and be clear why we care about things like citation count, etc.
- Need balance between what can and cannot be counted
- If the plan is for us, don't include these kinds of metrics, if the plan is for a funder that cares about metrics, then they need to be carefully thought about
- One aspect of the audience: centrally used by Deans to prioritize research. If we don't define research as a priority in the UAP, our research agenda is diminished
- Sets framework for IRPs and IIRPs
- Used to recruit people to the university
- Sets priorities around grants large and small that are offered. Referencing the UAP can strengthen applications in terms of showing institutional commitment
- Helps shape the future – attracting faculty who see research is a priority for the university as a whole

There are compromises that some universities are making on a regular basis to satisfy government, economics, etc. It is important not to dismiss these things, but there is also importance in recognizing that we are not here for skills and vocational training programs. There are critical skills that we talk about and teach, analytical thinking, areas that we cannot measure. We need to think about practical and creative every day research and continue to argue this as the excitement we use to engage in questions and find ways to ask better questions to continue to change things.

Respectfully submitted on behalf of the meeting,

Celia Haig-Brown, Ph.D.
Associate Vice-President Research
511 Kaneff Tower
York University
haigbro@yorku.ca

Subject: AMPD Notes on UAP consultation
Date: January 15, 2020 2:28:21 PM

Re: the question (#4) on global challenges that York is well-placed to help solve, there were two responses: (i) cross-cultural communication, and (ii) responding to the rise of global populism (because of our strengths in social justice, and arts & humanities).

Re: the question (#7) on how best to advance research, scholarship etc. over the next 5 years, questions came up around how the Strategic Research Plan will connect with/nest within the UAP? There is a need to integrate all these planning documents. Another question from the floor related to whether the UAP is intended to provide a framework for all these documents.

Notes from Faculty Council Discussion: Faculty of Education

31 January 2020

Consultation on University Academic Plan (UAP) – Carl Erlich, Chair APPRC

A presentation was given in order to solicit feedback from The Faculty of Education's Council.

Information from the presentation:

- York University is currently completing a five-year process in coming up with a five-year plan; this document controls life at the university on a daily basis and informs decisions on complement planning, university image, curriculum and other important plans.
- In the future, we will only have the UAP to govern things such as academics at the university. Using the re-writing of the academic plan that is distinctly “York-y”. Current UAP has 7 priority areas, but it was noted that if we took out the name York and put in another university name it would not look any different... this time they are trying to create a plan that is distinctly York.
 - In order to initiate the discussion, the planning team looked at UAPs in Canada and internationally to see different models. Genre analysis revealed three models:
 - Traditional (we have followed and most others do – example Northeastern University), which focusses on excellence in certain areas;
 - Thematic Approach (example Sorbonne University: using strategic themes such as global university) for;
 - Grand Challenges Approach (example: University of Minnesota - look at the challenges that the university can address, such as addressing a diverse and changing context; they indicate what five challenges they can address).
- After today, the APPRC will try to draft a plan that they can present at the end of February and then an open forum on the plan on March 5 for further consultation.
- Even if feedback is not given today, members of Faculty Council can give anonymous feedback online in order to contribute. All feedback has been read and considered. The thinking has been evolving through the process. Initially they thought they needed to use one of the three models, but now are thinking of making a hybrid approach to the models. They are thinking of an academic plan that reflects everyone in some way or another... maybe not the prime concern, but in the document.

Feedback from faculty members:

- *Question 6: How might we best advance the teaching mission of the university over the next 5 years... in the Faculty of Education.*
 - Having physical structures in place (i.e. classrooms spaces: lecture halls are not good teaching practice and how the structures limit); this feedback refers to the design and layout of spaces and the classroom environment.

- Using an evidence-based approach to inform teaching practice.
 - Flexible and reasonable space that is possible to use with technology. Innovative scheduling and forms of courses; we have some innovative models of six weeks, six days, etc. We can include digital options to include people who can't get into classrooms.
 - We need to have a presence in different areas to include various options, including digital options. It was indicated that Markham is not on hold, but the exact form of Markham is still to be defined. There will still be construction starting soon. Looking at a 2023 opening at this time. Looking for York's presence in the GTA.
 - We are already facilitating collaboration between people who teach the same courses; we need to keep this. We are also committed to the Access initiative, which should continue; we need to reflect K-12 student population in our own student population.
 - Focus on how we will serve non-traditional students (who may have children and who may not have come directly from high school).
 - Re-think course evaluations; moving to fully online has made things not taken seriously. There is no confidence that it is taken seriously.
 - We need to have courses that go outside the Faculty... could make a collection of courses that students can take, moving out of silos and creating new types of micro-credentials.
- *Question 7: How might we best advance research, scholarship and creative activity over the next 5 years?*
 - Provide more administrative support to help coping with the grant.
 - Over the past 25 or 30 years, we have oriented itself to supporting research in a certain way... this is often at the expense of service in the university. People may not attend meetings, which is a failure of the collegium. The collegium needs to be research, but also service, value of teaching as a part of research, teaching gets shaved off and we see who is left to teach... we need to have good scholarship that invests in the community as an act of mindfulness of what the university should be and there needs to be a breadth of the community.
 - *Question 9: How may we best advance community engagement over the next 5 years?*
 - We may think of community in different ways: local, larger, international...
 - We often already situate research within different parts of the community, since Faculty of Education is often doing this very well. Logistically, you may be working on a specific research project with a school board, but when the project ends, you may extend it into a longer-term project or relationship, and look at extending the relationship.
 - Practical suggestion: More symposia at the university and at the Faculty-level that invites different areas of research; we may have a synergy if we can work together more and share. Not enough to have an event and call for presenters,

but we may need to have symposia that bring people together from across the university from all areas.

- By putting rich people's names on buildings, we may be losing our identity.
 - We could do a better job of advocacy in the community: housing, transportation and food security. In terms of community engagement, getting politicized at the appropriate level would be important.
 - Think about community engagement in blurring the lines between research and community engagement. What do these mean?
 - Hold events off-campus: other universities hold events off-campus.
 - York needs an improved policy on community use on the university space. Right now, TUUS sees this as a revenue stream, and the community can't afford access.
 - Taking down the fortress walls of the university... we also have digital community which is important for students and for others. This intersects with communities on the ground.
- **Engagement options:**
 - UAP renewal website is anonymous
 - Can also email: Info.univsec@yorku.ca

Faculty of Health Council UAP Consultation Notes

Faculty Council Meeting: December 4, 2019

Q1: What do you see as York's greatest values?

- We have a focus on the public good
- Proud that York thinks about the various ways to advance public good as part of mission
- Social Justice is the term most usually associated with York
 - o Strong across all faculties - retain this
 - o strength in trans-disciplinary research
 - o Thinking about areas from multiple perspectives
- We have a distinct in focus on student experience
 - o in the classroom and outside the class
 - o We encourage students and provide them with opportunity to go on journey of self-discovery and learning
 - o Important that students graduate with degree and become citizens of the world
 - o Encourage students to be positive disruptors to evolve the world we live in
- Diversity and Inclusion
 - o Inclusivity – emphasis on community engagement – within and external to university
 - o students are engaged within employment in GTA – contributors to the economy and to the community
 - o UG to GRAD programs – we are a place the learner can grow in both their education and employment

Q3: Which of these approaches seems most appealing to you? Standard, Thematic, Grand Challenges

- Grand Challenge approach
 - o Be bold
 - o UAP is usually identical from university to university
 - o Love that we are trying to be different
 - o Convey message why are university is important today than it has ever been
 - o Engage in debates – but that don't change people's lives
 - o One of the benefits of this approach is big values: help us to understand that the big problems are solvable and people are mobilizing their resources and talent to fundamentally change our world
 - o Important message in world when we are fighting for resources
 - o Need to get in front of others - rise above the crowd; not take back seat
 - o Good investment
- Grand Challenge
 - o the world looks at us with big questions; think it is our responsibility as citizens to help answer these questions
- Grand challenge forces us to ask big questions but is it the basis on an academic plan to solve big problems? It is hard to solve the issues; we must pick our question – we are faced with grand challenges for example: social justice; questions are large and small within the area of social justice
 - o Things like respect; improving communication are smaller things to consider

Faculty of Health Council UAP Consultation Notes

Faculty Council Meeting: December 4, 2019

- Well served to think of some issues to address
- Need to focus the questions that we are hoping to achieve and determine our contribution to the world

Q4: Are there local or global challenges that York is especially well placed to help solve?

- Health for all – important to consider
- Global challenges let us think about ourselves and how do we improve engage the way we see the world?
- Economic and health disparities
- Big question approach is the right idea: can't solve climate change within the next few years – but find smaller, great ways to get closer to the goals
- There was a suggestion to change the question: What are York's strengths' to solve these challenges;
 - interdisciplinary is a major strength
- York can be an organization that addresses marginalization around housing but situationally; students who deal with these issues; immigration, homelessness in our communities (example: recent fire in neighbourhood where community was temporarily relocated to Tait; we mobilized quickly
- York is a microcosm of the global environment – due to our interdisciplinary nature, we are well placed to address the needs of the students to help engage and support next generation

Q6: How might we best advance the teaching mission of the University over the next 5 years?

- Education is transforming away from classic models – allows for other opportunities
 - Find non-traditional pathways
 - We use things like Coop and EE – “buzzwords” but are we really evaluating to see what is worthwhile; which should we pursue, and which should we stop?
 - We need to evaluate what is improving the quality of education of students
- Break away from thinking of a typical student – straight from high-school
 - students are coming out of work place and back into education
- we need to stop seeing York as limited to GTA – other Universities have moved beyond their physical perimeter; mounted online courses/programs – fully or partially; reach other potential areas globally
 - If we still think that our people need to move physically to come here; if this is our version of education we risk trailing behind other leaders in this areas
 - We lead in some aspects; but resources need to be updated; potential reach needs to be global and not just GTA;
 - invest in IT; shouldn't face challenges in the middle of class where the physical technology is failing us; take time to get IT there
 - Things that needed to be addressed years ago is derailing work in the classroom

Faculty of Health Council UAP Consultation Notes
Faculty Council Meeting: December 4, 2019

- room tech – items not available; accessibility issues; try to mitigate these items; can be crippling every year
- Where is the student voice – needs to be more than just faculty – needs to include the students in this conversation; make too many assumptions
- Make York a place that is attractive for students - need to be able to offer things to them – get outside the box; we aren't always offering new and different
- encouraged APPRC revisit the question: is a better way to ask this: how might we advance this mission to facilitate learning and development to reiterate points that were made?

Glendon UAP Consultation
January 31, 2020

Q4.: Local or global challenges that York is well-placed to address?

- Comment that slides were skewed toward "Grand challenge". Concerned (from perspective of medieval history expertise)
- One person said:
 - Comment that an aim to make a UAP that is "outside the box" is not necessary
 - Requested UAP respects the place for liberal arts.
- Regarding "local challenges": Glendon has always styled itself as a bilingual institution. Enrollments are down, but there is demand for bilingual education. The University is placed to address need for bilingualism, but needs to support Glendon

Q6.: How to advance the teaching mission?

- We are in a world of increasingly precarious labour. In the last plan, the university made a commitment to increase the number of conversions. Improving (CUPE) working conditions would improve teaching/learning conditions.
- A student:
 - seconded these comments above, citing a personal example about a delay to learning due to a last-minute hire;
 - Commented that hiring/promotion needs more emphasis on ability to teach.
 - Hopes for stronger mentorship and best-practice sharing, and to, for example, investigate why the majority of students might fail in a course

Q7: How to best advance research, scholarship and creative activity?

- Faculty members need more time for research/scholarship
- York needs to consider teaching loads. Teaching loads are not consistent across faculties.
- The question was raised if York is research intensive, comprehensive or global? Research needs to be better embedded across the university
- An example: a faculty member mentioned that he has 30 years of experience as a visual artist. Was hired teaching stream. He wonders, when at an exhibition, does he say that he teaches at York when York doesn't contribute to his practice?
- There needs to be better recognition of alternate forms of research, e.g., blogging

Other comments:

- An observation re: research: it took a long time to get the standard teaching load to 2.5. The research release also took a long time. The University, in its next negotiations, should consider reducing the workload.
- A broader comment: framing is important. York is going forward with Markham Campus. The UAP needs to reflect that York is a multi-campus university

York University
Faculty of Liberal Arts & Professional Studies
LA&PS Faculty Council Meeting
January 16, 2020

AP - Consultations

Professor C. Ehrlich explained that York was in a pivotal year as far as academic planning went. Previously three overlapping and contradictory documents had determined academic life and going forward there would be only one document the University Academic Plan AP which would signal York's identity. The consultations were important to determine the type of academic plan that York desired. More traditional plans revolved around areas of student experience formation of community and academic excellence. The Academic Policy Planning and Research Committee APPC was trying to think in terms of how a new AP could allow York to stand out and they looked at how other universities approached academic plans and found three formats traditional thematic and grand challenges. He explained that the committee was considering a hybrid approach so that everyone in our community could see themselves reflected in the academic plan. He asked members not to be influenced by the leading questions on the slides since the committee was thinking in different terms now. He invited members to go to AP renewal website and respond to questions there.

Professor C. Ehrlich asked what local or global challenges and issues York was especially well placed to solve.

A member said we should emphasize the local area and outreach to the north-west corner that was not well served and had precarious employment.

A member said that a big local challenge was the development of critical skills within our students.

A member said there was engagement with the north-west corner to support low income folks. A faculty member ran tax clinics there for example.

A member wondered how York could create stronger relationships with the neighbourhood to sustain and support housing initiatives there.

A member said that York had implemented several sustainability initiatives including a plastic bottle ban and we could engage the greater city and province to explain the process.

Professor C. Ehrlich asked how we might best advance the teaching mission of the university in the next five years. He also asked how to advance research scholarship and creative activity in the next five years.

A member said that some less traditional research was harder to recognize and we should reward people who engaged in different research outputs while still rewarding more conventional ones.

A member said there should be more opportunities to apply for grants.

Professor C. Ehrlich asked how we might best advance student success in the next five years.

A non-member identified herself as a student and asked to speak. The Chair recognized her. She said that she wanted to commend the Dare and Internship Awards because they offered opportunities for students

to spend summers doing meaningful and important work. She said this sort of initiative set York apart, but these opportunities were limited to undergraduate students so more opportunities to expand would be appreciated.

A member said that a budget surplus would allow for the creation of a community feeling on campus, including investing in classrooms that were not currently inviting spaces for students. She noted that the new student center was a warm and inviting space and this needed to be a priority.

Professor C. Ehrlich welcomed the comments and said that APPRC was combing through all feedback and taking it seriously.

Libraries UAP consultation

January 14, 2020

- Question about whether grand challenges would encompass every part of the community. Will some areas be left out?
- It's about prioritizing strategically. The UAP can't cover everything.
- What captures people imagination and attention and attracts them to the university? Important question to consider.
- Is a five-year timeline long enough for a grand challenges approach?
- Interest in teaching stream librarians focused on SOTL.
- On the teaching mission question, it was noted that an underlying concern is library staffing which limits ability to help students as fully as possible.
- It would be interesting to hear about what was accomplished at institutions that chose a grand challenges approach in the past.
-

Osgoode UAP Consultation

November 25, 2019

- Is there room in the grand challenges approach for disciplines that don't construe themselves instrumentally? Is there room for a literature or art history department to see themselves in the plan?
- Is there an intentional approach to link ourselves up to other initiatives like the UN development goals? A: This is an independent process but we are being mindful of context. If the challenges do link up well with other organizations' priorities, there may be opportunities for collaborations.
- Question about what the intended purpose of the UAP? Will it drive resources to the faculties or programs?
- Such exercises tend to undermine academic freedom and discriminate against those who are not identified as working in priority areas.
- What is the Committee's thinking in terms of preference of approach? What do they see as the pros and cons? A: The Committee's thinking is to do something different that is inspiring. Any specific concerns around risks would be useful.
- Can clearly see in the current UAP priorities what we do at the university. May not be able to see ourselves as clearly in a grand challenges framework.
- This type of planning is externally oriented. That kind of approach is not what York really needs right now. There are a lot of internal challenges – HR, labour relations, academic freedom, accessibility. Practically, how can we address our own internal administrative challenges?
- If the plan resonates with everyone, it will be so generic.
- Responding to the climate crisis is vitally important for all our planning. Avoidance of nuclear holocaust.
- What will indicators of success be? Will take that back to the Committee.
- Our top priority should be investing in students' futures by advancing climate change solutions.
- Would be interesting to ask faculties what they're working on that could be framed as a grand challenge and what the results might be. Grand challenges should be linked to our existing strengths. They should be realistic and achievable.
- The grander the challenge the further away it becomes from what we do every day. The Way Must be Tried serves as a grand challenge. Captures all the things we do.

From: [FGS Governance](#)
To: [Kathryn White](#)
Subject: RE: Notes from UAP Consultation at FGS Council
Date: February 5, 2020 12:13:16 PM

Hi, Kathryn, I am providing the entry for this item from the minutes of the December 5, 2019, meeting of Faculty Council:

Thank you,

M. Michael

5. Senate Consultation on University Academic Plan

[Memo from Chair of Senate APPRC](#) | [Presentation](#) | [Draft retrospective \(.pdfs\)](#) | [UAP Renewal \(URL\)](#)

*Carl Ehrlich, Chair, Senate Academic Policy, Planning & Research Committee, and Kean Birch, FGS representative on Senate Academic Policy, Planning & Research Committee
For discussion*

Professor Carl Ehrlich addressed Council, stating that Senate Academic Planning, Policy & Research Committee seeks to consult on York University's future in order to shape a plan for 2020 to 2025. The University Academic Plan is a foundational document that underlies the most important academic and institutional priorities. York's existing plan has seven priorities:

1. Innovative, Quality Programs for Academic Excellence
2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities
3. Enhanced Quality in Teaching and Student Learning
4. A Student-Centred Approach
5. Enhanced Campus Experience
6. Enhanced Community Engagement
7. Enabling the Plan

Professor Ehrlich referenced planning at other universities, which were found to undertake planning according to three broad formats:

- Traditional: organized around excellence in programming, research, student success, and community engagement
- Thematic: organized around one or more central themes (e.g., impact of technology on society)
- Grand Challenges: organized around local/global challenges/opportunities

The Senate committee is considering a new form of planning, and therefore consultations have become even more vital. He encouraged those involved in graduate education at York to read and reply to the Senate Committee's nine questions (see the [Presentation](#)). Councillors were encouraged to participate via the [UAP Renewal website](#) or by emailing info.univsec@yorku.ca.

At this point, Professor Kean Birch continued, on behalf of the Senate Academic Policy, Planning & Research Committee. He invited comments from Council. Councillor Mike Zryd spoke about “the great challenge of defending knowledge as a value.” Dean Tom Loebel recommended the identification of research strengths, and defining areas of emerging success. Graduate student Annie Luong spoke about difficulties related to reducing times to completion, and expressed concerns about defending knowledge when hindered by administrative and bureaucratic systems. Professor Eric Armstrong spoke about “transformation” as a positive, open-ended “jumping off place.” Professor Detlev Zwick spoke in favour of new interdisciplinary areas. Dean Loebel was wary of the “grand challenge” focussed academic plan. Hybridity was also cited as a theme. Councillor Gamal Abdel-Shehid expressed thanks to the guests from Senate Academic Planning, Policy & Research Committee. He also recommended that values and strengths continue to be investigated, towards a thematic grand theme approach. Professor Ehrlich noted that not many universities have taken the grand challenge approach. Senate Academic Planning, Policy & Research Committee advocates that York should be ahead of the curve with respect to academic planning.

M. MICHAEL SCHIFF • Coordinator, Faculty Governance

Office of the Dean

Faculty of Graduate Studies

YORK UNIVERSITY

230 York Lanes • 4700 Keele Street

Toronto ON • Canada M3J 1P3

T 416.736.2100 ext 22264 | F 416.736.5592

gradstudies.yorku.ca

[Facebook](#) • [Twitter](#)

This electronic mail (e-mail), including any attachments, is intended only for the recipient(s) to whom it is addressed and may contain information that is privileged, confidential and/or exempt from disclosure. No waiver of privilege, confidentiality or any other protection is intended by virtue of its communication by the internet. Any unauthorized use, dissemination or copying is strictly prohibited. If you have received this e-mail in error, or are not named as a recipient, please immediately notify the sender and destroy all copies of it.

From: Kathryn White <kwhite1@yorku.ca>

Sent: February 5, 2020 12:07 PM

To: FGS Governance <fgsgovrn@yorku.ca>

Subject: Notes from UAP Consultation at FGS Council

Hi Michael,

I hope you are well. I'm wondering if you have any notes from the UAP consultation at FGS Council in December that you'd be willing to share with me. If so, could you please send them to me when you have a chance?

Many thanks,
Kathryn

KATHRYN WHITE • Assistant Secretary of the University

University Secretariat

kwhite1@yorku.ca • T 416.736.2100 ext 23053

UAP Consultation- Indigenous Council

Friday, January 31, 2020

Need to pause when we think about a “student-centred approach”

- Phrase can be one of the most non-indigenous moments in planning
- Which students are we “centering” an education around? This is very problematic
- It can create a “consumer focus” that leads students to act out colonialism in a micro-way. A view of “as a student, you are here to serve me.” This is not how we think about reconciliation.
- Need to be thinking about encouraging leadership and responsibility.
- No person should be at the centre of everything. Who or what is at the centre has some ebb and flow to it.
- That idea of respecting that there’s a different view of this approach; ie. that students would be better people if they treated staff better. All moments can be moments of learning
- There is a transactional approach when we think of what a student does. We need to think more about delivering a best quality education to students.

Imbedding the Indigenous Framework into the UAP

- Indigenous Council has been telling the University for years- they have made the framework. Would like to see those priorities imbedded into the UAP.
- The Council has endorsed the decolonizing research project- maybe that’s important to share as another set of recommendations coming back to the university.

Shifting the focus

- Shifting from a place of Indigenization to decolonization- it is foundational to bringing in knowledge
- When we look at the language of our current academic plan, we see words like “advance”, “progress”- we don’t see words like “responsibility” and “relationships”- how do we restore that? How do we advance things like social justice and education? Likely not through “progress” and “advancement”. We need to make room for responsibility and relationships in this plan.
- Without a doubt, climate change needs to be there, or in 50 years we won’t be here to talk about it.
- These shifts are good for everyone- they are not Indigenous-centric themselves. Relationship learning is important and good for every single student.
- Imbedding a process of self-actualizing; living the principles of a good life; and obtaining the best potential for one’s own life.
- Indigenous Worldviews and Knowledge are not isolated to indigenous communities only. It is a way to support all people. Engaging in a space where de-colonizing practice exists- we will create a place where the 4 York pillars will come to life for everyone. How can we do that as an institution? Education got us into this mess, so education will get us out.

- The group gathered today are all here concerned about method and not necessarily content. A Townhall method is the most non-Indigenous way to engage the community.

Understanding and supporting the experience and learning of Indigenous students

- Higher education is often the first opportunity Indigenous students have to engage with themselves and history. A lot of this time is spent reflecting, educating and seeking out who they are and what the culture is about.
- There can be difficulty for Indigenous students seeing themselves in the course content
- Students are very hard on themselves- never really encouraged to be themselves. The way that our students learn- they learn by observation. Students don't recognize that they learn very little about the world from what they're taught from university.
- Acknowledging the skills they come in with is helpful. University talks about what they can do for and teach students- not acknowledging the valuable life skills they already have.
- Indigenous students often work 10x harder when it comes to learning and processing. There are layers and layers of work that Indigenous students are doing on top of academics- can't keep up or feeling overwhelmed.
- Recognizing those unique learning experiences for Indigenous students will go a long way for students on campus and all they have to process.
- Even an instructor reading a chapter from a history book could be harmful. Our instructors need to think about taking care of themselves and of others
- Learning against the grain happens often; and often students are learning their own traditions at the time.
- The University also needs to think about the way instructors engage their students. In first to third year courses, instructors are often "talking at" a large room of students for two hours. Essentially, voices are being silenced for the first three years, and in the fourth year, when more engagement is encouraged, instructors have a difficult time engaging classes.
- Need to be conscious of the role of students in learning. Often, Indigenous students feel as though they are not only the learner in the classroom setting, but also the teacher for everyone else's benefit. They are asked to answer pan-Indigenous and other often insensitive and ignorant questions.
- We offer courses that imbed Indigenous histories and Ways of Knowing, but a lot of faculty members don't have the competencies to teach it, and they instead have to rely on the trauma stories of students, etc.
- There is a graduate model that we could look at called the Community Scholar model where people that are doing work in their communities decide to get a graduate degree. It's more of a circle for people to do research together. There's potential there that changes the way we think about imparting knowledge, and the gathering of situated knowledge and scholarship.

UAP Consultation with CPM Staff

2 December 2019

Second Student Centre

10-11am

- Division of Finance & Administration
- Division of People, Equity & Culture

Grand challenges approach appeals because there is an opportunity to bring together the admin and academic components of our university.

Grand Challenges allows us to be distinct as the usual themes are common to all universities.

Could we choose themes **and** grand challenges?

We need to build our brand in order to build community engagement and reputation.

More opportunities to work cross-functionally on campus.

UAP Open Forum
7 November 2019
9:30am; Second Student Centre 2nd floor

NOTES

85 people in the room; 16 people on-line

Carl Ehrlich opened the session and offered a land acknowledgement.

Accessible and affordable housing is very important.

RG: Place the university as a public trust at the centre of the new UAP.

57 in favour of grand challenge; 9 thematic; 5 traditional

During discussion changed to: 53 grand challenges; 13 thematic; 6 traditional

Then: 54; 12; 6

We need to discuss who we consider our community and who we consider our student body. We are still operating as though we had a student body that can come between 9-5 and take 5 courses. We are not thinking about how we can reorganize ourselves so that we can accommodate students who are working in addition to school. How can York be a vibrant educational centre for a wide demographic.

Grand Challenges approach has several problems associated with it:

- Going forward there's no university that won't adopt this – not going to make us distinctive over time.
- This is not something that appeals to our prospective students.
- Don't engage individuals.

The Challenge of grad challenges is to identify what those challenges might look like.

Diversity was popular topic – how do we demonstrate York's unique diversity – we attract the largest # of black students in Ontario. How can we talk about diversity not just in terms of student body but in terms of curriculum and other parts of the university.

York can be distinguished by the approach we take to developing and defining grand challenges as what is unique. Rather than by the content of a grand challenge.

Challenges – local and global

- Challenge of violence through humanities, social work, engineering, other. What possibilities can York offer the local community to change existing challenges. Engagement with the city perhaps.
- More connected to community directly next to us. Truly need to make an effort to make the university relevant to the community and truly engage with students and community that surround us.
- Make the university part of society and deeply embedded in local and global challenges.
- Addressing the problems of marginality, racism, and trust in our own community.

- We should address deep societal problems such as Freedom of Speech.
- At the global level we are facing planetary challenges – livable world. Eg universities in Quebec around climate.
- How do we localize global challenges and play a role as a public institution?
- Is there a way of going to our local community and ask how our community would articulate the challenges they would like us to address?
- Core of plan needs to be academic as it's an academic plan. We need to focus on the people inside the university – students, faculty... We need to focus internally as much as externally.

Need for a kind of scepticism for a process around grand challenges. Need for conversation about how we could address question.

- York is positioned to make strategic interventions on topics such as gun violence. We would need to be carefully about how we approach them. We cannot think about the community we are within as a place with problems that we need to fix.
- We are positioned to rearticulate challenges noted by governments and others, in a way that better reflects and addresses what real needs are.
- Challenges closely align to UN STGs.
- Wonder if it's the "grand" part of the challenges. Maybe some are micro!
- What would make York a place where we all want to work and study at? Local is important.
- Global Citizen – way to transcend boundaries of local to global.
- Can we reframe to something that acknowledges challenges but doesn't require them to be "grand".
- "Grand" makes it sound unachievable.

Twice – desire expressed to have a plan that allows everyone to see themselves within it.

Teaching Mission

- How can we advance the teaching mission of the university if half of our teachers are on contract.
- This is the very worst day of the entire teaching term for this event due to teaching commitments.
- Contract faculty face barriers to participation in university governance and local governance.
- Can we try to accommodate the more than 800 contract faculty?

Research, Scholarship and Creative Activity

- If we want a research intensive university, we need to limit the number of teaching stream faculty.
- Build a stronger bridge from teaching stream to research stream.

If we want to aspire to great things as an institution, we need to deal with our labour relations issues.

UAP Open Forum

November 7, 2019

- Greatest opportunities for York:
 - o York is a commuting school so it's hard to make relationships with students who live off campus. Accessible and affordable housing are important. Building a sense of community for students.
 - o We should place the university as a public trust at the centre of the new UAP. The concept of a public trust embodies a lot of the key words we see. I urge my colleagues to see that as a grand challenge for the university. Brings together community engagement, accessibility, quality programs, research together.
- Which of these approaches seems most appealing to you?
 - o Lassonde is working on this in one of the classes. They could be scaled up to the whole university.
 - o Notes that many faculties' plans are ending this year. How might we connect the university-level challenges to the faculties.
 - o We need to think about who we consider as community members. Atkinson College closed 10 years ago and we are not making it easy for mature students to come to York. We do not think about how we might reorganize ourselves to accommodate different kinds of students. If we focus on a grand challenges approach, I worry that we will lose sight of this important challenge. How can York be a vibrant education centre for a broad range of demographics.
 - o GCs doesn't really make us distinctive. Most universities want to contribute to these types of challenges. The challenges are too big that they become irrelevant.
 - o The challenge with GCs is identifying what they might be. Whatever these challenges look like for us, they need to be contextualized within the York U environment. How do we as a university uniquely respond to these challenges? Our students will be an important thing to think about. Diversity was very present as a response to the first question. Let's be honest about what our diversity looks like – we have the highest proportion of black students in Ontario. How might our student body help us to think about curriculum? How do we push back against assumptions that humanities are less significant. How do we take a humanities curriculum and make it respond to these challenges?
 - o The approach we choose the grand challenges is what will distinguish us more than the challenges themselves.
- Suggestion to repoll on which approach seems appealing – results stayed pretty much the same.
- Are there grand challenges York is particularly well placed to contribute to?

- Act locally. In concert with local community, think about the problem of gun violence. Engage everything from the humanities, social work, engineering, etc to think about what York could offer to change the issues of the community. Example of a university in the Netherlands (?) where students' PhDs have to be focused on a social problem.
- Should be more connected to the community directly next to us. Leading the solutions to these types of problems is in line with a public trust approach. Addressing racism, social inequity, hate speech, etc. Facing planetary challenges at the global level to make sure young people have a livable world. These would provide good branding opportunities too.
- Need to think about how we initiate conversation with external communities.
- The core of the UAP is academic. We need to remember to focus on what the students needs, what faculty needs, rather than focusing on the external community. Make sure the GCs are rooted in thinking about the university's goals and challenges.
- The need to think really carefully about the problems we might want to solve. On the question of community-engaged research and teaching. York is positioned to make strategic interventions. The kinds of concerns that might motivate SSHRC or the government – we have to be careful about how we approach them. Can't be paternalistic. Need to be guided by what the communities need and identify as GCs.
- The GC suggestions mimic the UN SDGs. The grand part of the grand challenges gives me pause. Perhaps the challenges can be more at the micro level.
- Our table discussed the idea of global citizens. That transcended the discussion about internal vs external challenges. Trying to think of things that bridge between.
- What about making the UAP a hybrid between the three types of approaches?
- The key is to have a vision. Thinking outside of the box and outside of the university. How do we gain the public trust? Building partnerships.
- How might we best advance the teaching mission of the University over the next 5 years?
 - Interdisciplinarity helps make graduates more employable and helps us get at the grand challenges.
 - How can we advance the teaching mission of the university if contract faculty are not well represented in collegial governance processes like these.
- How might we best advance research, scholarship and creative activity over the next 5 years?
 - Teaching stream faculty members are limited in their ability to contribute to this.

- How might we best advance student success over the next 5 years?
- How might we best advance community engagement over the next five years?
 - o Using the umbrella of a public trust, community engagement would be one component.

**UAP CONSULTATION REPORT
FACULTY COUNCIL
GLENDON COLLEGE**

To: Professor Carl S. Ehrlich, Chair, APPRC, York University
From: Professor Lyse Hébert, Chair, and Professor Jean-Michel Montsion, Vice-Chair,
Faculty Council, Glendon College Glendon Campus
Date: February 1st, 2020

On January 31st, 2020, the Faculty Council of Glendon College held a discussion on the University Academic Plan (UAP). The presentation slides were distributed to Council members prior to the meeting. Following a short presentation by the Chair of APPRC, Council members were asked to reflect on the process as a whole, and more specifically on the three following questions:

- Question 4: Local and global challenges York is well-positioned to solve
- Question 6: Ways to advance the teaching mission of the University
- Question 7: Ways to advance research, scholarship and creative activity

Council members thanked the APPRC for the presentation and the chance to provide output, in Council and by the link provided in the slide presentations.

During the first part of the conversation, the exercise of the UAP and possible new formats for it were discussed. Some concerns were raised that the presentation slides are skewed towards the ‘Grand Challenges’ format, suggested for re-designing the UAP. Council members appreciated the efforts put in trying ‘to think outside of the box’ but some wondered if this is necessary. As York University might be unique in many aspects, it is still closer, in its goals, mission, and functioning, to other Canadian universities, than businesses in other sectors of activity.

More specifically, two potential problems were highlighted as it pertains to the place of Glendon within this exercise. On the one hand, concerns were raised by the implicit emphasis on ‘Grand Challenges’ and problem-solving might have serious negative effects on, or at least undermine, the mission of Liberal Arts, a key component of Glendon’s identity. The comments from the President of the University of British Columbia in defense of Liberal Arts were brought up.¹ On the other hand, the upcoming UAP must take into consideration the establishment of the Markham Campus and a serious commitment to becoming a multi-campus university that includes Glendon, in terms of campus support, as well as teaching and research integration.

As Glendon defines itself as a bilingual (French-English) institution, one of the local challenges that the University faces is a stronger commitment to Glendon in its mission to supporting the local bilingual communities of Toronto and the region (Question 4). With the creation of the Université de l’Ontario français (UOF), it is important that the University is reminded that student surveys leading to the creation of the UOF revealed a stronger interest in bilingual education than in the model adopted by the new postsecondary institution. Glendon is well-positioned to meet this

¹ Santa J. Ono. 14 January 2020. Education without liberal arts is a threat to humanity. *CBC Radio*. Available at <https://www.cbc.ca/radio/ideas/education-without-liberal-arts-is-a-threat-to-humanity-argues-ubc-president-1.5426112>.

interest for bilingual education in Toronto and the region, only if it obtains the necessary support of the University.

Another local challenge that was brought up in the discussion is the trend of increasing precarious labour conditions. The University can work on addressing this dangerous trend and reality within its own practice. One Council member noted, 'Our working conditions are the learning conditions of students.'

Specifically answering Question 6, student members of the Council expressed the importance of having more emphasis on teaching abilities in hiring processes, and it was deemed 'extremely important.' Suggestions were made for stronger mentorship and 'best practices' approaches in order to improve where there are clearly identified poor teaching practices.

Turning to the question on research, scholarship and creative activity, Council members expressed the importance of time in order to conduct and complete such activities. The disparities among York Faculties in terms of teaching load was noted as having a direct impact on research, scholarship and creative activity outputs. The research course release program was noted as a significant improvement in recent years, while some expressed that a more standardized approach to determining workload, in order to provide time for research on more equal terms, might be helpful.

As increasing numbers of full-time faculty members are hired within a teaching stream, it seems also unclear how they relate to the University through their research, scholarship and creative activity. The UAP could provide some guidance for this growing portion of the York community in how they should relate to their own research, scholarship and creative activity. Similarly, Council members wondered about the importance of including a better recognition of alternative modes of research outputs, like blog posts and podcasts, which are often more efficient pedagogical tools than traditional peer-reviewed articles. In a context where teaching is the priority, the relationship between faculty members and scholarship might need to be re-defined or at least clarified.

Finally, the identity of York University as it relates to research was also mentioned. The importance of embedding research at all levels of the university was expressed. A concrete suggestion was made not to limit its visibility in the next UAP to one section but rather to reflect how research is, in practice, the driving force behind many academic endeavours, including teaching and service.

UAP Consultation with Members of the York University Graduate Students Association

York's Values:

Diversity: in research fields; and faculty / students' socio-economic backgrounds which brings a different teaching and learning experience

Opportunities:

Advancing Accessibility: in all its meanings and applications

- physical accessibility; door openers don't work at many locations on campus; but also curriculum access culture
- need to teach students digital literacy, which means appropriate technology needs to be in the classrooms and enabled for pedagogy
- survey on accommodation done recently, showed few people get what is needed; something lacking in supporting workers and graduate students
- a challenge for undergraduates too – getting the accommodation they need
- not to have inequalities re-produced in the curriculum; need more relevant curriculum

Graduate students concerned about funding; increasing number applying for funding, emergency funds; need to investigate why

TAs seeing that curriculum / course material has not been updated in years – needs to be made more current and relevant; reports of inappropriate material that includes racism, other such issues

A strength is the diversity of our student body and the faculty; should be celebrated, acknowledged more, should inform work of the University more

Approaches to the new UAP?

Both themes and grand challenges could be too high level / broad that details are lost; the traditional approach more aligned with specifics

Challenges YU well placed to solve/address?

- housing, poverty, climate, transit – locally
- Noting the current provincial government plans and initiatives, would like to see more critiques of the government by the University

Advance Teaching Mission?

Update course material, not reflective of current times and landscape

Technology enhanced classrooms to be able to teach digital literacy to students

More job security for contract faculty; precarious labour challenge to be solved

Advance Research?

Support the ORUs – grad students like to find a “home” to collaborate with faculty and other students; limited in space so these centres help foster research for grad students

Like the resource for graduate students through the Writing Centre – a pilot project for grads working on their dissertation?; mentor, planning help, writing goals it had limited space; and now over?

Advance Student Success?

With more international students, English not their first language; need a class to help students with writing papers, how to read an article, do research; an introductory course; for credit; TAs really see it, and struggling with how to support students; better prepares them for success; need more support as the Writing Centre is over capacity

Community engagement advance?

Happening through ORUs

Lost progress on this when lost the GA positions; they used to engage with outside communities

Other Reflections:

- there should have been a dedicated consultation with Unit 1 members, not just Unit 2
- best if the consultation with the GSA done in conjunction with a Council meeting
- APPRC Chair committed to attend the YUGSA council meeting on March 19 to receive views on the draft UAP

Open Forum- November 7, 2019

Question 1: What do you see as York's Greatest Values?

Top Submissions

34 Votes	Access to high quality university education
32 Votes	Social justice, community engagement, student centred
23 Votes	Open, welcoming, passionate, inclusive
21 Votes	Diversity
11 Votes	Equity
10 Votes	The university as a public trust: social justice, ecological sustainability, equity and inclusivity, indigeneity, and community engagement
7 Votes	Interdisciplinary
5 Votes	Diversity of perspective
4 Votes	Creativity
4 Votes	Leading research. Forward thinking solutions to 21st century issues
4 Votes	Progressive thinking
4 Votes	Excellence
3 Votes	Student Experience
2 Votes	Teaching Staff

Question 2: Describe using one word the greatest opportunities for York that should inform the next University Academic Plan

Top Submissions

14 Submissions	Reputation
14 Submissions	Access
13 Submissions	Excellence
11 Submissions	Innovation
6 Submissions	Markham
6 Submissions	Experiential
6 Submissions	Community
4 Submissions	Teaching
3 Submissions	Sustainability
3 Submissions	Internationalization

Question 3: Which of these approaches seems most appealing to you?

56 Votes	Grand challenges/big questions approach
14 Votes	Thematic approach
8 Votes	Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve?

Top Submissions

14 Votes	Accessibility and inclusion
13 Votes	Creating connected, contributing global citizens
13 Votes	Solving our labour issues
10 Votes	Environmental sustainability- local to global
10 Votes	Climate change and adaptation
8 Votes	Inclusive design
6 Votes	Economic exclusion
6 Votes	Social inclusion
6 Votes	Health and wellness
6 Votes	Access for all
6 Votes	Connect each grand challenge to undergraduate experience
6 Votes	Teaching and learning excellence
6 Votes	Creating a university where people are excited to work, study and play (solver labour challenges, learn to work well across difference)
5 Votes	Isolation
5 Votes	Digital utopias and distopias
4 Votes	Mental health of community
4 Votes	Interdisciplinarity
3 Votes	Food insecurity
3 Votes	Poverty
3 Votes	What is the good life and how do we achieve it
3 Votes	Dealing with conflict

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

35 Votes	Agree
19 Votes	Neither agree nor disagree
15 Votes	Disagree

Question 6: How might we best advance the teaching mission of the University over the next 5 years?

Top Submissions

40 Votes	Expansion of experiential education opportunities
17 Votes	More flexible, comfortable, creative classrooms
16 Votes	Improve technology and tech capability in and out of the classroom
13 Votes	Curriculum flexibility like capstone course example
12 Votes	Supporting the scholarship of teaching and learning
10 Votes	Being creative about how we assess students
9 Votes	Variety of learning methods increasing remote, digital, exp. Education
8 Votes	Interdisciplinary approach equals employability and solves grand problems
7 Votes	Universal design
7 Votes	Outcomes-based assessment
6 Votes	Develop more truly interdisciplinary programs
6 Votes	Job-ready curriculum
6 Votes	Collaboration among units in delivering degree programs
5 Votes	Increase FT faculty complement
5 Votes	Open pedagogy
5 Votes	Community service learning
5 Votes	Technology enhanced learning
4 Votes	Empowering the leaders of the future

Question 7: How might we best advance research, scholarship and creative activity over the next 5 years?

Top Submissions

13 Votes	Provide increased opportunities for students to engage in research
11 Votes	Move beyond what is "standard" in tenure and promotion policies and procedures
11 Votes	Showcase great work that is occurring
9 Votes	Industry partnerships
9 Votes	Better infrastructure to support researchers
8 Votes	Interdisciplinary approach
7 Votes	Support open access
7 Votes	Involve undergraduates in research
7 Votes	Electronic CVs
5 Votes	Build coalitions of researchers across disciplines
4 Votes	Multi-discipline research
4 Votes	Financial support for ORUs
4 Votes	Need to limit the teaching stream to a relatively smaller proportion of hires, to address specific needs in programs. Generally, we should be hiring in the professorial stream
4 Votes	Better recognition of diverse models of scholarship
4 Votes	Having a Faculty Common Room at York might help generate research ideas in an informal context, as well as potential synergies in other domains
4 Votes	Identify/build crossdisciplinary research hubs for facilitating research collaboration across faculties

Question 8: How might we best advance student success over the next 5 years?

Top Submissions

22 Votes	Interventions based on predictive analytics
18 Votes	Student-centred approaches to teaching
13 Votes	Increase writing instruction
12 Votes	Mental health support
11 Votes	Improved supports ie. academic advising, career planning, financial
8 Votes	Improve student experience
8 Votes	Improve academic advising
7 Votes	Invest in academic skills development (in-person and virtual), curricular and co-curricular
7 Votes	Smaller class sizes
6 Votes	Eliminate "got Yorked" from the lexicon
6 Votes	Make getting help easy
6 Votes	Financial support, scholarships
6 Votes	Collect data on students' short-term and long-term outcomes to provide ongoing feedback for improving programs/services
6 Votes	Invest in keystone & capstone experience
5 Votes	Solve labour issues; no more strikes
5 Votes	Obtain a clear understanding of barriers that our students encounter

Question 9: How might we best advance community engagement over the next 5 years?

Top Submissions

21 Votes	Communication, transparency
17 Votes	Planning and input should take into consideration the entire community, not only the perspectives of the people who can take time to be here
14 Votes	Create spaces that welcome the community
12 Votes	Identify local challenges that matter to local communities
10 Votes	Partner with industry
9 Votes	Faculty outreach into high schools
8 Votes	Hub for community projects
8 Votes	Better promotion of the wonderful things we do already and amazing people who work here
8 Votes	Close the feedback loop by reporting back actions taken based on feedback
8 Votes	Firstly, understanding who the community is. Then finding ways to actively engage them (taking diversity into account. Differences between full-time and part-time students and workers, etc.)
7 Votes	Improve internal culture
6 Votes	Through experiential education priorities
6 Votes	Continue to offer forums such as this so everyone has the opportunity to share input and ideas
5 Votes	Value non-profit sector and not just industry

Student Representative Roundtable- November 26, 2019

Question 1: What do you see as York's Greatest Values?
Top Submissions

5 Votes	Student, leader and professional development
4 Votes	Academics
2 Votes	Community
1 Vote	Education and social justice
Other Entered	Access
Other Entered	Networking
Other Entered	Students and professors
Other Entered	Opportunities
Other Entered	Desire for impact

Question 2: Describe using one word the greatest opportunities for York that should inform the next University Academic Plan
Top Submissions

7 Submissions	Equity
3 Submissions	Accessibility
3 Submissions	Community
2 Submissions	Leadership
2 Submissions	Inclusion
2 Submissions	Diversity within power

Question 3: Which of these approaches seems most appealing to you?

8 Votes	Grand challenges/big questions approach
4 Votes	Thematic approach
3 Votes	Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve?
Top Submissions

9 Votes	Inclusivity
7 Votes	Sustainability
7 Votes	De-colonizing practices
6 Votes	Climate crisis
5 Votes	Lower tuition for international students or increased grant opportunities for them
4 Votes	Divesting from arms manufacturing and fossil fuels
3 Votes	Economic justice
1 Vote	Renewable energy
1 Vote	Emergency Management
Other entered	International development
Other entered	Economic reform

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

9 Votes	Agree
2 Votes	Neither agree nor disagree
1 Vote	Disagree

Question 6: How might we best advance the teaching mission of the University over the next 5 years?
Top Submissions

8 Votes	Structured co-op opportunities
7 Votes	Interdisciplinary education opportunities
6 Votes	New faculty who come from different backgrounds
5 Votes	Industry experience
5 Votes	Experiential education and practical skills
5 Votes	Listen to the voices missing from the decision-making table that could better inform these discussions which greatly impact the students' experience
4 Votes	Professional development for faculty
3 Votes	Introducing decolonial pedagogy
3 Votes	Decreased emphasis on traditional test-based curriculums
3 Votes	Focus on experiential learning
3 Votes	Younger and fresh perspectives
3 Votes	New strategy for labour relations
2 Votes	Action to follow the labour given at roundtables
1 Vote	Marketability of disciplines
Other entered	Innovation in the classroom
Other entered	Graduate-oriented experiential education opportunities

Question 8: How might we best advance student success over the next 5 years?
Top Submissions

6 Votes	Anti-oppression training for faculty and staff
6 Votes	Increased student representation within University administration decision making
5 Votes	Institutional student advocacy
4 Votes	Resources and support for student leaders
4 Votes	Physical accessibility
3 Votes	Mental health support

Staff Townhall- December 2, 2019

Question 1: What do you see as York's Greatest Values?

Top Submissions

- 31 Votes Diversity
- 21 Votes People
- 17 Votes Research and Innovation
- 10 Votes Inclusion
- 8 Votes Desire to improve
- 7 Votes Sustainability and social justice
- 7 Votes Approach to the environment and sustainability
- 6 Votes Accessibility
- 3 Votes Location
- 3 Votes Students
- 3 Votes Academic freedom
- 3 Votes Extensive programs

Question 2: Describe using one word the greatest opportunities for York that should inform the next University Academic Plan

Top Submissions

- 25 Votes Technology
- 21 Votes People
- 5 Votes Innovation
- 4 Votes Research
- 3 Votes Collaboration
- 2 Votes Social-Impact
- 2 Votes Change
- 2 Votes Trust
- 2 Votes Engagement
- 3 Votes Communication
- 3 Votes Service
- 2 Votes Globalization

Question 3: Which of these approaches seems most appealing to you?

- 56 Votes Grand challenges/big questions approach
- 18 Votes Thematic approach
- 10 Votes Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve?

Top Submissions

- 29 Votes Access to education
- 20 Votes Sustainability
- 17 Votes Mental health and well-being
- 16 Votes Climate change
- 16 Votes Support to surrounding community
- 12 Votes Sustainable development goals
- 11 Votes Artificial Intelligence
- 9 Votes Political discourse
- 6 Votes Digital Transformation
- 6 Votes Connection and opportunities for the youth in the local communities
- 4 Votes Poverty
- 3 Votes Social procurement

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

- 56 Votes Agree
- 13 Votes Neither agree nor disagree
- 15 Vote Disagree

Question 8: How might we best advance student success over the next 5 years?

Top Submissions

- 20 Votes No strikes
- 19 Votes More technological accessibility to lectures
- 18 Votes Experiential learning
- 11 Votes Labour relations
- 11 Votes Financial aid
- 11 Votes Great staff and faculty to support students
- 8 Votes Breakdown silos
- 8 Votes Cleaner facilities
- 8 Votes Streamline processes
- 5 Votes Co-ops and internships, stronger career focus
- 5 Votes Support mental health and well-being of students
- 4 Votes Focus on student experience and housing
- 4 Votes Focus on customer service
- 3 Votes Degrees relevant to jobs in the market
- 2 Votes Happy staff
- 2 Votes Increase academic spaces

Question 9: How might we best advance community engagement over the next 5 years?

Top Submissions

- 34 Votes No strikes
- 31 Votes Utilize innovative technology
- 30 Votes Breakdown silos
- 28 Votes Support the staff to support the students
- 25 Votes Resolve labour relations
- 25 Votes Reduce gap that exists between academic and non-academic
- 13 Votes More internship and coop opportunities in the community
- 13 Votes Culture of accountability
- 11 Votes A defined and comprehensive internal communication strategy to foster engagement and positive employee experience
- 11 Votes Improve York's reputation
- 11 Votes Right sizing/resourcing departments
- 11 Votes Focus on a couple of initiatives. York is not the best and greatest at everything
- 10 Votes Better relations with unions- it creates a big divide within staff
- 8 Votes Centralized IT for all Faculties
- 8 Votes A labour relations strategy and operational plan that is sustainable ie. not just about one employee group and giving in to being held "for ransom"
- 7 Votes Engaging local community in our academic program, research and admin processes
- 7 Votes Advance the partnerships with Markham and York Region
- 7 Votes Transparency

Question 1: What do you see as York's greatest values?

Top Submissions

35 Votes	Social Justice
30 Votes	Diversity
25 Votes	Interdisciplinarity
21 Votes	Access
10 Votes	Equity
5 Votes	Social responsibility
5 Votes	Public good
4 Votes	Creativity
4 Votes	Climate change solutions
2 Votes	Progressiveness

Question 2: Describe using one word the greatest opportunities for York that should inform the next University Academic Plan

Top Submissions

41 Submissions	Fees
38 Submissions	International
25 Submissions	Excellence
20 Submissions	Student Satisfaction
17 Submissions	Climate
16 Submissions	Indigenous
14 Submissions	Community Engagement
9 Submissions	Equity
8 Submissions	Research
5 Submissions	Social Justice
3 Submissions	Sustainability
3 Submissions	Creativity
3 Submissions	Innovation
2 Submissions	Humanities
2 Submissions	Retention

Question 3: Which of these approaches seems most appealing to you?

40 Votes	Grand challenges/big questions approach
17 Votes	Thematic approach
7 Votes	Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve?

Top Submissions

11 Votes	Climate solutions
11 Votes	Inequality
5 Votes	Poverty
5 Votes	Housing
4 Votes	Conflict
4 Votes	Health
4 Votes	Divestment
4 Votes	Social Justice
3 Votes	Inclusiveness
3 Votes	Inclusive and sustainable cities
2 Votes	Immigration
2 Votes	Sustainability
2 Votes	Water
2 Votes	Gun violence
2 Votes	Enabling civic discourse
1 Vote	Future skills gap
1 Vote	Aging
1 Vote	Social welfare
1 Vote	Student accessibility

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

36 Votes	Agree
16 Votes	Neither agree nor disagree
8 Votes	Disagree

Question 6: How might we best advance the teaching mission of the University over the next 5 years?

Top Submissions

22 Votes	Smaller class sizes
20 Votes	Hire more Faculty members
17 Votes	Tenure stream hiring
13 Votes	Improve classroom resources
10 Votes	Indigenous pedagogy
10 Votes	Hiring of teaching stream faculty
9 Votes	Better and more teaching spaces (innovative, creative)
4 Votes	Smaller tutorial sizes
4 Votes	Drop the tuition fees
3 Votes	Technology
3 Votes	Innovative programs
3 Votes	Experiential learning
3 Votes	Improved classroom technology
2 Votes	Good faculty hires
2 Votes	Active learning
2 Votes	International students resources and support

Question 7: How might we best advance research, scholarship and creative activity over the next 5 years?

Top Submissions

19 Votes	Funding
18 Votes	Create research clusters
13 Votes	Better research admin support in units
12 Votes	Stop striking
6 Votes	Improve reputation
5 Votes	Hire more faculty
5 Votes	Increase tri-council applications
5 Votes	High quality research resources
3 Votes	More people doing research
3 Votes	Internship opportunities
2 Votes	More community-engaged projects
1 Vote	More help with funding applications

Question 8: How might we best advance student success over the next 5 years?

Top Submissions

23 Votes	Smaller classes
18 Votes	Stop striking
11 Votes	Care for students
10 Votes	More mental health resources
8 Votes	Better advising
8 Votes	First-year seminar
8 Votes	Increase experiential Education
5 Votes	Reduce fees
4 Votes	More funding
4 Votes	Reward good teaching
4 Votes	Writing support
4 Votes	Teach university skills
3 Votes	More career support
2 Votes	Better student services
2 Votes	International student funding
2 Votes	Focus on learning outcomes
2 Votes	More tenure stream faculty
2 Votes	Consult student representatives
2 Votes	Improved learning spaces

Question 9: How might we best advance community engagement over the next 5 years?

Top Submissions

20 Votes	Community partnerships
17 Votes	Social justice work
16 Votes	Stop striking
15 Votes	Equity
15 Votes	Formal recognition of faculty's work with community
15 Votes	Outreach to community
13 Votes	Reach out to high schools
9 Votes	Bring community onto the campus
8 Votes	Fair tuition fees
7 Votes	Kindness
7 Votes	Cross-sectoral collaboration
6 Votes	Build into administrative and academic structures
6 Votes	Divestment
5 Votes	Climate solutions
5 Votes	Indigenous community outreach
4 Votes	Accessibility
4 Votes	More social interactions on campus
3 Votes	Better deals for our unions
3 Votes	Make it a priority- cross cutting curriculum

Board of Governors- December 13, 2019

Question 1: What do you see as York's greatest values?

Top Submissions

6 Votes	Diversity
3 Votes	Inclusiveness
3 Votes	Innovation
2 Votes	Sustainability
2 Votes	Interdisciplinary
1 Vote	Public good
1 Vote	Equality
1 Vote	Open university
1 Vote	Flexibility to change direction
1 Vote	Excellence

Question 2: Describe using one word the greatest opportunities for York that should inform the next University Academic Plan

Top Submissions

5 Submissions	Excellence
4 Submissions	Experiential
2 Submissions	Biotechnology
2 Submissions	Artificial Intelligence
2 Submissions	Climate Change
1 Submission	Diversity in leadership
1 Submission	Talent shortage
1 Submission	Student consultation
1 Submission	Innovation

Question 3: Which of these approaches seems most appealing to you?

13 Votes	Grand challenges/big questions approach
3 Votes	Thematic approach
2 Votes	Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve?

Top Submissions

5 Votes	Climate solutions
4 Votes	Future skills gap
2 Votes	Income inequality
2 Votes	Sustainability
2 Votes	Tolerance
2 Votes	Canada as a digital nation
2 Votes	Homelessness
1 Vote	Urbanization
1 Vote	Healthcare
1 Vote	Sustainable growth
1 Vote	Technology
1 Vote	Future of work
1 Vote	E-Canada- similar to eEstonia firepower
1 Vote	Poverty

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

14 Votes	Agree
4 Votes	Neither agree nor disagree
1 Vote	Disagree

Question 6: How might we best advance the teaching mission of the University over the next 5 years?

Top Submissions

9 Votes	Experiential Education
3 Votes	Student Centric
1 Vote	Interdisciplinary
1 Vote	Promote teaching stream colleagues
1 Vote	Hire "pods" of professors with interdisciplinary approach
1 Vote	Improve admission standards

Question 7: How might we best advance research, scholarship and creative activity over the next 5 years?

Top Submissions

3 Votes	Climate solutions
2 Votes	Healthcare
1 Vote	Strategic partnerships
1 Vote	Hire leaders in their fields
1 Vote	Collaboration
1 Vote	Global country partnerships
Other Entered	Skunkworks, skunkworks, skunkworks
Other Entered	Leverage unique assets
Other Entered	Digital transformation

Question 8: How might we best advance student success over the next 5 years?

Top Submissions

5 Votes	Increase experiential education
5 Votes	Student centric learning
1 Vote	Providing student networks
1 Vote	Coaching support
1 Vote	Exposure to global experiences
Other Entered	Applied arts and sciences should be job one
Other Entered	Build affordable housing
Other Entered	Interactivity
Other Entered	Engagement
Other Entered	Better support; smaller formative classes

Question 9: How might we best advance community engagement over the next 5 years?

Top Submissions

4 Votes	Integrating campuses to community
3 Votes	Community leaders involved in experiential education
2 Votes	Climate solutions
2 Votes	Community innovation learning centres on each campus
2 Votes	Enrich cross-sectoral collaboration and projects
1 Vote	Open access
1 Vote	Diversity community outreach
1 Vote	Keep internal community informed; work with external communities
1 Vote	Global relations
Other Entered	Public Private Partnerships
Other Entered	Offer more free tuition

Lassonde Faculty Council- January 10, 2020

Question 1: What do you see as York's greatest values?

Top Submissions

15 Votes	Diversity
10 Votes	Sustainability
6 Votes	Interdisciplinary
6 Votes	Not elitist, welcoming to all comers
5 Votes	Interdisciplinary and flexible
3 Votes	Openess and responsibility
3 Votes	Transdisciplinary research
3 Votes	Social justice

Question 2: Describe using one word the greatest opportunities for York that should inform the n

Top Submissions

6 Submissions	Research
5 Submissions	Experientia Student experience
3 Submissions	Environment
2 Submissions	Learning
2 Submissions	Impact

Question 3: Which of these approaches seems most appealing to you?

16 Votes	Grand challenges/big questions approach
6 Votes	Thematic approach
2 Votes	Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve?

Top Submissions

16 Votes	Access to education
9 Votes	Climate change
7 Votes	Clean water in Canada and the world
6 Votes	Decolonization
5 Votes	Equity
4 Votes	First generation Uni students
3 Votes	Poverty
3 Votes	Community partnerships
3 Votes	AI revolution
2 Votes	Peace
2 Votes	Sustainability
2 Votes	Climate change

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

14 Votes	Agree
6 Votes	Neither agree nor disagree
0 Votes	Disagree

Question 6: How might we best advance the teaching mission of the University over the next 5 years?

Top Submissions

10 Votes	Training on Engineering Education
9 Votes	Innovative classroom technology
9 Votes	Professional development for faculty members
7 Votes	Classroom infrastructure to support teaching innovation
6 Votes	Hire teaching scholars
6 Votes	Expanding learning outside the classroom

Question 7: How might we best advance research, scholarship and creative activity over the next 5 years?

Top Submissions

9 Votes	Build linkages between departments and faculties
8 Votes	Industry partnerships
7 Votes	More lab space
6 Votes	Infrastructure investment
5 Votes	Research chair positions
5 Votes	PD for early career researchers
5 Votes	Support on external comms for reputation building

Question 8: How might we best advance student success over the next 5 years?

Top Submissions

8 Votes	We should ask the students this question
7 Votes	More team work initiatives
6 Votes	Evidence-based decision-making
5 Votes	Mentoring
5 Votes	Mental wellness
5 Votes	Learning linked to social impact
4 Votes	Listen to their challenges and experiences

Question 9: How might we best advance community engagement over the next 5 years?

Top Submissions

10 Votes	Initiatives focused on helping/improving the community
8 Votes	Collaborative research projects and teaching initiatives with the community
7 Votes	Build into the curriculum
7 Votes	Outreach to Indigenous Communities
7 Votes	Local community in Jane & Finch
7 Votes	Co-design programs with community
6 Votes	K-12 programs

Meeting of Librarians- January 14, 2020

Question 1: What do you see as York's greatest values?

Top Submissions

- 6 Votes Social justice
- 4 Votes Diversity
- 4 Votes Multidisciplinarity
- 4 Votes Sustainability
- 2 Votes Social justice
- 2 Votes Equity
- 2 Votes Environmental stewardship

Question 2: Describe using one word the greatest opportunities for York that should inform the

Top Submissions

- 6 Submissions Open
- 4 Submissions Experience
- 3 Submissions Diversity
- 3 Submissions Sustainability

Question 3: Which of these approaches seems most appealing to you?

- 6 Votes Grand challenges/big questions approach
- 10 Votes Thematic approach
- 2 Votes Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve?

Top Submissions

- 7 Votes Climate change
- 4 Votes Universal design
- 4 Votes Sustainability
- 3 Votes Labour Relations
- 3 Votes Equity
- 2 Votes Poverty

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

- 6 Votes Agree
- 6 Votes Neither agree nor disagree
- 6 Votes Disagree

Question 6: How might we best advance the teaching mission of the University over the next

Top Submissions

- 9 Votes Focus on success and retention: who are we failing to support while they're here?
- 8 Votes Teaching stream faculty (including TS Librarians)
- 6 Votes Open education
- 5 Votes EE learning opportunities
- 3 Votes Hire more Librarians and archivists
- 3 Votes Continue to prioritize diversity hiring

2 Votes Learning analytics

Question 7: How might we best advance research, scholarship and creative activity over the next 5 years?

Top Submissions

- 8 Votes Connect communities across the institution through the Library
 - 6 Votes Invest more broadly in the potential of open science and open scholarship
 - 5 Votes Hire more Librarians and archivists
 - 3 Votes Improved IT infrastructure
 - 3 Votes Less metrics
 - 3 Votes Attention to visibility of our scholarship
 - 1 Vote Community/communal spaces
-

Question 8: How might we best advance student success over the next 5 years?

Top Submissions

- 9 Votes Renovated Libraries
 - 6 Votes Reduce costs and related barriers
 - 5 Votes No strikes
 - 5 Votes Provide better and more personal support to students, particularly with mental health
 - 5 Votes In a non-creepy (surveillance) way, foster mechanisms to ensure students are acknowledged
 - 4 Votes Include students in our planning (ie. Space)
-

Question 9: How might we best advance community engagement over the next 5 years?

Top Submissions

- 7 Votes Spend money on programs, events, etc.
 - 6 Votes Let the community lead it
 - 6 Votes Collaboration with industry and enterprise to create more EE opportunities
 - 4 Votes Community engagement portfolio for librarians and archivists
 - 3 Votes Continue our knowledge translation and mobilization efforts
 - 3 Votes Consider all scholarship as "public" scholarship
 - 2 Votes Respectful collegial governance framework
-

Contract Faculty Consultation- January 16, 2020

Question 1: What do you see as York's greatest values?

Top Submissions

2 Votes	Diversity
Vote Entered	Multiculturalism
Vote Entered	Interdisciplinarity
Vote Entered	Sustainability

Question 2: Describe using one word the greatest opportunities for York that should inform th

Top Submissions

3 Submissions	Job security
1 Submission	Globalization
1 Submission	Inclusion
1 Submission	Sustainability

Question 3: Which of these approaches seems most appealing to you?

3 Votes	Grand challenges/big questions approach
0 Votes	Thematic approach
1 Votes	Standard approach

Question 4: Are there local or global challenges that York is especially well placed to help solve

Top Submissions

2 Votes	Social justice
2 Votes	Interdisciplinary approaches to traditional problems
1 Vote	Intersection of AI and Ethics
1 Vote	Public transit planning
1 Vote	Gender Equity

Question 5: Should APPRC frame the University Academic Plan around Grand Challenges?

3 Votes	Agree
0 Votes	Neither agree nor disagree
1 Votes	Disagree

Question 6: How might we best advance the teaching mission of the University over the next 5

Top Submissions

2 Votes	More incentives for contract faculty in regard to job security, T&P
1 Vote	More recognition of contract faculty and support
1 Vote	Offer experience Contract Faculty the option of joining ATS. Improve standar
1 Vote	Conditions that foster pedagogical excellence must be supported (eg. time for
1 Vote	Smaller classes
Vote Submitted	Be a leader in reducing or eliminating the precariousness of large part of tea

Question 7: How might we best advance research, scholarship and creative activity over the ne

Top Submissions

2 Votes	Give contract faculty more research support and ensure they don't lose cour
---------	---

1 Vote	Support contract faculty's research, scholarship and creative activity much n
Vote Submitted	More research leaves
Vote Submitted	Make AIF projects more sustainable

Question 8: How might we best advance student success over the next 5 years?

Top Submissions

1 Vote	Give them real tools, including intellectual discipline and responsibility
Vote Submitted	Smaller classes
Vote Submitted	More flexible classrooms

Question 9: How might we best advance community engagement over the next 5 years?

Top Submissions

1 Vote	Allow auditing with fewer hoops to jump through or none
	The best way to advance engagement among contract faculty is to show that you respect their work. This can be done by guaranteeing job security to teachers who have been teaching at York for a long time. If teachers feel as though they are respected, they will be more invested university affairs.
1 Vote	

UAP Public Boards Feedback

1. What Does Academic Excellence Mean To You
 - Learning something
 - Getting good grades (doesn't have to be always)
 - Actually attending class
 - How well you finesse
 - Passing
 - Developing oneself as an individual
 - Reaching your personal goals

2. What local or global challenges should universities try to solve
 - General lack of “convenientia” among different peoples
 - Ignorance and old-fashioned ideologies
 - Stress of exam season
 - World peace
 - Single occupant vehicles
 - Going green
 - Student debt
 - Environment inside campus

3. What makes York Successful
 - You always get all the help you need
 - Diversity
 - Lots of people and resources
 - Inclusive
 - Patient and good service
 - Opportunities for community involvement
 - There's a bit of everything for everyone
 - Seneca@York and opportunity after graduation

4. What Values Make York Unique
 - Profs and TAs want you to understand your course material – they explain it well
 - Community school
 - Access to education
 - Diversity