

APPENDICES

Academic Policy, Planning & Research Committee:

- Appendix A: Establishment of a School of Global Health in the Faculty of Health
- Appendix B: University Academic Plan 2020-2025 – Community Consultation Presentation and Draft Retrospective

Proposal to Establish a School of Global Health in the Faculty of Health

November 21, 2019

Introduction

The Faculty of Health seeks approval to establish a School of Global Health as a new academic unit. It would be the first dedicated School of Global Health (SGH) in Canada, and among a small handful in the world.

Global health emerged and codified as a permeable yet distinct practice and academic discipline over the last thirty years. It is concerned with the global forces, factors and actors which shape health including health determinants and challenges, as well as multi and transnational opportunities and interventions. It is best – but not exclusively – understood and addressed at the level of the global commons. It is generally distinctive from international health which is directed at aiding challenges within an individual nation to improve health and health care. From an academic perspective, global health is a transdisciplinary field situated at the nexus of multiple disciplines such as medicine, public health, health sciences, law, and social sciences (including international policy and relations, economics and political science). It uses mixed methods in research and requires problem-based skill, knowledge and fluency across these domains to achieve relevance and excellence in research, policy and practice. Despite this, the great majority of global health programs and research projects are nested within schools of medicine or public health. York's distinctive advantage is to create an independent, multi-disciplinary School which enables students and faculty to explore a greater array of perspectives and solutions to global health challenges.

Vision for Global Health

The mission of our global health initiatives within the Faculty of Health is to enhance human health, health equity, healthcare and wellbeing by engaging in research and developing and sharing innovative ideas and solutions to address significant global health challenges; supporting the development of informed, skilled and compassionate global health leaders, policy makers and practitioners; and facilitating transformational partnerships with people and organizations who share our values and goals for global health. We welcome and proactively facilitate collaboration across York University as well as other local, national and international partners. This mission will be pursued in a manner intended to encourage, support, and enable success in the Faculty of Health as well as other research centers, Faculties and programs.

The Faculty of Health's goal in creating a new School is to create and support a stable administrative infrastructure which facilitates the growth and interdisciplinary nature of

Canada's contribution to global health. Senate's establishment of the Dahdaleh Institute for Global Health Research provides an institutional platform to support and encourage cross faculty global health research around specific themes and strengths. However, ORUs can neither hire faculty nor offer the academic programs which generate the income required to hire faculty and offset the costs of research infrastructure. By approving a BSc and a BA program in global health for launch in September 2014, Senate created the first undergraduate programs in global health in Canada. These programs are enabling us to establish a new School which will serve as a sustainable administrative platform to grow the size and impact of our global health academic programs, and by extension, our research impact, community/global engagement and service.

We seek approval to:

- 1. Establish a School of Global Health as a new academic unit within the Faculty of Health, effective July 1, 2020.**
- 2. Transfer the BA and BSc degree programs in Global Health from the Faculty of Health Dean's office to the new School of Global Health, effective July 1, 2020.**

Rationale and Resources for a New School of Global Health

Summary of our progress to date.

Over the past six years, the Faculty of Health has undertaken several actions to advance global health. It has:

- designed and implemented Canada's first undergraduate program in Global Health in 2014. The first cohort of students graduated in the spring of 2018.
- built a growing cadre of placement options for global health students in organizations such as the WHO regional offices, international aid and humanitarian organizations, health agencies, and academic institutions in countries such as Belize, Costa Rica, England, Ethiopia, Germany, Granada, Haiti, Jordan, India, Scotland, Sri Lanka, Trinidad and Tobago, and the United States.
- established a pool of money to provide financial assistance to students who wish to experience an international placement;
- recruited two of Canada's leading global health researchers and practitioners: Professors James Orbinski and Stephen Hoffman to complement our existing faculty expertise and interest.

- recruited an additional five net new full-time professorial stream faculty members from multiple disciplines and areas of global health expertise;
- supported the University to establish the Dahdaleh Institute for Global Health Research, a university-wide ORU;
- attracted and hosted the Global Strategy Lab and the CIHR Institute for Population and Public Health;
- supported a proposal to host a World Health Organization Collaborating Centre for the Global Governance of Antimicrobial Resistance;
- established a Task Force to design innovative graduate programs in Global Health;
- actively explored international and global health partnerships (beyond student placements) in countries such as Ghana (as a portal to Africa), Trinidad and Tobago (as a portal to the Caribbean), Norway and Germany (as portals to the EU), the UK, and India; and
- increased our understanding of and potential connections around global health issues by more than doubling our intake of international students over the last three years.

i. Degree Programming in Global Health

The undergraduate BA and BSc programs in global health are interdisciplinary degrees whose core and elective courses are jointly delivered by faculty from Health, environmental studies, math, biology, computer science, chemistry, physics, and social sciences and others.

Currently hosted in the Office of the Dean of Health, the program is governed by a Global Health Executive Committee comprised of the Coordinator of the program, Chairs of the Schools of Health Policy and Management, Kinesiology and Health Science, and Nursing along with the support of the Dean and a Special Advisor to the Dean. The program has been highly successful, attracting new students to the Faculty and achieving steady growth in enrolments (see section ii). *Macleans*'s magazine referred to Global Health as "one of York University's stand out programs."

While the current governance and administrative processes enabled the program to quickly establish itself, the creation of a School of Global Health will enhance program quality, student experience, profile, and innovation. For example, it would ensure that the global health program has the same level of academic oversight as other academic programs in the Faculty of Health. A new School ensures the program's interests and perspectives are represented on key Faculty Council Committees and Senate. It ensures core courses are taught by faculty with focused expertise in global health. Dedicated professorial faculty associated with a School ensures the majority of instructors are engaged in global health research which creates research opportunities for students. A new School dedicated to global health will improve our ability to attract world class global health scholars who would otherwise have concerns about the focus

of their teaching, the ability to attract graduate students, tenure and promotion requirements, etc. The School would maintain a multi-disciplinary focus by hosting a core group of scholars and instructors with an array of expertise (see Table 1), as well as continuing to utilize the broad expertise of persons with cross appointments, and by utilizing courses taught by faculty in other Schools and Departments within and beyond the Faculty of Health.

ii. Degree Programs to be Transferred to the School

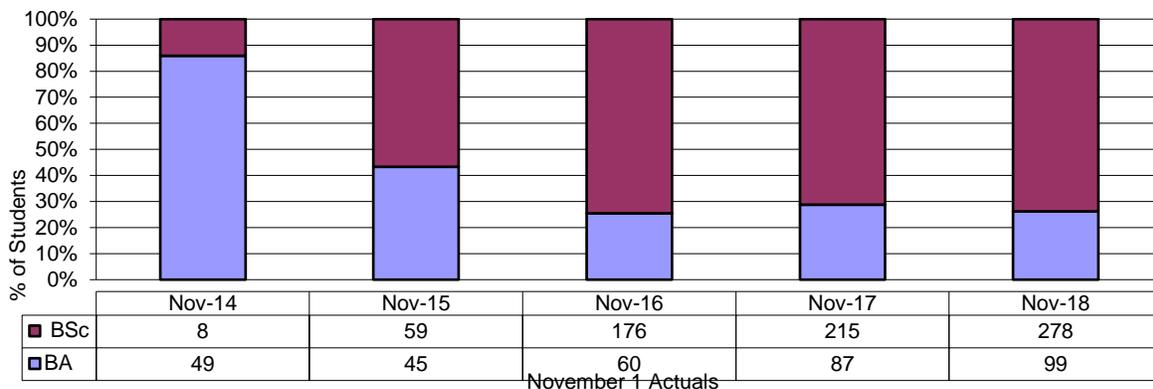
Coincident with the establishment of the School, the following degree programs/options would be transferred from the Office of the Dean to be housed in the School of Global Health.

- the BA and BSc Honours and Specialized Honours programs in Global Health
- the Honours Minor option in Global Health

These are the first undergraduate degree programs in Canada to combine a core body of knowledge in global health with specialized options in: global health promotion and disease prevention; global health policy, management and systems; global e-health; and global health and the environment. A non-specialized Honours Degree option allows for major-minor combinations within or outside the Faculty of Health.

The BA and BSc programs in Global Health would provide the mainstay of financial resources necessary for a School of Global Health. Current enrolments are shown in Figure 1. It is unlikely that a School of Global Health would have the means to be sustainable unless it hosted the BA and BSc programs in global health.

Figure 1
Global Health Majors Enrollment (Head Count; Domestic + Visa)
 Bachelor of Arts and Bachelor of Science, 2014/15 to 2018/19



iii. **Accommodation of Students**

Students currently enrolled in either the Major or Minor programs in Global Health will see no change in their degree program. In the longer term the dedicated oversight and more autonomous resources associated with a School should enhance program quality, student experience, and curricular innovation. For example, a core group of faculty members and staff will enhance continuity for students. Dedicated professorial faculty provide more opportunities for students to become involved in global health research. Global health faculty can assist in using their contacts to create experiential learning opportunities and exchanges, as well as graduate school references and employment referrals.

iv. **Potential Graduate Programs**

A Faculty of Health Task Force has been developing a proposal to create a highly innovative PhD in Global Health. A Notice of Intent for the doctoral program was approved in April 2019 by the Vice-Provost Academic and the development of the proposal will proceed over the next year.

The vision for the new PhD in global health is to foster scholarship that contributes insights and critical problem-solving skills focused on how the world can collectively address the most pressing global health challenges of our time, through collaborative leadership. The program will support academic research and mid-career professionals. The objective is to enable graduates to work in the interface between science and governance in order to realize research impact on policy and practice. Depending upon the final program design (e.g., if entry to the PhD is direct from an undergraduate qualification), it may also be desirable to develop a master's program as well.

Consultations and approval for a new graduate program in global health will be sought through a separate process and after a decision has been made about the formation of a School of Global Health.

v. **Global Health Scholarship**

Affiliation with Dahdaleh Institute for Global Health Research. The academic mission of a new School would add to and complement York's research agenda and infrastructure to enhance global health research in several ways. First, as noted in the previous section, the School provides an administrative home to increase the number of faculty members with specific interest and expertise in global health research. Second, the resources generated through the School's academic programs in global health would help cover the salary and benefit costs of faculty and staff. It would also provide additional office and research space dedicated to global health. To enhance connectivity and synergy, we have created a suite of offices in the same building as the Dahdaleh Institute for Global Health Research, the CIHR Institute for Population and

Public Health, and the Global Strategy Lab and a WHO Collaborating Centre. Third, the School would provide a logical, focused administrative host for graduate programs in global health. These graduate programs would include both professional and research/academic pathways for graduates. Finally, the School would help raise the profile of global health at York and enrich institutional research partnerships and networks.

The momentum of the Global Health Program attracted a \$20 million donation from alumnus Victor Phillip Dahdaleh to establish the Dahdaleh Institute for Global Health Research (*DIGHR*) as a University-wide Organized Research Unit. The Faculty of Health is proud to be one of the sponsoring Faculties of the Institute. The DIGHR's three research themes include *Global Health & Humanitarianism*, *Planetary Health* and *Global Health Foresighting*. The Institute Director is Dr. James Orbinski, a leading scholar in global health and a proposed member of the new School who has extensive leadership, advocacy, and research experience in global health. Dr. Steven Hoffman, another proposed member of the new School is the Director of the [Global Strategy Lab](#) in DIGHR, and the Scientific Director of the Canadian Institutes of Health Research's [Institute of Population & Public Health](#). With the support of the Faculty of Health and DIGHR, Professor Steven Hoffman recently led a proposal to establish a World Health Organization (WHO) Collaborating Centre on Global Governance of Antimicrobial Resistance that will enable and deepen collaborative research with the WHO with global reach. Professorial faculty members in the new School would benefit from and/or contribute to these various global health research initiatives.

vi. **Faculty Complement for the School of Global Health**

Course development and teaching assignments are based on the following principles: (1) program quality, sustainability and student experience are best served by ensuring there is a stable group of dedicated faculty specialists in global health; (2) the curriculum should not duplicate courses offered through other units; (3) global health requires multi-disciplinary perspectives; and (4) students benefit from broader education through electives and general education requirements. With this in mind, core courses in the program (and offered by faculty appointed to the new School) include: foundations of global health, global health policy, global health research methods and measurement, the determinants of health, chronic diseases and care, communicable diseases and care, epidemiology for global health, health promotion in a global context, health care planning for communities, program evaluation, global health governance and leadership, global health ethics, health and human rights, a field practicum, and a capstone project. Courses such as anatomy and physiology would continue to be taught by faculty from other units within the Faculty of Health. Various electives would be fulfilled by taking courses in other Faculty of Health programs (nursing, kinesiology,

psychology, health studies) and Faculties (e.g., math, economics, environmental studies, chemistry, biology, physics, computer science, LA&PS gen eds.).

Table 1 summarizes the list of faculty members who would be affiliated with the School and their disciplinary backgrounds, expertise and research interests. It is broken down by full members, and those with cross appointments (i.e. faculty whose primary appointment is in another unit). As per their offers of appointment and discussions during the hiring process, five core faculty were initially appointed to existing units with the Faculty of Health but would move into a new School of Global Health, should it be approved. The two remaining core Faculty members (Orbinski and Hoffman) have indicated a desire to change their appointment into the new School, should it be approved. Other faculty have indicated their interest in a cross appointment with the new School, should it be approved.

Table 1

Faculty members	Area of Expertise and Scholarship
Amrita Daftary , Assistant Professor	Community Health and Health Policy. Amrita uses qualitative methods to study tuberculosis and HIV policy and practice, quality of care, and the structural determinants of tuberculosis stigma. She contributes to the human centered design and evaluation of interventions in South Africa and India, and will lead a transdisciplinary centre on tuberculosis at the Dahdaleh Institute for Global Health Research.
Oghenowede Eyawo , Assistant Professor	Global Health Epidemiology and Public Health. With training in epidemiology, population and public health, his research interest is focused on precision-based global health and the application of epidemiological methods to examine patterns of morbidity, mortality and their potential effects among vulnerable populations of children, women and men. Dr. Eyawo is an expert advisor to the Global Burden of Disease Study (GBD), the largest accumulation of health data in history.
Steven Hoffman , Professor Director, Global Strategy Lab	Global Health, Law, and Political Science. Scientific Director of the Canadian Institutes of Health Research's <u>Institute of Population & Public Health</u> . He is an international lawyer who

	<p>specializes in global health law, global governance and institutional design. His research integrates analytical, empirical and big data approaches to craft global regulatory strategies that better address transnational health threats and social inequalities. He is the Director of the WHO Collaborating Centre on the Global Governance of AMR.</p>
<p>James Orbinski, Professor Inaugural Director, Dahdaleh Institute for Global Health Research</p>	<p>Medicine. Fosters scientific research and technological innovation, and social science research to engage critical problem solving around 1) Planetary Health, 2) the clinical public health effectiveness of Humanitarian response, and capacity in 3) Global Health Foresighting. This research includes modelling the health impacts of climate change; use of artificial intelligence in optimizing safe water in humanitarian crises; exploring the history and politics of global health and humanitarianism with a view to participating in shaping future research, policy and practice; exploring the use of distributed ledger technology for improved humanitarian supply chain management in humanitarian crises; policy and practice on Antimicrobial Resistance, and 21st Century ethical and governance challenges in Global Health.</p>
<p>Tarra Penney, Assistant Professor</p>	<p>Health Systems Program/Policy Evaluation. Her research focuses on generating population level evidence for addressing the global syndemic of obesity, undernutrition and climate change. She uses systems thinking and multiple methods to evaluate national policy and explore the role of the commercial sector in fostering healthy, sustainable and equitable food systems. She will be a member of the Dahdaleh Institute of Global Health Research.</p>
<p>Mathieu Poirier, Assistant Professor</p>	<p>Social Epidemiology. His work ranges from evaluating international laws using a framework</p>

	<p>of global legal epidemiology, to developing innovative transnational health equity metrics and generating policy-relevant research on social determinants of health. He has led collaborative research projects throughout Latin America and the Caribbean and will be a member of the WHO Collaboration Centre on the Global Governance of Antimicrobial resistance.</p>
<p>Adrien Viens, Associate Professor</p>	<p>Global Health Policy. His research focuses on global health ethics and law, with a particular interest in demonstrating how philosophical analysis and regulatory theory should shape how we approach different issues within global health policy, practice and research (especially infectious diseases, disasters, health promotion, harm reduction). He will be a member of the Dahdaleh Institute of Global Health Research, the WHO Collaborating Centre for the Global Governance of Antimicrobial Resistance and the Global Strategy Lab.</p>
<p>Faculty who have expressed interest in a Cross-Appointment to Global Health</p>	
<p>Claudia Chaufan, Associate Professor</p>	<p>Health Policy and Medicine. An interdisciplinary background that spans medicine, sociology, philosophy and political economy. Her research incorporates an analysis of struggles against colonialism, imperialism, and capitalist globalization, and their implications for global health policy and equity. Current projects include an assessment of the corporatization of global health governance, a cross-national analysis of the ideology of moral hazard, and an assessment of active learning in global health instruction.</p>
<p>Paul McDonald, Dean and Professor of Health Policy and Management</p>	<p>Public Health, Health Promotion, and Psychology. Trans-disciplinary expertise is in the development and evaluation of population level interventions (e.g., policy, programs, communication campaigns) for the prevention</p>

	<p>of chronic illness such as cancer, cardiovascular diseases, respiratory diseases, diabetes, and mental illness. He has also been involved in knowledge exchange and the capacity building for public health. He has advised multiple national governments (e.g., New Zealand, Australia, the UK, the US, Israel) and agencies in areas such as tobacco control, public health, and health services. He is on the DIGHR Board of Directors.</p>
<p>Beryl Pilkington, Associate Professor School of Nursing. Inaugural Coordinator, Global Health Program</p>	<p>Nursing. Her professional background is in maternal-child nursing and women’s health. Her most recent research focused on community health in the refugee camps in Dadaab, Kenya, and informed the development of a new BSc Community Health Education program at Moi University. She is currently working with colleagues at the University of Health and Allied Sciences (UHAS) in Ho, Ghana, to establish a partnership focused on increasing access to graduate education in Nursing.</p>
<p>Shahirose Premji, Professor Director of the School of Nursing</p>	<p>Nursing. Program of research investigates psychosocial, cultural and environmental factors as both risk factors and targets of intervention to prevent preterm birth in women in low and middle-income countries (Pakistan, Kenya, Tanzania). Her research also explores the transition of care of late preterm infants from hospital to community, and implementation research in integrating screening and management of depression within primary health care (China).</p>
<p>Harvey Skinner, Professor and Founding Dean of the Faculty of Health</p>	<p>Psychology. Broad experience in behavior change at individual, organizational and systems levels with a special interest in global health. He is Chair of the Board of the Canada International Scientific Exchange Program (www.cisepo.ca) leading peacebuilding through health initiatives in the Middle East. Dr. Skinner was principal investigator of the <i>Connected</i></p>

	<i>Health and Wellness Project</i> - a cloud-based software system that enables collaborative health and wellness management.
Mary Wiktorowicz , Professor School of Health Policy & Management	Health Policy. Research focuses on global health governance including the design of comparative frameworks to evaluate models of global health governance that shape the development of international agreements, standards and accountability mechanisms to address collective action problems. She is a member of the DIGHR board and will be a member of the WHO Collaboration Centre on the Global Governance of Antimicrobial resistance.

vii. Administrative Support.

The administrative staff currently engaged in the Global Health Program (Program Assistant 1.0; Operations Manager 0.5) will continue to support the new School. The decanal statement of support confirms the necessary dedication of resources for the non-academic staff. In addition, like all other academic units, the Dean’s Office in the Faculty of Health will provide shared staff to support services such as student advising and success, student recruitment, experiential learning, research, teaching and curricular innovation, HR, finance and budgeting, development and advancement, facilities management, and communications.

viii. Projected Financial Resources and Budget.

Current projections indicate enrolment in the global health programs will grow to approximately 390 FTEs (501 heads) in the fall of 2019. With additional marketing, the higher profile associated with a new School, greater international reach, the benefit of a growing alumni base, potential new graduate programs, and the potential to create joint majors and minors with other programs and Faculties, there is clear potential for the enrolments to continue growing for years to come.

If we assume 8% of students are international, and 27% of domestic students are in their first year, then the program would generate approximately \$5,953,000 in annual revenue from tuition and provincial grants. After paying shared service costs at the institutional and Faculty level, inter-faculty and intra-faculty teaching costs, and other miscellaneous obligations, it would leave approximately \$1,900,000 in revenue. This is

enough financial base to support the salary and benefit costs of the seven core faculty in Table 1, 1.5 FTEs of staff support, as well as stipends and releases for administrative leaders, support for graduate teaching assistants, basic operating costs not covered by the Dean's office, and a small residual to hire sessional instructors to cover faculty leaves and sabbaticals. Pending retirements of three senior faculty member over the next three years will provide future budgetary flexibility.

ix. Space and Computing

The School would be in a contiguous suite of 14 offices/rooms (approximately 2,000 square feet) on the 5th Floor of the Dahdaleh Building. This is enough to host all current faculty members (except Orbinski and Hoffman who have pre-existing fit for purpose office and research space on the second floor the Dahdaleh Building), three of the joint faculty members (the others have existing offices in their home departments), two staff, as well as potential grad students, research staff and guests. Given the close affiliation with the DIGHR, the location has the advantage of being in close proximity to the Institute on the 2nd floor of the Victor Philip Dahdaleh Building.

Computing needs will be addressed through the Faculty of Health's contract with UIT which provides computing support services on a fee for service basis outlined in an Internal Service Agreement. The arrangement allows for the provision of high-quality service coupled with flexibility to allow the Faculty to grow and alter its service demand, and allowing for financial flexibility. Service delivery is managed jointly by an assigned UIT Client Solutions Manager and the Faculty's Executive Officer. The agreement covers a wide array of services that range from personal computing needs of faculty and staff, teaching computing labs, common Faculty facilities, course websites, e-learning initiatives, and highly specialized development and consulting services. Special projects which require IT support above the standard services included in the agreement are arranged between the Faculty and UIT as required.

Relationship to UAP, SRP and SMA

The new School of Global Health and its current and proposed academic programs align with the York University Academic Plan (UAP) (2015-2020) in that they are progressive, offer innovative approaches to undergraduate and graduate education whose goal is to solve problems and develop new understandings and solutions to enhance social justice, equity and the public good. The new School will contribute to our aim to increase internationalization. In developing leading-edge innovative solutions, these programs will attract the highest calibre of applicants. Such innovation will support academic quality, student success and engagement to multilateral organizations such as the WHO, as well as nongovernmental organizations (NGOs),

governments and the private sector. The goals of the UAP refer specifically to Global Health as an innovative new area in which York is uniquely positioned to demonstrate leadership in innovation by: “Strengthening York’s institutional gravitas by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health...” (page 9). The UAP further emphasizes strengthening comprehensiveness and interdisciplinarity by developing innovative degree programs including those in health. The UAP also encourages the creation of more Faculty-spanning curricula that draw on more than one academic unit. The transdisciplinary nature of the programs that the School of Global Health will host are designed with a Faculty-spanning approach as a fundamental tenet.

From the perspective of the Strategic Mandate Agreement (2017-2020), the proposal supports York’s vision “to strengthen our reputation for pedagogical innovation and excellence” through innovative pedagogic approaches, research and scholarship as currently proposed (page 5). The BSc and BA Programs in Global Health and the proposed new PhD Program would enhance the reputation of York as a global centre for interdisciplinary and transdisciplinary scholarship to meet the needs of the global knowledge economy. Experiential education is embedded within these degree programs including a 4th year field practicum in the Specialized Honours BA/BSc program that creates the potential for meaningful experiences followed by a capstone course that consolidates student learning. Students have the option of undertaking a global health relevant position in either a domestic or international setting. The Faculty has a small travel fund to support students who wish to exercise the international option. Finally, the Faculty is currently in discussions with international university partners to create exchange opportunities for undergraduate students.

Administration and Governance of the New School

As noted above, the undergraduate program has been led by a Coordinator advised by an Executive Committee and reports to the Dean of the Health Faculty. The Global Health Executive Committee, comprised of the Program Coordinator and the chairs and directors of the three Faculty of Health units and the Special Advisor to the Dean and Director, Global Health and Community Partnerships has offered the program oversight and guidance. The current structure will remain in place until the School has been established and a new Director has been appointed. The current coordinator will provide support to the new Director for the first few months of the School’s operation.

Consistent with the existing Schools and Department in the Faculty of Health, the new School of Global Health will have a Director. Because of its size, the Director will also

serve initially as the undergraduate program director. She or he will report to the Dean of the Faculty of Health. The administrative structure will be revisited once a graduate program is approved and/or the undergraduate enrolment continues to grow. As is the practice for other Schools and Departments within the Faculty of Health, the School of Global Health will establish a School Council with terms of reference. Our unit level Councils host regular meetings of departmental members and develop policies and procedures to organize unit level responsibilities. For example, consistent with other academic Units in Health, the Council will facilitate the exchange of information, the development of a collegial environment as well as develop and recommend basic guidelines around workload, tenure and promotion criteria, etc. The Faculty of Health Council will amend its terms of reference to ensure appropriate standing committees (e.g., the Executive and Planning Committee, the Undergraduate Curriculum Committee, the Graduate Committee, the Petitions Committee, the Committee on Research and Awards, and the Committee on Examinations and Academic Standards), have appropriate representation from the School of Global Health, equivalent to those of other academic units. The School Director will also serve as a member of the Dean's Leadership Committee. To ensure students are engaged in the School, the new unit will assume responsibility for supporting a global health undergraduate student association.

Consultations Undertaken

Within the Faculty of Health. From September 2017 to March 2019 a task force examined potential scenarios for the future governance of undergraduate and graduate global health programs. The options included: 1) maintaining the status quo; 2) moving global health into an existing academic unit in the Faculty of Health; or 3) creating a new School of Global Health in the Faculty of Health. The Task Force wrote and distributed a discussion paper which was circulated to all faculty members, staff and students in the Faculty of Health to set the stage for consultation. The Global Health Executive Committee was asked to lead a consultation with members of the Faculty and make a recommendation to Faculty Council. This was done primarily through a short e-survey which enabled respondents to provide open ended comments and choose between the options outlined in the discussion paper, as well as open dialogue with the Faculty Leadership Committee (which includes all Associate Deans, the EO, and School Directors and Chairs). Sixty-five per cent of survey respondents favoured the creation of a new School of Global Health. Based on the consultation results, and on the weight of the arguments, particularly those of faculty members with specific content expertise in Global Health, the Global Health Executive recommended to the Faculty of Health Council that it proceed with the creation of a proposal for a new school. Creation of a new school would foster the most favourable conditions for sustaining the global health

curriculum and pedagogy, grow the program by adding graduate training and research intensity in this area, grow research capacity; create a unique identity and ensure dedicated leadership on campus, nationally and (pertinent to this field) globally.

In making its recommendation to create a new School of Global Health, the Global Health Executive Committee emphasized the history of collegiality which made the establishment of the Global Health BA/BSc program possible. All units in the Faculty of Health contributed to its formation, implementation and governance to date. The program's success is largely due to the exemplary intra-Faculty collaboration and collegiality, along with its essential interdisciplinarity and multidisciplinary. As noted previously, these intra- and cross-Faculty collaborations will continue to flourish and be mutually supportive.

After reviewing the Executive Committee's report and recommendation, the Faculty of Health Council voted 95% in favour of developing a proposal to create a new School of Global Health. It was passed with the understanding that such a proposal would still need to be approved according to Senate and University guidelines for the creation of new academic units, including a final vote from the Faculty of Health Council. This document is the result of the Faculty's desire to create a formal proposal for a new School of Global Health.

In mid July, invitations to review and comment on the draft proposal were sent to the Deans/Interim Deans of the Faculties primarily involved in related academic programs and research including Thomas Loebel (Grad Studies), Alice Horvoka (Environmental Studies), Mary Condon (Osgoode), Jane Goodyer (Lassonde), JJ McMurtry (LA&PS), and Esaias Janse Van Rensburg (Science). Invitations were also sent to Registrar Lucy Bellissimo; Huaiping Zhu, Director of the Centre for Disease Modelling; Sean Rehaag, Director of the Centre for Refugee Studies; and Jianhong Wu, Director of ADERSIM. Feedback (all positive and supportive) was received from Dean Horvoka and Director Rehaag, and incorporated into this document. Letters of support that have been received are attached.

The October 10th version of the document was sent to the Provost for her review and feedback. Concurrent with the Provost's review, the draft proposal will be discussed at the October 18th meeting of the Faculty of Health Council Executive and Planning Committee. With the consent of the Provost and Executive and Planning Committee, the proposal and a notice of motion will be forwarded at least 14 days in advance of the November 6th meeting of the Faculty of Health Council. A motion to approve the proposal to create a School of Global Health will be presented for consideration by Faculty Council at its regular scheduled meeting on November 6, 2019. Faculty Council Approval for the new School and transfer of the related global health programs will be

also require approval of the Provost, APPRC, Senate, the academic Resources Committee of the Board of Governors, then finally the Board of Governors.

Letters of Support

Paul McDonald, Dean of the Faculty of Health (attached)

Professor Beryl Pilkington, Chair of the Global Health Executive Committee (attached)

James Orbinski, Director of the Dahdaleh Institute for Global Health Research (attached)

Stephen Hoffman, Director of the Global Strategy Lab (attached)

Alice Horvoka, Dean of Environmental Studies, (attached)

Sean Rehaag, Director of Refugee Studies (attached)

Lisa Philipps, Provost and Vice-President Academic (attached)



October 10, 2019

Lisa Phillips, Provost and VP Academic

**FACULTY OF
HEALTH**

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Members of the Board of Governors

It gives me great pleasure to enthusiastically support the creation of a new School of Global Health within the Faculty of Health, and the proposal to transfer our degree majors and minor in global health to the new School.

Global health as a rapidly expanding area of policy, practice, and research. It is necessary because of growing revelations about how health and disease are not subject to geographic or national boundaries. Just as SARS, influenza spread rapidly around the planet, so too are chronic conditions such as cardiovascular disease, respiratory disease, cancer, mental illness, and the health impact of climate change. Attempts to improve health, control and treat disease necessarily require multi-lateral cooperation and interventions. The new School represents an important opportunity to continue building our presence, impact and academic excellence in global health. It is the logical next step in an evolution which began with the creation of Canada's first undergraduate degrees in global health and the establishment of the Dahdaleh Institute for Global Health Research.

The School will enhance our profile, academic programming, our faculty complement, and research intensity in this domain. Its design is consistent with York's values, and academic plan. Indeed, York is uniquely positioned to elevate our multi-disciplinary approach outside the confines of a medical school or school of public health. We envision continued collaboration with and for multiple faculty members and students across campus. The new School, the strategic growth of undergraduate enrolments and the introduction of graduate programs in global health are all key features of the Faculty of Health's strategic and operational plans. The proposal to create a new School is the result of extensive involvement of our faculty. It began with the report of a task force examining potential governance options for the global health programs, consultations with the Global Health Executive Committee, and the Faculty Leadership Committee and with the overwhelming support of the Faculty of Health Council to create a proposal for a new school. The proposal has been shared with and shaped by the feedback of key leaders



across campus.

Undergraduate enrolments in global health have been stable and provide the financial foundation to support the School, including a core group of faculty, staff, and various operating costs. Indeed, the quality of student applying to the program has been excellent. With the increased profile and stability expected to come from the School, we expect undergraduate enrolments will rise in the future, and provide the foundation to host a distinctive graduate program in global health. This would, in turn, generate the resources required to support the continued growth of the School in terms of faculty, staff and other program support.

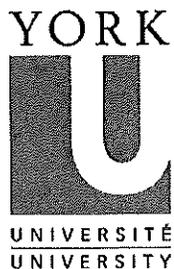
The seven initial core faculty members have all given me an indication that they would welcome the opportunity to move their affiliations to the proposed new School of Global Health. Staff to support the programs and the new School would remain at their current levels until the School can grow its enrolments. The undergraduate curriculum will not be substantially altered until such time as we have the results of our first program review in 2021. Participation of the School on key Faculty Council Standing Committees will help integrate global health with other programs. The addition of core faculty and staff should enhance student support and experience. Finally, I am pleased to confirm that the Dean's office will ensure that the new School continues to have access to Faculty supports at a level commensurate with our other academic units, including IT services, space, student advising and support. Office space and grad student accommodations for our five new faculty hires have already been secured on the fifth floor of the Dahdaleh Building.

Please let me know if you have any additional questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul McDonald".

Paul McDonald, PhD, FRSPH, FCAHS
Professor and Dean



Dean Paul McDonald
Faculty of Health

October 15, 2019

Dear Dean McDonald:

FACULTY OF HEALTH

**Global Health
Program**

4700 Keele St.
Toronto ON
Canada M3J 1P3

Tel 416 736-5028

Re: School of Global Health

I am writing as Coordinator of the Global Health (GH) Program and Chair of the GH Executive Committee to express enthusiastic support for the proposal to create a new School of Global Health within the Faculty of Health (FoH). The GH Executive Committee includes the Chairs/Director of the four academic units in the FoH plus Mary Wiktorowicz (previously, Special Advisor to the Dean—Global Health, Community Partnerships and Strategic Projects); the Program Coordinator; and the Operations Manager for the GH Program and School of Health Policy & Management (SHPM).

In February 2019, the GH Executive Committee received a discussion paper (*Global Health Program Governance and Positioning*) produced by a Task Force struck to explore the following three options for the future governance of the GH program: 1) status quo; 2) move it to an existing unit in the FoH; or 3) create a new School of Global Health. (The Task Force comprised three members of the GH Executive Committee [Marina Morrow, Beryl Pilkington, and Mary Wiktorowicz] plus Professor Tamara Daly [SHPM]; the Executive Officer, and Director, Financial & Academic Resources, Office of the Dean; and the Dean.) Subsequently, the GH Executive Committee undertook a Faculty-wide consultation with faculty members and the Global Health Students Association (GHSA), using a brief survey to solicit feedback on the three options addressed in the Discussion Paper.

A total of 65 responses to the survey were received from across the Faculty, including 15 responses from members of the GHSA. The majority (65%) of respondents supported the creation of a new School of Global Health. Although the majority (14) of respondents from the SHPM chose the option to align Global Health with the SHPM, five chose the option to create a new School of Global Health. These five respondents included James Orbinski and Steven Hoffman, who were hired to fill leadership positions in global health and who provided compelling arguments supporting the creation of a new School. After carefully considering all feedback, including the level of support and rationales for supporting each option along with expressed concerns, the Global Health Executive Committee concluded that the creation of a new School was the preferred future for Global Health and accordingly, made this recommendation to the Faculty of Health.

Based on my experience as Coordinator of the GH Program since its inception and as Chair of the GH Executive Committee, I believe that the interdisciplinary model in which the Program drew teaching resources from across the FoH was necessary to incubate this innovative and unique program—and, it undoubtedly succeeded in this regard. Specifically, the model enabled the FoH to cobble together relevant expertise amongst existing faculty to

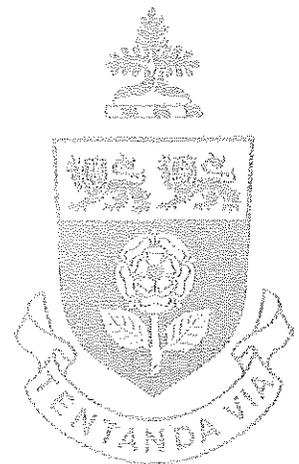
fully implement the program. (The first cohort graduated in June 2018). However, this model is not sustainable for the long term. For instance, most of the courses have been delivered by contract-limited and part-time faculty. Only two core courses have been consistently delivered by a tenure-stream faculty member. While the CLA and part-time faculty we relied upon to deliver core courses were mostly exceptional teachers, they were not global health experts or researchers. In addition, these faculty only knew their own course(s), and not those taught by others, which presented challenges for overall program coherence and levelling of curricular concepts across years. Moreover, resourcing the courses required continuous negotiation with the Chairs/Director of the home units of full-time faculty members. Similarly, when Chairs submitted complement requests, as Coordinator of the GH program, I had to negotiate for partial coverage of GH teaching requirements within these appointments (to SHPM and Kinesiology & Health Science). However, for understandable reasons, the hiring units prioritized their own needs over those of the GH program in creating these new positions. Finally, while the GH Executive Committee provided oversight, the GH program lacked formal structures for collegial governance, including representation on Faculty-level committees (e.g., Curriculum Committee, CEAS). In summary, notwithstanding its undeniable success as a start-up strategy, the present interdisciplinary model also poses serious challenges to the growth and future flourishing of the GH program.

Based on the results of the consultation, along with my own experiences and observations in my position as Coordinator of the Global Health Program since its inception, I am convinced that the creation of a new School would foster the most favourable conditions for sustaining the global health curriculum and pedagogy. Already, with the hire of five new professorial, tenure stream appointments in global health in July 2019, quality improvements in the curriculum and teaching are happening. I know this because students are telling me about their positive experiences in the classroom. Furthermore, by adding graduate education and research strength in the area of global health, the new School will greatly augment global health's unique identity at York, nationally, and globally.

Yours Sincerely,



F. Beryl Pilkington, RN; PhD
Associate Professor, Nursing
Coordinator, Global Health BA/BSc Program
Faculty of Health



The Senate
York University

July 8, 2019

Dear Senate:

As Inaugural Director of the Dahdaleh Institute for Global Health Research (DIGHR), I have reviewed and contributed to the Faculty of Health proposal to the Senate for the creation of a School of Global Health.

Dahdaleh Institute
for Global Health

Suite 2150 Victor
Phillip Dahdaleh
Building

88 The Pond Rd
York University
Toronto Ontario
Canada M3J 2S6
Tel 416 736 2100
ext. 20175

orbinski@yorku.ca

Since its opening in September 2017 as a University-wide ORU, the DIGHR is actively building transdisciplinary critical problem solving research capacity in Planetary Health, Global Health and Humanitarianism, and Global Health Foresighting. It has attracted 1.8 million dollars in research funding (in addition to gifted funds); hosted several major national and international public events; held a major international conference on Data Science and Global Health, and hosted numerous university-wide, national and international research workshops (See: <http://dighr.yorku.ca/>).

The Faculty of Health has been vital to this early success.

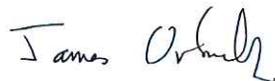
Building on existing undergraduate programs, five new faculty hires, and other Faculty of Health initiatives in Global Health, a School of Global Health at York would have profound potential to make major transdisciplinary contributions to improving research, policy and practice in Global Health. It would also augment an already outstanding undergraduate program in Global Health that now needs a coherent faculty compliment and administrative infrastructure to match the unique requirements of the discipline of global health. A new School would attract among the very best new faculty and students who are committed to the discipline of global health, and make major globally relevant contributions in graduate teaching and research for new graduate students and midcareer professionals.

York's unique strength is its commitment to transdisciplinarity, equity and social justice. Creating a new School of Global Health would further catalyze the transdisciplinary potential in global health that so obviously exists at York, and provide an academic and administrative centre-point for a visionary approach to the discipline of Global Health that is unique in the world.

York can make outstanding contributions to shaping and growing a truly equitable global health for this very challenging 21st Century. York is poised to take on this challenge, and I am delighted to be part of this committed and forward looking team.

The DIGHR whole-heartedly supports the Faculty of Health proposal and submission to the Senate for the creation of a School of Global Health.

Sincerely,



James Orbinski OC, MSC, MD, MA, MCFP
Director, Dahdaleh Institute for Global Health Research, York University
Professor (Adjunct), Clinical Public Health, Dalla Lana School of Public Health, University of Toronto
Professor, Faculty of Health, School of Health Policy & Management, York University



October 18, 2019

To whom it may concern:

Re: Letter of support for a new School of Global Health at York University

**FACULTY OF
HEALTH AND
OSGOODE HALL
LAW SCHOOL**

**Dahdaleh Institute
for Global Health
Research**

Global Strategy Lab

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 7362100 X33364
W globalstrategylab.org

I am pleased to write this letter in strong support of the proposal for creating a new School of Global Health at York University. Based on my work at national and global levels, it is clear to me that creating such a school would be a bold move that will create the institutional arrangements and mechanisms needed for our university to achieve big impacts in this important and growing area.

Global health has emerged over the past decades as a distinct field of scholarly inquiry, training and practice. This field is unique in its global scope, its applied focus on improving health equity, and intense interdisciplinarity. While its roots are usually traced to “tropical medicine” and its successor “international health”, today global health has come to encompass the many globally shared risks and responsibilities that require collective action to achieve good health for all. Global health attempts to understand and act on those health risks, determinants, responsibilities, and solutions that transcend national boundaries.

Distinct fields like global health need scholarly homes for them to properly flourish. When looking across the Canadian landscape, it is evident that a School of Global Health at York University would be unique in numerous ways, including its situation within a Faculty of Health, its embrace of all disciplines, its location in one of the world’s most international cities, and its student body that comes from all over the world. Quite excitingly, there is simply no comparator in the Canadian or North American context; and only one possible comparator internationally (i.e., University of Copenhagen’s School of Global Health). Creating a new School of Global Health would situate York University to lead the world in intellectually nurturing this important interdisciplinary field for our globally interconnected future and further build on our university’s commitment to social justice and track-record for social impact.

I am personally thrilled by the prospect of being part of a new School of Global Health and I hope to have the opportunity to help build it over the years to come. Please let me know if you have any questions or if I can be further helpful.

Sincerely,



Steven J. Hoffman BSc JD MA PhD LLD
Scientific Director, CIHR Institute of Population & Public Health,
Canadian Institutes of Health Research, Government of Canada
Director, Global Strategy Lab / Directeur, Labo de stratégie mondiale
Professor of Global Health, Law, and Political Science,
Faculty of Health and Osgoode Hall Law School, York University
Visiting Fellow, Oxford Martin School, University of Oxford (2018-2019)
Adjunct Professor of Global Health & Population, Harvard University
steven.hoffman@globalstrategylab.org | +1-416-736-2100 x 33364





August 27, 2019

FACULTY OF
ENVIRONMENTAL
STUDIES

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3

T 416 736 5252
F 416 736 5679

www.yorku.ca/fes

Dear Dean McDonald,

I am writing to offer my full and enthusiastic support for the proposed School of Global Health.

Thank you for sending me the proposal to review. I read with much interest of York's pioneering role in mounting global health academic programs, and in establishing the Dahdaleh Institute for Global Health Research. Creating an independent, multi-disciplinary School of Global Health, as detailed in the proposal, will offer more visibility in this area, facilitate a stable administrative structure, and enhance interdisciplinarity and internationalism at York University.

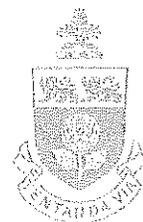
Global health is an important area of academic scholarship and practice founded on transdisciplinary knowledge, skills and collaboration in pursuit of enhanced and equitable health and wellbeing. It is increasingly vital and urgent that we understand and attend to health-related consequences related to the climate crisis and destruction of nature. In particular, we face as yet under-appreciated health impacts of pollution, rising temperatures, natural disasters, limited access to clean water and fertile soil, and inadequate housing conditions around the world. Human's ability to thrive is necessarily tied to environmental, and indeed planetary, health.

It is in this context that I look forward to exploring further synergies between the Faculty of Health – in particular the School of Global Health – and the Faculty of Environmental Studies. I see possibilities for collaborating on academic courses and programs featuring environmental health and offering experiential education/training opportunities in various international locales where faculty members and students work (including the Las Nubes Ecocampus in Costa Rica).

Sincerely,

A handwritten signature in black ink, appearing to read "Alice J. Hovorka".

Alice J. Hovorka
Dean & Professor



Paul W. McDonald

From: Sean Rehaag
Sent: Thursday, August 08, 2019 1:58 PM
To: Paul W. McDonald
Subject: RE: Invitation to comment on a new School of Global Health

Hello Paul,

Thanks for the opportunity for CRS to provide feedback on this proposal.

I have consulted with CRS faculty who work in the area.

Here are our views:

This is a timely and interesting proposal that will increase the visibility of York's depth of expertise in the area of global health. It builds on York's known strengths in the determinants of health and health policy. In departing from the heavily medicalized approaches that mark most global health programs, this proposed School offers a unique and important contribution to global health scholarship and pedagogy.

In light of the importance of building on York's strengths, we would have been interested in see more emphasis on global mental health and/or migration in the proposal.

The Faculty of Health has a clinical psychology program and several faculty are actively involved in the study of mental health in the context of migration across each of the other units in the Faculty.

From the perspective of the Centre of Refugee Studies, we hope that the new school will include migration, and especially forced migration, as a focus area, and one that intersects with many of the existing themes identified in the proposal.

We anticipate opportunities for teaching or cross-listing courses with the program for our current faculty, and the possibility of fruitful research collaboration between the current CRS faculty and those who are ultimately appointed to the school. CRS is already collaborating with faculty and students affiliated with the Dahdaleh Institute for Global Health Research and we welcome the opportunity for extending these relationships to a new school in global health.

Our final observation is that recruitment of international students is an important element of a strong global health program. Currently, York has few alternatives for engaging international students who cannot afford high international student fees. Identifying possible sources of scholarships for these students will be an important part of ensuring the relevance and value of the new school.

s

SEAN REHAAG
Director, Centre for Refugee Studies
Associate Professor, Osgoode Hall Law School
York University, Toronto, Canada
www.yorku.ca/crs
www.osgoode.yorku.ca/rehaag-sean

Office of the Provost and Vice-President Academic



Memorandum

To: Faculty Council,
Faculty of Health

From: Lisa Philipps, Provost and Vice-President Academic

Date: November 1, 2019

Subject: Proposal for Establishment of a School of Global Health



I am pleased to write in support of the proposal from the Faculty of Health to establish a new School of Global Health, effective July 1, 2020, with existing programs to be transferred to the School at that time. The proposal is the result of an extensive consultative process within the Faculty and beyond, which included consideration of a range of structural options for Global Health going forward. The new School will be the first of its kind in Canada, presenting an exciting opportunity to profile one of the University's emerging areas of distinctive strength.

Undergraduate programs in the field of Global Health (BA and BSc Honours and Specialized Honours and an Honours Minor) have been offered in the Faculty of Health at York since 2014, under the administrative auspices of the Dean's Office. This initial structure enabled the Faculty to launch its Global Health programs efficiently. These programs have proven to be very successful to the point where the start-up administrative structure now presents challenges in relation to the profile of the programs, the locus of new faculty appointments with global health as a primary focus of their research and teaching, and representation of Global Health in Faculty governance.

The establishment of the School of Global Health recognizes the development of global health as a distinct field of study and research with clear intersections with a range of disciplines in the social sciences, law, sciences, etc., as well as the importance of approaching the search for solutions to the world's significant health-related issues from a multi-disciplinary and global perspective. The School will provide a clear focus for teaching and research in this field in the Faculty and will align with and complement the Dahdaleh Institute for Global Health Research, enabling Global

Health at York to pursue its full potential by providing opportunities for enhanced visibility and profile, the development of local and international partnerships and collaborations, the recruitment of outstanding students, and the expansion of experiential education (EE) opportunities, as well as a platform for new programming initiatives such as a PhD program now in development.

The establishment of the School will also advance York's institutional priorities, including the expansion of health-related programming, the development of innovative programming which contributes to addressing real world issues, the intensification of impactful research, the promotion of internationalization, and the incorporation of internships and other forms of EE into the curriculum.

The proposal and the supporting letter from Dean McDonald confirm that the proposed School is both financially and structurally viable and sustainable. Five new faculty members with primary research and teaching interests in global health have recently been appointed in the Faculty and, together with two distinguished senior colleagues, they will provide a cadre of outstanding faculty to initiate the new School – and other faculty members have indicated an interest in cross-appointments. There are no plans for changes to the existing undergraduate programs at this time, pending results of a program review scheduled for 2021; relevant courses from other units and Faculties will continue to be available to students in the programs. Enrolments in the programs have grown since their introduction; and projections for enrolment increases – domestic and international, undergraduate and eventually graduate – seem realistic and entirely achievable and are anticipated to be sufficient to support the complement, administrative, infrastructure, and other costs of the School as proposed. Administrative and central Faculty supports will continue as currently provided. It will be important to put plans in place to ensure that the financial and academic needs of students – particularly international students – will be addressed in support of access.

In short, the proposal puts forth a compelling academic rationale, business case, and resourcing plan in support of the establishment of a School of Global Health in the Faculty of Health; and I am therefore happy to signal my strong support for it.

Cc: Vice-Provost Academic A. Pitt
Dean P. McDonald



University Academic Plan Community Consultations

Fall/Winter 2019-20

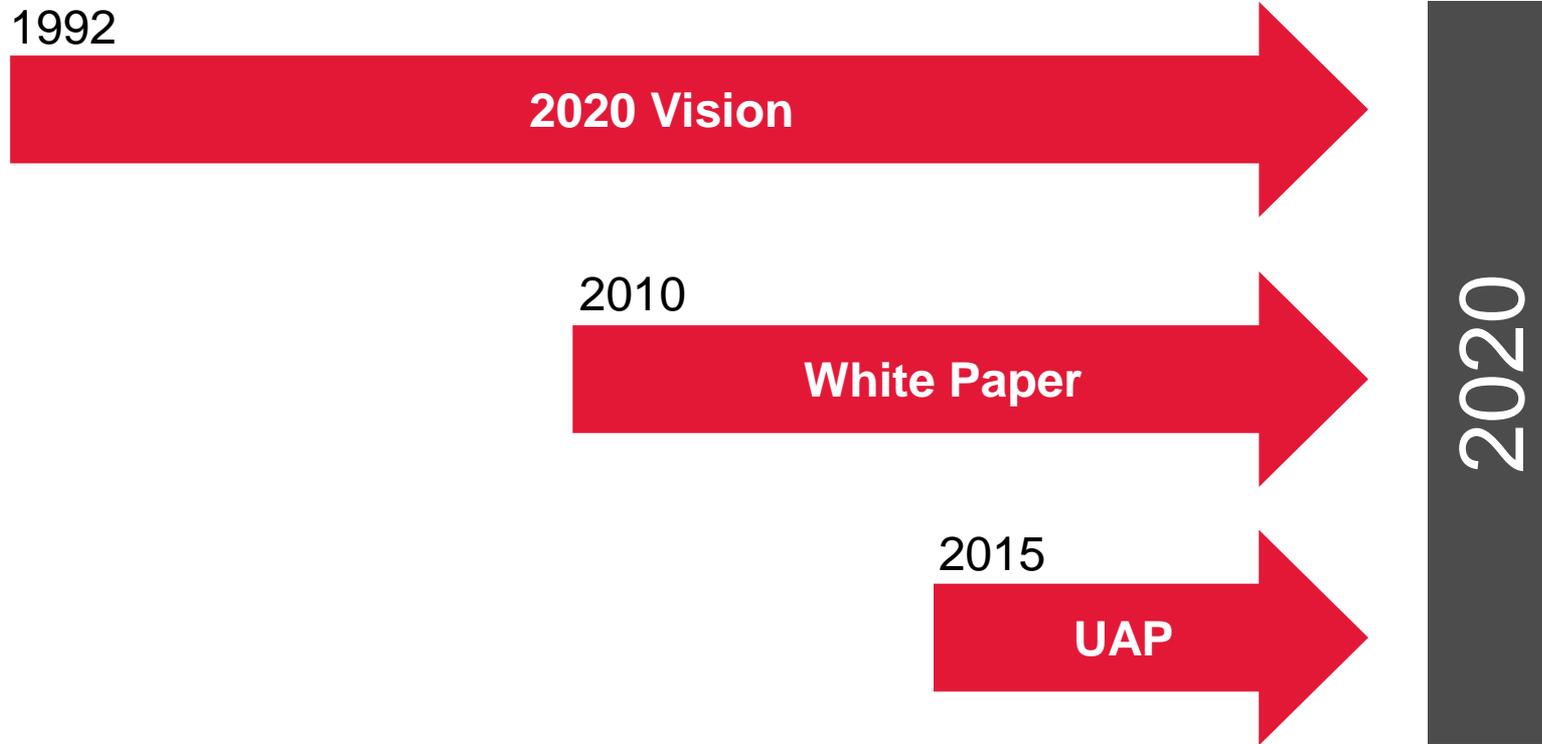
Consultation goal

To share ideas on the future of York University and the University Academic Plan 2020-2025

What is the UAP and why talk about it now?

- The University Academic Plan (UAP) is a foundational document, approved by the University Senate, to articulate our vision and academic priorities as an institution.
- The current UAP runs from 2015-20.
- The Academic Policy, Planning & Research Committee (APPRC) of Senate has initiated the process to create our next UAP.

3 Strategic Documents Spanning 27 Years



York's Current UAP: 7 Priorities

1. Innovative, Quality Programs for Academic Excellence
2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities
3. Enhanced Quality in Teaching and Student Learning
4. A Student-Centred Approach
5. Enhanced Campus Experience
6. Enhanced Community Engagement
7. Enabling the Plan

What are Other Universities Doing?

Brief Environmental Scan

We reviewed:

- 21 International Universities and 19 Canadian Universities across 11 Countries and 5 continents
- Top QS schools, Canadian Universities across provinces, comprehensive universities

Three formats are common across institutions:

- ***Traditional***: organized around excellence in programming, research, student success, and community engagement
- ***Thematic***: organized around one or more central themes (e.g., impact of technology on society)
- ***Grand Challenges***: organized around local/global challenges/opportunities

Thematic Approaches

E.g. Northeastern University

- Focus on evolving a new kind of university for a digital and artificial intelligence age: blueprint for the “networked university”

E.g. Sorbonne University strategic themes

- Acting in a global world
- Contributing to the open science, digital and data revolutions
- Learning, understanding and undertaking in a changing world

What is a “Grand Challenge?”

- complex and urgent societal issues of our time
- with global and local dimensions
- too big to be understood from any one perspective
- calls for thinking across disciplines, collaborating across institutions, sectors and borders
- focus on social innovation, solutions and impact

Grand Challenges Approach: E.g. University of Minnesota



Q1

What do you see as York's greatest values?

Q2

Describe using one word the greatest opportunities for York that should inform the next University Academic Plan.

Q3

Which of these approaches seems most appealing to you?

- Standard approach (organized by different activities of research, teaching ,etc.)
- Thematic approach
- Grand challenges/big questions approach

Q4

Are there local or global challenges that York is especially well placed to help solve?

Q5

Should APPRC frame the University
Academic Plan around Grand Challenges?

Traditional UAP Themes

- Advancing:
 - the teaching mission
 - research, scholarship and creative activity
 - student success
 - community engagement

Q6

How might we best advance the teaching mission of the University over the next 5 years?

Q7

How might we best advance research,
scholarship and creative activity over the next
5 years?

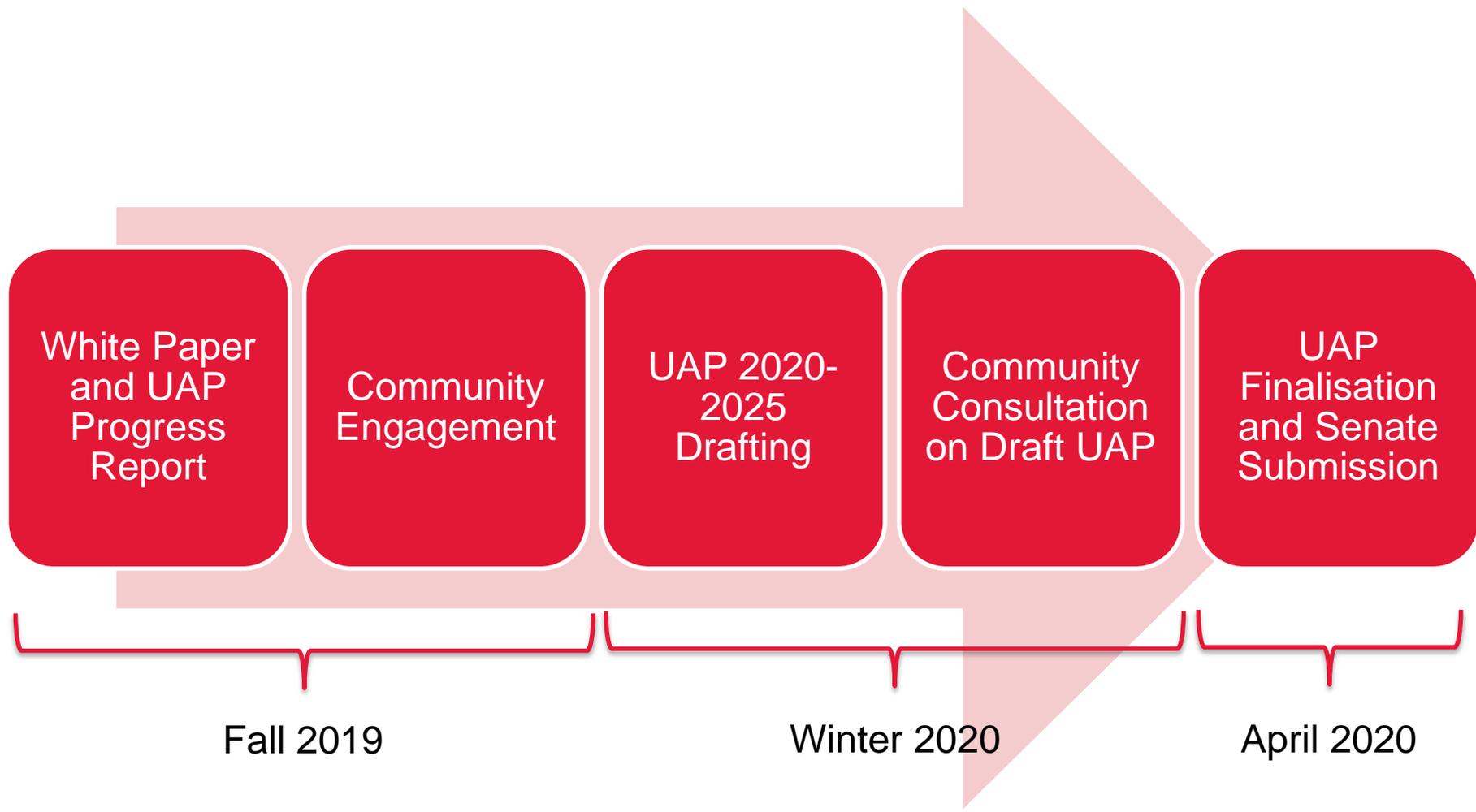
Q8

How might we best advance student success over the next 5 years?

Q9

How might we best advance community engagement over the next 5 years?

UAP Process



Engagement Options

There are many ways to provide input to the Senate Committee:

- Faculty Council discussions
- By posting your thoughts on public bulletin boards located at Scott Library and Vari Hall
- Through the feedback form on the [UAP Renewal website](#)
- By email to info.univsec@yorku.ca

Thank you for your participation!

Links to Notable UAP Examples

- [***Delft University of Technology***](#): Interactive plan online
- [***University of Saskatchewan***](#): The University the World Needs
- [***Northeastern University***](#): No boundaries
- [***Sorbonne University***](#): Focus on technology
- **OCADU**: [Strategic Directions](#) and [Summary](#)
- [***University of Sydney***](#): Best title

DRAFT

25+ YEARS OF ACHIEVEMENT:

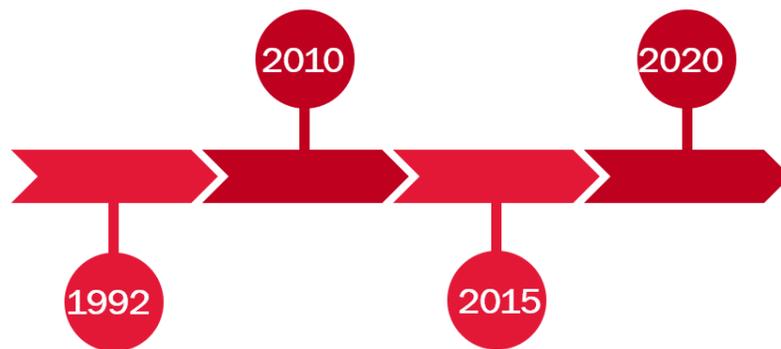
A RETROSPECTIVE

DRAFT
October 31, 2019

YORK 
UNIVERSITÉ
UNIVERSITY

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Introduction

The year 2020 is a momentous one for academic planning at York University, marking the conclusion of three major visioning documents.



With all three of these visioning documents culminating in 2020, a retrospective is warranted. Themes of excellence, connectedness, and access resonate through all three guiding documents. York's aspirations have evolved from the 1992 focus on increased comprehensiveness to the 2010 goal of full local, national and global engagement, to the 2015 vision for an engaged, comprehensive university able to demonstrate meaningful and lasting impacts in the lives of students, the community and the world.

Comprehensiveness and Quality

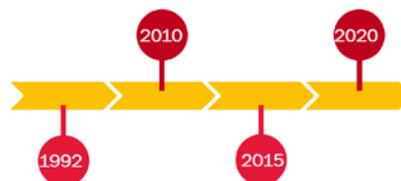
2020 Vision (1992) laid out a description of the higher education environment expected over three next decades. It anticipated enrollment growth, rapid societal and labour market change and dwindling financial resources. The most pressing goal at the time was to become a fully "comprehensive university". Top priorities were:

- academic diversification
- increasing the proportion of graduate to undergraduate students,
- building on strengths to develop new initiatives in health, design and communications and information science.

The 2010 *White Paper* restated these goals with specific aims to increase the full-time faculty complement, to increase students' opportunities for experiential education, to improve overall research profile and the quality of graduate programs, and to build new programs in:

- health and medicine
- engineering
- applied science
- business-related and professional programs.

As we approach 2020, York can be proud of achieving major progress on many of its stated objectives. Compared to 1992 and even 2010 the University is undeniably delivering a far more diverse and comprehensive sweep of educational offerings and research outputs. York is a leader in community engaged learning, research and innovation, and is recognized as a University that generates positive impact for students and communities.



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Some key accomplishments include:

- Establishment of the Faculty of Health in 2006
- Establishment of the Lassonde School of Engineering in 2013
- Expanding and diversifying York's program mix (ie. Cognitive Science, Children's Studies, Global Health, Disaster & Emergency Management, Digital Media, etc.)
- Tenure stream faculty complement has increased from approximately 1240 in 1992-93 to 1504 in 2019-2020
- Number of graduate programs has grown from 44 in 2004 (earliest available data) to 69 in 2019-20
- Undergraduate and graduate student headcounts have remained relatively steady and just below 50,000 and 6,000 respectively.
- Research amplification has been a very notable trend over the last 25+ years in terms of income, diversity of outputs, disciplinary breadth, and infrastructure, for both individual and collaborative research.
- Creation of the YUExperience Hub and building support for experiential education across the University, with a record 8,234 students participating in 2017-18.
- Creation of Innovation York in 2012 - Commercialization, Entrepreneurship, Industry Engagement, and Knowledge Mobilization.

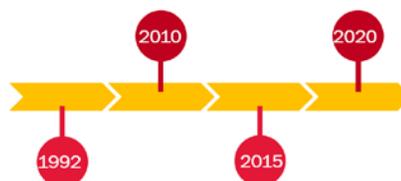
Access and Engagement

2020 Vision stated York's long-standing commitment to the principle of accessibility – an opportunity for all qualified students to pursue university studies, with special emphasis on those from nontraditional constituencies, mature, and part-time students. The authors recognized that for many local students, studying close to home is the only viable pathway to higher education.

In 2010 the White Paper reinforced this commitment to access, defining strategies for serving broader groups of students seeking a quality education at a research-intensive university within the GTA through community engagement, expanded capacity in online delivery, and increased internationalization.

York University signature achievements around access to education include:

- 124% growth in online course offerings have grown 124% since 2010-11.
- Blended offerings have increased from 18 courses in 2010-11 to 291 courses in 2018-19.
- Establishing the York University TD Community Engagement Centre.
- Transition Year Program launched in 2008.
- Ready, Set, U launched in 2018 to support the success of new students with specialized interventions.
- The **Master of Leadership and Community Engagement (MLCE)** professional master's degree prepares graduates to advance in leadership roles in public sector organizations and communities, with a focus on community engagement and innovation.
- Established the School of Continuing Studies



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Campus Growth: Reach and Infrastructure

The 1992 authors foresaw the need for increased recreational and athletic spaces, new buildings to permit growth, and suggested that a new transit hub would help alleviate a parking stress on campus. They encouraged the Glendon campus to amplify its mandate for bilingual education through strategic growth and laid out the possibility of a third York campus in York Region.

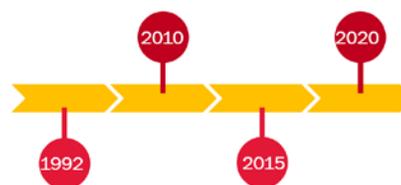
Those same authors would be pleased to see Keele campus today, with its two TTC subway stations, its covered walkways surrounding central greenspace, and the new Lions Stadium, legacy of the 2015 Pan Am Games.

York University now has satellite locations in Costa Rica (FES), in India (Schulich), in downtown Toronto (Osgoode), and in Markham (YSpace). The Glendon and Keele campuses have seen renovation and growth, and a third campus is planned for York Region.

York University campus growth milestones include:

- Accolade East and West
- The Bergeron Centre for Engineering Excellence
- Centre of Excellence, Glendon College
- Dahdaleh Building
- Life Sciences Building
- Rob and Cheryl McEwen Graduate Study & Research Building, Schulich School of Business
- Second Student Centre
- Sherman Health Sciences Research Centre
- Vari Hall
- York Lions Stadium

In 2019-20 York is entering a period of significant investment to improve facilities across the University including classroom infrastructure and technology renewal, washroom renovations, new offices, labs and refreshed common spaces, and deferred maintenance projects.



2010 White Paper Quick Facts

White Paper Benchmark #1: The paramount goal for York over the next decade is an increase in the full-time faculty complement

White Paper Benchmark #2: Over the next decade, there will be an annual systematic increase in our international peer reviewed performance in research and creative work, including efforts to secure externally funded research

White Paper Benchmark #3: Over the next decade there will be a deepening and broadening of our institutional engagement with research partners locally and globally and leading innovative networks and clusters

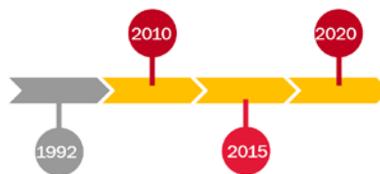
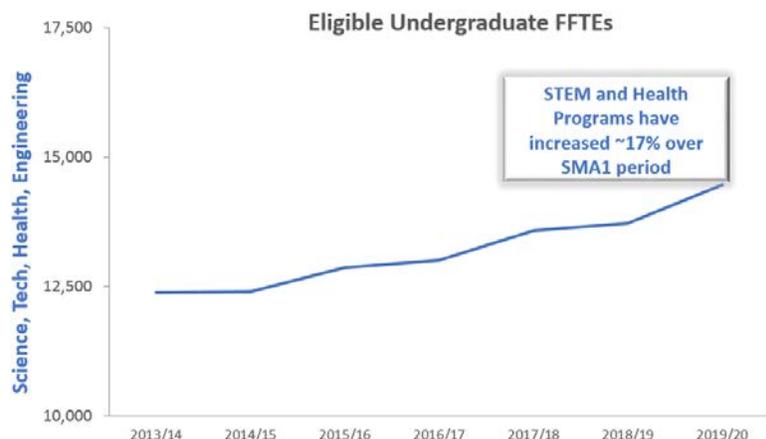
White Paper Benchmark #4: Over the next decade, York will continue our efforts to become a more comprehensive University, by continuing to expand ...in the areas of health and medicine, engineering, applied science, business-related and professional programs

Strengths

- 2010-20: net growth of 10.26% (1,364-1,504)
- 2019-20: approximately 140 hires to date (9%+ increase YOY)
- Tracking to ~13% increase over 10 years
- Should impact student:full-time faculty ratios
- 22% of last year's hires formerly taught as CUPE contract faculty

- Increased research income – over \$100M
- Total publications increased 5.2% in last 5 years; publications per faculty member increased 10%

- Consistent success in large-scale, partnered grant competitions from diverse funding sources
- Examples include projects such as VISTA, Making the Shift NCE, BHER and many SSHRC Partnership Grants
- Host of the CIHR Institute of Population and Public Health



Strengths

White Paper Benchmark #5: A minimum GPA admission requirement for applicants from secondary school of 74% will be set as the initial benchmark for September 2010; this minimum will rise to 75% by September 2011, to 76% by September 2014 and to 77% by 2017

- Admit average across all Faculties for 2019-20 is 82.82% and has been generally consistent since 2016-17.
 - Entering GPA cutoff is holding at 72% in some programs; higher in others
-

White Paper Benchmark #6: By September 2012, the University will have developed and implemented an enhanced first year program for undergraduate students

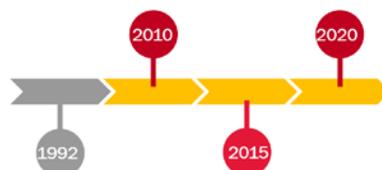
- YUStart
 - LA&PS Gateways
 - Teaching Commons' "First Year Experience In The Classroom Toolkit" for Instructors
-

White Paper Benchmark #7: Over the next decade, there will be a significant increase in opportunities for students to participate in an experiential education activity, both domestically and internationally, as a component of their degree program

- In 2017-2018, 8,234 students participated in an experiential learning opportunity
 - EE Coordinators hired
 - York International's "Go Global" program has increased quantum of study abroad
-

White Paper Benchmark #8: We commit to identifying benchmarks and developing policies and mechanisms to increase the number of students who successfully complete their PhDs by the end of Year VI

- New graduate funding model focused on research and scholarship
- Curricular revisioning around comprehensive exams
- Wellness services implemented
- Postdoctoral Fellowship Program launched as incentive



Strengths

White Paper Benchmark #9: We will ...increase both the number of successful applications from York students and postdoctoral fellows for externally-funded domestic and international scholarships and fellowships, as well as increasing the numbers of students and postdoctoral fellows coming to York with external awards to 25% by 2015

White Paper Benchmark #10: York University will improve accessibility for students by significantly expanding online delivery of courses and programs as part of its efforts to enhance learning through the use of technology

White Paper Benchmark #11: York will continue its efforts to enhance internationalization, including the recruitment of international students. By 2013, at least 7.5% of York students will be international students; by 2017, at least 10% of all York students will be international students

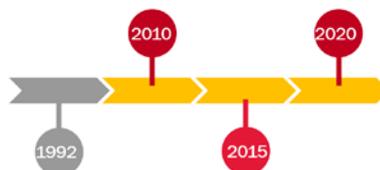
White Paper Benchmark #12: The Vice-President Academic & Provost will lead and coordinate the development of a pan-university strategy for community engagement

- Number of doctoral students with external awards increased
- Consistent success with a range of student awards (federal, provincial, other)
- Overall number of postdocs increasing (primarily grant funded)

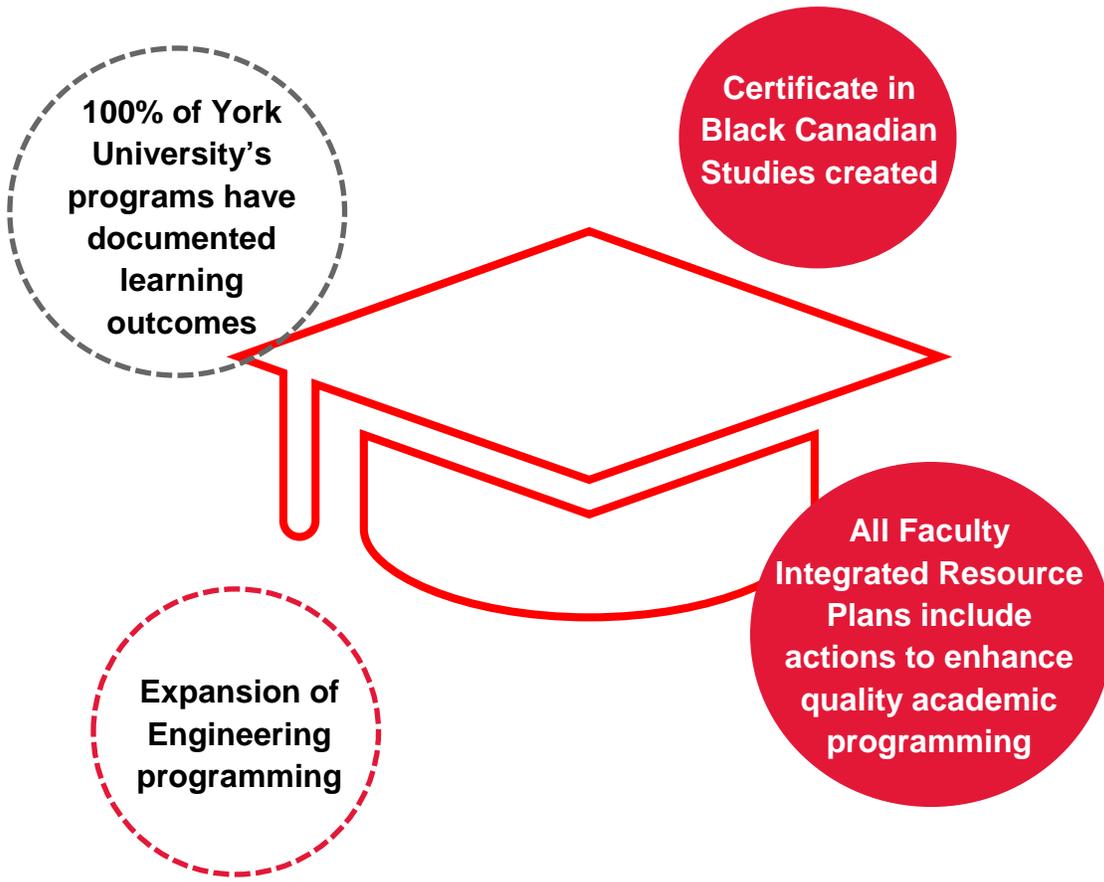
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- Online course offerings have grown 124% since 2010-11, with 399 courses being offered in 2018-19
 - Blended offerings have increased from 18 courses in 2010-11 to 291 courses in 2018-19
 - The School of Continuing Studies and Osgoode Professional Development have introduced online/blended certificate programs

-
- Comparing 2009-10 to 2018-19:
 - UG visa grew from 5.8% to 15.6%
 - Grad visa grew from 8.3% to 18%

-
- YorkU-TD Community Engagement Centre
 - Scholars Hub (York Region Public Libraries)
 - Anchor YorkU
 - Observatory
 - AGYU
 - KMb unit
 - GRACE – Office of Government Relations and Community Engagement (est.2018)
 - The Indigenous Framework for York University
 - And more: <http://community.info.yorku.ca>



Priority 1: Innovative, Quality Programs for Academic Excellence



Developed Framework for Cross-Faculty Degree Programs

Enhanced the suite of supports for curricular development: Teaching Commons programming, educational developers, market research capacity & facilitation

Quality Assurance framework improved to provide clarity and consistency

Faculty-Spanning Curriculum

<p>Honours BSc program in Neuroscience</p> 	<p>Graduate Program in Digital Media</p> 	<p>Master of Management in AI</p> 
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Faculty of Urban & Environmental Change

- ❖ Collaborative curricular revisioning in the Faculty of Environmental Studies and the Department of Geography
- ❖ Revisioning of the Environmental Science Program

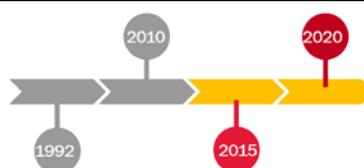


The University Academic Plan 2015-2020 – How Are We Doing?

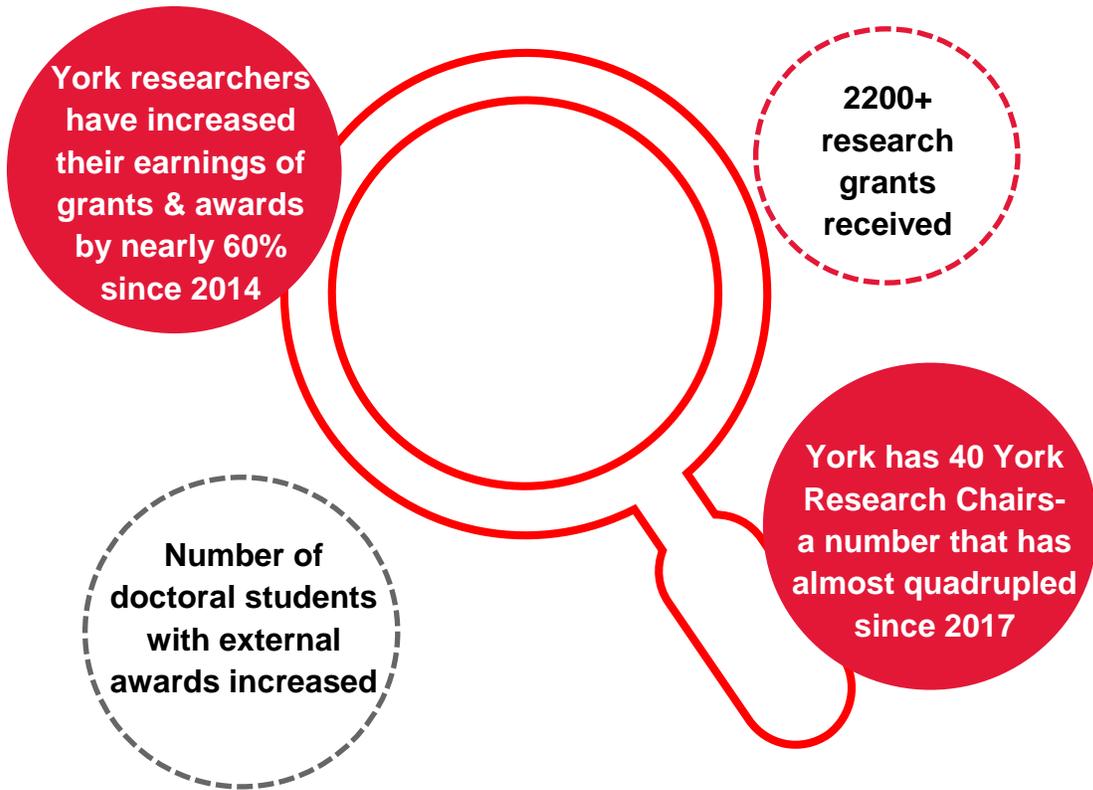
PRIORITY 1 Innovative, Quality Programs for Academic Excellence

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

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



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




Since 2014, York has ranked No.2 in total research-related media mentions among Ontario universities



Home of Making the Shift: the only social sciences-based Network of Centres of Excellence (NCE) in Canada



York's research impact is No.1 in Ontario in business, kinesiology, management & accounting, & mathematics

Profiling Research

Graphic animated whiteboards that tell the story of research acceleration at York



Brainstorm: Monthly special research issue of Y-File – 100 articles to date



"2 Minutes, 3 Questions" video series



Expanding Access to York Scholarship

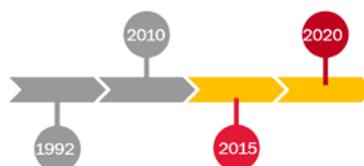
- ❖ York University Open Access Policy passed by Senate in 2019
- ❖ York Libraries host specialized infrastructure platforms (YorkSpace; York Digital Journals) that extend the global visibility of York Scholarship



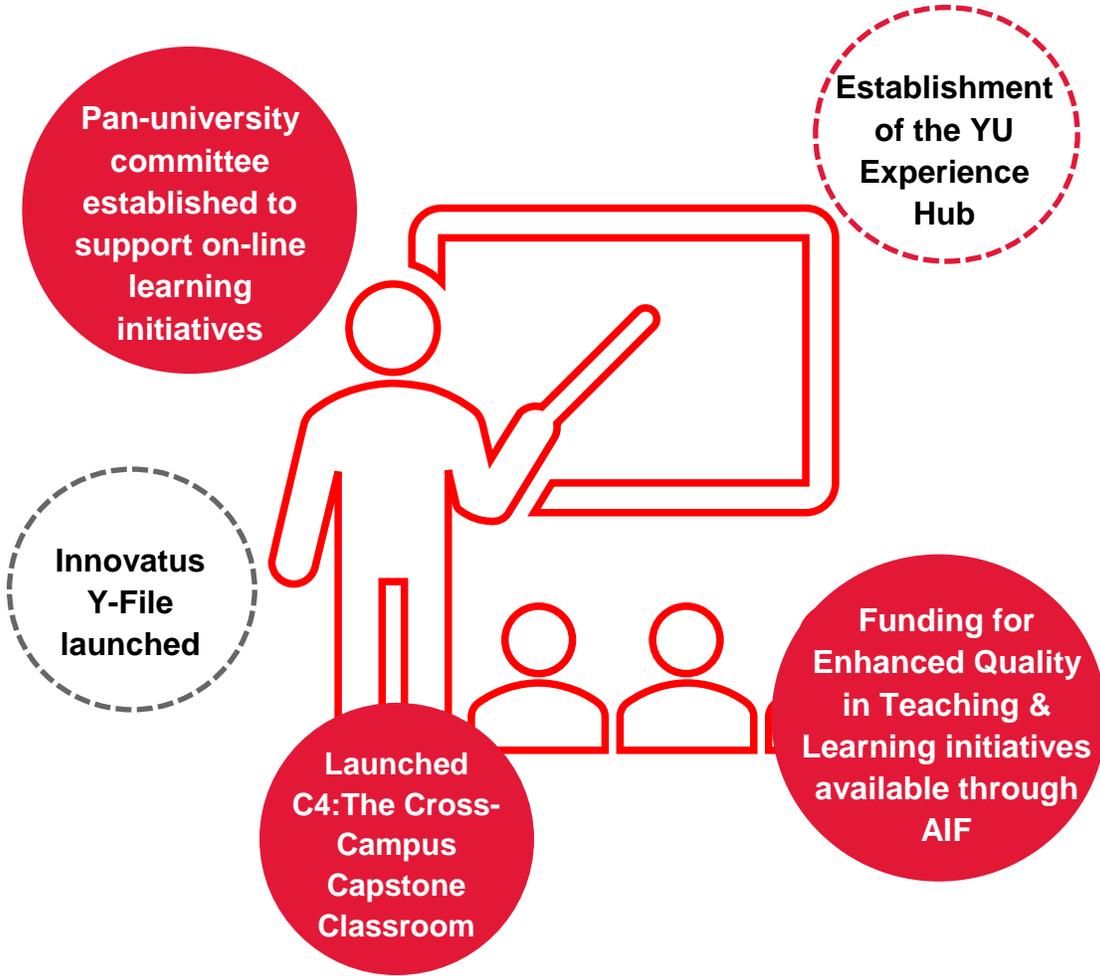
PRIORITY 2 Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities

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

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



Priority 3: Enhanced Quality in Teaching and Student Learning



University-wide international exchange: 1,793 students

Summer-short term international programs Abroad: 1,084 students

Integrated Global Health Practicum is a program bridging theory and practice in a variety of health settings

GL/SP 3000 Spanish summer course: From 2013 to 2016, ~40 students participated in an experiential course through Glendon in cooperation with the National Autonomous University of Mexico.

Student Success

YU Start: Online program to transition students from point of accepting to the first months of university

Ready, Set, YU: Supports access and specialized interventions for new students

Revisoning of Advising: Pop-up Advising Fair

Training & Support for Faculty Members

- ❖ Teaching Commons programming includes modules on EE, TEL and other pedagogical innovation
- ❖ Development of documents and tools to guide faculty to identify the EE opportunities they are already using in the classroom

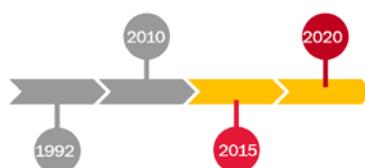


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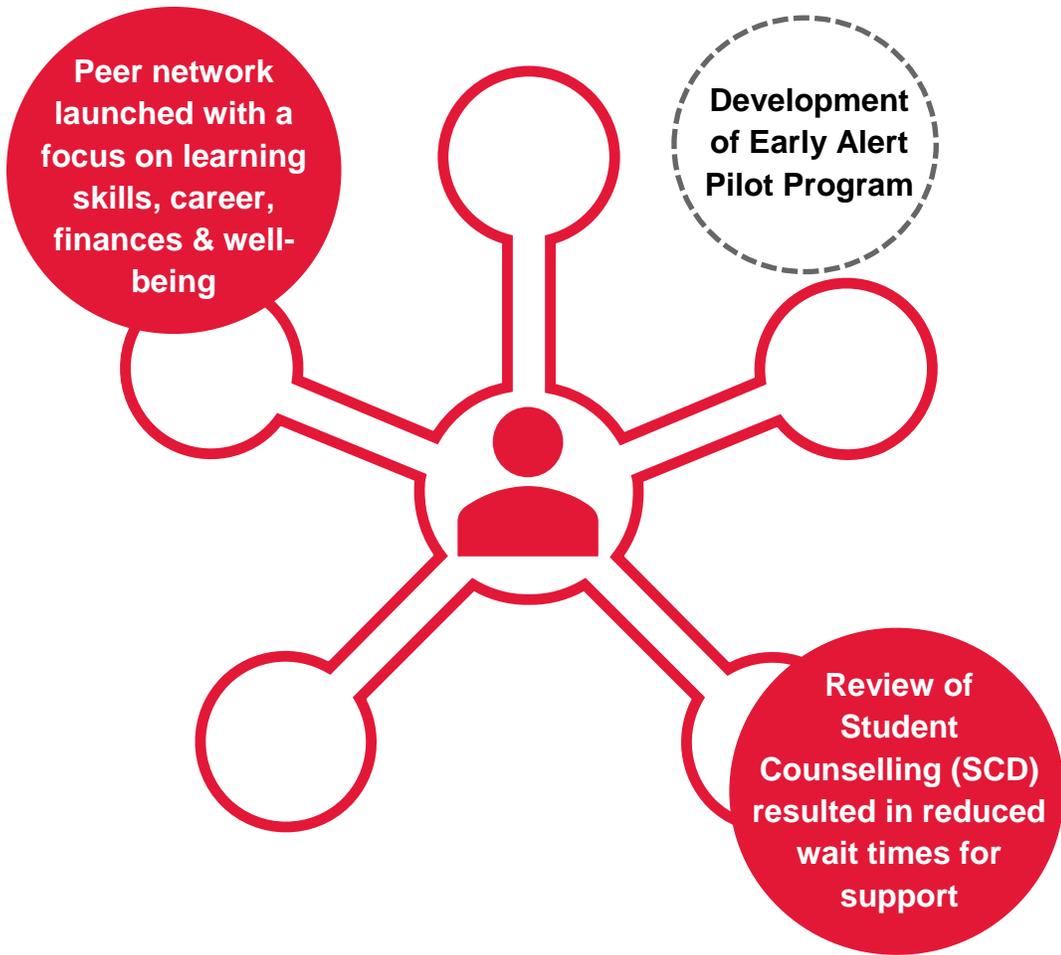
PRIORITY 3 Enhanced Quality in Teaching and Student Learning

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

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



Priority 4: A Student-Centred Approach



Significant investment in full-time faculty complement

Faculty Complement Strategy developed including goals for student:faculty ratio improvements

Optimized Technology

Student Virtual Assistant



Advising Referral Tool



Q-Less Line Management System



Enhanced Communication

- ❖ Providing timely, targeted, and accurate information for students, including information regarding finances, important dates, development opportunities & workshops

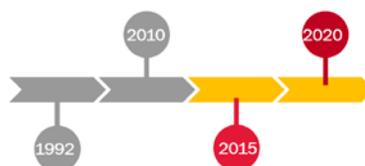


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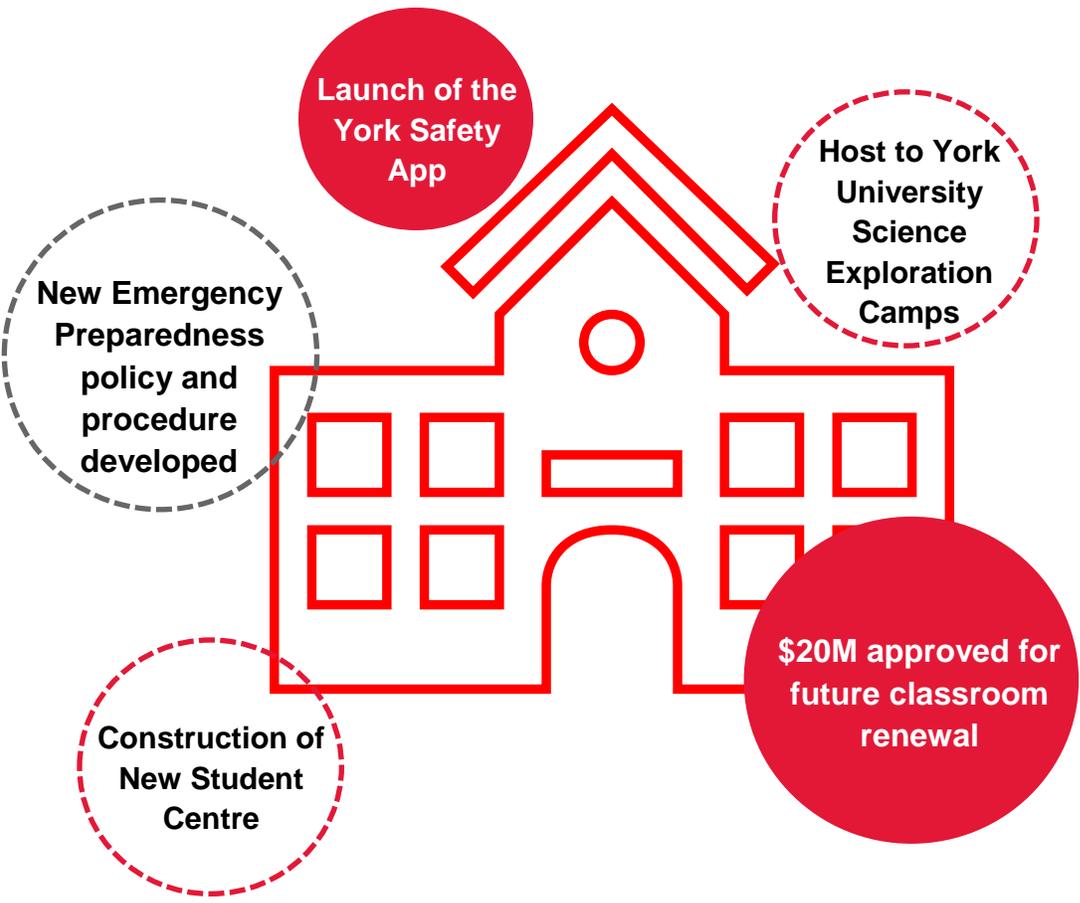
PRIORITY 4 A Student-Centred Approach

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

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



Priority 5: Enhanced Campus Experience



Rob and Cheryl McEwen Graduate Study & Research Building, Schulich School of Business



Ross Podium renewal: Expansion of extracurricular spaces for students



Toronto Transit Commission Subway – York University and Pioneer Village stations; Expansion and diversification of other transit options for students

Community Safety

Safer Together strategic plan launched



President's Community Safety Leadership Awards program established



New Security intervention model in place



Rejuvenating Classrooms

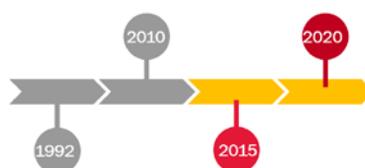
- ❖ Established Sustainable Framework established to refresh classrooms every 5 years
- ❖ 85 classroom technology upgrades complete



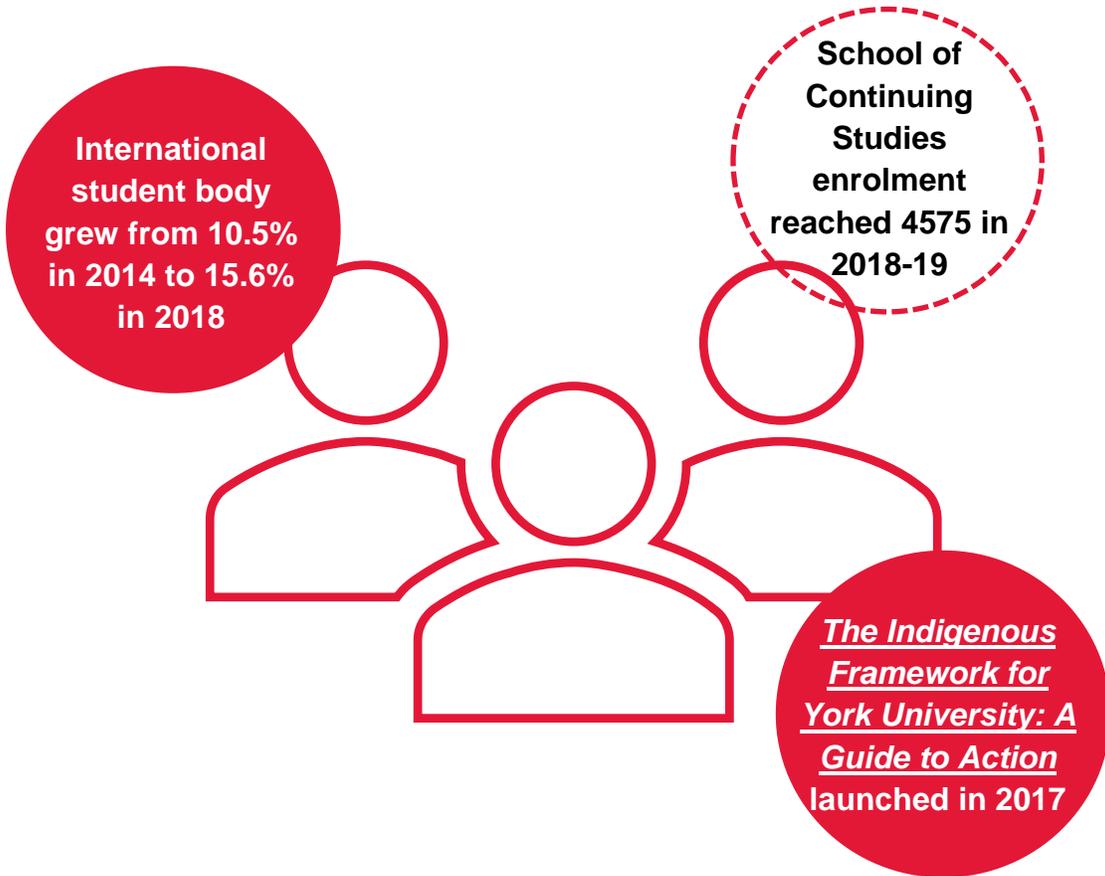
PRIORITY 5 Enhanced Campus Experience

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

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



Priority 6: Enhanced Community Engagement



Issue paper released to initiate a pan-University consultation process that aims to develop an integrated institutional strategic plan on internationalization

York University joined Hemispheric University Consortium (HUC) in April 2019, to become the only Canadian university member of the Consortium

York University hosted 212 delegations from the geographical continents of Africa, Asia, Australia, Europe, North America and South America

Mental Health & Well-Being

York University Psychology Clinic celebrates 10th Anniversary



GradConnect Wellness Services launched



Wellness Hub established



Consulting the Community

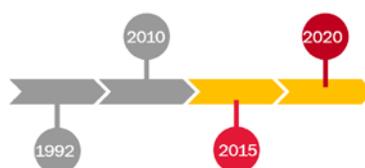
- ❖ Instituted annual budget consultations with stakeholder groups across the University



PRIORITY 6 Enhanced Community Engagement

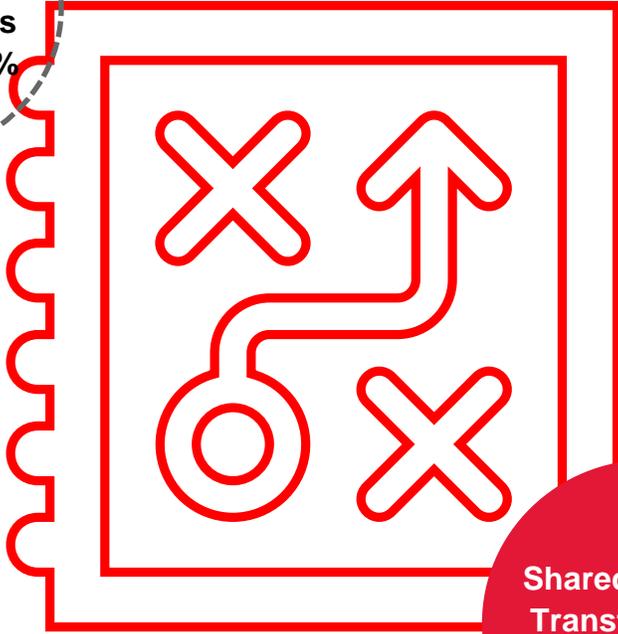
We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment.

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



Priority 7: Enabling the Plan

Audiences across social media platforms have grown 40%



Shared Services Transformation project launched

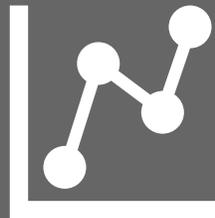


Renewal of Student Information System project launched

Doubling of funds allocated to deferred maintenance projects

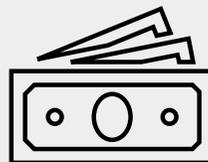
Enhancing Transparency & Accountability

OIPA Data Hub making institutional data accessible and searchable, launched December 2017



Improvements to Financial Plans/Models

- ❖ Equity restructuring plan for the York Pension Plan completed
- ❖ SHARP budget model implemented; review and revisions in progress



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PRIORITY 7 Enabling the Plan

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

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

