

Institutional Vision, Proposed Mandate Statement and Priority Objectives

A submission to begin the process of developing strategic mandate agreements (SMAs):

To: The Honourable Glenn Murray
 Minister of Training, Colleges and Universities

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Part 1: York University - Proposed Mandate Statement

York University is demonstrably committed to playing a key role in achieving the government's policy objectives of driving innovation, productivity and sustainability throughout the post-secondary sector as a comprehensive, research-intensive institution located in the heart of Ontario's fastest growing region and the centre of innovation activity. With over 54,000 students, we comprise approximately 10% of total university enrolments in the province, and almost 13% of Ontario's university enrolment growth over the past decade has taken place at York. We now have over 3500 international students (FFTEs), and growing at a rate of 9-10% annually. This growth has occurred across a full range of disciplines, including the humanities and social sciences (which continue to represent over half of all university enrolments in Ontario), as well as in emerging areas of significance such as health, business, science, engineering and graduate education. Our strategic mandate reflects:

- 1) our leadership as a fully engaged, socially responsive institution** as exemplified in our curriculum (and an increasing focus on student learning outcomes and self-directed learning), the diverse student populations that we serve and our knowledge mobilization activities (that emphasize discovery and the sharing of knowledge to empower a new generation of entrepreneurial, socially conscious Ontarians with the critical skills to guide our province to a world-leading sustainable future); and
- 2) a unique and defining excellence in both liberal arts and professional programs.** This combined strength differentiates us from other universities particularly in terms of the critical liberal arts foundation that our students receive, and our interdisciplinary, multidisciplinary and inter-professional scholarship. Recent initiatives, such as the creation of a new Faculty of Health in 2006 and the Lassonde School of Engineering in 2012, are illustrative. We are poised to embark on a major expansion of our engineering programs, fueled by the government's \$50 million contribution towards the construction of a new engineering building and a landmark gift of \$25 million to create the Lassonde School of Engineering.

Over the next few years, York will contribute to the government's goal of creating an additional 60,000 spaces over 2011 - 12, and a 70 per cent PSE attainment rate. In order to do so, we expect to achieve at least a 10% increase in productivity by 2016 through innovation as measured in improved effectiveness and efficiencies. Our top three priority objectives for enhancing effectiveness and efficiencies are:

- 1) to focus on quality with sensitivity to the needs of society in the 21st century**
- 2) to create and sustain a 'culture' of student success that spans the student lifecycle**
- 3) to strengthen our impact through community engagement.**

The main strategies that we will pursue to advance these priorities are described in Part 3. While organized by priority, the strategies have been designed to support all three priorities. They build on the strengths for which York is known and are also aspirational in defining our priorities over the next number of years. We draw your attention to our plans to:

- i) expand comprehensiveness in areas that build on our distinctive strengths in liberal arts and professional programs and that enhance interdisciplinary and multidisciplinary approaches;
- ii) heighten our province-wide leadership in access and student mobility by expanding our partnership with Seneca College with a view to creating a new University of York-Seneca;
- iii) significantly advance teaching innovation and enhance student learning with a focus on blended learning and experiential education;
- iv) implement a new strategic research plan that will facilitate our national leadership in knowledge mobilization and social innovation;
- v) enhance our distinctive bilingual programming and student services at Glendon College;
- vi) foster Lifelong Learning through a significant expansion of continuing education/professional develop; and
- vii) contribute to the internationalization of education through increased international connections, facilitating the participation of international students at York, and providing all students with opportunities for an international experience as part of their curriculum.

These and other initiatives described in this submission are the product of comprehensive and inclusive academic planning processes, involving students, faculty and staff, and reflect an institutional commitment to put our students at the centre of everything we do.

Part 2: York University – Vision

Innovation uses original knowledge to produce new or significantly improved goods, services, or processes that have economic or social value. Innovation is the key contributor to increasing productivity and raising living standards (Brender et al., 2007). The GTA is the centre of innovation in Canada. It is responsible for 45 percent of Ontario's and 20 percent of Canada's economic activity – a percentage that will grow over the next 20 years. As a comprehensive, research-intensive university, York is already an engine of innovation. York's vision involves building on its firm foundation of achievement and playing a leading role in achieving the province's innovation agenda. Specifically, York can:

- educate more of the Highly Qualified Personnel (HQP) necessary to fuel Ontario's innovation agenda
- expand its research and development activity and its leadership in a range of new technologies
- nourish its established linkages with York Region, the GTA's fastest growing area and an emerging hub of entrepreneurialism
- exploit to its advantage and to the advantage of the province as a whole its unique bilingual campus at Glendon College, its large, growing, and diverse student population, and its subway extension, which will open in 2015.

Our long-term vision is set out in the 2010 Provostial White Paper. The University Academic Plan for 2010–2015 outlines our strategic priority objectives.

The common theme of these documents is York's commitment to pursuing excellence, student success, outreach, and partnership by engaging students, faculty, staff, alumni, and external partners in a joint venture that transforms teaching into learning, research into discovery, and service into citizenship.

Part 3: York University - Priority Objectives

Priority #1: Focus on quality with sensitivity to the needs of society in the 21st century

York's top priority is an unwavering commitment to excellence in teaching, research and the student experience with sensitivity to the needs of society now and in the future. A quality postsecondary education is enriched through the research and creative activities of faculty, and demonstrably provides students with the knowledge, skills and abilities needed in a future dependent on entrepreneurial creativity.

To advance this priority, York will:

i) Increase the comprehensiveness of its programs by building on its well-established reputation for excellence in liberal arts and professional programs that differentiates it from other universities in terms of fostering innovative and interdisciplinary approaches with a focus on critical thinking, entrepreneurship, technological innovation and transferable skills.

Our curriculum emphasizes leadership, sustainability and social responsibility as exemplified by recent programs in disaster and emergency management, business analytics, and public affairs. The forthcoming engineering programs are similarly preparing the 'Renaissance Engineer with a Social Conscience' who will have the technical expertise, practical experience, collaborative mindset, cultural appreciation and global perspective that will prepare them to work across borders in multiple social contexts. Aside from the engineering expansion, specific target areas over the next few years include health and medicine, science, business-related and professional programs at the undergraduate and graduate levels. We also expect to respond to additional demand for programs in our traditional areas of strength in the liberal arts, humanities and social sciences, in response to student growth in the GTA generally and York Region in particular.

ii) Enhance the quality of academic programs by focusing on student learning outcomes (SLOs).

York is taking a lead role in the development of a student-focussed learning approach that clearly articulates competencies and SLOs by institutionalizing curricular mapping for all academic programs by the end of 2012 - 2013. We are also setting as a priority the measurement of SLOs including a pilot of the Collegiate Learning Assessment tool beginning in September 2012. To support the sustainability of these efforts, York is providing faculty support and development through a newly created Teaching Commons (TC) to complement the existing Learning Commons (for students). The TC will lead systemic change toward an enhanced culture of teaching including teaching chairs, a 'teaching scholars and award winners'

network, and support for the curricular integration of experiential education, eLearning strategies and other effective learning strategies.

iii) Implement a new institutional strategic research plan (for 2013 - 2018) that will enunciate a vision for the future impact of research at York. As has been highlighted in the recent report by Jarvey and Usher (2012 Measuring Academic Research in Canada: Field-Normalized University Rankings 2012, Higher Education Strategy Associates, Toronto), we rank 4th provincially (and 8th nationally) among all universities in terms of individual researcher impact in the social sciences and humanities, as well as in the natural sciences and engineering. The plan will build on York's national leadership in knowledge mobilization and social innovation through the Research Impact National Knowledge Mobilization (KM) network as well as our strengths in liberal arts and professional programs, and highlight innovative interdisciplinary research alliances in areas such as digital media and community engaged scholarship.

iv) Continue to advance our Integrated Resource Planning (IRP) processes and PRASE initiatives aimed at improving productivity by matching resources to priorities and ensuring the most efficient utilization of scarce resources. Specific target areas over the next few years include Budgeting and Accountability; Research, Human Resources and Procurement; Information Technology; Student Services; and Strengthening the Workplace through Effective Change Management and Information Sharing. In addition, York Administration and the York University Faculty Association (YUFA) have negotiated an expansion of the Alternate Teaching Stream (full-time faculty members focused on teaching and learning activity) to better balance teaching and research needs.

The Impact on Enrolment, Our Distinct Advantages, the Timeframe, Innovative Initiatives, Tools, and Alignment with Government Priorities

A. Enrolment and enrolment mix considerations: Achievement of the objectives in this academic priority is based on an enrollment plan that assumes that York will maintain our current strength and leadership in liberal arts and social sciences, responding to expected increased demand for our distinctive programs in this area, and expanded programs in health, applied science and engineering, and professional programs at both the undergraduate and graduate levels. Program approvals for Ministry of Training, Colleges and Universities (MTCU) funding that are in process but not yet approved include programs in areas such as: a Masters in Business Analytics, Masters in Accounting, Global Health at the undergraduate and graduate levels, a suite of Engineering programs including Electrical, Mechanical, Civil and Chemical at the undergraduate and graduate levels, and bridging programs from high affinity college programs. The enrollment plan assumes growth of approximately 1500 undergraduate

domestic FTEs (full-time equivalents) between 2011 - 2012 and the end of the Ministry's enrollment planning period (2015 - 2016). This includes the growth of almost 600 FTEs in our proposed new Engineering programs. Enrollments in the new Lassonde School of Engineering are expected to continue to grow to a steady state level of 1400 FTEs by 2020-21. York's international enrollments will also continue to grow by over 1,000 FTEs by 2015-16. Graduate enrollment will grow by an additional 850 (fall + summer) FTEs over current (2011-12) levels by 2017-18. The majority of this growth will be in professional areas, especially engineering-related fields but also in areas of traditional strength such as business, social sciences and humanities where demand remains strong. This reflects the need for student learning support (i.e., teaching assistants and markers/graders) and for collaboration with faculty members on research activities typical of a comprehensive, research-intensive university where teaching and research are fully integrated.

B. Relevant advantages, strengths & characteristics of institution: York is known for its strength in interdisciplinary and collaborative programs that bridge liberal arts and professional programs such as Law and Society, Digital Media and Environmental Studies. Our largest Faculty of Liberal Arts and Professional Studies is unique in bringing together these two types of programs, recently developing a Business Minor for students in liberal arts and sciences. Other programs such as Social Work, Nursing and Education combine professional content with a critical awareness of anti-oppressive practice and/or an appreciation of diversity. The Schulich School of Business has one of the first and largest graduate programs in entrepreneurial studies recognizing the increasing importance of growing small and medium-size enterprises as the primary job creators in national economies is part of a global trend. Programming at the undergraduate level also responds to this societal need with a curriculum that encourages entrepreneurship and development of family businesses. The suite of new engineering programs will provide students with the opportunity to combine legal studies and/or entrepreneurial education through collaborations with Osgoode and Schulich.

C. Timeframe, resources and metrics: The priority objectives outlined in this document reflect the planning exercises spanning 2010-2020 and the majority of the activities are expected to be completed within that timeframe. Achieving steady state for the engineering expansion may require a somewhat longer horizon as does planning for a potential medical school. Metrics to benchmark success were specified in the White Paper and incorporated as measures/KPIs in the Integrated Resource Planning Framework. **Specific measures for the academic quality priority include GPA (grade point average) of secondary school students entering York, enrolment targets in the case of domestic and VISA students, percentage of programs with curricular mapping complete, approved programs in target areas, assessment tools including the Collegiate Learning Assessment, annual increase in international peer reviewed performance**

in research and creative work, including grant applications, as well as numbers of full-time faculty and student-faculty ratios.

D. Related innovation & productivity initiatives: York has undertaken a series of PRASE initiatives aimed at process engineering and service enhancement including projects in the areas of budget modelling and accountability; student services; Information Technology; and Research, Human Resources and Finances. These projects have been identified as target areas over the next few years to find innovative ways of supporting objectives and increasing productivity. In addition to these four target areas, York also launched a Creating a Better Workplace initiative that includes an employee survey to establish a baseline and identify areas of concern, the development of an employee portal for more effective communication and information sharing, change management support, and a coordinated approach to professional development and succession planning. Finally, the Office of the Provost launched an Academic Innovation Fund (AIF) to provide seed funds for projects, prototypes and other tools to advance teaching and learning innovation (e.g., experiential education and the use of technology to enhance learning) and/or student success. Fifty-one projects involving all Faculties have been funded in a competitive process over the last two years. Various colleagues are also participating in tuning projects to develop sector Student Learning Outcomes (SLOs) and/or research projects to evaluate teaching and learning strategies.

E. Required public policy tools: Public policy tools that would support the achievement of these objectives include: i) flexibility around initiatives that advance governmental priorities, including around the design and implementation of this Strategic Mandate Agreement; ii) timely MTCU approvals for new program funding; iii) confirmed tuition fee policy that retains the average increment over the past several years; iv) facilitating the university's ability to use its lands to advance its academic priorities; and v) equalizing the BIU (basic income unit) weight for three-year degrees to align with four-year degrees.

F. Correlation with government principles and parameters: The objectives for this academic priority align most directly with Meeting the Needs of the Creative Economy, and in particular with the attainment of the government's 70% PSE attainment rate, and ensuring that graduates have the knowledge and competencies for success. The objectives also correlate with the advancement of productivity, innovation and sustainability, most notably in terms of advancing differentiation by focusing on institutional strengths and the changing needs of our society, strategically managing enrolment and improving productivity.

Priority #2: Create and sustain a 'culture' of student success that spans the student lifecycle.

Students are our top priority at York. We are committed to providing our students with the education they require to succeed in their lives and careers and to demonstrating and measuring the acquisition by our students of these competencies. Student success is both a process and an outcome of student learning and engagement that results in the building of knowledge, skills and aspirations to achieve not only academic goals but also to develop those interpersonal and leadership skills across seven outcomes and throughout the student lifecycle that will contribute to a better society (CAS Learning & Development Outcomes, 2008). It also recognizes that students need to be treated as collaborators in their own educational experience both inside and outside the classroom. The student population at York is diverse and will define success through the lens of their personal lived experiences and life goals. If we create an environment that fosters student success, and provide student-centric services that reflect established principles of good practice, the outcomes of this will be higher levels of student satisfaction and improved retention.

In support of this priority, York will:

i) **Significantly advance teaching innovation and enhance student learning with a focus on blended learning and experiential education.** The projects that have received AIF funding each have a formal evaluation component that will assist in identifying the most effective learning strategies and help to assess their scalability for pan-Faculty and pan-University prototypes. We have committed to developing pedagogically sound strategies for the integration of both eLearning (including web-enhanced and fully online but with an emphasis on blended education) and experiential education (including in-course and a full range of in-community options) and to embedding them in our degree programs. We are currently piloting several projects with appropriate support structures for faculty (e.g., Teaching Commons) and students (e.g., Learning Commons and Virtual Learning Commons). Osgoode's award-winning approach to the integration of experiential education in its curriculum, the Faculty of Education's concurrent community field placement program where students complete a 50-hour placement in a cultural, social service, environmental, arts, recreational or community education organization, Schulich's ground-breaking e-learning approach as part of their New Mindsets program which facilitates blended on-line learning and promises to establish the second-generation online learning standard, and fully online programs in Administrative Studies and the Masters of Science in Nursing.

ii) **Continue to lead in student access and mobility. York University is the recognized provincial leader in college-university collaboration** including unique partnerships with French-speaking colleges such as Boréal and la Cité. Over 8,000 students have come to us from our

college partners amounting to nearly 25% of all college students moving on to university in Ontario. In addition to our flexible block transfer credit policy that allows for a predetermined number of credits/courses, we offer 14 successful collaborative programs including BDesign with Sheridan College and a Collaborative Nursing program with Seneca and Georgian Colleges. York shares the Keele campus with Seneca College and, through our joint satellite campus proposal, there is an opportunity to develop or expand programs in Digital Media, Education, Social Services and Disaster and Emergency Management, Police Foundations and Public Administration, Information Technology and Health Informatics, and Civil Engineering Technology and Environmental Studies. We are also heavily engaged in the provincial discussions (including ONCAT - Ontario Council on Articulation and Transfer) on how to enhance college-university and university-university transfer, and are committed to the further exploration of initiatives that would advance credential compatibility and recognition. Aside from the comprehensive list of courses from other Ontario universities that we already recognize, we are about to launch a pilot with Ryerson that would allow students at either institution to take up to 24 credits at the opposite University. Other innovative activities include our bridging programs for internationally educated professionals (e.g., Nursing, Business, IT, Human Resources Management, Conference Interpreting and Engineering) as well as transition programs for young adults from diverse backgrounds (e.g., Transition Year Program, Women's Bridging Program). By 2017, approximately 10% of our students will be international, reflecting the strong demand for York's programs globally.

iii) Continue to meet a critical need of southern Ontario's Francophones (now a third of all Francophones in the province) and its French immersion graduates (the largest concentration in the country) by providing the only bilingual programming and student services in Southern Ontario, at Glendon College, York's mid-town Toronto campus.

iv) Promote year-round learning that benefits our students by providing more choice, greater flexibility, the opportunity to complete a degree in non-traditional times, and opportunities to pursue employment at different times of the year. York will continue its "This Summer, Choose York" initiative launched this past summer 2011 as part of its commitment to year-round full-time, part-time (evening and weekend) study options, including increasing options at the graduate level. Over the past three years, across the university, there has been a 30% increase in our undergraduate summer enrolments and the expansion of eLearning will facilitate further student access to courses year-round.

v) Implement a comprehensive, institutional-wide retention strategy that includes an innovative first year student transition program as well as initiatives to improve PhD completion rates. York is currently piloting the YU Start Program with a group of 800 new

students. It is an innovative student transition program that is systematic, research-informed and measurable with the overarching aim to support and foster student success, thereby improving retention. The students receive a coordinated and informed welcome to the University in the spring and access to online enrolment appointments, are part of a facilitated online community through the summer months, and are invited on campus in August to build their social networks by making friends and becoming involved in campus extracurricular activities. York also understands the value of peer mentoring and is pilot testing another innovative program that provides support for first year students as they tackle their first round of academic courses. The HealthAid Network is a course-based peer mentorship program that aims to encourage student engagement both inside and outside the classroom, support academic success, and develop student leadership. At the graduate level, York is developing policies and mechanisms, including the creation of additional scholarships tied to timely thesis completion at the PhD level.

The Impact on Enrolment, Our Distinct Advantages, the Timeframe, Innovative Initiatives, Tools, and Alignment with Government Priorities

A. Enrolment considerations: Achievement of the student success objectives contributes to York's enrolment plans both in terms of attracting high quality undergraduate and graduate students and improving retention. The University has identified a retention challenge and intends to build on the Strategic Enrolment Management (SEM) approach begun in 2010 - 2011 with the aim of improving retention by 3% over the next 5 years.

B. Relevant advantages: Innovation in teaching and learning, credit transfer and student mobility, enhanced flexibility through year round programming and day/evening scheduling, and a commitment to accessible education are hallmarks of York. They leverage our existing strengths and are embedded in our planning documents.

C. Timeframe, resources and metrics: The priority objectives for student success are expected to be on-going concerns. As outlined in the White Paper, **we expect to see increases over the next few years in the number of programs that provide their students with an EE opportunity, in the number of doctoral students who complete their programs within 6 years, in the number of courses and programs offered online as well as an enhanced first year program for undergraduate students, and we are committed to publically reporting on these measures.**

D. Related innovation & productivity initiatives: The AIF has provided resources and coordination to support teaching and learning innovation and student success activities. The PRASE projects, especially in the area of Student Services, are also fundamental since they

address administrative functions that support student success such as advising. York is also committed to the expansion of an institutional approach to continuing education and professional development that will enhance student access and mobility to degree programs, and provide resources to support academic priorities.

E. Required public policy tools: Public policy tools that would support the achievement of these objectives include: i) flexibility around initiatives that advance governmental priorities; ii) eliminating the redundancies that have been created by requiring both the "set aside" for financial aid and the student access policy; iii) OSAP reform; and iv) consistency between Postsecondary Education Quality Assessment Board (PEQAB) and MTCU policy on college-university transfer credit.

F. Correlation with government principles and parameters: The objectives for this priority align with all three principles including all parameters identified under Putting Students First and Focusing on Productivity, Innovation and Sustainability as well as the goal to erase the wall between the classroom and the workplace under the Meeting the Needs of the Creative Economy principle.

Priority #3: Strengthen our impact through community engagement

Our third strategic priority is to strengthen our impact through community engagement. York has long been a recognized leader in collaboration with the broader community for the reciprocal and mutually beneficial exchange of knowledge and resources, and engaging in research. York's award-winning KM Unit is a unique resource for supporting engaged scholarship and the goals of Community Engagement, Outreach and Partnerships by providing comprehensive services in support of collaborations between researchers/students and community agencies. With over six years of experience, York's KM Unit has supported more than 250 community-campus collaborations, helped community partners raise over \$1M for social services and programs and attracted over \$17M in engaged scholarship funding for researchers, students and partners. Through Innovation York, we are building analogous relationships with the business and technology communities, similarly maximizing the community impact of our research in areas of commercial opportunity. The York University-Toronto Dominion Centre for Community Engagement in Black Creek, the Markham Innovation Centre, Glendon's partnerships with francophone leaders of business and community organizations, experiential education programs such as internships and community-based learning, our Community Legal Aid Services Program, Taxation Clinic, our distinctive programs in Aboriginal education, and numerous other activities further contribute to a culture of engagement, outreach and partnerships across the University with local, national and international partners.

To advance this priority, York will:

i) Expand our partnership with Seneca College, with a view to creating a new University of York-Seneca, a satellite campus to be co-located on an existing York or Seneca campus thereby expanding student choice and mobility, and advancing college-university transfer credit more broadly throughout the system. The University of York-Seneca partnership would build on the strengths of each partner offering an integrated and holistic joint program to provide students with breadth and depth in critical inquiry as well as the specific knowledge and focused skills needed to succeed and contribute to innovation in the knowledge economy. The York-Seneca partnership would be much more than another 2 + 2 or bridging program; it would constitute a new, integrated and forward-looking approach to post-secondary education that could serve as a model for the sector (see the Appendix, York-Seneca Partnership: A Framework, September 2012).

ii) Deepen and broaden our institutional engagement with partners both locally and globally to support academic programs such as experiential education, lead innovative networks and clusters to address issues of mutual concern, to foster knowledge mobilization and contribute to the socioeconomic well-being of our citizens and society. York has extensive partnerships around the world but also includes as part of a distinct community engagement strategy Black Creek and York Region as priority neighborhoods and/or regions of high immigration over the next 20 years as well as francophone communities. For example, Osgoode Hall Law School has partnered with the Ontario Centres of Excellence to create the OCE/IP Osgoode Innovation Clinic to provide legal information and follow up services ranging from assistance with patent and trade-mark processes to reviewing business transactions and technology transfer initiatives to bring new ideas to market. York's success in applied research is highlighted by the Faculty of Health-led Connected Health and Wellness Project involving 16 private, academic and not-for-profit sector partners developing a new people-centred and technology-enabled system to make it possible for patients to keep health information from different hospitals or clinics in one place. The Schulich School of Business is a leader in the development of internationally competitive partnerships in the corporate sector including launching an inaugural conference on responsible entrepreneurship with McKinsey Worldwide, "Capitalism for the Long Term". York is thus particularly well positioned to successfully continue the ongoing intensification of its high-impact research enterprise to a scale that will further enhance Ontario's reputation as a home for world-leading institutions. Maximizing that potential depends on the continued development of York's innovative, entrepreneurially-focused and socially engaged scholarship.

iii) Contribute to the internationalization of education through increased international connections, facilitating the participation of international students at York, and providing

students with more opportunities for an international experience as part of their curriculum.

The Provostial White Paper set ambitious goals for increasing the proportion of international students at York (7.5% of our student body being international students by 2013, and 10% by 2017). Through aggressive recruitment and outreach, we are on track to achieve these targets, having increased international enrolment by 40% over the past 3 years. York's focus over the next few years will be to ensure that our international students are fully supported, to expand international placements and to seek opportunities for enhanced exchange programs with recognized universities around the world.

The Impact on Enrolment, Our Distinct Advantages, the Timeframe, Innovative Initiatives, Tools, and Alignment with Government Priorities

A. Enrolment considerations: Achievement of the community engagement initiatives contribute to York's enrolment plans both in terms of meeting our 105 enrolment targets (i.e., students other than those coming directly from high school), most significantly our college transfer students, and our international targets that together comprise about 25% of our total undergraduate student population.

B. Relevant advantages, strengths & characteristics of institution: The White Paper and UAP set as a benchmark the development of a pan-university strategy for community engagement, and a Task Force on Community Engagement established by the President outlined a series of recommendations that made their way into the UAP 2010 - 2015 with oversight from a President's Advisory Council on Community Engagement. York is one of eight universities in Canada who were invited on the basis of a competitive process to form a consortium of universities to review the relationship between community engaged scholarship, and tenure and promotion. As one of the three core academic priorities in our planning documents, the achievement of the associated objectives are both desirable and credible.

C. Timeframe, resources and metrics: The priority objectives for community engagement are on-going with **specific benchmarks for the increase in international students over the next several years. Other metrics include the realization of an institutional community engagement, an increase in teaching and research partnerships both locally and globally, the evaluation and dissemination of findings regarding community engaged scholarship, and progress regarding an expanded relationship with Seneca College.**

D. Related innovation & productivity initiatives: The AIF program has provided institutional resources and coordination for several community engagement activities especially those that improve productivity through the development of innovative EE strategies. Community based

research that brings the client to the students, for example, is one prototype that has been found to be more efficient than community service learning where students may be independently working with employers or not-for-profits with no discernible difference in the educational learning benefit. York also has a diverse group of organized research units that extend partnerships internationally and provide our students with research opportunities in areas such as vision research and 3D animation.

E. Required public policy tools: Public policy tools that would support the achievement of these objectives include: i) flexibility around initiatives that advance governmental priorities; ii) the inclusion of international students for MTCU counts; and iii) direct support for college-university transfer that is linked to the actual number of students participating.

F. Correlation with government principles and parameters: The objectives for this academic priority align with all three principles, most especially in terms of increasing student mobility and ensuring the recognition of Ontario credentials abroad, increasing engagement and partnerships between institutions and the community, building on the differentiation strategy of York as a leading engaged university, strategic enrolment management, and developing strategies to improve productivity through innovation.