

DRAFT INSTITUTIONAL INTEGRATED RESOURCE PLAN (IIRP):

Context

York University is firmly committed to advancing the mission, vision and core academic priorities of enhancing quality in teaching and learning, research intensification, student success, and community engagement as set out in our planning documents¹, and to furthering our aspirations in relation to recognition as a leading world class university. We are distinguished by our reputation for new and progressive ways of thinking, for our approachability and commitment to inclusivity and diversity, for our community engagement both locally and globally, and for our commitment to quality teaching and learning, social responsibility, and leadership in innovation and socially relevant research.

Over the past several years, however, institutional attention has been directed to an increasingly pressing budget situation. The simple fact is that York's costs exceed its revenues. Combined with enrolment declines, this has led to significant institutional and Faculty deficits within a constrained provincial funding and policy context where differentiation and accountability are major drivers. These realities necessitate major change and innovation in academic matters and administrative services to support them. The Board of Governors has mandated that the University set in motion plans to address its financial situation within a four-year timeframe. Ensuring that we do so in a way that continues to advance York's reputation requires that we take full advantage of available opportunities to build on our strengths. Many local initiatives have already been undertaken, resulting in substantial progress over the past five years, but the current context calls for a pan-university strategy to coordinate and facilitate those efforts.

York University Planning Context

York has a strong planning context with several components:

- a White Paper that provides a longer term vision for the University (to 2020)

¹ See below for our institutional documents.

- a Five-Year University Academic Plan 2010 – 2015 that sets out priorities and objectives to advance that vision (planning for the next Five Year Plan 2015 – 2020 will begin in the Fall)
- a complementary Strategic Research Plan 2013-2017
- a Strategic Mandate Agreement with the Ontario government setting out priority areas for development in the short term as well as our enrolment plan (2014-2015 to 2016-2017)
- divisional and Faculty plans including academic, budget and operational plans.

Our operational, or Integrated Resource Plans (IRPs), serve an important role in aligning institutional and local level plans by providing a common framework that sets out the objectives and initiatives that units are undertaking to realize the University's priorities. While divisional and Faculty plans have identified many directions worthy of pursuit, they nevertheless have limited capacity for facilitating inter-divisional, pan-university initiatives essential to support local efforts in achieving our goals.

Moreover, we believe there is broad consensus on the part of the York community that fundamental changes are needed to build on York's many strengths by taking a pan-university approach. As we do not have the resources to simultaneously implement a large number of initiatives, it is imperative that we identify and move forward on those that hold the most potential to significantly enhance York's success and reputation *and* address the budget situation. In this context, it is critical that we identify priority initiatives for immediate action, which draw upon and contribute to our various local and institutional processes to guide future planning.

The purpose of this Institutional Integrated Resource Plan is to identify opportunities and initiatives that cannot be fully leveraged at a local level and require an institutional approach; and that have the potential to further our academic priorities while addressing the financial sustainability of our institution and quality of our services.

PRASE (Process Re-Engineering and Service Enhancement) was undertaken several years ago in an effort to identify pan-university initiatives that would enhance quality and delivery of services in key areas of student support (especially advising) as well as administrative areas such as human resources and finance. Some notable progress has been achieved with that process but over time it became evident that the challenges we face as an institution as well as potential opportunities for addressing those challenges required considering all programs and services offered across the university. The decision was therefore made to expand PRASE by undertaking the Academic and Administrative Program Review.

These institutional data-collection and consultation processes have provided additional information to the many local processes (including Cyclical Program Reviews, as an example), surfacing numerous possible priorities for attention. However, the critical importance of focusing our efforts on priority initiatives that will enhance academic and service quality and support sustainability has emerged as an overarching objective that enjoys community support, is achievable, and offers opportunities to improve significantly our budget situation. This plan sets out those initiatives that have been identified as having the greatest potential for institutional action to advance that objective.

In this regard, it is intended that University academic priorities are used as the lens/basis by which the IIRP initiatives are developed and implemented. The University academic priorities are essentially the central principles that inform/shape everything we do... e.g. having a global perspective, being research intensive... It should be noted that the IIRP initiatives do not specifically align with each of the academic priorities espoused in the White Paper and University Academic Plan 2010 – 2015. Some of our most significant priorities are not included in this plan in any detailed way. Research intensification and fund-raising are two significant examples. This is not to signify that these priorities are not institutionally important or that they should not be vigorously pursued, but simply that they are thought to be already well-established with initiatives under way to advance them at institutional and local levels.

The Role of the Institutional Integrated Resource Plan

This Institutional Integrated Resource Plan (IIRP) presents an institutional framework for action – for the consideration of how best to operationalize our priorities taking a pan-university lens (see Figure 1 below). It complements local IRPs by:

- identifying strategic initiatives at an institutional level that will advance our core priorities;
- setting out an action plan to implement those initiatives;
- ensuring that available resources are being used as effectively as possible in support of those initiatives; and
- specifying KPIs or measures by which we will assess our progress.

The document should be seen as part of an iterative process between local and institutional plans; it will form the basis for discussions with the community about the way forward and for reports to Senate and the Board of Governors, as well as for local IRPs and the development of the next University Academic Plan to be undertaken in Fall 2015.

Figure 1. Planning Cycle and the IIRP



It is guided by principles and commitments in relation to:

- advancement of York's mission and vision with specific attention to what differentiates York and enhances its reputation (supported by survey results of students, faculty and staff)², including:

² Survey research undertaken by Strategic Counsel, 2013;2014; and Slice Insights, 2015

- commitment to innovative pedagogies and student engagement in learning
- commitment to the intensification of research, scholarship and creative activities, including opportunities for students to engage in related activities, and advancing our leadership in social innovation
- engagement with local, national and international communities – committed to building strong communities, giving our students international experiences and establishing global research networks
- progressive and vibrant university built on a foundation of critical thinking and infinite possibilities
- approachable supportive environment – global village – committed to inclusivity and diversity
- emphasis on social responsibility and impact
- commitment to education, research and action around sustainability
- consistency with York's strategic priorities as articulated in planning documents, including enhancing quality, student success, scholarly achievement, and community engagement
- transparency and collegial input
- responsiveness to financial challenges facing the University
- evidence based planning

The Role of AAPR

To support efforts to institute a pan-university approach to the imperative to both enhance quality and achieve budget savings - and building on PRASE - York engaged in a comprehensive, pan-university Academic and Administrative Program Review (AAPR) over the past year. The intention was, through a transparent and collegial process, to review and assess our institutional data as well as relevant external benchmarks in order to identify areas of strength in alignment with institutional priorities and those areas where changes or enhancements are needed. All programs – both academic and administrative – were encompassed in the review and given the opportunity to provide input about their programs based on the data provided as well as other information that they deemed pertinent. Task Forces then reviewed submissions and published institutional reflections on the material intended to help Divisions, Faculties, and programs consider the way forward. The President, Vice-Presidents, and Deans submitted preliminary planning responses based on

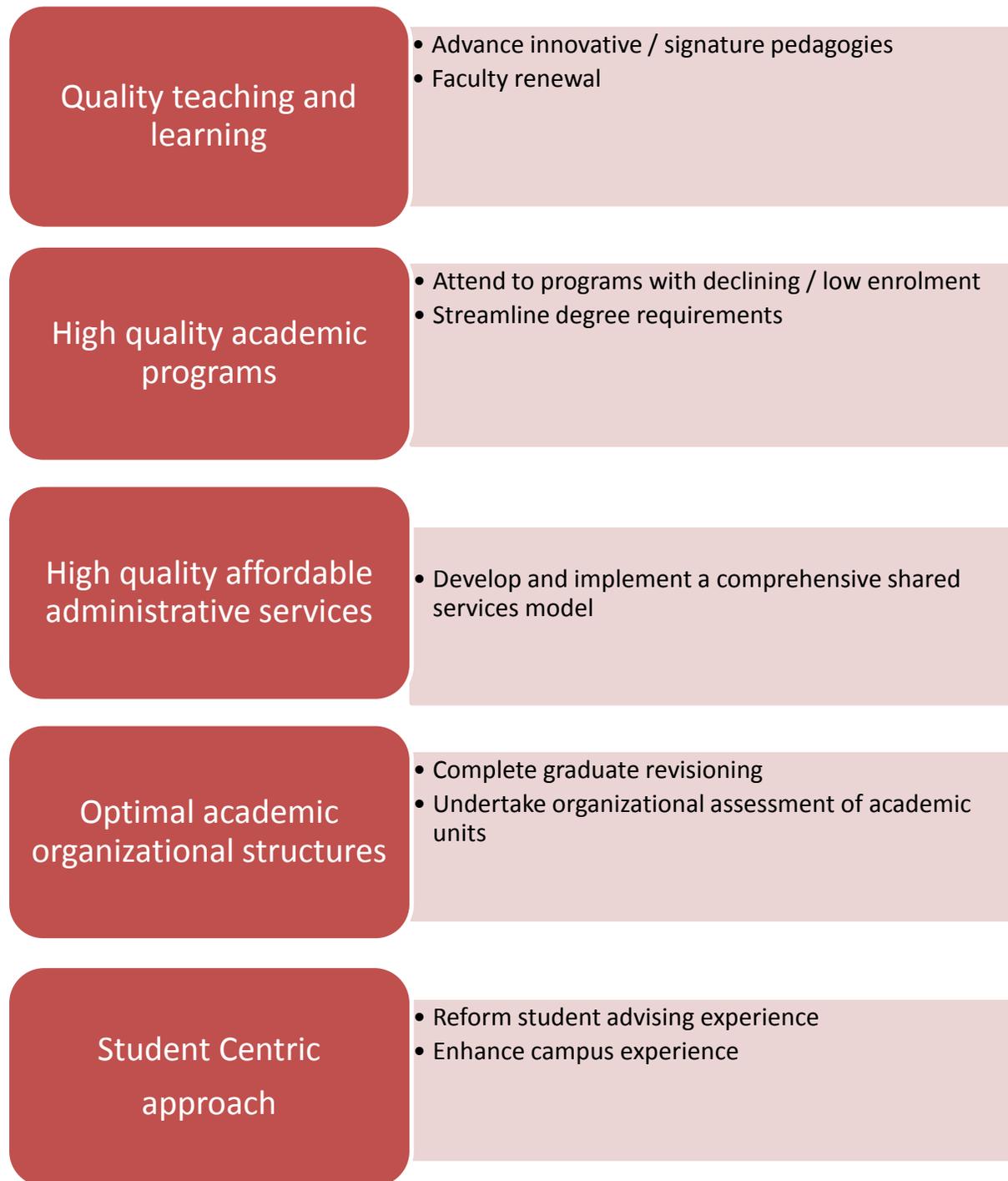
discussions in their units that commented on successes and promising directions for enhancing quality, achieving efficiencies, and supporting sustainability, taking into consideration the AAPR, but also the larger planning environment including documentation on enrolment and research data, student surveys, cyclical program reviews, student surveys (e.g., NSSE) and user satisfaction surveys (i.e., administrative services). Deans, Vice-Presidents, and the President came together at a retreat on April 28 to consider this evidence and to distil a shared understanding of the key priorities and commitments that had emerged from the process and initiatives to be pursued in order to advance those priorities.

The Institutional Integrated Resource Plan: Strategic Directions for Advancing our Priorities

As indicated above, it is clear that local initiatives and perspectives alone cannot address the challenges York faces. An institutional approach is critical. Emerging from consultations around the AAPR and other planning processes has been a unified determination to move forward around a **shared commitment to the enhancement of academic and service quality (for students, faculty and staff) and financial sustainability**. Following from this, five major thematic areas have been identified with specific initiatives to advance each, summarized in Figure 2 below.

Note: The Ontario government has recently announced approval of a York University campus in Markham. York's priorities will be reflected in planning for this new campus and its development will need to integrate with planning in relation to the identified initiatives across the University. The addition of this campus will provide unique opportunities for the University to build on its links with local and global communities, including research collaborations; to create new programs and synergies across programs, as well as new ways of teaching and learning, and distinctive pedagogies; to attract and serve new constituencies of students; to offer those students innovative approaches to the student experience; to develop effective services for faculty, staff and students; and to advance our reputation as leaders in sustainability. The Markham campus is

Figure 2. Five Institutional Initiatives to Advance York's Priorities



Note: The five sets of initiatives listed here have been identified as having the potential to advance our academic priorities and aid efforts to address the financial challenges facing the University by leveraging local efforts through a pan-university approach. These initiatives will complement other initiatives already well in hand such as research intensification.

envisioned as an “incubator” or testing ground for innovative ideas, which can then be introduced more widely.

The pages that follow provide further details of the initiatives that have been identified, in particular the rationale for their inclusion, as well as suggestions about how to move forward and the locus of authority/accountability. It is imperative that we begin to act immediately on each of these initiatives, even though some will be fully implemented over a multi-year timeframe. An important first step will be to set out clear milestones and measures for their achievement. It is important to note that these are not the only initiatives that can and should be pursued; they are those which appear to offer the greatest potential to move us forward at an institutional level at this time.

1) High quality teaching and learning

[See Recommendations 22 and 23, 27 - 29 in the Academic Task Force Report and Recommendation 6 in the Administrative Task Force Report].

Surveys document that perception of the quality of teaching and learning is important to students when it comes to choosing and ranking universities (Strategic Counsel survey of Ontario undergraduate applicants, 2013 and 2014). In particular, 63% of students choosing York as their 1st choice list it as a critically important factor in their decision (Strategic Counsel survey of York undergraduate applicants, 2013). The literature on deep learning also highlights the relevance of experiential education in particular (see, for example, Rogers, R. R. “Reflection in higher education: a conceptual analysis”. *Innovative Higher Education*, 2001, 26:1, 37-57). Awareness of the unique learning needs of York’s diverse student population, including students from a range of backgrounds, commuter students, and students who work full- or part-time, informs the commitment to ensuring accessibility and flexibility in programming and the overall educational experience. Enhancing quality teaching and learning directly benefits our students and also holds significant promise for differentiating York, and for recruitment and conversion.

- i. Advance innovative/signature pedagogy:* This initiative would allow York to develop its reputation in relation to our distinctive pedagogy, encompassing experiential education (including research experience) and technology enhanced learning, as well as the commitment to accessible education, and the high quality teaching and learning experience that York offers, by taking an institutional approach to the benchmarks identified in the White Paper. Through the Academic Innovation Fund and other initiatives, York has made substantial progress in various programs and/or faculties. Notable examples include community based learning and internships. Similar efforts have resulted in the development of various online resources to enhance the student learning experience as well as an increase in the number of blended and fully online courses offered. The opportunity to engage in international learning and gain global perspectives (through, e.g., exchanges, study abroad, experiences in local communities, and internationally-focused programs) is another important differentiator for York that could be expanded connecting activities already underway such as Schulich in India and FES Costa Rica Las Nubes.

Building reputation however requires that we scale up these initiatives so that we are able to promote an experiential education opportunity in every program we offer (as supported by the literature and student surveys), or the availability of entire programs online. Realizing this opportunity requires that we align resources with efforts to provide the necessary infrastructure and faculty development support, building on coordinating strategies already under way through the office of the AVP Teaching & Learning. The potential positive outcomes include enhanced reputation and increased market share to secure York's longer-term financial stability.

While there are notable local efforts upon which to build, a concerted and coordinated pan-university approach might be expected to yield more significant results including commitments that we are able to make to our students. There are already institutional-level committees coordinated by the AVP Teaching and

Learning that could be expected to provide leadership in advancing these initiatives in concert with Faculties.

On a related matter, the YUQAP procedures are an opportunity to assess teaching and learning excellence through the cyclical program reviews including a stronger focus on student learning outcomes and competency-based learning.

Outcomes (for undergraduate and graduate programs):

- As discussed more fully in the White Paper, experiential education has been broadly documented as enhancing the student learning experience and the goal is therefore to ensure that all students irrespective of program have access to such activities – targets will be set to track our progress (including our SMA metric) and strategies developed to support offering experiential educational opportunities in every program (building on progress already made through the AIF and Career Centre etc)
- Similarly, targets will be set and strategies developed (building on those already in progress through the AIF) to provide all students with opportunities to pursue select programs (existing or newly developed) entirely online, as well as being able to access an increasing number of courses in blended or fully online formats
- a strategic and coordinated approach will be taken to putting in place infrastructure and supports for implementation for both eLearning and experiential education
- A systematic approach to expanding international components in the curriculum including both on-campus and global activities (e.g., study abroad)
- the YUQAP process will be refined to reinforce an emphasis on excellence and innovation in teaching and learning
- teaching and learning will be better promoted in pan-university and faculty communications
- stakeholder roles (LTS, Teaching Commons, SCLD, Career Centre, Faculties, Libraries, etc.) will be clarified

Impact:

- Enhance reputation

- Clearer differentiation
- Improve application rates
- Improve retention
- Increase student satisfaction
- Indirect revenue from increased enrolments, retention

ii. Faculty renewal: The renewal of the full-time faculty complement is a critical component of both ensuring high quality teaching and learning, including enhancing opportunities for students' interaction with full-time faculty in relation to both teaching and research, and promoting scholarly success. Advancing these efforts requires that we assess all available strategies for supporting the full-time faculty complement. This includes increasing the emphasis on research alignment in tenure-stream hires and leveraging opportunities for appointment of colleagues to the alternate stream to promote a teaching focus (including the possibility of teaching chairs to complement research chairs). The collaborative efforts of Faculties (units and Deans), the VPRI, and the Provost will be essential to the achievement of this initiative.

Outcomes:

- Comprehensive faculty complement planning that takes into consideration opportunities to enhance full-time complement, teaching excellence and research
- Effectively leveraging full range of complement opportunities including the alternate stream

Impact:

- improved full-time to student contact hours
- improved class size/student-faculty ratios
- improved retention
- enhanced pedagogical innovation
- research intensification

2) High quality academic programs

[See Recommendations 1 – 8, 13 – 16, 18 – 21, 24 – 26 in the Academic Task Force Report]

“Quality of academic programs” is well-documented among the top reasons students give for choosing a university (Strategic Counsel surveys, 2013 and 2014), and is central to our ability to differentiate ourselves from competitors. Faculties necessarily must take the lead in bringing forward specific recommendations, and decanal leadership and accountability will be key. At the same time, inter-Faculty discussions may also need to be facilitated. Solutions will be diverse depending on the specific issue – i.e., small but stable and high quality programs may be supported by a Faculty based on a concrete plan, whereas programs with declining demand which are not likely to stabilize or reverse may need to be fundamentally revised, merged or phased out. A key component related to the quality of programs is the degree of research engagement and the international recognition of its significance. Any proposals for changes to program structures or content will of course be subject to regular governance processes.

- i. *Attend to undergraduate and graduate programs with declining/low enrolment:* The enrolment data in the AAPR has demonstrated that there are a number of programs that are experiencing significant declines in enrolment; such programs may be unsustainable or in need of significant change. An important institutional initiative is thus a Faculty-driven response to programs with declining/unsustainable enrolment. The PIFs and Academic Task Force Report taken together provide an excellent starting point for identifying programs that are facing challenges, as programs had an opportunity to review detailed enrolment trends and to comment on the reasons for the challenges the programs are facing and the potential for change as part of PIF preparation. They also identify potential solutions. Programs may want to revisit the data, but making the necessary decisions to merge, consolidate, revise or close programs with declining enrolments or that are unsustainable must be addressed starting in 2015 - 2016.

These efforts will complement initiatives already in progress or planned to maintain and strengthen high quality academic programs including developing new programs that are consistent with our

University Academic Plan and Strategic Mandate Agreement, responsive to labour market needs, take advantage of strategic research opportunities, and advance differentiation and our international reputation.

- ii. *Streamlining degree program requirements*: Streamlining of program requirements and elimination of duplication is a related component that promises to enhance quality, support flexibility and mobility for students who decide to change programs, and aid in the tracking of progress towards the degree and therefore in advising. Students have repeatedly expressed concerns about degree complexity. These efforts might be facilitated by, among other things, looking for opportunities embedded in partnerships with the new School of Continuing Studies (e.g., how we offer certificates, bridging pathways etc. to simplify program offerings). This initiative must also be pursued starting in 2015-16.

Outcomes:

- Units and Faculties will review low enrolment programs and develop proposals to strengthen, reimagine, merge, or close these programs based on an analysis of data
- Duplication in program content and degree requirements will be eliminated or mitigated in support of quality, clarity and flexibility
- Units will assess opportunities for development of distinctive new programs in areas of student and market interest as well as scholarship potential

Impact:

- Higher student satisfaction
- Enhanced program mobility
- Improved application rates
- Improved retention
- Clearer differentiation
- Enhanced academic reputation
- Direct and potentially significant cost savings from program mergers, closures, streamlining, elimination of duplication

3) High quality and affordable administrative systems and services

[See Recommendation 32 in the Academic Task Force Report and Recommendations 1 – 4, 13 – 14, 17 – 24 in the Administrative Task Force Report]

- i. *Shared services model*: Following on from PRASE and the AAPR Task Force Reports, there is evidence of untapped potential to enhance the administrative services and systems that support teaching and research, student success and community engagement including the potential for considerable efficiencies.

From previous work under PRASE and various Faculty arrangements, there is a strong case for the development of a shared service model. To this end, an integrated working group (with functional sub-groups) will be jointly established by the VP Finance and Administration and Provost and VP Academic, with membership from across the University (divisions and faculties), to develop and oversee implementation of a shared service model applicable to a variety of administrative areas, including HR, IT, Finance and Facilities. The full engagement of staff in both academic and administrative areas providing a range of services to faculty, staff and students will be crucial to successful realization of this initiative. Implementation will commence in 2015, initially focusing on those areas identified as most urgent, and will be phased in sequentially across Faculties and units based on an assessment of their readiness. The working group will therefore focus on the development of a detailed plan for the organization of services in ways that will enhance the quality of service provided to all members of the York community, rather than further assessment of the issues. The plan will include an articulation of the model, timelines for implementation, resources required, outcomes and metrics for measuring progress, and the accountability framework.

Outcomes:

- A model will be developed by the working group and put into place for the clear and rational organization of administrative structures
- Enhanced sense of academic mandate among all staff

Impact:

- Enhanced quality and effectiveness of service to students, faculty, and staff through better coordination
- Enhanced sense of vision, mission and priorities among all staff
- Potential for significant financial savings in the delivery of “core” administrative services

4) Optimal Academic Organizational Structures

[See Recommendations 2-7 in the Academic Task Force report]

- i. *Organizational assessment of academic units:* A theme emerging from the Task Force Reports as well as the preliminary response plans from various faculties is that it may be timely to undertake a review of our Faculty structures by initiating a process (through a taskforce or working group) to assess the current Faculty structures with a view to considering possible alternative Faculty configurations. At a "macro" level, this means looking at whether the current Faculties *make sense* in terms of their size and department/program mix. The process, led by the Provost and VP Academic, involving Deans and colleagues from relevant Faculties, needs to be informed by a clear set of guidelines and principles including:
 - a. Prioritizing institutional goals and objectives;
 - b. Enhancing the opportunities for differentiation;
 - c. Reducing complexity;
 - d. Ensuring/promotion cohesion in discipline/program mix and ensuring/promoting a cohesive “Faculty identity”;
 - e. Faculty and program organizations should also be transparent and student centric, i.e., make sense to students and help support a positive student experience. The importance of transparency and

student centricity applies not only for continuing students but also for recruitment of new students;

- f. Through an appropriate discipline/program cohesion, Faculty organization should also promote and support strong interplay between research and teaching and learning and between undergraduate and graduate studies.

As part of the review of faculty structures, the relationship of structures and programming on the Glendon and Keele campuses should be considered. The issue continues to surface in the case of most Cyclical Program Reviews involving cognate programs at both campuses.

There is also potential for review of intra-faculty structures – the need to look at department/program structures in terms of complexity, sustainability, and transparency, including in terms of the student experience.

It is noteworthy that earlier contemplations of whether York had the optimal organizational structure to seize emerging opportunities and advance strategic priorities underpinned the creation of the Faculty of Health as well as the consolidation of Arts and Atkinson into the Faculty of Liberal Arts & Professional Studies.

Outcomes:

- Program and faculty structures will have increased clarity and coherence
- Programs and faculties will be better differentiated
- Duplication in curriculum and program requirements will be reduced or eliminated

Impact:

- Improved enrolments and retention
- Enhanced ability to take advantage of new emerging opportunities, establish signature pedagogies, etc.
- Enhanced reputation

- Potential for significant cost savings through rationalization, elimination of duplication and from faculty and program reorganization
 - Potential enhanced complementary planning between Keele and Glendon campuses (a priority for the new Markham campus as well)
- ii. *Graduate education revisioning*: A separate but related issue is graduate education and how best to support excellence in graduate programs and education. While it is important that undergraduate and graduate planning be integrated, we must also recognize that graduate students are distinct from undergraduate students in terms of their experiences and learning and support needs, including the need to successfully complete high profile research theses and attention to professional development.

Work is already under way led by the AVP Graduate/Dean of the Faculty of Graduate Studies in collaboration with Deans of anchor Faculties, and colleagues, to integrate graduate studies and planning into those anchor Faculties; it is of key importance that this process continue to completion including consultation with graduate students. These discussions present a timely opportunity to review the structure and role of FGS – and in fact the need for a separate Faculty, with the proposed fuller integration of academic programming (including governance), into anchor Faculties. In this structure, there is general agreement around the value of positioning FGS to have an advocacy, policy and regulation oversight role in a strong School of Graduate Studies.

The significant attention to graduate programs in the Academic Task Force Report indicates the relevance of understanding the relationship between graduate and undergraduate programs, ensuring adequate resources, and as a consequence, clearer accountability of the anchor Faculties for graduate education working in partnership with FGS to provide oversight and to facilitate quality.

Outcomes:

- Enhanced graduate programs including increased research success through stronger alignment with anchor faculties
- Enhanced services for graduate students
- Roles of FGS and anchor Faculties will be clarified, supporting enhanced coordination of undergraduate and graduate planning around enrolments, curriculum, complement, etc.
- Stronger support for graduate education
- Better utilization of resources, potential savings as a result of organizational streamlining

Impact:

- Enhanced recruitment of graduate students
- Improved supports and services for graduate students
- Improved completion rates and time to completion
- Stronger academic links between undergraduate and graduate programs with potential for more effective complement planning

5) Student Centric Approach

[See Recommendations 17 and 30 in the Academic Task Force Report and Recommendation 5 in the Administrative Task Force Report.]

The student experience encompasses a number of elements, both academic and non-academic, that come together to contribute to students' overall satisfaction and ultimate success, and in turn affect our institutional reputation. It includes their actual classroom and research experience, academic and non-academic supports and services (advising, admissions, financial aid, career centre, counseling, libraries, parking, food services, etc.), and extra-curricular activities (sports, clubs, etc.), as well as the physical spaces in which all of these activities take place and the equipment that supports them. It also includes the quality of their interactions with faculty, staff and other students. Furthermore, students' experience of the university begins when they are considering applying to the institution and continues throughout their studies to graduation and beyond.

Improvements can and are being made in many of these areas, but within

the theme of a student centric approach to all that we do, two specific initiatives that require concerted, pan-university action and that have the potential to have a significant positive impact on the quality of the student experience are singled out. While they may fall primarily within the purview of a particular office or area, the quality of student service and the campus environment is the responsibility of all of us.

- i. Reform the student advising system:* The absolute top priority identified under the theme of being a student centric University was to “fix” student advising. PRASE, the AAPR and our student surveys, provide overwhelming evidence of the challenges we face in regards to providing our students with high quality academic advising.

We are not alone. A recent report by the Education Advisory Board concludes that “academic advising falls far short of potential on most campuses” (EAB, 2014, p. 3). The significance of this finding is the impact that it has on student success, including retention and timely completion for both undergraduate and graduate students.

Ensuring substantive progress toward establishing a student centric advising system is therefore essential in 2015 – 2016. Successfully addressing this issue provides York a significant opportunity to set ourselves apart from our competitors in terms of student satisfaction and student success including improved retention that in turn supports faculties in meeting the FTE targets that underpin their budgets.

As a result of our Strategic Enrolment Management (SEM) initiative, York is in an excellent position to implement a new collaborative approach to academic advising that fully utilizes what our data and predictive analyses are telling us as well as an extensive literature.

Building on the current pan-university YUStart model, the Division of Students, in collaboration with the respective Dean and colleagues will lead the implementation of a pilot project to establish a student success centre to transform student advising and engagement, intended to make York the most student centric commuter campus

in Canada. The proposed pilot is the Faculty of Liberal Arts & Professional Studies, incorporating successes in other faculties, with the aim of establishing a best practice model across the institution that fully integrates the faculties, student advising offices and the colleges.

Outcomes:

- Students will receive advising and support that is clearer, more accurate, better coordinated, and geared to their individual needs

Impact:

- Enhanced quality of students' experience and their success
- Improved retention
- Improved reputation
- Potential cost savings through efficiencies

- ii. The campus experience:* A related issue is the rejuvenation/enhancement of York's campuses and an enriched campus experience for students, as well as faculty and staff. These efforts can be enhanced by thinking of the campus as a learning ecosystem. There is a critical need to refurbish and develop student space both at Keele and Glendon (including classrooms, libraries, common areas, and exterior spaces) to improve the experience and feel of our campuses and support a commitment to student centricity. In addition, the completion of the subway and the addition of the PanAm facilities and a new Student Centre on the Keele campus will create an "uptown downtown" environment, with significant potential for attracting students and increasing student satisfaction. A "campus vision" initiative will also be under way at Glendon College in 2015-2016. Campus location is also an important factor in students' decision to come to York (Strategic Counsel surveys, 2013 and 2014), and the new campus in Markham will provide another alternative for students in the future.

Outcomes:

- The attractiveness and physical infrastructure of the campus will be improved

- Stronger integration of physical facilities and the overall learning environment

Impact:

- Enhanced quality of student, faculty and staff experience
- Improved recruitment and retention
- Improved reputation

Next Steps

- It is intended that this draft IIRP will be issued as a basis of community information/discussion and to empower those charged to develop the concrete plans to advance these initiatives. Several initiatives, although identified as institutional priorities, will rely in the first instance on faculty and staff in the respective academic and administrative units and Faculties engaging in discussions about how to implement them.
- This draft IIRP is intended as a directional document setting out agreed priorities for action, rather than a full-blown action plan. Vice-Presidents, Deans, unit heads and their colleagues are encouraged to give consideration to their role (individually and/or as part of the collegium) and steps to be taken in advancing priority initiatives, and to reflect these discussions in their IRPs. It will be critical that all members of the university community, including faculty, staff, and students, are open to trying new ways of thinking and doing, and that they see themselves as contributing to the advancement of both academic and administrative initiatives and sharing in the pride of their achievement.
- Where appropriate, working groups will be established and management structures put in place to support moving forward.
- A first step must be the development of more detailed work plans with timelines, implementation steps, accountability, resources and budget alignment, outcomes, and metrics to measure progress and success. This more detailed plan will be included in a revised version of the IIRP to be issued in the Fall. The detailed plan will be informed by community consultations including feedback from Senate, Board of Governors, Faculties, administrative areas, and community information sessions.

A Comment on Important Institutional Initiatives not Mentioned in the IIRP

As noted, there are other priority initiatives that were identified in one or more of the preliminary planning responses by the deans/faculties and VPs/divisions that are considered well-in-hand and therefore not included here. Research intensification (being led separately by VPRI) is one such example. [This is a priority in the Academic Task Force Report recommendations 8 - 11 and 33 as well as our planning documents]. While these areas are considered well-in-hand for purposes of this IIRP, their consideration should nevertheless be included in the comprehensive Faculty/Divisional IRPs that will be developed with the expectation of covering all aspects of their academic mandate.

Revenue generation was included in most plans as a means to close the gap between our revenue and expenditures. Some of those initiatives are captured above especially in terms of their impact on enrolment - increasing applications, conversions and retention. However other initiatives such as increasing philanthropy have not been included in this document. These efforts are important and should continue as they will mitigate the financial challenges we face. Many however occur at the local level even if coordinated through an institutional fund-raising campaign.

Other Considerations

There are various enablers that will be important to support the above initiatives and consideration will have to be given to ensure that we have what we need to be successful. Some important considerations include:

- 1) Integrated planning
- 2) Aligning resources with priorities
- 3) Continual strengthening our data to support our decision-making
- 4) Effective communication and consultation
- 5) Collaboration and partnership
- 6) Metrics and evaluation

Appendix 1: Task Force Recommendations

Academic Task Force Report:

Recommendations Arising from Overall Scoring Results:

1. Analyze on a priority basis whether programs located in the lower left quadrant of Figure 1 (especially those falling outside the mid-range square) can be delivered more effectively or should be discontinued. (page 14)

Recommendations Specific to Graduate Programs:

2. Provide all graduate programs with clear information about their revenue and cost structures and encourage them to explore less resource-intensive operating models that do not significantly impair quality. (page 18)
3. Articulate an explicit sustainability strategy for every graduate program based on linkages to undergraduate programs or other sources of support. (page 18)
4. Provide graduate programs with the flexibility and autonomy to respond more nimbly to changes in the graduate education landscape. (page 18)
5. Define a clear identity and target audience for all Masters degree programs in light of changing graduate student pathways and increased external competition. (page 18)
6. Require Masters programs to be well established and sustainable, with demonstrated quality outcomes, before launching a PhD in the area. (page 18)
7. Implement proactive steps to promote timely completion in every PhD program. (page 18)

Recommendations Specific to ORUs:

8. Differentiate more clearly between Organized Research Units (ORUs) versus Organized Research Service Units (ORSUs) as defined in the Senate Policy on ORUs, and define the mandates, objectives and performance measures for individual Research Centres and Institutes accordingly. (page 20)
9. Clarify how ORUs/ORSUs will be funded under the new budget model and ensure all have clear plans and strategies to meet financial sustainability goals. (page 20)
10. Incorporate the needs of ORUs/ORSUs with nationally or internationally leading reputations into faculty complement planning. (page 21)

11. Provide appropriate advancement support to ORUs/ORSUs with high potential to attract external sponsorship. (page 21)

Recommendations on Leveraging Academic Strengths to Grow Student Demand:

12. Develop a coordinated, externally focused strategy for recruiting students that includes a more active role for faculty in partnership with administrative units. (page 22)
13. Strike a task force to forge new strategies to cultivate external demand through distinctive new combinations of existing programs. (page 23)
14. Reduce duplication of similar skills or methodology courses wherever possible and optimize the service teaching role of programs or units with leading expertise in these areas, especially those that are experiencing low or declining external demand. (page 24)
15. Address unmet need for writing and math skills support among York students, assess the state of undergraduate research skills training, and increase and promote the University's commitment to critical skills education more generally. (page 25)

Recommendations on Knowing and Looking After Our Students:

16. Solicit and integrate student feedback on program satisfaction more frequently in between full cyclical reviews, and at different stages of program completion. (page 25)
17. Further improve and monitor effectiveness of student advising across the University. (page 26)
18. Track career and other pathways of York graduates more systematically across all programs and use this information to strengthen curricular and extra-curricular programming and student recruitment. (page 27)

Recommendations to Promote Internal Collaboration (and Reduce Internal Competition):

19. Create or re-activate pan-University mechanisms to more clearly differentiate areas of study in which York offers multiple programs. (page 27)
20. Prioritize co-planning, resource sharing, and collaboration among interdependent or similar programs. (page 28)

Recommendations on Rethinking Academic Planning from the Bottom Up:

21. Provide programs or units with meaningful and timely information for improving quality and sustainability of existing programs. Identify early warning signals that will trigger automatic analysis of program changes and potential support needs. (page 28)
22. Encourage faculty experimentation with new academic content as well as digital, technology enhanced and blended learning methodologies, in appropriate contexts where they can improve academic quality or resource efficiency. (page 29)
23. Create mechanisms to pilot, develop and test curricular or pedagogical innovations before they are proposed as new programs. (page 29)
24. Make processes and criteria for approving new curricular programs more rigorous and realistic with respect to evidence of sustainability. (page 30)
25. Require cyclical program reviews to define more clearly the level of demand and other conditions which must be met in order to recommend that a program continue, as well as roles and responsibilities to take necessary actions to address quality or sustainability challenges in programs recommended to continue. (pages 30-31)

Recommendation on New Revenue Generating Activities:

26. Ensure colleagues at the program and unit level have access to market research services and other supports to develop new revenue generating activities. (page 31)

Recommendation on Moving Quality from Good to Exceptional:

27. For high-demand curricular programs with clear plans to innovate and improve quality, address the need for additional faculty resources whether through appointments or reorganization of existing resources. (page 33)
28. Examine the potential benefits and risks of diversifying teaching capacity with alternate stream appointments and practitioner instructors, especially where programs express an interest. (page 33)
29. Strengthen coordinating infrastructure to support programs interested in creating more experiential learning opportunities, especially those which are work- or community-focused. (page 34)
30. Address high priority physical infrastructure deficits such as those identified in s.4.3.3 of the Academic Task Force Report. (page 35)

Recommendations on Optimizing Data for Academic Planning:

31. Further improve the quality and transparency of institutional data to facilitate effective planning at the program and unit levels. (page 35)
32. Clarify the budget attribution principles that are used to generate program and unit-level financial data in the Faculties and foster constructive dialogue on resource and cost allocation. (page 36)
33. Track research, scholarly, and creative activity over time to better understand patterns and changes in activity levels and research impact, and to benefit University reputation. (page 37)

Administrative Task Force Report:

Institutionally Supported Review of Service Delivery Configuration:

1. The Task Force recommends that a review of service delivery architecture be undertaken with a view to ensuring the optimal arrangement of structure and process by service need or priority. Opportunities for service provision utilizing shared, laddered and integrated approaches should be considered, particularly as means to streamline and strengthen services that are currently duplicated or uncoordinated across units.
2. The Task Force recommends that a review of service delivery architecture or any further analysis of effective service delivery be unbound by current definitions of “programs” or solely within existing functional streams.
3. The Task Force recommends that a review of service delivery architecture should ultimately become part of a cyclical review to ensure the evolution and renewal of our administrative infrastructure.

Governance and Authority:

4. The Task Force recommends that governance be considered a primary feature of every service delivery arrangement – existing or emerging – as a matter of clarifying roles, responsibilities, decision-making authority and accountability. To this end, formal and informal cross-divisional/departmental committees, steering committees, program committees and working groups should be brought into scope for review of service delivery.

High Risk Areas for Immediate Attention:

5. The Task Force recommends that immediate action be taken to address the configuration of services that most directly impact enrolment in the form of intake and retention, and recognizes that these areas are primary candidates for strategically integrated, collaborative service provision.

Emerging Priorities:

6. The Task Force recommends that as Experiential Education is a high strategic priority for the University, determination of the best service configuration for the administrative support for this priority should begin immediately. The strength of leadership, vision and energy related to this priority suggests that moving quickly to assess the necessary infrastructure could inform other efforts in constructing collaborative service models.

Strengthen Leadership and Accountability for Planning:

7. The Task Force recommends that accountability for planning as an activity and for the substance of plans be strengthened at all levels of leadership – from executive to program – to ensure that planning continues to embed in the culture of our organization.

Strengthen the Integrated Resource Plan Framework and Process:

8. The Task Force recommends that the current IRP rubric and process be reviewed more generally to improve the IRP's relevance and to demonstrate its value as a meaningful instrument for advancing the University's mission. This review should include feedback and consider ease of use of the technical tool, as well as identify our best-practice approaches for creating energizing, workable plans.

Strengthen Lateral Planning:

9. The Task Force recommends that the IRP framework be enhanced to support strong lateral alignment to ensure effective strategic institutional responses to priorities, as well as ways to consider connections between tactical plans.

Strengthen Planning Capacity:

10. The Task Force recommends that the University engage in building planning competency in our management community based on best-practice

principles that include the development of key performance measures for assessing plan outcomes.

Strengthen Performance Management Program:

11. The Task Force recommends that the PMP framework be reviewed to increase its real relevance in supporting accountability, competency-building and the fair assessment of performance. This review needs to include feedback from the management community.

Best Practice Leadership and Professional Development:

12. The Task Force recommends that we strengthen the capacity of our existing managerial talent to engage in relevant communities of practice, that we ensure key functional leads are provided with the resources to participate in professional development activities and that we embed “best-practice” leadership in all areas as part of performance and accountability.

Development of Meaningful Metrics:

13. The Task Force recommends that programs be required to develop valid, meaningful and manageable metrics that are linked to assessing quality and efficiency, as well as accountability and performance. This should be done in conjunction with service clients and partners but also be framed with clear alignment to strategic priorities, in addition to being guided by external frames of reference where possible. Similarly, it is recommended that a coordinated approach be taken across like programs.

Comprehensive Institutional Infrastructure for Data and Measurement:

14. The Task Force recommends that, informed by the findings regarding service delivery architecture, a thoughtful approach be taken in considering how best to support the data and measurement needs of the administrative functions of the University. Leveraging the existing resources in OIPA, the approach should provide comprehensive and institutionally coordinated support to programs in terms of shaping requirements, tools, providing coordination over broadly utilized data such as the National Survey of Student Engagement (NSSE) and other sector performance markers.

Revisit PwC Report:

15. The Task force recommends that the findings of the PwC report be revisited in conjunction with the observations of this review and that process-related opportunities be prioritized based on implications/impact and potential resources released.

Review PRASE Office:

16. The Task Force recommends that the PRASE Office, as the primary mechanism created to bring process improvements to life, be reviewed to ensure that it has the appropriate structure and resources, and is generally positioned to partner effectively with the community to support process improvement.

IT Governance:

17. The Task Force recommends that the governance structures and processes currently in place for setting the strategic direction of the University's critical IT function be reviewed and strengthened to ensure ongoing alignment with the University's academic priorities and to enable the capacity to set broad policy concerning service parameters.

IT Planning:

18. The Task Force recommends that the Information Technology Strategic Plan for the University be reviewed regularly to ensure that it remains current and relevant. Efforts to build project planning and management disciplines as an important support for IT governance should continue.

IT Service Delivery:

19. The Task Force recommends that the opportunities identified through this process review to drive efficiencies through service delivery changes be fully investigated and implemented where appropriate. Areas for investigation are application development, integration and realignment, service aggregation and management, messaging and communications, software and service licensing, digital production, infrastructure and software as a service.

High Risk Technological Deficits:

20. The Task Force recommends that particular attention be paid to the resolution of the critical technological deficits/issues revealed through this process and from the PRASE review.

Financial Reporting That Supports Analysis:

21. The Task Force recommends that a consistent, meaningful form of financial reporting be developed as part of the overall data set required to support institutional analysis of program sustainability, efficiency and overall alignment of resources.
22. The Task Force recommends that programs and divisions focus on achieving the deep financial sustainability that can be realized by addressing many of the structural, process-based observations in this Report and by revisiting the PwC PRASE report assessment of large-scale efficiencies. This necessarily requires programs that have not already done so, to consider fundamental changes in service provision and resourcing, particularly those programs that appear to have been insulated from the full impact of cuts. Serious consideration must be given to services that are not essential, service levels that are not sustainable and to alternative means for satisfying service needs, including engaging external providers where appropriate.
23. The Task Force recommends that the budgets of those programs with a persistent and large carry-forward be reviewed to determine if resources can be redirected to enhancing the priorities of the University as reflected in the University Academic Plan.
24. The Task Force recommends that carry-forward plans become standard practice and integrated into the governance framework of the new budget model.

Talent Management and Development:

25. The Task Force recommends that current efforts to develop and deliver a comprehensive approach to talent management, such as competency-based practices, continue to be supported. The scope of such an approach should include staff recruitment through to skills and career development.
26. The Task Force recommends that the University explore ways to more systematically engage the mutual commitment to training and development embedded in our staff collective agreement such that training

becomes normalized, an expected and welcomed aspect of fulfilling both managerial and employee obligations.

Space for Students:

27. The Task Force recommends that, within a more general consideration of large-scale capital renewal, space for students be prioritized and strongly integrated into strategic academic plans.

Preparation for the New Budget Model:

28. The Task Force recommends that as the new budget model continues to develop toward implementation, full consideration be given to the mechanisms that will support organizational restructuring and the commensurate realignment of resources.
29. The Task Force recommends that strategies to incentivize compromise and collaboration be integrated into the new budget framework.

Change Management:

30. The Task Force recommends that organizational change be viewed through the lens of best-practice change management principles and strategies in a way that creates a comprehensive, planned approach to change. This includes consideration of the successes in our own institution to understand what works best in our context but also includes strong emphasis on, and a systematic approach to, addressing cultural and attitudinal dispositions that limit advancement. This also includes consideration of local resources to ensure ground-level follow-through.
31. The Task Force recommends that any comprehensive change plan be set with a realistic time horizon taking into account the scope and depth of change required.

Change Management Competency:

32. The Task Force recommends that change management competency be developed in our management community and become a significant consideration in talent acquisition.

Comprehensive, Integrated Approach:

33. The Task Force recommends that conceptual and practical integration of the various change initiatives take place such that they form synergistic

elements of a comprehensive framework set within a broader strategy for change.

Change Governance:

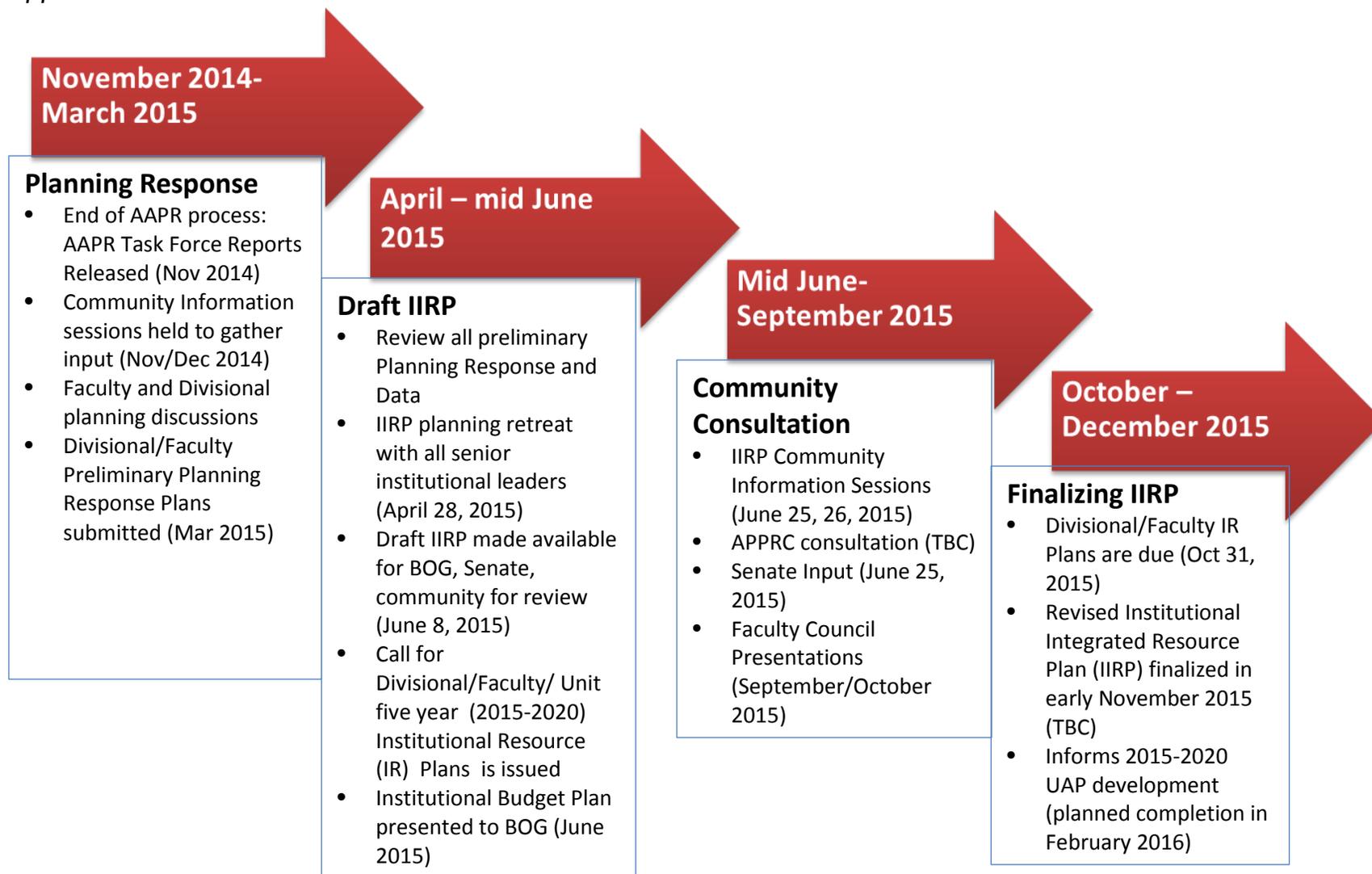
34. The Task Force recommends that thoughtful consideration be given to the governance structures and processes related to any institutional scale plans emerging from the AAPR initiative and that they reflect the importance of organizational change by including highly placed authority and accountability.

Leadership and Vision:

35. The Task Force recommends that the way forward be led with the passion and commitment that inspires vision such that we can deliver on administrative excellence in support of our academic mission.

Draft Institutional Integrated Resource Plan (for discussion)
Provost/VPA and VPFA
June 8 2015

Appendix 2: IIRP Timelines



Draft Institutional Integrated Resource Plan (for discussion)
Provost/VPA and VPFA
June 8 2015