Canada's Engaged University:

Strategic Directions for York University 2010-2020

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Note: This Working Draft is being circulated to the community for consultation and discussion. It is subject to further revision prior to its submission to Senate, through the Academic Policy, Planning and Research Committee.

Canada's Engaged University: Strategic Directions for York University 2010-2020

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CANADA'S ENGAGED UNIVERSITY
STRATEGIC DIRECTIONS FOR YORK UNIVERSITY 2010-2020

President's Introduction: York as an Engaged University

Academic Planning at York University

Over the past 20 years, York University's strategic planning has been largely guided by two documents. One is *Vision 2020*, developed over the period 1988 – 1991 and endorsed by Senate and the Board of Governors in 1992. The second is Vice-President Academic and Provost Michael Stevenson's *White Paper* of 1999. Given that 10 years had passed since the last such exercise, I asked the Vice-President Academic & Provost, in partnership with Senate, to lead the development of a Provostial *White Paper* — similar in scope and ambition to the 1999 *White Paper*.

While I would hope that this new *White Paper* will help raise York University to new heights, it will not take us in a dramatic new direction; it represents nothing so much as the evolution that began when York did more than 50 years ago. From its inception, York has aspired to be a large and comprehensive university with a strong commitment to accessibility and social responsibility. We have made considerable progress with our strong presence in the humanities, social sciences and basic sciences. Despite the best laid plans, however, the seeds for expanding into other areas of applied sciences that were planted in York's earliest days have not evolved as in other leading Canadian universities. Consider this comparison, taken from *Vision 2020* almost two decades ago:

> *If we compare York with the ten largest Canadian universities, we see that:*
>
> - *9 have engineering schools; 8 have medical schools; 6 have architecture schools; 6 have all three; and York has none of these*
> - *8% of our students are enrolled in science-related programs (science, medicine, engineering and related disciplines) as opposed to an average of 24% for the comparison group*
> - *our undergraduates comprise 91% of our total student population as against an average of 80%*
>
> *These comparisons show that York departs considerably from the norm in two crucial respects - breadth and depth.*

More than a decade and a half later, York is still without engineering, medical and architecture Faculties; and undergraduates still comprise 91 per cent of our total student population against a provincial average of 87 per cent. In some ways, our distinctiveness has served us well: York is a leader in fine arts, environmental studies, bilingual education, law, health, business and many areas of humanities, social sciences and basic

sciences. We have a strong focus on outreach to the communities we serve; we are leaders in making postsecondary education accessible to all, including non-traditional students. Indeed, York's commitment to its core values — diversity, social justice, accessibility and fairness — were an important factor in attracting me, and undoubtedly many of our faculty, staff and students.

We want to preserve the distinguishing features of York upon which the institution's reputation has been built and also continue to change, not in order to align ourselves with other leading Canadian universities, but because we want to encompass as much of the breadth of human knowledge as possible and offer the best opportunities to our students. We have a clear vision of the direction in which we want to move. Change will not come at the expense of the humanities and social sciences. To the contrary, the university will be looking to the disciplines where we currently have strength to take leadership on many of the recommendations that are outlined in the White Paper including potentially the development of new programs in areas that align with emerging societal needs.

We want however to build a more balanced university — one as strong in sciences as in fine arts; one known equally for educating leaders in medicine as in business. We need to grow in areas where we have been strong but small relative to our size. Our engineering program, though excellent, is small both in relative and absolute terms. We have an opportunity to expand in areas that align with societal needs such as educating family doctors. We need to grow in keeping with the overarching principles articulated in *Moving Forward with the University Academic Plan,* which I presented to Senate and to the Board of Governors in December of 2007:

- *Quality*: York must continue to strive for excellence in all of our activities. This means competing for the best researchers, best students and best staff. It also means providing the necessary supports to ensure York can achieve its full potential.
- *Full Funding*: Full funding of all activities is a fundamental requirement to the successful long-term implementation of any plan. This means York will continue to demand that government recognize the full cost of teaching and research activity through increased operating, capital and start-up funding and indirect costs of research.
- *Build on York's Heritage as a socially responsible, international and interdisciplinary university.* York must continue to balance new and innovative directions with traditional areas of strength.
- *Strategic Alignment*: Major initiatives must be clearly linked to strategic goals, with administrative processes and resource allocations that reinforce these links.
- *Flexibility, Agility and Responsiveness*: Strategic initiatives must respond to the needs of our internal and external constituencies and be flexible enough to respond to specific opportunities and threats in the competitive landscape.

The Engaged University

The deliberations of the President's Task Force on Community Engagement and collegial discussions about this *White Paper* have given rise to the idea of 'university engagement' as a unifying theme that is consistent with these overarching principles, our core values, and aspirations for the future. At its highest level, 'engagement' refers to the process of bringing our knowledge to bear on social and economic problems, and offering leadership in society that is consistent with academic freedom, openness, integrity and inclusion.

The President's Task Force on Community Engagement has recently released its report, *Towards an Engaged University*, which offers the following definition of engagement:

> *York University strives to be a recognized and leading community engaged university. York University values the diversity of knowledge and expertise within communities and among its many cross-sectoral partners. As an engaged university, York is committed to fostering and sustaining community-university collaborations for the mutually beneficial exchange of knowledge and resources that address pertinent societal issues, enhance learning and discovery, strengthen democratic values and civic responsibility, and prepare educated, engaged citizens.*

The engaged university looks outward, seeking to develop partnerships with community groups, the private and not-for-profit sector, other post-secondary institutions, governments, and others with the aim of enriching scholarship, research and creative activity.

The concept of engagement at York is not new. Our mission identifies York as a dynamic, metropolitan and multicultural institution that is open to the world and explores global concerns. The University Academic Plan speaks to the importance of fostering cooperative research in the University and building cooperative partnerships outside York. The UAP assigns high priority to understanding student expectations and experiences and to taking steps to enhancing the student experience. The UAP also speaks of the importance of promoting and expanding community education initiatives and promoting internationalization at the faculty and university levels.

These statements of principle are reflected in many programs, activities and initiatives. York has taken the lead in community-based education, recognizing the world outside the academy as a source of education and research partnership rather than merely an object of study. Our Faculty of Education leads in developing ways to incorporate community-based activities and requirements into its undergraduate teacher education program. The faculties of Liberal Arts & Professional Studies (and its predecessor faculties), Health, Environmental Studies, Schulich and Osgoode are building on long-standing traditions in 'experiential education.' Through cross-sector partnerships, students are given hands-on learning opportunities that build community capacity and a sense of civic responsibility.

Knowledge mobilization and exchange are priorities for York, the public and private sectors, and government.

The report of the Task Force on Community Engagement, released in January 2010, explores how York's leadership in this area can be deepened. The Task Force consulted broadly with the community for 18 months, and identified the wide array of activities underway and suggested how to build on this area of emerging strength. Most of all, the report suggests that York is uniquely positioned to be a provincial, national and international leader in the development of engagement as a core value of the university experience.

By engaging in community outreach across the entire range of activities at the university we can enhance curriculum, teaching and learning, prepare educated, engaged citizens and strengthen democratic values and civic responsibility. Engagement also contributes to the social good through the sharing, dissemination and enrichment of the scholarship that the University has to offer.

Significantly, a commitment to engagement aligns with York's sustainability mandate and commitments. York researchers, Faculties (including Schulich, Osgoode and the Faculty of Environmental Studies) and the University as a whole have been recognized for leadership in sustainability. Commitment to engagement could provide a catalyst for the creation of truly sustainable campuses – ones that harnesses their expertise to advance their local and global responsibilities to protect and enhance the health and well-being of humans and ecosystems by focusing on climate change, sustainable development, and sustainable communities.

Many colleagues have suggested that engagement is a core value of the university, representing a legacy of which we can be proud and a base on which we can construct the future. Hence the title of this White Paper, *Canada's Engaged University*. This document attempts to articulate a longer-term vision of the kind of institution we aspire to be over the next decade; it articulates a number of longer-term strategic priorities, identifies how York can differentiate itself, and provides a context for existing academic and administrative planning processes, including the development of the next University Academic Plan.

I believe that embracing the principle of university engagement would introduce a new chapter in the story of York's ongoing commitment to social justice. It would reflect the view that integrating teaching and research with the world outside the university would enhance the quality of the student experience, help students become more responsible and engaged citizens, and maximize the benefits of scholarship and discovery for the region, the province, Canada and the international community.

Mamdouh Shoukri, President and Vice-Chancellor

Chapter 1:

Canada's Engaged University:
Strategic Directions for York University 2010-2020

This *White Paper* is the product of an inclusive consultation and planning process – perhaps the most comprehensive in the University's 50 year history. As the *Current Context for Academic Planning* chapter outlines in more detail, it reflects the collective work and contributions of over one hundred authors, collaborators or active participants and takes into account input from many hundreds more across the University community. The Senate Academic Policy, Planning and Research Committee has been an invaluable partner in this process, ensuring that the consultations involved a wide range of perspectives and views and helping to shape a common understanding of the discussions.

Given York's reputation for critical debate, a skeptic might have assumed that such a broad-based consultation process would have inevitably failed to achieve a consensus. In fact, precisely the opposite occurred. Members of the community approached the exercise with a remarkable generosity of spirit and a genuine desire to find areas of common ground. As the discussions progressed, a surprising and genuine consensus began to emerge. This initial chapter attempts to sketch out the broad outlines of this consensus, and provide an overview of the substantive chapters that follow.

Before turning to that discussion, it is important to clarify the purpose of this document and its relationship to other planning processes at the University, particularly the University Academic Plan (UAP). As is described in more detail in the next chapter, the White Paper is not intended to replace or replicate the UAP. Instead, it will serve to establish a strategic direction for the University over the next decade, and provide a set of working assumptions to be used by those engaged in planning across the University. In short, the endorsement by Senate of the White Paper will provide a context for ongoing academic planning looking towards the year 2020.

Chapters 3 through 7 of the White Paper set out a variety of goals and objectives dealing with subjects such as research, teaching and learning, enrolment and program planning, internationalization, and so on, and identify specific initiatives or activities which could be undertaken in pursuit of those goals. These chapters reflect the contributions, perspectives and deliberations of the green paper working groups that were established as part of the White Paper process to offer guidance to the Provost in the development of institutional directions and goals for the next ten to fifteen years, in the various topic areas. The reports from the "leads" of the working groups served as an important foundation on which the directions and goals proposed in this White Paper have been built. It should be emphasized, however, that the specific initiatives in these chapters are offered for illustrative purposes only, in the sense that their inclusion provides greater definition, clarity and elaboration of the goals themselves. Endorsement of this Paper does not mean that there is approval for any or all of the specific initiatives discussed; these initiatives could only be undertaken (if at all) after all appropriate processes have

been completed and necessary approvals obtained, in accordance with established governance policies and procedures.

It is common in documents of this kind to describe the institution as standing at a cross-roads. Yet this would appear to capture precisely our own challenge and dilemma at the dawn of a new decade. Having just completed the first 50 years of our existence -- a cause for rightful celebration of our considerable accomplishments and success -- we have also recently come through an extremely challenging year. This has produced a palpable sense amongst many in the community that we can and must do better in the years ahead if we are to truly realize the aspirations and the vision of those whose efforts led to the creation of this great University in 1959. It has also produced a remarkable willingness to contribute constructively towards the achievement of that goal.

We expect the next decade to be one is which the pace of change, the competition between universities, and the demands for public accountability will all continue to increase. Yet we believe that York University is remarkably well positioned to advance and even flourish as the decade unfolds. We are situated in the heart of the largest and most dynamic metropolitan centre in Canada and one of the world's leading global centres for innovation and knowledge mobilization. We believe, therefore, that our destiny is within our own hands, and that what is required most of all is an appreciation of the opportunities that are available to us, along with the development of a sense of resolve and common purpose to pursue them. This White Paper seeks to identify the path ahead and how we might advance forward along it.

What? How? How Do We Know?
Academic Quality, Engagement and Reputation

The White Paper is intended to provide answers to three fundamental questions: "what?" "how?" and "how do we know?" The "what?" question refers to the academic goals and objectives we wish to pursue; the "how" question refers to the initiatives that should or could be undertaken in pursuit of those goals; and the "how do we know?" question refers to the means by which we can measure progress towards the pursuit of our goals including the articulation of the outcomes that we would expect to see so that we will know that we are indeed moving in the desired direction. In brief, we can summarize the overarching goal or "what we hope to achieve" over the next 10 to 15 years as enhancing academic quality. Engagement emerged as a unifying theme for "how to get there" and we would expect to see our reputation improve in priority areas as a measure of our success.

York as an Engaged University

As President Shoukri has explained in his Introduction, through collegial discussions over the past number of months in relation to the White Paper, the idea of university engagement has emerged as a unifying theme that spans and brings together priorities across a wide variety of areas. The President has highlighted many of the existing programs, activities and initiatives that reflect a commitment to the value of engagement

and we will not repeat that discussion here. What we do wish to emphasize is that York is uniquely positioned to distinguish itself as a leader in the development of engagement as a core value of the university experience. The White Paper process has helped to identify ways in which to build upon our existing strengths in this area over the next period of the University's development.

As the President suggests, engagement represents nothing less than a defining or core value of the University, representing both a legacy of which we can be proud as well as a base upon which to build for the future. While there are a variety of meanings associated with the term engagement, it refers fundamentally to the role of higher education in civic society. The engaged university seeks to develop partnerships with the public and private sectors for the mutually beneficial exchange of knowledge and resources that address pertinent social issues and that enrich scholarship, research and creative activity. A commitment to engage in community outreach across the entire range of activities at the university is essential; thus engagement is a means to enhance curriculum, teaching and learning, prepare educated, engaged citizens and strengthen democratic values and civic responsibility. It also contributes to the social good through the sharing, dissemination and enrichment of the scholarship produced by the University.

Significantly, a commitment to engagement aligns with York's sustainability mandate and commitments. Individual York researchers, particular Faculties as well as the University as a whole have been recognized for our leadership in sustainability. A commitment to engagement can prove a catalyst for the creation of a truly sustainable campus – one that acts upon its local and global responsibilities to protect and enhance the health and well-being of humans and ecosystems, actively engaging the expertise of the University community to address issues relating to climate change and sustainable development.

We therefore suggest that York explicitly embrace ethical and civic engagement as a core value, as a means of bringing greater definition and distinctiveness to York's role and mission. In making such a commitment, we will be joining the ranks of a growing number of universities worldwide. Universities are increasingly recognizing that the academic and theoretical elements of university education must embrace collaboration and partnership within the community, with a view to increasing access to university programs, resources and physical facilities. The ethical, social rationale for this development is that universities have a responsibility to be 'sites of citizenship', using their substantial resources to participate in reciprocal relationships that contribute to the well-being of people who live, work and study in and around the university, and to catalyze greater well-being and civic engagement regionally and internationally.

The President has identified the fact that a commitment to engagement advances York's heritage and commitment to social justice. We also believe that this commitment will address a key concern that underlies much of the discussion in this White Paper – the need to enhance academic quality at York.

There is a clear and well-established link between engagement and student learning; indeed, the widely-used National Survey of Student Engagement is organized around the theme of engagement, recognizing that students learn best when they are actively engaged in the learning process. What is also becoming more widely understood is that engaged students are better able to acquire the knowledge and skills they must have in order to thrive, both as productive workers and as responsible and engaged citizens, in a 21st century democratic society. This focus on outcomes – on producing graduates who have acquired the knowledge they need, and the skills they must possess, to succeed in life, both in their chosen fields and as citizens -- is increasingly being seen as the hallmark of a quality university experience. Faculty engagement with their students further enhances student satisfaction and the student learning experience. Thus we believe that a commitment to engagement in the teaching and learning process will enhance the quality of the education provided at this university. As a public institution which derives the vast majority of its funding from the education of undergraduate and graduate students, this is a fundamental and core concern that must remain central to our plans.

We also believe that a commitment to engagement will enhance the quality of the research, and the contribution to knowledge, that is an essential part of the mission of a modern research intensive university such as York. Universities are increasingly being seen as key drivers of economic and social innovation. Governments, business and the public are looking to universities to provide the critical thinkers and the cutting-edge research that is essential to a knowledge-based society. Modern universities are now understood as having an obligation to contribute to the search for solutions to pressing social issues. For York, such a commitment comes naturally, since it has been part of our mission and heritage from the creation of the University.

Overarching Principles

The President has already spoken about York's mission and the discussion on York as an engaged university provides the context for our vision moving forward. Before outlining the remaining chapters, a further comment on the overarching principles is in order. President Shoukri has referred to the principles that he articulated in his 2007 *Moving Forward* document. Inevitably, however, the White Paper and the impact that it might have on academic planning will raise concerns about resources. We therefore highlight two overarching principles to guide future planning:

1. *The principle of full funding (both capital and operating) is a precondition for future growth at both the undergraduate and graduate levels.*

   As is outlined in Chapter 2, there is expected to be a significant increase in demand for university spaces in the GTA and York will be under pressure to grow. While we are open to considering growth, particularly where it enhances the goal of achieving greater comprehensiveness, we can only entertain such growth if full funding (for both capital and operating needs) is available to support such growth. This principle is essential if we are to maintain our leadership in areas of traditional strength,

particularly the arts, humanities and social sciences, while remaining open to the potential for increasing the breadth of our program base.

2. *Over the next decade, the growth rate in full-time faculty complement must exceed the growth rate in student enrolment.*

   There is widespread consensus in the community that York has come to rely on part-time teaching complement to deliver the educational program to a greater extent than is desirable. It is therefore essential that the proportion of the program delivered by full-time faculty be increased over the next decade, so that this imbalance can be addressed. The Provost will work with the Deans, who in turn will work with colleagues in the Faculties, to develop a transparent complement plan to achieve this objective.

Remaining Chapters in Brief

Chapter 2 provides the context for academic planning at York in 2010. It outlines the history and evolution of planning at York and describes the internal and external environment which makes turning our attention to the enhancement of academic quality an imperative. The past decade has been a period of tremendous growth at York, in both the undergraduate and graduate programs. Demographic projections for the next decade suggest a continuing increase in demand for additional university spaces, particularly in the GTA. On the one hand, this suggests that we may have an opportunity to grow in areas of strategic priority, to increase student quality, or both. Yet we cannot simply take it for granted that this overall increase in system demand will necessarily result in increased demand for York University programs. In fact, York's share of first choice applicants from secondary school has declined over the past five years, with the greatest drop attributable to the labour disruption of 2008-09. Secondary school applications for September 2010 are up only modestly from a year ago, which indicates that much work remains to be done to rebuild the University's reputation in the years ahead.

The chapter on **research quality and reputation** examines our progress towards the objective of becoming one of Canada's leading research-intensive universities, which was a central goal of the last UAP. While we have made significant progress towards this goal over the past five years, institutions around the globe have also been investing heavily in research performance. The result is that, despite our notable successes, the gap between York and many of our competitors has not narrowed and in some cases has even widened. This chapter therefore argues for the need to develop a broad-based approach, encompassing scholarship and creative activity across all Faculties and disciplines and all levels (unit, Faculty, institutional), building on existing strengths and networks, and working towards the development of mechanisms to increase research support and research capacity, thereby enhancing York's research reputation and profile. The commitment to research excellence should be reflected in planning in relation to a range of areas, including complement and graduate studies.

This section also emphasizes the key role that can be played by a strategy built around the theme of engagement. In particular, research partnerships and collaborations both within the university and with external partners such as business, the healthcare sector, and municipalities, can facilitate the exchange of knowledge and the contribution of York's research to significant socioeconomic, environmental, cultural and policy issues. Thus engagement through research can assist in building quality and research reputation.

The chapter on the **student learning experience** explores opportunities for York to be a leader as a learning-centred institution, responsive to the needs of a knowledge-based global society, and preparing students for success in life and as civic-minded and contributing members of society. The starting point for this analysis is the observation that there is considerable room for improvement in the student experience at York. A research study commissioned by the Provost to assist in the development of the White Paper found that York students are less likely than those from comparable universities to report that their experience at York was excellent or good. This research suggests that York's academic priorities should include improving student perceptions of the quality of teaching, individual faculty reputation and the tangible benefits of a York education upon graduation. The research also found that six key steps that would improve the student experience are: expand experiential education opportunities; reduce class sizes; invest in campus safety; provide more academic advising; expand study space in the library; and, for part-time students in particular, provide more flexibility in program delivery through such initiatives as an increase in on-line courses and e-learning opportunities.

This chapter returns to the theme of engagement by proposing a learning-centred approach encompassing all aspects of the student experience, including the classroom, libraries, social and intellectual interactions, advising, and student supports. This section considers how engagement advances the learning-centred focus through enhanced integration of theory and practice (e.g., through experiential learning initiatives including those embedded in the community), development of learning communities and student supports, enhanced flexibility recognizing student learning styles and needs (including online opportunities to learn), and greater attention to teaching development and celebration.

The next two chapters build on the notion of community engagement to consider explicitly how York can become more fully engaged with, and better serve, its local and global/international communities. The chapter on **internationalization** explores opportunities for York to further its leadership and reputation in the international realm through the strategic expansion of partnerships for teaching and research and taking steps to attract more outstanding international students to our undergraduate and graduate programs. It also highlights the importance, in the context of their development as citizens of a global society, of providing opportunities, through curricular and research initiatives and cultural interchange activities, for all students to gain international perspectives and experience. The chapter on **community engagement** considers how York can build bridges to and expand its involvement with the local community (particularly the area surrounding the campus and extending to York Region and other areas to the north and west, which include a diversity of cultural communities) in ways

which are of mutual benefit, promote understanding, social justice and the sharing of knowledge, and are consistent with university standards. This includes strategies to provide access to educational opportunities, co-op arrangements, community services, research initiatives, and shared events, in partnership with community organizations, businesses and agencies.

The chapter on **enrolment and program development** takes as its starting point the opportunities set out in the environmental scan for York to grow overall and/or in particular programs or constituencies, and considers how York might utilize these opportunities to advance its academic priorities, in particular its commitment to quality and its aim to become a more "comprehensive" institution, at the same time responding to student and societal interests. A particular focus is on the expansion of programming and enrolments in areas relating to health and medicine, engineering, applied sciences, business-related studies and professional programs. It also contemplates opportunities to enhance program quality by raising admission requirements, while maintaining the commitment to accessibility, introducing programming options that incorporate career-relevant elements and web-based learning, and developing programming for new constituencies of students such as internationally-educated professionals. Finally, it canvases opportunities and directions in relation to enhancement of graduate education.

The overall conclusion that emerges from this discussion is what we have termed the quality imperative for York University. By focusing on academic quality, we can enhance our reputation for academic excellence with a wide variety of constituencies, including faculty, students, staff, prospective students, government policymakers, and so on. We also propose that engagement – whether it occurs in research activity or through the student experience – is the principal means to respond to the quality imperative. The substantive chapters of this white Paper explore the ways in which a commitment to engagement can support the overall objective of increasing academic quality.

Benchmarking Our Success

Papers of this kind are of no real value if they are not accompanied by consistent efforts to measure progress towards the goals identified. Thus it is essential that we develop clear strategies and benchmarks or measures that will enable us to track our progress over the next decade towards the achievement of our objective of enhancing academic quality through engagement. As is discussed in more detail in Chapter 8, the development of such benchmarks is not a simple or straightforward matter and will require further and ongoing collegial discussion, analysis and refinement. The Senate APPR Committee should take the lead in ensuring that such collegial discussion does in fact occur, and the Provost should assume responsibility for providing regular reports to Senate on the progress made towards the achievement of the goals identified in this document. In broad strokes, however, we would expect that our benchmarks will demonstrate that York's reputation as a leading post-secondary institution will have significantly improved in key priority areas.

While there will need to be further discussion on appropriate benchmarks, we believe it important to articulate at the outset a number of key outcomes that have emerged from the discussions of the past number of months. We do so because colleagues have argued that such express commitments to particular outcomes will be critical if this White Paper is to serve as a genuine guiding document for the next decade. We therefore offer below ten benchmarks that we believe flow directly from the analysis in the White Paper, give clarity and meaning to its goals, and enhance accountability.

We reiterate the fact that an overriding concern that has emerged through the collegial discussions of the past months has been the need to pay particular attention to issues of academic quality. Thus all of these outcomes speak in one way or another to the issue of academic quality.

1. *Over the next decade there will be a deepening and broadening of our institutional engagement with research partners locally and globally and leading innovative networks and clusters.*

   Rationale: Universities are expected to engage with our communities for scientific, social, and economic impacts. With the overarching goal of capturing larger research opportunities and increasing our research capacity, we will seek to leverage more extensive pan-university research collaborations and further develop mutually beneficial innovation networks and clusters – furthering the momentum of promising initiatives, leading to further sustainable institutional programs, and enhancing York's reputation.

2. *Over the next decade, there will be an annual systematic increase in our international peer reviewed research performance, especially efforts to secure externally funded research.*

   Rationale: Institutions across the globe continue to make significant advancements in their research performance and, in spite of our progress, the gap between us and many of our competitors continues to widen. If York is to compete as a serious research institution it is crucial that we increase our participation and performance in all forms of externally-sponsored research. Many of these measures have a direct bearing on key government funding allocations (CRCs, Indirect Cost Program). This commitment to increasing our research performance is not only key to realizing our research goals but is critical to enhancing our reputation, a consequence of considerable benefit to the university community as a whole.

3. *Over the next decade, York will become a more comprehensive University, by expanding the scope of the University's teaching and research activities in the areas of medicine, health, engineering, applied science, business-related and professional programs. By 2015, while maintaining our leadership in our traditional areas of strength in the social sciences and humanities, York will have*

established a medical school and have increased enrolments in applied science such that it would be possible to create a separate Faculty of Engineering.

Rationale: York has long had a goal of becoming a more comprehensive university, with a view to achieving greater prominence and strength in the sciences, applied science, engineering, health, medicine, business-related studies and professional programs. This goal of comprehensiveness was embraced in the current UAP, as well as the President's December 2007 vision statement, the 1999 *Provostial White Paper* and the 1992 *Vision 2020* Green Paper. While some progress has been made towards this goal over the past decade, we believe that further growth in these areas is warranted as there is both need for such programs in Ontario and demand especially on the part of students in nearby communities from which York draws a significant portion of its students. Greater comprehensiveness will also extend our outreach to community partners, attract top quality students in additional areas to those we now offer, and allow us to compete for research dollars to the benefit of the entire institution, as well as providing opportunities to advance York's distinctiveness. Two key benchmarks will be the establishment of a Medical School by 2015, and an increase in applied science enrolment such that it would support the creation of a separate Faculty of Engineering by 2015.

4. *By September 2010, the academic standards for admission to all York undergraduate programs will have increased. A minimum GPA admission requirement for applicants from secondary school of 74% will be set as the initial benchmark for September 2010; this minimum will rise to 75% by September 2011, to 76% by September 2014 and to 77% by 2017.*

   Rationale: York has traditionally targeted a minimum GPA in the range of 74%. However the strike of 2008-09 had a significant negative impact on our secondary school applications, and put at risk our ability to maintain this standard. Although there has been a modest recovery in applications for the September 2010 admission cycle, the overall number of applications, as well as first choice applications, remain significantly below the 2008 level. We believe it is essential that we commit to maintaining the established minimum GPA cutoff for the current academic year, and commit to raising the minimum cutoff gradually over the remainder of the decade. This will send an important signal to prospective students and their families regarding the commitment of the University to maintaining and enhancing the quality of the student body.

5. *By September 2012, the University will have developed and implemented an enhanced first year program for undergraduate students.*

   Rationale: The first year experience is key to academic success for our students, as it is a transition year from high school, college or, in the case of mature students, a return to academic studies. Based on the input from the White Paper consultations as well as student surveys, we know that class size, student advising

and contact time with full-time faculty are important. We therefore commit, as a priority, to the development of a learning community program for first year students that will incorporate the ideas discussed in Chapter 4 related to a *learning community program* such as block scheduling in first year and increasing the number of our colleagues who teach first year students. The aim would be to actively engage students in learning from the outset, and to develop stronger communities and networks among faculty, students, peer mentors, and student affairs professionals. York's college system provides a venue that is well suited to take a lead role in this effort.

6. *Beginning with the entering class of September 2012, all undergraduate York students will have the opportunity to participate in an experiential education activity as a component of their degree program.*

   Rationale: As described above, the University undertook a survey of current students, as well as students who had declined an offer of admission or who had not applied to York, to ascertain what changes would have the greatest positive impact on the student experience. Of the factors identified, the most significant was an expansion of experiential education opportunities. Experiential education includes a wide variety of opportunities for students to apply their learning through co-op and internship programs, community service learning, simulations, laboratory work, and capstone courses involving application of learning. It has sometimes been suggested that such programs lack the academic rigour or quality of traditional lecture style courses or seminars. In fact, as is detailed in Chapter 4, research has demonstrated that when properly planned and delivered, experiential education enhances student learning and better prepares graduates for success post-graduation.

7. *Identify benchmarks and develop policies and mechanisms to increase the number of students who successfully complete their PhDs by the end of Year VI.*

   Rationale: Much of the attrition in doctoral programs at York, as in many other universities, comes during the later years of a student's program of study, typically from the fifth year onwards. This represents a considerable loss to the student as well as to the institution, and moreover, attrition rates are increasingly used as a measure of successful graduate programming. York's doctoral students are provided with funding for six years, a commitment which is unique in Canada and only found within 3% of graduate programs in the US. An analysis of doctoral programs across North America indicates that six years is an appropriate median time to completion. By identifying benchmarks, establishing milestones so as to better monitor student success, and sharing best practices, our intention is to increase the numbers of students who complete or who are very close to completion by the end of Year VI.

8. *Improve overall research profile as well as the quality of graduate and postdoctoral programs by increasing both the number of successful applications*

from York students and postdoctoral fellows for externally-funded domestic and international scholarships and fellowships, as well as increasing the numbers of students and postdoctoral fellows coming to York with external awards to 25% by 2015.

Rationale: Graduate students not only comprise the largest community of researchers on campus, but within many disciplines they, together with postdoctoral fellows, are critical to the research of our faculty members. Increasing the number of applications as well as raising our success rates will help strengthen the research culture at York, assist us in becoming a more comprehensive institution, while also assisting our students in building strong foundations for their subsequent careers. A more aggressive pursuit of scholarhip and fellowship opportunities will also help us to increase in a sustainable manner the number of international graduate students on campus.

9. *York University will improve accessibility for students by expanding online delivery. Ten percent of all courses offered will have significant web-based teaching or learning components by 2013, with an increase to 15% by 2016.*

Rationale: The 1999 *White Paper* noted the importance of technology-enhanced learning to improve accessibility (particularly to commuter and part-time students), contribute to life-long learning, and lead to innovation in pedagogy. Chapter 2 identifies the emergence of new technologies as one of the key drivers of change and opportunity for universities. As a large commuter university where most of our students spend relatively little time on campus outside of class time, there is a need and demand for the use of new technology, particularly for part-time students. Moreover, the use of new technology can enhance student learning and satisfaction. Yet we have made relatively modest progress towards systematically incorporating new technologies in the learning process, particularly as compared to our competitors. We therefore propose a significant broadening of the use of web-based teaching and learning components, in line with the benchmarks identified above, as providing tangible goals against which we can measure our progress over the next decade.

10. *By 2013, at least 7.5% of York students will be international students; by 2017, at least 10% of all York students will be international students.*

Rationale: York has long had a commitment to internationalization. International students add diversity to our student body and enrich the university experience for all. However the proportion of international students at the University is surprisingly low, particularly when compared to our leading competitors in the GTA and in our major Canadian urban centres. In fact, in recent years, the number of international students at York has fallen, both in relative as well as absolute terms. We believe it important to set a goal that will allow York to retain its leadership in this area, not only because of the importance of incorporating

diverse perspectives but also in terms of maintaining York's reputation and distinctiveness regarding its internationalization strategy.

Chapter 2:

The Current Context for Academic Planning

Introduction

This chapter describes and analyzes the context that will guide academic planning at York over the next decade. We begin by reviewing the history of academic planning at the University, particularly the origins and evolution of the University Academic Plan, the *2020 Vision* Green Paper in 1992, the 1999 *Provostial White Paper* and the President's 2007 Report to the Board of Governors, *Moving Forward with the University Academic Plan*. We then describe the rationale and need for the current White Paper, and how it fits within these various planning processes.

This is followed by a review and discussion of the external and internal environments, highlighting the forces that will shape and influence academic planning at the University going forward. We begin with a look back at significant developments over the past decade, noting the significant enrolment growth over this period on both the undergraduate as well as graduate side. Of particular significance is that the University is significantly larger today than it was in 1999, with approximately 43% more undergraduate and 47% more graduate students today than a decade earlier. This section also describes the significant restructuring that has occurred over the past decade, highlighted by the creation of the Faculty of Health in 2007 and the Faculty of Liberal Arts and Professional Studies in 2009.

As part of the research to support the development of the White Paper, we commissioned a survey of current students at York, as well as of applicants to York who declined an offer of admission, and of applicants to other GTA universities who did not apply to York. This survey found that there is significant room for improvement in the student experience at the University. It also indicated that the two factors that would lead to the greatest positive impact on the student experience would be an increase in experiential education opportunities and the reduction of class sizes. Also important amongst current students were issues relating to campus safety, a desire for more academic advising and the expansion of study space in the library.

We then review the external environment, identifying five factors that will be important considerations as we shape our strategic direction over the next decade.

The first factor is **globalization/internationalization,** the relentless increase in interaction amongst people, organizations, resources and governments of different nation states. We describe the pressures and challenges that this phenomenon poses for the University, as it shapes government thinking and priorities and gives rise to an emerging global competition between universities worldwide for reputation and resources.

The second factor is the **information and communications technology revolution**, which is related to globalization but which should be considered as an independent factor

in its own right. ICT advances in the past 20 years have been remarkable, increasing and diversifying the ways in which people and organizations create information and communicate with each other, particularly through the Internet. Universities are seeing the emergence of an Internet generation, those born after 1994 who have no experience of a world without the Web or the wider ICT revolution. This cohort expects to communicate and interact in virtual as well as real time; indeed, the boundary between real and virtual environments is blurred as heavily mediated modes of communication become more prevalent and easily accessed. The pace of the ICT revolution can be expected to accelerate rather than abate over the next decade.

The third factor is **government decisions and political will,** which we expect to reflect an even more constrained fiscal environment, particularly over the next five years, and increasing efforts by governments to target funding for universities towards government objectives. These objectives will relate primarily, although not exclusively, to economic and labour market goals.

The fourth factor is **GTA demographics**, which are expected to produce significant increase in demand for university spaces over the next decade. As our analysis notes, there could be pressures for as many as 80,000 additional university spaces in the GTA by 2021. Given that over 80% of our students come from the GTA, we can be expected to face significant pressure to further increase enrolment over this period. At the same time, our share of first choice applicants in the GTA has been declining in the past five years, a trend that was exacerbated by the labour disruption of 2008-09. Thus it cannot be assumed that this increased demand for university spaces will benefit York.

The fifth factor is the **actions of our competitors**. Our primary competitors remain the University of Toronto and Ryerson. Both of these institutions have developed or are in the process of developing plans indicating how they will respond to the demands for growth over the next decade. Non-GTA universities are also laying plans for future enrolment growth, in part through the establishment of satellite campuses in the GTA.

This environment presents a series of risks, challenges and opportunities for York:

- While internationalization efforts have been a major focus of our efforts over the past decade, it would seem that we must make even greater efforts in this regard in the future.
- The demands and expectations of our students for the use of web-based technology and other eLearning initiatives will grow significantly over the next decade, and we must be in a position to respond effectively to these expectations.
- While enrolment demand will be strong in the GTA over the decade, we will also face increased competition from our traditional competitors as well as from new institutional entrants into the GTA.
- York will need to develop new programs, as well as consider changes or modifications to existing programs, that will ensure the continued relevance and attractiveness of our programs for current and prospective students.

- If we do experience increased demand for our programs, this will enable us to grow in strategically important or desired areas, as well as to ensure that any growth that we do accept is accompanied by full funding, both for operating as well as capital costs.

Academic Planning at York University

The role and importance of academic planning at York was explicitly enshrined within York's processes and structures with the approval of the report of a Task Force (established by Senate APPC) on Academic Planning at York (APAY) in 1985, though forward planning has of course been a significant component of our activities throughout our history. That report defined the crucial links between academic and budget planning that continue to underlie planning at York, and set out the annual planning cycle. The following May (1986), the first iteration of the *University Academic Plan* (UAP) was approved by Senate, setting out guiding principles and objectives. Since that time the UAP has served as the principal academic planning document for the institution. Subsequent years have seen the consultative development of annual academic planning reports/updates on progress towards specific objectives by planners at the Faculty and unit levels as well as institutional reports from APPC, the President and Vice-Presidents. Over the years, York's planning and accountability framework has been expanded to include elements such as program quality assurance through undergraduate and graduate program reviews; teaching evaluations; initiatives to develop meaningful research measures; an early notice system for new curricular initiatives; and the introduction (in 1999) of an annual institutional *Planning, Budget and Accountability* report. Increasingly attention has focused on how to set and realize planning priorities – and how to make the difficult choices among priorities – within budget realities which affect the range of planning activities at all levels.

The UAP is intended to be a dynamic and iterative document, reflecting and anticipating the evolution of York, and of its environment including government directions, societal needs, and the post-secondary education system. It serves to frame and guide academic planning across the University, including planning for complement, enrolments, and infrastructure. It has therefore been regularly updated, and subjected to comprehensive reviews and revisions on a five-year cycle. Recent iterations have reflected efforts to enhance its usefulness as a strategic planning document. The next UAP will encompass the years 2010-2015. Its development, shaped by the directions articulated in the White Paper, will be initiated later in the current academic year, following consideration of the White Paper by Senate and the Board of Governors, led by the Vice-President Academic & Provost in partnership with APPRC. (The current 2005-2010 version of the UAP is available at http://www.yorku.ca/secretariat/senate/committees/APPC/UAP/UAP%202005-2010%20For%20Web.pdf.) While the articulation of the UAP has been led by APPC and the Vice-President Academic & Provost through the Senate process, annual open fora focused on key issues in areas such as research, teaching, student experience, program development and the planning process itself have engaged the broader university

community. Similar planning processes at the Faculty level have built on and fed the UAP process.

In addition to the University Academic Plan, a number of other major planning initiatives and reports have guided institutional directions and priority-setting over the years. Of these the most significant are:
2020 Vision: The Future of York University (available at http://www.yorku.ca/secretariat/documents/2020Vision.htm): Endorsed by Senate and the Board of Governors in 1992, this report, prepared by an Enrolment Working Group established by APPC in partnership with the administration, provided a blueprint to guide academic, physical and other planning to the year 2020. The report observed that York differed from other large Canadian universities in that it did not offer programming in architecture, medicine or (at that time) engineering; and its population in science-related programming was relatively small, as was the proportion of graduate students. It introduced the notion that York should work towards becoming a more "comprehensive" institution through purposeful growth and diversification of enrolments and programming. This would be achieved by building on existing strengths, by recombining programs in new ways, and by introducing new programs, specifically in the areas of design/communications, health, and information science.

Strategic Planning for the New Millenium (available at http://vpacademic.yorku.ca/planning/strategic/index.php): Authored by then Vice-President Academic & Provost Michael Stevenson, this 1999 report followed from and sharpened *2020 Vision*. It drew a distinction between academic planning and strategic planning, arguing for the importance of the latter. The report was predicated on assumptions of increased enrolment demand in Ontario universities resulting from demographic changes, together with changes in areas of demand towards business, engineering and the sciences. It set as overarching objectives increasing the excellence of teaching and research, improved balance and diversity of programs and enrolment, and sensitivity to student demand and accessibility; and proposed objectives to enhance York's profile in liberal arts, applied science, professional programs, international programs, technology-enhanced learning, collaborative programs, and research. It argued for redistribution of enrolments with expansion in the sciences, fine arts, environmental studies, and professional programs, accompanied by appropriate complement planning to support this diversification.

Moving Forward with the University Academic Plan (available at http://www.yorku.ca/presidnt/news/Moving_Forward.pdf): The President's 2007 report to the Board of Governors identified several key strategic initiatives towards making York a more comprehensive and research-intensive university, including enhancement of the research culture across the university by building on and diversifying the research base and research partnerships, expansion in the life sciences and applied sciences, and initiatives to enhance the student experience and to expand community connections and visibility. It also noted the need for flexibility, agility and responsiveness in academic planning and for the alignment of initiatives with goals, reinforced by resources and structures.

Attention has also focused on planning for the organizational structures that best support academic objectives. These discussions resulted in two major structural changes: the establishment of a new Faculty of Health (2006) to consolidate York's health-related teaching and research strengths and provide a platform for further development and the amalgamation of the Faculty of Arts and the Atkinson Faculty of Liberal and Professional Studies to form the Faculty of Liberal Arts & Professional Studies (2009).

Most recently, efforts are being directed towards the closer integration of academic planning and resource allocation, together with accountability, with the implementation of the Integrated Resource Planning (IRP) framework at the university. In a similar vein, considerations are also under way around realignment of graduate education planning processes to enhance their coordination with undergraduate planning.

Throughout York's planning history, its major planning documents and its culture have reflected enduring commitments to a number of fundamental values and principles including:

- Quality
- Innovation
- Accessibility
- Diversity
- Social justice/social responsibility
- Interdisciplinarity
- Internationalization

These principles and values continue to shape planning for York's future directions as we enter the next phase of institutional planning and direction-setting.

Role of the Provostial White Paper

In July 2009, President Shoukri wrote to the university community, announcing that next stage in York's evolution. He pointed to the need for "a foundational document that will articulate a longer-term vision for the future of the University a decade or more into the future," and announced the development of a Provostial White Paper to be led by the Vice-President Academic and Provost in partnership with Senate and involving broad consultation with the community. He indicated that the White Paper would "articulate our longer-term strategic priorities, identify how York can differentiate itself, provide a context for existing academic and administrative planning processes including, in particular, the development of the next UAP."

The Provost subsequently wrote to the community reiterating the intention of the White Paper to articulate a renewed strategic vision for the next ten to fifteen years, describing York's aspirations and defining how York will differentiate itself from other post-secondary institutions, while building on the fundamental values and goals that have evolved at York over its first fifty years. The White Paper is intended to set out collegially shared strategic direction and priorities for the institution over a relatively

long planning horizon and provide a framework to guide and foster the alignment of planning processes across the university – that is planning at all levels in both academic and administrative spheres – in the shorter term. It is therefore anticipated that the next iteration of the UAP, for instance, will take the White Paper as its frame of reference, providing a set of working assumptions for the articulation of more specific goals and objectives to be pursued over the next five year period to move the institution towards the priorities identified in the White Paper. While the White Paper suggests initiatives that might be undertaken in order to give effect to the directions and priorities, they are intended to be illustrative rather than definitive and therefore should be seen as beginning a discussion, as part of UAP development and other planning exercises, of the way forward.

A major objective of planning efforts is the closer alignment of planning for the allocation of resources (new and existing financial, human and infrastructural resources) in support of academic priorities. Recognizing that current budget constraints are likely to be a continuing factor in York's planning, the White Paper will provide a framework for approaching the difficult choices that inevitably will have to be made among worthy options, both current and new. Bluntly put, in order to ensure that institutional resources are allocated to support our priorities, we may not be able to continue to do everything we currently do in the same ways we now do them. The White Paper will serve as a "measuring stick" against which potential new initiatives can be assessed – will the new initiative advance the priorities in the White Paper? – and against which the continuation of current activities can be considered.

Because of the potential for fundamental impact of the strategic direction and priorities articulated in the White Paper on York's future, collegial agreement around the direction and priorities is crucial. For this reason, the process for the development of the White Paper was designed to invite and encourage the engagement of all members of the York community.

White Paper Process

In his July communication to the York community, the Provost outlined a three-stage process for the development of the Provostial White Paper: a "green paper" phase to raise issues and ideas for discussion, a "white paper" phase for further consultation and ultimately Senate endorsement, and an implementation phase. A web site (http://vpacademic.yorku.ca/whitepaper/index.php) was established to inform the community about the process and opportunities to participate in discussions, and an e-mail address was created to receive input.

Early in the Fall term of 2009, Green Paper Working Groups were established to explore several themes and draft documents for discussion around:

- Student experience
- Teaching innovation and student learning
- Strategic expansion of research activity
- Strategic enrolment and program planning

- Internationalization
- Community engagement
- York's overall reputation

Collectively the working groups, which were led by colleagues with responsibility for and expertise in the areas under discussion, drew into the discussions leading to the publication of the Green Papers more than 150 participants (including faculty, staff, students, and alumni) from across the university. The Provost also visited all Faculty Councils during the development of the Green Papers to seek input. The Green Papers were posted on the White Paper web site in late October. All members of the university community were invited to provide feedback on the papers through several means: at two all-day academic planning fora open to all members of the university, co-sponsored by the Provost and Senate APPRC, for discussion of the Green Papers; through discussions in various bodies (committees and units); and via e-mail. As part of the consultations, the Provost and colleagues from the VPA&P office also met with undergraduate and graduate student groups to gain their input. About 150 people (faculty, administrators, staff, students) participated in the lively discussions on each day at the open fora and reports summarizing the key directions and issues identified were prepared by the "leads." In response to the invitation to submit written comments by e-mail, 37 submissions were received from both individuals (faculty, staff, and students) and groups (Senate and unit committees, student groups, etc.). Respondents welcomed the opportunity to comment and provided thoughtful contributions from a range of perspectives. In addition, a meeting of senior administrators and Deans was held to discuss directions based on discussions in the fora and elsewhere.

Several fundamental issues and directions consistently emerged throughout the discussions as needing to be addressed in order for York to clearly define itself and its priorities:

- Issue of the relationship and balance of research and teaching
- The question of the university's overall size and balance of undergraduate/graduate, domestic/international and program mix
- Issues around the balance of student quality and accessibility
- Interest in enhanced and more explicit opportunities for students to develop skills and capacities that will prepare them for active and engaged citizenship in the future
- Interest in expansion of links to/partnerships with other institutions and with local and international communities in teaching and research

Support for a number of widely shared overarching principles and core values also emerged from the discussions:

- Commitment to the highest quality in faculty, staff, and students
- Focus on the student experience, with the objective of preparation of students for active citizenship
- Sustainability
- Incorporation of global perspectives in teaching and research

- View of the institution as engaged with and contributing to its communities and society
- Leadership in expansion of institutional and community partnerships

Following further broad consultation around a draft of this White Paper, Senate will be invited to endorse the directions it encompasses. Endorsement of the White Paper does not imply approval for any particular initiatives described in the document. Instead it is intended to indicate significant support for the overall directions, goals and objectives it identifies.

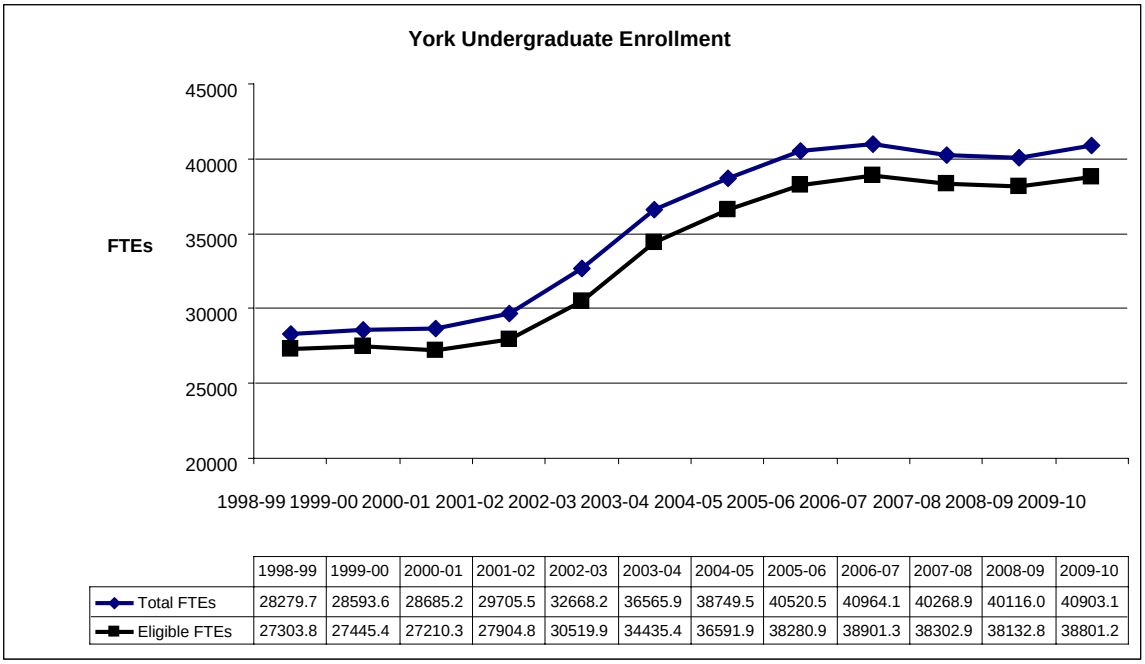
Significant Developments over the past Decade

We begin this review of significant developments over the past decade by highlighting the significant changes in the size, structure and program mix at the University that have occurred over this period.

The history of undergraduate enrolments over the past 10-plus years is in fact two histories. On the one hand there has been considerable growth in the enrolment of "eligible" students, fuelled by the double cohort. Eligible students refer to students for whom the university receives grant funding from the provincial government; these would be Canadian citizens or landed immigrants. On the other hand there are visa or international students (ineligible for grant funding). Typically a very small proportion of total undergraduate enrolment, visa enrolments showed growth in the early 2000's, but tapered off to become flat and even declining until this current year.

Enrolment planning for undergraduate enrolment was, from the beginning of the decade, oriented towards providing places for the so-called double cohort. The double cohort referred to an Ontario government policy, dating from the early years of the Harris government, to eliminate the Ontario Academic Credits year (i.e., Grade 13) by the end of the 2002-03 secondary school year. Consequently, demand for first-year university places for fall 2003 was expected to increase significantly as there would be two classes graduating from secondary school in spring 2003. As it happened, the predictions were somewhat off. Some students opted to fast-track their secondary school work and graduate in spring of 2002, fearing that if they waited until 2003 there would not be enough spaces available at the universities they wanted. Other students decided either to delay application to university until 2004 or to delay graduation by taking another half year to a year of secondary school.

The graph and the table below show the impact of the double cohort.



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total FTEs	28279.7	28593.6	28685.2	29705.5	32668.2	36565.9	38749.5	40520.5	40964.1	40268.9	40116.0	40903.1
Eligible FTEs	27303.8	27445.4	27210.3	27904.8	30519.9	34435.4	36591.9	38280.9	38901.3	38302.9	38132.8	38801.2

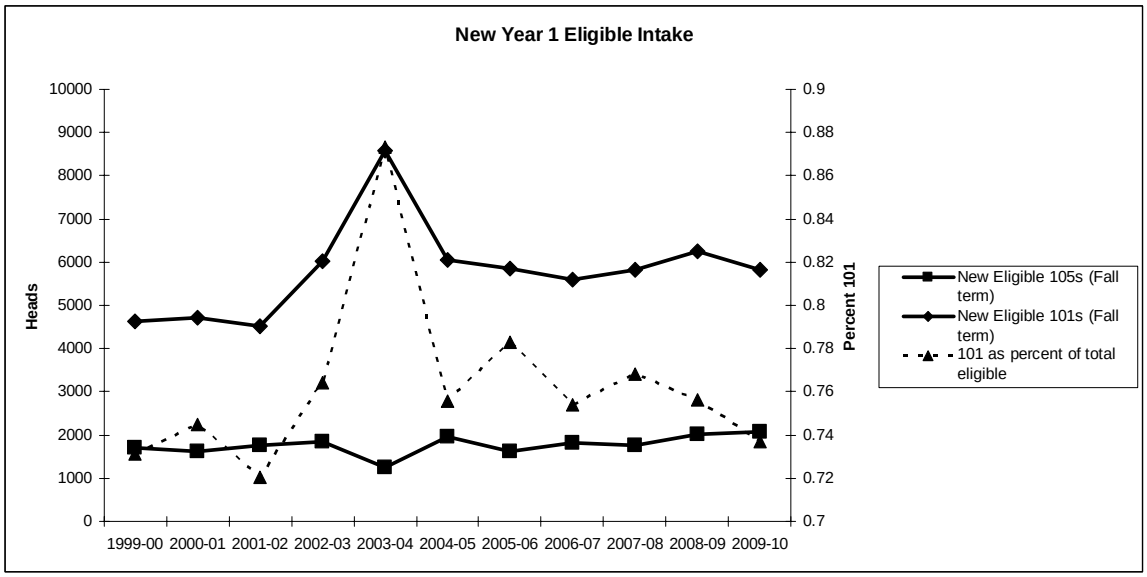
Eligible enrolment excludes all Design, eligible exchange, and LLB/MBA students

The lower line is undergraduate eligible enrolments; the upper line is total enrolment: eligible students plus international student enrolments. From 1998-99 to 2001-02 eligible enrolments (measured as full-time equivalents, or FTEs) were essentially flat. The pre-double cohort wave began with enrolment growth in 2002-03, followed by considerably higher growth in 2003-04 as the major thrust of double cohort demand hit universities. In 2004-05 and 2005-06 enrolment growth continued as (a) flow through to upper years from the two previous year's intake, and (b) students who delayed applying to university started to come. Growth then slowed, with enrolments peaking in 2007-08 and declining thereafter.

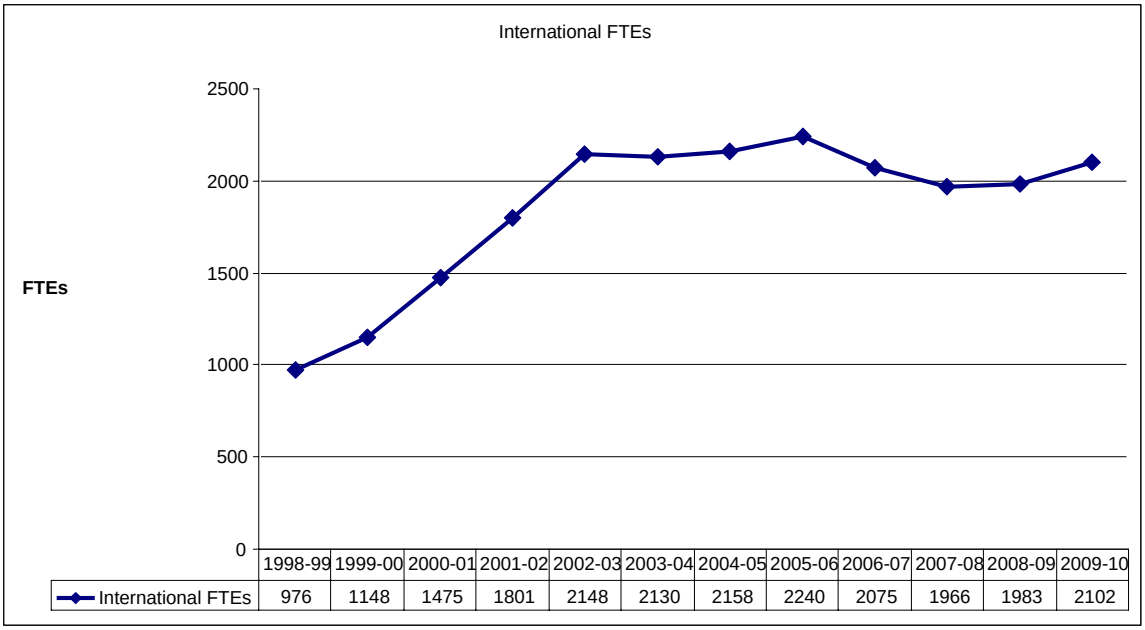
The decline in enrolment was part of the university's enrolment plan. Enrolment planning had anticipated that the double cohort would have a significant, but temporary, effect on demand for university places. However, behind the double cohort effect there was also a forecast of population growth through the middle of the decade. The double cohort was, in effect, a "blip" on top of a more lasting demographic trend to growth. For enrolment planning this meant that while the double cohort demand would subside, demand would not return to the levels experienced before the double cohort. The University's enrolment plan was to begin in 2006-07 to slide enrolment down from its peak levels and to land slightly above the pre-double cohort enrolment levels.

The government's objectives with respect to the double cohort influenced not only the total size of university enrolments but also the general type of students accepted into the university. Broadly speaking, domestic applicants for university places from Ontario are placed into one of two categories. One category is students applying directly (i.e., within a year) after graduation from secondary school. These are known as "101's." The second group – known as "105's" – refers to all other domestic applicants. These would be students who have taken a year or more before applying to university; graduates from

Colleges; transfers from Colleges; mature students; transfers from other universities. The government had essentially promised Ontario parents that no qualified applicant coming out of the double cohort – meaning 101-type applicants – would be refused a place due to lack of space. To put this commitment into practice the government created contracts with individual universities whereby the university, to secure its full measure of double cohort growth funding, would agree to a target level of new 101-type students. The sum of all individual university contracts was calculated to clear the system and thus allow the government to "declare victory" over the double cohort. Because universities were faced with limits on the total enrolment that could be accommodated - physical capacity as well as faculty - this meant that spaces for 105-type applicants and international students were cut. The graph below shows the intake of 101 and 105 students from 1999-2000 to 2009-10. The left vertical axis shows the absolute number of students admitted in each group; the right axis shows the 101 admissions as a percentage of total eligible admissions. In the periods outside the double cohort the average share of 101's is 75%; at the peak double cohort year 101 intake was just over 87% of total domestic intake.



International student enrolment has not been a large share of total undergraduate enrolment. In the latter years of the 1990's international students accounted for less than 5% of total undergraduate FTEs. This would rise to 6.6% by 2002-03, and then slip back to around 5% currently. The graph below shows the FTEs attributable to international students.



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
International FTEs	976	1148	1475	1801	2148	2130	2158	2240	2075	1966	1983	2102

The University's enrolment planning has been for growth in the number of international students. From 1998-99 to 2002-03 FTEs from international students grew by 120%. This exceeded planning estimates, and to a large degree was a consequence of the reduction – and redirection – of applications from international students away from U.S. universities in the wake of the 9/11 attacks and the aftermath. However, growth in international students at York essentially stopped during the double cohort period, and then began a decline. This trend was likely a result of three forces. One was immediate: the 2003 SARS epidemic and the highly publicized impact it had in Toronto. A second was the pressure to admit Ontario secondary school applicants from the double cohort. A third, longer term trend, had to do with the pool of international applicants. The largest sources of international applicants to York are China and India. Those two countries have been strengthening their own university infrastructures since the beginning of the decade, and have developed policies to encourage their students to stay at home. The result has been a steady decline in applications and admission of international students from the middle of the decade until the past year. In 2009-10 we saw the first significant increase in international FTEs for some time, which brought the level of enrolments back, close to the 2002-03 level.

The mix of government policy and University planning objectives also influenced, but would not alone determine, the manner in which the various Faculties grew undergraduate enrolments over the period. Government policy shows itself most often in the form of special financial incentives - or envelopes - designed to encourage universities to increase enrolments in total and/or in particular areas. Over the years there have been numerous programs of this sort, and a partial inventory would include the following:

- the Access to Opportunities Program (ATOP) was introduced in 1998 with the objective of doubling the number of computer science and engineering graduates in the Province;
- special access funding (Teacher Education Expansion grants) was provided to Faculties of Education to increase the number of teachers;
- funding for Nursing programs was provided to meet the expected demand for nurses (especially after regulations were changed so that RN's required a baccalaureate);
- grants provided for bilingual programs;
- Fair Funding grants were designed to work towards ensuring that all universities would receive the same basic revenue per student;
- any number of "Enrolment Target Agreements" and "Multi-Year Accountability Agreements" were negotiated in which universities would agree to particular enrolment growth targets and performance measures in exchange for funding arrangements; and
- funding support for capital projects was provided - the TEL Building, the Schulich building, the Bennett Centre for Student Services, and the Accolade East and West buildings all received funding through Superbuild I and Superbuild II capital programs to add infrastructure to support double cohort growth.

The University's undergraduate enrolment planning from 2000 to the present has been guided by former Vice-President Stevenson's paper *Strategic Planning for the New Millenium*. This paper itself had antecedents in the University Academic Plan of the time, the *Vision 2020* paper of 1992, and the ATOP and Fair Funding programs. Stevenson's document provided a plan for implementing York's long-standing objective of achieving greater balance and diversity in academic programs. *Strategic Planning* described how Fair Funding appointments could be used to maximize academic innovation, and specifically recommended new or expanded programs in international studies, applied science (including engineering), professional programs (including business and health studies) and technologically-enhanced learning. *Strategic Planning* also proposed that enrolment increases targeted in these new and expanded programs should be accompanied by a modest reduction in Faculty of Arts enrolment over the next 5 years.

The two tables below show the enrolment trajectory for the Faculties from 2004 to the present (projected) enrolments, and the degree to which the *Strategic Planning* objectives have been realized. During the past dozen years there has been significant restructuring and realignment as programs have moved from one Faculty to another, new programs developed, and new Faculties created. The most recent example, of course, has been the consolidation of Arts and Atkinson into the Faculty of Liberal Arts and Professional Studies. Before that there was the creation of the Faculty of Health from the departments of Psychology (Arts and Atkinson), Kinesiology (Science and Arts), Health Policy and Management (Atkinson) and Nursing (Atkinson). Some other examples of realignments include the movement of Computer Science and Natural Science from Atkinson to Science, the move of Information Technology from Science to Arts and Atkinson and then wholly to Atkinson, the move of Mathematics and Statistics from Arts to Science. In order to have a consistent series for comparison, the enrolment numbers in the tables

below have been adjusted to reflect all of these structural changes. However, this revised enrolment series was carried back only to 2004.

Faculty Enrolment (Undergraduate: Eligible FTEs)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LAPS	19854.2	20733.6	20358.9	19376.3	18878.5	19115.3
Education	1345.0	1356.8	1348.7	1360.7	1265.0	1307.8
FES	319.4	444.8	492.6	537.3	587.8	623.9
Fine Arts	2959.4	3118.3	3174.9	3093.0	3225.0	3165.3
Glendon	1710.8	1751.3	1819.3	1800.7	1787.9	1831.9
Health	4682.8	5012.1	5725.7	5640.0	5562.5	5675.3
Osgoode	873.6	867.1	888.8	884.2	895.4	862.9
FSE	4036.5	4117.6	4197.3	4673.2	4942.9	5194.0
Schulich	809.9	879.0	895.1	937.5	987.7	1024.8
Total	36591.5	38280.6	38901.3	38303.0	38132.7	38801.2

Faculty Shares (Undergraduate Enrolment)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
LAPS	54.26%	54.16%	52.33%	50.59%	49.51%	49.26%
Education	3.68%	3.54%	3.47%	3.55%	3.32%	3.37%
FES	0.87%	1.16%	1.27%	1.40%	1.54%	1.61%
Fine Arts	8.09%	8.15%	8.16%	8.07%	8.46%	8.16%
Glendon	4.68%	4.57%	4.68%	4.70%	4.69%	4.72%
Health	12.80%	13.09%	14.72%	14.72%	14.59%	14.63%
Osgoode	2.39%	2.27%	2.28%	2.31%	2.35%	2.22%
FSE	11.03%	10.76%	10.79%	12.20%	12.96%	13.39%
Schulich	2.21%	2.30%	2.30%	2.45%	2.59%	2.64%

Many of the same factors that influence undergraduate planning also guide the consideration of graduate enrolments. Graduate enrolment planning encompasses planning for the growth in total amount of graduate activity, the distribution of this growth across programs (with due regard for retaining capacity for the creation of new programs), the distribution between doctoral and Masters enrolment and, within Masters programs, the distribution between research and professional and applied programs. As with undergraduate planning, graduate enrolment planning will reflect the priorities of the UAP and the *Strategic Planning* documents. It will also take account of the university's capacity to accommodate graduate growth alongside undergraduate growth. In this regard, one critical element for graduate planning will be the size and growth in the tenure-stream complement, since graduate teaching and supervision must be in the hands of tenure-stream faculty.

There are also some factors that have a particular influence upon graduate planning. The strength of graduate activity is seen to be an important aspect of provincial, national, and international reputation. This, in turn, affects the university's position with the Ministry and in councils such as COU and AUCC. Strong graduate programs are said to attract the highest quality faculty and graduate students, which in turn bolsters research activity and reputation. And while the strength of graduate activity is best understood at the level of individual programs, there are two aggregate measures that have been taken as indicators of graduate strength. One is the University's rank in graduate enrolment among other Ontario universities; the other is the share of graduate enrolment relative to undergraduate enrolment. Considerations on both of those measures have influenced graduate planning.

At the beginning of the decade the plans for graduate growth were reasonably moderate. Doctoral enrolments were expected to grow from approximately 550 FTEs in 2000-01 to 770 by 2009-10. Masters enrolments were to grow from around 2000 FTEs to 2500, and within this the MBA component was to grow from 1050 to 1150. The tables below show a very different story with the actual trajectory of graduate enrolments (with 2009-10 a projection). The three tables show, respectively, FTEs (PhD, all Masters, and MBA broken out separately), total number of graduate students (PhD and all Masters) and intake of new graduate students.

Total Eligible Graduate FTEs (all terms)

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Masters	1976.4	2013.3	2185.6	2187.2	2182.4	2157.9	2286.3	2574.3	2595.6	2645.8
(MBA)	1042.7	1032.95	1128.4	1055.2	943.8	855.5	886.5	940.5	900.5	930.1
PhD	566.1	554.4	575.7	634.6	696.9	759.8	838.8	932.8	1018.9	1100.2
Total	2542.5	2567.7	2761.4	2821.8	2879.3	2917.7	3125.1	3507.1	3614.4	3746.0

Total Eligible Graduate Heads (as of Nov 1)

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Masters	2840	2757	3125	3093	3110	3017	3245	3671	3603	3710
PhD	665	668	667	749	817	886	966	1088	1181	1275
Total	3505	3425	3792	3842	3927	3903	4211	4759	4784	4985

Total Eligible Graduate New Intake (Heads, all terms)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Masters	1478	1493	1505	1527	1734	1883	1795	1860
PhD	187	207	236	261	282	326	318	339
Total	1665	1700	1741	1788	2016	2209	2113	2199

It is evident from the tables above that York's graduate enrolment planning moved towards very aggressive growth in 2005. The key factor behind this change was government policy. Following the Rae Report on post-secondary education, the government announced its objective of expanding graduate education by 12,000 students by 2007-08 and 14,000 by 2009-10. This objective was influenced, in large part, by a COU report that projected that the demand for graduate places would grow by an average of nearly 6% per year from 2000-01 to 2013-14. This growth would be due to a combination of population growth and an increase in participation rates in graduate studies. As well, the government policy on graduate growth reflected its own views of the "knowledge economy" as the engine for economic growth and prosperity. For York's planning, the government's efforts to expand graduate activities meant that in order to maintain York's rank in the system our graduate growth would have to be at or above the system's growth rate.

As with undergraduate enrolment during the double cohort, government used a variety of funding tools to implement its policy objectives: special envelope funding for graduate growth; capital assistance funding (tied to an institution's graduate enrolment); and agreements drawn with each university on graduate enrolment targets and allotments.

Finally, as shown by the table below, enrolment of international graduate students fell significantly following the government's push for graduate expansion.

Total International Graduate FTEs

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10 (projected)
Masters	305	330	275	222	200	200	208	
PhD	127	149	142	127	124	122	127	
Total	432	479	417	349	324	322	335	364

This is directly related to funding: no government per-student grant revenue is provided for international students. Consequently, the cost to the institution of supporting an international student becomes prohibitive. As with the double cohort, the government's priority is for universities to meet the expected demand coming from domestic students. With no grant funding, and facing the constraints of capacity limits, the result has been that international enrolment has had to be dampened in order to keep room for domestic students.

External Environmental Scan

Globalization/Internationalization:
Globalization is the process and product of increased interaction among people, organizations, and governments of different nations. It is a phenomenon characterized by the flow of goods, services, money, people, ideas, and data across national boundaries,

and the concomitant erosion of these boundaries. This phenomenon has cultural, environmental, political, economic and human health ramifications for people the world over. The speed and seemingly unstoppable nature of present-day globalization, its ideological elements, as well as the uneven distribution of its positive and negative effects, make it a very controversial topic. Highly divisive debates have arisen regarding the effects of migration on the cultural and economic norms of society in receiving nations.

York University's set of international activities and interests are organized under the banner of "internationalization" and as a whole aspire to the achievable ideal of "ethical internationalization," which includes building relationships that are informed by a commitment to social justice and equity. The critical questions as to just what this ethical internationalization ought to look like and include in the face of globalization continues to receive the active attention of York's faculty and students. Thus, York University's strategic response to globalization is encumbered with a dual responsibility: It should serve York's interests as an organization competing globally for resources, and it ought to embody the ideal of "ethical internationalization."

Focussing for now on the fact that York University competes globally for limited resources, one may enumerate some of globalization's implications:

- International immigration is placing significant pressure on many universities. Immigration-driven population growth is expected to trigger a significant expansion in overall GTA university enrolments over the next several decades.
- The widespread entrenchment of neo-liberal free market thinking in government and the public consciousness has been an enabler for governments in their attempts to control spending, limit the size of government and encourage competition within the broader public sector (BPS). One result of this, in Ontario and Canada as a whole, has been less government funding on a per-student basis and concomitantly inadequate levels of funding to cover university operating costs.
- Cooperative academic exchanges continue to be an essential mechanism of internationalization, but at the same time competition is intensifying amongst institutions wanting to recruit the best students and faculty from around the world. The market for academics is increasingly global. The corollary of this is that prospective academics are evaluating offers against those from competitor institutions world-wide. Increasingly, being an excellent university means offering a value proposition that is superior to global competitors and the consequences of not doing so will include not being able to attract top-tier human resources.
- Governments continue to look towards university-industry partnerships as a way to reduce their own funding obligations, to introduce competitive market forces into the university system and to achieve broader provincial and national economic goals. Government research funding increasingly is being targeted towards areas that offer the potential for generating economic advantage, most notably in the natural and applied sciences, and often is contingent on matching funds from the private sector. At the same time, globalized economic systems

allow the private sector to invest wherever returns are likely to be highest. Universities compete with each other to access this investment and resources flowing to universities from the private sector are likely to move in ever-greater proportions to those institutions that are deemed – again, relative to global competitors – to offer a winning value proposition as evaluated by private sector funders/partners.

- Foreign institutions are establishing their own teaching centers abroad and are competing directly with local institutions. Information and communication technology advances are a major enabler of this trend, providing universities with a wide range of program delivery options.
- Heightened competition for students and for targeted government funding, combined with an increasing reliance on tuition revenue to cover operating costs, is leading universities to develop academic programming that is highly attuned to labour market conditions and private sector needs. Prospective students are still looking to universities for a high quality liberal arts education, but given the competitive globalized labour markets, it seems that many students also want this education to be explicitly linked to their career goals and to provide highly marketable skills that will allow them immediate entry into the career path of their choice.

Early indications suggest that the Ontario university system may become more diverse with a level of intrusion into the Ontario market by foreign institutions. At the same time government intervention via regulation and targeted funding arrangements is expected to continue and even increase. Whatever the future may hold, globalization is occurring now, as are the contests that will determine which universities will attract sufficient resources to maintain their standing in the delivery of world-class excellence in teaching and research.

Information and Communication Technology Revolution:
ICT advances over the last 20 years have been truly remarkable, including huge increases in processing power, storage capacity and data transmission rates, as well as a continuous stream of software innovations. These ICT advances have triggered precipitous declines in the total cost of managing and transmitting data in digital form and, when coupled with the sweeping social and economic changes associated with these developments, have engendered what is referred to as the ICT revolution. One recent analysis concludes that it is unlikely there will be any abatement of this revolution over the next 15 years.
In large measure the story of the ICT revolution is the story of globalization, since ICT advances have been a critical driving force of globalization over the last two decades, driving down the costs of communication and enabling sweeping changes to the transactional underpinnings of economies. Yet, the revolution is manifesting itself in other ways as well, some of which may profoundly impact higher education and research. Members of the Internet Generation – those born after about 1994 and thus having no experience of a world without the Web or the wider ICT revolution – are just now beginning to enroll at universities and at the end of the next decade will start moving into the professoriate. One characteristic of Internet Generation members is that they are willing and capable adopters of new modes of communication that are heavily mediated

by the technologies enabling them. Networked gaming environments such as World of Warcraft and virtual environments such as Second Life are two obvious current-day examples, yet the boundaries between virtual and real are blurring even further as heavily mediated modes of communication become more prevalent and easily accessed. Today, a first wave of rudimentary augmented reality applications (a growing number of iPhone applications fall into this category) present new layers of information to users in formats that are easily accommodated and woven into the activities of daily life. No longer is the virtual world accessed only while sitting in front of a computer screen. As the "Internet of Things" continues to develop over the next decade, augmented reality applications will become ever more common; virtual and real will start to coalesce, changing the dynamics by which individuals' schemes of perception and knowledge develop. The manner in which information is sifted, evaluated, combined and "made sense of" will become much more opaque and reliant on anonymous others. The simple point being made here is that prevalent norms of communication – the assumptions, valuations, and expectations about sending and receiving information – have changed since the advent of the Web in the mid-1990s and may change even more dramatically in the next decade, particularly amongst members of the Internet Generation. It seems inevitable that these developments will affect the social production and reproduction of knowledge in universities and elsewhere. At the same time, ICT enabled changes in scholarly communication are occurring (e.g. open-access electronic journals and books, virtual research communities, thematic research collections, digital archives, semantic web searching, automated knowledge mapping and mash-ups).

So whether the concern is with effective marketing, the provision of student services, ICT-enabled pedagogies in the classroom and beyond, or facilitating scholarly communication and the dissemination of research output, universities' attempts to compete globally will be aided, or thwarted, based on their ability to develop and maintain an up-to-date, deep understanding of new modes and (more importantly) new norms of communication enabled by the ICT revolution, and to gauge the range of competitive opportunities and threats that they present.

Government Decisions and Political Will:
Publicly supported Canadian universities are, by design, dependent upon government funding regimes and at no point in the foreseeable future will institutions be immune from the effects of these regimes and their dynamics. Unfortunately, there are several deeply entrenched inadequacies in the current regimes – grossly inadequate funding levels (e.g. no compensation for the cost of inflation), lack of stability, and increasing interventionism – and it is believed these shortcomings will effectively form more-or-less static background conditions in York's external strategy environment over the next half decade or more. York University must adapt to a world in which government funding for universities is targeted towards government objectives, with these objectives relating primarily (although not exclusively) to economic and labour market goals. Additionally, York must develop alternative, non-governmental revenue streams in order to recoup operating costs not covered by operating funds while simultaneously lessening the degree to which the University depends on government.

The key to unlocking additional government funding in the future will be to identify nascent government priorities and then develop meaningful responses to those priorities. If a single response can address multiple priorities, so much the better. This means that York University must be finely attuned to the dynamics of politics and public opinion, and be highly astute in the content and timing of major funding proposals delivered to government, such that funding proposals reside at the intersection of the University's own strategic goals and government agendas. Developing and maintaining meaningful relationships with influential individuals inside and outside of government is essential to the success of such undertakings.

The point warrants emphasis that York ought to include in its political calculus an accounting of its own core values, interests and strategic goals, and only develop proposals that are in keeping with them. Whatever the proposals for funding might be, they must emphasize meaningful, direct linkages between the University and the communities and society it serves. Furthermore, the University must develop the means to communicate effectively the full social return on investment in York, both in the whole and in relation to specific funding proposals.

Diversifying the portfolio of non-governmental revenue streams will necessitate following a similar path: York must focus outward on the issues and needs that are important to potential partners and funding constituents, must develop meaningful relationships with influential individuals within these external groups, and must develop proposals that are mutually advantageous.

GTA Demographics:
Globalization and international migration patterns are having profound effects on the demographic, social and economic fabric of Ontario and the Greater Toronto Area (GTA). By 2031, Ontario's total population is projected to grow by about 3.6 million people, with the age 18 to 21 segment of the population growing by about 46,000 over 2007 levels. In fact, Ontario is the only province in which the 18 to 21 year old population segment is expected to be larger for most of the next two decades compared to current levels. Within Ontario the largest population increases will occur in the GTA. Indeed, by the year 2031, the number of 18 to 21 year olds in the GTA is expected to grow by about 69,000 over 2007 levels, suggesting a decline of about 23,000 across the rest of the province. Furthermore, inside the GTA about 70 per cent of the growth in the age 18 to 21 range is projected to occur in York and Peel Regions. Overall population growth in York and Peel Regions is projected to be 1.3 million people over the same period. This growth will be driven by international immigration, particularly a continuing influx of economic immigrants.

The pressure this population growth places on the Ontario university system is exacerbated by rising university participation rates. Undergraduate university participation rates in Ontario climbed 7 per cent over the last decade, from about 22 per cent in 1997-1998 to 29 per cent in 2006-2007 (for the 18 to 21 years of age cohort). If participation rates continue to climb at an average of 0.7 per cent per year, Ontario will need to contend with an additional 125,000 undergraduate students by the year 2020,

which is a 35 per cent increase over 2004-2005 levels. Even if participation rates climb half as quickly, at an average of 0.35 per cent per year, by 2020 there will be an additional 78,000 undergraduate enrolments in the Ontario university system, which represents a 22 per cent increase over 2004-2005. The GTA will be the primary source of these additional students. In fact, province-wide enrolment growth estimates include the enrolment reductions due to population declines in the rest of the province. Thus, GTA-specific enrolment pressures will be even more acute than the above projections suggest, perhaps reaching 82,000 additional students attending GTA institutions by 2021. So far this discussion has assumed constant participation rates across Ontario, but there are likely to be regional differences in the forces that drive university participation. Many of these forces are tied to the social and economic dimensions of regional demographic shifts. Of particular importance in the context of population growth in Ontario vis-à-vis the GTA are the following:

- Urban youth are more than twice as likely to attend university compared to their rural counterparts. Projected population growth in Ontario is essentially an urban phenomenon; its rural counterpart being population decline.
- Youth who have at least one parent holding some form of university-level educational experience are almost twice as likely to attend university compared to those whose parents completed only high school. Fifty per cent of adults who recently immigrated to Canada hold a university degree. This compares to the national average of 21 per cent of adults between the ages of 45 and 54 and 26 per cent of adults between the ages of 35 and 44.
- Most recent immigrant families, even those in which one or more adults have a university degree, remain in a low-income bracket for at least the first decade of their new lives in Canada. Youth from low-income families may be encouraged by their parents to attend university, but they must do so within the context of their families' limited economic resources. More low-income students commute to university compared to students from higher income families.
- Research indicates that there is a strong correlation between family income and university participation, and this may serve to reduce university demand generated in the GTA, given the lower income status of most recent immigrant families. On the other hand, academic achievement and parental influences amongst recent economic immigrants may differ substantially from those historically noted amongst low-income families (e.g. due to higher levels of parental university experience) and this may serve to mitigate, perhaps even override, the effect of lower incomes as a barrier to university education.

Of course, demographics will drive more than university participation rates and enrolment. It will also fuel groundswells of social, economic and political change across the GTA. Major challenges such as providing newcomers with adequate social services and meaningful entrance to the economic and political spheres of society must be addressed in order for the GTA to thrive and prosper in the coming decades. York University's ability to mobilize resources towards achieving its own strategic goals in the next decade will often be tied directly to its pursuit of innovative solutions to the pressing needs and issues faced by York Region and the GTA as a whole. If these opportunities for innovation and excellence are not capitalized upon by York University, one can be

sure that competitors from elsewhere in Ontario and around the world will attempt to establish privileged positions in the opportunity-laden York Region.

Current Competitors:
York University, University of Toronto and Ryerson University have been working for several years to identify key issues and develop a high-level joint response to projected enrolment growth. It is now clear that no single university will accommodate all growth and each institution is mapping its own path. Ryerson's strategic plan suggests that they will grow up to 8,000 students – evenly split between the humanities and social sciences and the applied sciences. University of Toronto's plan calls for a rebalancing of students from their main campus in downtown Toronto to their satellites in Mississauga and Scarborough. At the same time, the satellites are planned to grow to be fully fledged campuses in their own right.

Non-GTA universities are also laying plans for future enrolments: while several institutions such as University of Western Ontario, McMaster University and Queen's University have been appearing to follow a policy of limited growth, this may be changing. In a recent address to its Senate, the President at Western has indicated that it should be preparing plans for growth. The University of Waterloo is planning significant growth with a focus on graduate enrolment and four satellite campuses (located in Cambridge, Stratford, Huntsville and Kitchener) and Wilfred Laurier University continues to develop its satellite campuses (Brantford, Milton) with an intention to grow significantly by 2012.

Ontario community colleges have increased enrolments over the last decade and a review of their plans suggests an expansion into Baccalaureate programming (3 to 5% growth) with a continuing emphasis on developing partnerships with universities.

Internal Environmental Scan

York University's current organization culture, like that of many universities, reflects in its complexity the many interests and perspectives that find a supportive home within the institution. This complexity may be usefully distilled and communicated by reference to cultural forces that are held in tension, exhibiting an ebb and flow in their relationship over time.

The interplay between deliberation and action is one of the defining characteristics of university life and is essential to universities' role as social forces of enlightenment and transformation. On the other hand, transformation requires that decisions are made and actions taken. Both deliberation and action find their full potential in the presence of the other. The challenge for any university is to manage the tension between deliberation and action to the maximum advantage of the university itself and the society it serves. Achieving this maximum advantage is more difficult – and more critical – during times of limited resources, uncertainty and change. Indeed, remaining open to change in the pursuit of academic excellence must underlie the relationship between deliberation and action at York University.

Aside from the essential tension between deliberation and action, York's organizational culture is characterized by other trait dichotomies that each play a role in the way the University operates. These include the tensions between central versus distributed responsibility; academic versus non-academic administration; outward versus inward focus; pure versus applied scholarship; research versus teaching; labour relations versus collegial governance; and stasis versus dynamism. Each of these dichotomies involves the interplay of various values, interests and goals, and while it is important to recognize the legitimacy and value of these dichotomies, York nevertheless must be able to manage their ebb and flow so that their dynamics do not at any point overwhelm the institution.

Chapter 3:

Promoting Research Quality and Reputation

While York has grown into one of Canada's largest universities, it is not yet one of Canada's top research-intensive universities. Recognizing this dichotomy, the University Academic Plan sets the intensification and expansion of research as the paramount objective.

-President Mamdouh Shoukri *Report to the Community, 2008*

Introduction

Research is at the core of the mission of universities. In the face of mounting competition, York must now build on its progress during the last UAP and set in motion the implementation plan necessary to transform into a top research-intensive university. This transformation is not only key to realizing our research goals but is critical to enhancing our reputation, a consequence of considerable benefit to the university community as a whole. We have a tremendous opportunity to mobilize the university's energies and strengths and work towards this strategic priority.

York has many internationally recognized research strengths. We have seen this frequently confirmed through peer reviews, research grants, publications, major awards and editorships of international journals. It is incumbent on all of us to build on these recognized strengths and work to promote a more pervasive and sustainable research culture throughout the university. It remains clear that our comparative numbers demonstrate York consistently ranking far below our place as the third largest university in the country. Our university's reputation is very much dependent on, not only how the academic community regards us, but how external stakeholders, including government, international institutions and the population at large perceive our research and our rankings.

Objectives

This section sets out five goals or objectives that emerged during the consultation phase of the White Paper and proposes initiatives or strategies to guide the advancement and expansion of York's research within each of those areas. Background data on institutional level research performance are summarized in an Appendix to this chapter.

Objective 1: Promote Unit Level Strategic Planning.
We take as a given the need to support all forms of scholarship for all faculty members in their pursuit of research excellence and the need to maintain our historic research strengths. Building on this base, units (Faculties, Departments and ORUs) also need to focus on research excellence in targeted areas where they strive to be globally competitive. In order to achieve this, each unit should develop a research planning framework with an effort to integrate the intensification and promotion of research as a key component- at the centre of their academic planning.

Strategic development of the Faculty plan is a collective responsibility that should draw on a responsive planning culture, shared centrally and locally in the Faculties. Deans, department chairs, and research directors should initiate a leadership role in achieving research success within their unit. Some elements of successful research planning include vision, priorities and strategic directions, strategies for implementation, research performance measures, and meaningful comparators with leading units at other universities. It is important that all Faculties and units not only recognize our many research strengths, but ensure the identification of high priority areas to support and build on, including leveraging broader York research opportunities.

A key consideration in all future research planning is complement planning. Our culture must let go of any misunderstanding that teaching and research compete; in research intensive universities they are viewed as synergistic. We must overcome our history where Faculty hiring in many units has been based predominantly on undergraduate enrolment needs. Faculties and units need a framework for all tenure-track appointments that also helps build critical mass in areas of demonstrated or emerging scholarly strengths. Another key priority is the keen evaluation of the research productivity of Faculty candidates during the Tenure and Promotion process. Research intensity will be sustained at all levels of the professoriate, and therefore greater consideration must be given to evidence of a successful research program among those being considered for advancement.

It is important that all units incorporate a culture of evidence-based decision making as part of their research planning. This will assist in documenting success, with comparative assessments and performance benchmarking, and with sensitivity to international peer review standards, thereby making the case for the commitment of resources to support research intensification and research excellence.

Initiatives to advance our goals might include:

- Deans, research directors and chairs engage in leadership roles and provide the means to establish incentives to further drive research success within units.
- Each Faculty has an Associate Dean whose principal responsibilities are research focused, and a Research Office with a robust role in working with faculty members in generating grant submissions and aligning their efforts with the Office of Research Services in a contemporary matrix organizational approach.
- More attention is given to the mentoring role of other more established scholars with strong research records.
- In achieving a comprehensive plan attention should be paid to the clear relationship between success in reaching research priorities and to IRP/ budget allocations.

Objective 2: Support Research Intensification.

Institutions across the globe continue to make significant advancements in their research performance and, in spite of our progress, the gap between us and many of our competitors continues to widen. If York is to compete as a serious research institution it is crucial that we are able to attract faculty with established research excellence, junior

faculty with exceptional research promise, and outstanding graduate students. To do this we must take decisive action and have a pan-university commitment to moving forward our research intensity, performance and reputation by ensuring that all possible sources of support are devoted to this complex strategic goal.

Encouraging our colleagues to understand the importance of seeking and securing external internationally peer reviewed grants and publications, and advancing participation in all forms of externally-sponsored research is fundamental to our research reputation. In this regard, a particular challenge at York is that we fail to take full advantage of the capacity of our social sciences and humanities faculty, an obvious strength upon which we need to build. Another challenge is increasing our capacity to take a leadership role in the "big science" competitions.

The government continues to support basic discovery research (through the granting councils) yet availability and distribution of research funds is increasingly tied to strategic priority areas defined by the federal and provincial governments-- areas where success is deemed critical to Canada's competitiveness, global positioning and economic return. However, so much of what drives social change and fuels the modern economy is also derived from and responsive to social sciences and humanities theories, critiques and analyses. York therefore must advocate for a broader suite of research areas to be recognized and supported. We have established the first institutional infrastructure for knowledge mobilization to engage external partners and to inform public policy, social programming, and cultural engagement. This is intended to provide the intellectual space for independent critical analysis and policy development. York is poised to take advantage of a broadening government agenda, contributing not only our S&T research but also leveraging the work of our social science and humanities scholars.

Initiatives with the potential for advancing our goals include:

- Making an institutional commitment for regular and systematic increases annually in our externally sponsored research participation and this results in significant gains in our reputation and in our key funding allocations (e.g. CRCs, Indirect Costs).
- Restructuring the system and removing disincentives to fully integrate graduate students in research and professional opportunities will be important.
- Continuing discussions with governments about a broader agenda for research which includes socioeconomic policy as part of the overall framework with science and technology-driven innovation.

Objective 3: Develop a Pan University Research Strategy and Capacity Building. Building on the unit level strategic plans and with continued support for support for basic research across the academy, we then turn our focus to nurturing and increasing the institutional scope and capacity of our research. A pan-university approach would feature research excellence and strong collaboration across disciplines.

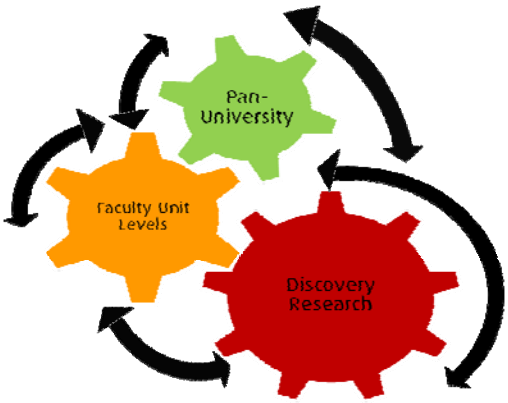
We can build stronger research capacity by expanding on our successful history of research that crosses traditional academic boundaries. This will allow us to compete more fully with leading research institutions who have more critical mass than us in many

disciplinary areas and will enable us to respond to complex contemporary scientific and social research issues requiring creative solutions. This allows us to better leverage our research strengths and open opportunities to lead emerging research paradigms.

In building this approach, we draw on some of our very successful Research Centres and Institutes that have taken the lead in facilitating the formation of multidisciplinary teams to conduct large scale international research. We cite but two such examples: vision research, a focal point for uniting researchers with expertise in psychology, biology, computer science, engineering, kinesiology and health science; and refugee and forced migration studies, where top level research is dedicated to crossing disciplinary areas such as law, sociology, political science, education, and health studies. Work is emerging in other unique areas of opportunity given our strengths across the university e.g. climate change, digital media.

Strategies that might be considered to advance our goals include:

- Leveraging more extensive pan-university research collaborations with the overarching goal of capturing larger research opportunities and increasing our research capacity. In advancing this objective, it will be important to carefully document barriers to cross-Faculty collaboration and develop strategies that will overcome these hurdles.
- Making evidenced based evaluations and rewarding recognized areas of research excellence. Findings of the unit-level research planning exercise (discussed earlier) will provide synergistic inputs.
- ORUs playing an active part in coordinating and building our pan-university research capacity.



Eco-system for research capacity-building

Objective 4: Develop Innovation Networks and Partnership Strategy.
At York we recognize that knowledge has greater value when it is mobilized and shared by engaging faculty and graduate students with communities and organizations that can contribute to and benefit from York's research. The key to developing robust research

partnerships lies in both sustainable relationship building and carefully matching our research strengths with the complementary needs of innovators, entrepreneurs, policy makers and community groups. The international literature clearly shows that partnership strategies can be best achieved through university leadership in regional innovation networks, or clusters.

In a recent report, further confirming this approach, the Council of Canadian Academies found that more opportunities must be seized to effectively cultivate horizontal connections between scholars and the private, public and not-for-profit sectors. Additionally, we should not be viewing this approach as the exclusive domain of an S&T agenda; external partnerships with SS&H researchers help to better inform public policy solutions to and services for complex, socioeconomic and cultural issues.

To date, we have experienced a strong response from faculty colleagues and seen a broad range of involvement in a pan-university research outreach strategy aimed at deepening institutional networks and partnerships. Some initiatives already feature York's collaborations with varied sectors from business, to municipalities, to hospitals, to community agencies. These linkages provide our researchers many new opportunities and benefits, and enhance York's reputation. This provides a solid base for future development.

Possible strategies for advancing our goals include:

- Nurturing the strong orientation that many of our researchers now have to work with, and to build the trust and respect of, the trust and respect of local and global partners.
- Universities are expected to engage with our communities for scientific, social, and economic impacts. York can assume a leadership role in this emerging new paradigm for innovation. We suggest the further development of mutually beneficial regional innovation networks. This will offer new opportunities for our researchers and graduate students, furthering the momentum of promising initiatives and lead to further sustainable institutional programs.
- The opportunities afforded by external partnerships for our researchers are limitless. Our collective goal harnesses the capacity to implement York's leadership in regional innovation networks in order to:
    - Enhance York's reputation
    - Diversify external sources of research income
    - Impact regional economic growth
    - Impact social & cultural well-being
    - Strengthen institutional opportunities, especially within York Region, the fastest growing municipal region on our doorstep.
    - Leverage strong regional clusters for global recognition and competitiveness

Objective 5: Foster Graduate Capacity Building.

Graduate students are critical to intensifying research activity at York. Our ability to advance research intensity at York is dependent on recruiting and supporting quality students at the master's and doctoral level. And in many research areas, postdoctoral fellows have become essential to the success of research teams.

As far as our current quality is concerned, there is certainly plenty of evidence of longstanding strengths at York. The entry GPA of our graduate students remains high. The quality of our students is confirmed with the increased nominations for SSRHC and CGS graduate competitions year over year. We have also witnessed an upswing in our success with NSERC master's and doctoral fellowships. Yet we are currently at a disadvantage when it comes to international students – a critical element in any graduate program. Not only can we not count international students towards the Government of Ontario targets, we also receive no government funding for them. However, to be competitive in the increasingly globalized world of higher education, we need to fund them at the same levels as our domestic students. As competition for top students intensifies, the relatively low numbers of international students and our seemingly increased dependency on students from the GTA at the graduate level are reminders that we cannot be complacent in our claims of being a top graduate program in Canada. More attention needs to be paid to our attrition rates as well as times to completion. Recognizing that the requirements of our programs are shifting, the training our graduates receive should be flexible enough to prepare them for a variety of careers rather than solely academic.

Strategies for advancing our goals include:

- Further strengthening our commitment to attracting the very best graduate students.
- Identifying appropriate measurements to assess quality graduate programming and then applying them to assist decision-making at the program and the faculty level will be key. These could include increased numbers of applications for major scholarships, improved success rates, and a reduction in attrition, particularly at the doctoral level.
- Additionally, it is important that we move towards developing a sophisticated and dedicated international recruiting strategy for graduate students and distinguishing ourselves from other schools in Canada/the US, beyond that which is determined by the quality/interests of the faculty associated with the program. We can achieve this by introducing the following:
    - specialized degrees – practice oriented - such as professional science masters
    - mechanisms to promote mobility – dual and joint degrees, cotutelles, international placements, exchange agreements
    - widespread use of Internships and attention to professional/transferable skills
    - combined honours/master's degrees – the 4+1 model
- Enhancing the reputation of both our scholars and our graduate programs will, in turn, improve our ability to attract outstanding postdoctoral fellows.

<u>Measuring Progress Towards Objectives</u>

There are a variety of valid measures used to evaluate and quantify the complexities of research performance.

- We need to continue to focus on how much external research funding York receives, since it is a key measure driving public policy and external rankings.

- Increasingly, we want to focus on other measures such as publication and citation measures, international peer review and track the impact of our research through knowledge mobilization.
- Research income is widely used by our external stakeholders and policy makers as a key measure of performance for the university sector. Several of York's annual research performance results are detailed in grant and other external research income tables (see appendices) and many others, based on Faculty performance, can be found in York's annual reporting documents. Research income performance measurements have a significant impact on both our reputational assessments as well as a direct bearing on key funding allocations that are provided by the government such as Canada Research Chairs and Indirect Costs of Research. Because of all this we have a collective responsibility to continue to improve our performance and research intensity as an institution.

However, we all appreciate that measuring income is not always the most complete means of appraising York's broad range of research. Therefore we examine and report other valid indicators.

- We are working with several Departments on bibliometric measures –e.g. publications and citations- benchmarking research performance against international best practices and appropriate comparison groups.
- VPRI will also continue to work with the Faculties to measure our commitment towards annual systematic increases in our externally sponsored research participation, as well as benchmarking research performance against a range of competitors through the local research planning exercise.

We must continue to evolve our research measurements and benchmark against international best practice as we move towards developing a comprehensive performance model of evaluating and comparing York's research successes.

Appendix to Chapter 3:

Figure 1:

Research Intensity Performance 2008-2009 – York University

Performance Measure	Performance by Eligible Tri-Council			Total
	CIHR	NSERC	SSHRC	
Number of FT faculty members (as of October 1st)	87	244	1093	**1424**
Number of FT faculty members holding an external grant or contract	42	170	217	**429**
Percentage of FT faculty members holding an external grant or contract	48.3%	69.7%	19.9%	**30.1%**
Number of FT faculty members holding a tri-council grant	36	168	173	**377**
Percentage of FT faculty members holding a tri-council grant	41.4%	68.9%	15.8%	**26.5%**
Total FT faculty research income from all sources	$7,471,791	$13,274,447	$17,758,176	**$38,504,414**
FT faculty research income intensity	$85,883	$54,403	$16,247	**$27,040**
Total FT faculty research income from the tri-councils	$4,411,428	$6,994,699	$7,265,794	**$18,671,921**
FT faculty tri-council research income intensity	$50,706	$28,667	$6,648	**$13,112**
Number of tri-council applications by FT faculty members	72	127	263	**462**
Total research income for retirees, adjuncts and others	$32,936	$666,983	$1,215,464	**$1,915,382**
Number of tri-council applications by retirees, adjuncts and others	0	9	21	**30**

Figure 2:

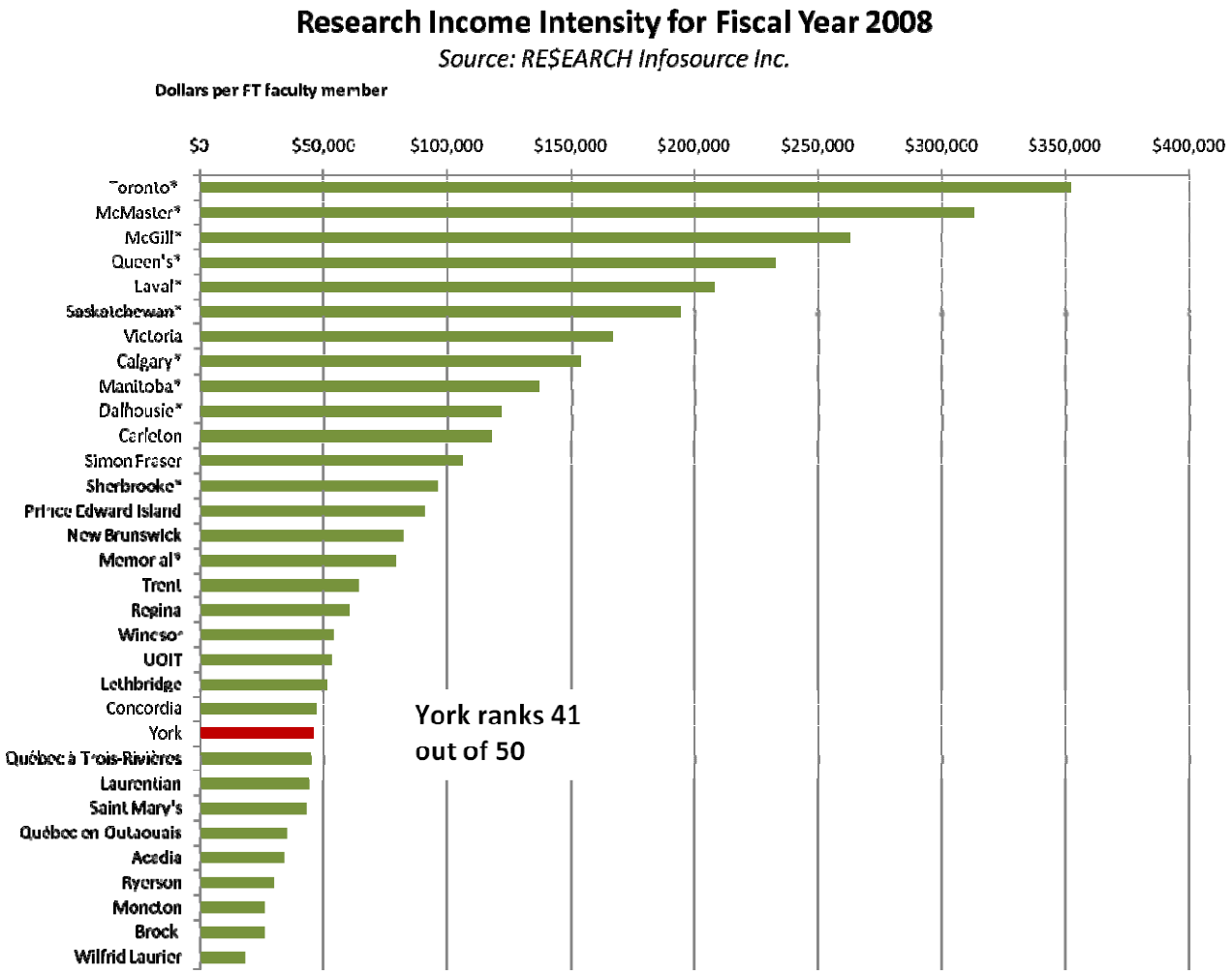

Research Income Intensity for Fiscal Year 2008
Source: RE$EARCH Infosource Inc.
Dollars per FT faculty member
$0
$50,000
$100,000
$150,000
$200,000
$250,000
$300,000
$350,000
$400,000
Toronto*
McMaster*
McGill*
Queen's*
Laval*
Saskatchewan*
Victoria
Calgary*
Manitoba*
Dalhousie*
Carleton
Simon Fraser
Sherbrooke*
Prince Edward Island
New Brunswick
Memorial*
Trent
Regina
Windsor
UOIT
Lethbridge
Concordia
York
Québec à Trois-Rivières
Laurentian
Saint Mary's
Québec en Outaouais
Acadia
Ryerson
Moncton
Brock
Wilfrid Laurier
York ranks 41
out of 50

Figure 3:

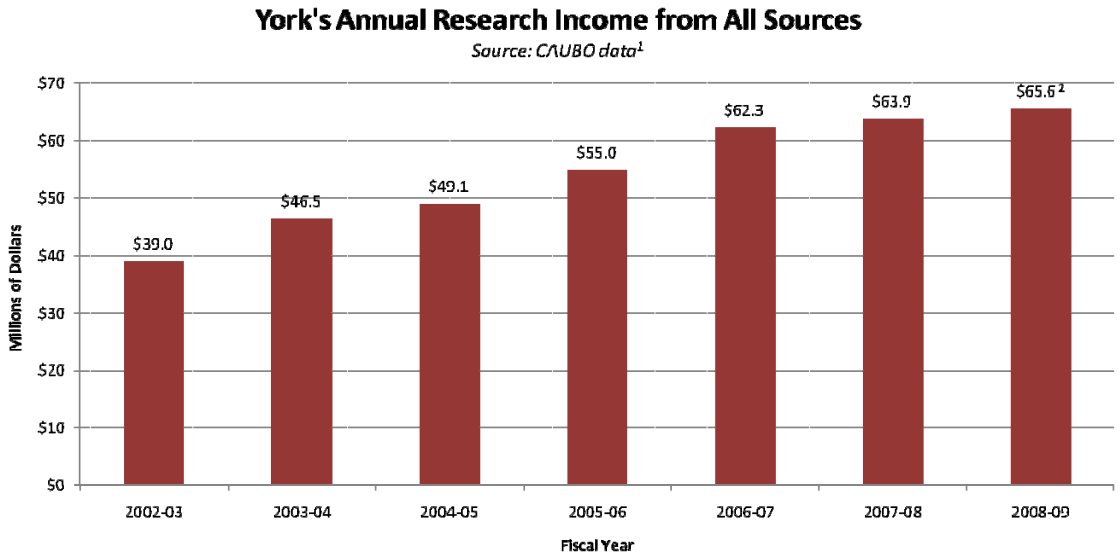


Figure 4:

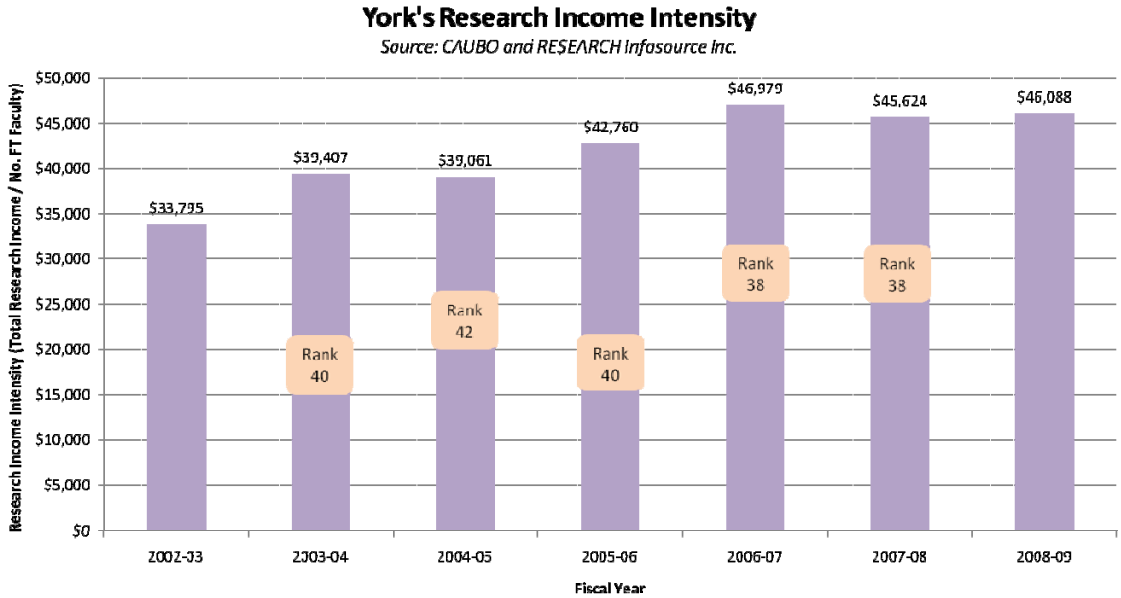


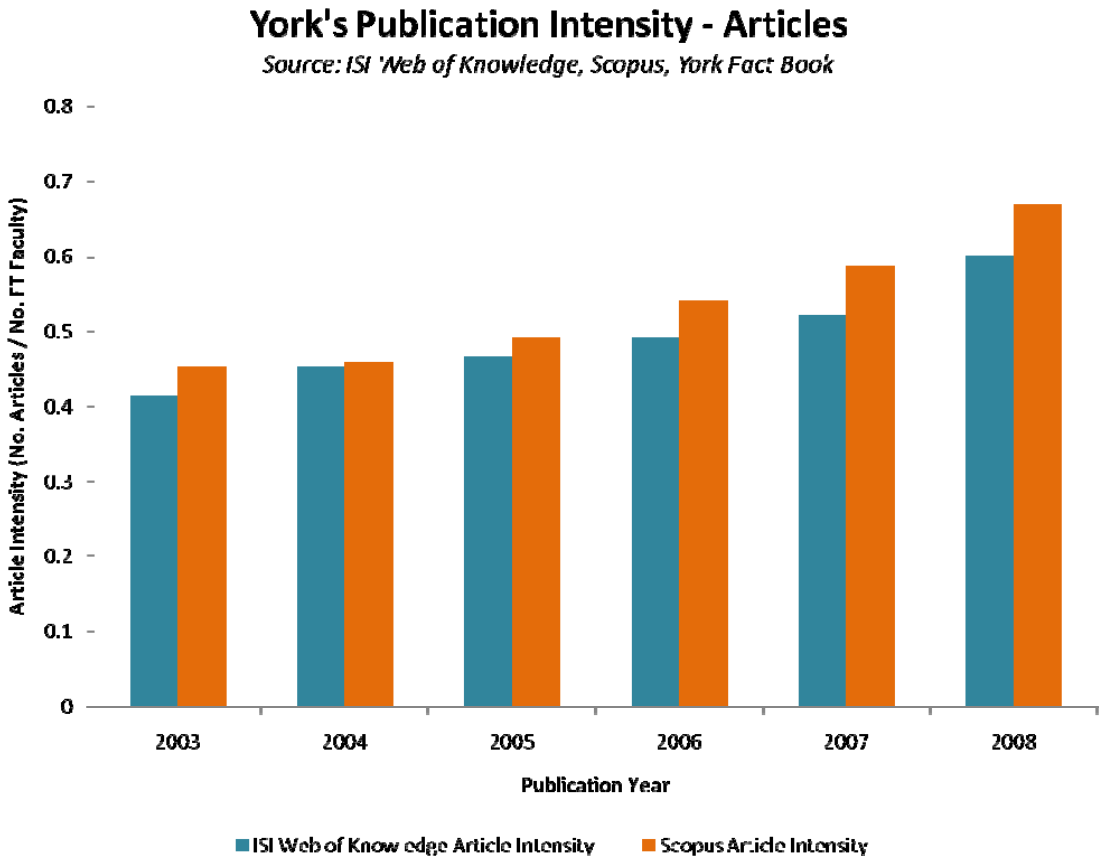
Figure 5:

Research Universities of the Year Ranking - Comprehensive*

Source: RE$EARCH Infosource Inc., Fiscal Year 2007

	Financial Indicators		Publication Indicators	
Institution	**Total Sponsored Research Income Rank**	**Faculty Research Intensity Rank**	**Total Number of Publications Rank**	**Publication Intensity Rank**
Guelph	1	1	2	2
Waterloo	2	3	1	1
Victoria	3	2	3	4
Carleton	4	4	6	5
Simon Fraser	5	5	4	3
Québec à Montréal	6	8	8	12
York	**7**	**11**	**5**	**11**
New Brunswick	8	6	9	6
Concordia	9	12	7	7
Windsor	10	10	10	8
Regina	11	9	11	10
Lakehead	12	7	12	9
Laurentian	13	13	13	13

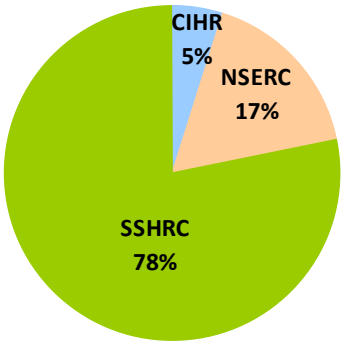
Figure 6:


York's Publication Intensity - Articles
Source: ISI Web of Knowledge, Scopus, York Fact Book
Article Intensity (No. Articles / No. FT Faculty)
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
2003
2004
2005
2006
2007
2008
Publication Year
ISI Web of Knowledge Article Intensity
Scopus Article Intensity

Overall balance:
Figure 7:

Distribution of York's FT Faculty Members by Eligible Granting Council

Source: VPRI & Office of Institutional Research & Analysis



*SSHRC eligible denotes FT faculty with research interests that align most closely to the SSHRC funding programs (similarly for CIHR and NSERC)

Figure 8:

Approximate National Distribution of Research Dollars by Council - FY 2008-2009

Source: Tri-Council award search databases

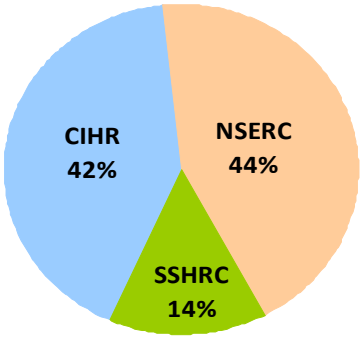


Figure 9:

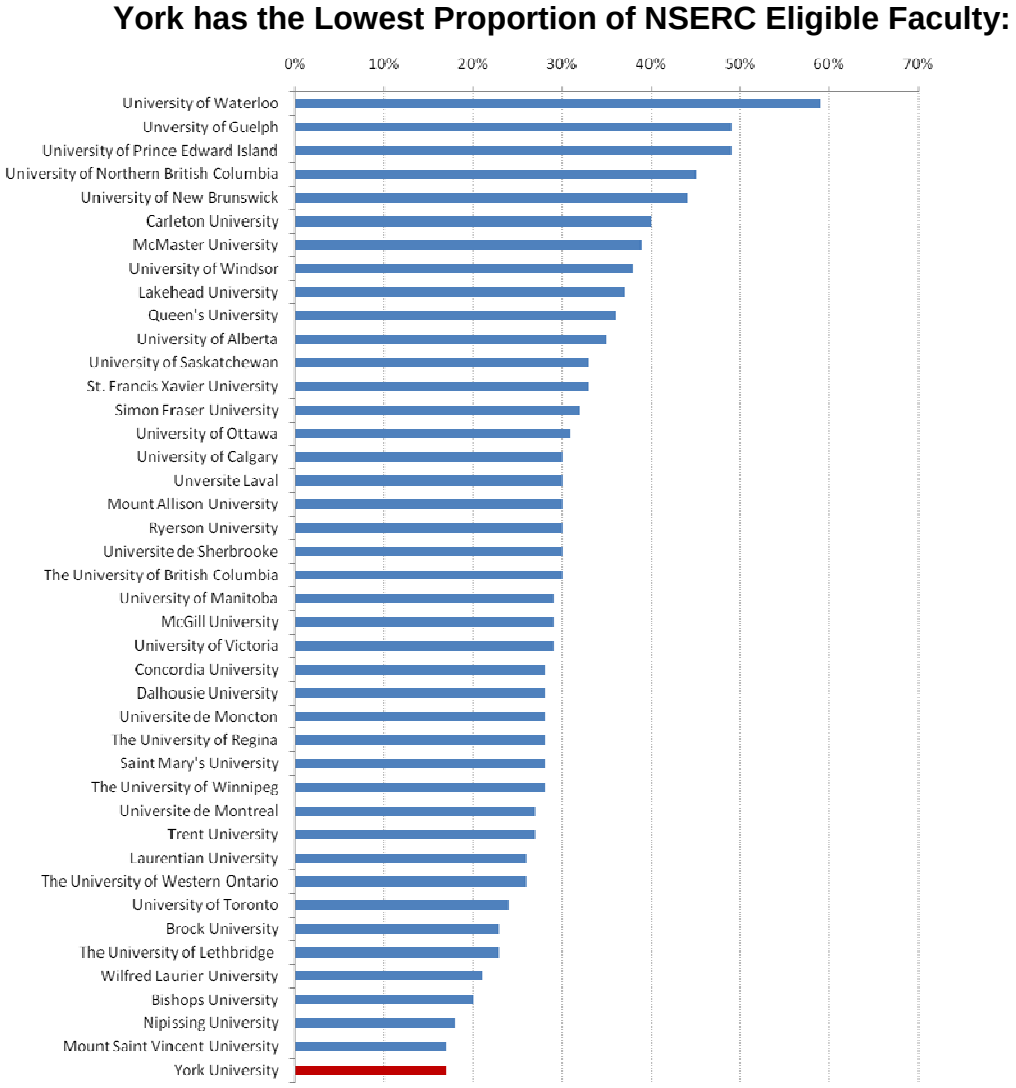
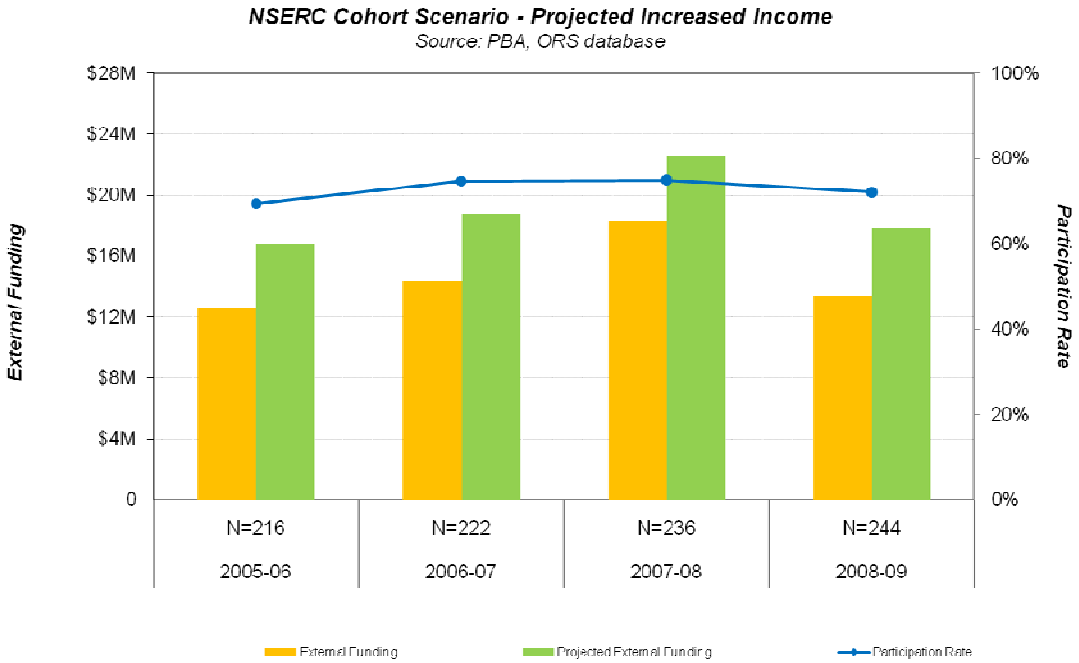

York has the Lowest Proportion of NSERC Eligible Faculty:
0%
10%
20%
30%
40%
50%
60%
70%
University of Waterloo
Unversity of Guelph
University of Prince Edward Island
University of Northern British Columbia
University of New Brunswick
Carleton University
McMaster University
University of Windsor
Lakehead University
Queen's University
University of Alberta
University of Saskatchewan
St. Francis Xavier University
Simon Fraser University
University of Ottawa
University of Calgary
Unversite Laval
Mount Allison University
Ryerson University
Universite de Sherbrooke
The University of British Columbia
University of Manitoba
McGill University
University of Victoria
Concordia University
Dalhousie University
Universite de Moncton
The University of Regina
Saint Mary's University
The University of Winnipeg
Universite de Montreal
Trent University
Laurentian University
The University of Western Ontario
University of Toronto
Brock University
The University of Lethbridge
Wilfred Laurier University
Bishops University
Nipissing University
Mount Saint Vincent University
York University

Figure 10:

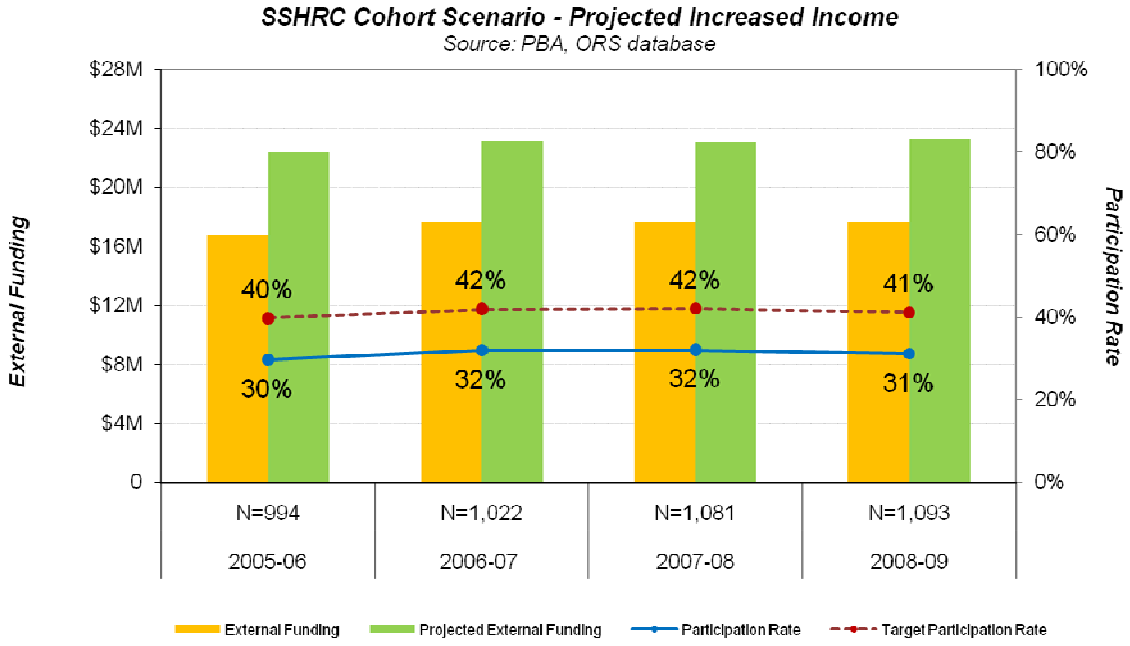


Assumptions:

1) Increase participation rate by 5% and success rates stay the same
2) Enhanced success in “big” science competitions

Note: External funding includes funding from all sources for the NSERC cohort.

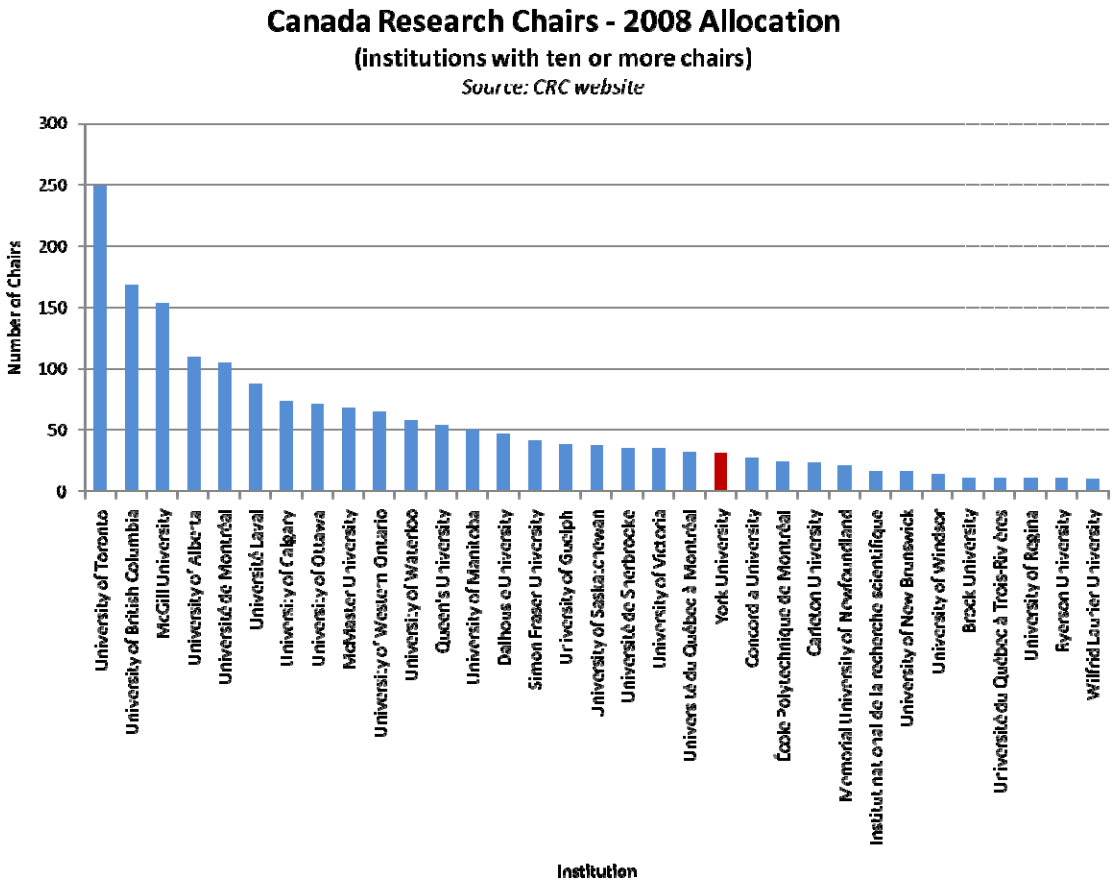
Figure 11:



Assumptions: Increase participation rate by 10% and success rates stay the same

Note: External funding includes funding from all sources for the SSHRC cohort.

Figure 12:


Canada Research Chairs - 2008 Allocation
(institutions with ten or more chairs)
Source: CRC website
Number of Chairs
300
250
200
150
100
50
0
University of Toronto
University of British Columbia
McGill University
University of Alberta
Université de Montréal
Université Laval
University of Calgary
University of Ottawa
McMaster University
University of Western Ontario
University of Waterloo
Queen's University
University of Manitoba
Dalhousie University
Simon Fraser University
University of Guelph
University of Saskatchewan
Université de Sherbrooke
University of Victoria
Université du Québec à Montréal
York University
Concordia University
École Polytechnique de Montréal
Carleton University
Memorial University of Newfoundland
Institut national de la recherche scientifique
University of New Brunswick
University of Windsor
Brock University
Université du Québec à Trois-Rivières
University of Regina
Ryerson University
Wilfrid Laurier University
Institution

Chapter 4:

Promoting Quality in the Student Learning Experience

Introduction

Over the next 15 years, York University has the opportunity to distinguish itself as a pre-eminent, learning-centred institution that is responsive to the changing needs of a knowledge-based global society. Our diverse, world-class faculty embrace a range of pedagogical approaches aimed at inspiring students to become reflective, socially responsible citizens who are able to succeed anywhere in the world. Applying the theme of engagement affords us an opportunity to integrate and enhance the varied individual initiatives currently offered throughout the institution that focus on student learning, student satisfaction and student success.

Central to these efforts is recognizing the diversity of our student population and taking a holistic approach to the student learning experience. An overview of York student demographics tells us that:

- 80% of our students are drawn from the Greater Toronto Area (GTA)
- 45% of our students identify as visible minority (the three largest groups within that 45% are South Asian 31%, Chinese 24% and Black 11%)
- 64% of our first-year students live at home with their parents
- almost half our students commute more than 40 minutes each way
- 60% of our first-year students work off campus at an average of 16 hours per week
- many of our students work long hours because they have an aversion to debt
- 50% of our incoming students are first generation with parents that see education as a means of enhancing economic prospects
- hours spent by our students commuting and working have an impact on their potential to participate in a full university experience
- undergraduate times to completion are longer than the provincial average
- almost 50% of first-year students report that they spend 5 hours or less on campus each week outside scheduled class time

In thinking about the student learning experience, it is important to emphasize that students have a multiplicity of experiences at York. Student learning and student success will be shaped by curricular, co-curricular and extra-curricular activities including first year transition, student advising, and student supports that reflect the different needs of our students. Based on the consultation process leading to the White Paper, and supported by research in the field, five major objectives have been identified.

A bibliography of some of the research consulted as part of discussions is provided within the list of references found at the end of the White Paper. Briefly, the research

argues that the student life experience incorporates academic, administrative, environmental and social aspects. A dominant theme in the literature that addresses the quality of student learning and student success is that the entire university community needs to be engaged in the student learning experience rather than focusing on the more narrowly defined issue of student recruitment or student retention. Recent reports urge a move away from traditional dichotomies of student/academic affairs, inside/outside the classroom learning, and curriculum/co-curriculum activities to enhance the overall student learning experience, and encourage universities to open discussions on teaching and learning as part of the student experience.

Quality in teaching and learning has its foundation in core values and overarching principles. Seven core values emerged during the consultations, that reflect York's institutional traditions and strengths as they pertain to teaching and learning and that have the potential to set the institution apart from other institutions if fully embraced:

1) an institutional culture that values teaching and learning and that is seen to value and support teaching;
2) reflective and evolving approaches to teaching and learning including student-centred teaching practices that emphasize the learning process rather than the product;
3) the promotion and facilitation of individualized learning that recognizes that students learn and succeed in different ways;
4) the integration of theory and practice – while university study has its foundation in curiosity-driven or enquiry-based research, education should also offer opportunities for the application of theoretical or research-based concepts learned in class to "real world" situations;
5) inculcating in our students a sense of democratic citizenship and social justice that is based on a global perspective of the social and ethical issues around what they are learning;
6) attention to the development of fundamental and transferable skills including effective communication, critical thinking, research and information literacy, and collaboration; and
7) an open, accessible and inclusive teaching and learning environment which reflects and embraces the diversity of our community.

Further, given York's mandate to internationalize higher education, it is situated in a unique position to consider what intercultural learning and teaching means within the context of our multicultural student population.

Research indicates that student involvement and student engagement are central to the student learning experience, and links student learning and personal development – and thus the effectiveness of educational practices and policies – to the level of student involvement. Residence, extra-curricular involvement, part time jobs on campus, students' ability to identify with the institution and, most importantly, frequent and meaningful interactions with faculty, are all strongly related to the nature and level of student involvement.

The often challenging transition into university for high school entrants and the importance of providing supports to first-year students are themes that emerge in the literature. The first year therefore is the most critical period when considering student involvement. Students' expectations prior to arrival often do not match well with the reality they experience. In particular, first-year students seek early and regular feedback from their instructors and contacts between students and faculty is a key element of good practice in undergraduate education. Retention rates are affected by the level and quality of students' interactions with peers as well as faculty and staff. Students' experience is also influenced by the quality of facilities in their Faculty, the library, sophisticated technology, and classrooms.

Within the current environment of mass education, there are ways in which the university can foster retention and nurture achievement, including pre-entry information, orientation, personal tutor support, attendance, teaching and learning activities, and assessment of students beginning early in the term. Faculty involvement is key to the success of such initiatives.

Community engagement thus needs to start locally within the university and include specific opportunities for students to make meaningful connections with faculty, staff and other students. Encouraging students to forge connections through community contacts provides a means through which York as a large post-secondary institution can feel more personal, increasing the potential for students to be engaged and to experience a sense of "belonging." Offering "value-added" co-curricular and extra-curricular programming can contribute to student engagement and enhance the quality of academic studies. This foundation better prepares students to participate in experiential learning opportunities that may involve external community participation.

Objectives

An engaged curriculum provides students with hands-on learning opportunities such as experiential education (e.g., community based learning, practicum, internships and coop) and prepares educated, engaged citizens. These activities extend community outreach regionally and internationally, strengthening democratic values and civic responsibility, as students work with individuals and organizations around the world. At the same time, engagement contributes to the social good through the sharing, dissemination and enrichment of the scholarship that the University has to offer. The goals articulated below are intended to enhance the student experience by providing students with: 1) the mechanisms through which they can experience engaged interactions with faculty, staff, other students and community members/organizations; and 2) opportunities for engaged learning. Discussions throughout the consultation process generated a range of ideas for initiatives that might be undertaken to advance the goals and objectives, and are indicated below by way of example of strategies that could be considered, together with some suggestions of the "measures" we might use to monitor progress.

Objective 1: Focus on Learning: *"Bring Learning to Life and Life to Learning".* During the consultation phase of the Green Paper that has informed this chapter, there was an urgency for 'blue sky' thinking around teaching and learning. There was also consensus around the need to focus on *learning*, both in terms of what students learn (educational strategies that contribute to the core values and overarching principles) and how they learn (how our curriculum contributes to the realization of those values and principles). It was felt that "significant change" will not be realized by tinkering at the edges but rather will necessitate some sort of change across the curricula. Engaged learning was a central theme.

Several initiatives were identified as having potential for York:

- Integrate theory and practice as core to all degree requirements by providing students with opportunities to apply what they are learning. Broadly speaking, experiential education provides a framework for the integration of observations, generalizations, reflections and revisions as part of an integrated approach to learning. Activities that might be explored and/or expanded include in-class integration activities (e.g., simulations, laboratories, capstone courses involving application, primary research with archival materials), Honours thesis research and major research projects, community service learning (CSL) or community based learning (CBL) fostering engagement, reflective thinking, civic responsibility and community partnerships, and co-curricular activities such as an "alternative" reading week program that promotes the application of program relevant knowledge provides students with valuable practical experience by contributing to the local community during the fall or spring reading weeks.
- Expand the Technology Internship Program (TIP) across the University including internships and/or co-ops where appropriate to the curriculum.
- Conduct a university-wide curriculum review that encourages units to reflect/report on the ways that the curriculum supports the realization of the core values and overarching principles of quality teaching and learning. The UPRs (UUDLEs) and newly emerging Quality Council framework for undergraduate and graduate reviews can be utilized to support this process.
- Enhance interdisciplinary learning initiatives such as **INTERact** that formally encourages inter-disciplinary student work on real-world projects and explore structures and practices to enhance support of interdisciplinary programs including, for example, learning communities. A general education model might be considered such that an interdisciplinary general education course is organized around a specific topic (e.g., sustainability) and team taught by several faculty from different disciplines.
- Rethink general education and/or core/capstone courses in the context of overall degree requirements to embed in courses elements (learning strategies and skills, writing skills, and career exploration) that foster student success and reflective thinking, drawing upon contributions from academic and service areas across the university and reaching out to community partners.
- Give *Students a Voice* - Students should have an opportunity to try to make the most of their own education, including having information about professors and courses. York might expand the number of ways that students have to provide feedback on

teaching and learning (i.e., formative as well as summative course evaluations) and ensure that course directors are responding as appropriate to students' requests for change.

- No website left behind! In order to work towards an innovative teaching environment, York might start with ensuring that *every* course has a dedicated course website, which faculty can use as they see fit to promote information exchange and learning.
- Expand and enrich E-learning as a tool to enhance learning by promoting communications and increasing flexibility.
- Enhance transferable skills in the curriculum through approaches that prepare students for the *futur*e with the acquisition of durable, transferable skills such as information literacy, critical thinking, collaboration, and communication skills.
- Global, democratic citizenship – foster collaborative, community and global learning. York has a well-established reputation for its internationalization initiatives and we are therefore well-positioned to strengthen opportunities for learning *in and of the world*.

Objective 2: Enhance the First Year Experience.

The first year experience for students is a key factor in their academic success as students are negotiating their transition from typically smaller communities to a large campus: an engaged learning environment therefore needs to start here. Establishing a *learning community program* for first year students would help to foster student engagement through the development of communities and/or networks involving faculty, students and student affairs professionals. York's college system provides a venue that is well suited to this effort and the needs of first year students in particular. Together with their affiliated Faculties, units, and student clubs, each College might participate in the development of, and host, a variety of learning communities for first year students, planned around themes that resonate with the student population housed in that college/faculty and organized through block scheduling. In this model, students can more easily participate in co-curricular and extra-curricular activities outside class times. The collaboration between the Colleges and Faculties extends to include student affairs professionals, residence life coordinators, and sports and recreation opportunities so that students can experience a holistic learning environment that includes both academic and social supports, an integration of both academic learning and student development, and opportunities to develop leadership and teamwork skills through extra-curricular activities. A foundation of trust along with a reciprocal understanding of expectations is built in the first year, but the benefits are not restricted to entering students: upper level students and graduate students can assume key roles in the learning communities as peer mentors and tutorial leaders.

Beyond first year, the communities available to students will continue to include college communities, recreational/team communities, club communities and academic communities at the unit and Faculty levels. Equipped with meaningful ongoing connections to co-curricular and extra-curricular options, our students will be encouraged to broaden their university academic experience by becoming aligned with specific disciplines and units and participating in external community-based learning

opportunities. While it is important to involve all faculty, it is particularly relevant to engage the full-time faculty members to ensure the sustainability of these initiatives. Several recommendations were identified to move this objective forward:

- Promote the development of learning communities, e.g., based on co-registration or block scheduling so that the same students are registered in two or more courses or through a peer mentoring system attached to specific learning communities.
- Introduce mandatory advising for all first year students.
- Institute mid-term grades for all 6 and 9 credit courses in the first year.
- Establish guidelines for ensuring interactions between students and (full-time) faculty members (inside or outside class) in years 1 and 2.
- Bring the supports to the students in all General Education courses (integration of critical skills development, research, writing, learning and development skills, etc).
- Define and expand the role of the colleges in the first-year experience.
- Develop summer pre-university transition programs**.**

Objective 3: Develop a Coordinated Approach to Advising and Support Services. Academic advising provides a structured opportunity for one-to-one interaction between the student and a member of the institution. Advisers help students make the connection to the campus services (e.g. financial, learning skills, writing, career and personal counselling services) that provide the opportunities to discuss goals, challenges and personal issues that may affect their success. The advising process encompasses more than just academic issues but also personal concerns and the integration into campus life. Adequate access to advisers ensures that students are supported in setting and achieving their goals by working together on exploring where they are in the process, what they want, and what options are available to them.

Strong consensus emerged from the consultation phase that we need to define “advising” broadly and extend it beyond “form signing” and the communication of degree requirements to include any aspect of the student experience that can influence academic performance and future aspirations. An individual’s advising interactions can vary depending on their year of study, personal circumstances, and advising contact.

Possibilities include staff contacts in Faculty-wide advising centres, faculty and staff contacts in departments/units, college advisors, Fellows, Masters, and peer mentors. Advising can include sessions offered through the libraries, counselling, learning skills, residence life and the career centre. Advising also can occur in informal settings with faculty members and peers, where the experience can shift from advising to mentoring. The volume and diversity of advising opportunities also speaks to the need for an integrated approach. The following initiatives were suggested during the consultation phase:

- Develop a Coordinated Advising Program (CAP) that includes staff advisors, faculty advisors, college academic advisors and peer advisors who engage in meaningful and purposeful relationships with students in all phases of the student life-cycle, in a

continuous process aimed at supporting student development (personal, interpersonal, social) and academic success.

- Ensure continuous professional development opportunities for faculty and staff with responsibilities for academic advising to ensure that they have the skills to do their jobs.
- Utilize technology to improve advising and to encourage self-directed student advising. Advisors should have access to the information and the professional development they require to properly perform their jobs and technology can be used to ensure an "integrated" system of communication so that advisors across various roles and locations can access the information previously provided to the student to ensure consistent and informed advice.
- Accelerate the implementation of the web degree audit utility to all first degree programs that would be available to students, staff and faculty.
- Promote a culture where advising is a relationship between an advisor and an advisee and clearly articulate the responsibilities of each. CAP should be grounded in a "service" philosophy that includes maximum points of access for students, timely response, frequent opportunities for follow-up, and a consistent message to "come back if you need to, any time."
- Help students build a sense of personal responsibility and self-efficacy as part of becoming an empowered, informed and responsible learner.
- Review and streamline policies and procedures governing processes for academic decisions, e.g. petitions, with the goal of streamlining the process and reducing the timelines.
- Require early feedback to students in first year classes and encourage access to advising.
- Task the Retention Council and its Advising Subcommittee with taking the lead on the advising and student support initiatives including ensuring shared knowledge of related policies or procedures, coordinating advising efforts and fostering communication across all advising roles.
- Align opportunities for student career exploration with the academic advising process and expand the Career Centre's professional development sessions.

Objective 4: Enhance the Environment: Space and Sustainability.

Building a sense of community in a large university with a significant proportion of students who commute to campus for their classes and then leave has its challenges. It is necessary to consider not only the activities on campus but also the physical environment if students are to experience a welcoming ambience. It is also our expectation that all members of the York community will demonstrate an understanding and promote awareness of sustainability issues. This understanding will be nurtured and reinforced in an environment that offers adequate and appropriate spaces for quiet study, group study, relaxation, informal social interactions, and recreational activities. The library learning commons under development will provide new learner-centred spaces that enhance student academic success. The library provides a hub for a variety of library and academic support services along with user centred spaces that accommodate peer interaction and technologically rich environments. Updating is needed in many of the college residences if they are to be more appealing and graduate students require access

to office space and lounge space within their units to facilitate increased opportunities for interactions with faculty and peers. Faculty members require classroom spaces and services to support innovative as well as traditional course delivery models.

- There are a multitude of individual projects that might be undertaken to improve the physical space especially at the Keele campus but also at Glendon College. These efforts might be enhanced by a committee comprised of faculty, staff and students charged with developing an institutional strategy and set of priorities.
- There is an established Council on Sustainability that has developed a Report for the President that provides a thorough set of recommendations for York over the short, medium and long term.

Objective 5: Develop the policies and procedures to support teachers and teaching. In order to enhance the student learning experience, thought will need to be given to how to best support faculty including both full-time and part-time course directors. A number of initiatives have been identified to create an environment for teachers and teaching that inspires and supports creativity, scholarship, and innovation, and to ensure that the policies of the University align with the overarching principles and core values for a quality student learning experience. For example:

- Establish a teaching and learning innovation fund and create more opportunities as an institution to recognize excellence in teaching and learning (e.g. awards, host conferences, etc.).
- Establish more and better professional development opportunities for both full-time and part-time teaching faculty that are accessible, timely and appropriate.
- Support the education of our community about pedagogical strategies that align with agreed-upon goals. Supports might include appropriate resources, coordination, and administrative structures, and data collection.
- Develop a comprehensive strategy for the integration of part-time course directors into their Schools or Departments such that they feel valued and understand their contributions to the mission of their respective units and the university as a whole.
- Create a "*Great Teachers in Action* Teaching Demonstration Network".
- Expand faculty support and development by the Centre for the Support of Teaching and recognize faculty participation in CST.
- Create a space for the creative development, incubation and testing of teaching and curricular ideas.
- Establish a committee to assess the potential for a differential 'teaching load' based on an individual assessment, with the potential to vary over the lifespan of a career, that would reflect faculty skills and priorities.
- Establish a resource team lead by the CST, with assistance from Learning Technology Services, the Career Centre and/or Faculties/other departments as appropriate to develop a repertoire of resources/assignments/etc.. The goal would be to encourage active experiential learning and career exploration by students in the classroom, working with faculty members, librarians and others to develop workshops on writing, research, evaluation, and so on.

- Offer workshops to teaching staff on e-learning, technological tools that are available, course delivery models that can be used, and address concerns of skeptics through capacity building.
- Propose that the Senate CASCP establish a Teaching Evaluation Working Group that will draw on current research and expertise to prepare a report and recommendations on enhancing the use of teaching evaluations.
- Review and analyze the organization of teaching to assess opportunities for increasing flexibility in order to advance teaching innovation such as collaborative teaching, interdisciplinary courses, pan-Faculty program creation at both the undergraduate and graduate levels.
- Ensure that commitments to teaching and learning are expressed throughout the University at all levels (departments, Faculties, Colleges, administrative units) in ways that are visible and measurable.
- Celebrate teaching, for example through the "Top Teaching at York" initiative, development of "teaching champions," endowed teaching chairs, events to celebrate teaching award-winners, and coordination of nomination processes for major teaching awards.
- There is much that York might do at minimal (or no) cost in aligning the University's policies and procedures to reflect the values and principles articulated above, through hiring processes, tenure and promotion, appointments to the Faculty of Graduate Studies, and merit awards.
- Strive to integrate information literacy learning objectives into program curricula as the ability to perform research is a core component of a solid general education and benefits students as citizens.

Measuring Progress Towards Objectives

It is crucial that we set benchmarks that will help us measure progress towards objectives; there are a variety of such measures that might be utilized to assess success relation to aspects of the student experience. These include:

- Number of students who have participated in experiential education initiatives such as CSL/CBL
- Percentage of students participating in exchanges or having an international experience
- Student/faculty ratios
- Contact time with full-time faculty, including access to full-time faculty in year 1
- Effective utilization of technologies to enhance learning
- Regular administration of student engagement surveys (NSSE, CGPSS)
- Effective use of learning outcomes and Quality Assurance Frameworks (e.g., program reviews, UUDLEs)

Measures relating to student support and advising might include:
- Financial support per student and distribution
- Library acquisitions and spending as a percentage of operating budget
- Student satisfaction with libraries as measured by LibQUAL

- Existence of learning communities
- Initiatives for an enhanced first year experience
- Development of a coordinated advising system

Measures of student success include:

- Retention rates (especially years 1 to 2 and 2 to 3)
- Graduation rates
- Student satisfaction as measured by surveys (e.g., NSEE, exit surveys, UPRs)
- Years to completion for graduate programs
- Employment placement/rates
- Alumni engagement (number of chapters, donation rates, participation in alumni activities)

Measures relating to the quality of student space include:

- Facilities condition index
- Student space ratios (library space, social space, etc.) in relation to COU data

Chapter 5:

Promoting Quality through Internationalization

Introduction

Internationalization is critical for York University because our students will graduate into a global inter-connected world where national borders are porous. Even if they never leave the GTA, they will be affected by the global arena, as colleagues, students, competitors, customers, clients may come from anywhere. York Region is comprised of 46% immigrants and this proportion will increase as the region grows – fastest in Canada – largely by immigration. Our faculty are already working and researching in a world where international collaboration and competition are increasing rapidly. Moreover, the solution to so many world problems requires a global approach – e.g., climate change, environmental degradation, infectious disease (SARS, swine flu H1N1), trade. Where better to develop the needed local-global approach and knowledge than at universities?

The 2009 OECD report "*Higher Education to 2030 Volume 2: Globalization*" shows that student mobility has increased significantly in the past decade and that the global competition for students is likely to continue to grow. Cross-border research collaboration has also grown with the number of internationally co-authored articles more than doubling in the last two decades. This will continue but there will also be increased global competition for research talent. Higher education systems in Asia and Europe will gradually increase their global influence providing increased competition to North America and the European Union.

While we will always work closely with our immediate neighbours, it is therefore incumbent that we be cognizant of this global context and realize the strategic opportunities for achieving York's 2020 Vision. Our future competition is not just other Canadian universities. Our world is not just the GTA. To prosper we must be global in our outlook, in our aspirations and in our actions. York has already taken steps in this direction and has several award winning programs, such as the York International Internship Program (YIP) and the Emerging Global Leaders Program (EGLP); several areas of global excellence in teaching and research, including the Schulich School of Business and the Centre for Vision Research; and many internationally known faculty. We must now build on this foundation, inculcating "international" into our institutional DNA, and continue to move forward. To do that we must know what we want to move toward (our goals), how we are going to get there (strategic activities), and how we will know we have achieved what we set out to do (key measures). The rest of this chapter will look at these key areas.

Objectives

Several goals or objectives have been articulated in support of York's aim to be recognized internationally as an engaged university with local-global reach and impact, by creating and mobilizing relevant new knowledge and producing graduates who are

fully aware of the local-global intersection and well prepared to work successfully in an increasingly interconnected world. As part of discussions and consultations, initiatives have been identified as illustrative of strategies which have the potential to advance our goals and objectives, and – together with suggested measures of progress – are noted below.

Objective 1: Build more high quality international partnerships to facilitate faculty excellence in education, research and knowledge mobilization.
Examples of initiatives include:

- Pro-actively pursue partnerships. Involve Faculties in this pursuit since most activities are carried out at the Faculty level.
- Develop criteria to decide which areas of the world to concentrate on since we have limited resources.
- Commit resources to maintaining and nurturing established partnerships so they are true, functioning partnerships and not just a piece of paper (MOU).
- Develop guiding principles and standard criteria for establishing partnerships.
- Differentiate between student exchange agreements and other types of partnerships, since criteria will be different.
- Investigate joint and dual degree possibilities and set criteria for participation.
- Engage and work with the local immigrant GTA communities.
- Substantially increase our international visibility - be seen as an attractive partner. This could include such things as:
    - encouraging individual faculty members to promote York as well as their own research when traveling
    - senior administrators attending international fairs and conferences
    - publicizing our international activities and achievements both internally through vehicles such as Y-File and externally in print and electronic media.

Objective 2: Attract more high quality international students to York at undergraduate, graduate and continuing professional development levels.
Examples of initiatives include:

- Pro-actively pursue high quality students by ascertaining the top high schools and top universities around the world and developing a strategy for attracting those students. Get help from the local immigrant GTA communities.
- Examine possibilities for conditional acceptance (i.e., otherwise well qualified students who just miss our language cutoff).
- Commit resources for scholarships for international students to attract them to York, particularly at the graduate level.
- Seek out and work with governments who provide scholarships to their students for study abroad, and attract them to York. (e.g., China, Vietnam, Saudi Arabia).
- Provide social, psychological and logistic support for international students while they are at York.
- Maintain contact and engage graduates when they become our alumni.

Objective 3: Ensure that all York students have opportunities to gain a genuine international experience and enhanced global understanding.

Examples of strategies include:

- Expand our international internship program.
- Develop substantially more student exchanges around the world.
- York International must become more visible and pro-active on campus.
- Work with international partners to develop more courses taught in English since most of our students do not have the language capability to study in another language.
- Look at the year long courses in LA&PS and see if there are ways of dividing them into semester length courses to allow more students to go on exchange.
- Establish procedures to allow more of our students to attend summer programs and have them count as exchanges.
- Encourage involvement with the ethnic communities in the GTA for those students who cannot go abroad.
- Develop more study tours, such as the one currently happening in Italy.
- Encourage more students from abroad to come to York on exchange or for a summer program.
- Provide faculty advisors in each faculty to counsel both incoming and outgoing exchange students on courses and programs.
- Expand language and cultural learning for students by:
    - Providing more places for students to go for immersion courses in the summer (e.g., as now happens in Fudan for Chinese and Bologna for Italian)
    - Providing financial support for language study (e.g., as YCAR does for some Asian languages for graduate students)
    - Establishing and encouraging language learning "buddy" programs on campus
- Develop a "Global House" centre where both domestic and international students can come to interact, relax together, learn, and build relationships.

Objective 4: Renew curriculum across all Faculties to encompass internationalization.

Examples of strategies include:

- Provide workshops on what internationalizing curriculum means and how to do it for faculty members.
- Develop joint and/or dual degrees, which by their very nature ensure that students get an international education.
- Develop more international degrees like our iBA, iBBA, iMBA.
- Integrate language learning into the curriculum.
- Include the experience of returned exchange students, in-coming exchange students and international students in class discussions.
- Use eLearning technology to link with classes in other countries for an interactive international experience.
- Bring in international guest speakers or speakers from local ethnic communities around the GTA.
- Share best practices.

Objective 5: Generate and mobilize research knowledge incorporating internationalization.

Potential strategies include:

- Synthesize current international research activities and strengths at York – what we are doing already and celebrate it.
- Identify international research opportunities that align with York's 2020 Vision and academic priorities.
- Promote and support international research collaboration in strategic areas.
- Develop cooperative networks with GTA and international partners to co-create and support research and graduate education: e.g. international universities, research institutes, NGOs, research foundations (funders), public and private sector.
- Expand the range of international involvement in research meetings and conferences held at York (in person and virtual using ICT technology).
- Lead in the internationalization/mobilization of knowledge: e.g. adapt and implement research findings, products and services so that they can easily be adapted to specific local languages and cultures.

Measuring Progress Towards Objectives

Success in fostering partnerships, including the synthesis and expansion of international research, and York's reputation and profile in the international realm can be measured by:

- increased number of positive stories about York in the media
- improved external rankings (e.g., *Macleans* and Times Higher Education)
- increased number of overtures from attractive partners and positive responses from partners we approach
- increased number of high quality partners
- Revenue generating projects are profitable and sought after
- International projects are recognized by donor agencies (through increased funding) and the community (through commendations and awards) as having great impact

Development of stronger ties with alumni will need to begin with development of a sense of community and connection while they are students and can be fostered by technology; success can be measured by:

- Positive feedback via letters, e-mail, facebook, etc.
- Increased willingness of alumni to work with and mentor students

In relation to international recruitment, objectives can be pursued through offering dual and joint degrees and professional development programs internationally and by mounting programs and courses that are attractive to international students, as well as professional development for faculty on working with students from a range of cultural backgrounds; and can be measured by:

- increased number of applications and acceptances from international students
- student satisfaction with their experience at York (exit survey)

Measures of success in preparing our students to live and work in the global community through opportunities to participate in international experiences (including internships,

exchanges, study tours, summer programs) and recognition of those experiences might include:

- Students' success in achieving employment in occupations related to their fields locally and internationally
- Students impart the knowledge they have gained in class and beyond (media, community events)
- Increased number of students taking language courses
- Increased number of graduates speak two or more languages (survey)

Implementation of the internationalization of the curriculum must take place in all Faculties and across Faculties through curriculum review and professional development; and progress can be measured in terms of:

- Completion of a survey of curriculum in relation to consideration of global issues and topics
- Recognition of York's work in the media
- External awards or projects with a positive influence on the world or on communities
- Satisfaction of participants (survey)
- Increased coordination and cooperation across the university

Chapter 6:

Promoting Quality through Community Engagement

Introduction

As noted in the President's Introduction and in Chapter 1, engagement as a core theme builds upon strong traditions that have distinguished York University's commitments to high quality education, scholarly innovation, and social justice. It presents opportunities to deepen and more fully elaborate our distinctiveness in alignment with our mission, and it presents challenges for the university and for the communities it engages. It is important that our purposes and activities align with university goals and responsibilities, including our responsibility to foster the expression of unpopular views and to subject knowledge claims to scrutiny and analysis. Our sense of social responsibility and social justice means further developing and enhancing strategies for creating access to the university (to study in degree and non-degree programs and courses, to work and participate in co-op placements, to undertake and learn about research, to participate in recreational and social/cultural events), for creating and sustaining bridges between the university and communities that enhance both university knowledge and expertise within communities, and for preparing students for their role as responsible and engaged global citizens. York University's history and current strengths in community engagement position us to play a leading role in shaping the modern urban university in Canada and internationally.

A university vision for community engagement revolves around core principles: a focus on community issues; reciprocity and mutual benefit; shared knowledge and expertise; self-study and evaluation; transparency and accountability; and transformation within the university and the communities with which it engages. A university plan must set priorities concerning the geographical reach of engagement activities, the nature of partners to be engaged, and the desired qualities of partnerships/collaborations. . At the same time, a heightened emphasis on and a more visible role for engagement carry corresponding demands for identifying appropriate levels of support, evaluation criteria, and communication strategies.

Geographical Reach: Glendon serves as an active participant in and hub for the promotion of Francophone culture and French language throughout Southern Ontario. Close physical proximity to the Keele campus has played a significant role in the development of engagement activities. In particular, building relationships based on trust and reciprocity has been very important in work with the Black Creek residents and local organizations to our immediate south and west. York Region, our large and rapidly-growing neighbour to the north, engages the university in cross-sector (business, municipal and provincial government, public institutions, and community organizations) research and knowledge mobilization activities. Population growth, achieved largely through immigration, in the area immediately surrounding the Keele campus, along with significant improvements in public transit, places York University at the centre of new

urban development. As York enters its second half-century, it lies in close proximity to a greater number of and more diverse communities than it did during its first fifty years. York University, by virtue of its location and resources, will need to prepare itself for managing engagement activities that involve the sharing of resources (space, library research collections, events) and responding to requests for research collaboration, community capacity-building support, and educational opportunities. At the same time, York's presence in local communities might best be served by store-front facilities (such as the York University-TD Community Engagement Centre), the use of local public spaces (libraries, community centres), or satellite campuses (the Markham site, the Faculty of Education's off-campus sites). Movement in both directions, from and to the university, within our local region can and perhaps should produce the greatest density and most durable range of community engagement activities and relationships. The President's Sustainability Council presents a vision of sustainability for York framed by core principles that guide local community engagement.

Community engagement need, indeed should not, be limited by geographical proximity however. Partnerships with other post-secondary institutions, governments, and organizations extend engagement across provincial and national borders and deepen our knowledge about the educational social, cultural and economic issues and aspirations for which we share a responsibility to understand and respond. As York University increases its commitment to Aboriginal peoples, heritage and epistemologies, traditional borders give way to new networks and collaborative opportunities and responsibilities. The GTA's immigrant population continues to grow and account for much of the growth in our catchment areas. York University's historical commitment to social justice has prompted scholarly and outreach efforts aimed at the many challenges faced by immigrant and refugee families, and the linguistic, cultural, religious and ethnic diversity of our staff, student, alumni and faculty body is a resource that generates new ideas, connections, and understanding.

Many of our students, alumni and their families lead transnational lives, maintaining ties with countries of origin or living for extended periods in international contexts for business, development, or family reasons while also seeking to deepen their sense of belonging in and commitment to Canada. York University has the potential to be a leading university in a world where porous borders and new patterns of migration, displacement and settlement set the terms for new modes of engagement, scholarly exploration, educational and professional development needs, economic development, and cultural innovation. Moreover, developments in digital media not only create new and surprising communities, they also provide the means to extend community engagement activities across time and space.

The Nature of Partners: Partners in community engagement activities must commit to university standards involving academic freedom and integrity; our collective values of openness, tolerance, and inclusion; university-based criteria for the evaluation of student performance and work; and collegial assessments of faculty teaching, service and professional contribution. The scholarly, educational, and professional expertise that is particular to academic endeavours enhances, and is affected by, knowledge produced in

business, government, cultural, non-profit, and professional sectors. Partners in community engagement activities acknowledge and value the specificity of each partner's contribution, the autonomy of each partner's identity, and the knowledge and expertise brought by all partners and created within the collaboration.

The core principles identified above emphasize mutually beneficial exchange,, responsiveness to community-identified needs, and transformational impact. These principles suggest that appropriate partners in community engagement include grassroots and not-for-profit organizations and public institutions. However, the university shares a vision of enhanced civic engagement, community well-being, and heightened responsiveness to pressing social issues with many external constituencies in the public and private sectors who also ground their community engagement goals and activities on principles similar to ours. Organizations with a proven record of social responsibility are potential partners; those with professed interest in developing a stronger profile might benefit from opportunities to participate and contribute.

The Nature of Collaborations: Community engagement collaborations will necessarily reflect the mandates, priorities, and interests of the many university units, programs, departments, and student groups who initiate and undertake them. Some activities (involving events, the use of space and the management of requests of various kinds) do not involve long-term relationships. Even so, clear processes, criteria, and fee schedules will need to be developed to reflect the overarching principles and priorities that underpin our identity as an engaged university. Other activities, involving student learning, research, collaborative capacity-building projects, creative and curricular initiatives, continuing or informal educational and professional development programs, and community outreach, are built upon mutually-agreed upon and explicitly described goals, outcomes, timelines, resource contributions, and role expectations. As York University continues to learn from the relationships it cultivates, it will expand its expertise in the development, enactment and evaluation of cross-sector partnerships that require high levels of trust, accountability and mechanisms for explaining academic cultures, understanding community cultures and perspectives, and creating new cultures of engagement capable of ensuring mutual benefit and reciprocity. Issues of intellectual property rights and copyright may need to be addressed and ethical review processes monitored.

Objectives

Several objectives have been identified in support of the overarching goal that York University become a leading university in community engagement, and examples of initiatives and strategies that might be considered to further those objectives have been provided in order to illustrate possibilities.

Objective 1: Enhance York University's status and reputation as an accessible, relevant post-secondary institution for members of the local community.
Strategies to further this objective might include:

- Develop strategies for recruiting and supporting students from vulnerable communities. (access initiatives, academic and social supports, university-school/community partnerships).
- Increase bursaries and scholarships in support of access initiatives.
- Develop mentoring initiatives for students for compulsory school aged children and youth and university students.
- Enhance college transfer opportunities.
- Develop degree and continuing education programs to address identified community needs and interests.
- Support student-led initiatives that address community needs and develop leadership skills and qualities.
- Engage alumni in community outreach activities.
- Initiate and participate in events that address issues of significance for the public.

Objective 2: Embed community engagement in the university.
Examples of initiatives include:

- Address community engagement in the University Academic Plan, resource planning and future strategic directions.
- Develop protocols for responding to requests from the community for assistance and/or access to university facilities.
- Develop degree-level and continuing studies curriculum that addresses civic responsibility and advances knowledge.
- Ensure that York has the administrative structure to support community engagement, to act as a point of contact for potential partners, and to develop resources related to best practices.

Objective 3: Develop capacity for community engagement within the university.
Possible initiatives include:

- Provide development opportunities and support for faculty and staff.
- Foster dialogue and debate on the academic contributions of community engagement research, scholarship and creative endeavours (e.g., panels, invited speakers, research projects).
- Create incentives for faculty, staff and students (e.g., project and research funds and grants, awards, teaching development initiatives, travel and study funds).
- Provide opportunities to share information, inquire into, and disseminate knowledge about community engagement within the university and beyond (e.g., local, national and international conferences and workshops; resources and toolkits, academic journal, media stories, university retreats)
- Develop measures, strategic priorities and review processes for community engagement.
- Establish an Advisory Council to support the identification of needs and strategic opportunities.

Objective 4: Represent York University as a leading engaged university.
Initiatives might include**:**

- Develop a communications strategy that positions York University as an engaged university.
- Create and regularly update an inventory of community engagement activities as a basis for communicating and disseminating knowledge about community engagement at York.
- Explore the possibility of York taking a leadership role in reaching out to other post-secondary institutions in order to form a network of engaged institutions of higher learning.

Measuring Progress Towards Objectives

The Carnegie Foundation's Community Engagement Classification framework, which encompasses aspects of curricular engagement and outreach and partnerships, will provide a useful frame of reference for developing measures in the area of community engagement. Examples of measures developed during consultations in relation to York's engagement with and impact on the community include the following.

- longitudinal institutional data gathering and analysis of access and support initiatives
- the number, amounts and reach of new bursaries and scholarships
- scope and number of mentoring initiatives and evaluation protocols
- transfer agreements; tracking of numbers and progress of students coming from colleges
- inventory of curricular approaches to community engagement
- inventory of degree and continuing education and other initiatives developed
- data base of alumni with interest in and capacity to engage in community outreach initiatives; inventory of such activities
- development of strategies for identification and recording of issues of public interest
- publication of an annual report on community activities and interactions
- inventory of funding opportunities
- extending partnerships and outreach
- enhanced reputation as a leading engaged university
- extent of impact on the community

Chapter 7:

Promoting Quality through Strategic Enrolment and Program Development

Introduction:

It is clear that, during its first fifty years, York underwent phenomenal overall growth, in both its student and faculty bodies. This growth has been commensurate with the development of the Greater Toronto Area (GTA) and adjacent regions that form the primary catchment areas for the University's student population. York has developed a reputation for excellence for its outstanding programs in many areas of the humanities and social sciences, business, law, and fine arts. Yet York's challenge today remains largely the same as was identified in *Vision 2020* nearly two decades ago. Without diminishing its recognized strength in the humanities and social sciences, we must seek ways to enhance the reputation for quality and innovation in areas that have not traditionally been associated with York, such as science, health, engineering and medicine. We believe that movement in this direction is fundamental if the University is to be increasingly recognized as an institution of international excellence in an era when competition for reputation and resources has become a global phenomenon.

Academic Excellence and Societal Responsiveness of the Engaged University

One of our principal challenges in becoming more comprehensive is to grow and strengthen those programs which are currently smaller than we might expect given our size and complexity, while preserving accessibility to our large undergraduate programs. Moreover we must pursue these twin objectives while facing stiff competition from the other GTA universities, especially the University of Toronto with its Scarborough and Mississauga campuses, Ryerson University and UOIT, as well as from other universities in Southern Ontario which are in the process of establishing satellite campuses in the GTA.

The broad-based input from the University's community during the “Green Paper” consultations suggests a rather clear path for the University to meet the quality-versus-access challenge in its strategic planning. There was broad consensus that future incremental growth should be approached with a good deal of caution and care. At the same time, it was broadly accepted that selected growth as a result of targeted and quality-driven program planning would indeed advance the goals of the institution. Many colleagues believe that we can utilize York's traditional emphasis on innovation and interdisciplinarity to reinvigorate our efforts to attract high-quality students in areas not traditionally identified as areas of strength at York. With reference to both Canada's aspirations in the global knowledge economy, and the academic aspirations of principal segments of the population in York's local catchment areas, there is widespread recognition of the need for a renewed effort to develop distinctive programs especially in the areas of science, health, engineering and medicine, many of which will require transdisciplinary input from across the University. While other universities may engage in similar efforts, York’s location in a region with tremendous population growth and

interest in science and technology gives us an immediate competitive advantage. The challenge is to ensure that we deliver high quality programs that are relevant to the circumstances of a modern knowledge society.

Local Engagement and Global Positioning

Chapter 2 has already described the Ontario and GTA post-secondary environment as it will affect York's enrolment and program plans. The discussion in this section builds upon the environmental scan in Chapter 2 to identify the implications for York.

Notwithstanding York's ability to provide an expanded array of innovative programs, there remain some key questions with respect to enrolment planning. Will there be sufficient demand for new programs? How many highly-qualified students should, or could, the University attract, and in what program areas or disciplines?

There are three factors – detailed further in the environmental scan in Chapter 2 – that are particularly relevant to these questions:

- the tendency of GTA students to stay in the GTA for their university education
- predicted immigration-driven growth affecting York's catchment areas of York and Peel Regions
- the characteristics, decision-making patterns, and interests of this immigrant/first-generation Canadian population with regard to university study, particularly their tendency to seek programs considered relevant to career development, particularly in applied sciences and engineering, health and medicine, and commerce and business

Undergraduate growth in the sciences, technology and health will require further graduate growth in those areas as the faculty hired to teach these students will need access to a pool of quality students to assist them in their research projects. Graduate students can also contribute to the quality of the undergraduate experience. The pressure to grow graduate numbers is not so readily apparent in the social sciences and humanities; however, graduate planning will have to consider that the reputation for academic excellence enjoyed by a number of these programs is partially built upon their having robust and vigorous graduate programs.

Another area where we can anticipate and even seek graduate growth is in what can be termed terminal and/or professional master's degrees. Such programs might be relevant for disciplines across the institution. Post-baccalaureate certification is the fastest growing sector in the U.S. due to the increasing proportion of the workforce with baccalaureate degrees. In Europe, many universities are now in effect bundling bachelor's and master's degrees together to create five year (4 + 1) degrees.

Growth in the science, technology, engineering and medicine/health (STEM) areas appears to be realistic in the context of enrolment projections, in particular with respect to the 2015 planning horizon. In fact, if York were to maintain its current relative share (33% in 2008-09) of undergraduate domestic FTEs held by all GTA universities, it will have to grow by an additional 7,000-10,000 FTEs from the GTA by 2015, and some

7,000-13,000 FTEs by 2021. The anticipated decline in the growth rate of the GTA university demand after 2015 suggests that York should be particularly aggressive in its planning efforts for the next five years, and that any desired additional growth in the longer term must entail a diminished reliance on student intake from the GTA, through student recruitment at the national and international levels.

Catalysts for Successful Programming - Quality and Relevance

Chapter 4 noted that there is increasing recognition of the importance of blending theoretical and practical perspectives as part of the university learning process. Moreover, the research undertaken by Strategic Counsel as part of the White Paper process found that our current and prospective students are increasingly looking to York to provide them with experiential education opportunities as part of a broader university education. This tendency will only increase as high schools across the province increasingly introduce Specialist High Skills Major programs (SHSM). These programs, with their emphasis on future career orientations within the context of core subjects, co-curricular activities, and co-op/internship placements, are proving to be very popular, and will likely lead university applicants to seek similar programs at the post-secondary level. Although internships are standard features in some selected areas, they have a relatively small presence at York and the University is certainly not known for providing such opportunities. We believe that the further development of experiential education programming would increase academic quality, improve the student learning experience, increase the demand for York programs, and produce higher quality students.

Program planning and development must also take into consideration the rapid changes in the ways in which our students study and learn. While many faculty members are eager to integrate web-communication and web-based teaching components into their courses, York's overall record in this regard has been modest. Faculties need to make an increased effort and provide support for faculty members to improve York's record in blended-learning and technology-enhanced learning, such that York comes to be seen as a leader in this field.

A key factor that both reflects and drives program quality is the quality of students, as reflected in admission standards, academic performance and post-graduation success. With the expected increase in demand for university education in the GTA over the remainder of the decade, as well as the program changes that we propose in this White Paper, we believe it is realistic to gradually raise admission standards for secondary school applicants, to 75% by 2011, 76% by 2013 and 77% by later in the decade.

Consistent with the theme of engagement, we envisage a greater openness to partnerships with other post-secondary institutions (colleges as well as universities) as well as institutions in the broader public and private sectors. These efforts should be seen as part of a wholistic approach to engagement that encompasses student programs as well as research cooperation and partnerships. The development of new programs in areas of emerging social need, such as in environmental science, neuroscience, arts/cultural management, global migration, sustainability and energy systems engineering, may

therefore serve the needs of not only our students but also of society, as catalysts for engagement at a much broader level.

York offered its first bridging program for internationally educated professionals (IEPs) in the School of Nursing in 2004, and added two new programs in business and information technology in the current academic year. Given the reliance on internationally educated professionals for the Canadian workplace and the significant immigration to Toronto, and York Region specifically, our surrounding neighbours will be increasingly looking to us to assist internationally educated professionals in successfully bridging to career-appropriate employment. York is well-positioned to take a leadership role in providing bridging programs to relevant (and often required) Canadian degree programs while providing English-language support and Canadian work experience (e.g., through internships, practica). York not only builds educational capacity but benefits from a diverse student population with insights from around the globe.

It must also be made clear that the pursuit of any plans for enrolment growth and/or diversification of programming are dependent upon corresponding growth and/or diversification in the faculty complement, and specifically in the tenure stream complement.

Objectives

Three primary objectives emerged from the consultation.

Objective 1: Create a more comprehensive university, by expanding the scope of the University's teaching and research activities in areas of medicine, engineering, the applied sciences, business-related and professional studies.

Possible initiatives to further this objective include:

- Dependent on appropriate funding, establish new programs in areas of science, technology, engineering and medicine/health (STEM), as well as other relevant professional studies where there is demonstrated demand.
- Keep growth in full-time faculty complement commensurate with enrolment growth at all times.

Objective 2: Enhance the quality of programs and the effectiveness of their delivery.

Initiatives that might advance this objective include:

- Raise admission standards, requiring minimum cumulative grade point averages for students from secondary school of at least 75% in all programs by 2011, with a gradual increase to 77% by 2017.
- Introduce a broader array of options for students to pursue internship, co-op and other experiential education opportunities, with a view to providing this opportunity to all York’s undergraduate students.

- Develop courses and programs for internationally-educated professionals in need of pathways for Canadian licensing and/or certification.
- Provide support for the development of web-based teaching components in a broad array of programs.

Objective 3: Promote Accessibility.

Issues relating to accessibility as part of York's traditional mission attracted significant interest in consultations in the context of opportunities for growth as well as the emphasis on student quality. It goes without saying that York attracts a diverse student body. Aligning the initiatives that York currently offers to ensure accessible post-secondary education with emerging needs in the community has the potential to attract quality students and to strengthen our reputation in a manner consistent with our mission and emphasis on social justice. A coordinated strategy to address accessibility may produce the most effective and efficient means by which to improve accessibility especially for targeted populations such as first generation students, part-time, mature, international students including internationally educated professionals in need of bridging programs, Aboriginal students, and youth at risk. It is important to emphasize that this goal does not mean that York should compromise standards or quality but rather ensure that capable students are ensured access.

Various initiatives might be considered to advance accessibility, as follows:

- York has made reasonable progress in the use of technologies to enhance learning and increase accessibility through on-line courses but there are significant opportunities for improvement with a coordinated approach across the institution. Technologies can also be used to enhance the interactions between students and instructors outside of class time and independent of "distance;" to assess recruitment, admissions and retention standards; and to integrate information about career and graduate school options at all stages of degree and non-degree programs. The expanded use of technologies also has the potential to assist in accommodating the increased demand for university education, since it is possible to increase enrolments without the same investment in capital construction.
- Develop a formal strategy and a centralized structure that supports lifelong learning – York can build on existing initiatives in continuing education; on-line education; bridging/transition programs; and college partnerships and articulation agreements. Such a strategy would require careful consideration about the potential for stronger partnerships with colleges; external factors such as post-secondary priorities as espoused by MTCU; and the links between degree and non-degree courses and programs with the aim of providing advanced degree credit for completion of non-degree certificates.
- Establish a coordinated approach to bridging programs at York. Our existing bridging programs for target student populations such as Women's Bridging, the IEP Bridging programs, Transition Year Program, credit for High School Specialist High Skills Major (SHSM) program, Math Background Tutorials, and first generation provide opportunities for York to be a leader in quality and accessibility.

Objective 4: Strengthen graduate programs, especially those in the STEM areas, as well as professional master's degrees.

Graduate planning priorities are to ensure the quality and sustainability of our graduate programs and of the experiences of the students enrolled in them, and to encourage excellence and innovation in our research and teaching. The White Paper provides an opportunity for us to consider how best we can respond to the challenges and opportunities before us. The recent report by George Fallis on *Academic Planning and Graduate Education at York University* spells out clearly that we require better mechanisms and processes to improve collaboration and consultation with other faculties and units on campus. As noted in the report, 'graduate education involves everyone.' We need to develop more effective and timely methods of integrated planning and communications to encourage greater participation in and understanding of graduate education. At the same time, we need to be mindful of the fact that an 'overly centralized, one-size-fits-all approach' does not do justice to the diversity of programs at York and can stifle innovation and undermine quality.

York University is widely acknowledged for its many high quality and innovative graduate programs. But the graduate education landscape is changing: it is expanding in numbers and scope and the range and content of programs is becoming ever more diverse. We are also facing more competition both from within Canada and from without. There is no question that the demand for graduate education will continue to grow. Recent data from the US has indicated that the master's level is the fastest growing sector in higher education. The outcome of the Bologna process in many European countries has been that master's degrees are on their way to becoming the standard degree (by replacing the previous five year degrees offered by many European countries), and in both these areas (and Australia), the increase has been most marked in the area of professional, para-professional, and terminal master's degrees. There will consequently be continuing demand for master's degrees – both in the traditional research-led domain and in more practice-oriented areas.

Each of these offers opportunities for York and, in responding to such opportunities, we need to recognize that while they share the title of master's, they do differ in many important ways. This suggests a clearer differentiation between types of master's degrees (and master's students) than we have in the past.

An important factor for future planning that has to be born in mind is that the typical graduate student of the future will be very different from those of past generations. Whereas in the past most graduate students tended to be young, single, and from relatively affluent backgrounds, and intent on a research career, graduate students have become much more diverse in terms of their background and their aspirations. Many do not aspire to academic positions and instead look to careers in the public, private and not-for-profit sectors where even entry-level positions often expect a post-baccalaureate degree. Even those who do pursue academic careers are facing a situation in which the number of tenure-track jobs falls far short of demand and they need to be better prepared for alternative careers. Currently, it is estimated that only 50% of doctoral students in the

US who complete their degrees end up with tenure track jobs, whether by choice or lack of opportunity. Graduate education will need to adjust to meeting the needs as well as the expectations of this group. Successful Graduate Schools will need to examine and where necessary revise or supplement their curriculum in terms of content and delivery. Online learning, hands-on experience through, for example, internships and field placements, and a greater emphasis on professional/transferable skills are just some of the likely outcomes.

Another trend that has grown more noticeable and which could potentially benefit York is the growing appetite for collaborative programming at the graduate level. European universities are particularly interested in dual programs at the Master's level and universities throughout the world are looking at ways of fostering greater mobility of graduate students. Even in the face of the challenges arising from provincial policies that discourage a larger intake of international graduate students, York has begun to position itself so as to respond more effectively to international collaboration. We have signed and will continue to pursue agreements with other universities, countries and NGOs which help facilitate mobility. We have recently changed our admission requirements to make them more amenable to Bologna-style degrees; introduced a checklist to assist in negotiating cotutelles; while also reviewing current policies governing dual/joint degrees.

Finally, the emphasis in York's strategic plan on becoming more comprehensive and more research intensive will require further growth in research MSc and PhDs in health and the sciences. Expansion in these areas will also necessitate greater attention to postdoctoral fellows. Not only has a postdoctoral position become an essential qualification for academic employment across much of the sciences, but the nature of scientific enquiry today has put a premium on complex research teams in which postdoctoral fellows play a vital role. As postdoctoral fellows have the potential to strengthen and contribute to the reputation of other programs as well, York's planning should contemplate expanding opportunities for postdoctoral studies across the University. Creating an environment that attracts and retains postdoctoral fellows would be of great benefit to the university as a whole by advancing our efforts at becoming more comprehensive and research intensive.

Several initiatives emerged from the consultation phase regarding graduate education that have been grouped according to four central themes:

i) Initiatives aimed at improving the governance and organization of the Faculty of Graduate Studies: Graduate growth that has occurred to date as well as the anticipated future growth requires better integrated planning to achieve campus-wide coordination, opportunities for collaboration and innovation, and assure common quality standards as well as equitable treatment of students. The AVP Graduate Studies will retain pan-university responsibilities for overseeing graduate programming at York, and FGS will continue to manage those areas of graduate education where economies of scale, in-house expertise, and the need for coordination, quality assurance, and external liaison make it the obvious choice.

Examples of strategies to enhance graduate structures and functioning include:

- Securing better coordination with resource faculties by implementing more systematic means of consultation, including having each resource faculty identify an Associate Dean who will work with FGS on implementing strategic plans and in determining the most effective allocation of resources. These Associate Deans will help to engage their colleagues in discussing and encouraging program development and enhancement. And finally, these individuals can be brought together to serve as the coordinating/planning committee recommended in the Fallis report.
- Coupled to this is the idea of more clearly identifying what Fallis referred to as the 'anchor faculty or department' for each program. FGS and the resource faculties will work collaboratively with the graduate programs, which are identified in the Fallis report as the locus for graduate activity, to ensure their sustainability.
- Introduction of a more nimble and responsive procedure for faculty appointments to FGS.
- Work with resource faculties to develop new budget frameworks and financial administration that better meet the needs of the individual programs.
- Following upon the Fallis report, explore the possibility of establishing a fund to facilitate the movement of faculty members between and within faculties to provide instruction and supervision so as to preserve and enhance one of York's distinguishing characteristics – the interdisciplinary nature of many of its programs.

ii) Support student progress and completion: One of the biggest challenges facing graduate programs is the very considerable number of students who either never complete, or take much longer than what is provided for by the university. At the same time, the objectives of these students and their demographics are changing, and we need to position ourselves to respond in an increasingly competitive environment.

Suggested initiatives include:

- Review of program curriculum and identification of best practices informed by an appreciation of the increasingly diverse mix of programs.
- Increased support for students' research activities.
- Expanded opportunities for graduate students to acquire professional/transferable skills.
- More attention to meeting the support and accessibility needs for students requiring accommodation.

iii) Integrate research and graduate education: Intensifying research and enhancing graduate education need to be linked more closely together.

Strategies might include:

- Make graduate contributions to and participation in research more publicly visible.
- Improve the quantity and the quality of applications from current students for external scholarships and awards.
- Review and revise procedures for research ethics and intellectual property.
- Explore opportunities to attract and support postdoctoral fellowships better.
- Increase opportunities for graduate students to participate in funded research.

iv) Recruit and convert top performing students: Attracting top national and international students to our programs enriches the academic environment for all concerned and furthers our commitments to enhancing the research culture at York.

Suggested strategies include:

- Establish a dedicated graduate recruitment officer.
- Develop and cost a strategic recruiting plan to support growth in identified areas.
- Enhance international exchanges and other opportunities for international experiences for York students.
- Increase the proportion of international graduate students by developing a sustainable funding model.
- Increase the number of graduate students in health and sciences, as well as potentially professional Master's degrees.

Measuring Progress Towards Objectives

Possible measures incorporating student quality and access include:

- tracking and comparative analysis of application numbers and number of first choice applicants (101s and 105s)
- tracking and comparative analysis of acceptance rate to offers of admission
- GPA of applicants
- number of applications for on-campus housing
- international - number of applicants, diversity of pool, % of class, funding available and external awards per student
- availability of bridging programs and enrolment in bridging programs
- availability of flexible delivery in day, evening, summer, weekends, online across the institution

Possible indicators to measure comprehensive include:

- an increase in the proportion of students in the sciences, engineering, health and professional programs
- the establishment of a Faculty of Medicine and consideration of the possibility of a separate Faculty of Engineering

Suggested indicators for strengthening graduate education include:

- the development and implementation of a recruitment strategy for both domestic and international graduate students
- an increase in the number of international graduate students
- an increase in the number of postdoctoral fellowships
- the establishment of an oversight committee that includes Associate Deans from each Faculty responsible for graduate education
- an increase in research opportunities for graduate students
- improved procedures for appointment to FGS

Chapter 8:

Conclusion: Realizing Our Goals

Aligning resources with academic priorities

Over the past decade higher education institutions worldwide have struggled with managing growth and increasing costs in the context of declining government funding. The impact of the recent recession has compounded an already challenging fiscal environment for universities and has forced many to examine how to meet these challenges while protecting their core academic activities. The devastating effects the recession has had on endowment and pension fund investments will take several years to overcome.

These factors create a complex fiscal environment in which universities must plan, manage and be accountable. Strategies to prioritize resources, manage risks and ensure sustainability, given the potential instability of income sources and internal costs, are needed to succeed and to fulfill fiduciary responsibilities.

The fiscal context does not mean that the setting of priorities and the ability to achieve them is a futile task. Rather, it emphasizes the need for strategic resource management to achieve our goals. This requires an increased level of sophistication within our resource management practices and the critical need to carefully plan our future and make sustainable choices that continue to move us in the direction towards where we want to be five and ten years down the road.

To be successful in achieving our goals within this challenging fiscal environment, budget decisions need to be informed by planning processes, protect the core activities of the University and support emerging priorities. The University's Integrated Resource Planning (IRP) framework provides the mechanisms and processes to demonstrate the alignment of resources with priorities and ensure responsible, accountable use of resources. The key impetus for the White Paper, the UAP and Faculty Academic plans is to identify the academic priorities that existing and new resources will support.

The priorities identified in the White Paper, the UAP and Faculty Academic Plans will have significant implications for existing and new resources. Alignment of existing resources, combined with careful investment of new dollars through integrated resource planning is how we will be able to realize our goals. If we rely solely on new funding to support our initiatives, our outlook becomes short term and reactive and we will only be able to make marginal changes with limited success. Instead we must examine the University's entire resource base to maximize current revenues where possible, and seek new, alternative funding sources to support our priorities to ensure planned, long-term strategic outcomes.

If we are to make progress towards our priorities and support the academic planning processes that will follow, it will be incumbent for us to:

- Continue to utilize the University's IRP framework to ensure the strategic alignment of academic priorities and resources through transparent, accountable resource allocation and resource management practices;
- Develop appropriate structure(s) to support and provide Faculties with opportunities to supplement their operating resources through alternate revenue generating streams; and
- Procedurally encourage transparency in funding opportunities and provide Faculties with the discretion/flexibility to align their resources with priorities.

Aligning administrative resources, structures and processes with academic priorities

In addition to financial resource requirements, we must also have regard to the importance of having the people, processes and procedures in place to support our academic priorities. Putting in place these key components will ensure that the university community can work effectively within these structures and make progress towards achieving common priorities.

The President's December 2007 report "Moving Forward with the University Academic Plan" and the recommendations in the 2007 Budget Process Review Final Report both highlighted the need to review the University's administrative infrastructure to ensure that the committees and procedures are responsive, accountable, transparent, and integrated and that they support the business of the University. Administrative committees must also complement and support the mandates and business of the University's governing bodies, Senate and the Board of Governors, as well as be consistent with the University's IRP framework.

Work towards streamlining administrative structures has already begun. In May 2009, the President announced a reorganization of the senior management portfolios at the University to better align with the University's priorities. As part of implementing the IRP framework at the University, the IRP Office undertook a review of the administrative committees at the University to document committee authority, responsibilities and membership.

Moving forward with the priorities and directions outlined in this Paper requires that the associated administrative support and decision making structures be in place to ensure that the implementation of initiatives occurs within the broader IRP framework of the University. Building on the important work completed to date, and in keeping with the attributes of the IRP framework, an accountable, responsive, administrative infrastructure needs to be further developed.

In addition to the above, we need to ensure that our human resources appropriately align with and support the priorities and effective operations of the University.

We therefore propose that we**:**

- Create a streamlined administrative committee structure for York that explicitly complements and facilitates the implementation of the institution's academic and strategic plans, and supports related planning and business of the University. The new administrative committee structure needs to be consistent with the attributes of the University's IRP framework and will result in a more streamlined, efficient, accountable and transparent decision-making process for the University;
- Create a University-wide working group to support the business and process reengineering within Faculties and units; and
- Provide development and training for staff to be successful in their roles and maximize their contributions to the University.

Partnering with Others

Collaboration in teaching and research among postsecondary institutions, both domestically and internationally, continues to increase in importance on all fronts of university planning. From the development of new academic programs to the creation of both basic and applied research, collaboration is an essential characteristic of the academic enterprise. At the same time competition is intensifying among institutions wanting to recruit the best students and faculty locally, nationally and internationally and the market for academics is increasingly global.

We have seen this theme emerge in many different aspects of the White Paper process. Strengthening and deepening existing partnerships as well as creating new ones will be crucial to the achievement of York's long term goals - whether that be in intensifying research activities, teaching & learning, improving the student experience, becoming more international in perspective or becoming more engaged with our surrounding community. If York truly wants to become Canada's Engaged University, it will have to do so in collaboration with others.

In today's global environment, partnerships will take many forms. York must seek to form partnerships with many types of institutions from both the broader public sector - including colleges, universities and other not-for-profits (e.g. hospitals, NGOs) along with the private sector.

Governments too, continue to look towards public-private partnerships as a way to reduce their own funding obligations, to introduce competitive market forces into the university system and to achieve broader provincial and national economic goals. At the same time, globalization lets the private sector invest wherever returns are likely to be highest. York, along with all other Ontario universities, continues to struggle with insufficient funding from government sources and must diversify its revenue streams to achieve academic excellence. The future will require us to focus outward on the issues and needs that are important to government, external partners and funding constituents. To succeed, York must develop and maintain meaningful relationships with influential individuals inside and outside of government and look for areas of strategic alignment with our external partners and funders. It is important that these relationships are long-term in

nature and emphasize meaningful, direct linkages between the University and the communities and society it serves.

A particularly important example of an area where partnerships could yield significant benefits is the demographic shifts expected in the GTA. The next decade will bring major challenges such as providing newcomers with adequate social services and meaningful entrance to the economic and political spheres of society. York University's ability to acquire and mobilize resources towards achieving its own strategic goals in the next decade will often be tied directly to its pursuit of innovative solutions to the pressing needs and issues faced by York Region and the GTA as a whole.

It is clear from the research on this issue that no single institution will be able to completely accommodate all existing growth and viable solutions will require collaboration among all postsecondary institutions. Colleges and universities are expected to collaborate effectively and at the same time compete vigorously with each other.

The recently coined term "collabetition" defines this type of situation where competitors engage in collaboration to enhance joint position relative to non-collaborators. Individual institutions must remain astute, because at the end of the day each institution is still attempting to achieve its own goals in the context of limited resources; each university can attempt to "game the system." York should look for such partnerships to strengthen its strategic position and achieve the goals outlined in this White Paper.

This issue is further intensified by the Ontario Government's recent focus on "credit transfer". York is already an established leader in providing opportunities and pathways for students to move between colleges and universities. Building on this leadership position, York is poised to link with one or more college partners to establish the kind of significant partnership that will entrench York's position locally and nationally.

Universities' attempts to compete globally will be aided, or thwarted, based on their ability to respond to the range of competitive opportunities and threats presented by the ongoing ICT revolution. One way in which this might be approached is to view portions of the University's ICT infrastructure as a continuously renewed and updated, yet stable and reliable platform that is then opened (albeit in a controlled way) to others for the purposes of rapid collaboration and innovation. This kind of collaboration would allow the University to focus on providing rock-solid core services – which it does anyway – and mitigate its exposure to the risks associated with entrepreneurial activities while at the same time providing a leading edge ICT experience to the University community.

While there will be many opportunities to find areas of strategic alignment with possible partners and many different models for partnership and collaboration, we propose that we:

- Expand partnerships with other stakeholders who have common interests and share our overarching principles so as to leverage the resources that we have at our disposal to advance priorities; and
- Develop guidelines that will provide a "roadmap" for how it will engage with all possible partners to best leverage York's strengths, ensure consistency and achieve excellence in all of our on-going activities. York will need to demonstrate "intentionality" in its commitment to develop promising practices in regards to outreach and community partnerships.

Measuring Results

With the priorities articulated in this paper, we need to be able to answer the question: How will we know if we are achieving our goals? At the outset, we indicated that if we advance the priorities as set out in the White Paper, we expect our successes to have a demonstrable and positive impact on York's reputation as a leading institution of higher education. It will be necessary to have a set of specific indicators that it will allow us to measure and monitor our progress towards expected outcomes and develop a priority-driven accountability framework for our internal and external communities.

Currently York reports on a number of indicators and measures to Senate, the Board of Governors, government and various community groups/members through presentations and publications (e.g. the PBA). These indicators (related to performance in research, enrolment, student experience etc.) of success have not always been explicitly linked to institutional priorities, and do not currently imbue all levels of the University's planning and priority setting processes.

Some key performance indicators (KPIs) are set by external organizations (e.g. government, external rankings, etc.) and used for accountability and funding purposes. There are, for example, three mandatory institutional KPIs set by the government that all Ontario universities must report on: 1) OSAP default rates; 2) degree completion rates; and 3) employment/placement rates. Although the University does not set these indicators, it can affect performance within two of the three indicators (degree completion and employment/placement rates) through programs, initiatives and partnerships, etc. Other external measures are also published in venues such as *Macleans* and the NSSE results, and have the potential to influence our reputation.

It is widely understood that York must identify indicators and measures that can/will effectively gauge our progress and successes. Indeed, a preliminary notion of measures of progress towards objectives has been incorporated in many of the preceding chapters. A variety of quantitative and qualitative measures will be required to capture/assess our progress effectively. Inherent in any discussion surrounding measures and indicators is the tension surrounding what measures and/or indicators best/appropriately demonstrate the intended outcome or meaningful progress towards priorities. This chapter will not resolve these tensions, rather, outline a process that builds on the White Paper consultations to identify a set of institutional indicators that will establish baseline information and track progress on the themes and priorities identified in the White Paper.

We therefore propose that:

- An institutional level measures working group be established (with membership from both the administrative and academic leadership) to be charged with developing broad-based consensus on a set of measures/KPIs that could be used to assess institutional priorities set out in the White Paper and/or University Academic Plan (understanding that individual Divisions or Faculties might supplement those agreed-upon indicators with other measures that are also deemed to be relevant to their specific unit).

Canada's Engaged University

We conclude by returning to the theme with which we began. A particular and overarching imperative for York University at this stage in its development is to focus on improving academic quality across the range of our activities. We believe that this goal can best be advanced by embracing a commitment to engagement as a core value. As we have attempted to describe in this paper, we believe that this commitment will improve the quality of the student experience, attract and retain better students, and improve the relevance and impact of our research activity. These outcomes will not be easily achieved, and will require a focused and determined effort from many within the community. It is our hope that the process that has led to this White Paper, and the vision it outlines for York over the next decade, will provide us with the framework and the direction we require to achieve our collective goals and to enhance the reputation of our fine institution.

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Appendices:

Moving Forward with the University Academic Plan (President's 2007 report to the Board of Governors)

Report of the Task Force on Community Engagement

Report of the President's Council on Sustainability

Report on Academic Planning and Graduate Education at York University (G. Fallis)

Strategic Counsel Report on Student Survey