

YORK UNIVERSITY ACADEMIC PLAN 2015 – 2020

Preamble

2010 – 2015 in Review

Significant progress has been made over the past five years towards realizing the vision of York University as set out in the *White Paper Becoming an Engaged University 2010 – 2020*.

York has achieved top national and international rankings in pre-eminent programs in business, humanities, law, and social sciences. The University has become more comprehensive with the creation of the Lassonde School of Engineering and new undergraduate and graduate programs in Business, Education Studies, Engineering and Global Health. The launch of the *School of the Arts, Media, Performance and Design* reflects expanded capacity for arts innovation while enriching existing strengths and the profile of Science has risen thanks to high-impact research and curricular innovations as well as extensive public outreach and media engagement. Glendon has furthered the role it plays as a bilingual hub serving the needs of central and southwestern Ontario for expanded francophone programming. These programs have strengthened our reputation in leading-edge interdisciplinary curriculum and inspired new collaborations.

Our research intensification efforts have fostered the growth of high impact research outcomes enhancing social, cultural and economic prosperity through partnerships both locally and internationally. The Faculty of Health received a \$20 million gift to establish the Dahdaleh Institute for Global Health that will bring together researchers from across the University connecting to international networks. We have built an impressive array of collaborative research networks spanning every continent, reaching from the ocean depths to outer space, and enhancing cultural and social vitality. At the same time, we have prioritized local innovation through initiatives such as Innovation York's Markham Convergence Centre and supporting the York University-TD Community Engagement Centre in the Jane-Finch Community.

We have achieved a reputation for excellence in teaching and learning as confirmed in student surveys including inventive experiential education and technology enhanced learning. We have begun to make strides again towards strengthening faculty complement by recovering the post-2008 decline in full-time faculty that resulted in the context of prevailing global economic crises. Our strategic enrolment management initiative has improved conversion rates and enhanced orientation through YUStart to recruit the best students and retain them. We have surpassed our White Paper benchmarks to increase our proportion of international students. This has furthered our internationalization goals alongside the creation of partner campuses in India (Schulich's GMR Campus) and Costa Rica (Faculty of Environmental Studies' Eco-campus and the Lillian Meighen Wright Centre) and the innovative *Borderless Higher Education for Refugees* program supported by colleagues in the Faculties of Education and Liberal Arts and Professional Studies. Our new School of Continuing Studies helps to strengthen York's commitment to access and lifelong learning. We have advanced our strong commitment and practice as an engaged University upholding defining values such as social justice, excellence and collaboration enhancing our external recognition.

We have nurtured a culture of evidence-based decision-making to support better collaboration across all levels of the University including an institutional review of all our programs and services in 2013 – 2014 and created York's first-ever Institutional Integrated Resource Plan (IIRP).

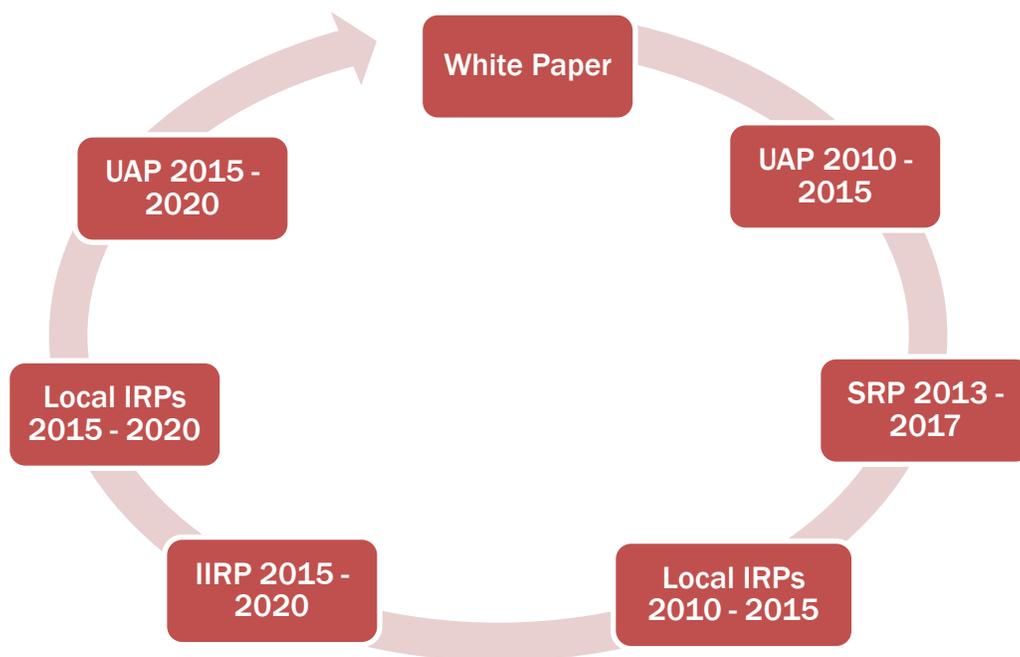
Our efforts have been supported by transparent and comprehensive communication plans, advocacy with government, and advancement efforts including large-scale capital projects such as the new Bergeron Centre for Engineering Excellence, plans for a new student centre on the Keele Campus and a successful submission for a new campus in Markham. We have received local, national and international recognition through prestigious publications and awards including an award for campus sustainability.

Looking Forward to the University Academic Plan 2015 - 2020

York’s accomplishments together with our distinct strengths provide a strong foundation for the next five years. The University Academic Plan 2015 – 2020 is an opportunity to consolidate our efforts by focusing on the implementation of strategic initiatives giving careful attention to the challenges that have arisen as well as emerging opportunities.

This version of the University Academic Plan comes at a pivotal moment in York’s history as captured in Figure 1. Building on previous iterations and on a set of enduring values, planning principles and strengths that have stood us well from the inception, it has been shaped by a comprehensive review of our progress to date in realizing York’s vision as set out in the White Paper 2010 – 2020 and the responses to that review captured in the IIRP as well as local level Integrated Resource Plans (IRPs). The priorities and implementation strategies herein are suited to the aspirations of a leading global university focused on fully realizing its goals and seizing the fresh opportunities that are beckoning.

Figure 1. Realizing the White Paper



YORK UNIVERSITY ACADEMIC PLAN 2015 - 2020

Introduction

Guided by York's mission and vision, as well as a set of enduring values, the University Academic Plan 2015 – 2020 (the Plan) reflects the spirit of our motto *Tentanda Via* – the way must be tried – expressing our readiness, capacity and desire to address the challenges we face in a constantly changing and dynamic 21st century context, and to seek bold new ways of fulfilling our promises, looking inwardly and outwardly for inspiration. While our values are not individually exclusive to York University, taken together, they represent a unique and authentic combination that guides academic planning at a public institution.

Mission

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

Vision

As one of Canada's leading universities, York University fosters creativity, innovation and global citizenship through its open-minded and engaged approach to teaching, scholarship and research, and community outreach.

Values

Excellence: York strives for excellence in teaching and learning (or pedagogies), academic programs and research/scholarly/creative pursuits enriching as well as educating, enabling as well as informing through fostering intellectual curiosity, innovation, and creativity.

Progressive: York is open minded, forward looking and flexible. We embrace innovative approaches, technologies and perspectives to solve problems, develop new understandings, solutions and discoveries that have an impact on our world.

Inclusivity and diversity: York is a welcoming and approachable campus embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge.

Social justice and equity: York is socially responsible, and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms through civic, scientific and cultural actions.

Sustainability: York values environmental, social, and fiscal sustainability through its programs, physical environment, and fiduciary practices.

The Plan focusses on seven key priority areas. Running through those priorities are three overarching themes that animated the University Academic Plan 2010 – 2015 as well as the White Paper. They are:

- academic quality
- student success
- engagement and outreach.

Academic quality has been the overriding imperative for York over the last five years and it must continue to be so in everything we do for the next five years. An institutional commitment to the importance of research and teaching excellence and to the inseparability of the two aspects of our mandate as part of our culture of excellence is key, as is attracting and retaining the highest quality faculty, staff, undergraduate and graduate students. This requires attention to strengthening our reputation, an understanding of the centrality of innovation as a key driver of quality, selectivity in admissions, success in competitions for research and infrastructure funding, and sustained funding for graduate students. While building on our strengths to leverage new opportunities, we must also look outward for best practices, and continue to exemplify our readiness for change.

Success depends on maximizing the resources available in support of the core academic priorities of teaching and learning, and scholarly, research and related creative activities especially given the challenges that York, together with all Ontario universities face with per student funding that is the lowest in the country. Central to those efforts is increasing the full-time faculty complement (including supporting efforts to improve the conversion of contractual appointments to the tenure-stream) and improving student / faculty ratios. We must also maintain our commitment to continual improvement, degree streamlining, meeting enrolment targets, and enhancing the effectiveness of our administrative services.

Student success is a related goal, one that includes raising the quality of graduate and undergraduate students who choose to study at York without diminishing access, their experience while here, as well as the outcomes of the experience afterwards. Significant work has been done over the past five years to better utilize student data to design academic supports for our diverse student population and to better support student success through Strategic Enrolment Management initiatives. The colleges offer a variety of services including peer and alumni mentorship, and supplemental instruction. The Faculty of Graduate Studies offers a comprehensive suite of workshops in the areas of writing, grant application and professional skills development. The Libraries offer a Personal Librarian program that pairs first year undergraduate students with librarians who guide and support them with their research needs throughout their first year of study.

Large public institutions like York face specific challenges so we have sought to leverage our size to our benefit. It multiplies avenues for students, incubates top-flight interdisciplinary programs, facilitates collaborative research, and opens the way for interactions between members of the community in clubs and extracurricular settings that would be impossible to imagine on smaller scales. For this reason, we have tried to ensure that sheer size does not overwhelm but rather invites and inspires. This must continue to be so, since we will, in the next several years, increase the number of highly committed students choosing *York first* at both the undergraduate and graduate level (thereby sustaining one of the largest graduate student cohorts in North America). Success in doing so requires that we strengthen our efforts in attracting and retaining a diverse student

population, including domestic and international students, traditional students pursuing higher education directly from high school, non-traditional learners, part-time and mature students.

Engagement and outreach have always been part of York’s DNA and certainly before the concept of an “engaged university” became popular in Canada. Engaged faculty and staff are essential for creating a vibrant university community and for strengthening the impact of what we do. Engaged learning is increasingly being viewed as a hallmark of a quality university experience. As a large university with many students who commute daily, York faces a special challenge in creating opportunities for students to engage with faculty and their peers in learning and co-curricular situations.

Engagement is central to how we function as a community and to advancing collegial governance, inclusiveness and diversity, and it is reflected in our outreach and collaboration with local and global partners for the mutually beneficial exchange of knowledge and resources. York continues to extend its reach and network of partnerships with other educational institutions, governments, non-profit and private sector **actors** to enrich our academic programs; the student learning experience including access, credit transfer and experiential education opportunities as well as scholarly, research and related creative activities; and to help prepare educated, engaged citizens committed to democratic values; and contributing to the public good and solving critical societal problems.

A critical feature of the 21st century is the global vantage point for higher education. Engagement will therefore continue to be a central theme in this Plan in several respects. It will underpin the development of York’s Internationalization Strategy; support the expansion of experiential education opportunities; and broaden the range of our research partnerships and the impact of our scholarly activities through collaboration, knowledge mobilization, and innovation initiatives. In so doing, engagement strengthens the relationship between teaching and research, scholarly and related creative activities.

Continuing education is a further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support. The School of Continuing Studies will complement other professional development schools at York and reinvigorate our commitment to flexible learning and student mobility.

As part of developing a pan-University Indigenous Strategy, a key goal will be engagement with the Indigenous communities of Canada both inside and outside York. Engagement is testament to a desire to ensure our students, staff and the faculty complement better represents Indigenous communities. It will enrich teaching, learning and research as well as the student experiences. It will build on existing initiatives across diverse Faculties and divisions while embracing new projects and processes, including those arising out of our response to the “Truth and Reconciliation Calls to Action.”

Our Context: Challenges and Opportunities

The External Landscape

An environmental scan of the external context is an important part of any planning process revealing the challenges and opportunities that must inform our planning decisions. Factors that will need to be considered in our efforts to advance the White Paper over the next five years include:

- the internationalization of higher education and York's global engagement strategy including our enrolment plan, our outreach and partnerships, our programs and research
- society's reliance on universities to drive creativity, innovation, knowledge, and community engagement through teaching and research continues to intensify
- the impact of the information and communications technology revolution on knowledge acquisition and dissemination as well as the emerging opportunities to enhance learning through technology
- the need to provide high quality programming in a fiscally constrained provincial environment with a concomitant emphasis on financial sustainability and accountability
- the imperative of addressing the significant reliance on contract labour in the postsecondary education sector, including maintaining as a top priority increasing the full-time faculty complement and seeking opportunities to support contract faculty colleagues
- the increasingly complex and competitive environment for research funding and increasing expectations to translate research results into outcomes with tangible societal and economic benefits
- postsecondary policy frameworks regarding higher education including:
 - differentiation and the impact on program directions, research priorities, and enrolments
 - the new provincial government's directive for public sector business documents
 - the provincial performance-based funding review and the potential implications for the development of metrics and key performance indicators for transfer grants
- the declining enrolment trends through to about 2020 in combination with the lack of understanding about the important role of liberal arts education in a knowledge-based society and the implications for applications, the disproportionate reliance on a relatively small number of York's programs, and the implications for Strategic Enrolment Management.

These pressures remind us of the importance of protecting and building on York's strengths as we look forward to York in 2020.

Embracing Opportunities within York

Despite significant challenges, York is poised to capitalize on a number of opportunities in the next five years. With multiple campuses we will become more comprehensive in scope and have greater chances to fulfill our mission and vision. York has signaled its interest in housing a medical school and has set the stage for this eventuality. Many other opportunities exist, and we will embrace those that align with our strengths and aspirations:

- Strengthening York's institutional *gravitas* by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health; digital media; biomedical; green technologies; the expansion of experiential education including research activities; and technology enhanced learning.
- Markham Centre campus, a generational opportunity to create a 21st century campus, an incubator for new ideas articulating York's vision for a blurring of town and gown that won out over 19 separate proposals for a new campus.
- Expanding and promoting Glendon's (and York's) contributions to bilingual education in central and southwestern Ontario by building on the College's strong liberal arts and expanding its program offerings in pre-professional, professional and science-focused areas.
- Championing the importance of liberal arts education and critical inquiry

- Nurturing our interdisciplinary strength by developing formal mechanisms to facilitate Faculty cross-teaching and cross-supervision of students.
- Fulfilling our commitment to a student-centred focus, enhancing the success of our graduates through access and student mobility initiatives for diverse groups (new Canadians, international students, mature students, students with disabilities, aboriginal communities), a high quality student learning experience, more personalized education for undergraduate and graduate students, and improved retention.
- Enhancing our leadership in community engagement including outreach and partnerships with local, national, global, virtual communities in academic, non-profit and private realms.
- Extolling our diversity as a model and as a beacon.
- Improving the campus experience through:
 - life and learning in a sustainable setting, creating more student space, where the natural environment – including unique eco-systems – coexists with outstanding facilities of architectural significance.
 - situating York at the heart of a dynamic region through transportation and location (with the subway becoming a public transit hub, proximity to airport, road networks) and seeking out opportunities for community engagement that arise such as cultivating Keele campus as a major stop-off point between North-South and East-West routes.
 - promoting York’s award-winning reputation for campus sustainability.
- Continuing to model the practice of evidence based academic leadership – expansion of data analytics (including York data, student surveys, external research measures and Cyclical Program Reviews) to better inform decision-making in advancing our world-leading Faculties and programs.

The Priorities

The Plan outlines seven priority areas with a focus on consolidating the objectives and initiatives that have been confirmed as most essential to the realization of York’s mission and vision based on the efforts and assessments of the past five years and the consultations undertaken to develop this Plan. The benchmarks to be achieved over the next five years are therefore written with greater precision than might otherwise be expected while still providing ample space for contributing to those benchmarks in ways that reflect unique local characteristics.

Priority 1. Innovative, Quality Programs for Academic Excellence

A paramount priority for the UAP 2015 – 2020 in advancing York’s vision as a comprehensive, research-intensive and internationally recognized University is to enhance the quality of our academic programs. Program quality is notably among the top three factors that Ontario applicants weigh in deciding on the University they will attend. The Task Force Report on Academic Programs as well as our Cyclical Program Reviews, and student surveys identify a number of curricular innovations upon which to draw for enhancing innovation and quality including interdisciplinary content, research opportunities, and the clear articulation of learning outcomes. Maintaining the commitment to general education and the critical presence of liberal arts education throughout the curriculum will also ensure that our graduates acquire the transferable skills so critical to adapting to the new demands of citizenship and changing work settings.

York was an early adaptor to quality assurance processes, and has been in the vanguard as province-wide frameworks were developed. Most of our programs have well-developed learning

outcomes and are moving to aligning their assessments to those outcomes. At the same time, cyclical program reviews have not fully addressed program challenges. The enrolment data provided for the institutional-wide review of all undergraduate and graduate programs revealed some pressing issues such as the large percentage of the University's undergraduate applications that are to the top 10 programs York offers; overly complex degree requirements; program duplication; and programs experiencing declining enrolments over a number of years.

Increasing comprehensiveness requires that we expand in the areas of health, engineering, science, business and professional programs, while also championing the liberal arts and other programs facing provincial declines in applications such as the creative arts. There are opportunities for offering students greater flexibility and career mobility with new and unique combinations between degree programs. New program proposals that are seeking approval by the Quality Council and the Ministry of Training, Colleges and Universities must be developed with in-depth knowledge of Senate's Policy on Quality Assurance, our University's Strategic Mandate Agreement with government, and a well-developed analysis of market needs and program distinctiveness. Approval of the program does not vouchsafe its viability and proposals must have credible enrolment targets and resource needs.

Senate has endorsed the Institutional Integrated Resource Plan and in doing so has signaled its appreciation of the necessity to consider, complete and implement action plans undertaken at the Faculty level aimed at enhancing the quality of our academic programs. These plans must address the challenges evident in the enrolment data, programs reviews, student surveys and other relevant sources of information.

In the next five years we will:

1. Develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews)
 - 1.1. Faculty plans will seek opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming, etc.
 - 1.2. Faculty plans will address program challenges including overly complex degree requirements, program duplication and declining enrolments ensuring that programs are coherently structured by investing, revising, consolidating or closing programs where appropriate
2. Strengthen our comprehensiveness and interdisciplinarity by:
 - 2.1. Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses
 - 2.2. Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations
 - 2.3. Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education
 - 2.4. Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, **collaborate**, and/or enhance professional skills including an undergraduate "finishing year", as well as professional and course-based Masters programs
3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes
4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation

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

Scholarship is the lifeblood of any university. York has always favoured a broad definition of scholarship, and will continue to value the endeavours of faculty members throughout the University. Transformative scholarship, creative activities and research can be pursued in a variety of ways, and we are all driven first and foremost by intellectual curiosity. We will take advantage of emerging vehicles for the dissemination of that scholarship in order to share the results of our endeavours with other scholars and society. Particularly notable is our leadership in engaging in research across disciplines, partnership with communities and the impact of our research outputs on academia and on society.

Building on our current success we aspire to increase the breadth of engagement in research, scholarship and related creative activity across our campuses and to further enhance the mechanisms through which we track and articulate our success such that over the course of the plan we will climb the national and international rankings for research intensity while preserving or enhancing the impact of our outcomes. As stated in the Senate-approved Strategic Research Plan, we will intensify research cultures assiduously.

Graduate education is fundamental to a vibrant research culture. We must enhance graduate education through a stronger alignment with the Faculties and academic units that support them in order to coordinate academic planning, faculty complement needs and resources with undergraduate programs. It will be essential to meet or exceed enrolment targets negotiated with the provincial government. Postdoctoral fellows are also key and we must plan strategically to take on a greater number across the range of disciplines.

In the next five years we will:

1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact
2. Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society
3. Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means
4. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world
5. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research
6. Enhance and project the profiles of our Organized Research Units
7. Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms

8. Establish York as an innovation hub by increasing and promoting the translational and entrepreneurial activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach
9. Establish and implement an *Institutional Research Equipment and Facilities Plan* in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective
10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities

Priority 3. Enhanced Quality in Teaching and Student Learning

York has an outstanding and well-deserved reputation for high quality teaching and learning as supported by student surveys and cyclical program reviews, and has an opportunity to establish itself as a leader in pedagogical innovation. As a second top factor affecting students' decisions about where to study, further enhancing teaching and learning including the development of signature pedagogies has the potential to make a significant impact on our ability to realize our vision. We have already invested and made considerable progress in expanding experiential education and technology enhanced learning. Experiential education – by which we mean a variety of learning modes that involve problem-based inquiry, the application of knowledge, and involvement in career-preparation – enriches the curriculum and contributes to deep learning. University education is being transformed by new technologies and by burgeoning discoveries in pedagogical research that have been found to empower instructors and students and augment still-essential personal encounters. Notably, the value of alternative instruction modes is amenable to systematic, relatively easy monitoring. As we continue to pioneer new ways of learning we can – and should -- assess their worth continuously.

Teaching and research are fundamental to the University's mandate and identity. More than that, they are inseparable. This intimacy is expressed through research-infused instruction and opportunities for students to conduct research within courses and in other activities. York University is also an international university. We are at home in a world where social change is not just possible but necessary. We see every day the dramatic impact that our work makes on social policy and the difference that it makes for individuals, groups and societies around the globe. We are cognizant of our responsibility to foster international dialogue and international experiences in the curriculum.

The Teaching Commons continues to enhance the supports offered to faculty interested in exploring newly emerging tools that can enhance the learning experience.

In the next five years, we will:

1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.
 - 1.1. Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units
 - 1.2. Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses

2. Expand technology enhanced learning including the number of courses, modules and programs available online or through blended learning
3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges
 - 3.1. Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer
 - 3.2. Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences
 - 3.3. Facilitate faculty member exchanges
4. Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation
 - 4.1. Continue to strengthen supports offered by the Teaching Commons
5. Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started

Priority 4. A Student-Centred Approach

Input for this Plan has highlighted the importance of a student-centred approach in facilitating the success of our students and ensuring that our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century. A student-centred approach means viewing everything we do from a student lens including decisions about our academic plans, the learning environment, the campus experience, and academic support strategies.

Home to one of the most diverse student populations in Canada, York has made accessibility to the highest quality education a priority throughout its history. Graduates from every background have gone on to succeed in every walk of life. Many of our students are the first in their families to attend university. Our students tend to work more hours on average than the provincial average. They cannot always take a full course load. The average commuting time is long (but will be shortened as public transit projects come on stream). The value of our degrees and university education in general is not always well communicated to students. We know from their feedback we need to clarify program expectations at the outset.

The success of our students is a top priority including providing the strongest possible support, encouragement, and opportunity for self-actualization. We know that this cannot happen in isolation. Students need to be connected to their peers, to advisors – faculty members and staff – who are knowledgeable and effective, and to systems that are user-friendly and reliable. We also have a diverse student body and attention must be given to understanding the needs of different student populations. The number of students from other countries who have enrolled at York is among the largest in Canada and getting larger still. Transitioning to a life away from familiar surroundings can compound the challenges facing all students new to both undergraduate and graduate studies.

Efforts to improve student retention through sophisticated strategic enrolment management have shown early signs of success. While this is positive, more must be done to create the conditions for students to reach their highest potential. Academic decision-making and student services must be calibrated with a student-focused, student success approach. This means better student advising, more and better mentoring, skills and/or professional development at both the undergraduate and graduate levels. In short, we need to rethink what we do from a student perspective – ever mindful of

their success. Administrative systems should be as sensitive to this approach as support for language training, math skills and literacy, financing, and in person and virtual access to libraries.

In the next five years, we will:

1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic, career, library and financial support; and receive timely and accurate responses to requests
2. Actively monitor student learning needs and develop appropriate academic supports
3. Cross-train and allocate staff members to student support tasks when most needed
4. Increase contact time between faculty members and students
5. Make scholarships and bursaries, including graduate scholarships and Postdoctoral Fellowships, a centerpiece of the fundraising campaign to be launched in 2016
6. Further advance our SEM approach including enhancing student supports tailored to different student segments improving retention and time-to-completion of degrees by undergraduate and graduate students
7. See an increase in student satisfaction

Priority 5. Enhanced Campus Experience

With the population growth in York and Peel Regions, the subway extension and related transportation developments, the Keele campus is increasingly at the crossroads of a major metropolitan area that connects to Glendon mid-town and then south to our Schulich and Osgoode downtown campuses. Together York's campuses create a cultural hub connecting York Region, the francophone population in Central and southwestern Ontario, and the Greater Toronto Area downtown. By the end of this Plan, there will be a new campus opening in Markham building on York's north-south profile through the heart of the GTA and York Region. A top priority is the further enhancement of our campuses that build on our commitment to sustainability, campus beautification and improved utilization.

Our campuses have environmental features that are unique, such as the woodlots at Keele and individual plantings at Glendon. We have earned accolades for our environmental vision. We acknowledge our presence on Aboriginal territories and pledge to keep that heritage alive. Construction is underway to bring York University's Hart House up to code to act as a meeting place for Aboriginal events, students, faculty, staff as well as alumni, Elders and other community members. As the Markham campus takes shape it, too, will have a major impact on the York Region. All of our campuses will have a mix of old and new buildings some of exceptional architectural significance. We have been, and we will be, dutiful custodians.

Campus spaces also contribute to a sense of community for students, faculty, staff members, and, of course, to the community at large. Space use can only be maximized to this end if we are attuned to the needs of our community members and break down barriers to their proper utilization. York has made substantial investments in safety, and will continue to work toward the most secure environment possible.

In the next five years we will:

1. Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses
2. Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades
3. Enhance spaces available for social academic interactions including opportunities to enhance faculty-student interactions and extra-curricular learning activities
4. Leverage new facilities and amenities – subway stations and bus terminals, a second student centre, Lions' stadium, and other amenities and infrastructure – in the cause of creating inspiring and welcoming spaces
5. Enhance ecological sustainability, and the symmetry between built and natural environments
6. See the development of the campus as a destination, a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities
7. Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions
8. Seek out opportunities for increasing the use of facilities by local communities

Priority 6. Enhanced Community Engagement

We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment. Advancing this priority requires meaningful collegial engagement of faculty, staff and students in the development and implementation of the priorities, objectives and initiatives reflected in our planning documents. Regular input by faculty, staff, and students and updates to our collegial bodies is essential, including reports to Senate and its committees, Faculty Councils and community reports as well as to the Board of Governors.

The well-being of members of our community is also vital. We must each assume responsibility for creating an inclusive environment based on mutual respect. We must implement a mental health strategy for all members of the community - students, faculty members and staff.

Outreach to our larger communities is also fundamental to York's mission as it both suffuses and extends beyond the University's academic programs. This priority reflects York's mission, vision and values and represents an important component of other priorities (for example, experiential learning and community-based research). It also aligns closely with our internationalization strategy and our deepening commitment to lifelong learning.

In the next five years, we will:

1. Enhance community engagement on our campuses by facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes
2. Inaugurate and implement a pre-eminent mental health and well-being strategy for faculty, staff and students that includes:
 - 2.1. embedding mental health in the classroom along with new and improved services
 - 2.2. an approach that focuses on building up the skills of our community to know when help is needed with better resources to direct our community when that help is needed
 - 2.3. a larger system that supports mental health before help is needed
3. Expand community outreach and engagement with our larger communities by:

- 3.1. Solidifying existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships
4. Finalize a new *Internationalization Plan* outlining objectives and initiatives including:
 - 4.1. strategic academic partnerships both locally and globally
 - 4.2. increasing the proportion of international students to 15-20% by the end of the Plan
 - 4.3. a one-stop portal for prospective and current international students
5. Celebrate York's rich and diverse community and the vibrant communities that surround York including the accomplishments of members of the community, daily and at regular events
6. Expand the programs offered through our continuing studies and professional development units

Priority 7. Enabling the Plan

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

Being able to assess and report on our progress is important internally as well as for meeting our external accountability responsibilities to government and other external bodies. Benchmarking our progress will also become an important component of the new provincial requirement for business plans. Ensuring that we have the data we need is an important immediate step.

Over the next five years we will:

1. Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development
2. Strengthen our communications and advocacy for York to enhance York's reputation, transparency and accountability including:
 - 2.1. improved websites
 - 2.2. more effective and creative communication strategies to engage our students
3. Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education
4. Enhance data analytics to increase access to information and evidence-based decision making
5. Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices
6. Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans
7. Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities

2020

Over the five year life of this plan York University will be changed in profound ways. We will have invested more heavily in our strengths and be more student-centred in our focus. A new campus will open in Markham, extending our outward reach while enhancing our accessibility and furthering York's renown for path-breaking programs. Our programs in liberal arts and creative arts will be

stronger and we will have furthered the objective of becoming more comprehensive by growing business, digital media, educational studies, health and science. The Lassonde School of Engineering will have a full range of offerings and reach its planned cohort of students and faculty members in the state-of-the-art Bergeron Centre. There will be tangible improvements in program quality, scholarly achievement and pedagogical innovation. The recently-created School of Continuing Studies will continue to grow and provide alternative pathways to university study, upgraded and new credentials for post-secondary graduates, and exposure to the rich disciplinary and interdisciplinary opportunities available on our campuses and satellite facilities. We will continue to lay the groundwork for a medical school. Enrolment demand will spike at the end of the decade. Meanwhile Glendon will add new programs and become an increasingly important focus for Francophones in southern Ontario. Two subway stations on the Keele campus will solidify its position as an academic, economic and cultural hub for the Greater Toronto Area. Lion's Stadium, a legacy of the successful Pan Am and Parapan Am Games of 2015, will take its place alongside refurbished athletic facilities to create a magnet for athletes from around the world. A new student centre will rise along with a major residence development. A major fund-raising campaign will reap benefits for learners and faculty members, now and in the future. There will be a more urban look and feel to the campuses even as we carefully conserve and beautify unique natural environments on our lands. We will be stronger for the decisions that we make. There will be many moments to celebrate York and to display our attributes as well as our significant contributions to our students and to society.

Appendix

York’s Planning Cycle

In 2010, the Provostial White Paper *Becoming an Engaged University 2010 – 2020* was endorsed by Senate setting out York’s vision and a set of twelve benchmarks that informed the development of the UAP 2010 – 2015 and the priorities set out in that document. Those documents in combination with the Strategic Research Plan 2013 – 2017 comprise the institutional academic framework that is both shaped by, and in turn shapes, local level strategic plans including the creation and annual updates of the Divisional and Faculty Integrated Resource Plans (IRPs). The IRPs are the operational documents by colleagues at the local level that detail the specific collective objectives and initiatives that they will undertake to advance the academic priorities of the Faculty and Division, which are aligned with the University Academic Plan.

Throughout the 2013 – 2014 period, the University underwent an institutional review of all of its programs and services to complement existing analyses already undertaken at the local level through the annual updating of IRPs, Cyclical Program Reviews (CPRs), employee and student surveys. This Academic and Administrative Program Review (AAPR) in combination with other existing analyses resulted in York’s first-ever Institutional Integrated Resource Plan (IIRP) endorsed by Senate in September 2015. The focus of the IIRP was to identify initiatives that would significantly advance the academic priorities of the University by taking an institutional approach that would support and build on local level efforts. Working Groups have since been established to recommend how best to implement the institutional initiatives to support the achievement of our goals in a sustainable way. Figure 2 captures these plans as well as the related enrolment, complement, capital and budget plans.

Figure 2. York University Planning Framework

