

APPENDICES

Appendices

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Chronology of Meetings and Actions, Pandemic Disruption 2020

FW 2019-2020

Changes to the Term <i>(Decisions made by Provost, in consultation with Senate Executive)</i>	Senate Executive Consultation / Decision
No change to length of the term has been made. Last day of classes stays as April 5, 2020.	March 12
No in-person classes will be held as of 16 March 2020.	March 12
Courses will continue through online delivery formats as of 16 March 2020.	March 12
No in-person final examinations will be held in the winter exam period of 7-25 April 2020. Courses that had planned final exam, instructors are defining alternate evaluation methods.	March 16
Course Completion Options <i>(By decision of Senate Executive)</i>	
Course Directors are permitted to revise the grading scheme of a course. They may reduce the number of assignments, and make changes to the kind and weight of assignments, including tests and examinations.	March 12
<p>If a course director has graded assignments that amount to 70% or more of the final grade in a course, the instructor may give students the option of receiving a final grade that is based on a re-weighting of assignments already completed, provided the instructor is satisfied that the learning objectives of the course have been achieved and that fairness to students and academic integrity are preserved.</p> <p>Students in the course retain the right to follow the original grading scheme in the course, on the understanding that this decision may result in delaying course completion.</p>	March 16
<p>Temporary suspension of the <i>Senate Pass/Fail Grades Policy</i>, permitting undergraduate and graduate students to select the pass / fail grading option for any courses in which they are currently enrolled, except:</p> <ul style="list-style-type: none"> • BEd, JD courses • BScN major courses, however students in this degree program may chose the option for any other courses that count toward their degree • Nurse Practitioner (PHCNP) MScN program <p>Note: Students encouraged to seek guidance about any implications of selecting the pass / fail option for a course(s) for their current or subsequent degree program.</p>	<p>March 24</p> <p>Decision permitting pass / fail option for core BBA / iBBA courses was authorized on April 2 (by e-vote)</p>

For students in the Juris Doctor (JD) program at Osgoode Hall Law School, a mandatory credit / no-credit evaluation scheme to replace letter grades in all JD courses from the FW 2019-2020 academic year for which there is an outstanding grade as of March 25, 2020.	March 27
Changes to Deadlines / Petitions Process <i>(By decision of Senate Executive)</i>	
Deadline to drop a course without receiving a grade has been extended to 9 May 2020.	March 16
Any student who withdrew from Winter term and/or Full-year courses using the <i>Withdrawn from Course</i> option (“W”), will have the “W” notation removed from their transcript.	March 16
Deadline for students to opt in or out of the Pass / Fail grading option extended to 9 May 2020.	March 16
Deadline for graduate students to opt in or out of the Pass / Fail grading option extended to 30 May 2020.	April 14
Students are not required to submit an Attending Physician’s Statement in support of requests for deferred standing or petitions. This change in process is in place until further notice.	March 11 (by e-vote)

Summer 2020

Changes to the Term <i>(Decisions made by Provost, in consultation with Senate Executive)</i>	Senate Executive Consultation / Decision
No change to length of the summer session.	March 24
The dates for the SU and S1 terms have been changed, as follows: SU: 11 May – 12 August 2020 Examinations: 14-21 August S1: 11 May – 22 June 2020 Examinations: 24-26 June S2: 29 June – 12 August 2020 Examinations: 14-21 August	March 24
No in-person classes will be held. All courses offered online / remotely.	March 24
Changes to Deadlines / Petitions Process <i>(By decision of Senate Executive)</i>	
Students are not required to submit an Attending Physician’s Statement in support of requests for deferred standing or petitions. This change in process is in place until further notice.	March 11 (by e-vote)

Building a Better Future: York University Academic Plan 2020-2025

The University Academic Plan (UAP) 2020-2025 is about coming together to make positive change for our students, our campuses, and our local and global communities.

This UAP is launching at a moment of unprecedented trial for human and planetary health, security, and well-being. In the midst of a global pandemic, York University has demonstrated our fundamental solidarity and commitment to serving the public good while caring for all of our members. As a leading generator of knowledge, York has brought expertise from across disciplines to better understand the myriad dimensions of this historic crisis and to build new tools and strategies to overcome it. Notwithstanding physical distancing, we have truly come together as a resilient community. In the process, we have proven once again York's commitment to an enduring and distinctive set of core values:

- We strive for **Excellence** in fulfilling all aspects of our mission.
- We are **Progressive**, encouraging open minded inquiry, innovative approaches, and forward looking solutions.
- We champion **Diversity and Inclusivity**, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluencies and cross-cultural knowledges.
- We are passionate about advancing **Social Justice and Equity** through critical insight, creative problem solving, and socially responsible action.
- We uphold **Sustainability** - environmental, social, and fiscal - as a vital compass for decisions and initiatives.

These values are embedded in York University's Mission and Vision statements:

Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied, and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan, and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni, and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance. York University makes innovation its tradition. *Tentanda Via*: The way must be tried.

Vision

York's vision is to provide a broad sociodemographic of students with access to a high quality education at a research intensive University that is committed to enhancing the well-being of the communities we serve.

The Journey to 2020

After a decade of rapid development York has arrived as a fully comprehensive, research-intensive, multi-campus, urban University. We combine groundbreaking scholarship, discovery, and artistic creation with renowned strengths in community engaged and industry partnered research for maximum social and economic impact.

We are a full spectrum University, increasingly recognized for excellence in health, engineering, and sciences, while we continue to lead in liberal arts, creative and performing arts, and professional studies. The comprehensive strengths of our Keele campus are enhanced by our bilingual Glendon campus, our downtown professional learning sites devoted to law and business, and our international campuses in Hyderabad, India and Las Nubes, Costa Rica.

York boasts one of the largest and most diverse undergraduate and graduate student bodies in Canada, almost 18% of whom are now international students. Through the ingenuity of our faculty, we have dramatically grown the opportunities for students to access our programs virtually from anywhere in the world, and to learn experientially through community placements, capstone projects, and research internships. Students are embracing new programs in emerging areas like Global Health, Indigenous Studies, Digital Media, and Management of Artificial Intelligence. Our School of Continuing Studies has quickly become one of North America's largest and most successful, offering cutting-edge and flexible pathways to education for adult learners looking to retool their careers.

Through the growth of Innovation York, we have emerged as a thriving regional hub for entrepreneurship and knowledge mobilization. We value our deep connections to local and global partners, who work with us to contribute to the wellbeing of both people and communities. York University has a global alumni network of over 325,000 people in more than 170 countries, who are making a positive impact on their communities and excelling in every field of human endeavour.

Where We Are Going

York is entering a new phase of purposeful expansion in directions that anticipate the needs of future learners, both locally and globally, as well as the evolving needs of society. We will launch a new campus in Markham centred on technology and entrepreneurship. We will develop an integrated health precinct with partners in Vaughan. We will take steps to realize the potential of the Lands for Learning at our flagship Keele Campus. We will elevate our international partnerships and profile, and the global connectivity of our research and our graduates. To enable this future-oriented vision, we will invest in robust professional development for our instructors and in the significant renewal of our research and teaching infrastructure, both physical and virtual.

York has scaled up its health-related teaching, research, and innovation based on a vision of keeping more people healthier, longer. We are well placed over time to establish a medical school that is designed in a manner consistent with this vision, to serve one of Canada's fastest growing and most diverse regions through a community-based care model that integrates physicians into broader health and wellbeing promotion teams.

Focusing on the next five years, this Plan charts a path to positive change in relation to six Priorities that are foundational to York University's mission, vision, and identity. For each Priority the Plan explains the reasons why action is imperative and the key aims that will guide us. Permeating all six Priorities is a theme of *coming together* as both a precondition and an outcome of fulfilling the Plan. A better future must be rooted in strong relationships – among the members of our own institution, across our multiple campuses, with our closest neighbours and Indigenous communities, and with our burgeoning networks of partners near and far.

Advancing the Sustainable Development Goals

In the spirit of coming together, the York community has expressed a strong desire to bring our unique capacities to bear on some of the most urgent issues facing the planet, from climate change to inequality to truth and reconciliation to forced migration, among others. Over the next five years, we will challenge ourselves as a University to deepen our collective contributions to the United Nations' seventeen Sustainable Development Goals (SDGs). The York University SDG Challenge will invite participation from all interested members of our community. York is already recognized globally for our excellence in SDG-relevant research, education, innovation, and civic action. The SDG Challenge will further elevate our engagement and project our distinctive ethos as a community of changemakers.



See below in this Plan for more on how YorkU is advancing the seventeen UN Sustainable Development Goals.

York University's Planning Ecosystem

The UAP 2020-2025 marks a new beginning. At the same time, it builds on the transformational work already underway across the institution. This Plan is designed to function as a meta-document that links our existing academic plans and initiatives into a coherent whole. It embeds and affirms the University's Strategic Research Plan, its Indigenous Framework, and a new Internationalization & Global Engagement Strategy, among others. These focused strategies are embraced as vital elements that infuse the UAP as an overarching statement of our direction over the next five years.

The UAP also informs our operational and budget plans. York is known as a leader in Integrated Resource Planning (IRP) to ensure that high-level strategies do not sit on a shelf but are translated into concrete implementation plans. Every faculty and administrative unit has an IRP that lays out the specific actions it is taking to implement the UAP with timelines and regular progress reports, so that human and financial resources are continually aligned to support our stated academic priorities and goals.



Six Priorities for Action

York University has an enduring commitment to critical inquiry and the pursuit of knowledge that comes from many differing perspectives and ways of knowing. As a learning community, we believe in the power of research, scholarship, creativity, education, and dialogue to transform ourselves and the world around us for the better. We share a collective belief in the university as a public trust.

This Plan is designed to uphold the fundamental values of the University, even as we evolve its role and reach to ensure our graduates are equipped for a future that will be defined by dramatic change.

- Climate and environmental change raise urgent questions for virtually every field of endeavour and a need to come up with innovative solutions.
- People are ever more connected through digital networks and physical mobility, generating complexity as well as immense possibilities to accelerate collaboration and problem solving.
- Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, as well as revolutionizing how people learn, think, and create.
- Global power shifts translate into local tensions and inequities, highlighting the need for meaningful strategies to enhance international cooperation, economic inclusion, and social cohesion.

York University brings distinctive capabilities to the table to meet these challenges and find the opportunities that lie within them. This UAP positions York clearly as an agent of positive change for our students, for higher education, for society at large, and for the planet. We believe that at this juncture, to make a better future, the world needs more of York University.

Each of the six Priorities focuses on a key dimension of positive change that York University will pursue over the life of the Plan. The Priorities are conceptualized as a wheel to reflect their fluidity and interdependence. Each Priority depends upon the others to fully realize the UAP, just as the people of YorkU depend upon each other to thrive as a whole community. The United Nations Sustainable Development Goals envelop the wheel to depict York's longstanding commitment to building a more just and sustainable future and to indicate how we are challenging ourselves over the life of this Plan to elevate these contributions.

2020-2025 UAP PRIORITIES



21st Century Learning: Diversifying Whom, What, and How We Teach

Why: Every York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant.

This Priority speaks to the unparalleled diversity of our student body as a source of pride and a comparative advantage that differentiates York University as an institution. York has become a global magnet for talented people drawn by our academic excellence, cosmopolitan character, and commitment to making a positive difference. The next five years will see:

- continued efforts to make York an attractive destination for more Indigenous students, in line with our Indigenous Framework; and
- additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.

This Priority also highlights the value we place on diversity of thought. To prepare our students to live, work, and act meaningfully in the world, we will:

- continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
- pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews
- build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively in a variety of media

Finally, this Priority speaks to diversifying how we teach in an era of perpetual, universal learning. Rather than acquiring static knowledge, the hallmark of a quality education is now intellectual agility, adaptability, and knowing how to learn in any context. To meet this challenge we will:

- offer a wider range of credentials and flexible delivery options, in person and online, to expand access to learning for diverse individuals at multiple stages of their lives and careers
- attain our goal of providing every student with an experiential learning opportunity, regardless of program
- create more physical and virtual capacity for active and collaborative learning, so that students gain skills in working with others along with the joy of belonging to a learning community, wherever they are located
- encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge
- enhance and update teaching and professional development supports for all instructors, including tenure-stream and contract faculty as well as teaching assistants.

Knowledge for the Future: From Creation to Application

Why: As change accelerates around us, we aim to be more responsive to our communities by generating critical knowledge and works of art, ideas that engage multiple perspectives, and innovations that propel Ontario as a global knowledge-economy leader.

We have laid out an ambitious agenda for the continued growth and application of our research, scholarship, and creative activity in our Strategic Research Plan (SRP) 2018-2023: Towards New Heights. We remain committed to this agenda, including in particular:

- increasing the research participation of faculty and trainees at all levels across the institution
- accelerating growth in the number and diversity of our scholarly and artistic outputs and research funding base
- expanding the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works
- maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities
- implementing our Open Access Policy (2019)

Based on a thorough scan of activity across the University, the SRP mapped our established research and creative strengths across six intersecting themes, in which we are demonstrating national and international leadership:

Advancing Fundamental Inquiry and Critical Knowledge	Analyzing Cultures and Mobilizing Creativity
Building Healthy Lives, Communities, and Environments	Exploring and Interrogating the Frontiers of Science and Technology
Forging a Just and Sustainable World	Integrating Entrepreneurial Innovation and the Public Good

We expect to continue to grow and excel in these areas, with the help of investments that are already underway in enhanced infrastructure and in supports for our faculty. These include maintaining consistent high quality supports for individual investigators across the institution, as well as more focused investments in large-scale, collaborative research programs that cross disciplines and often borders with an array of partners. York University enters this UAP with an expanded cohort of graduate students and post-doctoral fellows from Canada and around the world, who will both participate in and accelerate this agenda.

The continued growth of our research and creative activities also demands that we support scholarly communities in keeping with the theme of *coming together*. York's excellence in inter- and transdisciplinary research is renowned and positions us for leadership in addressing the most complex and pressing issues of the day, such as those highlighted by the UN's SDGs. During this Plan, we will further cultivate this way of thinking across disciplines by means of our Organized Research Units and beyond, and find ways to infuse it deeply in student learning as well as in our research and creative activities and output.

The SRP 2018-2023 identified five areas where York has a clear opportunity to achieve new levels of research success in ways that bring a distinctively York perspective to addressing compelling challenges of our time:



Exciting initiatives are already underway, which include a new Centre for Indigenous Knowledges and Languages and an AI Taskforce, examining how York can become a distinctive leader in research and teaching that engages critically and humanistically with the development of technologies including artificial intelligence and machine learning.

Over the life of this UAP, we will continue to resource these efforts in particular by implementing our Faculty Complement Renewal Strategy, which calls for continued growth, renewal, and diversification of our tenure-stream faculty complement, including the use of cluster hiring to advance strategic priorities. This will also require focused efforts to meet current and future research infrastructure needs, to provide mentorship for an incoming generation of scholars, and to ensure that our faculty's research and creative outputs are disseminated ever more widely and recognized both internally and externally.

From Access to Success: Next Generation Student Supports

Why: With many of our students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

A core value of York University since its inception has been to provide access to all eligible students so that no talent is left behind. We serve large numbers of students who are new Canadians, Black, Indigenous, racialized, from lower income backgrounds, or who are among the first in their families to attend university. We are proud that our campuses teem with students of diverse sexualities, abilities, nationalities, religions, political beliefs, and linguistic backgrounds. Indeed, it is this vibrancy and promise that attract many people to come to York or to support our work.

We also recognize that many of our students may have substantial work and family commitments, or face systemic barriers as part of the experience of belonging to a minority in society or at university. As a large institution that has grown quickly, York also recognizes that we must reduce the complexity of navigating our University in order to improve the experience of all students: whether graduate, undergraduate, or those engaged in continuing studies.

With progress already happening in many areas, we will redouble our efforts over the course of this UAP to achieve positive change for our students in the following areas:

- more seamless, timely, and reliable access to excellent academic and career advising, as well as accessibility and other supports, through a combination of in-person service and digital systems, including our recently launched Student Virtual Advisor
- earlier feedback to students on their academic standing, and the use of data analytics to enable proactive, early interventions with students who are struggling
- more robust resources to assist international students with their distinctive needs
- achievement of our Faculty Complement Renewal Strategy to diversify our faculty to better reflect the makeup of our student body
- increased opportunities to practice relationship-building across differences
- more chances to learn about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples
- new systems to track our progress on improving outcomes for all of our students and especially those from underrepresented groups

Advancing Global Citizenship

Why: York University draws people from around the world who seek to learn from each other and to gain the global fluencies needed to work locally and across borders toward a better future.

More than ever, universities have a responsibility to contribute to positive change through global cooperation and borderless education. York is already wellknown for its strengths in global languages and internationally engaged research and teaching, with alumni and partners around the world. Our Glendon campus provides a unique environment for cross-linguistic and cross-cultural teaching, research, and dialogue. We have an eco-campus in Las Nubes, Costa Rica and offer global management education at our campus in Hyderabad, India. In addition, we are embedded in one of Canada's most multicultural and economically vibrant urban regions, where many employers seek highly qualified personnel with a global orientation.

York University is launching an Internationalization and Global Engagement Strategy (2020), which sets the stage for a new phase of development that will bring greater resources and coordination to our efforts in this area and will reinforce our commitment to ethical internationalization. The pan-university consultation informing this Strategy has underlined the importance of promoting values of integrity, reciprocity, reflexivity, inclusivity, and sustainability in our international programs and activities. It sets an agenda for action in four areas:

- global outlook and fluency – informing curricula and global learning, while leveraging our own diversity
- global nature of research – attracting international scholars and supporting international collaborative research
- international students – robust recruitment from a broader sweep of countries, creating a supportive and inclusive environment, and supporting transitions to careers or further study
- global reach and profile – communicating more actively, enhancing global reputation, expanding partnerships, and fostering alumni connectivity

York is committed to supporting this agenda with enhanced resources and activities in each of these areas. We will work with Universities Canada and other partners to ensure that York can fully leverage new public investments such as the federally funded Outbound Student Mobility Program.

Working in Partnership

Why: York University understands that by partnering with other entities and sectors we gain vital insights and capacity to create positive impact for our students, our campuses, and our broader communities.

York has always embraced the view that we have much to learn from the communities we serve. We are a longtime leader in community-engaged research, teaching, and civic action. Our interactions with entrepreneurs and industry have grown exponentially in recent years with the launch of Innovation York, YSpace in Markham, and several Faculty-based innovation hubs. Through our Indigenous Framework, we are committed to engaging and supporting Indigenous communities and recognizing the support they provide to York. We know from experience that by working with other kinds of organizations we broaden our field of vision and increase our collective problem-solving capacities, while bringing our students into contact with valuable learning and career opportunities.

Over the course of this Plan, we will continue to build cross-sector and inter-community partnerships that can serve as vital catalysts for positive change. As a university, we will model new and deeper forms of collaboration with industry, government, alumni, donors, and community partners, engaging all of our campuses and orienting students to both career paths and social responsibilities. Signature activities will include the following:

- developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation
- establishing a UN-sponsored CIFAL¹ centre to provide cross-sectoral training and development programs that will advance the UN SDGs

¹ CIFAL stands for Centre international de formation des autorités et leaders' (in English: International Training Centres for Authorities and Leaders). The CIFAL Global Network aims to strengthen capacities of government officials and civil

- attracting partners to help realize the potential of our Keele campus Lands for Learning to support both our academic mission and our social and environmental responsibilities
- implementing York University's social procurement policy, one of the first among Canadian academic institutions, as part of our broader commitment to being an anchor institution for the region
- continuing to work with York's Indigenous Council to strengthen the Indigenous presence on campus
- connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario

Living Well Together

Why: Making positive change requires that all members of our diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work.

Anishinaabe teachings refer to the gift of Mino Bimaaddiziwin or the Good Life. Given the scale and breadth of York University, with many people engaging remotely or commuting some distance to our campuses, and with 325,000 alumni living and working around the world, we must make a conscious effort to know each other and to build a community reflective of this Good Life. Our students, staff, and faculty have let us know that a stronger sense of connection, inclusion, and wellbeing are among the key changes they are seeking in their daily experience of life at the University. Our alumni are seeking more opportunities to remain engaged with the University. In support of this Priority, we will pursue the following over the course of this Plan:

- renewing our physical environment with inspiring and humane natural and built spaces, including an expanded Joan and Martin Goldfarb Art Gallery of York University within a revitalized Harry Arthurs Common;
- enhancing our virtual presence to offer compelling and intuitive ways to connect with the University and build a broader, networked community of learning and mentorship;
- continuing to implement mental health and wellbeing strategies, policies, and collective actions that create supportive and empowering environments for all members of the community;
- purposeful efforts to foster dialogue, respect, kindness, empathy, and open-mindedness to diverse points of view, for example through active listening;
- drawing upon our strengths in the creative and performing arts to enrich social connection and community pride;
- continued actions to support reconciliation through our Indigenous Framework, including additional Indigenous spaces and art works;
- systematic efforts to embed human rights, equity, diversity, and inclusion training across the University;
- enhanced efforts to engage and support our vibrant network of alumni and donors; and
- committing to a culture of service excellence, in which we all are responsible to support each other's success.

society leaders to advance sustainable development: <https://unitar.org/about/offices-training-centres-around-world/cifal-global-network>.

Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals

In addition to the six foundational Priorities above, members of the York University community have expressed a strong desire to make a difference on compelling issues of the day. Community members have pointed to a range of complex societal issues to which York is ideally placed to contribute, given our commitment to social responsibility, our extensive network of partnerships, and our excellence in thinking across disciplines. It is striking that most of the issues that surfaced in these conversations are referenced in the United Nations Sustainable Development Goals (SDGs), a framework that calls on member countries to take urgent action in seventeen areas that are critical to ensure peace and prosperity for people and the planet. The impact of the COVID-19 pandemic has further highlighted the urgency of this agenda.

SUSTAINABLE DEVELOPMENT GOALS



York University is already recognized as an international leader in SDG-relevant research, teaching, partnerships, and campus practices. By challenging ourselves to deepen this work over the next five years, and to track and report on our contributions, we reaffirm longstanding York values of social justice, equity, sustainability, and excellence in all that we do. This SDG Challenge will galvanize our community in coming together to engage critically with the SDGs and to take meaningful steps, both small and large, toward a more just and sustainable future.

Beginning in this 75th anniversary year of the United Nations, York's SDG Challenge will be a pan-University exercise to support and recognize a wide range of grassroots activities that may touch on any of the Priorities in the Plan. These activities may be purely internal or they may engage others from our nearest neighbourhoods to the farthest corners of the world. They may involve fundamental inquiry and artistic creation, or seek immediate changes in skills, policies, aesthetic practices, or behaviours. They may emanate from any academic discipline or administrative unit, or spark new collaborations across different areas of the University. They might even involve some friendly competition for a good cause. By supporting students, faculty, contract instructors, staff, alumni, donors, and volunteers to come together for SDG-related learning and initiatives, we will create leadership opportunities for our people and forge stronger relationships along the way. By telling the story of our SDG-related work, we will build community pride and put a spotlight on the qualities that make York University a truly unique and special place.

What will the York SDG Challenge mean in practice? Fully answering this question will require the further engagement of the York community. The Challenge will be most successful if ideas for how best to "answer the call" are crowd-sourced from all those who want to get actively involved in the work. This suggests a bottom-up approach with an emphasis on personal initiative as well as collaboration, educating ourselves and others, and building all of our skills and capacities for acting meaningfully in relation to the Goals.

The University will provide a support infrastructure to facilitate groups coming together around SDG-related projects or activities, to enable their work with a variety of resources, and to document outcomes so that we can build engagement and convey to ourselves and others the positive impact that we are having. The allocation of resources among the different SDGs and among different activities will follow the evolving interests of the York community.

To take one obvious example, climate change is an area of strong interest and expertise at York, crossing many disciplines and functions, and engaging multiple SDGs including #7 (Affordable and Clean Energy), #11 (Sustainable Cities and Communities), #12 (Responsible Consumption and Production) and #13 (Climate Action), as well as others. By drawing on existing reports and information, we can generate a baseline understanding of how climate change is being addressed through our academic curricula, research and creative activities, student clubs and extra-curriculars, campus operations, local and international partnerships, innovation and entrepreneurship programs, alumni engagement, capital planning, and other activities. This would serve as a directory of ongoing initiatives that could benefit from more people getting involved, as well as revealing opportunities to join forces or to create new initiatives. From here, a Convening Group could be established, including both academic and professional staff leaders, with support to organize launch events open to all interested members of the York community. Launch events could be imagined in a host of different ways to generate ideas, share knowledge, and define projects of interest. Those who already have an idea could be invited to submit proposals through an open call. As each year draws to a close, a culminating event could showcase accomplishments, reset agendas, and invite new participants to join in next steps.

By furthering SDG-related work that intersects with the Priorities, this Plan highlights the distinctive ethos of York as a University committed to shaping a better future and having a positive impact on our students, our communities, and the world around us.

The University Academic Plan 2015-2020 : Achievements Toward Priorities

PRIORITY 1 Innovative, Quality Programs for Academic Excellence

A paramount priority for the UAP 2015 - 2020 in advancing York’s vision as a comprehensive, research-intensive and internationally recognized University is to enhance the quality of our academic programs.

Objectives	Examples and Signature Outcomes
1. Develop and implement Faculty plans to enhance the quality of our academic programs	<ul style="list-style-type: none"> 100% of York University's programs have documented learning outcomes.
2. Strengthen comprehensiveness and interdisciplinarity by: <ul style="list-style-type: none"> Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate “finishing year”, as well as professional and course-based Masters programs 	<ul style="list-style-type: none"> Collaborative curricular revisioning in the Faculty of Environmental Studies and the Department of Geography. Framework for Cross-Faculty Degree Programs Quality Assurance framework improved to provide clarity and consistency Enhanced suite of supports for curricular development: Teaching Commons programming, educational developers, market research capacity, facilitation All Faculty Integrated Resource Plans include actions to enhance quality academic programming <i>Engineering:</i> <ul style="list-style-type: none"> MASc and PhD programs in Civil Engineering MASc and PhD programs in Mechanical Engineering Broadening of PhD program in Electrical Engineering to add computer, electrical software engineering fields
3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes	<ul style="list-style-type: none"> Certificate in Black Canadian Studies created Master of Management in Artificial Intelligence
4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation	<ul style="list-style-type: none"> Honours BSc program in Neuroscience Graduate Program in Digital Media Introduction of a 4+1 program for high achieving students to be admitted simultaneously to Glendon, AMPD or Science and the Masters of Management Revisioning of the Environmental Science program Schulich School of Business has introduced several one-year Masters programs, in addition to a Master of Management in Artificial Intelligence 18 degree, certificate and diploma program closures

PRIORITY 2 Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities

Scholarship is the lifeblood of any university. York has always favoured a broad definition of scholarship, and will continue to value the endeavours of faculty members throughout the University.

Objectives	Examples and Signature Outcomes
1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact	<ul style="list-style-type: none"> • Electronic CV Management Software project • Artificial Intelligence task force report and AI @ York U website launched • York University Open Access Policy passed by Senate in 2019 • York Libraries host specialized infrastructure platforms that extend the global visibility of York Scholarship: <ul style="list-style-type: none"> ▪ YorkSpace research repository - 33,400 items and averages 2.4 million downloads per year ▪ York Digital Journals publishing service • Open Access Fund for York scholarship • Osgoode Digital Commons and open access to legal scholarship • Brainstorm: Monthly special research issue of Y-File – 100 articles to date • “2 Minutes, 3 Questions” video series - researchers and academics across all 11 Faculties discuss the impact of their work and York’s leadership on a global stage • Graphic animated whiteboards that tell the story of research acceleration at York • Annual infographics featuring proof points and research rankings • # of doctoral students with external awards increased • Consistent success with a range of student awards • Overall # of postdocs increasing (primarily grant funded) • 2200+ research grants received
2. Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society	
3. Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means	
4. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world	
5. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research	
6. Enhance and project the profiles of our Organized Research Units	
7. Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms	
8. Establish York as an innovation hub by increasing and promoting the translational and entrepreneurial activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach	
9. Establish and implement an Institutional Research Equipment and Facilities Plan in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective	
10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities	

PRIORITY 3 Enhanced Quality in Teaching and Student Learning

York has an outstanding and well-deserved reputation for high quality teaching and learning as supported by student surveys and cyclical program reviews, and has an opportunity to establish itself as a leader in pedagogical innovation.

Objectives	Examples and Signature Outcomes
<p>1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.</p> <ul style="list-style-type: none"> • Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units • Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses 	<ul style="list-style-type: none"> • Striving towards integration of EE within greater proportion of York's programming. • Over the last 5 years we have established a pan university unit - the YU Experience Hub - to advance EE activities within the curriculum. The Hub supports students, faculty and community partners in EE activities. • We have established a common language document, developing tools to guide faculty to identify the EE opportunities they are already using in the classroom, working with the division of students to develop a comprehensive tracking system for EE. • Pan-university committee established to support on-line learning initiatives. • Funding for Enhanced Quality in Teaching and Student Learning initiatives is available through the Academic Initiatives Fund. • Teaching Commons programming includes modules on EE, TEL and other pedagogical innovation. • YU Experience Hub supports communities of practice. • University-wide international exchange: 1,793 students • Summer-short term international programs Abroad: 1,084 students • Learning from Los Angeles Film Course is a study-abroad course that will explore the fantastic histories, myths, and contradictions of the first modern media city, and the image it fashioned for itself. • GL/SP 3000 Spanish summer course: From 2013 to 2016, ~40 students participated in an immersive/experiential course through Glendon Hispanic Studies in cooperation with the National Autonomous University of Mexico. • Integrated Global Health Practicum is a program bridging theory and practice in a variety of health settings. • Expanded Becoming YU to full campus – program grounded in experiential learning theory and allows students to recognize the value of their experiences and articulate their skills. • YU Start - online flagship program to transition students from point of accepting to the first months of university • Ready, Set, YU – implemented in 2018 to support the success of new students with specialized interventions and support who otherwise would not have had access to attend post-secondary education. • Revisioning of Advising at York and Advising: Pop-up Advising Fair • Innovatus launched - a special issue of YFile, explores how York University community members are expanding experiential learning, enhancing the student experience, inspiring innovation in technology-enhanced learning and embracing educational development. • Launched C4: The Cross-Campus Capstone Classroom
<p>2. Expand technology enhanced learning including the number of courses, modules and programs available online or through blended learning</p>	
<p>3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges</p> <ul style="list-style-type: none"> • Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer • Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences • Facilitate faculty member exchanges 	
<p>4. Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation</p> <ul style="list-style-type: none"> • Continue to strengthen supports offered by the Teaching Commons 	
<p>5. Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started</p>	

UAP PRIORITY 4 A Student-Centred Approach

Input for this Plan has highlighted the importance of a student-centred approach in facilitating the success of our students and ensuring that our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century.

Objectives	Examples and Signature Outcomes
1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic, career, library and financial support; and receive timely and accurate responses to requests	<ul style="list-style-type: none"> • Significant investment in full-time faculty complement. • Faculty Complement Strategy developed including goals for student:faculty ratio improvements • Upstream and pro-active supports launched in 2018 through peer network with a focus on Learning Skills, Career, Financial Services and Well-being. • Technology optimized to support student success (Kuali, Student Virtual Assistant, Advising Referral Tool (Civitas), Q-Less Line management System, etc.) • Enhanced Communication efforts to provide timely, targeted, and accurate information for students, including information regarding finances, important dates, development opportunities, workshops, etc. • Review of Student Counselling (SCD) resulted in reduced wait times for support - from 7-10 business days to 20-30 minutes for an initial appointment. • Early Alert Pilot – providing better support for students who are facing difficulties that put their academic success at risk.
2. Actively monitor student learning needs and develop appropriate academic supports	
3. Cross-train and allocate staff members to student support tasks when most needed	
4. Increase contact time between faculty members and students	
5. Make scholarships and bursaries, including graduate scholarships and Postdoctoral Fellowships, a centerpiece of the fundraising campaign to be launched in 2016	
6. Further advance our SEM approach including enhancing student supports tailored to different student segments improving retention and time to-completion of degrees by undergraduate and graduate students	
7. See an increase in student satisfaction	

PRIORITY 5 Enhanced Campus Experience

With the population growth in York and Peel Regions, the subway extension and related transportation developments, the Keele campus is increasingly at the crossroads of a major metropolitan area that connects to Glendon mid-town and then south to our Schulich and Osgoode downtown campuses. Together York's campuses create a cultural hub connecting York Region, the francophone population in Central and southwestern Ontario, and the Greater Toronto Area downtown.

Objectives	Examples and Signature Outcomes
1. Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses	<ul style="list-style-type: none"> Community Safety Department's Strategic Plan – Safer Together launched following pan-university consultations
2. Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades	<ul style="list-style-type: none"> President's Community Safety Leadership Awards program established New Security intervention model in place
3. Enhance spaces available for social academic interactions including opportunities to enhance faculty-student interactions and extra-curricular learning activities	<ul style="list-style-type: none"> Launched the YorkU Safety App New Emergency Preparedness policy and procedure
4. Leverage new facilities and amenities – subway stations and bus terminals, a second student centre, Lions' stadium, and other amenities and infrastructure – in the cause of creating inspiring and welcoming spaces	<ul style="list-style-type: none"> Rob and Cheryl McEwen Graduate Study & Research Building, Schulich School of Business Science Teaching and research facility refresh: Farquharson, Petrie, BSB, new labs at Glendon
5. Enhance ecological sustainability, and the symmetry between built and natural environments	<ul style="list-style-type: none"> Second Student Centre
6. See the development of the campus as a destination, a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities	<ul style="list-style-type: none"> Established Sustainable Framework to refresh classroom technology every 5 years 85 classroom technology upgrades complete \$20M approved for future classroom renewal Ross Podium renewal – expansion of extra curricular spaces for students
7. Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions	<ul style="list-style-type: none"> Toronto Transit Commission Subway – York University and Pioneer Village stations; Expansion and diversification of other transit options for students
8. Seek out opportunities for increasing the use of facilities by local communities	<ul style="list-style-type: none"> As of April 2019, York 9FC games will take place at York University. C.W. Jefferys Collegiate Institute Walk with Excellence York University Science Exploration Camps FES Change Your World event – to inspire youth in Ontario to be the next generation of environmentally active citizens.

PRIORITY 6 Enhanced Community Engagement

We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment.

Objectives	Examples and Signature Outcomes
<p>1. Enhance community engagement on our campuses by facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes</p>	<ul style="list-style-type: none"> • <i>The Indigenous Framework for York University: A Guide to Action</i> launched in 2017.
<p>2. Inaugurate and implement a pre-eminent mental health and well-being strategy for faculty, staff and students that includes:</p> <ul style="list-style-type: none"> • embedding mental health in the classroom along with new and improved services • an approach that focuses on building up the skills of our community to know when help is needed with better resources to direct our community when that help is needed • a larger system that supports mental health before help is needed 	<ul style="list-style-type: none"> • President’s Council on Internationalization & Global Engagement released an issue paper to initiate a pan-University consultation process that aims to develop an integrated institutional strategic plan on internationalization. • International student body grew from 10.5% in 2014 to 15.6% in 2018. • York University Psychology Clinic celebrates 10th Anniversary. • GradConnect Wellness Services launched to support and enhance the mental health and well-being of York University graduate students.
<p>3. Expand community outreach and engagement with our larger communities by:</p> <ul style="list-style-type: none"> • Solidifying existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships 	<ul style="list-style-type: none"> • Wellness Hub: York’s Mental Health and Wellness Strategy outlines the need for an increase in accessibility to health promotion services and making resources more readily available.
<p>4. Finalize a new Internationalization Plan outlining objectives and initiatives including:</p> <ul style="list-style-type: none"> • strategic academic partnerships both locally and globally • increasing the proportion of international students to 15 - 20% by the end of the Plan • a one-stop portal for prospective and current international students 	<ul style="list-style-type: none"> • 249 agreements with institutions located in the continents of Africa, Asia, Australia, Europe, North America and South America. • York University joined Hemispheric University Consortium (HUC) in April 2019, to become the only Canadian university member of the Consortium.
<p>5. Celebrate York’s rich and diverse community and the vibrant communities that surround York including the accomplishments of members of the community, daily and at regular events</p>	<ul style="list-style-type: none"> • York University hosted 212 delegations from the geographical continents of Africa, Asia, Australia, Europe, North America and South America.
<p>6. Expand the programs offered through our continuing studies and professional development units</p>	<ul style="list-style-type: none"> • Instituted annual budget consultations with the York community • School of Continuing Studies enrolment reached 4575 in 2018-19.

PRIORITY 7 Enabling the Plan

Executing this plan will require sophisticated planning efforts everywhere in the University, at the local level and the institutional level, looking both internally and externally for best practices, evidence-based approaches to decision-making and implementation, and on-going evaluation of our progress based on agreed-upon measures that we are able to monitor.

Objectives	Examples and Signature Outcomes
1. Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development	<ul style="list-style-type: none"> • Integrated Resource Planning launched and completed across the institution demonstrating how resources are aligned with UAP priorities.
2. Strengthen our communications and advocacy for York to enhance York's reputation, transparency and accountability including: <ul style="list-style-type: none"> • improved websites • more effective and creative communication strategies to engage our students 	<ul style="list-style-type: none"> • Shared Services Transformation project launched • Equity restructuring plan for the York Pension Plan completed
3. Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education	<ul style="list-style-type: none"> • SHARP budget model implemented; review and revisions in progress
4. Enhance data analytics to increase access to information and evidence-based decision making	<ul style="list-style-type: none"> • Quick Facts Data hub making institutional data accessible and searchable, launched December 2017
5. Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices	<ul style="list-style-type: none"> • Faculty Complement Renewal Strategy 2019 • Renewal of Student Information System project launched
6. Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans	<ul style="list-style-type: none"> • Doubling of funds allocated to deferred maintenance projects
7. Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities	<ul style="list-style-type: none"> • Audiences across social media platforms have grown 40%

Joint Sub-Committee on Quality Assurance

Report to the Full Committees

Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on 19 February 2020 and submits the following report to the full Committees.

Members present were as follows:

Joanne Magee, Chair (Member designated by APPRC)
Logan Donaldson (Member designated by ASCP)
Lyse Hébert (Member designated by APPRC)
Tom Loebel (Dean of Graduate Studies ex officio)
Tom Wesson (Member designated by ASCP)
Alice Pitt (Vice-Provost Academic ex officio)

Cheryl Underhill (APPRC) and Kathryn White (ASCP) serve as the Sub-committee's secretaries. Additional support was provided by Julie Parna (Office of the Vice-Provost Academic).

1. Cyclical Program Reviews (CPRs): 18 Month Follow-up Reports

The Sub-Committee received and confirmed the following three follow-up reports and was satisfied that programs have paid due regard to recommendations arising from the CPR process:

- Communication and Culture, Graduate, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies (Joint program with Ryerson University)
- Humanities, Undergraduate and Graduate, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies
- Political Science, Undergraduate and Graduate, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

One other follow-up report was referred back to the Dean for additional evidence of progress on plans and recommendations for the program, including the status of planned new programming for the Markham Centre Campus.

In executing its mandate, the Sub-Committee endeavors to bring out matters that extend beyond individual programs that have Faculty-wide or pan-University relevance. This is a fundamental perspective to bring to the oversight function since the 2015-2020 University Academic Plan enjoins us to “develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews).”

Joint Sub-Committee on Quality Assurance

Report to the Full Committees

In its review of the follow-up reports, the Sub-Committee:

- Identified the need for a capability to map TA positions with eligible graduate students. The lack of a reliable process is affecting graduate students' time to completion. It is anticipated that the new Student Information System (SIS) will be an effective tool for this task; however, with the development of that system years away, an alternative measure is required.
- Suggested that the Notice of Intention (NOI) stage in the curriculum approval process be utilized by the Vice-Provost to channel advice to the Dean and proponent to integrate in the program proposal any curriculum planning recommendations included in the decanal implement plan from the most recent cyclical program review (CPR), and to include the Dean's (or designate) input in the curriculum proposals. Faculty Councils will be apprised of the expanded process of requiring decanal input into curriculum proposals that arise from CPR recommendations.
- The need for a discussion by the Faculties about bringing greater consistency to the role of graduate program assistants as a measure to enhance the quality of support for graduate programs

2. Revisions to the York University Quality Assurance Procedures (YUQAP)

The Sub-Committee resumed its discussion of proposed revisions to the York University Quality Assurance Procedures begun at its meeting in the fall. Several changes have been identified to enhance the clarity of processes and requirements for the review and approval of program proposals and the cyclical program review processes. A focus taken was to simplify the Major vs Minor Modifications framework to reduce the perceived complexity of the Procedures. Changes to that end were agreed upon and will be incorporated into the Procedures.

Emerging issues in academic programs were also noted, and preliminary thought given to the necessity to update the Procedures to incorporate them at this time. The introduction of 'microcredentials' is one such development to monitor in the quality assurance context.

Consultation with the parent committees and other relevant groups within the University on the proposed revisions will be the next stage in the review exercise, together with companion changes to the York University Quality Assurance Policy.

J. Magee
Chair