



**Building a More Engaged University:**  
**Strategic Directions for York University 2010-2020**

**White Paper Overview**  
**April 2010**

**Patrick Monahan**  
**Vice-President Academic and Provost**

## **A Note of Thanks to the Community**

I want to thank the entire York community for the tremendous spirit of generosity and openness which has characterized the White Paper process. When we began this exercise in the fall of 2009, we knew that it could not succeed unless we were able to engage the community in a genuine dialogue about the future directions for this great institution over the next decade. The response we have received exceeded all of our hopes and expectations, beginning with the efforts of the Green Paper Working Groups (who drafted the Green Papers that formed the building blocks for the White Paper), the contributions of the hundreds of faculty, students and staff who attended one of the academic planning forums in the fall or winter, and the hundreds of others who shared their views and perspectives with us through their Faculty Councils or via email.

Of course, it has not been possible to capture every perspective or to respond to every concern that we heard through the process. At the same time, throughout the consultations there was a remarkable degree of convergence around a number of key priorities and themes. The White Paper seeks to capture those priorities and objectives that reflect the broad consensus among the hundreds of our members who offered input during the consultations.

The White Paper consists of two distinct but related documents: the White Paper Overview and the White Paper Companion. The Overview sets forth the general themes, goals and initiatives that have emerged from this process, and identifies a number of key benchmarks. The White Paper Companion elaborates on the ideas in the Overview and explains in detail how we propose to advance our overarching goal of enhancing academic quality at York University over the next decade. The documents should be read together and form an integrated whole.

I would in particular like to acknowledge and thank the extraordinary efforts and contributions of the Green Paper Working Groups, as well as the members of the Office of the Vice President Academic and Provost, who contributed various sections and/or editing of these two documents. The White Paper would not have been possible without their dedication, commitment, teamwork and support.

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**Why a White Paper?**

York University's President, Mamdouh Shoukri, initiated the White Paper planning process in the summer of 2009 for a number of distinct but inter-related reasons. First, it had been a decade since the University had engaged in a similar, long-range strategic planning exercise. Given the many changes in the post-secondary environment over the past 10 years, the increasing acceleration of the pace of change within the sector, and the prospect that government funding would be even more constrained in the future following the financial crisis of 2008-09, the time was right to chart an overall strategic framework and direction for the University over the medium to longer-term.

Second, over the past number of years, the need for closer linkages between academic priorities and resource allocation within the University had become apparent. The failure to explicitly and directly link these two planning processes had limited our ability to achieve substantial progress on some of our academic priorities. It was for this reason that Vice President Finance and Administration Brewer, established the Integrated Resource Planning (IRP) framework in July 2007. However, despite significant progress made with IRP within Divisions, Faculties and units, the lack of a long term, institutional level strategic plan impeded the University's ability to align academic and resource planning effectively.

The White Paper process is intended to fill this important gap. The White Paper will provide the foundational document needed to structure and align resource allocation decisions across the University in accordance with overall academic goals. Also significant is the positive contribution that the White Paper can make to the academic planning process. As an institutional-level document, the White Paper necessarily does not address Faculty and program level planning, but it can provide a sense of the overall strategic direction and a framework for the next decade that will better position the University to develop consensus on the next University Academic Plan (UAP) and to articulate the key academic priorities for York in the next five years.

The response of the York community to this process has been overwhelmingly positive and encouraging. Through the initial "Green Paper" phase in the process in the fall of 2009, leading to the release of a draft White Paper in early February of this year, hundreds of colleagues from all Faculties and units across the university, as well as numerous student representatives and staff members, have been directly involved in the drafting of this document. The comments received through the final consultation phase since the release of the draft White Paper in February have confirmed broad support amongst all parts of the community for the overall framework and direction of the White Paper, as well as a high degree of consensus for specific areas where amendments or

additions to the draft document were needed.<sup>1</sup> Accordingly, we put forward this revised version in the hope and expectation that it accurately reflects what we heard from the community and will merit endorsement by our Senate colleagues.

### **Context for the White Paper**

Recognizing the need for an evidence-based approach to planning, early in the process the Provost commissioned independent research on the University's reputation from a market-research firm, Strategic Counsel. Strategic Counsel undertook two research projects, the first involving a survey of current students, of students who were offered admission at York but who did not accept, and of students who did not apply to York but who did apply to other GTA universities. This survey was designed to identify both positive and negative perceptions held by students studying or contemplating study at the university, with a view to identifying strategies or initiatives that would improve the student experience at York, and/or improve the reputation of the university amongst current and prospective students.

In addition to this quantitative analysis of student perceptions, Strategic Counsel undertook a number of one-on-one interviews with key leaders within the University community, as well as with knowledgeable observers outside York. These interviews were intended to elicit an understanding of current perceptions of York both on our campuses and in the broader community, along with the identification of steps that could be taken to further enhance our reputation in the future.

The University's Office of Institutional Research and Analysis initiated an environmental scan of trends and developments both internal and external to the University. Reviewing the events of the past decade, a key development has been the tremendous enrolment growth at York in both undergraduate and graduate programs. Yet the University, along with other post-secondary institutions, will likely face pressure to grow even more in the future. Demographic projections suggest a continuing increase in demand for additional university spaces over the next decade, particularly in the GTA.

We cannot simply take it for granted that this overall increase in system demand will necessarily result in increased demand for York University programs. The strike of 2008-09 had a significant negative impact on our share of 'first-choice' applicants from secondary school and, while there has been a recovery in the current application process for September 2010 admission, we have not yet made up the ground that was lost last year. It will therefore be essential that we continue to focus efforts on building our reputation, and ensure that we continue to update current programs and introduce programs that meet evolving student and societal needs. To the extent that these efforts are successful and we do experience increased student demand over the course of this decade, we will have the opportunity to be more selective in our admissions process, enhance the academic qualifications of our students and promote greater student

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<sup>1</sup> We appreciated the many constructive comments we received; while we have not been able to incorporate all of them into a document of this level of generality, they have been compiled and will be provided to appropriate bodies for reference during planning and implementation.

retention. Moreover, to the extent that we do wish to contemplate further enrolment growth, an increase in student demand will provide us with the opportunity to grow in areas of strategic priority.

The necessity for constant re-examination of what we do and how we can do it better is reinforced by the changing nature of the student population. Universities are now seeing the first wave of the so-called Millennial generation, those born after 1990 who have no experience of a world without the Web or the wider ICT revolution. The Millennials expect to communicate and interact in virtual as well as real time; indeed, the boundary between real and virtual environments is blurred as heavily mediated modes of communication become more prevalent and easily accessed. The traditional pedagogical methods of the 19<sup>th</sup> and 20<sup>th</sup> centuries will need to be adapted to meet the needs and expectations of this cohort of students, through better and more effective use of new technology to improve learning outcomes and student satisfaction.<sup>2</sup>

We expect pressures on public finances to increase over the next decade as the provincial and federal governments attempt to cope with large fiscal deficits resulting from the recent financial crisis. Despite these fiscal pressures, governments still recognize the critical role that post-secondary education must play in providing the necessary foundation for a knowledge-based society. Indeed, the Ontario government's recent *Speech From the Throne* set forth the *Open Ontario Plan*, a key element of which is additional investments in post-secondary education by increasing student spaces, promoting online learning through a new Ontario Online Institute, and increasing international student enrolment in Ontario by 50%. As is apparent below, there is a high degree of convergence between these government priorities and the priorities of the York community.

### **Building on Strength**

In forward-looking documents of this kind, it is important not to lose sight of the many existing strengths of York University, and the importance of protecting and building on those strengths in the years ahead. We have nationally and internationally recognized Faculties, departments and programs right across the university on both the Keele and Glendon campuses. The humanities and social sciences have traditionally predominated and many of our programs in these areas are well-known and highly regarded. Over the years we have also gained a reputation for leadership in the fine arts, environmental studies, and professional education (law, business, and education). Many individual faculty colleagues have attained international pre-eminence in their fields through recognition such as membership in the Royal Society of Canada, appointment as Canada Research Chairs or Distinguished Research Professors, or through receipt of peer-reviewed honours or awards. York has been widely recognized for our interdisciplinary approach to research and to teaching and learning at the undergraduate and graduate levels; we have a long tradition of engagement with the community and a commitment to equity and social justice; our emphasis on internationalization has been recognized as

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<sup>2</sup> See generally D. Tapscott, *Grown up Digital: How the Net Generation is Changing Your World*, (McGraw-Hill, 2008).

innovative; we are a Canadian leader in the delivery of bilingual education through our distinctive Glendon College campus; and we have a developing reputation as a leader in sustainability.

It should also be recognized that the University has made considerable progress towards our long-standing goal of becoming a more comprehensive university. In 2006 the University established the Faculty of Health, which encompasses innovative teaching and research programs in health studies and the health sciences. Over the past decade, York has also expanded and strengthened our reputation in business and professional education, with the Schulich School of Business having established a reputation as one of the world's leading business schools and the development of significant business and professional programs in the Faculty of Liberal Arts and Professional Studies. The Osgoode Hall Law School has also been consistently ranked as one of the top Canadian law schools, recognized for its outstanding faculty, a commitment to achieving justice through law, and an innovative approach to legal education that combines theoretical and practical perspectives.

This is not to suggest that there is not further work still to be done in terms of becoming a more comprehensive university. For example, over the past decade, enrolments and associated faculty complement in the sciences have grown, and we now offer a much broader range of high quality programs in the basic sciences and other science-related areas, including a small School of Engineering. Nevertheless, in part because of the impact of the double cohort, enrolments across the university, and particularly in the humanities and social sciences, have also grown, such that the proportion of enrolments in the sciences remains small when compared to other universities of our size. Moreover, we have particular interests in achieving our long recognized ambition of creating a medical school and possibly a free-standing Faculty of Engineering.

It is, nevertheless, important to acknowledge and celebrate the growing presence and reputation we have established in areas that have not always been seen as areas of strength or priority at York.

### **Three Questions: What? How? How do we know?**

The White Paper is intended to ask and answer the following three fundamental questions:

1. *What*: What are our goals and what do we want to achieve over the next decade?
2. *How*: What are the strategies and initiatives that we must pursue in order to achieve those goals? and
3. *How do we know*: What are the measures and outcomes that we would expect to track or observe, so that we can measure our progress towards our goals and ensure that we remain on track over the next decade?

(a) What?: The Pursuit of Academic Quality

The current UAP identifies the pursuit of academic quality as the university's highest academic objective, and there was broad consensus within the community that this must remain our overarching goal. There was also agreement that, in assessing quality, it is important to look to outcomes or outputs in addition to inputs or process-based variables; this emphasis has been reflected in the process of definition of learning outcomes for our undergraduate and graduate programs.

In the context of teaching and learning, there is increasing recognition of the fact that a quality postsecondary education is one that prepares students for success in life. As Jamie Merisotis, President of the Lumina Foundation for Education, recently argued, higher education should be directed at providing students with the knowledge and skills they need to thrive, both as citizens in a democratic society and workers in the 21<sup>st</sup> century global knowledge society.<sup>3</sup> In striving to enhance the quality of teaching and learning at York, we need to focus on and better understand what it is that our students need to succeed in their lives and careers, and be able to demonstrate the acquisition by our students of these competencies through a York education.

In the context of research, quality is fundamentally driven through the peer review process. In the contemporary context, research of the highest quality has a tangible connection to the search for solutions to pressing social, economic, political and cultural issues. Research reputation and performance is built through measures that include externally-funded research, the dissemination of peer reviewed work, and the development of pan-university research collaborations, and connections and partnerships with research networks across and beyond the university sector. At the same time, it is incumbent upon us to promote the value and impact of research and creative activity across the range of disciplines we encompass, including those not captured by traditional measures.

(b) How?: Through Becoming a more Engaged University

The pursuit of academic quality through becoming a more engaged university has resonated strongly with many members of the community throughout the White Paper process. In part this reflects York's long-established commitment to community engagement, as demonstrated by the recent report of the President's Task Force on Community Engagement (the "Task Force"). As the Task Force Report notes, York is proud of its history as a socially responsible university with strong connections with community partners across all sectors of research, teaching/learning and service initiatives.<sup>4</sup> We also have a long history of leadership in engagement with international partners.

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<sup>3</sup> Jamie Merisotis, "It's the Learning Stupid", The Howard R. Bowen Lecture, Claremont Graduate University, Oct. 14, 2009, accessed March 15, 2010 at:

[http://www.luminafoundation.org/about\\_us/president/speeches/2009-10-14.html](http://www.luminafoundation.org/about_us/president/speeches/2009-10-14.html).

<sup>4</sup> See *Towards an Engaged University: President's Task Force on Community Engagement Final Report and Recommendations* (February 5, 2010), <http://www.yorku.ca/commeng/documents/finalreport.pdf>. The

The concept of engagement has been gaining increasing acceptance in higher education across North America. In this context, 'engagement' has been defined in terms of collaboration between higher education institutions and their larger communities (local, regional, national and global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The concept of engagement has featured prominently in our previous academic plans. For example, the current UAP recommends that in both teaching and learning and research, the University should expand its efforts to partner with communities through Community-University Research Alliances (CURA) and other joint research projects; develop internship, coop and practicum programs; implement Prior Learning Assessment; and seek and support innovative initiatives that further university-community partnerships, and acknowledge and integrate into curriculum learning acquired outside the classroom. Capitalizing on and expanding these opportunities is desirable given the fit with the university's mission and values.<sup>5</sup>

But through the White Paper consultation process here at York, it has been emphasized that engagement should be seen as encompassing not just relationships between York and the broader community; engagement is also a vehicle to strengthen relationships and connections on campus. For example, there is a clear and well-established link between engagement and student learning. Indeed, the widely used National Survey of Student Engagement is organized around the theme of engagement, recognizing that students learn best when they are actively engaged in the learning process. The Graduate Student Satisfaction Survey provides similar results. What is also becoming more widely understood is that engaged students are better able to acquire the knowledge and skills needed to succeed in a knowledge society which (as discussed above) is increasingly being seen as the hallmark of a quality university experience. The current UAP notes that, as a large university with a large population of students who commute daily, York faces a special challenge in engaging students and multiplying their opportunities to engage faculty and their peers in learning and co-curriculum situations.

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

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Task Force identified over 100 pan-university examples of current community-university partnerships. Community engagement at York takes a variety of forms, from community based/service learning that takes university students outside of the classroom to comprehensive initiatives that foster post-secondary education among community groups that face barriers to accessing university education.

<sup>5</sup> Senate of York University, *University Academic Plan 2005-2010* (approved June 23, 2005) at p.11.



(c) How do we know?: Benchmarks for priority areas

Papers of this kind are of no real value if they are not accompanied by consistent efforts to measure progress towards the goals identified. Thus it is essential that we develop benchmarks or measures that will enable us to track our progress over the next decade. As is discussed in more detail in Chapter 8 of the White Paper Companion document, the development of such benchmarks is not a simple or straightforward matter and will require further and ongoing collegial discussion, analysis and refinement. The Senate APPR Committee should take the lead in ensuring that such collegial discussion does in fact occur, and the Provost should assume responsibility for providing regular reports to Senate on the progress made towards the achievement of the goals identified in this document.

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

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

1. *The paramount goal for York over the next decade is an increase in the full-time faculty complement.*

Rationale: There is a near-universal consensus within the York community that the essential precondition for achieving the goals of the White Paper is an increase in the full-time faculty complement. This is not to diminish in any way recognition of the continuing important contributions made by the full range of our teaching complement, including in particular contract faculty members. Nevertheless, increasing engagement in our classrooms, on our campuses, and with the broader community, and strengthening the research profile and reputation of the University as well as our ability to provide supervision and instruction to support high quality graduate education, presupposes that we are able to replenish the losses in the full-time complement that have been experienced in recent years. This must be our paramount academic objective in the years ahead.

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.*

Rationale: Institutions across the globe continue to make significant advancements in their research performance and, in spite of our progress, the gap between us and many of our competitors continues to widen. If York is to compete as a serious research institution it is crucial that we increase our participation and performance in all forms of externally-sponsored research and disseminate our work through peer reviewed venues. Many of these measures have a direct bearing on key government funding allocations (CRCs, Indirect Cost Program). This commitment to increasing our research performance is not only key to realizing our research goals but is critical to enhancing our reputation, a consequence of considerable benefit to the university community as a whole. In order to build on the research excellence that exists in many academic units and organized research units, unit level research planning must be combined with a pan-university research strategy that fosters strong collaboration across disciplines.

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.*

Rationale: Universities are expected to engage with our communities for scientific, social, cultural and economic impacts. York scholars have developed a long tradition of engaging networks and partners in their research programs which have created areas of traditional research strength and emerging areas of research excellence. With the overarching goal of capturing larger research opportunities and increasing our research capacity, we will seek to leverage more extensive pan-university research collaborations and further develop mutually beneficial innovation networks and clusters – furthering the momentum of promising initiatives, leading to further sustainable institutional programs, and enhancing York’s reputation.

4. *Over the next decade, York will continue our efforts to become a more comprehensive University, by continuing to expand the scope of the University’s teaching and research activities in the areas of health and medicine, engineering, applied science, business-related and professional programs.*

Rationale: As is discussed above, York has made considerable strides in its ambition to become a more comprehensive university, with a view to achieving greater prominence and strength in the sciences, applied science, engineering, health and medicine, business-related studies and professional programs. We believe that further growth in these areas is warranted as there is both need for such programs in Ontario and demand especially on the part of students in nearby communities from which York draws a significant portion of its students. Greater comprehensiveness will also extend our outreach to community partners, attract top quality students in additional areas to those we now offer, and allow us to compete for research dollars to the benefit of the entire institution, as well as providing opportunities to advance York’s distinctiveness. The York Health System, a regional network involving the university, hospitals, primary care, community health care, public health, and health promoting organizations, will provide a foundation for development in the health field. Two key benchmarks will be the establishment of a Medical School and an increase in applied science enrolment such that it would support the creation of a separate Faculty of Engineering.

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

Rationale: York has traditionally targeted a minimum GPA in the range of 74%, although some Faculties/programs significantly exceed this cut-off. However the strike of 2008-09 had a significant negative impact on our secondary school applications, and put at risk our ability to maintain this standard. Although there has been a modest recovery in applications for the September 2010 admission cycle, the overall number of applications, as well as first choice applications, remains significantly below the 2008 level. We believe, therefore, that it is essential that we commit to maintaining the established minimum GPA cutoff for applicants from high school for the current academic year, and to raising the minimum cutoff gradually over the remainder of the decade. Student ability is a key driver of the quality of the learning experience and it is therefore imperative that we admit students who have the necessary qualifications to succeed with the supports that they have available to them. An important – though not the only – predictor of success at university is entry grades. Projections of increased demand for university spaces provide an opportunity to achieve enhancements in this area and to improve retention and student performance. It will also send an important signal to prospective students and their families regarding the commitment of the University to maintaining and enhancing the quality of the student body. York will nevertheless remain committed to the wide range of access initiatives and supports for qualified students, and to the recruitment and success of students not coming directly from high school.

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

Rationale: Numerous studies show that students are more likely to continue in higher education if they receive concrete support in negotiating the transition to University from high school, college, or, in the case of mature students, a return to academic studies. An enhanced first year program for undergraduates should help students understand university culture, promote connections between students and between students and faculty, and encourage a student's active engagement in their own learning. The particular strategies that the University will employ must accommodate different Faculty environments and recognize and respond to the specific needs of both full-time and part-time students, domestic and international, as well as other particular communities such as our commuter students, First Generation and Aboriginal. Based on the input from the White Paper consultations as well as student surveys, we know that class size, student advising and contact time with full-time faculty are important. The creation of *student learning communities* offers a way to address these concerns and bring together many of the ideas discussed in detail in the White Paper Companion. The learning community model can be used in a variety of contexts including both living-learning communities rooted in on-campus residences and on-line, virtual communities either of which might involve block scheduling in

first year and/or increasing the number of our colleagues who teach first year students as just two examples. In creating an enhanced experience for first year students, York has the opportunity to bridge to its existing college system and to build on the work that is already being done in individual faculties.

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.*

Rationale: Instructional research shows that learning activities that integrate theory and practice by providing students with opportunities to apply what they are learning tend to support the development of higher cognitive abilities than do more traditional classroom methods. They also enhance the critical elements of a liberal education through promoting a deeper understanding of the subject matter and the relevance of that knowledge, and strengthening self-directed learning and the capacity for critical thinking and analysis. In the survey undertaken by Strategic Counsel, current students, as well as students who had declined an offer of admission or who had not applied to York, were asked what changes would have the greatest positive impact on the student experience. Of the factors identified, one of the most significant was an expansion of experiential education opportunities. Experiential education includes a wide variety of opportunities for students to apply their learning through co-op and internship programs, community service or community based learning, simulations, laboratory work, and capstone courses involving application of learning. It has sometimes been suggested that such programs lack the academic rigour or quality of traditional lecture style courses or seminars. In fact, as is detailed in Chapter 4 of the White Paper Companion, research has demonstrated that when properly planned and delivered, experiential education enhances student learning and better prepares graduates for success post-graduation. While most graduate programs involve elements of experiential education, there remain untapped opportunities to expand opportunities for internships.

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.*

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

9. *We will improve the overall research profile as well as the quality of graduate and postdoctoral programs by increasing both the number of successful applications from*

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

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

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.*

Rationale: The 1999 *White Paper* noted the importance of technology-enhanced learning to improve accessibility (particularly to commuter and part-time students), contribute to life-long learning, and lead to innovation in pedagogy. Chapter 2 of the *White Paper Companion* identifies the emergence of new technologies as one of the key drivers of change and opportunity for universities. As a large commuter university where most of our students spend relatively little time on campus outside of class time, there is a need and demand for the use of new technology, particularly for part-time students. Moreover, the use of new technology and the digital library can enhance student learning and satisfaction. Yet we have made relatively modest progress towards systematically incorporating new technologies in the learning process, particularly as compared to our competitors. We therefore propose a significant broadening of the use of web-based teaching and learning components over the next decade in addition to the other technologies that are discussed in Chapter 4 of the *White Paper Companion* to enhance learning.

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.*

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

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

12. *The Vice-President Academic & Provost will lead and coordinate the development of a pan-university strategy for community engagement.*

Rationale: In the U.S. the Carnegie Foundation has been a leader in promoting community engagement in post-secondary education. Engagement is defined as the collaboration “between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” The Carnegie framework highlights the importance of the incorporation of community engagement in academic plans and of institutional leadership in advancing the engagement agenda. At York, the President's Task Force on Community Engagement catalogued initiatives already under way across the university and highlighted opportunities going forward, building on those initiatives, in relation to learning and the student experience, partnership and community collaboration, campus culture, and knowledge exchange. The Vice-President Academic & Provost will work with colleagues across the university to develop strategic plans to enhance capacity in this area.

### **York in 2020**

If we pursue the goals and strategies outlined in this White Paper with determination and resolve, by the end of the decade York will be significantly different than it is today. Our students and faculty will be more engaged with the teaching and learning process and with each other. Our linkages with the broader community, both in terms of the teaching and learning process as well as through our research activities, will have broadened and deepened. We will have established a new Medical School and a separate Faculty of Engineering. Our reputation as a research intensive institution contributing to innovation, social and economic development in the Greater Toronto Area, the province, Canada and the world will have been solidified and enhanced. Aspiring to be Canada's Engaged University, we will be seen as an innovator in pedagogy, making use of social media and other forms of technology to meet evolving student needs and creating life-long learning opportunities for part-time, mature and returning students. Our university will be a global magnet for students who will see York's diversity as exemplifying and modeling values of global citizenship. Our reputation as a leader and innovator will have been strengthened and the pride on our campuses and amongst our alumni at where we have been and where we are going will be palpable. York at 60 will have built on the successes of our first 50 years, all the while creating new chapters and successes in a still-evolving York University story of innovation and contribution to the social good.

In short, York should expect to enjoy an international reputation as a leading engaged university that enhances learning and research through academic excellence, diversity, social relevance, and civic engagement.

