


# STRATEGIC MANDATE AGREEMENT


York University  
Ministry of Advanced Education and Skills Development  
2017-20

SIGNED for and on behalf of the Ministry of  
Advanced Education and Skills Development  
by:

  
\_\_\_\_\_  
Sheldon Levy  
Deputy Minister

\_\_\_\_\_  
Date

SIGNED for and on behalf of York University by:

  
\_\_\_\_\_  
Rhonda Lenton  
President

*October 12, 2017*  
\_\_\_\_\_  
Date



# Table of Contents

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## **Section 1: Introduction**

Preamble

Institutional Vision, Mission, Mandate

Aspirations

## **Section 2: Shared Objectives and Priorities for Differentiation**

1.0 Student Experience

2.0 Innovation in Teaching and Learning Excellence

3.0 Access and Equity

4.0 Applied Research and Excellence Impact

5.0 Innovation, Economic Development and Community Engagement

## **Section 3: Strategy, Sustainability and Partnerships**

6.0 Enrolment Strategy & Program Direction

- International Strategy
- Strategic Areas of Program Strength and Expansion
- Financial Sustainability

7.0 Institutional Collaborations and Partnerships

## **Section 4: Ministry Commitments**

# Preamble

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This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and York University outlines the role the University currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the University;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the University and established areas of strength within the context of the University's governing legislation;
- Describes the agreed-upon elements of the new university funding model, including:
  - a University's enrolment plans as well as their projections of their enrolments relative to their corridor midpoint and any desired changes to their corridor during the period of this SMA; and
  - differentiation areas of focus including metrics and targets.
- Provides information on the financial sustainability of the institution; and
- Informs Ministry decision-making and enables the Ministry to align its policies and processes to further support the University's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g. Major Capacity Expansion, Highly Skilled Workforce, etc.). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

# Ontario's Vision for Postsecondary Education

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Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

## York University Vision, Mission and Mandate

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### **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.

### **Mandate**

York University seeks to combine academic excellence and inclusiveness to create maximum societal impact.

In realizing this mandate from 2017-2020:

- Our reputation as a research-intensive institution has been enhanced by contributing to innovation and the social, cultural, health and economic development in the Greater Toronto Area (GTA), the province, Canada and the world.
- We will be an innovator in pedagogy through experiential education, e-Learning, and other high-impact practices and forms of technology to meet evolving student needs.
- We will broaden and deepen our impacts within the broader communities we serve through teaching and learning processes, scholarship, research and creative activities.
- We will continue to strengthen program quality through a commitment to STEAM, building on our established strengths in interdisciplinary and transdisciplinary approaches, the arts, liberal studies and professional programs, and expanding the sciences, technology and engineering.
- We will fully realize plans for our new Lassonde School of Engineering and continue to lay the groundwork for York's long-term ambition to establish a new Medical School.<sup>1</sup>
- We will be a global magnet for students who will recognize York's commitment to inclusivity as exemplifying values of global citizenship, providing the guidance they need for success in the 21<sup>st</sup> century.
- We will strengthen our reputation as Canada's engaged university, able to respond in a nimble fashion to emerging opportunities in the postsecondary education sector.
- We will continue to expand our leadership in sustainability.
- Our university community and our alumni will continue to be engaged and proud of where we have been and where we are going.

## Aspirations

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*The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and*

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<sup>1</sup> *The Ministry supports the growth in York's applied health program areas although reminds York that this support should not be construed as an endorsement of the university's future plans for a School of Medicine.*

*The Ministries of Health and Long-Term Care and Advanced Education and Skills Development are not projecting a need for further expansion of medical education in Ontario over the short and medium term. The development of a new medical program is not consistent with provincial need at this time.*

*standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.*

### **Institutional Aspirations**

- To be recognized and resourced as one of Ontario's research-intensive universities York is noted for the size of our research community, comprehensiveness, publication volume, graduate student population, research impact rankings and international research collaborations.
- Internationally recognized as an engaged university graduating globally connected citizens responsible for the social, cultural, economic, and overall well-being of communities. York will continue to build on its extensive network to strengthen collaboration with local and international partners.
- To strengthen our reputation for social justice, equity, access and sustainability in teaching, learning, research, and the campus experience. York will see higher education participation of diverse student populations increase, such as Aboriginal students, college transfer students, first generation students, mature, and French-speaking and bilingual students. York is demonstrating leadership in creating sustainable communities, technologies, policies, and healthy environments.
- Student learning experience through increased contact time with high quality full-time faculty, enhanced student advising, student success, and student satisfaction, supporting multiple learning styles, and technology enhanced learning, with the goal of improving student persistence and graduation rates.
- To strengthen our reputation for pedagogical innovation and excellence, including experiential education opportunities for all students, challenging the boundaries of where and how teaching and learning takes place.
- To continue the rapid growth in students development and entrepreneurial skills through the exposure of students to entrepreneurship and innovation in research and scholarship.
- York is a global centre for interdisciplinary and transdisciplinary scholarship based on a commitment to comprehensive and STEAM programming as fundamentally important knowledge and experience to meeting the needs of a global knowledge economy in the 21<sup>st</sup> century.
- To further increase the number of academic programs/departments across all faculties ranked in the top 100 internationally.

# Shared Objectives and Priorities for Differentiation

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## 1.0 Student Experience

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*This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.*

### **Institutional Approach to Improving Student Experience**

As the third-largest university in Canada, York's 55,000 student body is a microcosm of contemporary Canada, including: new Canadians, students from families of economic disadvantage, visible minority groups, first-generation university attendees, mature students, college transfer students, Indigenous students, and others. Providing a positive experience for these students is

our first priority. Broadly, our approach to improving the student experience is through strengthening a tailored approach that focusses on the individual and leverages York's distinct features to benefit the student and society.

**The student experience permeates all seven priorities in York's University Academic Plan 2015 - 2020 (UAP):**

1. Innovative, high-quality academic programs
2. Exploration, innovation and achievement in scholarship, research and related creative activities (SRC)
3. Quality teaching and learning
4. A student-centred approach
5. The campus experience
6. Community engagement;
7. Enablers of the plan

### **Distinct features reflecting York's approach**

Encouraging Broad, Transdisciplinary, and Interdisciplinary Learning York's commitment to increasing STEAM opportunities is reflected in several initiatives, including: leveraging and reinvigorating our historical strengths in

the arts, liberal arts and professional programs; continuing to increase our comprehensiveness; and becoming a leader in transdisciplinary and interdisciplinary programs and scholarship, research and related creative activities.

### **High-quality and high-impact teaching and learning**

Increasing the number of students experiencing high-impact practices (HIPs) is a major focus in enhancing the quality of teaching and student learning. As a research university, an important opportunity for enhancing HIPs is to make research an integral part of the student experience.

### **Ensuring the continuity of learning pathways**

York is a leader in college to university pathways. Our block credit transfer policy continues to set the standard for the province, as evidenced by the greatest number of college and university students transferring to York (15-17% annually). York provides transfer credits from a wide range of college programs into an equally wide range of York programs. Recent articulation agreements have deployed an enhanced block credit policy to provide major-specific credit transfers for highly aligned programs.

### **Distinctive approaches to co-curricular learning**

Co-curricular engagement is essential to the student learning experience. During SMA2, we will pursue two goals with respect to co - curricular learning. First, we will enhance our co - curricular opportunities for designated student groups where the need for engagement is greatest (such as transfer students, students with a disability, and Indigenous students). Second, we will focus on providing opportunities for our students that enhance career preparedness.

### **Enhancing student services and supports**

The University's Strategic Enrolment Management (SEM) initiative has been fundamental to York's ability to meet the domestic and international demand for higher education, enhance the student experience, and strengthen student success and satisfaction. We are committed to supporting our students throughout their academic journeys and are actively strengthening use of technology to enhance student services.

### **Commitment to lifelong learning and non-traditional paths**

York is committed to supporting lifelong learning and non-traditional paths for students to supplement existing credentials and respond to society's evolving knowledge economy and disrupters.

## **Examples of Institutional Initiatives**

### **Student Advising from Offer to Graduation**



YU START, York's award-winning orientation and onboarding program (Canadian Association of University Business Officers Quality and Productivity Award, Second Prize, 2017) provides students with a sense of connectedness, resourcefulness, purpose, capability and academic culture to support their successful transition into university. This orientation event is the second-largest in the country, inviting 9,000 students and led by 1,200 trained upper-year students. A further initiative emerging from York's Institutional Integrated Resource Plan is service excellence and wayfinding to help students navigate the institution more effectively, both virtually and in person. The Advising Community of Practice has rolled out a Professional Advisor Competency Framework. In order to better tailor our advising services a Student Self-Assessment survey was sent to all incoming students prior to their start at York (with a 60 per cent response rate). The survey provides York with baseline data and is used to support such SEM strategies as early alert, transition supports and student outreach. The survey helps students seek out resources to support their success.

### **Access/bridging/transition/pathways**

New pathways for enhancing student mobility include agreements between the School of Arts, Media, Performance and Design (AMPD) and well-recognized college programs in digital arts and media. The Faculty of Education's Technological Education program provides college students with a pathway to a Bachelor of Education. York is home to a number of bridging programs that include a mix of remediation and earned credits to help students develop skills and confidence. These include a Transition Year Program, Women's Bridging Program, Pre-University Bridging Program, the York University English Language Institute Bridging Program, a program for Internationally Educated Professionals to help ease their entry into the Ontario labour market, and others. An example of a transition program is Glendon's Jumpstart, an intensive summer program for high school students. Work is underway to provide a dual degree option between Seneca College and York University with multiple laddering pathways to maximize student mobility.

York is committed to welcoming Indigenous students and supporting their success. We are facilitating co-curricular initiatives in line with the Truth and Reconciliation Commission's Calls to Action and a new Indigenous Framework for York University. These include: the opening of Skennen'kó:wa Gamig on Keele campus, a dedicated cultural space for formal and informal use by Indigenous students, staff and faculty; Osgoode's Anishnaabe Law Camp, offered in collaboration with the Chippewas of Nawash, in Neyaashiinigmiing (Cape Croker); Glendon's adoption of a Truth and Reconciliation Declaration on Indigenous Language Policy; and the Faculty of Education's Masters program in Urban Indigenous Education.

We are also dedicated to improving financial supports for our students which is routinely listed by our undergraduate students as a top challenge to their academic success. Fundraising for scholarships and bursaries are a key pillar of our IMPACT fundraising campaign.

### **Career preparedness and entrepreneurial opportunities**

York is actively growing its suite of hands-on research opportunities for undergraduates in the curriculum and through paid research opportunities, such as the Dean's Undergraduate Research Awards in the Faculty of Science and the Research at York programs. York is in the pilot stage of a new program, Becoming YU, which integrates students' co-curricular experiences with their career preparedness. The program is based on the

development of six core competencies for personal and professional success, which are reflected in work-study and leadership position job descriptions.

Entrepreneurial opportunities and transferable skills are also informing curriculum design. New programs in SMA2 include: Global Health; Integrated Science; a combination of Commerce and the Digital Arts; and structural pairings of Majors and Minors in liberal arts and professional studies.

**Mental health**

A campus-wide Mental Health Strategy was developed to advance a mentally healthy campus. The student arm of the strategy includes a 2017 launch of an app called WellTrack. The app was developed for our commuter and working student population and acts as a precursor and/or accompaniment to in-person support services. More than 1,000 student leaders have also participated in Mental Health 101 training.

**Metrics and Targets**

<b>System-Wide Metrics</b>	<b>2019-20 Target</b>
Proportion of fourth year students with two or more High-Impact Practices (HIPs) (from the National Survey of Student Engagement)	46-48%
Year 1 to Year 2 retention (from the Consortium for Student Retention Data Exchange)	Increase by average of 1% each year (to 88%)
Proportion of operating expenditures on student services, net of student assistance (as reported in the Council of University Finance Officers data)	Maintain current ranking; 2nd in province

<b>Institutional Metrics</b>	<b>2019-20 Target</b>
Number/percentage of 4th year students who have a research experience (curricular or co-curricular, e.g., RAY)	Improvement over current number (establish definitions, tracking and baseline data over the period of SMA2)
Number /percentage of graduates who have earned a combined credential (e.g., double major, certificate, interdisciplinary and transdisciplinary programs)	Increase of 1-2% over period of SMA2 (establish tracking and baseline data over the period of SMA2)

Graduate student (Masters and Doctoral) completion rates within approved requirements of program	Improve percentage completing within timeframe of program over period of SMA2 e.g., Masters average of 4.75 terms would decline
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## 2.0 Innovation in Teaching and Learning Excellence

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*This section focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.*

*This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.*

*It begins to identify indicators of quality that are currently available and within an institution’s control.*

### **Institutional Approach to Innovation in Teaching and Learning Excellence**

Enhancing quality in teaching and student learning is a second priority of the White Paper and University Academic Plan. We have taken steps to elevate our capacities and competencies in four strategic areas:

1. Technology-enhanced learning
2. Experiential education and learning
3. Internationalization of the curriculum
4. Mapping the curriculum to student learning outcomes

We continue to build on the strengths elaborated in SMA1 and highlight our student- centric perspective in all areas of teaching and learning.

#### **Distinct features reflecting York’s approach Technology Enhanced Learning**

The use of technology in the delivery of curriculum can enhance the student learning experience, promote flexibility in how students engage in their education and make education more accessible for students. A particular strength at York is blended learning (also known as hybrid) approaches, which require at least 33 per cent of the teaching to be delivered through online modalities and create opportunities for in-class discussion and problem-based learning. Fully online courses and programs respond to the dynamic needs of a global

community, including students in remote geographic areas, and can serve to decouple learning from standard classroom and lecture schedules to provide flexibility in terms of when students engage in their learning.

### **Experiential Education**

Experiential education is a hallmark feature of York and will be central to the learning experiences for all of our students in the near future. Our approach has been to integrate progressively experiential education activities throughout the curriculum. York has implemented a host of supports, including the Learning Commons, to help students understand the options in experiential education. The Teaching Commons provides support to faculty members to build experiential education opportunities into their courses and programs and the YU Experience Hub provides service to students, staff and faculty in developing and maintaining relationships with community and employer partners.

### **Internationalization of the Curriculum**

York has developed a Global Engagement Strategy that sets out our internationalization plan. A core component of that Strategy is to create opportunities for our students to develop competencies as global citizens, who are adaptive and collaborative in a context of awareness regarding intercultural differences, and able to thrive in a global world that transcends borders. Strengthening international experiences focus on three initiatives: recruitment and integration of international undergraduate and graduate students and highly qualified faculty; student and faculty mobility (including international experiential education and exchange opportunities); and academic initiatives to internationalize the curriculum.

### **Student Learning Outcomes**

York has been committed to the adoption of student learning outcomes since the Ontario Universities Council on Quality Assurance was established in 2010. Our institutional policies and procedures incorporated student learning outcomes as a core component of cyclical program reviews and required them for all new programs. Over the period of SMA2, York will refine our quality assurance framework, including alignment of student learning outcomes with strengthening curriculum quality and student program evaluations.

## **Examples of Institutional Initiatives**

### **Experiential Education and Entrepreneurialism**

York has established the **YU Experience Hub** (an institutional hub facilitating experiential education) to provide coordination, support and resources for an expanded experiential education program across all faculties. The Hub works with faculty members, staff, students, community and industry partners to facilitate the

development of new relationships and partnerships for placements, internships, and co-ops; maintain existing relationships; coordinate relevant risk and legal matters; and provide a “point of entry” for partners to the university. Examples of new activities include: the Faculty of Liberal Arts and Professional Studies launch of a new internship program focused largely on the humanities and the social sciences rooted in values of social justice, diversity, equity and sustainability; and Osgoode Hall Law School’s universal experiential “practicum” requirement providing all upper-year law students with experiential education in the community. York is also working to develop a 100,000-150,000-square-foot Health Sciences Pavilion in the City of Vaughan enhancing experiential learning opportunities for York students in the health sciences, social work and related disciplines, advancing training and the movement of graduates into relevant careers. This initiative contributes to continuing education opportunities for Health Care Professionals, improving health care, and providing a foundation for York’s long-term progress towards a medical program.<sup>2</sup>

York is also building on our experiential education framework through a pan-university entrepreneurship strategy to provide students with opportunities to interact with faculty as they develop their ideas in various areas, including social innovation. With community-based partners such as our Regional Innovation Centre, student entrepreneurs can learn from business development experts and the funding community. As an example, the Lassonde School of Engineering launched the Bergeron Entrepreneurs in Science and Technology program combining curricular and experiential activities for Lassonde (and other York students) to develop business skills and understand what it takes to launch a technology start-up enterprise and play entrepreneurial roles in large organizations. A new Entrepreneurial Internship is also in development with LaunchYU to create equal access to entrepreneurial educational opportunities for STEM and non-STEM students.

### **Global Strategy in Student Learning**

The Faculty of Liberal Arts and Professional Studies has recently launched Globally Networked Learning, which brings together researchers, instructors and students to imagine and experiment with the idea of global thinking as a critical skill to acquire for globally networked working environments. It is an approach to research, learning and teaching that enables students, faculty and non-academic researchers from around the world to participate in and collaborate on knowledge-making processes and research projects.

The Faculty of Health has launched a comprehensive Global Health program, including new degree programs, research activities and international partnerships. The goal is to collaboratively advance research and prepare the next generation of health leaders with the knowledge and skills needed to improve health worldwide. Students are provided with hands-on work experience in a fourth-year practicum in partnership with academic institutions and non-governmental organizations (NGOs) in Canada or overseas.

The Faculty of Environmental Studies has started a semester abroad for all York students at York’s Las Nubes EcoCampus in Costa Rica, enabling a concentrated interdisciplinary international experience focused on community engagement.

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<sup>2</sup> *The Ministry supports the growth in York’s applied health program areas although reminds York that this support should not be construed as an endorsement of the university’s future plans for a School of Medicine. The Ministries of Health and Long-Term Care and Advanced Education and Skills Development are not projecting a need for further expansion of medical education in Ontario over the short and medium term.*

## Technology Enhanced Learning (TEL)

Over the period of SMA1, York undertook an exercise to assign rubrics to courses to facilitate tracking online and blended courses/programs. More recently, we have created BOLD (Blended and Online Development), a single point of service for faculty members to provide training and support for the development of blended and fully online courses combining educational development and instructional design support. Taking advantage of external funds from eCampus Ontario as well as York’s **Academic Innovation Fund (AIF)**, York experienced a 249 per cent growth in blended courses and a 17 per cent increase in fully online courses over the SMA1 period. By the end of 2020, all faculties at York will have developed a TEL strategy to enhance the systematic approach to expand TEL, taking into consideration student mobility and flexibility.

The AIF provides seed grants to faculty, staff, and students to support a wide range of projects promoting new pedagogies and approaches to learning. York University has allocated over \$9.2 million since 2011/12 to support these projects. Our faculty and students are supported by the work of our Teaching Commons, the YU Experience Hub, Learning Technology Services, and the Office of the Associate Vice-President International and Learning Commons. **Student Learning Outcomes**

Virtually all undergraduate programs have articulated student learning outcomes (SLOs) and, as programs come under review, further emphasis is placed on refining these documents to provide clarity through curricular mapping and aligning assessment outcomes. Program reviews have also played a key role in ensuring that graduate programs articulate learning outcomes. A recent initiative of the Faculty of Graduate Studies requires submission of documents with proposals for program modifications. More generally, workshops and templates continue to evolve in support of the articulation of SLOs, curriculum mapping and assessment tools.

## Metrics and Targets

System-Wide Metrics	2019-20 Target
Composite score on National Survey of Student Engagement (NSSE) questions related to students’ perceived gains in higher order learning outcomes	NSSE Q17; 1st -year baseline = 2.54; 4 <sup>th</sup> -year baseline = 2.74; target to increase moderately over next three years
Proportion of programs with explicit curriculum maps and articulation of learning outcomes	Learning outcomes Baseline = 96% of Undergraduate programs; 86% of Graduate programs; Learning Outcomes Target =100% for Undergraduate programs; 100% for Graduate programs

	<p>by end of SMA2. Curriculum Map baseline = 83% for Undergraduate programs; 62% for Graduate programs. Curriculum Map Target = 100% for Undergraduate programs; 90% for Graduate programs by the end of SMA2.</p> <p>Continually improving quality of maps for Undergraduate and Graduate programs over three years.</p>
Graduation rate (from the Consortium for Student Retention Data Exchange)	4-year baseline = 33.8%; 5-year baseline = 57.7%; target to increase moderately over next three years.

<b>Institutional Metrics</b>	<b>2019-20 Target</b>
Composite number of students participating in an experiential learning experience. In SMA2, depending on capacity to reliably track, the metric may be restricted to placements, internships, and co-op with a goal to strengthen tracking of all experiential learning activities before SMA3.	Sum of number of students enrolled in placements, internships and co-ops (baseline: 4,090 with an aim to increase 1-3% over SMA2 period)
Composite number of students in blended courses and fully online courses	Sum of number of students enrolled in blended courses and fully online courses (baseline: 20,780 with goal to increase 1-3% over SMA2 period)
Proportion of tenure/tenure track faculty who attend professional development activities related to teaching and learning (e.g., Teaching Commons workshops/ programs; Teaching in Focus; Moodle Moot; faculty-based events within faculties, etc.)	Number of full-time faculty engaged (baseline: estimated 220 individuals; aim to moderately increase over three years)

## 3.0 Access and Equity

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*This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.*

*Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who do not meet admission requirements.*

### **Institutional Approach to Improving Access and Equity**

As a large, comprehensive university located in the centre of the Greater Toronto Area, York University was founded upon and remains committed to access and equity. York's Mission Statement acknowledges the university's place in a dynamic and multi-cultural metropolitan region and affirms York's commitment to accessible education and social justice. What differentiates York is our leadership in increasing access on the part of diverse student groups to a high quality, research intensive university. It is our belief that a university plays an essential role in advancing the public good, and that creativity, imagination, and critical thought are vital to that endeavour.

Over time, York's approach to access and equity has both enriched our university classrooms and resulted in a student body that includes a higher number of students from low income households (based upon Ontario Student Assistance Program [OSAP] eligibility), working 20 or more hours per week, coming from households where English is not the first language or who are the first in their families to attend university.

#### *Distinct features reflecting York's approach*

Since York opened its doors, it has been at the forefront of access, responding to an increasingly diverse student body - economically, linguistically, religiously, and culturally. York has played a key role in providing access to Ontario's increasingly diverse Francophone community, as new immigrants from French-speaking countries establish themselves in the GTA. York has a Special Admissions Policy that provides support and accommodation for students with physical, sensory, medical, learning, or mental health disabilities who wish to pursue higher education. York offers related events, such as the annual Career Success Symposium for Students with Disabilities.

As one of Canada's leading engaged universities, our institutional approach to addressing issues related to access and equity is a key component of community engagement. The University maintains and builds partnerships with a wide range of community organizations, networks and institutions to support programs and initiatives that improve postsecondary educational outcomes for underrepresented students.



Over the period of SMA2, York will be guided by a new Access Strategy that seeks to align relevant policies, programs, and student supports to meet the needs of traditional students as well as mature, part-time and non-traditional students. The Strategy has four pillars:

1. Maintaining York's current leadership in traditional approaches, such as alternative entrance pathways for first generation students, low income students, and college transfer students, and enhancing efforts in the case of Indigenous students;
2. Identifying new opportunities to enhance programs, policies, and student supports based on a deeper understanding of the complexity and ongoing nature of diverse needs, including research on enhancing students' sense of belonging as they earn a first university credential and become qualified for graduate level studies;
3. Continuing to support and expand programs to meet the needs of French and bilingual programming in central and southwestern Ontario in accordance with York's 2016 partial designation by the French Language Services Act<sup>3</sup>.
4. Increasing programs offered through continuing studies and professional development units

## Examples of Institutional Initiatives

### Academic Programs

The design and delivery of academic programs to attract and serve students from underrepresented groups and non-traditional students play key roles in advancing access and equity. This includes flexible and targeted programs serving diverse needs, especially in a context where graduate programs and advanced degrees are increasingly in demand. For example:

- The Faculty of Liberal Arts and Professional Studies delivers undergraduate business degrees geared to working and part-time students.
- The Schulich School of Business, in partnership Pathways to Education and others, enables flexible delivery options to students from under-represented groups. Schulich also partners with Forté Foundation to attract more women to graduate business education.
- Osgoode has initiated a Flex Time Juris Doctor program, which makes provision for some courses in the evenings. Osgoode's Praxicum requirement provides opportunities for students to work on equity issues through 19 clinical and intensive programs in partnership with leading public and private organizations. Among programs focused on social justice areas of law, several are of keen interest to Osgoode students from underrepresented groups: Disability Rights in collaboration with ARCH clinic; Anti-Discrimination with the Ontario Human Rights Legal Support Centre; Feminist Legal Advocacy with the Barbara Schlifer

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• <sup>3</sup> The government has announced a proposal to create a new French-language university in central and southwestern Ontario

Commemorative Clinic; an intensive program in aboriginal lands, resources and government; and an intensive program in poverty law with Parkdale Community Legal Services.

- Since receiving partial designation under the French-Language Services Act, Glendon has established several programs that enhance access to French language programs: a dual degree Business program (in partnership with EM Lyon in France), a B.Sc. Biology, a B.Sc Psychology, a B.A. Communication, and an undergraduate Certificate in Law and Social Thinking.
- In partnership with the Toronto District School Board, the Faculty of Education has developed a Bachelor of Education (BEd) in Indigenous Teacher Education and offers a Masters of Education every other year to teachers with a focus on Urban Indigenous Education. An Indigenous PhD Initiative will admit its first cohort in 2018, with the purpose of recruiting and supporting Indigenous PhD students in the Graduate Program of Education.
- In partnership with Ontario colleges, the Faculty of Education offers a BEd in Technological Education that accepts applied degree and advanced diplomas as the basis of admission, providing pathways for students who otherwise might never have considered a university education. These graduates also fill an urgent need for technological educators in Ontario schools. The Lassonde School of Engineering has committed to a 50:50 initiative to support gender equity, in partnership with the Ontario Network of Women in Engineering.

### **Enhancing Access Pathways**

York will maintain and continue to strengthen entrance pathways, including current bridging programs that support transition to university-level study (such as Pre-U Women's, Humanities and Social Sciences Bridging Programs and the Transition Year Program, with successful students earning three or 18 university credits, respectively). The School of Continuing Studies will continue to expand NOW Plus, providing dedicated evening, online, and weekend degree options to part-time students. The Faculty of Education's Access Initiative admits capable students from underrepresented groups to a BEd who would not otherwise be competitive.

The Faculty of Liberal Arts and Professional Studies has been a pioneer in establishing pathways for college students. York is exploring laddered pathways allowing for greater flexibility between college and university programs signing articulation agreements in high demand areas designed to facilitate access to degree programs through to graduate school. The Faculty of Health has collaborated on an articulation agreement between college fitness and health programs and kinesiology degrees; and Glendon has worked with two French language colleges and with GTA colleges to enable transfers for francophone and francophile students wishing to ladder into degree programs.

### **Academic Policies**

York's landmark block credit transfer policy provides multiple pathways from college of applied arts and technology (CAAT) diplomas and certificates enhancing the total credit awarded. York is among the top destinations for CAAT transfers with over 8,000 students with some prior college credit. New articulation agreements for highly aligned programs augment the amount of credit awarded towards the major by

identifying relevant courses that can be counted towards specific degrees. The policy on Academic Bridging Programs has been revised to guide development and expectations of programs, and Faculty-level policy provides “committee review” for applicants who do not meet admission requirements but whose high school transcripts demonstrate high potential. York will embrace race-related data collection initiatives.

**Academic Supports**

York’s access strategy ensures a coordinated and comprehensive student success approach, including a pan-University Retention Strategy and First Year Experience initiative. We are in the process of establishing a Provostial Academic Success Network, an institutional body to learn from, coordinate and drive institutional research, academic research, and academic support programs. This knowledge will help us to further develop an understanding of the obstacles faced by underrepresented populations, provide advice on policy, develop programs and track success.

- We are currently preparing an Indigenous Framework.
- York has a comprehensive approach to financial supports for undergraduate students including bursaries, a special Student Life Award for B/B+ students, and enhanced scholarships for students with a GPA of 80 or more to be competitive with other Ontario universities.
- In 2016-2017, a new funding model was introduced for graduate students providing fellowships in combination with other financial supports allowing students to focus more on academics and timely completion of their degrees, and less on working to support themselves.

**Metrics and Targets**

<b>System-Wide Metrics</b>	<b>2019-20 Expected Value</b>
Number and proportion of the following groups at an institution:	Modest increase over baseline values.
Indigenous students	
First-generation students	
Students with disabilities	
Francophone students	
Share of OSAP recipients at an institution relative to its total number of eligible students	65-70%
Number of transfer applicants and registrations, as captured by the Ontario University Application Centre	Apps 10% of system; Registrations 5% of system

Institutional Metrics	2019-20 Target
Percentage of undergraduate students taking advantage of flexible program options (e.g., part-time study)	Increase over established baseline
Percentage of full-time undergraduate students from diverse backgrounds (e.g., Indigenous, first generation, students with disabilities, Francophone, mature students, students with first language other than English) graduating within 6 years	Improve over baseline
Of total students receiving OSAP, the percentage who qualify for funds equal to or above average tuition	Establish baseline and expect to maintain that level

## 4.0 Research Excellence and Impact

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*This section captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.*

### **Institutional Approach to Research Excellence and Impact**

Research excellence and impact are fundamental to the mandate of York University and embedded in the priorities of all our strategic and operational plans. As a large comprehensive and research intensive university, the scope of research at York is very broad. York is a leader in research leading to knowledge translation, and we are at the cutting edge of new forms of scholarship that mobilize knowledge directly into social and societal benefits for communities in Ontario and abroad. The global reach and international character of York's scholarship can be seen through the significant proportion of research disseminations that occur in languages other than English.

Research growth and development at York has been guided by the ambitious strategic research plan, *Building on Strength, 2013-2017*. The plan articulates York's strengths across six areas of research and identifies five areas of opportunity for focused research development that have been rigorously pursued. With a long-term focus on sustainability and social justice, research at York is pushing the boundaries of knowledge from health to engineering and from the social sciences to the creative, fine and performing arts. Key to research growth and

development at York is a commitment to transdisciplinarity and interdisciplinarity, challenging conventional learning and driving growth in York's areas of recognized and emerging global leadership.

A new Plan for the Intensification and Enhancement of Research (PIER, 2016) articulates a focused strategy to enhance research excellence and grow research intensity across the university. PIER lays out collegially developed strategies applied around the university to:

- Enhance the research engagement and qualifications of new faculty
- Increase the research support network around the university
- Invest in outstanding and promising research, researchers and students
- Promote York's external engagement in research leadership

## **Examples of Institutional Initiatives**

### **National and International Research Leadership**

A primary focus of research leadership at York is the support of national networks. This is an active strategy in which York is promoting the leadership growth and development of its faculty and the institution in support of national initiatives. This is evidenced by a number of York-led initiatives.

York leads Canada in large-scale multicenter community partnered social sciences and humanities funded research. In 2015-2016 York received funding for seven Social Sciences and Humanities Research Council (SSHRC) Partnership Grants, two Major Collaborative Research Initiatives and one Community University Research Alliance, the most in Canada and three more than the next Ontario university. This work is bringing direct benefits to over 140 academic and non-academic partners in this research from Ontario, across Canada and around the world.

The Canadian Observatory for Homelessness is a national research and policy initiative led by York University that includes 29 partner organizations and is supported by SSHRC. The project aims to evaluate current policy directions and programmatic approaches to preventing and reducing homelessness, address key policy questions, and support the development and implementation of effective and sustainable solutions to homelessness in communities across Canada. The goal is to mobilize research on homelessness so it has a greater impact on policy and practice, leading to more effective solutions to homelessness.

York is the lead Canadian university for Origins, Spectral Interpretation, Resource Identification, Security Regolith Explorer (OSIRIS-REx), the first-ever sampling mission by the National Aeronautics and Space Administration (NASA) to the distant asteroid Bennu. York is the Canadian lead for Canada's contribution of instrumentation to the missions being developed together with the University of Toronto, the University of

British Columbia, University of Calgary and University of Winnipeg, as well as major Ontario-based aerospace companies MacDonal, Dettwiler & Associates and Optech.

York leads Research Impact Canada, a national, pan-Canadian network of 12 universities investing in knowledge mobilization to maximize the effects of research. Research Impact Canada is a growing network of universities that have identified knowledge mobilization as an institutional priority and are collaborating to build capacity to help make research useful to Canadians.

In support of global and population health research, York is host to the Canadian Institutes of Health Research's Institute of Population and Public Health.

### **Large Scale Collaborative Research Program Development**

A major strategic emphasis for research at York is the development of large scale interdisciplinary collaborative initiatives that build the international research profile of York as a leading research institution and provide for the translational of this research to the benefit of Ontario. Evidence of this includes a number of York-led initiatives.

York University was awarded a \$120 million Canada First Research Excellence Fund (CFREF) for Vision Science to Application (VISTA) involving a collaboration with over 50 academic, not-for-profit and commercial partners in globally leading research that builds on York's interdisciplinary expertise in biological and computer vision. VISTA highlights the advantages of York's unique interdisciplinary approach to complex and challenging problems. As one of only six CFREF programs in Ontario, VISTA brings together researchers across five York Faculties (Health, Engineering, Arts, Media Performance and Design, Science and Liberal Arts and Professional Studies) to secure Canada's global leadership in the understanding and application of computational and biological vision and produce technologies that will help people live healthier, safer and more productive lives.

York's Advanced Disaster Emergency and Rapid Response Simulations (ADERSIM) an interdisciplinary initiative with researchers from Liberal Arts and Professional Studies, Engineering and Science. Supported through NSERC, the Ontario Research Fund, and IBM, ADERSIM leads a rapidly growing national network of emergency and disaster management research and graduate training. ADERSIM research is impacting municipal partners from around Canada and an increasing number of commercial partners including Air Canada and the Great Toronto Airports Authority. A \$4 million emergency and disaster management simulation facility will be opened at York in 2018 in support of this research.

Seeded in 2016 through a \$20 million initial donation the Dahdaleh Global Health Research Institute (DGHRI) is bring together researchers from across four Faculties. Unlike other global health initiatives which focus on infectious disease and bio-medical solutions, the DGHRI is bringing a new approach to global health research, focused social engagement, social justice, and global health governance that builds on York's strengths and which will promote global health as an engaged partnership between the developing and developed world

York also provides collaborative research leadership in more highly focused areas of study. Thus York's Centre for Refugee Studies (CRS) is an international leader working collaboratively across sectors in developing solutions to some of the most challenging problems associated with the forced migration of peoples and with settlement of new immigrants in Ontario and across Canada. Additionally, the Motion Media Studio @ CineSpace is a leading dynamic industry/university partnership between The School of the Arts, Media, Performance and Design at York and CineSpace Film Studios in Toronto, launched in 2016. This research partnership has created a new 10,000-square-foot motion media studio, designed to support high-end, full-scale education and cross-platform production training for Toronto's film and digital media industry. Similarly, York's new Brookfield Centre in Real Estate and Infrastructure is building a leadership role for the Schulich School of business at the intersection of real estate and infrastructure. At Brookfield, research will bridge theory and practice and contribute to the creation of environmentally vibrant, liveable and economically robust urban centres.

### **Building Research Engagement and Profile**

Committed to being recognized as Ontario's leading accessible research intensive university, York is investing in building the research engagement and profile of our Faculty. To broadly enhance research intensification and engagement across the university, York initiated a research-release program in 2016 for active research-engaged faculty in areas of the university with traditionally higher classroom loads.

In 2014, York initiated a York Research Chairs Program to provide Canada Research Chair (CRC)-level supports to York's leading researchers. As of July 2017, 24 YRCs have been awarded and, with a commitment to at least 12 additional YRCs over the course of SMA2, the percentage of performance-based research chairs at York will equal or exceed that of almost all other Ontario universities. As an added benefit of the YRC program, all CRCs at York are now invested to further enhance research excellence through the recruitment of new faculty to York from around the world. Since 2015, 24 established and emerging research leaders have been recruited to York from internationally leading institutions through the CRC program. With a strong emphasis on the development of new endowed and term-funded research chairs in York's current \$350 million fundraising campaign, York's capacity for research excellence and impact will be further enhanced.

### **Investing in research infrastructure**

As York's research is growing, so too are York's investments in research infrastructure and support. York has one of the most ambitious research-oriented capital construction programs in the province. Recent projects include: the \$90 million Life Sciences Building (2012); the \$50 million Osgoode Hall Law School expansion (2011-12); the \$103 million Bergeron Centre for Engineering Excellence (2015-16); Las Nubes EcoCampus in Costa Rica (2016). Current projects include: the \$50 million refresh of existing science facilities under the Strategic Infrastructure Fund; the \$45 million research-oriented expansion of the Schulich School of Business; the \$30 million expansion of vision research infrastructure. Near-term future projects include a \$120 million Engineering and Science building to support the expansion of chemical and bioengineering research: and applied health sciences

research and training center to bridge experiential and lifelong health professional training with high impact applied health sciences research that is in the planning stage.

## Metrics and Targets

<b>System-Wide Metrics</b>	<b>2019-20 Target</b>
Tri-council funding (total and share by council)	Tri-Council total: 8% increase, with 3.5-3.7% share over 3 years (SSHRC: retain #2 rank in Ontario with 12-13% share; NSERC: 10% growth over 3 years, rank #9 in Ontario with 4% share; CIHR: retain #8 rank in Ontario with 1.3% share)
Number of papers (total and per full-time faculty)	9-10% growth over 3 years for total number of papers and per faculty
Number of citations (total and per paper)	Maintain rank: 7th for impact, 8th for number of citations.

<b>Institutional Metrics</b>	<b>2019-20 Target</b>
Percentage of York's collaborative publications that include an international co-author	5 year rolling average of >50%
Number of graduate students/number of full-time PhD students/number of eligible Masters and PhD students	Increase over baseline (currently 5th in system)
Recognition of research in print and electronic media	Increase measure by 10% over 3 years



# 5.0 Innovation, Economic Development and Community Engagement

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*This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.*

## **Institutional Approach to Innovation, Economic Development and Community Engagement**

York University is deeply committed to fostering innovative approaches, technologies and perspectives to solve problems and promote global economic and social well-being. It is conducting research and teaching students in a manner that aligns with this commitment, with the goal of embedding impact in every aspect of university activity.

Through the University Academic Plan, York has engaged in a number of institutional initiatives to promote student engagement in experiential learning and the translation of knowledge into productive uses for society. York is one of the first universities in Canada to initiate a task force on community engagement and establish a vision for York as a community-engaged university. York's commitment to community engagement is further seen through the Anchor Institution and Community Benefits Framework, which emphasizes the importance of York's role as an anchor institution, deeply embedding itself in the community and leveraging its resources for long-term benefits, such as building community capacity, community wealth and localized economic opportunities.

York has undertaken the creation of a five-year, campus-wide strategic plan for innovation and entrepreneurship. In a continuing effort to bridge research application and student engagement, through Innovation York the Office of the Associate Vice-President, Teaching and Learning and the Office of the Vice President Research and Innovation have come together to develop pathways for innovation and entrepreneurship that build on and leverage existing curricular and co-curricular activities. At a program level, York is focused on fostering innovation, economic development, and community engagement through four pillars:

- Experiential learning and training
- Research and commercialization
- Innovation and entrepreneurship
- Outreach and partnership

### **Experiential learning and training**

Fostering student skills development through curricular and co-curricular activities is essential to foster innovative and confident students who are sought by external organizations and/or have the ability to create their own job opportunities. Of paramount importance are experiential learning and training programs that relate to innovation and entrepreneurship and provide connections to future employers.

Co-curricular activities that enable students to connect with and learn from professional experts are abundant across campus. Examples include the RevUP entrepreneurial workshop series hosted by Innovation York's Launch YU program, Glendon's Entrepreneurship et Innovation à l'International workshop series, the Faculty of Science's Business in Science workshop series and Schulich's fireside chats and case competitions. All of these programs provide students with meaningful learning and networking opportunities that enhance their job readiness and their ability to contribute to the economy. To ensure that York students have the maximum opportunity to connect with the community and future employers, York has a number of units within central administration and the Faculties that facilitate these connections. The YU Experience Hub, launched in 2015, streamlines the administration of and access to external experiential learning opportunities for students across the University and the Faculty career centres within Schulich School of Business, Lassonde School of Engineering, and Glendon College that specialize in creating local and international partnerships in specific areas of study for specialized experiential learning opportunities.

### **Research and commercialization**

York has truly excelled over the past few years, leading a number of large-scale, multi-million dollar industrial and community collaborations and expanding the application of knowledge on topics ranging from vision to personalized healthcare and homelessness. These collaborations support a large number of experiential research opportunities for students, provide job opportunities for trainees and new graduates, expand the commercialization expertise available at York and commercialize outputs from the university. For example, the CFREF VISTA program that is focused on the convergences of biological and computational research includes dedicated commercialization, prototyping and international partnership resources.

Ensuring research outcomes are disseminated and commercialized to maximum effect occurs through the work of Innovation York, a central office under the Vice-President Research and Innovation, providing campus-wide services for agreements, industry liaison, knowledge mobilization, commercialization, and entrepreneurship.

## **Innovation and entrepreneurship**

Over the past three years, York has developed a solid foundation of innovation and entrepreneurship programming through programs like Innovation York's LaunchYU program, the Faculty of Health's Agents of Change, Lassonde's Bergeron Entrepreneurs in Science & Technology, and Osgoode's IP Osgoode and Osgoode Venture Clinic, which together have enabled 1,835 entrepreneurs to access quality support services and education over the course of SMA1. The goal of York's programming is to ensure that the translation of intellectual and creative assets developed by both the internal and external community is supported, the student experience is enhanced, and that York is creating ventures (for-profit, non-profit, and social enterprise) that will attract investment and create jobs in Ontario.

Over the course of the next three years, York will increase the number of students and community-based entrepreneurs supported by an average of 35 per cent year over year and enhance programming to address the needs of specialized areas of study (e.g., translation of programming to French and adaption of programming for arts and media students).

## **Outreach and partnership**

York University has hundreds of partnerships worldwide. While our perspective is necessarily global as a comprehensive, research intensive university, successful community engagement also requires local outreach. As plans are underway to build and open a new campus in Markham, and the Keele and Glendon campuses continue to grow, York University is committed to recognizing and respecting the mutual support and reciprocity that exists between our campuses and surrounding communities. We see ourselves contributing to local neighbourhoods (as well as international interests) and working collaboratively with strategic partners to promote and advance sustainability in its broadest sense. Recognizing York in an anchor role requires an institutional outlook that extends beyond solely serving ourselves, but one that requires the institution also hold the interests of the surrounding communities as our own. Over the next 10 years, York's Anchor Institution Framework will focus on activities in the areas of employment, community engagement, neighbourhood building through infrastructure, and social procurement.

## **Examples of Institutional Initiatives**

### **Experiential learning and training**

Engaging Youth and Public in Science targets 8,000 individuals annually, specifically youth in scientific learning and programming. Under the banner of Science Engagement Programs, the Faculty of Science has four key programs that are designed to inspire youth and discover exciting topics in STEM through an inquiry-based learning approach: the March Break Camp, the Science Exploration Day Camp, Helix Summer Science Institute and Science Saturdays. Last year alone, these programs served over 2,000 youth. The number of youth has

increased by almost 50 per cent over the period of SMA1. In addition, York partners with public libraries in the surrounding areas and other organizations (such as the Gairdner Foundation) to produce popular lectures by leading experts on current scientific topics to community members throughout the Greater Toronto and Hamilton Area. York also hosts the York Region Science and Technology Fair annually in partnership with the York Region and York Region Catholic School Boards.

Advanced Credit Experience Program in the Faculty of Education program provides opportunities for local high school students from the Jane/Finch community to experience life at York. Since 2004, over 400 students have benefited from the unique transition program that was developed to increase access to postsecondary education for senior high school students.

Law in Action Within Schools (LAWS) is a collaboration with Osgoode Hall Law School to provide thousands of high school students exposure and access to law-related programming. The program gives priority to students who live in low-income neighbourhoods, face difficult personal circumstances and/or systemic barriers and are the first in their families to consider postsecondary education. Since the program's inception, more than 100 Osgoode students have acted as workshop facilitators, providing positive and engaging exposure to legal issues, the justice system and the legal profession. In 2017, the first LAWS graduate was admitted to Osgoode's JD program.

### **Research and commercialization**

Innovation York provides support services across the university and the surrounding community for agreements, industry liaison, knowledge mobilization, commercialization and entrepreneurship. Innovation York also coordinates Faculty-based innovation and entrepreneurship activities. The goal is to maximize the social and economic impacts of research and innovation at York and in the surrounding community. The value in these services is the integrated nature through which they are delivered. A good example is the service that was provided to startup company Studio1Labs. This company, now residing in the IBM Innovation Space, has developed a functional bed sheet made of wireless fabric sensor technology to monitor patient health. A connection was made between York and Studio 1 Labs during one of Innovation York's industry-academic collaboration events; ongoing support is now given to this company through LaunchYU's IgniteUP and AccelerateUP programs and through the Industry Liaison unit, which has facilitated three formal research collaborations at York.

The Health Ecosphere Innovation Pipeline is a \$35 million multi-partner collaboration led by York's Faculty of Health and Southlake Regional Health Centre along with University Health Network. The 35 partners, 21 of which are industry, work together to develop personalized healthcare technologies and novel enterprise solutions for customized health management and care. The project is funded by the Government of Canada through the Federal Economic Development Agency for Southern Ontario (FedDev Ontario). Its mandate is to strengthen the region's economic capacity for innovation, entrepreneurship and collaboration and promote a strong, diversified economy in southern Ontario. To date, 28 projects have received \$5.4 million in funding. Some of the technologies developed by the partnership include healthcare apps, medical devices and big data platforms. These are designed to provide integrated care system-wide, help patients with chronic disease modify behaviours, leverage big data to commercialize health solutions and improve outcomes for patients, all while lowering costs.

## **Innovation and entrepreneurship**

LaunchYU currently supports more than 1,750 entrepreneurs in a program open to students, faculty, staff and community members. The goal of the program is to support high-impact for-profit and non-profit ventures. LaunchYU is comprised of three key programs: IgniteUP supports entrepreneurs by offering one-on-one mentorship services; RevUP helps aspiring entrepreneurs take their ideas from concept to realization through a workshop series conducted by industry experts; and AccelerateUP is a four-month program designed to support entrepreneurs as they build, launch and scale their ventures. In addition to entrepreneurial programming, Innovation York is also home to the collaborative accelerator spaces IBM-MCC and the LaunchYU BEST Hub, and is also working with other university units, such as Lassonde School of Engineering's Bergeron Entrepreneurs in Science and Technology (BEST). Focused on the development of entrepreneurial curriculum and supporting technology entrepreneurs in the BEST Lab accelerator, LaunchYU and BEST collaborate on the delivery and promotion of programming and co-host events.

Y-Space in Markham is a centre opened in Spring 2017, located in proximity to York's Markham Centre campus. It serves as a catalyst to develop and foster collaborative partnerships between York and businesses, social services, secondary and elementary schools within York Region. As an example of the connectivity the centre will support, the first planned activity is the collaboration between Innovation York and the York Region District School Board in the development and delivery of a for-credit summer learning pilot innovation course for Grade 12 students.

The IP Osgoode Innovation Clinic is a needs-based innovation-to-market legal clinic operating in collaboration with Innovation York and Norton Rose Fulbright Canada LLP. The clinic is staffed by student volunteers from Osgoode Hall Law School who are supervised by lawyers from Norton Rose Fulbright Canada LLP. In 2017, the Innovation Clinic received a \$100,000 grant from the Centre for International Governance Innovation (CIGI), an independent non-partisan think tank based in Waterloo, Ontario. In addition to attracting external clients ranging from Ontario Centres of Excellence (OCE), to ventureLAB and OCAD University, the Innovation Clinic also provides commercialization assistance for York's faculty, students, and staff through a partnership with Innovation York and the Division of the Vice-President, Research and Innovation.

The Osgoode Venture Capital Clinical Project (OVC) provides legal services to early stage entrepreneurial ventures in the financing and equity structuring stages of growth. Osgoode students work under the supervision of lawyers from Wildeboer Dellelce LLP advising on legal tasks such as corporate structuring/restructuring, drafting agreements, incorporation and regulatory compliance, developing financing strategies, and various other tasks associated with early-stage business ventures. Where the legal issues do not involve finance and structure but a range of other legal, regulatory, and contractual hurdles to starting a new business, Osgoode offers the Osgoode Business Clinic (OBC), where Osgoode students work under the supervision of lawyers at Stikeman Elliott LLP with individuals who are starting up or operating their own small businesses and who would otherwise be unable to afford legal services. The clients are referred to the OBC by a local community agency with a focus on new Canadian entrepreneurs in proximity to York University.

## **Outreach and partnerships**

Through communityBUILD, York University works with Seneca College, ventureLAB, United Way Toronto and York Region to support social entrepreneurs addressing social issues in the York Region. This collaboration supports a community of mission - driven entrepreneurs, including students from high school to college to university focused on addressing major social issues, whether on a local or global scale. communityBUILD recently held a Blueprint for Affordable Housing that developed approaches to affordable housing by partnering with the Ontario Ministry of Housing, Regional Municipality of York and the GTA Housing Action Lab.

Summer Student Program of the Harriet Tubman Institute for Research on Africa and its Diasporas brings high school students to York for an introduction to the contributions of African peoples and cultures to the historical development of the Americas and their influence on new generations of youth.

The Borderless Higher Education for Refugees (BHER) is a development partnership of York, and Kenyatta and Moi universities in Kenya, the UN High Commissioner for Refugees (UNHCR), University of British Columbia and Windle Trust Kenya. Supported by the Canadian International Development Agency (CIDA), the goal of the project is to deliver post - secondary education to refugees in order to improve the quality of teaching and education for children in the camps. The students from Dadaab - a sprawling group of camps with 350,000 refugees - are taught by members of York’s Faculty of Education, who travel to the camps to teach courses in person and also offer courses online. Sixty students have graduated to date, completing 30 university credits, similar to BEd students at York.

**Metrics and Targets**

<b>System-Wide Metrics</b>	<b>2019-20 Target</b>
Graduate employment rates	Improve over baseline; currently 82.9% (6 months after) and 91.3% (2 years after)
Number of graduates employed full time in a related job	Modest improvement over baseline; currently 83.6%

<b>Institutional Metrics</b>	<b>2019-20 Target</b>
Entrepreneurs engaged	Increase (35% growth rate) over baseline (1835)
Startup companies supported	Increase (40% growth rate) over baseline (85)
Community-based research initiatives	Increase (20% growth rate) over baseline (59)

# 6.0 Enrolment Strategy and Program Direction

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## Enrolment Plan and Corridor Midpoints

This section also establishes the agreed-upon corridor midpoint that will form the basis of enrolment-related funding over the course of the SMA period.

### Corridor Midpoint

For funding purposes **83,600.36** Weighted Grant Units (WGU) will be the corridor midpoint value for York University. This value was determined using the institution’s actual enrolment (expressed as WGUs) from the 2016-17 academic year. York University will receive funding consistent with this level of enrolment and subject to the policies contained within the *Ontario University Funding Model Technical Manual*, May 2017, Version 1.0

### Projected Funding-Eligible Undergraduate Enrolments

Below is the institutions projected enrolment of funding-eligible undergraduate enrolments for York University

	Projected 2017-18	Projected 2018-19	Projected 2019-20
<b>Undergraduate Full-time Headcounts</b>	33,927	34,676	35,112

Note – for this table, Full-time Headcount should be reported for Fall term only.

### Graduate Allocation – SMA 2017-2020

Below are the allocation of funding eligible graduate spaces for York University

	Target 2017-18	Target 2018-19	Target 2019-20
<b>Masters</b>	2,407	2,456	2,515
<b>PhD</b>	1,102	1,135	1,164
<b>Total</b>	3,509	3,591	3,676

Note – allocation shown in FTEs

## Projected International Enrolment

	Projected 2017-18	Projected 2018-19	Projected 2019-20
<b>Undergraduate</b> Full-time Headcounts	5,115	5,874	6,751
<b>Masters</b> Full-time Headcounts	485	499	523
<b>Doctoral</b> Full-time Headcounts	211	223	235
<b>Total Enrolment</b> Full-time Headcounts	5,811	6,596	7,509

*Note: International enrolments include all funding ineligible international students.*

## International Enrolment Strategy and Collaboration

York's global engagement strategy is informed by Canada's global markets action plan and the six key markets identified within, as well as the Canadian brand of education. York's strategy also embodies the four thematic areas in Ontario's international student strategy: student experience, creating skilled and talented workers, driving economic growth, and strengthening the post-secondary education system. This strategy is reflected in our key planning documents, including the White Paper, University Academic Plan, *Building on Strength 2013-2017*, and Strategic Enrolment Management (SEM). Of particular note are the University Academic Plan's related priorities: "enhance quality in teaching and student learning," and "enhanced community engagement." Specific outcomes include:

- Increasing student mobility, including committing to flexible course scheduling and improved credit transfer; promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences; and, facilitating faculty member exchanges.
- Building strategic academic partnerships; and increasing the proportion of international students to 15-20% (with a longer term target of 20-25%).
- Developing a Global Engagement Strategy (consultations underway) that sets out the key pillars of York's internationalization: Recruit students and highly qualified faculty; student and faculty mobility; academic initiatives to internationalize the curriculum; outreach and collaboration with global partners; and, develop strong and active networks of global alumni.

### International Enrolment Plan

York's international student population comprises 12% of the total student enrolment, with representation from 179 countries. The enrolment projections reflect York's goal of increasing international student enrolment to 20% of our student population during SMA2. Our plan is in alignment with Canada's international education



strategy and aimed at diversifying the international student base and increasing participation from currently underrepresented countries (for example, from French-speaking countries in Africa). The international growth is also allowed with program areas of strength and growth.

### **Curricular and experiential education opportunities**

York is committed to providing opportunities for all students to develop global competence through curricular and co-curricular activities. Student participation in education abroad is increasing; we expect a 20% increase in participation in academic exchanges in 2017-18 over 2016-17. A few examples of existing student exchange and curricular opportunities are listed below:

- York's participation in the Canadian Bureau for International Education's Learning Beyond Borders initiative. The University has 298 agreements in 50 countries providing study abroad opportunities. Financial support for studying abroad is provided through the York International Mobility Award and Faculties offer additional funding as well as providing student support to participate in the Global Internship program.
- York's international campuses in Hyderabad and Costa Rica and global education centres in Beijing and Shanghai, China.
- Field courses with global university partner e.g. exploring the geopoetics of selected Hispanic literary texts or artworks with a host university.
- Bilingual dual credential opportunity with Glendon and EM Lyon, a French business school, whereby students earn an Honours iBA in International Studies from Glendon and a BBA from EM Lyon.
- York's Internationally Educated Professionals (IEP) program provides immigrants with the skills, knowledge, confidence, and understanding of Canadian business culture needed to bridge the gap between the professional experience they obtained in their respective countries and the attainment of successful employment in Canada.

### **Student support**

York is committed to the success of its international students. In addition to the university-wide supports and services available to all students, York provides academic and non-academic supports specifically for international students to meet their unique needs. These include:

- Aiding in language preparation;
- Connecting students to each other and to mentors;
- Supporting student VISA requirements for students who require additional time to qualify for and complete degree requirements;
- Offering customized onboarding programs; and,
- Providing financial assistance.

Many of these services begin even before the students arrive on campus, including the pre-arrival online transition program “Global Connections,” which was developed by the York International Office to connect students with the University and the international student community and was presented at the 2016 CBIE conference.

### **Risk management**

The University continues to manage its international risk by:

- Establishing partnership agreements with foreign universities that share similar values;
- Implementing a recruitment strategy aligned with York’s UAP and internationalization strategy, as well as Canada’s international strategy, that aims to diversify our international applicant pool
- Ensuring the integrity of foreign credentials as part of our admission processes;
- Offering pre-departure training for all students going abroad on institutional exchanges and short-term programs or courses; and,
- Maintaining an effective emergency protocol that allows the University to engage with York students studying abroad.

## **Strategic Areas of Program Strength and Expansion**

### **Program Areas of Strength**

1. Arts, Media, Performance and Design
2. Bilingual Programs
3. Business
4. Education, Human Services and Community Development
5. Environmental Studies
6. Healthy Individuals and Communities
7. Humanities
8. Law
9. Sciences
10. Social Sciences

The proposed areas of program strength are intended to inform program approval processes.

### **Program Areas of Expansion**

1. Engineering and Science
2. Bilingual Programs
3. Arts, Digital Media, Performance and Design
4. Business/Management/Administration
5. Health Individual and Communities

## Financial Sustainability

*The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:*

*It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.*

*The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.*

<b>System-wide Metrics</b>	<b>2015-16 Actuals</b>
• Net Income / (Loss) Ratio	2.24%
• Net Operating Revenues Ratio	4.07%
• Primary Reserve Ratio	105 days
• Interest Burden Ratio	2.41%
• Viability Ratio	0.73

# 7.0 Institutional Collaborations and Partnerships

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An overarching theme of the University Academic Plan is engagement and outreach. Engagement is also a central theme of our White Paper. As Canada's engaged university, York is committed to extending its network of global and local community partners and developing collaborations that will enrich the university's academic programming, enhance experiential education opportunities for students on campus and abroad, and enhance knowledge mobilization, scholarship and research collaboration.

York's engagement is reflected in many of the university's programs, activities and initiatives - research, teaching, learning and co-curricular, global and local. It translates into strong collaborations and partnerships that strengthen York's presence and impact in local and global communities. York's approach to partnership building is guided by its commitment to excellence, inclusivity and diversity, social justice and sustainability. Building on achievements elaborated in SMA1, York continues to deepen its community engagement by solidifying current partnerships and/or establishing new strategic partnerships aligned with the university's priorities of advancing scholarship, research and creative activities, and enhancing the quality of student academic and co-curricular experience.

York is committed to collaborating with municipal, provincial and federal governments to support scholarship and innovation needs of regions, province and country where there is alignment with institutional areas of strength (and areas of growing strength) through meaningful sustainable long-term initiatives.

## **Global partnerships**

In a context of internationalization of higher education, York is committed to educating globally competent students who will engage with the world and thrive as leaders in a globalized society.

York's collaborative agreements with universities abroad provide students access to a wide range of opportunities to study, work and/or research abroad that meets the 21st century students' needs and aspirations.

York's has 333 partner universities in almost 50 countries in Europe, Latin America, Africa and Asia - Pacific. They attract students who wish to study on exchange for one or two semesters or participate in a summer cultural, language or research program. Every year 350 + students participate in academic exchanges. Moreover, York students have the option of taking York faculty-led courses at a partner university (Summer 2016: 166 students participated) or studying on an LOP at an institution abroad (partner or not): almost 200 students choose this option every year (60 per cent of students go abroad in the summer).

York's has 333 partner universities in almost 50 countries in Europe, Latin America, Africa and Asia - Pacific. A number of these partner universities are currently ranked in the Top 100 by Times Higher Education and these include: Fudan University, National University of Singapore, Hong Kong University of Science and Technology,

Tsinghua University and Erasmus University. These partnerships allow our students who wish to study on exchange for one or two semesters or participate in a summer cultural, language or research program. Every year 350 + students participate in academic exchanges. Moreover, York students have the option of taking York faculty - led courses at a partner university (Summer 2016: 166 students participated) or studying on an LOP at an institution abroad (partner or not): almost 200 students choose this option every year (60 per cent of students go abroad in the summer).

Faculties have also developed local initiatives. Schulich has partnered with prestigious business schools abroad (i.e., International University of Japan; IPADE Business School, Universidad Panamericana, Mexico; Universitat Mannheim) to enhance the mobility of Masters of Business Administration (MBA) students. Glendon has partnered with the prestigious EM Lyon Business School (France) to offer a dual degree program, IBA Glendon – BBA EM Lyon, which is built upon Glendon’s international orientation and bilingual capacity and responds to the need for bilingual business education in the central and southwest regions of Ontario.

York has a broad network of global partners, expanding its academic reach in important educational markets. The Schulich MBA-India offered at the Hyderabad campus is a twinning arrangement between the Schulich School of Business, York University and GMR School of Business, an educational initiative of GMR Varalakshmi Foundation of the GMR Group. As a complement to the MBA twinning program, Schulich has concluded the program design for a stand-alone EMBA program to be offered in Hyderabad, beginning in 2018.

## 8.0 Ministry/Government Commitments

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- The SMA2 process has focused on implementing the first stages of the new funding model and demonstrating the ongoing commitment by all colleges and universities to student success. Future growth will only be funded through negotiated changes to an institution's funded enrolment corridor. Through the SMA2 cycle, the ministry will continue to work closely with institutions to ensure all dimensions of the funding model are implemented.
- In a memo to colleges and universities dated March 7, 2017, the ministry committed to using the SMA2 (2017-20) process as a transitional phase to commence the collaborative and joint development of performance metrics and targets, tied to funding, for SMA3 (2020-23). The ministry reiterates this commitment and reaffirms that metrics and targets included in SMA2 are not tied to funding at this time and are a beginning point for further discussions with the sector prior to their application in SMA3. Colleges and universities will have the opportunity to reset and realign metrics prior to the application of metrics in SMA3. The ministry will also engage other stakeholders as part of discussions on a broad metrics strategy.
  - The ministry commits to establishing a joint working group with each of the sectors and to begin detailed discussions in fall 2017 on metrics/targets and to seek input on the performance measurement methodology for SMA3.
- Colleges, universities and the ministry all benefit from processes that are transparent and non-duplicative. The ministry commits to work with colleges and universities to continue to streamline processes and seek opportunities to further reduce red tape (in part through increased access to other tools) , including reducing or eliminating duplicated reporting requirements.
- Through SMA2 discussions, the ministry has heard concerns about the challenges of delivering breadth in programming for Francophone and Francophile students, including the cost and funding of such delivery. Starting in fall 2017, the ministry commits to consulting institutions who have a formal mandate for bilingual and/or French-language delivery to review the delivery of French-Language programming and consider these concerns.
- In 2016, an extension of the existing tuition policy framework was announced to support a major reform in OSAP. The ministry will engage with both the college and university sectors around the next tuition policy framework, including examining the issue of tuition anomalies in certain professional programs as a result of past changes to tuition policy, and, for colleges, examining tuition levels relative to competitive college tuition frameworks in Canada.
- In recent years and during the SMA process, there has been an increased interest in the creation of a new polytechnic designation in the Ontario postsecondary education system. Starting in fall 2017, the ministry commits to undertake a review that examines whether improved benefits for students and employers are sufficient to make such a change. The ministry commits to working collaboratively with institutions across the sectors on this review.

- The ministry commits to continue to work collaboratively with universities to assess the anticipated need for additional graduate spaces related to programs that are currently under development.
- Starting in fall 2017, the ministry commits to undertake a review of the university Northern Grant working collaboratively with universities to examine whether the criteria for access and allocations of the Northern Grant represent an equitable approach.



# Differentiation Areas of Focus

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York is a large, diverse, and inclusive university that is comprehensive in scope. The differentiation vision for York University builds upon the university's vision, mission and mandate, included in Chapter 1. Our *University Academic Plan* (2015-2020) identifies seven priorities for enhancing the university's distinct features. Our successes and plans for these priorities are summarized below.

## **York's University Academic Plan Priorities 1 & 2: Innovative, High Quality Academic Programs**

### **Exploration, Innovation, and Achievement in Scholarship, Research and Related Creative Activities (SRC)**

York University is well established as a leader in the arts, liberal arts, and professional studies, in addition to interdisciplinary and transdisciplinary programs. These areas will remain priorities for the institution as we continue to transition STEM into STEAM, recognizing the value of expanding the sciences, technology, and engineering fields to include the arts, humanities and social sciences. This integrated approach will allow York to graduate globally educated citizens who imagine, innovate, connect ideas, and communicate across disciplines to solve the complex problems of our 21st century knowledge economy.

### **York's University Academic Plan Priority 3: Quality Teaching and Learning**

York University continues to build on our distinct strengths in experiential education and Technology Enhanced Learning by employing a 'high touch' and 'high tech' approach that pushes the boundaries of the traditional classroom. York has particularly focused on blended learning with targeted increases in fully online courses and programs.

## **York's University Academic Plan Priorities 4 & 5:**

### **A Student-Centred Approach**

#### **The Campus Experience**

York University is an established leader in transfer credit programs, and will continue to explore and develop multiple learning pathways that increase student mobility between York and high-quality college programs. York will also continue to provide students with enhanced opportunities to combine college and university programs to suit their needs. As a large university, York is focused on identifying ways to further improve the student experience by offering more personalized advisement and campus activities. This will be accomplished through a central student support system that provides high-quality service by connecting York's college system, capitalizing on opportunities offered by new technology, and encouraging peer mentoring.

### **York's University Academic Plan Priority 6: Community Engagement**

York University prides itself on serving both local and international communities, and will continue to play a leadership role in engaged scholarship. York will ensure that our research and teaching lead to meaningful impacts beyond the campus by building on our successes in interdisciplinary and transdisciplinary scholarship, research, and related creative activities, and strategic partnerships and innovation activities.

## **York's University Academic Plan Priority 7: Enablers of the Plan**

York University's strong planning culture and established approach to integrated resource management are further defining features of the university that enable us to realize our goals, meet timelines, and strategize for the future.

### **Weighting the Priorities**

York University has demonstrated its commitment to advancing all five MAESD priorities, which overlap substantially with the seven priorities identified in York's own University Academic Plan. Based on its investments and trajectory over the last several years, the University sees an opportunity over the period of SMA2 to grow the volume of SRC and increase its leadership in both "*Research Excellence and Impact*" and "*Innovation, Economic Development and Community Engagement*." Recognizing that the university has consistently demonstrated leadership in particular priorities (including "*Student Experience*", "*Innovation in Teaching and Learning Excellence*", and "*Access and Equity*"), we have developed a weighting scheme that will allow us to leverage these strengths and make further improvements in other priorities.

York University is committed to providing a broad demographic of undergraduate and graduate students access to a high quality, research intensive learning experience. This integrated approach to teaching and learning, and research, is reflected in our institutional priorities, and in assigning a 50% weight to the combined MAESD priorities 1-3 and 50% to the combined Priorities of 4 and 5.

### **5 MAESD Priorities and Weightings:**

**1 Student Experience (16.6%)**

**2 Innovation in Teaching and Learning Excellence (16.6%)**

**3 Access and Equity (16.6%)**

**4 Research Excellence and Impact (25%)**

**5 Innovation, Economic Development and Community Engagement (25%)**

# Other Sustainability Issues

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## **Environmental, Social and Cultural Sustainability**

York University is proud of its history of commitment to sustainability, and strives to be a leading post-secondary institution in this area. York has always taken a holistic approach to sustainability that considers immediate and long-term actions and works to create lasting change within and beyond the campus.

This tradition of excellence in sustainability continues today. Since 2013, York University has received annual recognition as one of Canada's Greenest Employers, and starting in 2004 the Schulich School of Business has secured the top position in Corporate Knights Magazine's annual Better World MBA rankings. York will release a Sustainability Strategy this fall that will guide the University in advancing sustainability into the near and long-term future. The Strategy will communicate and implement a shared vision, inspire positive change, build capacity, empower people, harness innovation and creativity, and continue to foster a culture of sustainability across the campus. Some of the key components of our Sustainability Strategy include:

### **Community Engagement and Leadership**

York is a leader in sustainability thanks to the governance, advocacy, and dedication of the campus community, including students, faculty and staff. This engagement takes many forms, from daily recycling to campaigns for systematic change.

In addition, sustainability is the focus of over 200 open membership student clubs and several pan-university committees at York, including the President's Sustainability Committee (PSC). The PSC is a leader in this regard, targeting specific initiatives through four working groups and a student subcommittee—all of which are open to participation from the University community.

### **Curriculum and Research**

York's reputation as a leader in environmentalism has helped the institution become a destination for undergraduate and graduate students pursuing an education in sustainability. Both the university's curriculum and research are attractive; York offers approximately 500 courses on the environment and sustainability across all Faculties, and approximately 300 researchers are currently involved in sustainability research. Research areas include: renewable energy, business and sustainability, climate policy, ecological economics, ecological ethics, ecology and environmental science, environmental justice, environmental law, and urban sustainability.

In the spring of 2016, York extended its sustainability curriculum beyond the campus by opening the Lillian Meighen Wright Centre (also known as York's Eco Campus) in Costa Rica. The Centre operates as a local, national, and international hub dedicated to education and research on Neotropical conservation, eco-health, community wellbeing, and the sustainable livelihoods of those who live and work in the area.

### **Sustainable Approaches to Planning, Building and Operating York Campuses**

As a large university, York has the opportunity to make meaningful impacts by implementing environmentally responsible planning, building and operating practices. The University's Integrated Resource Plans reflect the

principle that creating sustainable buildings, facilities, and services contributes to healthy campuses for students, faculty, and staff. The Plans outline several standardized procedures and practices that York has adopted to reduce the University's ecological footprint while operating and expanding its campuses. The performance of traditional indicators of sustainability (including energy, transportation, construction, waste reduction and recycling, food services, custodial procedures, grounds management, and stewardship) is measured and reported on, providing the University with information on which to base future goals. An example of the programs and practices related to these indicators are outlined below.

a) Community Planning

In 2009, York collaborated with the City of Toronto to prepare its York University Secondary Plan. The Plan contains detailed land use policies pertaining to Natural Environment, Environmental Stewardship, and Sustainable Design.

b) Construction

All capital projects are undertaken using sustainable practices, including the reuse of existing materials, innovative lighting design, and commitment to other passive green design strategies

c) Energy

York's Keele Campus has a District Energy System that uses Combined Heat and Power (CHP) to power, heat, and cool most buildings. York's long-term focus is on pan-university efforts to align sustainability goals with energy planning in order to influence community consumption behaviours and reduce reliance on fossil fuels.

d) Transportation

York University is a leader in Transportation Demand Management (TDM), and has worked for decades to encourage the campus community to choose alternative forms of transit to the single-occupancy vehicle. Today over 80% of the community uses transit, reducing traffic in and around campus, lowering greenhouse gas emissions, and reducing the amount of required parking.

e) Waste Reduction/Recycling

In 2016, York's waste diversion rate (from landfill) was 68%, meaning that 3,705,780 kg of waste was recycled and only 1,752,170 kg of waste was sent to landfill. This is one of the highest waste diversion rates for post-secondary institutions in Ontario.

### **Cultural Sustainability**

Cultural sustainability is a fourth pillar of sustainability, and is an important consideration for York University when thinking about Indigenous communities, diasporic communities, and language.]

# Proposed Enrolment Plan and Corridor Midpoints

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## Projected Funding-Eligible Enrolments

	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
<b>Undergraduate</b>					
Full-time Headcounts	33,927	34,676	35,112	34,888	34,731
FTEs	35,371	36,030	36,509	36,307	36,174
First-year Intake	10,580	12,049	11,974	11,226	11,039
BIUs	50,944.9	51894	52,583.9	52,293	52,101.4
<b>Masters</b>					
Full-time Headcounts	1,929	1,981	2,040	2,066	2,092
FTEs	6,319	6,543	6,737	6,853	6,938
BIUs	7,286.7	7,556	7,800.6	7,969.2	8,111.6
New registrants	1,572	1,603	1,632	1,637	1,651
<b>Doctoral</b>					
Full-time Headcounts	1,028	1,062	1,091	1,115	1,138
FTEs	3,003	3,124	3,224	3,315	3,397
BIUs	5,973.3	6,214.2	6,409.1	6,587	6,744.3
New registrants	293	293	297	299	304
<b>Total Enrolment</b>					
Full-time Headcounts	36,884	37,719	38,243	38,069	37,961
BIUs	64,204.9	65,664.2	66,793.6	66,849.2	66,957.3

## Projected Weighted Enrolments and Corridor Midpoints

	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
<b>Undergraduate</b>					
Estimated BIUs at corridor midpoint	64,492.5	64,492.5	64,492.5	64,492.5	64,492.5
Estimated number of BIUs above or below corridor midpoint BIUs	-2,87.6	1,171.7	2,301.1	2,356.7	2,464.8
Comments/Notes	<p>Drop in BIUs below corridor midpoint in 2017-18 is due to negative flow through of previous four-year drop in eligible enrolments.</p> <p>Growth in BIUs assumes York retains SMA1 Masters target and moderate PhD growth over SMA1 target.</p> <p>York will exceed corridor ceiling by 2020-21 if growth plan is approved with funding (excluding Markham Centre Campus).</p>				

## Projected International Enrolment

	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
<b>Undergraduate</b>					
Full-time Headcounts	5,115	5,874	6,751	7,897	8,841
FTEs	5,470	6,205	7,068	8,173	9,152
First-year Intake	1,778	2,050	2,377	2,879	3,131
BIUs	7,431.6	8,447.6	9,628.7	11,125.7	12,456
<b>Masters</b>					
Full-time Headcounts	485	499	523	535	545
FTEs	1,589	1,647	1,727	1,775	1,809
BIUs	1,656.8	1,724.3	1,812.1	1,865.8	1,903.7
New registrants	395	404	418	424	430
<b>Doctoral</b>					
Full-time Headcounts	211	223	235	245	255
FTEs	616	657	693	729	762
BIUs	1,232	1,314	1,386	1,458	1,524
New registrants	60	62	64	66	68

**Total Enrolment**

Full-time Headcounts	5,811	6,596	7,509	8,677	9,641
BIUs	10,320.4	11,485.9	12,826.7	14,449.5	15,883.7

# Financial Sustainability – WITH COMMENTS

*The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:*

*It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.*

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<b>System-wide Metrics</b>	<b>2015-16 Actuals</b>
• Net Income / (Loss) Ratio	2.24%
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• Primary Reserve Ratio	105 days
• Interest Burden Ratio	2.41%
• Viability Ratio	0.73

**Pension plan funded position**

Similar to Canadian public sector institutions, the University has a defined contribution plan with a defined benefit component that provides a minimum level of pension benefits. The current economic and financial climate has put pressure on the funded position of this plan in recent years. York has worked diligently to improve its financial position by increasing the rate of contributions for the employees and the employer, consistent strong investment performance, and the payment of special contributions by the employer into the plan.



The funded position has improved from a deficit in 2011 of \$283 million to a surplus in 2016 of \$134 million. On a solvency basis, the deficit reported in 2011 of \$387 million has improved to a deficit of \$122 million

### **York University credit ratings**

The University undergoes credit ratings annually by two separate rating agencies. The most recent ratings from both agencies are based on the 2015-16 financial results; Standard & Poors rated the University as A positive, and DBRS Limited rated the University as A high with a stable trend. The most recent report, issued in March 2017 by Standard & Poors, summarizes York's financial profile:

"We assess the university's enterprise profile as very strong, reflecting our view of York's good market position and demand. The university benefits from respectable student quality metrics, a robust selectivity rate, excellent retention rates of over 80 per cent in recent years and exceptional faculty quality. Moreover, we believe York benefits from low industry risk and excellent economic fundamentals, although its student body draw is geographically concentrated in Ontario. In our view, the university faces challenges maintaining enrollment, because application levels have fluctuated year-over-year, as have the number of FTE students, although applications for fall 2017 rebounded strongly, increasing over nine per cent. York is targeting its capital plans at areas where it believes it can increase enrolment. We believe the university also benefits from robust management and governance practices."

## **Addendum to SMA3**

- Markham Centre Campus

In 2021-22 the York University-Markham Centre (YU-MC) CAMPUS in collaboration with the Regional Municipality of York Region, The City of Markham and Seneca College, will open its doors to its first cohort of students. Students at YU-MC will share in learning experiences that encourage and extend experiential learning beyond disciplines and classrooms to connect with local, global and virtual communities. The University is working closely with York Region Economic Development, Community Health Services Branch and others to create opportunities to embed experiential opportunities into every program; we are building a university-community connected network of private, public, and non-profit sector partners that are associated with an industry strength or community leadership area that is prominent in the Region. Programs will work directly with these partners to ensure that students engage in a range of placements, hands on projects, and other activities that will position our graduates for successful careers and leadership roles in the Region and far beyond. We are excited that our partnership with Seneca College at YU-MC will enhance the presence and expectation for work integrated learning

The vision for the YU-MC Campus is to be an incubator for innovation, urban, connected and integrated with local and global communities creating opportunities for collaborative, interactive and innovative programs where learners acquire knowledge and skills to explore, discover and transform society. The program expansion planned for YU-MC builds on the University's current program strengths in innovative ways that build on the expertise found within the York Region's economic development priorities, workforce planning and community and health services planning. YU-MC will continue to build on York's commitment and leadership on College and University pathways in support of access and equity for all learners.

Research and innovation will be a cornerstone of the YU-MC that will develop new understanding and discoveries that will impact and promote advancement of society, national competitiveness and global economic social well-being. YU-MC is an extension of the University that provides an opportunity to continue to innovate, conduct research and teach students in a manner that aligns with these commitments, our academic priorities, and the needs of the region and partners. Through Yspace, the first phase of York's engagement in Markham, Innovation York is partnering with innovators in the community to drive the development of entrepreneurship in York region.

Note: YU-MC enrolment and program offerings will be in effect for the SMA3, however the approvals for new degree programs will be put forward to MAESD during the SMA2 time period.