Academic *Innovation* Fund

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Academic *Innovation* Fund

TEACHING & LEARNING
INNOVATION CELEBRATION

MAY 9, 2013
TRIBUTE COMMUNITIES RECITAL HALL
ACCOLADE EAST BUILDING
YORK UNIVERSITY, TORONTO

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THE STORY OF THE ACADEMIC INNOVATION FUND

Established in the fall of 2010, following a pan-University strategic planning process, the Academic Innovation Fund (AIF) provided an investment of $2.5 million to support innovation and change at York University. Following a call to the York community, faculty, staff and students responded with novel ideas to advance York's strategic priorities in relation to teaching and learning and the student experience.

The AIF project submissions were thoughtful and inspiring, demonstrating our passion and commitment to York University and to our students. In the inaugural year of 2011-12, 39 projects received funding. The results proved to be so successful that the University invested another $2.5 million in 2012-13 to support 40 projects, 27 continuing, and 13 new projects.

The AIF projects support innovation in the following key strategic priority areas: eLearning (the use of technology to enhance learning), experiential education (real-world experience through in course and community-based projects) and the first-year experience (providing a welcoming environment for new student transition). We are building models and prototypes that can be replicated by other programs and Faculties, resulting in sustainable and scalable pan-University systems. These systems are changing the landscape and providing our students with the experience they need to be successful, both at York and in life.

MESSAGE FROM THE PRESIDENT

On behalf of York University, I am pleased to welcome you to the second Academic Innovation Fund's Teaching and Learning Innovation Celebration.

As one of Canada's leading interdisciplinary research and teaching universities, with a community of 65,000, we are an institution that is particularly committed to our students. An important element to our University's mission is to ensure that they are provided with a rich learning environment so that they have the support they need to succeed.

Our faculty, students and staff work hard to deliver partnerships that engage our community through dialogue, and the sharing of ideas and research between students, academics and other stakeholders. The Academic Innovation Fund, which embraces this collaboration, was established as a means to provide up-front investments for projects that help foster innovation and advance our priorities of academic and research excellence, but more importantly student success.

Our objective is to now use the models and lessons learned in order to build sustainable, university-wide approaches, while also continuing to support those students, staff and faculty who want to employ these innovative approaches to learning.

I am incredibly proud of this program, and commend all those who are involved, particularly the Provost's Office and the 40 project teams for the leadership they have shown.

Thank you, and please enjoy the celebrations.

Sincerely,

Mamdouh Shoukri
President and Vice-Chancellor

MESSAGE FROM THE VICE-PRESIDENT ACADEMIC & PROVOST

I am very pleased to extend a warm welcome to our faculty, staff, students, external partners and friends, who are joining us for the second celebration of innovation in teaching and learning at York University. We hope that today's program will educate, engage, and inspire you.

York University has a fundamental commitment to our students and their educational experience: to student engagement, student satisfaction, and student success – and this celebration is intended to allow us to share ideas about how to give real meaning to those commitments.

The initiatives that will be highlighted here today have all grown out of the Academic Innovation Fund (AIF), which was created several years ago to provide an investment in innovation through student-centred projects focused on eLearning, experiential education, and the first year student experience. The dedication, creativity, and willingness to collaborate and share ideas and experiences demonstrated by the project leads and their teams have been nothing short of extraordinary. As a result, we have a range of initiatives that are, in and of themselves, of great benefit to the students who are fortunate enough to be involved in them, but we are also developing blueprints for models and best practices that can be implemented across the university for the benefit of all of our students. In this way, we can bring about real and meaningful change in the nature and range of the educational opportunities we offer our students. I am proud of what we have already accomplished together, working towards shared objectives, and what we will continue to accomplish in the future.

I hope that you will find the day both enjoyable and stimulating, and that you will bring the great ideas shared here to your own teaching and learning. Today is intended as just a next step in an ongoing dialogue, and I look forward to working with colleagues across the University to enhance the experience we offer our students.

Warm regards,

Rhonda Lenton
Vice-President Academic & Provost

SCHEDULE

TRIBUTE COMMUNITIES RECITAL HALL, ACCOLADE EAST BUILDING

8:30 am – 9:00 am	Registration and Continental Breakfast
9:00 am – 9:30 am	Mamdouh Shoukri PRESIDENT'S WELCOME MESSAGE Sue Vail WELCOME & OVERVIEW OF THE DAY THE ACADEMIC INNOVATION FUND STORY
9:30 am – 9:45 am	Rhonda Lenton CHALLENGE OF CHANGE IN HIGHER EDUCATION
9:45 am – 10:45 am	OUR ELEARNING SUBWAY SYSTEM: UNDER CONSTRUCTION **Featured Projects:** • The Development of a Sustainable, Quality eLearning Program for the Faculties of Health and LA&PS • Adapting Technology in the Service of Enhanced Educational Engagements in Teacher Education • Connecting Students to Art & Community through Strategic Goals and Innovations in eLearning • Personalized Learning Spaces (PerLS) • Virtual Learning Commons
10:45 am – 11:00 am	Break

11:00 am – 12:00 pm	FROM THE CLASSROOM TO THE COMMUNITY: BUILDING OUR EXPERIENTIAL EDUCATION SYSTEM

Featured Projects:
- Experiential Education in the Faculty of Health: Engaging Undergraduates, Faculty and Community
- Interdisciplinary Arts Project: A Collaboration withTentacle Tribe
- Business & Public Administration Internship Program
- Environmental Studies Internship Program
- Experiential Education, Osgoode Hall Law School

12:00 pm – 12:30 pm	Responder Reflections for the Morning Session
12:30 pm – 2:00 pm	Lunch Break
2:00 pm – 2:15 pm	WELCOME & OVERVIEW OF THE AFTERNOON
2:15 pm – 2:30 pm	Janet Morrison REFRAMING THE NEW STUDENT EXPERIENCE
2:30 pm – 3:30 pm	WELCOME TO YORK: GETTING IT RIGHT

Featured Projects:
- New Student Enrolment Appointment Online (Advising)
- York University Incoming Students Transition Initiatives
- Fostering First-Year Students Engagement and Academic Success through the HealthAid Network: Course-Based Peer Mentorship Program

3:30 pm – 3:45 pm	Responder Reflections for the Afternoon Session
3:45 pm – 4:00 pm	Closing Remarks

KEYNOTE SPEAKER (MORNING SESSION)

RHONDA LENTON

Rhonda Lenton is the Vice-President Academic & Provost of York University. Prior to her current position, she served as Vice-Provost Academic from 2009 to 2012 and as Dean of the Atkinson Faculty of Liberal & Professional Studies from 2002 to 2008. As Vice-President Academic & Provost, she provides leadership in the areas of strategic enrolment planning, institutional change management, academic planning, and the alignment of academic priorities and resources. Current initiatives focus on institutional priorities around academic quality, the student experience and student success, and community engagement.

Lenton's areas of teaching and research expertise include research methods and data analysis, gender, and familial violence. She has published peer reviewed book chapters and articles in an array of academic journals and she is currently conducting a survey on marital conflict in Canada. She is also the team lead on a Higher Education Quality Council of Ontario (HEQCO) project researching the impact of community based and community service learning on student learning as well as opportunities for faculty development.

KEYNOTE SPEAKER (AFTERNOON SESSION)

JANET MORRISON

Janet Morrison is the Vice-Provost Students at York University, the third largest university in Canada. In this capacity, she is accountable for student recruitment and programs intended to foster academic success, leadership, and career readiness. Previous to her current role, Janet was a Project Director in the University's Process Re-engineering and Service Enhancement Office. She has also served as the senior administrator in the Faculty of Environmental Studies and the Faculty of Health at York. She holds a Doctor of Philosophy in Education and has previously served on the Board of the Children's Aid Society of Toronto, and the York University Cooperative Daycare.

2012-13 AIF FUNDED PROJECTS

ELEARNING-THEMED INITIATIVES

Adapting Technology in the Service of Enhanced Educational Engagements in Teacher Education

Project leads: Jennifer Gilbert and Lyndon Martin, Faculty of Education
This project supports the development of an innovative program design for Faculty of Education students enrolled in the consecutive BEd program. The project involves modifying the delivery and curriculum of two required, first-year foundations courses in the Faculty of Education to emphasize experiential, inquiry-based learning and take better advantage of the Faculty's strengths in technology enhanced learning.

Connecting Students to Art and Community through Strategic Goals and Innovations in eLearning

Project leads: Michael Longford and Judith Schwarz, Faculty of Fine Arts
This project seeks to broaden the range and increase the number of online courses in the Faculty of Fine Arts by building the infrastructure to support online learning across the Faculty, developing six large introductory courses into a combination of blended and online courses, providing training workshops, developing and adopting best practices, expanding course delivery software to accommodate studio courses, exploring experiential learning opportunities, and providing resources to support online teaching and learning.

Effective Strategies and Implementation of Blended/Online (eLearning) Formats in Large Science Courses

Project leads: Tamara Kelly and Paula Wilson, Faculty of Science & Engineering
The proposal involves the development, introduction and evaluation of blended/online components in a diverse range of large courses in biology and natural science in order to develop best practices for online teaching and learning in the sciences. This includes the incorporation of research and experiential learning components. Implementation of assessment tools and measures will ensure ongoing evaluation and enhancement of course delivery.

Enhancing Student Interactivity in ESL Foundations Courses with Moodle

Project lead: Eve Haque, Faculty of Liberal Arts & Professional Studies
This project involves the creation of a Moodle based eLearning platform for the ESL foundations courses that are offered to undergraduate students from all Faculties and across the disciplines. An overarching yet customizable eLearning platform will be very useful in a multi-section course. It will be used for the posting of common information (course expectations, requirements, readings and assignments) and various interactive features (Wikis, workshops and quiz modules) that are often the staple of language learning courses.

Intercultural Learning through Virtual and On-site Exchanges between York University Students, Refugee Students on the Thai-Burma Border and Displaced Migrant Students in Ranong, Thailand

Project lead: Robin Roth, Faculty of Liberal Arts & Professional Studies
York contributed online sections of LA&PS (anthropology and geography) courses to an award-winning initiative offering an Australian Catholic University diploma in liberal studies for refugees on the Thai-Burma border. In addition, the project involves the development of virtual field trips/ethnography in partnership with Thai universities, whereby York undergraduate and graduate students, refugee and Thai students engaged in online interaction and the sharing of assignments.

Personalized Learning Spaces (PerLS)

Project lead: Gail Mitchell, Faculty of Health
Involving colleagues from the Faculties of Health, Fine Arts, and Education, as well as two research units and community partners, the aims of this project are: to develop an innovative new trans-disciplinary, web-based open-source suite of pedagogical tools for curriculum development; to establish evaluation measures for these tools; and to utilize them to launch new courses and a program. The approach to teaching/learning promotes student choice, community dialogue and meaningful application of conceptual content.

The Development of a Sustainable, Quality eLearning Program for the Faculties of Health and LA&PS
Project leads: Susan Murtha, Faculty of Health, and Avi Cohen, Faculty of Liberal Arts & Professional Studies
Colleagues in the Faculties of LA&PS and Health, with the support of University Information Technology (UIT), are collaborating to develop a systematic, scalable approach to enhancing student accessibility and learning through technology. They will create the infrastructure for implementing, delivering and evaluating web-enhanced, blended and online courses, including the integrated pedagogical and technical supports instructors need to successfully transform their existing course delivery.

Virtual Learning Commons
Project leads: Sarah Coysh and Adam Taves, York Libraries
Complementing the new Learning Commons in Scott Library, the Virtual Learning Commons provides a 24/7 online learning resource for York students with assistance in assignment completion focused on integrated approaches to research, writing and learning skills. The resource, to be developed collaboratively by the Libraries, the Writing Department and Learning Skills Services, will be flexible and interactive, and its modular format will allow faculty to embed elements in their online course environments.

EXPERIENTIAL EDUCATION-THEMED INITIATIVES

A Pilot Project for a Bachelor's in Environmental Studies (BES) Internship Program
Project leads: Gail Fraser, Faculty of Environmental Studies and Julie Rahmer, Career Centre
This pilot project aims to establish a BES undergraduate Internship program (ESIP). The program is open to 3rd-year Honours students (going into 4th year). It offers opportunities for students to put academic insights into practice and gain work experience. FES and the Career Centre continue to work collaboratively to meet ESIP targets for enrollment and work terms, grow opportunities for ESIP students by continuing to build employer relationships, and regularly review the program and make changes/improvements to ensure its sustainability.

Advancing Experiential Education in the Graduate International Business Management Program
Project lead: Atipol B. Supapol, Schulich School of Business
This project introduces Community Partnership, Integrated Management Experience and Career Development and Coaching to the graduate international business program, incorporating elements of experiential education and eLearning, consistent with the university academic priority areas.

Business & Public Administration Internship Program
Project leads: Gary Spraakman, Faculty of Liberal Arts & Professional Studies and Julie Rahmer, Career Centre
The Business & Public Administration Internship Program (BPAIP) is an optional experiential program designed to provide students with the opportunity to apply their classroom learning in a workplace environment between their 3rd and 4th years of study. Through these internships, students gain confidence in field-related knowledge, general employability skills, and valuable experience working in a business environment.

Centering Community: Developing a "Community Centric" Action Plan for Experiential Education
Project leads: Yvette Munro, Office of the Vice-Provost Academic and Lorna Schwartzentruber, York U - TD Community Engagement Centre
This project involves the creation of a Community Partner in Residence Program (CPIR) to work in collaboration with other university structures to support experiential education and community engagement. The CPIR program will bring community perspectives to bear on the development of activities and strategies and create opportunities for York to explore and enhance the reciprocal benefits of experiential education by linking community partners and projects more closely.

Experiential Education
Project lead: Lorne Sossin, Osgoode Hall Law School
Growing out of Osgoode's plans for the broadening and deepening of experiential education opportunities such that all students will include a significant EE component as part of their degree, and building on Osgoode's innovative initiatives in this area, the funds support the development of a framework for this planned EE expansion, intended to serve as a catalyst for further support, including the leveraging of external resources.

Experiential Education in the Faculty of Health: Engaging Undergraduates, Faculty and Community

Project lead: Lesley Beagrie, Faculty of Health

Through a series of pilot projects over the past 2 years, the Faculty of Health has developed an EE infrastructure with its respective Schools/Department to expand capacity to deliver curricular-embedded EE activities, whether they occur within the classroom or within the community. The Faculty is continuing to work with interested course directors to develop a series of demonstration projects. Best practices and new partnerships are being explored. Prototypes will be developed for future use, and the course directors will serve as mentors.

Geoinformation-Based Disaster & Emergency Management Training Facility – Prototype Set-up

Project leads: Costas Armenakis, Faculty of Science & Engineering and Niru Nirupama, Faculty of Liberal Arts & Professional Studies

This project brings together geoinformation expertise from Geomatics Engineering, disaster risk management from the disaster & emergency management Program, and practitioners' expertise from the Emergency Preparedness Program (EPP) to benefit York students. A prototype training facility is being created and over time will evolve to provide a first class digital environment that will allow students to be trained in the simulation of emergencies.

Language training for Studies in French

Project lead: Françoise Mougeon, Glendon College

This project explores the development of proficiency in a second language. It includes the creation of a curriculum in French as a second language integrating content that is common to many disciplines with the academic language of discipline-related concepts and material, taking into account individual learning styles in the second language learning process. Experiential aspects are being incorporated into the curriculum. It also addresses language assessment practices, with a computer-based pilot assessment tool for self-assessment as well as a diagnostic placement test.

New Opportunities for Innovative Student Engagement , "NOISE for Social Change"

Project lead: Uzo Anucha, Faculty of Liberal Arts & Professional Studies

NOISE for social change is a unique engaged learning opportunity for social work students at York. It brings social work students together with high school students from the Jane-Finch community and York University alumni in 20 community action pods. Each pod designs and implements a community project. This invaluable multi-directional learning opportunity is increasing participants' connection with the university, and their larger community, and is fostering a passion for lifelong learning.

Science and Engineering Co-op

Project lead: Peter Cribb, Faculty of Science & Engineering

Designed to allow students to build on classroom learning through work terms directly related to their fields of study, and building on experience with the Technology Internship Program, this project involves the planning and implementation of a model for a co-op program appropriate for FSE. It includes development of the academic framework, integration of the co-op into the academic experience and securing of work placements for students. It may ultimately serve as a model for programs in other Faculties.

Student Leadership Development: From the Classroom to the Community

Project lead: Rosanna Furgiuele, Glendon College

This project involves the creation of a three- credit elective course on student leadership development to be housed in the Multidisciplinary Studies program at Glendon College. The course will adopt the Social Change Model of Leadership Development. This model is inclusive in that it is designed to enhance the development of leadership qualities in all students – those who hold formal leadership positions as well as those who do not – and to promote a process that is inclusive and actively engages all who wish to participate.

The Alternative Campus Tour at York University

Project lead: Anders Sandberg, Faculty of Environmental Studies

The Alternative Campus Tour serves as a pedagogical tool to equip and engage students and community members to critically examine the conceptions of the campus space and community. The project seeks to select and collect material and stories about different sites of the campus and make them widely available to the campus population and the wider public. By walking the campus as tourists and talking about the campus as tour guides, the Alternative Campus Tour enables students to learn and converse about the historical context of their university.

Interdisciplinary Arts Project: A Collaboration with Tentacle Tribe
Project leads: Mary Forgarty & Suzanne Jaeger, Faculty of Fine Arts
This course-based, externally partnered experiential education project offers an opportunity for students to explore imaginative collaborations with an emphasis on multi-disciplinary approaches to live performance within a historical context of performance art practices. Students participate in an inventive process with some of the most exciting new emerging dance companies internationally, alongside special high profile guest instructors from a range of interdisciplinary fields and experiences. The project builds and enhances collaboration skills between students with differing backgrounds and knowledge/skill sets, and develops a creative, experimental laboratory learning environment that demands strong imagination, creativity, and collaboration.

YorkU Abroad
Project lead: Carol Irving, York International
This project expands international opportunities available to York students, which now include a range of exchange programs and internships, by adding a summer study abroad program through which they will be able to earn credit towards their degrees.

STUDENT EXPERIENCE/STUDENT SUCCESS-THEMED INITIATIVES

Enhancing the First Year Experience of Mature Students through a Voluntary First-Year Experience Course
Project lead: Brian Poser, Atkinson Centre for Mature & Part-Time Students
Structured as a proactive transitional support for mature students, the First Year Experience program supports the academic and personal success of mature students in the critical first few months of university study, and contributes to improved retention of this at-risk population at the University.

Fine Arts Summer Intensive
Project leads: Elizabeth Asseltine, Faculty of Fine Arts
This proposal involves expansion of concepts developed in Fine Arts summer institutes to engage Canadian and international students and potential students, professionals and aspiring professionals, artists and intellectuals, and Fine Arts faculty in an inter-/multi-disciplinary on campus "laboratory". The modular structure includes courses and workshops, public lectures and performances in an interactive environment.

Fostering First-Year Student Engagement, Academic Success through the HealthAid Network: Course-based Peer Mentorship Program
Project leads: Martha Rogers, Faculty of Health
The HealthAid Network is a structured peer mentorship program designed to support first-year transition in core 1000-level courses in the Faculty of Health. The project aims to ensure that coordinated high-quality training about how to support student success is provided to peer mentors (senior students) and that relevant resources are provided to students, through their courses, as they need them.

Healthy Campus (Phase I)– Mental Health Outreach, Education & Awareness
Project lead: Haran Vijayanathan, Centre for Student Community & Leadership Development
Recognizing that mental wellness is a major driver of academic success this project focuses on the development of numerous pan-university collaborations that support peer mentors, faculty, staff and students' family members, in their quest to support their students' success. Some of the key initiatives that have been undertaken include: faculty and staff training in recognizing and referring students dealing with mental health issues, organizing a mental health conference aimed at York's numerous and exceptional peer mentor programs, creating and implementing a pan-university campaign to raise awareness and reduce the stigma surrounding mental illness, and implementing several new programs aimed at building communities of support within the student population.

JumpStart – Successful Transition to University
Project lead: Rosanna Furgiuele, Glendon College
This pilot project involves a summer program, led by experts in various fields, to help students make a successful academic and personal transition to university. They are provided with tools and skills to adjust to academic demands of university, develop techniques for effective study, and adapt to a new environment. A peer mentor component introduces students to campus life and university expectations, as well as to the resources available to them.

Lions Achievement Initiative
Project lead: Bart Zemanek, Sport and Recreation
The project involves a peer mentoring and orientation program for student-athletes at York to support their transition to the university and promote engagement and academic success; it is also brings the skills learned to youth in the Jane-Finch community through schools and community organizations

Math Bridging and Supplemental Instruction at Bethune

Project lead: John Amanatides, Faculty of Science & Engineering/Bethune College

This project includes two components to help students succeed in mathematics courses: the expansion of a mathematics "bridging" program offering incoming students who score low on a math placement quiz the opportunity to participate in a four-day review session in August; and provision of supplemental instruction through peer-assisted study sessions in difficult first year mathematics courses.

New Student Enrolment Appointment Online (Advising)

Project lead: Robert Bishop, Faculty of Health

This project has converted the mandatory, in-person new student enrolment appointment to a staff/senior student supported, supervised and monitored online environment. A series of online video modules has been developed, supported by chat, voice exchange and corresponding learning exercises/assessment, to facilitate new student course enrolment, fostering students' transition and enabling reallocation of advisor efforts towards expanding and enhancing continuing student advising.

Residence Theme Floor Living-Learning Communities Peer Academic Support

Project leads: David Leyton-Brown Faculty of Liberal Arts & Professional Studies /Calumet College

The Colleges are developing theme floors/houses in their residences focusing on academic issues/themes directly related to one or more of the academic programs affiliated with the College. Students have an opportunity to interact with other students sharing their academic interests, participate in programming related to the theme, and in some cases take common courses.

Science-First – A Learning Community for First-Year Students

Project lead: Logan Donaldson, Faculty of Science & Engineering

The project contributes to students' transition to university by establishing an FSE-wide learning community, commencing with a pilot project in biology. This project brings together groups of students to participate in activities that build study skills, promote lateral thinking, encourage development of scientific thought, develop writing and presentation skills, and build relationships and cultural awareness.

Stong Academic Springboard: Supplemental Instruction for Students' Success

Project lead: Martha Rogers, Faculty of Health/Stong College

Building on a pilot project in Kinesiology & Health Science, supplemental instruction is offered to students in key courses identified as "difficult" (based on grades and failure rates) in both Kinesiology & Health Science and English. The project involves faculty and trained peer instructors, and is intended to improve students' grades, retention and success.

Supporting Academic Literacy Instruction within Courses

Project leads: Ron Sheese, Faculty of Liberal Arts & Professional Studies and Sophie Bury, Peter F. Bronfman Business Library

The purpose of this project is to support the planning of a Summer Institute for York instructors on the teaching of academic literacies. The long-term goal is to enhance the curriculum in support of students' development of academic reading, writing, and information literacy skills. Special emphasis is placed on first-year courses, including general education. This project supports the preparation of an Institute that offers instructors tools and strategies to implement curriculum innovations in their own courses. The institute will be affiliated with the Learning Commons and will commence in summer/fall 2013.

Supplemental Instruction Training

Project lead: John Amanatides, Bethune College

The purpose of this project is to train faculty and staff members in supplemental instruction (SI) techniques so that they can then train student peer leaders in their units throughout the University.

Swim to Survive Engagement and Tracking Study

Project lead: Peter Mumford, Faculty of Health

This project involves a drowning prevention strategy that brings youth from York's surrounding community to the campus to participate in a series of instructional sessions and discussions to help them survive in water.

Transitions

Project lead: Marilyn Lambert-Drache, Faculty of Liberal Arts & Professional Studies

This project is designed to support LA&PS undecided majors (who have been identified as an at risk group) in academic and personal development through several modules offered at critical transition points during their university careers: pre- and post-orientation, program-based advising, academic skills development, preparation for transition to the workforce, and post- graduation.

York University Incoming Student Transition Initiatives

Project lead: Catherine Salole, Student Community Leadership Development

Responding to the need for a framework to coordinate and support activities for a diverse range of incoming students, and based on the principle that student transition begins with the student's acceptance of an offer of admission, this proposal involves development of new student portlets within the current student portal to coordinate activities and enhance current practice in the RED Zone and Orientation programming.

For more information on any of these projects, including contact information for project leads, visit: **aifprojects.yorku.ca**

AIF STEERING COMMITTEE 2012-13

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