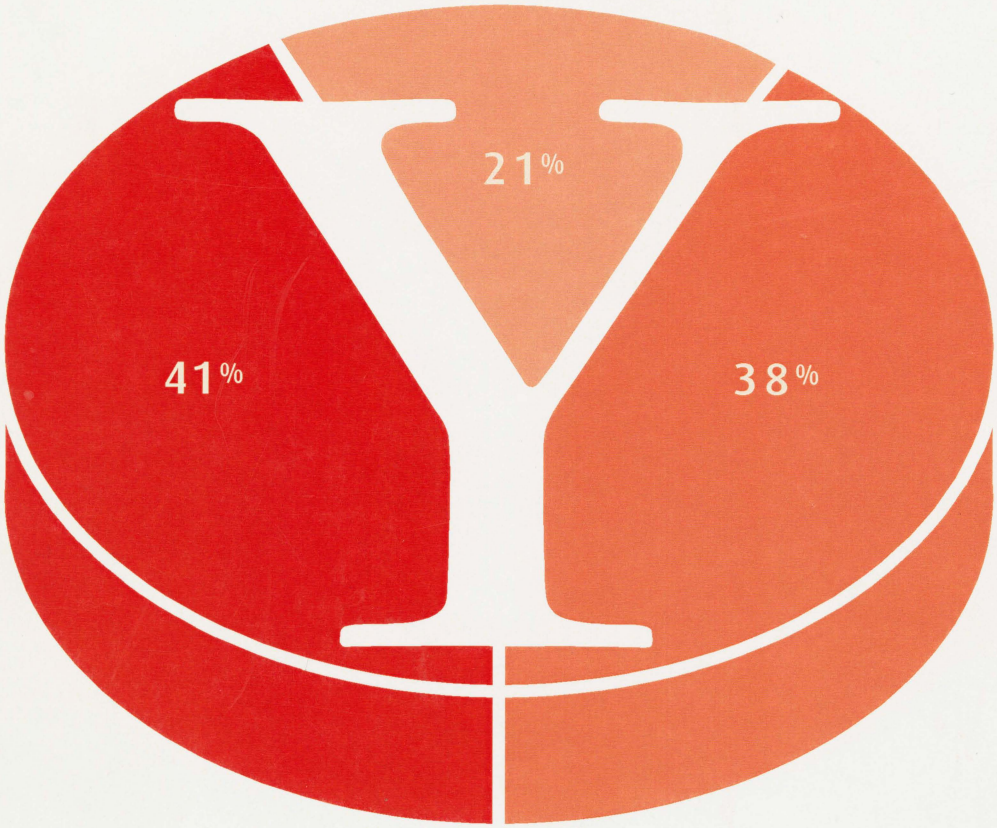


PLANNING, BUDGET AND ACCOUNTABILITY REPORT

2001 - 2002

YORK
UNIVERSITÉ
UNIVERSITY

redefine THE POSSIBLE.

YORK UNIVERSITÉ UNIVERSITY

MISSION STATEMENT

The mission of York University is the pursuit, preservation and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value tolerance and diversity. York University is open to the world: we explore global concerns.

A community of faculty, students and staff committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: the way must be tried.

ÉNONCÉ DE MANDAT

L'Université York a pour mandat d'accroître, de préserver et de diffuser le savoir. Nous nous engageons à ce que la recherche et l'enseignement, qu'ils soient purs, appliqués ou professionnels, se placent à un degré d'excellence élevé. Nous repoussons les limites et les structures du savoir. Nous cultivons le sens critique.

L'Université York partage avec la métropole de Toronto son caractère dynamique et multiculturel. L'Université York partage avec le Canada son encouragement aux études bilingues, son attachement à la tolérance et à la diversité. L'Université York s'ouvre sur le monde et s'interroge sur les grandes préoccupations internationales.

Composée d'enseignants, d'étudiants et de membres du personnel dévoués à la cause de la liberté, de la justice sociale, du libre accès à l'enseignement et de la direction démocratique, l'Université York a fait de l'innovation sa tradition.

Tentanda Via : Ouvrir des voies nouvelles.

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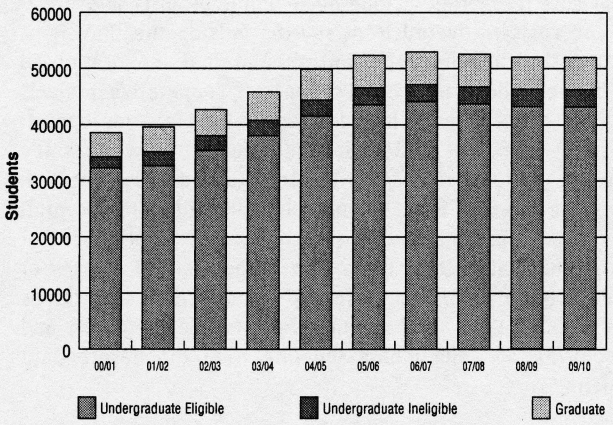
PRESIDENT'S MESSAGE AND REPORT OVERVIEW

This Planning, Budget, and Accountability (PBA) Report was an innovation introduced in 1999. It is designed to provide coherent information from the University's administrators for the York University community about the key units of the University on an annual basis. The goal is to show how the planned priorities for the previous year were met and how the budget allocations related to the priorities. The financial numbers contained herein are based on our fiscal year (May 1–April 30); the enrolment numbers are the Nov. 1 count except where noted; and appointments, promotions and other inclusions are based on the academic year (July1-June 30).

The year, 2001-2002, was a very successful one for students, faculty and staff at York University. Our President emeritus, Harry Arthurs, was presented with the prestigious Killam Prize in the Social Sciences for his lifetime scholarly contributions by Her Excellency the Right Honourable Adrienne Clarkson, Governor General of Canada; an increasing proportion of graduates at Convocation had earned distinguished honours and awards; success in research funding and teaching awards to faculty was increased; and the splendid planning and execution of the new Computer Science and Engineering Building led to both the Governor General's Gold Medal in Architecture in Canada and World Architecture Magazine's Award for "Best Green Building of the Year", presented in Berlin.

Enrolment moved to centre stage as York's first choice applicants for fall 2001 were scooped by competitive institutions leaving first year enrolment flat for the year. Coupled with the uncertainty about funding which continued until the very late spring provincial budget, the senior administration took the opportunity to refine and advance strategic enrolment projections and recruitment plans in line with our academic priorities. These plans and the budget planning that accompanies them were presented by the Vice-President Academic and the Vice- President Finance & Administration to each of the Faculty councils and to Senate. The current overall enrolment plan to 2009-2010 is presented in Figure1. This plan is under continuing review in light of the changing estimates of double cohort demand and government announcements related to operating and capital funding.

Figure 1: York's Revised Strategic Enrolment Plan to 2009



Source: Office of Institutional Research and Analysis, August 2002

It was a relief when the provincial spring budget confirmed Minister Cunningham's commitment to full average funding for enrolment growth. While budget constraints are still severe as fixed costs rise and cuts are absorbed, for those Faculties with enrolment growth potential this problem is considerably relieved by full average funding. Unfortunately other Faculties are not so fortunate – some are constrained by space factors, and some by the lack of sufficient good applicants. The excellent news from the federal government of an initial year's funding for the indirect costs for research helped greatly and we very much hope that this program becomes permanent.

Strategic enrolment plans are a key tool in the academic strengthening of York and they define a basis for the more sophisticated recruitment of students, faculty and staff and more predictable long range budgets. They also facilitate space planning and planning for the needs and provision of student services of all kinds. Above all, combined with our academic goals and objectives they allow a much improved platform on which each Faculty can plan amendments and additions to their academic programs.

The University community recovered briskly from the strike in the previous year and while there was a significant toll on the community and our reputation, the report to Senate Executive by the Senate's Special Sub-committee on the State of the University provided some useful debate and proposals for us all. The Board of Governors deferred its own review of these questions to avoid conflict with the Senate process.

In the late spring, the Provincial Legislature passed legislation establishing a new university at Durham College to be known as the University of Ontario Institute of Technology (UOIT), gave degree-granting status of the Ontario College of Art & Design, instituted a new governance regime to the Colleges of Applied Arts and Technology (CAATS), and changed the name of the Ryerson Technical University to Ryerson University. The legislation also gave permission for two new Faculties of education, allowed for applied degrees for some CAAT programs, and established a new medical school for the north at Laurentian and Lakehead.

All in all, we now face a rapidly changing landscape of post secondary education in Ontario and a considerably more competitive marketplace for students, faculty, staff and resources. Above all, we face a situation in which it is crucial to position ourselves with a well recognized and positive identity to ensure that York University stands out as a first-rate institution, one that provides an excellent education and experience for all students.

For the past many decades, York's governors and administrators have worried about our identity and positioning in the external world. The casual observation that most people in the Greater

Toronto Area (GTA) and beyond have no clear idea what York offers, stands for or is composed of has now been confirmed by several studies. We now have a great deal of information about how potential students, alumni, donors and friends see our University and this information indicates that we must take serious steps to clarify York's position and image if we are to be recognized for our strengths and potential.

For example, our target groups tend to think we are exclusively focused on social sciences and humanities, do not realize that we have award winning professional Faculties, and regard us as disputatious and controversial. But 85 per cent of our alumni live in the GTA and an analysis of them indicates they have fascinating, often unexpected and highly successful careers and lives and they credit York with putting them on their path to success.

We recognize that to date York University has had no clear identity but a confusion of identities both internally and externally. Early Board reports show a desire to have this resolved. Building on the studies carried out by Communications, for the Board and for the Foundation, a consultant was hired in January 2002 to amalgamate and focus the findings and consult further with the internal and external GTA community about an identity program, and prepare a report. Based on that work we are implementing a reorganization of our communications and media relations and the Communications Division to ensure that coherence and identity for the entire institution is realized.

The results began to emerge at the end of 2001-2002. We recognize that we are a University that provides a blue-chip education that encourages each student to find her or his own unique path to success and that fosters research and teaching that create in graduates the energy, skills and desire to solve problems in new and innovative ways in all walks of life. Students redefine what is possible for them in their work and their lives through their years at York and on that base find success and personal fulfillment.

To symbolize the young, bold, innovative nature of the University, the Board of Governors approved a new logo and tagline (which is added to the Coat of Arms which remains part of our identity). As new signage appears – and it is required by Emergency Services for most buildings – our identity will be reinforced.

By late spring 2002, the plan was well underway and its implementation will continue for another two years. This will not be an easy process because it requires changes in practices and thinking by many people. It will be carried out within the existing central budget of Communications and within the communications budgets of all units. The initiative is being enthusiastically received internally and especially by the external community.

Orienting the University to providing more and better services to students continues to be a high priority. Studying student academic and non-academic interests, putting more and more services online to avoid lineups, improving transportation, and increasing and streamlining scholarship and bursary procedures are among the issues that have been addressed this year.

I recognize that in this past year tremendous energy has gone into the development of new academic programs, new services, transportation initiatives and the construction of new facilities. Details of these activities are contained in the relevant sections of this PBA report. Faculty and student attendance at the spring convocations were at record highs and the general excitement of the events was led and inspired by our wonderful Chancellor who continues his generous contributions of his time, attention and resources to our University.

I am grateful to the faculty, staff and alumni for the devotion and energy shown for our students and our institution and look forward to an even better 2002-2003.

Financial Reporting

Details of the University's finances are summarized in the tables and charts following and reported in detail in the financial year-end in review chapter.

The financial information displayed throughout the PBA Report is intended to allow the reader to relate the budget allocations and expenditures to the objectives of operating divisions across the University. The information is provided in a format which is consistent with other financial reports prepared by the University. For example, the expense categories used in the PBA Report tables are the same as the categories used in the University's Financial Statements. The tables include the actual expense amounts for 2001-2002 fiscal year, as well as budget amounts for 2002-2003 fiscal year. The expenditure amounts are provided for operating results only, and do not include amounts relating to ancillary or other non-operating activities. This is done to focus on the core teaching, research and administrative support functions of the University.

For each vice-presidential division the financial information is presented in two ways. The table entitled "Operating Results by Unit" provides an overview of the total expenditures for each of the various organizational units within the division. A second table the "Operating Results by Expense Type", provides a more detailed breakdown of revenue and the type or nature of expenses being incurred for each division and Faculty. The Faculty-specific tables are presented in each Faculty's section of the report.

In the "Operating Results by Expense Type" tables, revenue is provided through four sources: external cost recoveries, internal cost recoveries, other revenues and central budget allocations. External cost recoveries include such things as gifts and donations, and costs recovered from sources outside the University. Internal cost recoveries represent the internal reallocation of funds between departments in support of cooperative projects and events. Other revenue includes certain transfers into operating results from trust and endowment funds, as well as fee income for certain programs. The central budget allocation includes the annual "base" or ongoing allocation from central sources as well as any incremental changes of a permanent or one-time-only nature that come from either central sources or other departments. For Faculties, this would include such things as special allocations for academic projects and programs, and enrolment-related adjustments separate from the base-budget allocation.

The Faculty-related salary and benefit expense lines include all the costs associated with academic salaries and benefits for full-time faculty and professional librarians as well as contract faculty. The Faculty Administration line includes salary and stipends associated with administrative appointments within Faculties. Teaching (and research) assistant expenses include the salary and benefits costs associated with the employment of graduate student teaching/research assistants. Research includes salary and benefits associated with individuals on sabbatical and other research leaves. Support and administration expenses are related to salary and benefits for non-academic staff. Finally, the other category represents all casual and non-permanent part-time employment costs.

The remaining operating expenses are all the other costs related to general operations such as maintenance, non-capital office equipment and supplies, renovations, staff training and development, travel, etc. Except for the Department of Facilities Planning and Construction, the taxes and utilities category captures only telephone-related expenses charged to units across the University. The scholarship and bursary category captures spending on merit-based awards, bursaries and emergency aid.

In some cases units will have planned in-year deficits, covered either by carryforwards appearing on their "Operating Results by Expense Type" tables, or by additional sources of anticipated funding, such as Access to Opportunities (ATOP) grants, or Fair Funding grants.

The University's Budget Plan 2001-2005 was approved by the Board Finance, Property and Staff Resources Committee in March 2001, following considerable deliberation and discussion amongst the University Executive Committee and the Deans. While the plan supports the achievement of strategic academic and enrolment objectives it requires budget cuts, largely driven by assumptions of limited incremental fee and grant revenue over the period combined with significant cost increases associated with compensation, inflationary and strategic budget pressures.

In order to provide Faculties with additional time to develop plans to manage the required budget cuts, the 4.2% base cut required for 2001-2002 was reduced for that year. However, this reduction is made up through higher cuts to Faculties in the following three years. The $4.8 million budget cut shortfall that arises from delaying the full implementation of the cuts to Faculties must be recovered by the end of 2004-2005.

The base budget cuts for the Budget Plan 2001-2005 are provided in the table below. These cuts are 1/2% higher for the 2001-2002 and 2002-2003 fiscal years, compared to the amounts shown in last year's document.

The budget plan initially approved in March 2001 was updated in September 2001, in response to additional cost pressures that emerged during the summer. The additional cuts were imposed in order to ensure the University managed these cost pressures on a timely basis and did not trigger a further operating budget deficit.

BUDGET CUTS	2000-01	2001-02	2002-03	2003-04	2004-05
OTO – All Divisions	0.25%				
OTO – Faculty/Library (from lagging a portion of the 3.7% cut)	($4.8M spread over 4 yrs – plan to be developed)				
BASE – Faculties/Library		2.75%	3.50%	3.00%	1.45%
BASE – Administrative Divisions		4.20%	3.00%	2.50%	1.00%

The base budget cuts for 2002-2003 were applied to Faculty and Divisional budgets and are therefore reflected in the detailed budget plans prepared by each unit for the 2002-2003 fiscal year.

Longer-term budget levels, particularly for the Faculties, will be determined not only by the cuts, but also by expected revenue flows from ATOP/Fair Funding grant allocations, fee income allocations from deregulated programs, and potential funding flows associated with planned double cohort enrolments.

During 2002, the Provincial Government has provided additional information regarding the operating grant funding that will be provided for double cohort enrolment growth, and initiated Enrolment Target Agreements with each University. York's enrolment and budget plan are currently being updated to reflect the arrangements.

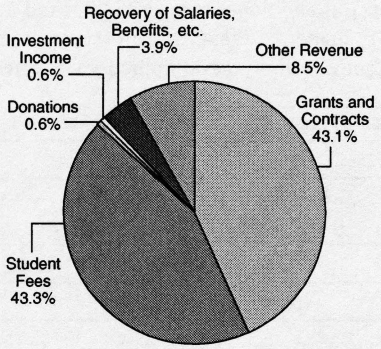
A budget allocation framework has been developed by the University to project incremental revenues and associated budget allocations arising from enrolment growth. This framework has been presented widely throughout the University, including to Senate, Deans and Faculty Councils. Initial budget allocations associated with the enrolment growth are included in the 2002-2003 columns in the tables of this document, but these were preliminary at the time of publication. As noted above, the final budget revenues and allocations for 2002-2003 are being developed and

Operating Results – Summary

(dollars)	2001-2002 Actuals	Per cent of Total	2002-2003 Budget	Per cent of Total
Division of the President	16,700,565	4.0%	20,361,665	4.7%
Faculties	237,580,029	56.1%	243,094,036	56.9%
Libraries	18,371,805	4.3%	19,859,485	4.6%
VP Academic – Other	13,486,361	3.2%	4,501,513	1.1%
Division of VP Academic – including Faculties and Libraries	**269,438,195**	**63.6%**	**267,455,034**	**62.6%**
Division of VP Research and Innovation	7,214,417	1.7%	6,163,037	1.4%
Division of VP Enrolment and Student Services	48,424,510	11.4%	51,217,549	12.0%
Division of VP Finance and Administration	56,329,628	13.3%	62,273,601	15.0%
General Institutional	25,236,760	6.0%	20,026,875	4.3%
Total	**423,344,075**	**100.0%**	**427,497,761**	**100.0%**

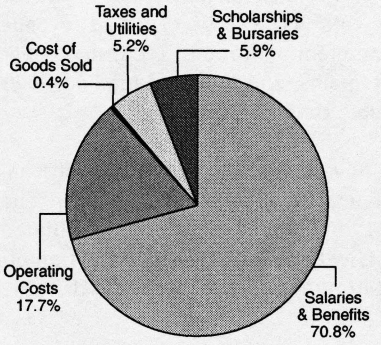
will be implemented as soon as possible. The final 2002-2003 enrolment growth related amounts, as well as the amounts for future years, will be reported in subsequent documents.

Figure 2: York University Revenue 2001-2002 and York University Expenses 2001-2002



Total Operating Revenue = $430,621,578

Source: Vice-President Finance and Administration



Total Operating Expenses = $423,344,075

Source: Vice-President Finance and Administration

The University is accountable to the taxpayers through the government, and internally it is desirable that students, staff and faculty understand how plans, budgets and outcomes are related year-over-year. This publication of York University's Planning, Budget and Accountability (PBA) Report is a way of bringing together these three key aspects of our work for the information of community members.

Many thanks to the students, staff and faculty members, as well as members of the Board of Governors, who have commented on the PBA report since 1999. This year, the fourth year of publication, the report again reflects in detail the year-over-year performance and planning of each of the major units of the University, relating more closely to key priorities and budgeting.

We will always welcome feedback and suggestions for the improvement of the PBA Report. These should be forwarded to:

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FINANCIAL YEAR-END IN REVIEW

This section of the Planning, Budget and Accountability Report discusses York University's financial results for the 2001-2002 fiscal year. These results are reported in York's audited Financial Statements for the year ended April 30, 2002.

The 2001-2002 fiscal year presented challenges and opportunities for the University. The University was successful in reducing its deficit position. The deficit is now more closely aligned with the University's multi-year plan for deficit reduction. (See Figure 1). In addition, the University was successful in concluding a $200 million debenture offering. The proceeds from the offering will be used to finance the University's capital program to meet the needs of the planned enrolment growth.

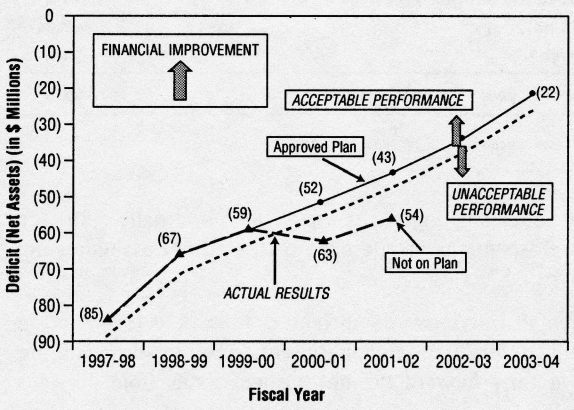
The University continued to manage its finances in an environment characterized by limited opportunities for revenue growth in the area of tuition fees. New operating grants from the Province for increased numbers of students provided some additional operating grant opportunities. However, cost pressures, particularly in the area of salaries and benefits, continued to grow.

Since the University's approach to financial planning is multi-year and an essential element of this plan is a sound financial position, the University has maintained the multi-year cuts to all Faculties and administrative units, over the period ending 2004-2005, that were initiated as part of last year's approved multi-year budget plan.

Highlights

- The net assets deficit represents the accumulation of all surpluses and deficits since the University's inception. The University's cumulative deficit position improved by the 2001-2002 fiscal year-end. The deficit decreased from $63.0 million in fiscal 2000-2001 to $54.4 million by the 2001-2002 fiscal year-end. The primary elements of the net assets deficit include the liabilities associated with providing post-employment benefits, other than pensions, to employees, as well as the capital and ancillary deficits from the late 1980s and early 1990s that are required to be paid down as part of the University's budget plan.

Figure 1: York University Deficit Reduction Plan



Source: Office of the Assistant Vice-President Finance

- The year-over-year improvement in the net assets deficit for 2001-2002 is consistent with the overall deficit reduction plan, although the University remains about $11 million off the plan as a result of the poorer than planned financial results last year.
- Total expenses increased by 7.1 per cent while total revenues grew by 8.3 per cent. Increased revenue was primarily attributable to higher grants and contracts, and student fees. Increased expenses were primarily attributable to higher salary and benefits. A more detailed analysis is included later in this year-end review.
- A $13.9 million increase in internally restricted net assets (such as Faculty and departmental carryforwards and pension cost deferral). The most significant contributor to the increase in internally restricted net assets was a $13.6 million transfer to the Capital Reserve, which will be used for deferred maintenance, and major capital projects.
- The market value of York's endowments increased to $151 million at fiscal year-end as a result of gifts from donors and capital protection. The size of York's endowment fund ranked 11th at the end of calendar 2001, compared to other Canadian universities.
- Overall, spending on scholarships and bursaries increased to $32.0 million, reflecting a $3.5 million or 12.3 per cent increase over 2000-2001.
- Grant and contract income increased by $13.4 million to $225.4 million. The major portion of the increase was attributable to increased grants, particularly funding from the Federal government to support indirect costs associated with research, and funding from the Provincial Government for facilities renewal, Ontario Graduate Scholarships, ATOP and Key Performance Indicators.
- Revenue from student fees (including fees from ancillary operations) increased by $14.3 million. This reflects that increases to regulated and deregulated fees implemented for 2001-2002, as well as higher international enrolments.

I. Introduction

York University's Financial Statements are subject to external audit. Ernst and Young LLP expressed an unqualified opinion on the statements for fiscal 2001-2002. This means the Financial Statements present fairly, in all material respects, the financial position of the University as at April 30, 2002, as well as the results of its operations and its cash flows for the year then ended, in accordance with Canadian generally accepted accounting principles.

(For key accounting principles used in the Financial Statements see the concepts set out in Appendix 1.)

II. Balance Sheet

The Balance Sheet outlines the financial position of the University, setting out the assets, liabilities and net assets at a specific point in time – typically at the end of the fiscal year. (Appendix 2 sets out the Balance Sheet as at April 30, 2002 and 2001.)

Assets

Total assets increased by $285.2 million to $828.4 million in 2001-2002. This very significant increase occurred largely as a result of new capital construction, and the large impact on investments as a result of a successful issue of a $200 million debenture.

The most significant change in the University's liability position was the issuance of a $200 million debenture during the year. The debenture bears an interest rate of 6.48% and matures in 2042, and explains the overall increase in long-term debt to $290.3 million, at the end of 2001-2002.

The proceeds of the debenture will be used to finance capital projects, including a student residence, two parking structures, the Executive Learning Centre, and the SuperBuild projects (Schulich School of Business building and the Technology Enhanced Learning building.

The issuance of the debenture also accounts for the large increase in investments, as most of the proceeds from the debenture have been invested, on a short-term basis. Investments increased from $216.2 million on April 30, 2001 to $432.0 million on April 30, 2002. Aside from the significant impact of the debenture, another component in the growth of investments during the year was the increase in endowments through contributions ($3.5 million) and investment income ($1.7 million).

Net Capital assets increased by $51.9 million to $275.4 at 2001-2002 year-end. The majority of the increase relates to funds expended on the Technology Enhanced Learning Building, the new Schulich School of Business and Parking Structure II.

The new Computer Science and Engineering Building officially opened in December 2001. York accepted its first cohort of engineering students in the Fall of 2001.

The Pension cost deferral is an accounting-related item. It reflects the difference between actual employer contributions to the pension plan and the amount of pension expense reported on the Statement of Operations and Change in Deficit, in accordance with Canadian generally accepted accounting principles. The increase in the pension cost deferred for 2001-2002 was $1.0 million. At some point in the future it is expected that the pension cost deferral will decrease as the estimated pension expense exceeds the actual employer cash contributions.

Liabilities and Net Assets

Total liabilities increased by $259.8 million to $644.5 million in 2001-2002, reflecting the issue of the debenture, the increase in deferred capital contributions reflecting receipt of the final portion of our Superbuild grant for the TEL building during the year, and the increase in accounts payable and accrued liabilities due to an increase in capital construction. Current accounts payable and accrued liabilities increased by $18.8 million. This increase is primarily attributed to year-end construction accruals.

As determined by external actuaries, long-term liabilities for other post-employment benefits, other than pensions, increased by $2.2 million to $39.6 million at the end of fiscal 2001-2002.

The net assets section of the University's Balance Sheet includes four components:

- deficit – the University's cumulative deficit position since the University's inception;
- internally restricted net assets, which are detailed in Figure 2;
- investments in capital assets;
- endowments.

Total net assets increased from $158.5 million in 2000-2001 to $183.9 million in 2001-2002. The overall increase of $25.4 million resulted from the combined effects of:

- a decrease in the deficit of $8.6 million, consistent with the University's deficit reduction plan.
- a $13.9 million increase in the internally restricted net assets;
- the $2.5 million decrease in the investment in capital assets resulting primarily from the use of debt to finance capital assets;
- the $5.4 million increase in endowments, mostly attributable to contributions and investment income.

Figure 2: Internally Restricted Net Assets 2001-2002 (millions of dollars)

Departmental carryforwards	$32.1
Progress through the ranks	(20.6)
Computing systems development	1.9
Contractual commitments to employee groups	2.2
Purchase order commitments	1.0
Pension cost deferral	7.4
Capital reserve	21.0
Balance, end of year	**$45.0**

Source: York Financial Statements April 30, 2002, note 11.

Figure 2 provides a listing of the University's internally restricted net assets. Descriptions of internally restricted net assets are set out below:

- Departmental carryforwards increased from $30.1 million to $32.1 million. Under Board policy, Faculties and divisions are entitled to carry forward the net unspent funds from previous

years' allocations to encourage prudent budget management and provide a measure of flexibility to respond to budget pressures.

- The PTR deficit increased from $18.9 million last year to $20.6 million this year. This deficit is the cumulative difference between amounts paid annually for progress through the ranks (PTR) salary adjustments and the funds recovered by the University when faculty members retire/leave through the salary recovery policy. The PTR requirements are intended to be self-funding over time, and hence have no overall incremental budget impact. The long-term self-funding result is expected to be achieved through the implementation of York's salary recovery budgeting framework. While the cost of PTR adjustments is expected to be "budget neutral" over time, on a year-over-year basis, the cost of providing for PTR can be more than or less than the amount of funds actually provided through the salary recovery framework. This depends on the number of retirements that occurred during the year.
- The Computing Systems reserve decreased from $2.4 million last year to $1.9 million this year. The University continues to budget for computing system development to upgrade major administrative computing and information systems. This internally restricted amount, which is embedded in departmental budgets, is to support future commitments for the systems work in progress as well as planned future stages of system implementation not yet contracted at fiscal year-end.
- Contractual commitments to employee groups of $2.2 million is the net carryforward of funds from accounts that are defined under collective agreements with various groups.
- Purchase order commitments of $1.0 million represent the net value across all units of purchase commitments for goods ordered but not yet received at year-end.
- The $7.4 million pension cost deferral represents the portion of University-funded contributions paid into the pension plan, which exceeds the accrued value of employee pension benefits earned during this period, as estimated in accordance with generally accepted accounting principles.
- The Capital reserve increased to $21.0 million. This represents funds restricted for deferred maintenance, capital emergencies and major capital projects.

III. Statement of Operations and Changes in Deficit

The Statement of Operations and Changes in Deficit records the University's revenue from all sources, expenses, the excess of revenue over expenses and the change in the University's deficit position. (Appendix 3 sets out the Statement of Operations and Changes in Deficit for the fiscal years ended April 30, 2002 and 2001.)

Reduction in the Deficit

The deficit decreased by $8.6 million to a cumulative $54.4 million by the end of fiscal 2001-2002 (see Figure 1). The 2001-2002 result more closely aligns the deficit with the plan approved by the Board, although the cumulative deficit position is still not in line with the plan, as a result of last year's poorer than planned financial results.

The University's multi-year budget plan reflects budget cuts for the 2001-2002 to 2004-2005 period to help ensure that operating budgets are balanced and the Board-approved plan is achieved.

Revenue

Total revenue increased by $40.3 million or 8.3 per cent to $525.5 million in 2001-2002.

Grants and contracts increased to $225.4 million from $212.0 million last year, an increase of 6.3%. The growth in grant revenue primarily reflects a new federal grant toward indirect costs associated with research, and increased Facilities Renewal funding from the Province. The University also received incremental operating grants from the province for ATOP, Key Performance Indicators and Accessibility Funding.

Revenue from student fees increased to $205.6 million from $191.3 million last year. Regulated tuition fees increased by about 2%, the maximum allowed under provincial regulation. Increased tuition revenue was also attributable to increased domestic and international enrolments, and fee increases in deregulated programs. Also included in student fees are ancillary and referenda fee-related amounts that are passed through to student organizations and student services.

In 2001-2002, tuition set-aside (for student financial assistance) increased as a result of the tuition fee increase. The tuition set-aside that is required to be provided to students as student financial assistance is included in fee income.

Investment income declined by $1.8 million due to lower rates of interest.

Revenue from sales and services increased by $5.4 million in 2001-2002 or 11.8 per cent on a year-over-year basis.

Expenses

Total expenses increased by $33.8 million to $506.4 million, an increase of 7.1 per cent.

The University devotes the largest proportion of its spending to salaries and benefits. Spending on salaries and benefits increased by 8.0 per cent to $327.5 million reflecting a number of factors, including wage increases resulting from negotiated settlements, an increase in the number employees in some employee groups and an increase in costs associated with benefits.

Operating costs increased by $2.5 million or by 3.4 per cent in 2001-2002 largely as a result of general price inflation.

Taxes and utilities increased marginally from $24.0 million last year to $24.2 million this year, or an increase of 1%. The University's utility costs were relatively stable in 2001-2002.

Increased spending on student financial assistance continues to be a noteworthy aspect of the Financial Statements. Total spending on scholarships and bursaries increased by $3.5 million in 2001-2002 or by 12.3 per cent.

IV. Summary

The deficit of $54.0 million is not within the University's deficit reduction plan (see Figure 1). That plan called for a deficit of approximately $43 million for 2001-2002. The reduction in the deficit in 2001-2002 offsets the deterioration relative to the plan that was experienced in 2000-2001, and the University will try to return to the approved plan in the next few years.

The University will continue to manage its finances responsibly. The challenges of balancing the combined pressures of limited tuition fee flexibility, an increasingly competitive market for faculty and the need to bring on stream new facilities in time for Fall 2003 are expected to impact through fiscal year 2002-2003.

Appendix 1: Summary of Key Accounting Principles

Revenue Deferral: Under the deferral method of accounting, revenue is recognized in the Statement of Operations and Changes in Deficit only when the associated expenses are incurred. This change mainly affects revenue received for explicitly directed (or "externally restricted") purposes (e.g. a grant received for capital construction or a donation to be used only for a particular award). Revenue from these externally restricted sources is, therefore, matched to expenses in the period in which the expenses are incurred. Until this happens, the funds received are considered as deferred and are recorded as liabilities in the balance sheet, and are recorded as either deferred contributions and income or deferred capital contributions.

Endowments sourced from external donations are permanently maintained by the University in accordance with donor restrictions. These external donations are recorded as direct increases in endowments in the net assets section of the Balance Sheet, rather than as donation revenue, since no matching of expense is required.

Capital Assets: Capital assets are shown on the Balance Sheet at historical cost, less accumulated amortization. Amortization (or depreciation) is the means used to expense the cost of an asset over its useful life. The impact on the Statement of Operations and Changes in Deficit is that the amortization expense is recognized over the life of the asset. The University must write off assets that are no longer in use, and also expense major maintenance costs that do not extend the useful life of an asset.

Other Post-Employment Benefits other than Pension: The value of the future benefits earned by employees to the end of the 2001-2002 fiscal year, which the University is obligated to pay, is recognized in the Financial Statements even though actual payment of these benefits may not occur for many years. The estimated cost of these benefits amounts to $39.6 million as of the end of 2001-2002, an increase of $2.2 million over last year. These amounts were actuarially determined.

Appendix 2

Balance Sheet
(thousands of dollars)

As at April 30	2002 $	2001 $
ASSETS		
Current		
Cash and cash equivalents	54,437	56,428
Accounts receivable	46,885	31,424
Prepaid expenses	5,652	3,183
Inventories	6,546	5,973
Total current assets	**113,520**	**97,008**
Pension cost deferral	7,442	6,440
Investments	431,998	216,214
Capital assets, net	275,449	223,529
	828,409	**543,191**
LIABILITIES AND NET ASSETS		
Current		
Accounts payable and accrued liabilities	70,886	52,051
Current portion of long-term debt	7,050	48,175
Deferred contributions and income	51,773	44,673
Total current liabilities	**129,709**	**144,899**
Long-term liabilities	39,642	37,381
Long-term debt	283,296	41,059
Deferred contributions and income	29,878	30,165
Deferred capital contributions	161,964	131,163
Total liabilities	**644,489**	**384,667**
NET ASSETS		
Deficit	(54,362)	(62,991)
Internally restricted	45,035	31,097
Investment in capital assets	71,809	74,384
Endowments	121,438	116,034
Total net assets	**183,920**	**158,524**
	828,409	**543,191**

Appendix 3

Statement of Operations and Changes in Deficit

(thousands of dollars)

Year ended April 30	2002 $	2001 $
REVENUE		
Grants and contracts	225,443	211,988
Student fees	205,581	191,287
Donations	4,136	3,698
Investment income	8,458	10,325
Sales and services	50,963	45,607
Amortization of deferred capital contributions	3,660	3,454
Recovery of salaries, benefits and other expenses	16,745	15,996
Other	10,478	2,828
	525,464	**485,183**
EXPENSES		
Salaries and benefits	327,495	303,238
Operating costs	76,440	73,940
Amortization of capital assets	22,265	21,634
Cost of goods sold	14,218	12,432
Taxes and utilities	24,247	24,012
Scholarships and bursaries	32,037	28,543
Interest on long-term debt	9,708	8,849
	506,410	**472,648**
Excess of revenue over expenses	19,054	12,535
Change in internally restricted net assets	(13,938)	(8,326)
Change in investment in capital assets	3,684	(4,907)
Internally restricted contributions to endowments	(171)	(1,823)
Change in deficit in the year	**8,629**	**(2,521)**
Deficit, beginning of year	**(62,991)**	**(60,470)**
Deficit, end of year	**(54,362)**	**(62,991)**

DIVISION OF THE PRESIDENT

Lorna R. Marsden, President

The Office of the President provides support to the president in all her duties and responsibilities. These flow from the presidential mandate for the period 1997 to 2002 as approved by the York University Board of Governors in October of 1997. (See the President's Office Web site at www.yorku.ca/president/ for the full text of the presidential mandate.)

The Division of the President also includes responsibility for a number of University offices identified in the following organizational charts and whose reports are included in this section. Because there were several changes in senior administrative staff and some reorganization of units over the period from July 2001 to July 2002, the President's Division Organizational Charts for both 2001-2002 and 2002-2003 are reproduced on Page 13.

During 2001-2002 the Internal Audit Department which previously reported to the president was transferred to the Division of the Vice-President Finance and Administration. As a result of the establishment of the York University Foundation and the reorganization of the former Division of University Advancement the media relations and communication groups have been attached to the president's division on an interim basis and are reported on in this section of the PBA.

To support the new organizational model the President has authorized the development of a central Office of Special Events and Protocol which will be attached to the President's Office.

The budget summary for the Division of the President is presented in the following tables. As noted above for 2001-2002 some functions formerly in the Division of Advancement and their associated budgets have been transferred to the Division of the President and are reflected in the 2001-2002 actuals and the budget for 2002-2003. In addition for 2002-2003 the Student Information Systems (SIS) group formerly in the Division of the VPESS has been transferred to Computing and Network Services (CNS) and as a result is reflected in the CNS budget for 2002-2003. These organizational changes have affected the comparability of results with previous years. The budget plan for 2002-2003 incorporates the reductions associated with the planned base budget cut and the in year budget cut. Further information on the budgets of the units making up the president's division is provided in the following sections.

Division of the President

(dollars)	Operating Results by Unit 2001-2002 Actuals	2002-2003 Budget
Office of the President		
Operations and Institutional	1,044,060	1,302,493
President's Awards and Prizes	70,082	122,135
Convocation	48,422	70,480
Total Office of the President	**1,162,564**	**1,495,108**
Computing & Network Services	11,645,421	14,542,976
Office of the University Secretary and General Counsel	1,064,204	1,242,983
Office of the Presidential Advisory on the Status of Women	77,009	73,936
Centre for Human Rights and Equity	454,651	484,166
Office of Institutional Research and Analysis	804,333	975,515
Media Relations and Communications	1,492,383	1,546,981
Total Division of the President	**16,700,565**	**20,361,665**

Division of the President

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	1,068,017	1,831,000
Internal cost recoveries	1,832,166	1,184,239
Other revenues	118,724	-
Central allocations	13,453,166	16,823,548
Total Revenue	**16,472,073**	**19,838,787**
Expenses:		
Faculty - Administration	143,955	42,480
Faculty - Full-time	39,082	39,337
Faculty - Contract	-	-
Teaching assistants	-	-
Research	7,017	7,500
Support/Administration	10,306,414	11,638,161
Other	76,988	154,050
Total Salaries and Benefits	**10,573,456**	**11,881,528**
Operating costs	5,502,339	7,523,922
Amortization of capital assets	-	-
Cost of goods sold	9,774	20,869
Taxes and utilities	612,996	569,636
Scholarships & bursaries	2,000	18,000
Interest on long-term debt	-	347,710
Total Expenses	**16,700,565**	**20,361,665**
Total Revenue less Expenses	**228,492**	**(522,878)**
Previous Year's Carryforward	**1,276,694**	**1,048,202**
Carryforward to Next Year	**1,048,202**	**525,324**

The Previous Year's Carryforward for 2001-2002 differs from that previously reported as a result of a re-organization.

Figure 1a: Division of the President Organizational Chart 2001-2002

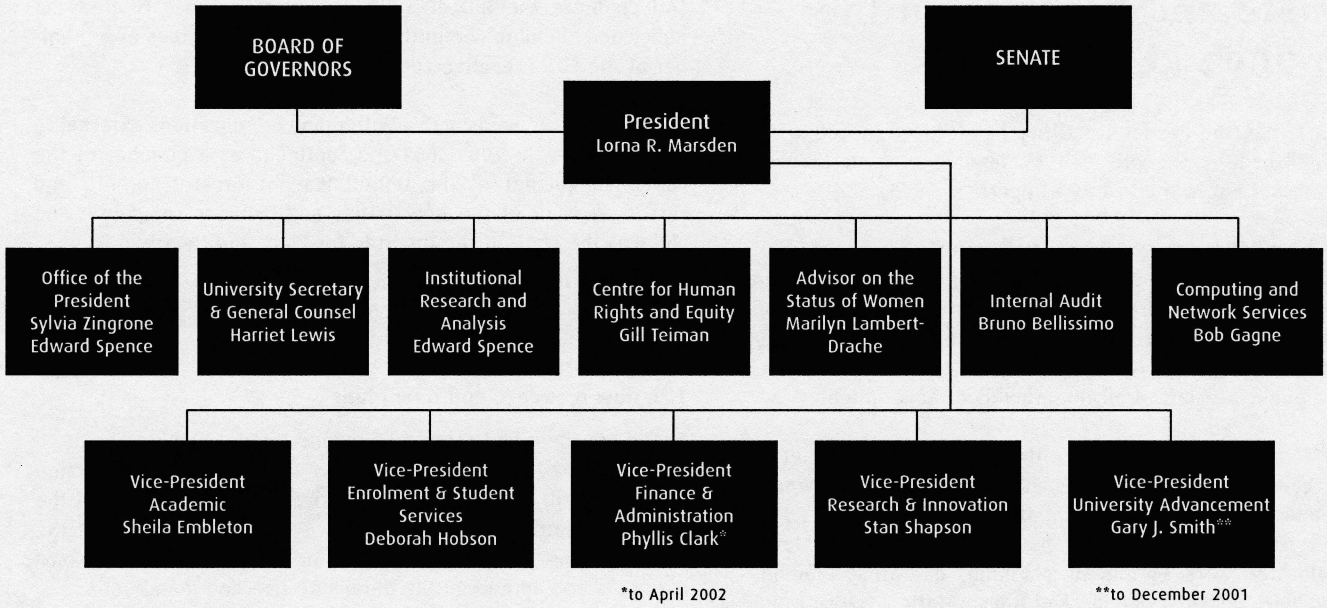
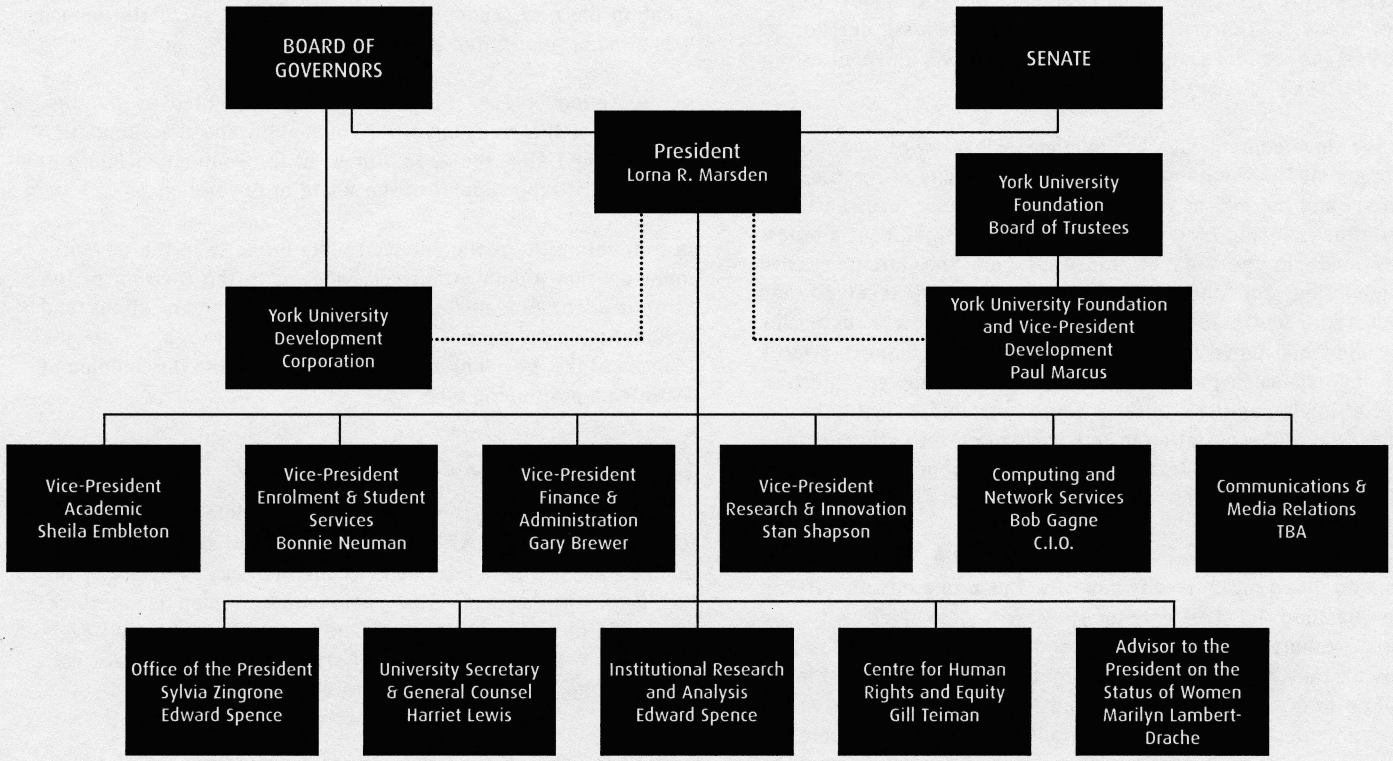


Figure 1b: Division of the President Organizational Chart 2002-2003



Advancing the Presidential Mandate and Progress on the 2001-2002 Key Priorities

In the past year, the President's Office has focused on the priorities established by the president's mandate and on the key priorities as set out in the last PBA Report.

Government relations remains a central portfolio in the Office of the President and in 2001-2002 the president continued to spend a significant proportion of her time on external relations with all levels of government and with outside organizations. To further University priorities, the president continued to meet with politicians and public officials at all three levels of government.

The president met several times with the provincial minister of training, colleges and universities as well as with the deputy minister and the assistant deputy minister, and the postsecondary education critics of both opposition parties. At the provincial level York's priorities were enrolment planning, operating funding, capital funding, research funding and transportation. By year end much progress had been made and the government's spring budget contained a clear commitment to full average funding for the enrolment growth resulting from the double cohort.

The president met with several federal ministers separately and through the Association of Universities and Colleges of Canada (AUCC). At the federal level research funding and funding for municipal transportation have continued to be the most important areas of concern. In 2001-2002 the federal decision to support the indirect costs of research in Canadian universities was a major positive result for all universities.

Active involvement at the municipal level was maintained through meetings with representatives of the City of Toronto, York Region and the City of Vaughan with a particular focus on transportation planning issues. During 2001-2002 significant progress was made in the area of transit as both the Toronto Transit Commission and the City of Toronto Council received and endorsed reports identifying the Spadina Subway extension through York University as one of their two highest priority subway expansion projects. Both bodies also endorsed the concept of implementing a busway based bus rapid transit link from Downsview subway station to York as an interim solution. In addition both York Region Transit and GO Transit announced plans for enhanced services to York.

The president continues as a member of the MTCU/COU Joint Working Group on University Capacity. This group has undertaken the planning for the enrolment growth associated with the double cohort from secondary school reform and demographic growth. They have adjusted the targets to reflect the latest information from the school system and they have helped focus the government on the need to guarantee full average operating funding and to implement a further round of SuperBuild projects in response to the increased enrolment projections.

The president is active in The Council of Ontario Universities (COU) and the Association of Universities and Colleges of Canada (AUCC). Since the fall of 1998, the president has chaired the Policy and Planning Committee of COU and also serves as a member of the COU Executive Committee.

The president remains active with many organizations external to the University. In 2001-2002 she continued as a member of the Campaign Cabinet of the United Way of Greater Toronto and served as Chair of the universities and colleges campaign, and she was the Chair of the Institute for Work and Health.

Progress on 2001-2002 priorities

1. A new mandate and new plans

As the president had accepted a second term at York University to begin in 2002-2003 the building of a new mandate in conjunction with the Board of Governors was a priority. Over the course of the year, the Board, through its Executive Committee, reviewed the President's progress on fulfilling strategic plans and other commitments and agreed on the details of a second mandate.

The review and new priorities are reflected in the letter "On Beginning a Second Term" on the President's Web page (www.yorku.ca/president/), and in the 2002-2003 priorities as set out below.

2. The Foundation and University Advancement

Creating the new foundation and seeing to its successful launch was a major priority for 2001-2002.

In the spring of 2002 Paul Marcus was appointed as the first President of the York University Foundation and the Foundation was launched after the appointment of the Foundation Board of Trustees, with the support of the Board of Governors.

In completing the realignment of units formerly in the advancement division Alumni Affairs was moved to the Division of the Vice-President Students and Alumni, and Communications and Media Relations were realigned on an interim basis to the Division of the President after extensive study and the building of a strategic positioning plan.

3. Staying on our strategic track

The strategic plan for the University was maintained throughout lengthy negotiations with the Government of Ontario over the double cohort. Through decanal enrolment plans, overseen by the Vice-President Academic, the main strategic plan is on track. Success in obtaining the Government's commitment to full average for growth allows the budget strategy to stay on track permitting hiring of faculty and staff according to plan.

4. Ensuring the on-time delivery of construction

The Computer Science and Engineering Building was opened officially in the spring of 2002 and has won both the Governor-General's Gold Medal for Architecture and the World Architectural

Prize for a Green Building. The success of this project is due to the planning and implementation efforts of the Land Use Coordinating Group, the Project Committee and the User Committee working with the architects and the facilities group.

The second parking structure including a face building to house a computer common and offices for security and parking opened on schedule in August 2002.

The new Technology Enhanced Learning building and the new Schulich School of Business building, and the third parking structure are under construction and will meet their September 2003 deadlines. The fundraising for the new Schulich School of Business is on track and underway for the other buildings. The new undergraduate residence project is behind schedule.

5. Implementing the Sustainability Plan

At the opening of the Computer Science and Engineering Building, the University signed the Talloires Agreement. York has developed indicators for sustainability. A second co-generation plant is underway. In addition, the President facilitated the "York Is U" campaign which has as one goal improving sustainability through modifying the consumption behaviour of community members.

6. Searches

The year 2001-2002 saw the successful conclusion of several searches to fill senior administrative appointments. Following Vice-President Clark's departure to the University of Alberta, Gary Brewer was appointed to succeed her as Vice-President Finance and Administration. The new Vice-President Students and Alumni, Dr. Bonnie Neuman, began her duties on July 1, 2002. Dean Horváth and Dean Silver were renewed for further terms in the Schulich School of Business and the Faculty of Fine Arts, respectively. A new Dean was appointed to the Atkinson Faculty of Liberal and Professional Studies, Dr. Rhonda Lenton. The new Internal Auditor, Bruno Bellissimo was appointed. The Faculty of Environmental Studies plan was accepted, and Professor David Morley serves as Interim Dean through 2003-2004.

President's Awards and Prizes

The Office of the President administered the following awards during the 2001-2002 academic year:

Student Awards

- President's Dissertation Scholarships are awarded to five outstanding students in the final year of doctoral study in order to allow them to concentrate exclusively on their dissertation research. The president gave awards to the following graduate students on the recommendation of the Scholarship and Grants Committee of the Faculty of Graduate Studies:
  - Doina Caraiman, chemistry
  - Timothy Donais, political science
  - Jeff Fillingham, biology
  - Sean Lokaisingh-Meighoo, social and political thought
  - Adriana Premat, anthropology
- The President's Prize for Creative Writing was awarded to five remarkable submissions from undergraduate students:
  - Kim Ashby, fiction
  - Naomi E. Okabe, poetry
  - Hugh Gibson, drama
  - Abby Miller, drama
  - Steven Heipel, screenwriting

Staff Recognition Awards

- The President's CPM Award is given annually to an individual in the Confidential, Professional and Managerial association who has gone beyond the call of duty in their commitment to the University and whose professionalism is a role model to other CPM employees. The 2001 President's CPM Award was given to Nevia Jelenic, assistant director (financial aid), Office of Student Financial Services.
- The Ronald Kent Medal was established by President Emeritus Ian Macdonald in 1979, in memory of Ronald Kent. The award is given periodically to an individual who demonstrates remarkable service to the University in ways which strengthen and promote collegiality. The 2001 Ronald Kent Medal was given to Maureen Blenkhorn, budget officer, Office of the Dean, Atkinson Faculty of Liberal and Professional Studies.
- The President's Voice of York Award was established by President Marsden. The Award is given to an individual who is employed as a receptionist or is a first-line-of-contact person at York University. This individual demonstrates exceptional interpersonal skills and knowledge of the University. She or he deals with situations effectively, goes beyond the call of duty in their commitment to the University, is enthusiastic and exemplifies the positive spirit of York. The 2001 President's Voice of York Award was given to Holly Pittman, records and scheduling analyst, Office of the Registrar.

Convocations

There were four honorary degree recipients at the four fall convocation ceremonies in 2001. The chancellor and president hosted one dinner and two lunches associated with the convocation events. Approximately two thousand students received their degrees at the fall convocation.

For spring 2002, ten honorary degrees were granted in recognition of the contributions of outstanding individuals in the arts, academe, public service and business. This year four University-wide Teaching Awards were given to: Professor Andrew Allen, Professor Matthew Clark, Professor Donna Krasnow, and Mr. Michael Palamarek. University Professorhips were awarded to Fred Fletcher and to Ron Sheese. Hiroshi Ono was awarded the honour of Distinguished Research Professor. The chancellor and the president hosted one breakfast, three lunches, three dinners and two receptions for the honorary degree recipients and a reception to honour the academic award recipients and to recognize the importance of teaching at the university. Approximately 6,000 students were eligible to graduate at the spring convocation.

Priorities for 2002-2003

1. Communications

The new Division of Communications including media relations, public affairs, and creative services will be consolidated. A senior leader will be appointed and the communications plan, as developed in 2001-2002, implemented over the period from 2002 to 2004. This will include learning about and building on our strategic positioning in all units and measuring effectiveness in the external worlds of student, faculty and staff recruitment; alumni relations, media relations and friends of York. Building on this strategic position is the key objective for the President's second term.

2. Alumni and Fund-Raising

Support for Vice-President Neuman and Vice-President Marcus in their two divisions through policy development, active involvement and co-ordination, including work with the York University Alumni Association and the Foundation, will absorb a major portion of the president's time this year. Work with the vice-presidents and deans to develop fund-raising priorities is already underway.

3. Master Planning and Land Use Development

With the sustainability plans and the academic/enrolment plans well in hand, the review of the Master Plan through the re-established Land Use Committee of the Board of Governors and the co-ordination with YUDC of planning for future development of campus lands will be a major new priority for the next few years.

4. Further Government Relations

The success of the COU strategies in securing full average funding for enrolment growth, will lead to future work to ensure we meet our space requirements. Key decisions in 2002-2003 will relate to residences and the building of additional academic space to accommodate the planned enrolment growth. Graduate enrolment planning will be an important topic in relations with the province.

Research initiatives building on the federal government's Innovation Agenda in collaboration with the Vice-President Research and Innovation will entail significant policy planning, communications and representation of the President's office. A systematic government relations plan will be finalized after the senior communications appointment.

Rapid transit initiatives will be the focus of municipal government relations efforts as we try to build on recent success and gain further support for a future subway and the immediate planning and development of a dedicated busway from the Spadina subway through the university to a major York Region transit gateway north of the campus.

5. Searches

In 2003, the Dean of Osgoode Hall Law School concludes his term. A search, chaired by Vice-President Embleton is already underway. The senior communications person will be found by year end, and the search committee is being chaired by the President.

6. Forward Planning

The post double-cohort world will require adjustments to our academic, enrolment and positioning strategies. Working through each year from 2002-2003 through 2005-2006 in terms of planning for enrolment, space, budget management, student program preferences, student focused services (Web-based to avoid line-ups), faculty and staff recruitment, graduate student recruitment, and the provision of library and research resources will allow the relevant Board and Senate committees to adjust plans and priorities.

OFFICE OF THE UNIVERSITY SECRETARY AND GENERAL COUNSEL

Harriet Lewis, University Secretary and General Councel

Overview

The Office of the University Secretary and General Counsel is comprised of two sections:

The Office of the Counsel provides in-house advice on a variety of legal problems, monitors all university business that involves legal considerations and co-ordinates and manages the use of external legal counsel when required. The office is also responsible for working with operational divisions in the development of policies and procedures and for providing strategic and tactical analysis and advice.

The University Secretariat administers the governance of the university and supports the two governing bodies: the Senate and the Board of Governors. Secretariat staff organize and attend meetings of the Senate and Board and their committees; provide analytical and research support to these bodies; record their proceedings and communicate their decisions. The Secretary and assistant secretaries also provide advice to the community on Senate and Board policies and governance. The Secretariat maintains the corporate records of the university and administers the licensing of the university's names and marks.

Progress has been made year over year, with certain initiatives continuing and others developed to advance the goals as follows:

1. To monitor the University's legal matters and to act as counsel on its behalf.

The Office of the Counsel continued to serve the university's legal needs. 243 new files were opened in 2001-2002, a number similar to the previous year. To June 30, 2002, 147 new files have been opened, slightly fewer than at the same date last year.

Table 1

Paid to External Counsel Year over Year	
External counsel 1999-2000	$345,600
External counsel 2000-2001	$504,300
External counsel 2001-2002	$841,000

Table 2

(Estimated) Distribution of Legal Work of Office of the Counsel by Division	% of Time Spent	% of Files
President	17%	12%
Academic	33%	29%
Finance & Administration	23%	34%
Research & Innovation	10%	7%
Enrolment & Student Services	5%	6%
University Advancement	12%	12%

No litigious matters deemed material by auditors arose. No action took place with respect to the class action lawsuit brought by five York students on behalf of all of the students of the university claiming damages as a result of the 2000 CUPE 3903 strike. Other litigation files were concluded either by agreement or decisions in the University's favour at several court levels. Arbitrations of labour relations matters had generally favourable results.

The office handled a wide range of other legal matters of varying complexity, including a number of initiatives arising in preparation for an expected increase in enrolment and from the strategic plan. The purchase of a new telephone system, the creation of a York University Foundation, the major financing by issuance of a debenture, the documentation for the new Seneca/TEL building, the sale of a portion of the south lands to Tribute Communities, the continuing negotiation for the relocation of the National Tennis Centre, the representation of various parts of the university at lengthy internal academic tribunals and in the courts, and the defence of a complaint to the labour board concerning the criteria for nomination of a non-academic staff member to the Board of Governors; all required outside legal assistance and contributed to a substantial rise in the cost of outside counsel during the last year.

The counsel and associate made several presentations to internal and external groups, and provided media interviews on a wide range of legal topics. The office organized and co-sponsored a seminar on risk and responsibility in field work in conjunction with the Vice President Academic and Vice President Research and Innovation. The draft policy on conflict of interest for CPM employees did not move forward and its implementation is delayed pending the outcome of negotiations with employee groups. The draft procedure on handling Harassment and Discrimination complaints was accepted by YUFA and is being discussed with other employee groups with a view to university-wide implementation. Guidelines regulating access to information and protection of privacy have been completed and have received executive approval. Plans are being put in place to determine the most appropriate way to move forward to full approval and implementation within the next calendar year. A draft policy on Risk and Responsibility in Work and Research in the Field has been drafted for formal approval late in the Spring 2002.

2. To continue to plan and implement ways of building confidence, pride and participation in university governance within and between Senate and the Board of Governors.

Late in the spring 2001 the Senate appointed a Special Sub-committee on the State of the University to examine the university environment with the goal of suggesting means for uniting the various sectors of the York community in pursuit of a common purpose. This sub-committee (reporting to the Senate through the Senate Executive) met over the summer and through the fall term, conducting 102 interviews, and 4 public fora and attending 9 faculty council meetings. It reported to Senate with recommendations in January 2002 and an Action Committee was elected to forward the recommendations to the appropriate areas of the university, and to collect responses for a report to Senate next January. Both the Special Sub-committee and the Action Committee have relied on the Secretariat for organization and support. Those additional committees and a second Tenure and Promotion Committee, appointed by Senate to consider accumulated files for the 6 months of January through June 2002, created unplanned workload and expenses, which were managed in-year.

Both the Board of Governors and Senate kept to a regular schedule of meetings and committee meetings, an accounting of which is contained in Table 3.

Table 3

Number of Meetings Supported by the Secretariat Academic Year 2000-2001	
Senate	10
Senate Committees and Sub-Committees	166
Board	5
Board Committees	23
Joint Executive and other Meetings	1
TOTAL	205

Both governing bodies completed a full agenda of academic and business items, which are reported elsewhere.

The Chair of Senate and the University Secretary and General Counsel participated again in the New Faculty Orientation day, and the Secretary and Assistant Secretaries made presentations both within and outside of the university on governance, tenure and promotion, tribunal management, record-keeping, supporting related entities and secretariat reorganization.

Plans for the full-scale renovation of the senate chamber were suspended upon receipt of a consultant's report and pending consideration of alternate locations. Notwithstanding, deteriorated flooring was replaced and the chamber will be painted in summer 2002 and audio visual services enhanced .

3. To generate and to support an in depth review of the statutes and by-laws of governance of the University, including participation in a review of Senate structure and of the Board bylaws and procedures.

Following a trial period the Senate Library Committee and the Academic Computing Committee have been merged, eliminating overlap of mandates and improving administrative effectiveness. An altered tenure and promotion procedure was adopted by Senate and the secretariat has taken a leading role in assisting in its implementation which will take place over the next 12 months. A review of the Board's by-laws was conducted by the Secretary and the Board approved a number of changes in June 2001. In 2002 the Board created a new standing committee: The Land Use Committee, and altered the mandate and the name of the Finance Property and Staff Resources Committee accordingly; the new committee mandates are to take effect September 2002. Changes have also been made to the mandate of the Advancement Committee to reflect its changed role with the creation of the York University Foundation, and further changes are being discussed. The Academic Staff Resources Committee is also reviewing its mandate to more clearly reflect its actual duties, and the Investment Committee will undergo a review to reflect its role vis-à-vis the York University Foundation. The re-configuration of Senate's rules and procedures, presented to Senate in June 2001, were challenged in Senate throughout the 2001-2002 academic year. They are being reviewed again by a small subcommittee and will be submitted to Senate in revised form in September 2002 prior to publication.

4. To continue to review and improve the communication, publication and storage of the records of the proceedings of the university's governing bodies.

The maintenance of the Secretariat Web site has become an ongoing core task with inherent challenges in keeping it current arising from volume.

Two editions of the Senate newsletter were published, one in a traditional stand-alone format and the second as part of the York Gazette (to supplement that publication and to disseminate information more broadly). A brochure for students on academic appeal procedures was not published as planned and remains in draft form, a continuing goal to have both hard copy and Web versions available for students in academic year 2002-2003.

As scheduled, a compendium of York's principal academic planning documents (included for the first time in a single source), and a revised Curriculum Handbook, (the latter in both hard copy and Web format) were published. In conjunction with the Senate Library Committee a brochure for faculty members and others on copying on campus and a longer Web guide on copyright issues will be published in summer 2002.

A project is being initiated to rationalize the archiving of the university's institutional records and to create a coherent records management plan with the intention of having a plan in place by late in the year 2003.

5. To develop as professionals, both within the university community and externally, and to work towards the development of benchmarks and performance indicators for the office.

Staff in both offices have participated in training opportunities both on campus and externally, although a heavier than expected workload and a reduced staff complement was an impediment. Continuing professional development remains an important focus as the professional staff consider how to ensure that all key functions can be performed at all times.

The secretary and assistant secretaries continued to serve the community at large by assisting search committees, serving as fellows of colleges and otherwise participating in university life.

Secretariat staff met regularly during the year to discuss matters of practice and procedure; to align office goals with those of the senate, the board and the president; and to collectively monitor progress towards those goals.

The development of performance indicators for the offices has had only limited success. This continues to be a goal for the coming year, with better records being kept of the time and resources being devoted to each key function.

The office met its assigned in-year budget reduction in 2000-2001 by modifying planned equipment purchases and by reductions in staff complement through a planned retirement and a resignation. There was some realignment of responsibilities within the office to handle the staff reduction and work pressure and part time assistance was used. An increase of one position is planned for the upcoming year, but space restrictions may result in a delay The Associate to the Counsel took a planned sabbatical commencing in January 2002, and temporary arrangements were made for assistance in her absence. The Associate to the Counsel has subsequently extended the sabbatical and will return to the academic side of the university, so temporary assistance was extended and a search commenced for a full-time Assistant Counsel. This search should be completed by early in the Fall term 2002. With the support of the Division of the Vice-President Research and Innovation, a part-time Assistant Counsel has been hired on contract to provide more consistent support in respect to legal issues arising from the university's research work.

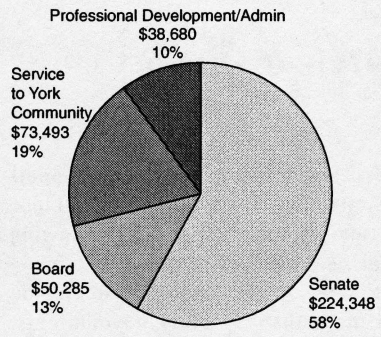
Efforts to find more effective and efficient ways to handle a heavy workload have become part of ongoing management. As intended, the process of administering the licensing of the university's names and marks was reviewed and has been simplified, and the roster of licensees reduced. The income from licensing the university's marks increased year over year from 2001 ($25,282.63) to 2002 ($37,534.32). Profits were directed to student awards and the annual student leaders transition conference, and to promotional items such as tattoos, cups and mints. Changes to the program are anticipated in support of the new university identity and profits will continue to be directed towards student support and to the promotion of the university.

In the course of supporting the two governing bodies, secretariat staff spend time providing direct and unscheduled service to members of the university community: e.g. responding to telephone and e-mail enquiries and providing information and advice on both general and specific matters related to governance and board-senate business; advising students and faculty members with regard to procedural matters, academic and non-academic appeals, the preparation of dossiers for teaching awards, tenure and promotion files and nominations for honorary degrees. In 2001 these enquiries occupied from between 6% and 15% of the time of the assistant secretaries. By creating brochures, check

lists, handbooks and guides, and engaging in community training, the office is progressing towards its goal to ensure that its advice will become more consistent, that unscheduled work will be reduced, and that individual knowledge and memory will become institutional record.

Figure 1 indicates the allocation of resources of the Secretariat budget towards the major functions: Support to Senate, Support to the Board of Governors; Other Service to the York Community; and Administration, Professional Development and Other. Year over year change has been small, with a slight increase in Support of Senate and Other Service, and a small reduction in Administration and Professional Development

Figure 1: Allocation of Secretariat Time/Budget



OFFICE OF THE ADVISOR TO THE UNIVERSITY ON THE STATUS OF WOMEN

Marilyn Lambert-Drache, Advisor

Mandate

The Office of the Advisor on the Status of Women is committed to working toward promoting the status of women (faculty, staff and students) at York University. In addition to fulfilling the advisory, research, informational, advocacy and ombuds functions that are part of the existing position, the Advisor has the special mandate to bring forward a redefined vision of the position.

Projects and Activities 2001-2002

During the year ending June 2002, the Advisor has undertaken the following initiatives:

- In an effort to receive feedback about women's issues at York, the Status of Women Task Force, which was established to assist the Advisor in fulfilling her mandate, has organized discussion groups with women working and/or studying at York. More discussion groups are scheduled for the Fall of 2002. The Task Force has also designed a survey that will soon be available electronically.
- Information and Publicity Activities: A new Web site has been designed for the Status of Women Office. Information about "Resources for Women at York" and "Women Faculty" will now be available on-line. In order to cut down photocopying and printing expenses, copies of the "Resources for Women at York" flyer are only distributed on request.
- Women's Remembrance Day Event: The Senate of York University has given to the Status of Women Office the mandate to organize the December 6 commemorative events. On December 4, 2001 a ceremony was held on campus. The Centre for Human Rights and Equity and the Centre for Race and Ethnic Relations were involved in the planning of the event. Representatives of the School of Women's Studies and of various student associations were invited to participate in the commemoration.
- March 8 – March 21 Events: The Status of Women Office and the Centre for Race and Ethnic Relations collaborated to organize the 2002 March 8 – March 21 Coalition events in commemoration of the International Women's Day and the International Day for the Elimination of Racial Discrimination. The events that included panel discussions, film screenings, a street-proofing workshop etc. received the financial support of student organizations, unions, departments, research centres and faculties. President Marsden attended the reception organized to launch the events.

Budget

The budget of the office consists of the course release stipend for the Advisor, the Administrative Assistant's salary, and operational expenses for office supplies and partial funding of functions (Women's Remembrance Day and March 8 – March 21 Coalition). More than 90% of the budget is allocated to salaries and benefits leaving a small operating budget to support activities. The fundraising efforts of the Office in relation with the 2002 March Coalition events were very successful: a large percentage of the incurred expenses were covered by the funds raised.

Major Plans for 2002-2003

The consultation with women staff, faculty and students at York will continue in the Fall of 2002 (discussion groups and survey). The Advisor, assisted by the Task Force, will complete a report to the President with recommendations based on the results of the consultation. The Office will focus its efforts on implementing an electronic Directory of Women at York. The directory will be equipped with a search engine allowing a search by name, area of expertise, language and/or department.

CENTRE FOR HUMAN RIGHTS AND EQUITY

Gill Teiman, Special Assistant to the President (Equity)

In 2001-2002, the Centre completed much of the work for its general objective to develop a strategic plan for the years up to 2009-2010. The Centre established a set of priorities and also made substantial progress on its consultation with the community in concert with the Office of the Advisor on the Status of Women. The objective is to finalize the plan in the coming year.

As over two thirds of the Centre's budget is from student ancillary fees, most activities, over 75%, were devoted to the needs of students.

In addition, the Centre saw a major staff change when Dale Hall, Senior Coordinator, left the University, and Amelia Golden, LL.B., was hired as an Advisor.

Human Rights

Workshops and Special Events

In concert with the Office of the Advisor on the Status of Women, the Centre sponsored a ceremony for December 6, Women's Remembrance Day, as well as a talk by feminist writer Joan Scott and a play. As well, the two areas coordinated the coalition for the many activities for March 8/21, the international days for women and against racial discrimination. This year's theme was systemic and/or institutional discrimination with particular emphasis on the experiences of people of African ancestry and the First Nations/Aboriginal Peoples in Canada. Once again, throughout the year, about 40 regular workshops were offered, the majority being for student groups or service providers. Next year, emphasis will again be placed on activities for March.

Involvement with the Community

Work continued on reporting on the findings from focus groups that explored barriers to traditionally under-represented students in their transition to graduate school, and this will be completed in the coming year. Last year's second goal, to raise awareness of psychiatric disabilities, both for students and in the workplace, saw progress with disability being the focus of the keynote address at the Access York Silent Auction and with the Gazette devoting a double page to the issue; these achievements were sponsored by the disability-related offices and supported by the Centre.

A major focus this year was working with the Office of Student Affairs and others to promote an inclusive climate in the wake of the September 11 attack. The impact of global conflicts on campus will be a focus for the Centre in the coming year.

Sexual Assault Survivor Support Line (SASSL)

In 2001-2002, SHEACC provided psychological consultant support to SASSL, as well as oversaw training, crisis calls, acquaintance rape workshops on campus, and through the service's growing outreach, to local high schools. SHEACC will continue to provide support to allow the service to function effectively and to provide valuable experience for the more than 30 student volunteers, team leaders and coordinators.

Sexual and Gender Diversity

Last year, two-year plans were made: for launching the positive space program at Glendon; for raising the profile of sexual and gender diversity issues internally; and for enhancing York's presence at Toronto's Pride events. Glendon College decided to establish a Glendon-specific positive space program in concert with the one on the Keele campus, and work on this has begun. At the Keele campus the major event of the year was a one-day symposium, Out@York, that was well attended by students, faculty and staff and that was reported extensively in the Gazette. York's second organized presence at Toronto's Pride events in the summer of 2001 was a big success, and the third, on June 30 this year was even bigger. The goal of achieving more prominence for York's leadership is ongoing. A new major activity of the Sexual and Gender Diversity Committee in the past year was to establish a sub-committee and to explore the possibilities for a Queer Studies or Sexuality Studies programme. Discussions have been held with several departments as well as the Dean of Arts. This work will continue in the coming year. As well, in 2002-2003, the budget provision for one-half course release will be used to allow Prof. Didi Khayatt to devote more time to the work of the Sexuality and Gender Diversity Advisory Committee. As before, events will stress the intersection of sexual and gender diversity with other identities, and will have a focus on students. The committee will continue to pay particular attention to transsexual and trans-gender issues. The second Bent on Change conference co-sponsored by York, the University of Toronto and Ryerson University will be held in early November.

Mediate@York

The goal for 2001-2002 was to maintain the service and the level of support. This was achieved with the help of the Office of Student Affairs who made it possible for a staff member to serve as the Intake officer. In December, the Centre's new staff member, assumed the role of coordinator of the service. The service organized a very well received session for mediators with a speaker from the Ontario Human Rights Commission's mediation program. Now that it is staffed once more, plans include raising the profile of the service by revising and distributing materials, and renewing and expanding contact with community offices and members. There will also be further sessions offered to the volunteer mediators.

Resolving Complaints/ Solving Problems

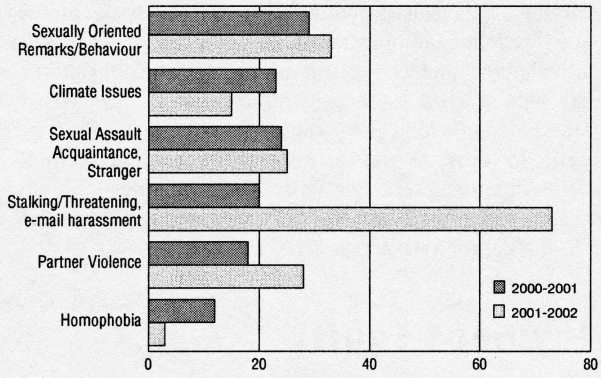
As usual, nearly all cases were resolved informally, and were closed by the end of the year. Two formal cases were filed. Several cases required extensive liaison with other offices such as Financial Aid, Housing, Human Resources, Security, and the police.

CRER worked with 52 cases this year. Of these, 31 were of racial harassment, and 18 were of racial discrimination, and three were other issues. The majority of complainants were students (27 undergraduate, and six graduate), six were staff and eight were faculty members. Respondents included students (12), faculty (11), staff (five), academic and administrative departments (13), external organizations (eight), and others were unknown or unspecified.

SHEACC had 173 complainants. As can be seen, the area of violence against women has increased with 76 female complainants reporting having been subject to violence as part of their complaint. A significant number of complainants reported family dysfunction and violence. The emergency shelter was used 11 times by women fleeing violence, including three women with children who can now be accommodated in the larger space that Housing made available last year. Again, the demand for psychological counselling was very difficult to meet.

The accompanying charts show the types of complaints received and the status of complainants. Some complainants reported more than one type of problem.

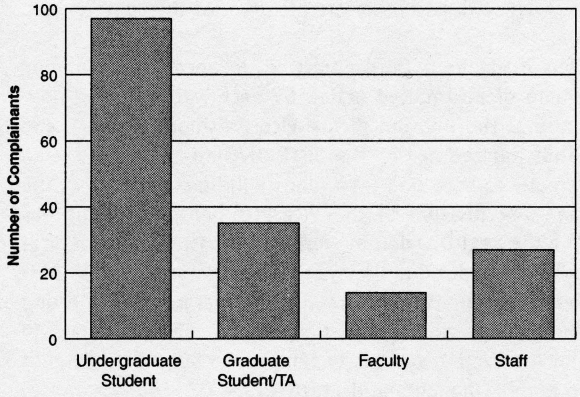
Figure 1: Types of Sexual Harassment



(In 2000-2001 there was one, and in 2001-2002 there were four stranger sexual assaults reported through SHEACC.)

In addition, 15 complainants reported gender bias or sex discrimination, 41 complainants reported family dysfunction or violence, and three complainants reported general (non-sexual) workplace harassment.

Figure 2: Status of complainant 2001-2002



The Centre continued to work with various offices, found that they were working in concert, and that the objective of ensuring improved coordination had been achieved. In accordance with its objective of initiating discussion of systemic discrimination, the Centre sponsored events on the issues, but because of the need to respond to community needs after September 11, deferred more systematic consideration of systemic issues until the coming year.

Revised Complaint Procedures

A new area of activity for the Centre this past year was developing and delivering information sessions concerning the revised procedures for complaints of harassment and discrimination agreed upon by YUFA and the Administration in the last round of collective bargaining. Since the agreement was reached, the Centre has coordinated information sessions with Deans, Faculty

Executive Officers, Associate Deans, University Investigators, and others. These sessions have led to a better understanding of the procedures overall, as well as improved coordination between the Centre and academic administrators. Together with Academic Employee Relations and the Office of the Legal Counsel, the Centre has also worked on expanding the pool of University Investigators. Plans include providing ongoing sessions that are more specific in focus, as well as general introductory sessions for new Investigators. As other unions and employee groups adopt parallel procedures, the Centre will provide information sessions to the appropriate areas.

Employment Equity

The objective to revise numerical goals was completed and goals were approved by the President's Committee on Employment Equity Policy (PCEEP) in November. Goals were set for all four equity groups, but only in certain kinds of jobs, as the representation in many kinds of jobs was at or above the average for employers in the area from which York recruits. No goals were set centrally for faculty.

A second objective was to monitor the diversity of faculty hired under revised affirmative action plans that expanded coverage to all four equity groups. With the exception of persons with disabilities, the representation of the equity groups among new hires was higher than among the faculty as a whole. Several workshops were held, and more are planned for the coming year.

Progress was made on a third objective, to encourage planning and ownership of affirmative action by each large area in non-academic hiring. The Division of the Vice-President, Finance and Administration agreed to be the first Division to require area affirmative action plans, and their plans will be completed in the coming year. The Division of the Vice-President, Academic has agreed to be the next Division to work on this. The Department of Human Resources continued its initiatives to be proactive in outreach to persons with disabilities and aboriginal peoples in hiring both for continuing and for part-time and casual positions. An objective for the coming years is to continue to build employment equity into regular management practices.

The accompanying charts show the representation of the designated equity groups among York employees in 1999, 2001, and the external workforce based on the 1996 Canada Census (1991 for persons with disabilities). Because of the strike in 2000, the data for that year missed many new hires, but they are included in the data for 2001. In the past two years, the representation of most groups increased or stayed steady, and is higher than the external workforce in most cases. The number of faculty who identified as Aboriginal/First Nations doubled. Among probationary faculty, the self-identification data are: Aboriginal/First Nations – 3%, Persons with Disabilities – 7%, Racial/Visible Minorities – 20%; and Women are at 50%.

Figure 3: Representation of Designated Equity Groups Faculty and Librarians – Per cent

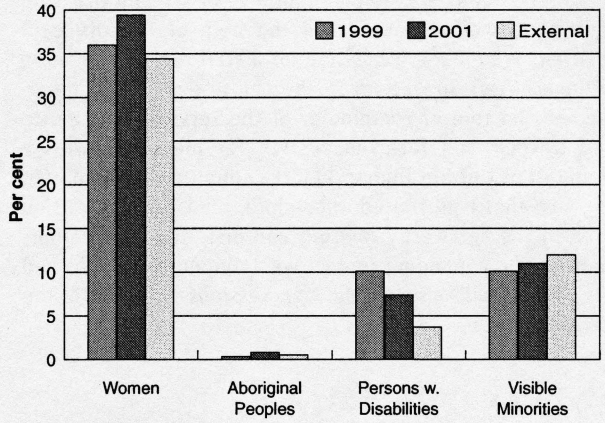
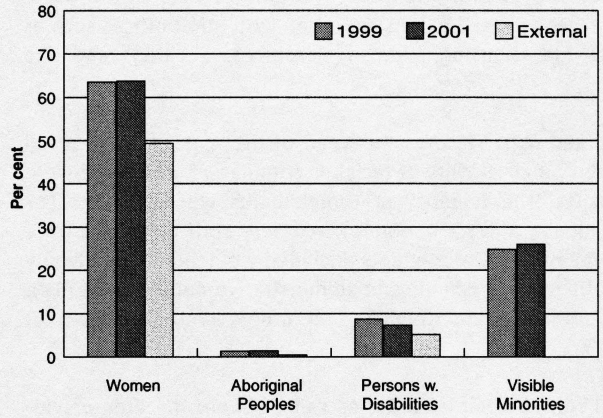


Figure 4: Representation of Designated Equity groups Non-Academic Employees



COMPUTING AND NETWORK SERVICES

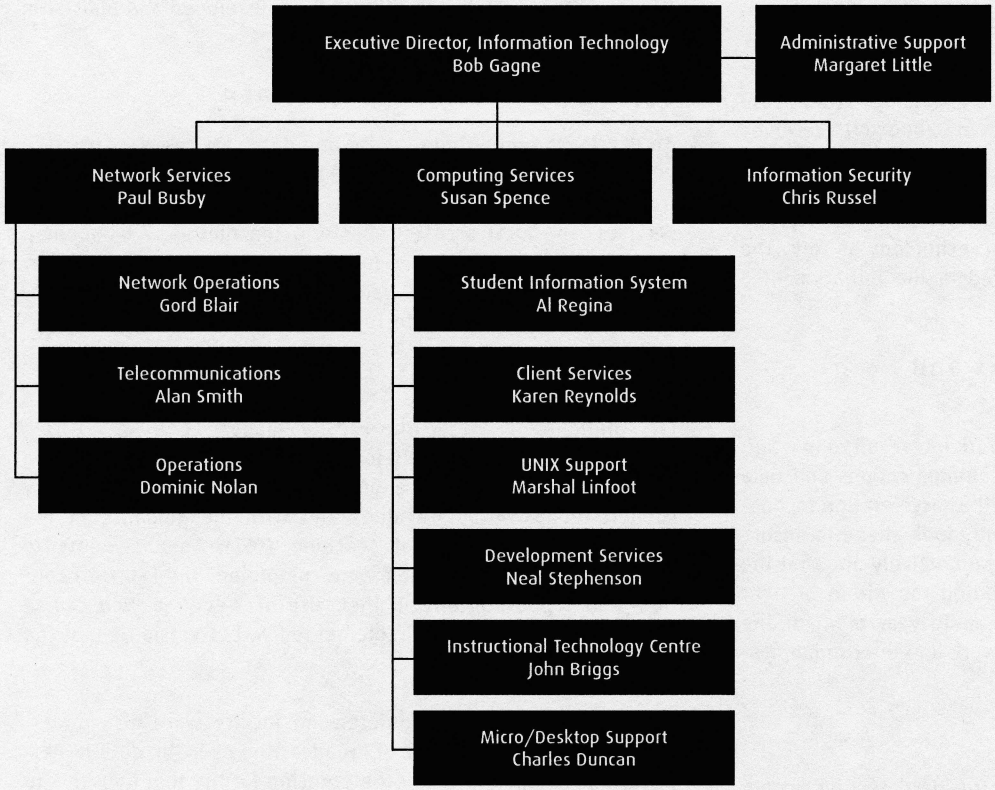
Bob Gagne: Executive Director of Information Technology

Overview

Computing and Network Services is York's central organization supporting information technology. The CNS organization comprises the following units: Computing Services, Network Services and Information Security. In May 1, 2002, responsibility for the Student Information System (SIS) was transferred to CNS.

As the University's central information technology organization CNS's role is:

Figure 1: Computing and Network Services Organizational Chart



- to provide information technology leadership and coordination, particularly in areas that have broad organizational impact (e.g. IT planning, policy development, standards setting, technology architecture, licensing);
- to build and support the campus information infrastructure (e.g. networks and telecommunication, directory services, security management, system management, data interchange, Web services)
- to deliver common, widely used technology services and support to groups and individuals within the York community and to be proactive in developing new services.

Planning and Implementation 2001-2002

The fundamental mission for information technology within the university is to support the overall university goals and mission. CNS shares this mission with the other information technology support groups at York.

CNS serves two key community groups. CNS delivers services directly to a broad base of individuals within the York community (e.g. e-mail, network and telephone services, desktop support, lab support). CNS also provides services to and in partnership with other information technology groups on campus. Excellent communication and service delivery are fundamental to our success. Inherent in this is: explicit understandings of services, roles and service levels. Articulating these and measuring them is key to any CNS success. CNS must also ensure that it accounts for the efficient use of resources and the cost effectiveness of what is undertaken.

In 2001-2002 our objectives were further directed by priorities stemming from the University's Information Technology (IT) strategy, completed in summer 2001. This plan provides an institutional framework for information systems initiatives. It also helps the University to advance its primary functions in key areas of teaching, learning, research and study. The specific strategic actions that CNS has taken as priorities for implementation stem from discussions with and direction from the broader York I.T. community and University senior administration.

Progress Toward Goals

During 2001-2002 CNS achieved all of its stated objectives except the development of a final three-year plan for classroom technology. Initial work has been done to identify the level of technology in all of the Keele and Glendon seminar rooms, classrooms and lecture halls. Classroom renovations and upgrades resulting from the building and renovation ripple took priority in 2001-2002. The development of a multi-year plan to equip and maintain teaching facilities remains a priority in 2002-2003.

CNS Objectives Met in 2001-2002

Delivery of the I.T. Strategic Plan for York University

The process for developing an information technology strategy for the University was begun in September of 2000. CNS received broad university input through a series of IT Strategy Roundtable meetings, focus groups and response to the Web site. The planning process was completed in June 2001 with the delivery of a vision and strategic plan for information technology at York. The implementation of the plan has resulted in the initiation of a number of projects.

Three-year plan for networks and telecommunications

The growth in the use of technology at York has resulted in a significant reliance upon the campus telecommunications and data network. The tremendous growth, as well as accelerating technological change, requires that we constantly look ahead to ensure that services are expanded and renewed proactively and that the related funding requirements are accounted for within broader University plans. CNS has developed a multi-year plan for the proactive expansion and renewal of network and telecommunications infrastructure.

Security Infrastructure

CNS has developed a flexible network intrusion detection system to gain better visibility of network activity, including identifying network-based scans and attacks.

CNS has also implemented a capability to allow secure connections to York-local services and systems from remote (outside-York) locations and ISPs via Virtual Private Networks (VPN). The primary use is for technical and administrative access to core systems.

Consolidation of Operations facilities

As part of the space re-organization required in Steacie, CNS is consolidating the main floor and downstairs machine rooms into a single basement space. The design of the space was completed in April 2002. The first stage of the renovation will be completed in August 2002.

York Web Redesign

CNS implemented a Web re-design across major areas of the York site in order to achieve a consistent identification of the main York site. Included in this project were the development, publication and communication of design standards to provide guidance to local Faculty and department Web designers and developers.

ITIL Service Delivery

CNS, in a joint project with Information Technology Services (ITS), in the Finance division, has begun the implementation of an IT quality management program based on the Information Technology Infrastructure Library (ITIL) best practices. The first steps of staff training and an assessment of current processes was completed in March. The IT support and service processes identified by CNS and ITS as priorities will be developed and phased in over a two-year period.

Voice Data Service Provider RFP

An RFP for the provision of voice and data services was issued in 2000-2001. On September 20, 2001, Telus was awarded the contract for the provision of all York data and telecommunications services. The local access trunks and the dial-up 6004 modem pool services were converted to Telus beginning in May 2002. Pay telephones, Glendon, Miles Nadal Centre and the Osgoode downtown site were converted to Telus over the summer.

Support for Technology-Enhanced Learning

CNS continues to extend the Faculty Support Centre (FSC) as a "one-stop" centre for faculty looking for assistance in developing on-line teaching resources aligned with the efforts of technology support groups within Faculties and with the guidance of the Centre for the Support of Teaching (CST). Enhancements to audio/video content creation were completed. The FSC staff continues to support faculty in their use of WebCT, a Web course management system. CNS implemented WebCT version 3.5 at the start of the academic year.

Upgrades to the ITC teleconferencing facility were also undertaken adding the capability of broadcasting over the data IP network. A second, smaller teleconferencing facility that houses 5 to 6 people was established in the Stedman ITC suite.

In a joint project, the Library and CNS negotiated a site licence for Endnote, a popular bibliographic and data management application.

Faculty Desktop Renewal Program

CNS staff, working closely with Faculties, Purchasing and Finance, implemented a centrally-funded desktop renewal program to ensure that all faculty have access to up-to-date equipment that is renewed on a regular basis. In 2001-2002, 533 machines were delivered via the Faculty technical support groups.

Wireless Data Network Expansion

CNS Network Operations has expanded the AirYork wireless service to public spaces on campus (libraries, lounge areas and dining halls) that accommodate significant numbers of people using portable computers. Locations include the spaces in the Osgoode Library and the new Computer Science Building. Further wireless implementation will carry forward to 2002-2003.

Optical Regional Advanced Network for Ontario (ORANO)

In December 2001, the Ministry of Energy, Science, and Technology (MEST) announced that it had created a non-profit "ORANO" corporation to receive and manage the MEST funds and govern all matters pertaining to the ORION network. York has been taking a leading role in defining the scope of work for the

GTANet, the Toronto region local network that will be part of the ORANO network. The GTANet plan has Points of Presence (PoP) for ORANO located at York and at the University of Toronto. In February 2002 ORANO issued an RFP for fibre to interconnect the 22 ORION PoP locations.

Planning Priorities for 2002-2003

In establishing priorities CNS continues to see the following four points as fundamental to its role and responsibilities within the University:

- Leadership for development of key issues with university-wide impact
- Provision of a reliable information architecture and infrastructure
- Improving availability of applications and systems for university community members
- Delivery of excellent service to the university community

In 2002-2003 our objectives are further directed by priorities stemming from the University's Information Technology (IT) strategy. The over-arching themes of these priorities are:

- Increase support for the move to Web based services for student services, for teaching and learning, for communications;
- Infrastructure extension and renewal
- Increase clarity/integration of Information Technology offerings.

Improvements to Student Computing Facilities

Opening of the Student Computer Commons – The Parking Structure 2, opening in September, will house a new Computer Commons with a Help Desk, approximately 240 workstations, three breakout or study rooms. This facility will replace and consolidate the 200 stations currently in the four Steacie computer labs and the current CNS Help Desk. CNS will also maintain a 30-station teaching lab in Steacie to be shared with the Library.

Glade Lab Move – In August 2002 CNS will move the 75 seat Glade lab currently in the basement of the Steacie Science Library, to the renovated space in the Chemistry Building that was previously occupied by the Ariel lab.

Upgrades to ACADLAB Netware Cluster – The ACADLABS Novell server is an important part of the student computing infrastructure in that it services approximately 425 seats in 8 separate computing facilities and provides application and file storage for 40,000 accounts. The goal of this project, which will be completed in August 2002, is to establish a redundant, reliable service with file access and expansion capability appropriate to the community needs. These upgrades will allow us to migrate to a single home directory and single login for all currently supported computer labs in the York_Labs Novell tree (including Glade, Atkinson, SSB and Student Affairs as well as others in the Colleges). The network-attached storage will also allow students to manage their ACADLABS files using a Web-browser from any York computer or home.

Student Portal

Through a series of focus groups and working with the Registrar's Office, the Student Information Systems group, the Office of Student Financial Services and other groups interested in providing information to students, CNS Development Services has embarked on developing the requirements for a student portal. A portal is a means of integrating access to information resources for students in a manner that can be highly personalized. This work is the initial step towards providing an integrated Web-based delivery application.

Commissioning new buildings and data network upgrades

Network Operations and Telecommunications continue to be involved in the commissioning of the new buildings on campus. In 2002-2003 these will include providing both a wired and wireless network in Parking Structure 2, the TEL building, the new Schulich School of Business, the new Residence building, Parking Structure 3, and the new Vanier classroom.

2002-2003 also represents the first year of implementation of the University's plan for network renewal. The objectives for this year include replacement of network cabling and related infrastructure in the Steacie Science Library, Petrie, Lumbers and CCB.

In the Residence cleanup project Network Operations and Telecommunications will replace all faceplates and jacks in the residences in order to convert to standards-based wiring and improve service to students while reducing costs due to service calls.

York's "AirYork" wireless data network will be expanded to include access in a growing number of public spaces including University Libraries and some college spaces.

GTAnet and ORION Implementation

CNS is actively working on the formation of a "regional network" for Toronto, GTAnet, that will connect all of the area's Universities, Colleges, teaching hospitals and a number of public sector research institutions via a high speed network. GTAnet will in turn connect to the provincial ORION optical research and education network. We expect that the GTAnet and ORION connectivity will be established in late 2002 or in early 2003. York will be a Point of Presence (PoP), along with the University of Toronto, providing high speed network access.

Operations Improvements

Automated System Monitoring – After an evaluation of possible products and solutions, Operations and UNIX Services have untaken a project to install the Big Brother system monitoring software to extensively monitor system components, give early warnings of potential system problems and perform automatic alert notification via e-mail and paging.

Operation Facilities Expansion and Improvement – The expansion and consolidation of the Steacie Operations facilities will continue through 2002-2003 with the first move planned for the weekend of August 10,2002. This very significant renovation will position CNS to support the growing demands of the community for server and network operations support. Specific improvements include: greater space, upgraded power and backup power supply, improved air-conditioning, better fire prevention capabilities and new lighting.

Central Data Storage – CNS will be upgrading and expanding the University's central data storage facilities using additional network attached storage. This will enhance the flexibility, redundancy and security of data storage available to University applications. The improvements to data storage infrastructure will also position CNS to provide improved data storage service to a greater number of groups at York.

Directory Services

Development of the Directory has taken longer than anticipated and is now projected for completion in November 2002. In August CNS will introduce Passport York, a single username/password scheme for CNS services.

Passport York will initially provide single login access to the CNS supported applications: Manage My Services (formerly MAYA, YorkNet (Formerly ResNet), Class List, central Web service, dialup modem pool, and Acadlabs. The open and extensible nature of the directory service will allow it to be used for authentication within applications and services offered across the campus with the aim of simplifying and unifying users access to services.

Information Technology Infrastructure Library (ITIL)

Started in 2001-2002 with training, awareness and process maturity assessment, the ITIL project being undertaken jointly with ITS will continue with the development and implementation of the processes identified as priorities by the participating groups. They include the "Support" processes of Service Desk, Incident Management, Configuration Management and Change Management.

An activity related to the development and implementation of quality IT management processes will be the upgrade to Version 5 and expanded use of the Peregrine Action Request System (ARS) for the Help Desk, Incident and Change Management processes.

Student Information Systems (SIS)

During 2002-2003 the SIS team will undertake major upgrades to all SIS Web-services that will support a more robust architecture with the full use of Java, running on Solaris 8, operating systems. The new environment will allow for real-time e-commerce applications and single user sign-on.

Registration Enrolment Module (REM)

Working closely with the Office of the Registrar, the Student Information Systems (SIS) team developed a new Web-based student enrolment module which replaced the Citrix-based York Enrolment System (YES). The new module that was introduced in June 2002 allows students to add, drop and transfer courses as well as view details about where and when the course is to take place. With a dual redundant systems failover architecture this service will be more robust and responsive, able to handle 50% added volume, and mark a significant improvement in registration for students.

Transfer Credit Module (TCM)

Another major project of the SIS team is the integration of transfer credit (and advanced standing) information into SIS with a new administrator's data entry and validation module. Coupled with automated degree audit this will allow for a single view of a student's academic record.

OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Edward Spence, Executive Director

The Office of Institutional Research and Analysis (IR&A) was established within the Division of the President to support the work of the University Executive Committee by coordinating central data collection, analysis and reporting. In addition to the staff in the management information group, IR&A also draws together the resources of the senior data analysis and planning staff from each of the vice-presidential areas. IR&A also takes responsibility for the production of the PBA Report.

Results for 2001-2002

In 2001-2002, in addition to fulfilling its responsibility for all government enrolment reporting the IR&A group has focused on a number of specific projects, as identified by the University Executive Committee, including the following:

- university-wide planning for enrolment growth associated with the double cohort,
- student retention analysis,
- classroom needs and utilization analyses,
- the COU triennial space survey,
- preparation for reporting under the new ESIS format to Statistics Canada,
- revisions to the academic department fact book to meet the needs of the academic program reviews, and
- work towards data integration across the institution.

Plans for 2002-2003

In 2002-2003 the priority for IR&A will continue to be meeting the requirements for government enrolment reporting and other projects as identified by the University Executive Committee. Those projects will include finalizing York's ESIS report for Statistics Canada and work with the Vice-President Research and Innovation on the design of research performance indicators.

COMMUNICATIONS

Jessie-May Rowntree, Director

The Communications Department is responsible for developing and implementing communications strategies to assist York University in reaching its short-term and long-term objectives by building strong relationships with the University's key audiences, both externally and internally. In 2001-2002 the director of communications chaired a roundtable discussion on alumni publications at the Canadian Council of the Advancement of Education (CCAE) National Conference; and served as York's representative on the Ontario University Public Affairs Council. The manager, editorial services served as chair of hospitality for the organizing committee of the CASE District II Conference, held in Toronto in February 2002.

Strategic Direction for 2001-2002

In 2001-2002 Communications employed strategies to rebuild, maintain, promote and enhance York's identity to external and internal audiences through established and emerging communication vehicles, and opportunities identified in specific communication plans. The Communications Department expenditures in 2001-2002 of $1.2 million supported a unit with three managers, 8 staff and two work/study students. Due to budget cuts, the department had one staff layoff that has resulted in three functions no longer being performed by Communications – academic advertising, directory listings and the assignment of ISBNs. Maintaining and enhancing the University's reputation locally, nationally and internationally with key audiences is an increasing challenge with budget reductions resulting in, among other items, Profiles magazine now reduced to two issues a year. Many of the planned initiatives were put on hold pending a University-wide review of communications.

Initiatives completed included:

- Two issues of Profiles magazine – cover stories focusing on University strategic initiatives (Double cohort/growth, SuperBuild, students, Research profile, 905/Subway, grad profiles, etc.)
- 39 issues of the York Gazette, communicating York's key strategic messages on growth, double cohort, financial context, achievements of York, continued coverage highlighting faculty research and honours, student achievements demonstrating York's innovation.
- Focus on Research – international theme, health theme
- With input from campus communicators group, revised Telling the York University Story document of messages with supporting documentation
- Served as mentor to the NSERC Students Promoting Awareness of Research Knowledge (SPARK) program.
- Enhanced York headlines on the Home Page (daily), York News, Events, and the Communications Department and University Advancement Division's Web site. The director served on the Web Steering Committee and the manager, editorial services served on the Web Working Committee.
- Successfully implemented a number of promotional items during the Tennis Masters Series – Canada 2001, including a two-page advertorial in the program, ten 30-second public service commercial spots on TSN, and displays in the Retail Village and York's Marquee.
- Provided support for the production of the 2000-2001 Planning, Budget and Accountability Report;
- Continued to build relationships with individual units through shared staff positions, specifically the Faculty of Arts and Osgoode Hall Law School.
- Support for bringing the subway to Steeles Ave. and to link with commuter parking and the transit gateway. The director of communications chairs Spadina-York Subway Extension

Communications Committee with representatives from City of Vaughan, York Region, and City of Toronto.

- Provide advice and consultation to the president, vice-presidents and others, as required, on public relations opportunities and challenges.
- Continued to implement the communications plans to raise York's research profile, to support the lobbying effort to bring the subway to York and to raise York's profile in the 905 area.
- With colleagues in Development, proposed and developed a comprehensive package of Annual Fund and Planned Giving materials to support the University's fundraising initiatives.

Initiatives put on hold pending the review of communications:

- Continued work with the Visual Identity Program Working Group to design a new marketing visual identity for York University. A short-list of design solutions was approved by the Visual Identity Program Working Group for presentation to the University Executive Committee.
- With colleagues in University Advancement, developed a proposal for a monthly e-mail newsletter for alumni and friends of York.
- Developed a proposal for a publication for students to promote the University's achievements, strategic and academic objectives.
- Determined a cost-effective method of producing an annual report for York University for distribution to key audiences.

Major Goals for 2002-2003

Over the past year, the University has been involved in an intensive strategic and creative exercise designed to hone its distinctive identity and enhance its image. A major review of communications University-wide was undertaken, and a report was submitted to the president in March 2002. York's focus is now on revitalizing communications to tell the York story. New initiatives include:

- A new look: For the first time ever, the University has developed a logo to complement its existing crest. The logo is strong, modern, progressive, yet as the open "U" signifies, unbound by the old, and responsive to the new. Still, the York crest, which has been preserved for all formal applications, reinforces the University's very important history and legacy.
- A new form of news: Based on feedback from the York community that the York Gazette was published too infrequently and therefore didn't serve as a vehicle for up the minute news, the Gazette published its last issue in June 2002. Introduced in September 2002 is a daily e-mail news bulletin for all staff and faculty so that the community can have continued access to headline news, events, research and job opportunities on a timely basis. The publication will also be available on the York Web site for students.
- A new form of insight: A first monthly print publication (10x year) begins in October 2002 targetted at faculty, staff and students. Its purpose is to bring the York culture and spirit to life, providing in-depth feature stories, research achievements, alumni profiles and a forum for the York community to display its talent and work.
- A new structure: Over the coming year, the Department of Communications will no longer offer design, production and editorial services to the rest of the University. Its mission now will be to focus on enhancing the University's image through select projects, and to provide leadership and support to those who are on the front-lines of communications. Account directors within the department will partner with administrative units and faculties to produce compelling, consistent and integrated communications.
- New leadership: Significant changes such as those described above require strong leadership. The president is initiating a search for a senior person who will head the Communications Department and bring the University's new image to life. It is expected this person will be on board for January 2003.

MEDIA RELATIONS

Cim Nunn, Director

Consisting of four staff — a director, media relations coordinator/faculty and research, media relations officer, and administrative assistant — the department's objectives are to build media and public awareness of the university, its strategic priorities, and the excellence of its faculty, students and staff. The unit provides media relations support for all academic and administrative units of the university, with priority to opportunities that build on or support the University's strategic plan.

During the 2001-2002 year, the media relations department successfully secured media coverage of York events, experts and officials throughout the year. The department issued a total of 125 news releases, provided matches for 1711 media requests for experts, and generated 3819 media mentions of the University during the year.

The department's objectives for 2002-2003

The department has commissioned the preparation of a media relations strategy to support the new York communications plan and structure. The strategy will move the department to a more proactive stance, focusing more energy on creating significant media awareness of uniquely "York" stories.

Through distribution of media materials and ongoing contact with journalists, the department will continue its efforts to build awareness of the research activities of York faculty.

With the introduction of an online media guide to York's experts, the department should be able to satisfy media requests more efficiently.

The department will continue to promote the university's strategic priorities, and to ensure the University is represented by well-prepared spokespersons at all media opportunities.

DIVISION OF THE VICE-PRESIDENT ACADEMIC

Overview

The Division of the Vice-President Academic has responsibility (in concert with the University Senate and other bodies) for the articulation and implementation of academic planning, within the guiding principles of the York University Mission Statement and the University Academic Plan. Key functional responsibilities of the division include:

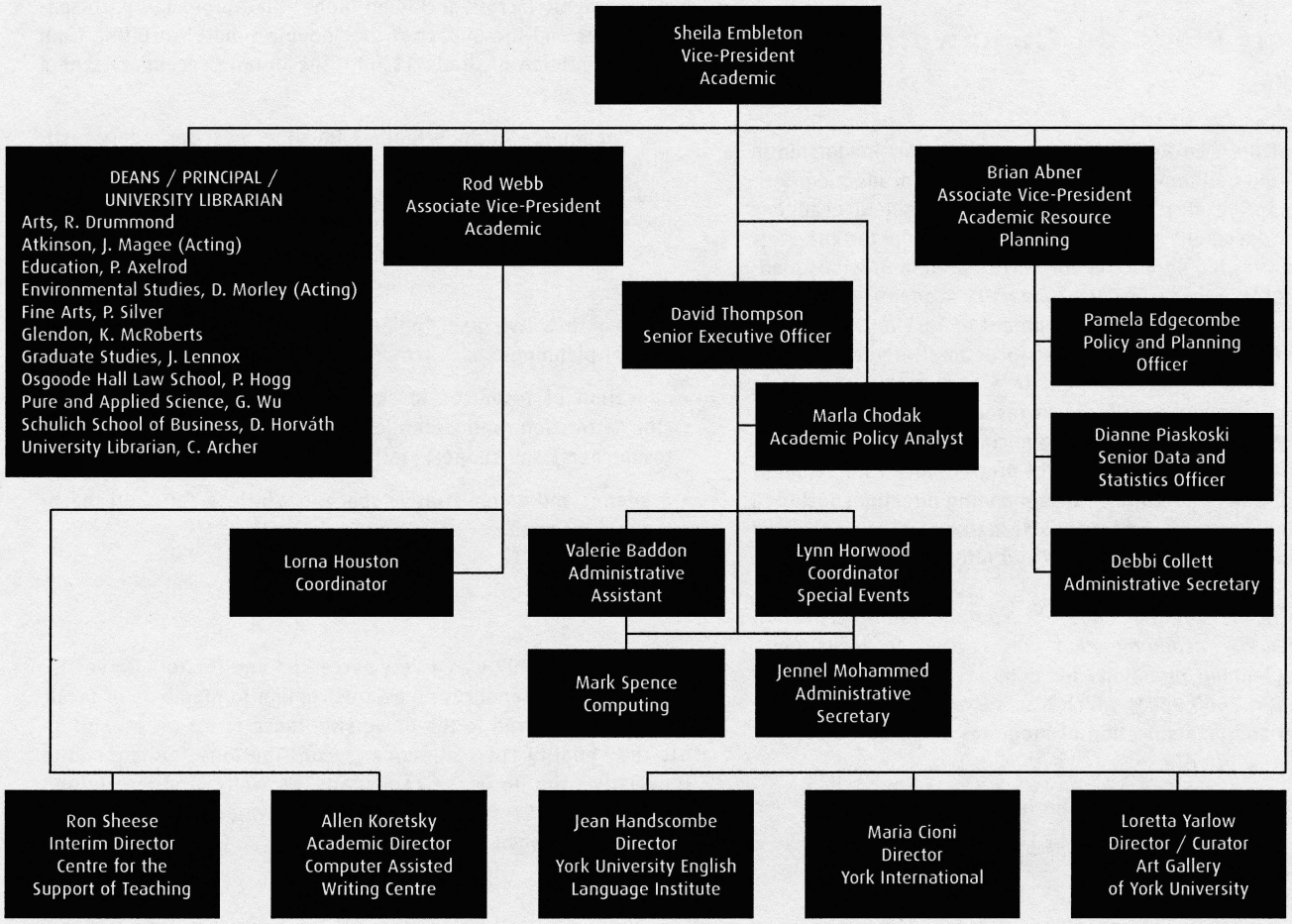
- leadership and coordination in strategic planning for maintaining and enhancing quality, diversity and innovation in academic programs;
- planning and projection for faculty complement;
- enrolment planning and projection;
- leadership in the development, support and advancement of the University's international priorities, including exchanges, curriculum and research;
- support and advancement of teaching, research and professional development of faculty;
- administrative oversight of Faculties and academic support units;
- support for the Academic Resources Committee of the University Board of Governors.

These responsibilities are carried out by the vice-president academic in cooperation with the associate vice-presidents and deans/principal and University librarian as illustrated in the following organizational chart.

The 2001-2002 year saw significant changes in the senior administrative team in the division, with the appointment of five new deans or acting deans and a new University librarian:

- Faculty of Arts: Professor Robert Drummond, dean
- Faculty of Education: Professor Paul Axelrod, dean

Figure 1: Division of the Vice-President Academic 2001-2002 Organizational Chart



- Faculty of Pure and Applied Science: Professor Gillian Wu, dean
- Atkinson Faculty of Liberal and Professional Studies: Professor Joanne Magee, acting dean
- Faculty of Environmental Studies: Professor David Morley, acting dean
- York University Libraries: Ms Cynthia Archer, University librarian

In 2002-2003, only one new dean will take office: Professor Rhonda Lenton in the Atkinson Faculty of Liberal and Professional Studies. In addition, effective July 1, 2002, a new associate vice-presidency with responsibility for the advancement of the international agenda has been established; Professor Adrian Shubert will be the first associate vice-president international.

Taken together, in 2001-2002 the Division comprised the following community of faculty, students, and staff in ten Faculties:

- 35,181 undergraduate students
- 4,397 graduate students
- 1,144 full-time faculty
- 1,449 contract faculty
- 1,377 teaching assistants
- 810 staff (includes operating and ancillary funded staff in the division)
- 160,536 alumni

Academic Planning Framework - Internal:

The Office of the Vice-President Academic provides leadership in the articulation and implementation of strategic academic priorities. In the spring of 1999, the former vice-president academic circulated a document entitled *Strategic Planning for the New Millennium*. Drawing upon directions articulated in previous planning documents, in particular the *University Academic Plan* (UAP) and *2020 Vision: The Future Development of York University*, the document sought to bring a sharper focus to strategic planning, based on a continuing commitment to a front-ranking profile in the liberal arts and to excellence in research and teaching; and set out objectives relating to a re-balancing and diversification of enrolments and programming towards areas of increasing student interest and growth potential. These planning directions included increased emphasis on professional programs in business and health studies, the applied sciences and international programs.

In addition, in the spring of 2000, the Strategic Priorities section of the *University Academic Plan* was revised to focus more sharply on planning directions for a three- to five-year period commencing in 2000-2001, which also set a course towards the re-balancing and diversification of programs and enrolments and set as academic priorities:

- a fundamental commitment to the liberal arts;
- building on strengths as platforms for new initiatives;
- diversification into professional and applied studies;
- growth in engineering and applied science;
- national leadership in interdisciplinary health studies;
- commitment to high quality graduate education;
- enhanced profile as a leading research university;
- expansion of international programs and activities;
- improved capacity for technology enhanced learning.

These priorities shape the planning for all aspects of academic activities in relation to complement, enrolment, and program development. It is against these directions and priorities that progress can be measured.

Academic Planning Framework - External:

Academic planning is of course also affected by various external factors, including:

- government policy initiatives, including a continuing emphasis on targeted funding to advance public policy objectives, which limits flexibility to direct funds to internally-determined objectives; limits on tuition fee increases; funding tied to growth in undergraduate domestic enrolments; and emphasis on key performance indicators as a basis for funding allocation;
- demographic factors, including higher-than-projected participation rates and the impact of the "double cohort" resulting from the elimination of Grade 13 from the Ontario secondary school program; and
- the opening up of opportunities for other post-secondary institutions, including private universities, colleges of applied arts and technology, the Ontario College of Art and Design and the recently-approved University of Ontario Institute of Technology, to enter the degree-granting market, thereby increasing competition.

In this context, two main "pillars" guide academic and associated budget planning:

- allocation of resources to support the academic complement (the attraction and retention of outstanding teachers and researchers) and support staff; and
- academic and administrative space in which to carry out teaching and research.

Profile:

The year 2001-2002 was a very successful one for York University in terms of the honours and awards coming to members of faculty and students and to the University; these forms of recognition of the quality of colleagues' contributions enhance the University's profile in the community, as well as nationally and internationally. Reports on additional achievements may be found in Faculty sections.

Faculty:

- Professor Patricia Armstrong, Sociology, Arts, was honoured by the Canadian Sociology and Anthropology Association with an award for outstanding contributions to sociology.
- Professor Douglas Crawford, Psychology, Arts, and Professor Eric Hessels, Physics and Astronomy, Pure and Applied Science, received Young Explorers Prizes from the Canadian Institute for Advanced Research (CIAR); these prizes recognize Canada's top 20 science and engineering researchers under the age of 40.
- Professor Hessels was also the recipient of the 2002 Canadian Association of Physicists (CAP) Herzberg Medal for outstanding achievement by a physicist aged 40 or less.
- Professor emeritus Alan Carswell, Physics and Astronomy, Pure and Applied Science, received a 2002 CAP Medal for Outstanding Achievement in Applied Photonics.
- Professor David Regan, Psychology and Biology, Arts and Pure and Applied Science, was named a Member of the Order of Canada.
- Professor Gary Sweeney, Biology, Pure and Applied Science, won a Canadian Diabetes Society Scholarship for his research into the cause and cure of diabetes.
- Professor Ibrahim Badr was the recipient of an Ontario Confederation of University Faculty Associations (OCUFA) teaching award, and Ms. Julie Drexler received an OCUFA academic librarianship award; these are two of only 10 OCUFA awards this year.
- Professor Michael Herren, Humanities and Classical Studies, Atkinson, was named an Honorary Member of the Royal Irish Academy in recognition of his contributions to the study of Latin and Greek culture in Medieval Ireland.
- Professor Guy Métraux, Visual Arts, Fine Arts, was awarded a Guggenheim Fellowship for his research on the Christian destruction of ancient art in the Roman world.
- Professor Harry Arthurs, Osgoode, President emeritus, was awarded a Killam Prize for career achievement, the first to be awarded in the social sciences. He also received honorary degrees from the University of Montreal and the University of Toronto.
- The CBC chose the book, *In the Skin of the Lion* by Professor Michael Ondaatje, English, Glendon, as the one book that all Canadians should read, as part of its first ever "Canada Reads" competition.
- Professors Neal Madras, Mathematics and Statistics, Arts, James Carley, English, Arts, Stanislas Kirschbaum, International Studies, Glendon, and Michiel Horn, History, Glendon, were named Fellows of the Royal Society of Canada.
- Professor David Rennie, Psychology, Arts, was made a Fellow of Division 32 (Humanities) of the American Psychological Association.
- Professor Vinod Goel, Psychology, Arts, received a Premier's Research Excellence Award.
- Professor Christopher Armstrong, History, Arts, received the Ontario Historical Society's J.J. Talman Award for the best book on Ontario's social, economic, political or cultural history published in the last three years for *Moose Pastures and Mergers*.
- Professor Phil Hoffman, Film and Video, Fine Arts, received a Golden Gate Award at the San Francisco International Film Festival for his documentary *What These Ashes Wanted*.
- The Royal Society of Canada honoured Professor Brock Fenton, Biology, Pure and Applied Science, with the McNeil Medal for public awareness of science.
- Professor Adeline Falk-Rafael, Nursing, Atkinson, was named the new President of the Registered Nurses Association of Ontario.
- Professor Ken Davey, Biology, Pure and Applied Science, received an honorary degree from the University of Western Ontario.
- Professor Irving Abella, History, Arts, received an honorary degree from the Law Society of Upper Canada.
- Professor Barry Callaghan, English, Atkinson, received an honorary degree from the University of Guelph.
- Professor Orest Subtelny, History, Arts, was awarded the Order of Merit, one of Ukraine's highest distinctions.
- Professor Barbara Godard, English, Arts, was the recipient of the 2001-2002 Graduate Faculty Teaching Award from the Northeastern Association of Graduate Schools.
- Professor Tara Haas, Kinesiology and Health Sciences, Pure and Applied Science, received a New Investigator Award from the Canadian Institutes for Health Research.
- Professor Simon Taggar, Administrative Studies, Atkinson, was the York recipient of the Petro-Canada Young Innovator Award.
- Professor Jan Rehner, Humanities and the Centre for Academic Writing, Arts, held a 2001 3M Teaching Fellowship, one of only 10 in Canada.
- Professor John McCamus, Osgoode Hall Law School, was one of seven lawyers awarded the 2002 Law Society Medal for outstanding contributions to the legal community and the people of Ontario, by the Law Society of Upper Canada.
- Professor Rob Bowman, Music, Fine Arts, received his fifth Grammy nomination.
- Professor Teresa Przybylski, Theatre, Fine Arts, won a Gemini award for Best Production Design/Art Direction for her work on Don Giovanni Unmasked.
- Professor Judith Rudakoff, Theatre, Fine Arts, was voted the best university professor for the third year in a row in the annual NOW magazine readers' poll.
- Professor Peter Oliver, History, Arts, was named to the Order of Ontario.
- Professor Jean Burnet, professor emeritus, Sociology, Glendon, was the first recipient of the new Lifetime Achievement award of the Canadian Ethnic Studies Association.
- Professor Alain Baudot, Humanities and French, Glendon, received the Prix Alliance for contributions to the development of culture.

- Professor Steve McCaffery, English, Arts, was nominated for a 2001 Governor General's Literary Award for poetry.
- Professor Frances Flint, coordinator of the Athletic Therapy program, was awarded the Canadian Athletic Therapists Association (CATA) Distinguished Athletic Therapy Educator Award.
- Mr. Kent Haworth, University Archivist, was honoured with the first Association of Canadian Archivists Membership Recognition Award.
- Ms Wendy Hubley, York University Libraries, received the Canadian Law Libraries Feature Article Award.
- Professor Neil Brooks was awarded the Canadian Association of University Teachers' Teaching Achievement Award.
- Professor Seth Feldman, Film and Video, Fine Arts, received the New York Festivals Gold WorldMedal for Radio Programming for the documentary "Hunting for Robin Hood".
- Professor Arun Mukherjee, English, Arts, was named President-elect of the Shastri Indo-Canadian Institute.
- Professor Bryan Massam, Geography, Arts, was honoured by the Canadian Association of Geographers with its 2002 Award for Service to the Profession of Geography.
- Professor emeritus Douglas Smylie, Earth and Atmospheric Science, Pure and Applied Science, was the recipient of the 2002 J. Tuzo Wilson Medal, the top prize of the Canadian Geophysical Union.
- An essay by William Woods in the Art Gallery of York University's exhibition catalogue *Becky Singleton* won first prize for contemporary curatorial writing in the annual Ontario Association of Arts Galleries Awards.
- Professor Eric Lawee, Humanities, Arts, won the prize for biblical scholarship at the Jewish Book Awards for *Isaac Abarbanel's Stance Toward Tradition.*
- York University placed third (up from fourth in 2000) in the comprehensive category in terms of national awards to full-time faculty in the 2001 Maclean's magazine survey of Canadian universities.
- The Schulich School of Business was ranked among the top 25 business schools in North America, among the top 10 schools outside the United States, and 31st overall (up from 45th in 2000 and 35th in 2001) in the 2002 *Financial Times of London* global ranking of MBA programs. *Canadian Business Magazine* ranked Schulich's MBA program the best in Canada, and *Forbes* magazine ranked Schulich among the top 12 business schools outside the United States for return on investment.
- The Faculty of Education received an award from the Ontario Coalition for Inclusive Education for leadership in inclusive education.
- York University was ranked sixth overall in Canada in the Gourman Report on Canadian Universities.

Some examples of the numerous awards and prizes won by York students follow:

- Two York debating society teams finished in the top 10 at the national debating tournament.
- Four York students won honours at the Model United Nations Conference, including Muthu Padmakurmara and Michael Garfinkle who won "Best Delegate" awards.
- Three York students, Keith Wong, Jian Sheng, and Kentaro Hoshimi, won prizes in the 13th National Japanese Speech Contest. Mr. Wong also won the grand prize at the 20th Ontario Japanese Speech Contest.
- Graham Huber of York's design program won the top student awards in the international Seybold Seminars Digital Art Competition and the MacWorld International Design Competition.
- Frank F. Scherer and Megan Rivers-Moore were graduate and undergraduate recipients, respectively, of the Michael Baptista Essay Prizes.
- A team of students from the Schulich MBA program finished second in a North American business school competition.
- Jennifer Corriero was selected as one of 100 Global Leaders for Tomorrow by the World Economic Forum.
- Three of five Ontario recipients of du Maurier Arts awards are York students (Monica Adler, Linda Feesey, and Jinny Myung Jin Yu).
- Kaitlyn McLachlan was the recipient of one of only four Fessenden-Trott Scholarships awarded in Canada through AUCC for 2001; the award supports undergraduate study.
- Jeff Fillingham, Biology, received the American Society for Cell Biology 2001 Postdoctoral Travel Award.
- MES/LLB student Dayna Nadine Scott received the 2001 Sir John A. MacTaggart Essay Prize in Environmental Law for an article she wrote.

Planning and Implementation: Strategic Directions for 2001-2002

1. Faculty Complement

A continuing over-arching priority is the renewal of the tenure-stream faculty complement to redress retirements and losses attributable to past budget cuts. In addition to this overall objective, expansion of the complement in specific areas which support academic planning priorities is a goal. In conjunction with these objectives, efforts have also been made to extend employment equity and to encourage the external endowment of high-profile faculty appointments.

Restoring and Maintaining the Complement

Restoring and maintaining the tenure-stream complement is a key academic objective of York University. In the early 1990s, funding reductions led to a significant decline in full-time faculty at Ontario universities. Although the reduction in the tenure-stream complement at York was less severe than at most Ontario

universities, the restoration of the complement remains a high priority.

The current situation of budget cuts does not mean that no new appointments can be made; in fact, they *must* be made to accommodate increased enrolments and address retirements, and to achieve the diversification and introduction of new program areas mandated in the University's strategic planning. However, great care must be taken in how the precious resources represented by new appointments are allocated, and in this context, it is critically important that appointments be guided by strategic plans.

In the 2001-2002 reporting period, York made 58 new faculty appointments (this compares to 70 in 2000-2001). In total, 98 tenure-stream faculty and librarian searches were authorized. Figure 2 indicates the final status of authorized searches by Faculty for appointments taking effect in 2001-2002. (There were, in addition, two conversions and one appointment of a Canada Research Chair to the tenure stream.) Searches fail to result in a recommended appointment for a number of reasons: the search may fail to produce an appropriate candidate; promising candidates may decline the offer of appointment; or the hiring priorities of the unit may change. In all such cases, Faculties are required to request authorization to continue the search the following year. In some instances, candidates may defer the start date of their appointment to the following year. The number of appointments not made is a reflection of the extremely competitive hiring environment for the University, particularly in some disciplines, as well as the determination to continue to appoint outstanding candidates.

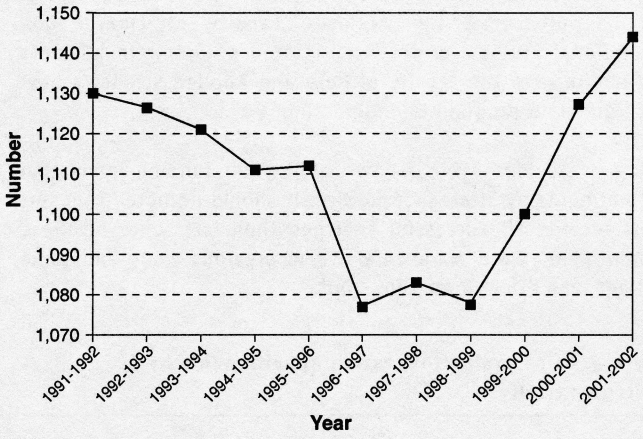
Figure 2: 2001-2002 Tenure Stream/Librarian Appointments Process

Faculty	# Authorized Appts 2001-2002	# Appts Filled 2001-2002	# Appts Filled; start delayed to 2002-2003	Total Appts. Filled 2001-2002	# Appts Unfilled; delayed or failed searches
Arts	30	16	2	18	12
Atkinson	16	12	–	12	4
Education	5.5	4.5	–	4.5	1
FES	2	1	–	1	1
Fine Arts	5.5	1.5	–	1.5	4
Glendon	3	2	–	2	1
Osgoode	4	3	–	3	1
FPAS	16	10	–	10	6
Schulich	15	5	–	5	10
Libraries	1	1	–	1	–
TOTAL	**98**	**56**	**2**	**58**	**40**

Source: Office of the AVP Academic Resource Planning

As a result of these appointments, the tenure-stream complement increased to 1,144 as seen in figure 3. This is a net increase of 17 from the previous year. Authorized appointments are expected to exceed retirements and other terminations in 2002-2003, which means the faculty complement will continue to grow. For positions effective 2002-2003, 106 searches were authorized.

Figure 3: Full-Time Faculty Tenure Stream Complement



Source: Office of the AVP Academic Resource Planning

Strategic Investment in New Appointments – ATOP and Fair Funding

A number of appointments made over the past three years have been funded by special government funding: the government of Ontario's fair funding grant adjustment (which adjusted average base funding to more equitable levels across universities) and the access to opportunities program (ATOP), which was intended to support growth in high demand fields of computer science and engineering (including information technology). Planned increases in tenure-stream complement have continued to accelerate, largely due to appointments that have been approved as a result of these two initiatives.

ATOP appointments support enrolment growth in the Faculty of Pure and Applied Science's computer science program and the information technology programs in the Faculty of Arts and the Atkinson Faculty of Liberal and Professional Studies. The enrolment growth objectives that the University contracted with the government under the ATOP initiative have been realized a year ahead of schedule. Twelve appointments were allocated to computer science and information technology to support this growth; all 12 searches have now been successfully completed and, of these 12, three appointments took effect during 2001-2002, and the final two will join the faculty in 2002-2003. (Seven appointments took effect in previous years.)

Fair funding appointments meet one of two academic planning objectives outlined in *Strategic Planning for the New Millennium*: the consolidation of high quality, high demand academic programs heavily impacted by previous budget cuts; and the implementation of innovative new program proposals in areas which have been long-standing planning priorities and which promise new enrolment in areas of high demand. In 2001-2002, fair funding consolidation appointments were made in economics, social science, and kinesiology in Arts, administrative studies in Atkinson, mathematics/science/technology in Education, planning in Environmental Studies, and biology in Pure and Applied Science. All of the consolidation appointments have now been made. In 2001-2002, innovation appointments were made in strategic areas as indicated in figure 4. For 2002-

2003, innovation appointments will be made to support continued expansion of the Faculty of Arts' high demand international programs, the Atkinson Faculty of Liberal and Professional Studies' professional-related programs in business and health, and the Faculty of Pure and Applied Science's new undergraduate program in engineering.

Figure 4 provides a break-down of the fair funding innovation appointments by strategic priorities. It should be noted that this chart records all successful searches thus far; some of these appointments were made effective in previous years and some will not take effect until 2002-2003.

Figure 4: Fair Funding Innovation Appointments by Strategic Priority

Strategic Priority Area	Total Appointments Allocated	Total Successful Searches Completed to June 30, 2002	Appointments Effective 2001-2002	Appointments Pending
Applied science/ engineering	6	4	2	2
Health	7	7	5	0
Business	6	5	0	1
International	8	6	2	2
TEL	4	4	3	0
Miscellaneous	8.4	4.4	1.4	4
Total	**39.4**	**30.4**	**13.4**	**9**

Source: Office of the Vice-President Academic Resource Planning

Figure 5 illustrates the status of all ATOP and Fair Funding appointments by Faculty. It should be noted that the columns referring to appointments made include all successful searches completed as of June 30, 2002; some appointments took effect prior to 2001-2002 and some will not take effect until 2002-2003. All Fair Funding consolidation appointments and ATOP appointments have now been made.

Figure 5: ATOP and Fair Funding Appointments: Distribution by Faculty

	Fair Funding				ATOP
Faculty	Consolidation Appts	Innovation Appts		Total Fair Funding Appts	
	Made	Made	Pending		Made
Arts	9	9	2	20	5
Atkinson	4	11	1	16	3
Education	1	2	0	3	0
FES	2	1	0	3	0
Fine Arts	4	1.4	0	5.4	0
Glendon	0	0	0	0	0
Osgoode	2	0	0	2	0
Schulich	2	2	0	4	0
FPAS	6	4	2	12	4
TBD	0	0	4	4	0
TOTAL	**30**	**30.4**	**9**	**69.4**	**12**

Source: Office of the AVP Academic Resource Planning

In the last three years there has been a significant increase in the number of new tenure stream appointments, attributed to a net increase in appointments through Fair Funding and ATOP, and increases due to the replacement of retirements. Over the last decade, the gender distribution in new appointments has improved by equitably rebalancing the percentage of male to female hires, as illustrated in figure 6.

Figure 6: Distribution of New Tenure Stream Appointments by Gender

Male/Female Distribution 1990-1991 – 2001-2002

Appt. Year	Male	Female	# of Appts. Per Year
1990/91	26	33	59
1991/92	23	22	45
1992/93	12	13	25
1993/94	27	21	48
1994/95	14	28	42
1995/96	25	24	49
1996/97	21	17	38
1997/98	18	13	31
1998/99	16	12	28
1999/00	33	36	69
2000/01	39	36	75
2001/02	35	25	60
Total:	**289**	**280**	**569**

Note: includes professional librarians and conversions

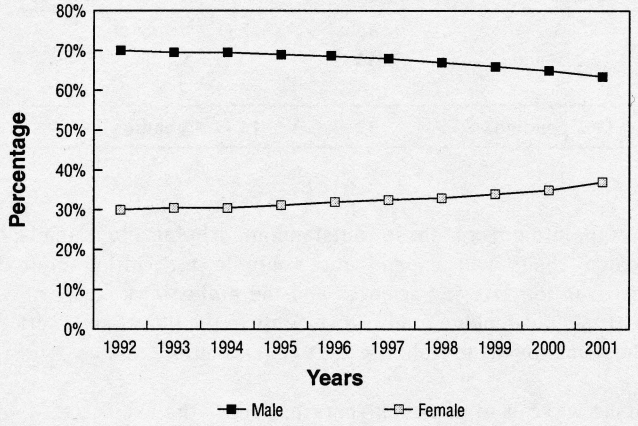
Source: Office of the AVP Academic Resource Planning

The University plans to continue to proactively search for new tenure stream appointments under its affirmative action program and to diversify the representation of employment equity groups in the faculty population. The additional growth in tenure stream appointments projected for the next decade, reflective of the increase in student participation rates, represents an opportunity for the University to equitably make appointments to targeted groups. This future generation of substantial demographic growth at the University in its student, faculty and staff population provides the University with the ability to make faculty appointments that coincide with and are representative of the student and staff populations at York. This demographic growth, in conjunction with the substantial number of faculty members that are scheduled to retire over the next decade, has the University planning to continue to make a higher level of new tenure stream appointments than normal over this period.

Affirmative Action

The University is committed to increasing the percentage of women tenure-stream faculty complement and its affirmative action policies have been successful in increasing this percentage. The success of affirmative action can be seen in figure 7, which charts for the past ten years the breakdown of the total full-time faculty complement (including tenure stream and contractually limited appointments) by gender. In 2001-2002, 42 per cent of all new appointments were women. The percentage of new female appointments at the lecturer and assistant professor level was 40 per cent.

Figure 7: Ten-Year Gender Distribution of Total Full-Time Faculty Complement



Source: York University Fact Book (based on data as reported October 1 annually)

In an effort to continue to build on "accessibility for all" at York, commencing July 2000, the program for affirmative action for women faculty was expanded to incorporate racial/visible minorities, persons with disabilities and aboriginal peoples. Persons who are members of one or more of these groups, who self identify during the selection process, are considered within the priorities of the affirmative action program. Of the 60 appointments (including conversions) that were made in 2001-2002, 25 positions were taken up by women and five of the 60 appointments were taken up by candidates who self-identified as being a racial/visible minority. It is important to point out that these statistics do not accurately portray the diversity of the new tenure stream faculty population. While the affirmative action program encourages voluntary self-identification of all applicants, some applicants choose not to participate in the program (i.e., to self-identify).

Recruitment and Retention of Outstanding Faculty

Competition: The recruitment of the best and brightest of new faculty members, and their retention at York, has become and will remain for the foreseeable future, a significant challenge. The attraction to York of outstanding faculty members is critical, both for the University's reputation and to ensure that students continue to receive the highest quality education. Projections of increases in numbers of students who will be attending universities during the double cohort and beyond, combined with retirement rates, have led to projections of a need for 10,000 new faculty in Ontario universities in the period to 2010-2011. Similar trends are projected in other provinces and across North America. York will therefore have to compete with other universities, not only in Ontario, but internationally, for outstanding faculty. Toronto and York remain attractive locations for faculty, but the cost of living here means increased pressure on salary budgets.

Compensation: An important component in retention of faculty is compensation levels. York recognizes the significance that compensation has for the successful profile, reputation and operations of the University in its research, teaching and scholarly pursuits. Therefore, York continues to maintain competitive compensation levels. Statistics Canada data comparing faculty salaries at York in relation to the Ontario university system for 2001-2002 are not currently available.

Merit: In the past year, the University took other steps to ensure that excellent faculty stayed at York. Most notably, the collective agreement with the York University Faculty Association provides for merit awards to York's most outstanding faculty and librarians. In 2001-2002 $500,000 was awarded to 225 faculty members. In addition, the University made salary adjustments to 28 faculty members and librarians to correct for salary anomalies or to retain faculty who had competing offers from other universities.

Mentoring: For a number of years, the office of the associate vice-president academic, in cooperation with the Centre for the Support of Teaching, and the York University Faculty Association, has provided support and training for new faculty, aimed at acclimatizing them to York University and helping to ensure their retention. As part of these initiatives, in 2001-2002 a mentoring program was offered, which provided new faculty the opportunity to link with a more senior faculty member who provides advice and support during the first year of appointment. More than 50 new faculty took advantage of this program. This project will be further developed in 2002-2003. Specifically, the associate vice-president academic will explore with the associate vice-president research opportunities for a coordinated approach to mentoring in the context of both teaching and research. In addition, some Faculties have implemented mentoring programs, for example, mentoring for women (both faculty and students) in science programs.

Support for Teaching and Professional Development: An important component of the retention and success of faculty members is ongoing support provided in relation to teaching and learning and professional development. The Centre for the Support of Teaching is an important locus of activities and resources in relation to teaching development. See the section on Teaching and Learning for more details about the centre's activities, as well as information on initiatives in relation to technology enhanced learning.

Canada Research Chairs

The introduction of the Canada Research Chairs program in the 2000 federal budget has both increased the competitive environment and provided new opportunities to attract outstanding faculty to York. Two types of Chairs are available: tier 1 Chairs (providing a fund of $200,000 annually to support Chair-related activities) for established researchers who are world leaders in their fields; and tier 2 Chairs ($100,000 annually) for scholars with the potential to be leaders; they are allocated to universities based on granting council support in three categories: Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council (NSERC), and Canadian Institutes of Health Research (CIHR). In addition to the chairholder's salary and benefits, this funding can provide research assistance and other support for graduate students, as well as support for travel, conferences and other activities associated with the Chair. York's

Figure 8: York University Canada Research Chairs

Granting Council	Tier 1 Chairs Available	Tier 1 Appts Approved	Tier 2 Chairs Available	Tier 2 Appts Approved	Total Chairs Available	Total Chairs Approved
SSHRC	7	4 (+ 2 pending)	8	3	15	7 (+ 2 pending)
NSERC	7	2 (+1 pending)	8	5 (+ 2 pending)	15	7 (+3 pending)
CIHR	1	1	1	1	2	2
Total	**15**	**7 (+ 3 pending)**	**17**	**9 (+ 2 pending)**	**32**	**16 (+ 5 pending)**

Source: Office of the Vice-President Academic

CRC allocations over the five-year period, and their status, as of June 30, 2002, are detailed in figure 8.

Each university is required to file an institutional research plan, and nominations are judged in relation to the fit of the individual research plans presented to the strategic directions articulated in the university's plans, as well as on their quality. York's CRC strategic research plan is very closely aligned to its strategic academic priorities. Therefore, in addition to their potential to enhance York's research profile, these appointments also significantly advance strategic priorities in relation to academic program directions identified in academic planning documents, in particular the enhancement of strengths in the liberal arts and sciences and the development of new programs such as engineering. A total of 16 appointments have now received approval from the CRC secretariat; a further 5 are pending CRC approval. The following faculty took up appointments as Canada Research Chairs during the 2001-2002 academic year:

- Professor Nantel Bergeron (NSERC tier 2; Mathematics and Statistics, Arts): Canada Research Chair in Algebraic Combinatoric Structures
- Professor Christopher Innes (SSHRC tier 1; English, Arts): Canada Research Chair in Performance and Culture
- Professor Engin Isin (SSHRC tier 2; Social Science, Arts): Canada Research Chair in Citizenship Studies
- Professor Sylvie Morin (NSERC tier 2; Chemistry, Pure and Applied Science): Canada Research Chair in Surface and Interfacial Electrochemistry
- Professor Leo Panitch (SSHRC tier 1, Political Science, Arts): Canada Research Chair in Comparative Political Economy
- Professor Vincent Tao (NSERC tier 2, Earth and Atmospheric Science, Pure and Applied Science): Canada Research Chair in Geomatics Engineering (external appointment)
- Professor Evan Thompson (SSHRC tier 2, Philosophy, Arts): Canada Research Chair in Cognitive Science and the Embodied Mind
- Professor Andrew White (NSERC tier 2, Biology, Pure and Applied Science): Canada Research Chair in Plant Biotechnology and Structural Biology
- Professor Jianhong Wu (NSERC tier 1, Mathematics and Statistics, Arts): Canada Research Chair in Applied Mathematics

One further appointment (Professor Joel Katz, Canada Research Chair in Health Psychology) will take effect July 1, 2002.

The appointment of these outstanding scholars to Canada Research Chairs will expand York's profile for cutting edge research in the arts and sciences and the professions. They will also attract outstanding graduate students to the University – part of the commitment to train the next generation of scholars.

An issue which is of particular concern, both to the CRC secretariat and to York and other universities, is the identification and appointment of outstanding women to Canada Research Chairs. Statistics provided by the CRC secretariat indicate that, of appointments made thus far across the country, only 80 of 535 (15 per cent) have been women; the York proportion is only slightly better: three of 16 appointees (19 per cent) have been women. Particular attention must be given to increasing the proportion of appointments of females so that the proportion of women among CRCs more closely approximates the proportion of women in the tenure stream faculty. Another issue which deserves attention is the appointment of external candidates, including those from other Canadian universities and in particular those who have left Canada to take up positions in other countries. Of the 16 York appointments which have been approved by the CRC secretariat thus far, four have been external candidates. The office of the vice-president academic will be working closely with deans in the coming year to identify outstanding female candidates, both within and outside this university.

Endowed Appointments

The endowment of more than 20 appointments over the last several years has supported the appointment of outstanding scholars of international stature. As part of the fair funding allocations, funds were earmarked to enable the University to contribute "seed" funding to the establishment of these endowed appointments:

- In 2001-2002, the senate and the board of governors approved the establishment of the Avie Bennett Historica Chairs in Canadian history and Canadian literature, and searches will be undertaken during 2002-2003 to fill these chairs.
- Professor Alex Pomson was appointed to the Koschitzky Family Chair in Jewish Teacher Education in the Faculty of Education.
- A search in 2001-2002 resulted in the appointment of Professor Tom Gallant as visiting professor through funds from the Hellenic Heritage Foundation in support of a Chair in Hellenic Studies; Professor Gallant will take up the appointment in 2002-2003.

2. Students

The Division of the Vice-President Academic works closely with the Division of the Vice-President Enrolment and Student Services to define enrolment targets which are realistic in relation to current trends and consistent with academic planning objectives, and to attract outstanding students to the University's programs while maintaining a commitment to accessibility.

Enrolment Planning:

Plans have been put in place to achieve a re-balancing and diversification of enrolments in the direction of applied and professionally-oriented programs, while maintaining the commitment to the liberal arts. More specifically:

- The University is planning for a decline in the liberal arts' share of total university undergraduate enrolments, with growth in strategic areas (e.g., applied areas);
- There are plans for growth in specific areas of the sciences such as applied mathematics, biology/biotechnology, and collaborative programs with Colleges of Applied Arts and Technology, as well as via distance education;
- Planning is under way to expand the range of programming in professional programs, in both new programs such as Human Resource Management and existing programs such as Nursing, and the Schulich International Bachelor of Business Administration;
- Plans associated with ATOP have meant substantial growth in computer science and information technology programs and growth is also planned in the new engineering program;
- In the health area, substantial growth is planned through the Atkinson Faculty's new Health Policy and Management programs, and kinesiology enrolments will continue to grow;
- Plans are for about 500 enrolments spread across a wide variety of new and existing programs with an international focus;
- Collaborative program growth and distance education opportunities will be spread across the curriculum and will be an important component of planning to accommodate the double cohort, with 2000 FFTEs planned for TEL/collaborative as part of SuperBuild.
- The plan is to maintain the proportion of graduate to undergraduate enrolments.

Enrolment plans for 2001-2002 were set based on these planning parameters. Figure 9 indicates the Faculties' success in achieving enrolment plans for 2001-2002. Glendon College continues to implement its recruitment and programming plans to attract new students to achieve its plans, and its progress is being carefully monitored. The Faculty of Environmental Studies has put into place a plan, involving a reorganization of curriculum, to enable it to achieve its enrolment plans.

Figure 9: Enrolment Plans and Actual Enrolments by Responsible Faculty, 2001-2002

	UNDERGRADUATE/ PROFESSIONAL		GRADUATE	
FACULTY	Planned Enrolment (FFTEs)	Actual (FFTEs)	Planned Enrolment (FFTEs)	Actual (FFTEs)
Arts	14,248	14,352	2,862	3,068
Atkinson	5,576	5,843	133	133
Education	1,232	1,294	275	298
Environmental Studies	318	230	676	848
Fine Arts	2,009	2,228	404	361
Glendon	1,327	1,305	56	66
Osgoode	870	850	400	458
Pure & Applied Science	3,247	3,370	784	763
Schulich	626	616	2,073	2,408
Total	**29,453**	**30,088**	**7,663**	**8,402**

Source: Office of the AVP Academic Resource Planning and Office of the AVP Management Information Systems

While the University achieved its overall enrolment plans, the intake of new Year 1 students was below expectations in 2001-2002 in some Faculties. As these students flow through into upper years, this shortfall may affect the ability of the Faculties or the University to maintain its overall enrolment target. This bears watching. It appears that much of the shortfall in York enrolments is attributable to decisions by other universities to accept higher-than-expected numbers of students; it is not clear whether these trends will continue for the future, but careful monitoring will be required. This provides evidence of the highly competitive situation for students in Ontario – a situation which will be made all the more unpredictable as a result of the entry of private universities, the University of Ontario Institute of Technology, the Ontario College of Art and Design, and applied degrees offered by Colleges of Applied Arts and Technology into the market.

Planning for Double Cohort

Growth in the population aged 18 to 24, increases in participation rates and changes in workplace requirements will mean long-term enrolment growth for Ontario universities. Added to this is the double cohort, which creates a shorter-term "bulge" expected in university enrolment primarily in the years 2003 through 2006. York's enrolment planning for the double cohort is outlined in figure 10 which was based on an original government projection of additional students associated with the double cohort; this has subsequently increased. Planning must also include the recruitment of outstanding faculty and staff to support these increased numbers, as well as the provision of academic and administrative space. Two new buildings (the new Schulich School of Business building and the Technology Enhanced Learning building) are under construction through SuperBuild, along with associated renovations to existing space, to accommodate these increased enrolments.

York's enrolment plan, based on its submission to the Ministry of Training, Colleges and Universities in 2001 is illustrated in figure 10.

Figure 10: Double Cohort and Demographic Enrolment Projections for York

Enrolment Funding Categories Based on Head Counts	Enrolment Plan in 2000-2001	Peak Enrolment in 2005-2006
Undergraduate Eligible	32,233	39,097
Undergraduate Ineligible	2,025	1,880
Graduate Eligible	3,481	3,920
Graduate Ineligible	798	707
Total Eligible	35,714	43,017
Total Ineligible	2,823	2,587
GRAND TOTAL	**38,537**	**45,604**

Source: Office of the AVP, Management Information Systems

Note: "undergraduate ineligible" is primarily visa students, but also students admitted lacking full credentials and students in the York/Sheridan design program; "graduate ineligible" is primarily visa students, as well as students who have exceeded program time limits and students in unfunded programs

Since that submission, the Ministry has requested Ontario universities to take additional enrolment to meet unexpected demand.

Equally important is planning to address curricular and student support issues associated with the double cohort. The annual Senate Academic Policy and Planning Committee planning forum in May 2002 highlighted a number of these issues:

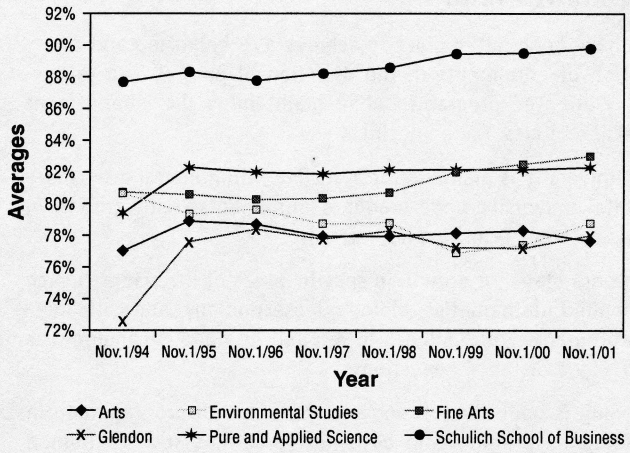
- the need for additional supports (both academic and social) to deal with the fact that students will be entering York with one year less preparation and maturity; such supports, both in and outside the classroom, might include additional opportunities for tutorial or one-on-one assistance, increased academic writing assistance, counseling, time management and study skills, and mentoring;
- the need for adjustments to York curricula in response to changes in the high school curriculum, particularly in areas, such as mathematics and sciences, where a specific level and kind of preparation is assumed to enable students to proceed in university study;
- the need to deal simultaneously with students from two "streams" (the old and new high school curricula) in classrooms over the next several years;
- the impact of changes in compulsory credits in the new high school curriculum on students' familiarity with other areas in the university curriculum, e.g., fine arts, languages, environmental studies, and the implications for recruitment and level of preparation; and
- the future of the 90-credit degree.

These issues are well in hand in some units, but they must be brought to the attention of, and addressed by, all units and faculty members in the very near future.

Attraction and Retention of Outstanding Students

Attraction of Outstanding Students: Applications to York remain robust, and the University's efforts have resulted in the continuing attraction of outstanding students despite an increasingly competitive recruitment environment (figure 11).

Figure 11: Mean OAC Averages of Year 1 Registered Students

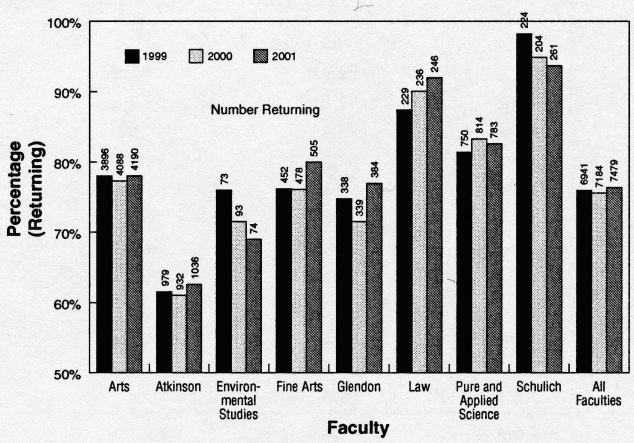


Source: Office of the AVP Management Information Systems

Accessibility: Accessibility has always been a hallmark of York University. This does not mean a diminution in quality, but the provision of flexibility in relation to scheduling of courses (daytime and evening programming) and full- and part-time study and increasingly the availability of distance education opportunities, which make learning available to those with competing commitments such as work and family or whose location makes on-campus learning difficult or impossible. Maintaining accessibility will be important as enrolment pressures increase.

Retention: Once here, in order to allow them successfully to complete their programs, the objective is to provide students with high quality, interesting and relevant curricular options (see the section on Academic Programs), and ongoing supports for their learning and overall educational experience. The University provides a variety of academic supports (e.g., academic advising, English as a second language assistance, writing centres), personal supports (e.g. time-management and study skills, financial counseling), and financial support, career guidance, and support for special needs, as well as access to extracurricular activities (student clubs, sports, student government, cultural activities). An indication of the University's success in offering attractive programming and appropriate supports may be found in the rates of students' continuation in their programs, as illustrated in figure 12.

Figure 12: Students Returning to York in Year Two, 1999, 2000 and 2001



Source: Office of the AVP Management Information Systems

Retention has been identified as an important issue by the Faculties and several have been working to develop specific strategies to retain students, through enhanced advising processes, improved clarity in degree requirements, and supports for vulnerable students. Notable is a Faculty of Arts pilot project aimed at retaining and supporting students who are required to withdraw, which will be initiated in the 2002-2003 year. These measures are described in greater detail in Faculty sections.

Key Performance Indicators

In 1998-1999 the Ministry of Education and Training (now the Ministry of Training, Colleges and Universities) initiated reporting of several indicators of institutional success: degree completion rates, employment rates and OSAP (Ontario Student Assistance Program) default rates for all Ontario universities. Since a portion of government funding is now dependent upon the university's comparative success rates in relation to key performance indicators (KPIs) relating to degree completion and employment rates, it is critical that the university take steps to improve its standing, particularly in relation to retention of students to graduation. Some improvements, as well as adjustments in the funding formula in 2001-2002, resulted in York's receipt of $1.6 million (about 6.8 per cent of the system total), but this total does not yet match York's "share" of the system, which is about 10 to 11 per cent on most measures.

The York results, as provided by MTCU, in 2001 are as follows:

- Degree Completion Rates – Of the entering class of 1992, York's overall degree completion rate within a seven year period was 68.1 per cent, down slightly from the previous year. It should be noted that this rate does not include students who study at York for their first and second years and transfer to other postsecondary institutions to study professional disciplines unavailable here or students who enter a degree program and finish with a certificate. It also does not capture those students who choose to stop out and subsequently return to complete a degree or those who complete a degree after transferring to York in the upper years of undergraduate study.

Figure 13 provides further detail by type of program; information on degree completion rates is also available on the University's Web site.

Figure 13: Degree Completion Rates*, 1990, 1991, and 1992 Cohorts

	Data Reported 1999	Data Reported 2000	Data Reported 2001
Agricult/Bio Sci	49.3%	57.1%	59.8%
Other Arts & Science	57.7%	61.1%	63.2%
Business & Commerce	65.4%	69.0%	66.8%
Computer Sci	61.6%	64.3%	62.8%
Education (teacher tr.)	97.7%	98.3%	97.5%
Fine & Applied Arts	57.4%	57.6%	58.5%
Humanities	59.6%	66.9%	65.1%
Law	95.4%	96.4%	93.6%
Mathematics	63.7%	71.7%	63.0%
Nursing	NA	NA	**
Kinesiol, Rec., Phys. Ed.	NA	63.8%	58.7%
Physical Sci	60.1%	64.0%	58.3%
Social Sciences	60.1%	67.4%	66.0%
TOTAL	**64.6%**	**69.4%**	**68.1%**

* Percent of year 1 students in bachelors or first degree programs in 1990, 1991, and 1992 respectively, who subsequently received a degree in the next 7 years in any program area

Notes: Other Arts and Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified. Program area reporting categories have changed, limiting comparisons across years.

Source: Ministry of Training, Colleges and Universities

- Employment Rates – York University graduates are doing exceptionally well in the job market, with an overall employment rate of 95.4 per cent for 1998 graduates, two years after graduation. These employment rates have remained quite stable over the periods for which data have been collected. York graduates find employment at a high rate in all fields, for instance 94.3 per cent in arts and science, 99.2 per cent in business (an increase from 94.9 per cent last year), 97.9 per cent in computer science (an increase from 94.6 per cent last year), 93.9 per cent in fine arts, and 96.2 per cent in kinesiology. This information confirms, in particular, that there is a high employment rate for liberal arts graduates. Figure 14 provides further programmatic detail regarding employment rates six months and two years following graduation, for students graduating in 1998; this information is also available on the University's Web site. It should be noted that these data are reported by program type, rather than by Faculty, so, for example, the "business and commerce" category includes a variety of business-related programs.
- OSAP Default Rates – The third indicator, OSAP default rates, is not one which falls within the operational or budgetary purview of the division; however, further information on this indicator is available on the University's Web site.

Figure 14: Employment Rates – Six Months and Two Years After Graduation*

	Data Reported 1999 – 6 months	Data Reported 1999 – 2 years	Data Reported 2000 – 6 months	Data Reported 2000 – 2 years	Data Reported 2001 – 6 months	Data Reported 2000 – 2 years
Agri/Bio	82.6%	93.3%	NA	NA	NA	NA
Arts&Sci	88.2%	92.5%	92.2%	95.7%	92.2%	94.3%
Bus/Com	94.1%	98.0%	92.2%	94.9%	97.8%	99.2%
Comp Sci	87.1%	98.5%	91.2%	94.6%	93.8%	97.9%
Education	92.1%	97.4%	99.2%	100%	98.7%	98.7%
Fine Arts	91.5%	97.1%	91.6%	94.4%	93.8%	93.9%
Huma	92.2%	95.7%	NA	NA	NA	NA
Law	95.0%	97.7%	95.4%	100%	100%	98.1%
Math	85.7%	97.2%	NA	NA	NA	NA
Nursing	NA	NA	NA	NA	**	**
Kinesiol	NA	NA	97.6%	94.1%	91.3%	96.2%
Phys Sci	87.5%	88.9%	NA	NA	NA	NA
Soc Sci	89.5%	95.7%	NA	NA	NA	NA
TOTAL	**90.6%**	**96.2%**	**92.9%**	**96.0%**	**93.8%**	**95.4%**

* Percent of 1996, 1997, and 1998 graduates, respectively, of bachelors or first professional degree programs employed 6 months and 2 years after graduation

Source: Ministry of Training, Colleges and Universities

Teaching and Learning

An important component of success in the retention of students is the quality of teaching and learning in the institution. Within the overall goal of providing excellence in undergraduate and graduate programs and the educational experience for students, the division's objectives are the promotion of excellent teaching, implementation of appropriate supports for teaching and learning, and the encouragement of research on pedagogy.

Excellent Teaching:

The Maclean's magazine 2001 survey reports that, at 86.4 per cent, York continues to have the highest percentage – by a substantial margin – of first-year classes taught by tenure stream faculty of Canadian universities surveyed in the comprehensive category, and is second only to Brandon University across all categories. These courses provide a crucial foundation for university study, through the introduction of scholarly approaches to the disciplines. Many full-time faculty also teach in the "foundations" courses offered by several Faculties, intended to introduce students to university study and the critical skills (e.g., reading, writing, research and analysis) associated with success in university. The same survey reports that 93.6 per cent of York faculty members hold a PhD, indicating a high level of scholarly capability in teaching and graduate supervision. York enjoys an outstanding reputation for its teaching, as demonstrated by its impressive record of external teaching awards, such as the Ontario Confederation of University Faculty Associations (OCUFA) teaching awards, CASE Canadian Professor of the Year awards, and 3M Fellowships. In 2001-2002, Professor Jan Rehner, Humanities and Centre for Academic Writing, Arts was one of only 10 holders nation-wide of the 3M Fellowship. This marks the third year in a row that a York faculty member has received this prestigious award which recognizes educators who "not only excel in the teaching of their own courses but also demonstrate an exceptionally high degree of leadership and commitment to the improvement of university teaching across disciplines." In 2002 Professor Ibrahim Badr, French Studies, Arts, received an award for outstanding teaching from OCUFA.

Support for Teaching:

York's Centre for the Support of Teaching encourages York instructors to participate in scholarly dialogue about university teaching and to reflect critically on their teaching practice. Within this general framework the centre provides a variety of opportunities for professional development related to the design and management of effective learning environments including, for example, presentation skills, learning facilitation strategies, and approaches to educational technology.

Current Activities of the Centre for the Support of Teaching: The centre's current activities can be organized according to the intended instructor groups as follows:

- Professional development for new faculty members: The New Faculty Teaching at York (NFTY) program continues to gain the lively participation of new faculty members from across the University, as well as maintaining the involvement of many recent new faculty now in the second and third years of their appointment. The program is designed to recognize different levels of experience, create links among the participants based on their classroom experiences, and allow a variety of options for engagement. In 2001-2002, specifically:
  - twenty-four newly appointed faculty members participated in the four-day summer institute held just prior to the beginning of the academic year;
  - ongoing sessions were held throughout the year focusing on engaging students in the course material, structuring group work, improving classroom presence, and preparing for the tenure and promotion process;
  - teaching circles of new faculty met regularly throughout the year to explore teaching and learning issues of interest to group members; and
  - individualized consultations were provided for those seeking such feedback on their teaching.
- Continuing professional development for experienced faculty members: For more experienced faculty, the centre undertook

several major projects to address specific teaching and curriculum concerns this year, including:

- a core group of 15 faculty members were involved in an innovative technology/pedagogy project to examine possible pedagogical frameworks for the use of technology in their teaching;
- activities aimed at promoting discussion and critical exchange regarding the development and use of enhanced teaching and learning methods were developed for faculty teaching in the sciences;
- by means of the centre's library associates program, partnerships between librarians and faculty were developed to provide assistance in designing assignments to develop students' research skills and to provide information and assistance to faculty interested in accessing and using online resources to enrich their courses;
- over 60 faculty and TAs participated in the symposium on teaching and learning – a day-long event held during reading week featuring sessions on the use of technology to encourage engaged student learning;
- approximately 40 faculty participated in the course design institute – a three-day event held at the end of term to assist faculty members seeking to design new courses or redesign existing ones. Features included workshops on general principles of course design as well as specialized workshops in three areas – curriculum diversity, teaching with technology and fostering engaged student learning; and
- general teaching support, which included individualized consultations, open sessions and Web-based resources, was provided following the events of September 11, 2001 to help instructors discuss and respond to the potential effects of high emotions and tensions prevalent at the time.

- Preparing future faculty: The centre coordinates the university teaching practicum, a substantive program of teaching development for York graduate students, in collaboration with the Faculty of Graduate Studies. In 2001-2002, specifically:
  - enrolment in the practicum grew by 22 per cent and now involves over 400 participants from across all graduate programs;
  - twelve graduate students successfully completed the program requirements and received formal recognition from the Dean of Graduate Studies;
  - the teaching development graduate assistantship program was fully subscribed with thirty graduate assistants in seventeen departments across campus responsible for the coordination of complementary discipline-specific development programs for TAs;
  - the 19th annual TA day conference had over 320 participants with 45 faculty, TA and staff as facilitators;
  - two sections of the graduate course on university teaching and learning (UTAL 5000.03) were offered in the summer of 2001; and
  - two sections of the non-credit course "TA-ing in English at York: A Course for International Graduate Students with ESL Backgrounds" were mounted during the academic year, one for TAs in the sciences, and one for TAs in the humanities. This course is offered in collaboration with the English Language Institute, with major funding from Graduate Studies.

Review of Support of Teaching:

In July 2001, the vice-president academic mandated a two-year review of the Centre for the Support of Teaching, its goals and its programs. A primary motivation for the review was a desire to integrate support for the instructional use of technology into the centre's programming without compromising the centre's other support activities. In the first year of the review the centre's advisory board held an open forum on the review process and established five working groups to consider the following specific aspects of the CST mandate and operations:

- prepare a mission statement or set of first principles to guide the work of the centre;
- consult with centre users and non-users regarding what types of support they view as helpful to their teaching work, and make recommendations regarding priorities for teaching support programming;
- survey and consult with units equivalent to the centre at other universities;
- survey the academic literature on faculty development in higher education; and
- prepare a plan for integration of the technological support of teaching with the pedagogical support programs of the Centre.

All working groups are well advanced in their work, and a report for community input will be circulated in September 2002. A final report is anticipated in December 2002, with implementation of the report recommendations to be realized by July 2003.

Technology Enhanced Learning (TEL):

Construction of the new Technology Enhanced Learning Building, which is being developed with Seneca College to accommodate more than 4,000 FFTE's, is proceeding on time and on budget, and fund-raising is under way to support this project. As reported in the 2000-2001 Planning, Budget and Accountability document, several academic units from four Faculties at York University, accounting for some 2,000 York FFTE's, together with several support groups, will be housed in the TEL Building upon its completion, including:

- the Department of Design in the Faculty of Fine Arts, involving approximately 200 FFTEs in the joint degree program with Sheridan College;
- the mathematics, science and technology program in the Faculty of Education, with 250 FFTE's, which will work closely with the joint York/Seneca Institute for Science and Technology in Education, also to be housed in the TEL Building;
- the Faculty of Arts undergraduate and graduate programs in communication studies and the undergraduate program in information technology (ITEC), expected to generate 500 FFTE's; the ITEC program is involved in several TEL projects that will assist the Faculty in its assessment of learning outcomes from TEL;

- several programs and units of the Atkinson Faculty of Liberal and Professional Studies including the School of Analytic Studies and Information Technology (SASIT), expected to generate 1,000 FFTEs, the health informatics group, the Atkinson distance education unit, which will continue to lead in the design and assessment of effective means of producing distance education courses, and the Atkinson computer services units.

The TEL Building will also house several important units engaged in research in, and support for, technology enhanced learning, with a view to the provision of effective pedagogy for faculty, staff and students who wish to access technology enhanced teaching and learning. These units are expected to include the proposed Technology Enhanced Learning Institute, a joint York/Seneca College venture, the Centre for the Support of Teaching (CST), the Computer Assisted Writing Centre (CAWC), Computer Network Services faculty support services and the Institute for Research on Learning Technologies. These units, together with the planned joint York/Seneca TEL Institute, will undertake advanced research to promulgate the most effective pedagogy and methodologies in technology enhanced teaching and learning. The TEL Building will also feature fully equipped technology enhanced classrooms able to hold up to 150 students. Smaller classrooms will accommodate up to 30, 50 or 75 students and will be designed at the cutting edge for technology enhanced learning. In addition there will be specially designed breakout rooms in the vicinity of the larger classrooms that will be designed for small group interaction. Collectively, the TEL Building occupants' approaches to teaching pedagogy in design, education, communications, information technology and health informatics, using effective technologically enhanced learning repertoires based on sound research and best practices, will position York at the cutting edge of technology enhanced teaching and learning paradigms.

As noted above, a review of support of teaching is expected to result in enhanced coordination of and access to technological supports for teaching across the University. The expectation is that the Centre for the Support of Teaching will provide the locus where issues of pedagogy are discussed and emphasized first and where a technology overlay to enhance teaching and learning is provided. The interim director of the CST has served as convenor of the technology coordinating committee, bringing together those who provide technology and support for teaching and learning across campus, towards more effective coordination of activities and sharing of experiences. Part of the review also involves exploration of opportunities for the CST and the Computer Assisted Writing Centre to cooperate in provision of optimal support for pedagogy and the use of technology by faculty and students.

3. Academic Programs

The division's general objectives, based on academic planning principles and enrolment analysis, are: to maintain the highest quality and variety of liberal arts programs; to diversify and rebalance programming and enrolments in the direction of the sciences, and applied and professional programs; and to offer programs and educational experiences which are innovative and relevant to students' interests and which instill skills that will enable them to be engaged and productive members of society.

Program Innovation and Development

Program development continues to follow the strategic directions established in *Strategic Planning for the New Millennium* and the *University Academic Plan*; following is a summary of recent developments in relation to each of these strategic priorities, whose planning and/or implementation was signaled in the 2000-2001 Planning, Budget and Accountability report, and of programs now in the planning stages; further details may be found in Faculty sections. It should be noted that several initiatives advance multiple planning objectives.

Building on Strengths in Liberal Arts, Fine Arts, Sciences and Environmental Studies: The focus has been on the development of programs grounded in the arts and sciences, which offer a professional or applied focus.

- The Faculty of Arts business and society program, introduced in 1999-2000, has exceeded enrolment expectations, and is now one of the Faculty's largest programs, with 1,361 majors in 2001-2002.
- Certificates in business fundamentals and non-profit management recognize particular skill sets acquired along with the degree.
- In 2001-2002, senate approved a graduate diploma in curatorial studies in the Faculty of Fine Arts. In the previous year, certificates in digital media and digital design, and a graduate diploma in voice training, were approved.
- Approval was also given to a BSc in computational mathematics, responding to increasing demand from business and industry for graduates with research skills in these areas. New enrolments of about 30 majors annually are anticipated.
- Senate gave approval in 2001-2002 to a new BA program in criminology in the Faculty of Arts, which builds on and draws together York's existing strengths in this area and responds to long-standing strong student demand for criminology programs. Enrolments of 556 majors are projected at steady state, with an annual intake of 200 students.
- In 2001-2002, senate approved the linkage of the Communication Studies program in the Faculty of Arts with Fine Arts Cultural Studies and Film and Video (film studies), responding to growing student and societal interest in communications and culture.
- Also in 2001-2002, senate approved the addition of a 90-credit option within the BES program in the Faculty of Environmental Studies. The program will be an important component of retention efforts in the Faculty, meeting the needs of students who prefer a structured program and who do not wish to proceed to the Honours degree, for example, those pursuing a joint BEd degree. The Faculty has also revised its BES degree requirements to provide greater clarity and cohesion and to address students' interests, as part of a strategic plan intended to enhance recruitment and retention of students.
- In 2002-2003, FES will accept its first students into the certificate in environmental landscape design.

- Glendon College will offer a bilingual certificate in public administration and public policy, consistent with the objective of offering professionally-oriented programs within the liberal arts.
- A graduate diploma in value theory and applied ethics was approved by the senate in 2001-2002.
- The Faculty of Arts is developing plans for a program in cognitive science.
- Planning is also under way for a graduate program (MA and PhD) in humanities.
- Environmental Studies is developing a joint certificate in community arts practice with Fine Arts, and a combined MES/MBA program with the Schulich School. A diploma in sustainability education with the Faculty of Education has been approved by both Faculty Councils and will be submitted to the senate for approval.
- The Atkinson Faculty is developing a Masters program in criminal justice studies.

Diversification into Professional and Applied Studies: Development is in a range of areas, in addition to some of those noted above, focused largely on new programs in the Atkinson Faculty of Liberal and Professional Studies and expansion of programs in the Schulich School, based on student demand.

- The Atkinson Faculty of Liberal and Professional Studies took in its first group of students in its undergraduate program in human resources management in September 2001; 161 students majored in this program in 2001-2002.
- A Masters program in human resources management, the first in Canada, was approved by the senate in 2000-2001 and is pending OCGS approval.
- The Schulich School of Business' joint Executive MBA program with the Kellogg School of Management was launched in January 2002 with 43 students.
- To recognize specific skill sets acquired during their study, the Schulich School offers students a diploma in non-profit management and leadership.
- The Atkinson Faculty has expanded the options in its undergraduate social work program, responding to student demand for direct-entry full-time daytime programming in this area.
- The Faculty of Education has just introduced a part-time education program, the first in Ontario. The program will begin in September 2002 with approximately 35 students.
- Senate gave approval in 2001-2002 to Education's expansion of its mathematics, science and technology (MST) program to include a BEd (Technological Studies) and a certificate in the same area, responding to demand for teachers with these qualifications and to changes in the secondary school curriculum.
- Senate approved an accounting field in the PhD program in Schulich; OCGS approval has been received.
- Education is developing an Aboriginal education program.
- The Atkinson Faculty is considering development of a Masters program in accounting.
- The Osgoode Hall Law School is developing several joint degrees: LLB/PhD with the Department of Political Science; LLB/BA and Masters and a joint LLB/MD with McMaster University.
- The Schulich School is developing a Masters degree in quantitative finance, and is considering the development of a concentration in health industry management.

Interdisciplinary Health Studies: Development is focused in the Atkinson Faculty, particularly its new School of Health Policy and Management.

- Atkinson continued the development of the curriculum for its new School of Health Policy and Management; its first 23 majors enrolled in this program in 2001-2002.
- The Nursing program in Atkinson, offered collaboratively with Seneca, Georgian, and Durham Colleges, will grow to 585 by 2005 in order to meet demand for nurses with baccalaureate training; 332 students were enrolled in this program in 2001-2002.
- The PhD program in Kinesiology and Health Science has received OCGS approval and accepted its first students in January 2002.
- A Masters program in critical disability studies was approved by senate in 2001-2002 and is pending OCGS approval. It will be the first program in Canada to study disabilities from a critical perspective. This is an area which is receiving increasing international attention, both as a field of scholarship, and from organizations such as the United Nations and the World Health Organization.
- The Atkinson Faculty is developing a Masters program in nursing.
- A Masters program in critical studies in community health is also in development in Atkinson.
- Development of a graduate program in rehabilitative counseling, indicated in the 2000-2001 Planning, Budget and Accountability report, is being reassessed in light of lack of evidence of demand for such a program.

Applied Science and Engineering: Development is focused on the new engineering program in the Faculty of Pure and Applied Science.

- The Faculty of Pure and Applied Science introduced its new Bachelor of Applied Science in Engineering program in 2001-2002; with 74 majors in its first year, the program did not achieve its target of 115, probably because it has not yet established a reputation and because the Faculty wished to maintain high entry standards; however, there are indications of strong enrolments for 2002-2003.
- The Faculty has also introduced an MSc in applied and industrial mathematics.
- The BA and BAS programs in information technology (ITEC), introduced in the Faculty of Arts, Atkinson and Glendon College in 1999-2000, continue to be very attractive, growing from 469 majors registered across the three Faculties in 1999 to 1,123 in 2000, and 1,670 in 2001, surpassing targets associated with ATOP.

- A graduate program in information technology is in development.
- Graduate diplomas in biological and computational visual sciences are being developed.
- The Faculty of Pure and Applied Science in developing a pre-medicine program.

Expansion of International Programs and Activities: Development is in a range of programs across the university.

- The Faculty of Arts introduced new interdisciplinary programs in South Asian studies and international development studies in 2001-2002; 10 students were enrolled in the latter program in its first year. It is anticipated that enrolments in these programs will increase as they become better known.
- The increased international orientation in Schulich has been very successful; for example the International BBA program, introduced in 2000, now has 108 majors, and exchange programs are thriving.
- In 2001-2002, senate approved new certificates of language proficiency in the Faculty of Arts in Portuguese, modern Greek, and Spanish; in the previous year a certificate of proficiency in Chinese was approved, joining similar certificates in German, Russian, Italian, and Japanese. These certificates will be of benefit to students wishing to work in a variety of international settings.
- The Faculty of Arts also introduced a certificate in the teaching of English to speakers of other languages (TESOL).
- Osgoode Hall Law School introduced a new stream in international, comparative and transnational law to its curriculum.
- Glendon College is developing plans for an Institute of Languages and Culture.

Collaborative Programming/Technology Enhanced Learning: TEL enrolments and opportunities for distance education are spread across the curriculum; TEL is of particular benefit in planning for collaborative programming with other institutions as a means of bridging physical distance, and will be an important component of planning to accommodate the double cohort. York has worked very productively in collaborative relationships with the Colleges of Applied Arts and Technology (CAATs) for many years. The York senate has put in place principles for the development and assessment of collaborative initiatives, which include provisions that quality must be paramount in the development of these initiatives; the initiative should respond to student demand, creating new opportunities for study; it should be consistent with the missions and plans of the participating institutions; the requirements of the York degree will be respected and strengthened; the initiative should be one that cannot be pursued by either institution individually; and it should be mutually beneficial.

- The number of majors in the Fine Arts Bachelor of Design program, offered jointly with Sheridan College, has grown from 237 in 1999, when the program was introduced, to 340 in 2000, and again to 397 in 2001. The possibility of an MFA in design is under consideration.
- The Faculty of Fine Arts participates in an innovative partnership with TVOntario to offer a film course on-line in conjunction with the "Saturday Night at the Movies" series.
- The Faculty of Arts provided funding in 2001-2002 to support seven TEL pilot projects, and has created a TEL Roundtable on technology enhanced curricular inititiatives.
- In 2001-2002, the senate approved a joint Honours BA program in professional writing developed with Seneca College. This program also furthers the objective to offer professional studies within the liberal arts degree, and will prepare students for careers in publishing, government, law, education, community service, health care, corporate communications, the non-profit sector, journalism, business, advertising and the arts. The program will also provide students with strong preparation for further graduate or professional study. It is expected that 125 students will be admitted to the program commencing in September 2003, with a projected steady state enrolment of 400.
- Discussions of potential collaborative programs are currently under way with Seneca, Sheridan, Centennial, Georgian and Humber Colleges in areas such as information technology, business, fine arts (film & video, theatre and visual arts), environmental conservation, health and applied sciences.

With the announcement of Ministry of Training, Colleges and Universities funding for the new TEL (technology enhanced learning) Building at York, in cooperation with Seneca College through SuperBuild, as well as a York-Georgian College SuperBuild project which will facilitate collaborative programming on the Georgian campus, York is poised to move forward with the next generation of strategic alliances with the CAATs. The location of Seneca College on the York campus provides particular opportunities for collaboration, especially with units in the Faculty of Pure and Applied Science and Atkinson.

Non-Degree Studies

In order to offset the effects of serious cuts to curriculum and other activities as a result of the budget cuts projected for the next several years, the Office of the Vice-President Academic is working closely with Faculties on the development of innovative revenue-generating programs and courses, frequently on a non-credit basis. Not only will these activities provide financial support for degree programs, but they will also draw new constituencies of learners to the University. Activities in the non-degree area are currently centred in the Schulich Executive Development Program, Osgoode's Professional Development Program, Atkinson's Division of Continuing Education, and Education's In-Service Program. Beyond this, projects are in embryonic stages, and progress has been slower than hoped, perhaps a result of lack of experience in the development of these programs and the need to focus attention on cuts to the budgets which support degree activities. As required by senate legislation, during 2001-2002 the Office of the Vice-President Academic filed a report on non-degree activities with the Senate Committee on Curriculum and Academic Standards and Academic Policy and Planning Committee.

Program Quality Assessment

All of York's undergraduate programs are subject to senate-mandated periodic review, which is regularly monitored by the Senate Committee on Curriculum and Academic Standards and the Associate Vice-President Academic and refined as necessary in order to be maximally effective. Because of the labour disruption during the 2000-2001 academic year, student evaluation questionnaires could not be conducted as scheduled in January 2001, and all undergraduate program reviews scheduled for 2001-2002 were postponed to the following year. This will mean an unusually large number of reviews in 2002-2003, with the following scheduled: anthropology, Canadian studies (Glendon), computer science, education, film and video, French studies, geography, German, Hispanic studies, individualized studies (Glendon), international studies (Glendon), Italian, kinesiology and health science, law, linguistics, music, physics and astronomy, Russian, social science, social work, sociology, Spanish, and visual arts.

In 2001-2002, reviews of the following programs were completed and reports forwarded to the Senate Committee on Curriculum and Academic Standards: translation (Glendon), theatre, and natural science. Reviews of the philosophy and nursing programs are yet to be completed.

In accordance with the recommendations of an audit conducted by the UPRAC (the Ontario-wide Undergraduate Program Review Audit Committee administered through the Ontario Council of Academic Vice-Presidents), revisions have been made to the senate guidelines for approval of new academic initiatives.

The University participates in graduate program reviews through the Ontario Council of Graduate Studies. These reviews are summative; that is, the program's commencement or continuation is dependent upon a successful result.

- In 2001-2002, the Faculty of Graduate Studies submitted four programs for appraisal to OCGS: social anthropology, economics, chemistry, and mathematics and statistics. Consultants have visited to review two of these programs, and the other two programs will have consultants' visits in the fall. No results have yet been received.
- During this year, two new graduate programs were approved to commence: the PhD in Kinesiology and Health Science, and the joint Executive MBA with Northwestern University. A new field of accounting in the PhD program in Administration was also approved.
- Two new graduate diplomas were approved to commence: curatorial studies, and value theory and applied ethics.
- Reports which were due as a result of previous appraisals for translation and sociology were submitted to OCGS, and those programs were found to be of good quality – the highest rating possible.
- From the 2000-2001 appraisals exercise, geography and law were found to be of good quality with a report due. The result for political science is expected shortly. Appraisers for environmental studies will visit in the fall. Also in 2001-2002, results were obtained from appraisals conducted in 1999-2000: good quality was granted for both social and political thought and computer science (including the collaborative Consortium for Graduate Education in Software Engineering, which involves seven Ontario universities).

A number of programs (e.g. in education, social work, computer science, nursing, administrative studies, law, psychology) are additionally required periodically to undergo rigorous external evaluations as part of professional accreditation processes. The program in social work was reviewed during the 2001-2002 academic year. The Board of Accreditation renewed the accreditation for the BSW program for the maximum period of seven years, and renewed the accreditation of the MSW program for two years to allow the program to add a course to its curriculum in order to meet graduate program standards.

4. Internationalization

Internationalization is a key academic priority for the University. As a major university with an ethnoculturally diverse community, in an environment increasingly shaped by globalization, York is committed to internationalization, and has set itself the objective of consolidating and enhancing international research, curriculum and the student experience, including exchange agreements and partnerships, and increasing international student numbers.

Task Force on International Activities at York

A report, endorsed by the Senate Academic Policy and Planning Committee in the spring of 2000, focused on the importance of internationalization in all aspects of university academic and co-curricular activities, stressing the importance of moving ahead immediately. Its recommendations followed extensive research and consultations with the York community (faculty and students) and external consultants. The task force concluded that crucial to the advancement of international academic activities is the establishment of a framework to facilitate ongoing University-wide intellectual exchange around the conceptualization of the international, in turn leading to the development, review and implementation of new program proposals and other initiatives. Recommendations therefore included a more concerted role for APPC in the development and monitoring of international initiatives; a forum to focus intellectual debate and establish directions for new international curricular and research initiatives; the infusion of the notions of language, culture and citizenship throughout the curriculum; and the establishment of an enabling agency, headed by a senior academic administrator with responsibility for leadership in relation to internationalization. The Office of the Vice-President Academic will continue to play a key role in the development of the international agenda and has been developing plans to move forward in this area.

Appointment of Associate Vice-President International

A tangible result of the report of the Task Force on International Activities is the appointment of an Associate Vice-President International, Professor Adrian Shubert, effective July 1, 2002, as announced in the 2000-2001 Planning, Budget and Accountability report. The primary mandate of this office will be the development of a strategic plan for York's international activities. To this

end, the following goals have been set for the 2002-2003 academic year:

- Develop a Web site that provides a comprehensive set of links to York's international activities, including degree programs, Organized Research Units, and co-operation agreements. This will demand the prior compilation of an inventory of such activities. Once the Web site has been constructed, international must be given a prominent place on the University home page.
- York currently has an impressive amount of international activity, which would benefit from enhanced coordination and profile. The goal of a strategic approach is to make the whole greater than the sum of the parts. The first step towards developing an overall strategic approach will be to hold a series of meetings based on specific geographical regions, which bring together key people from across the university to discuss York's activities in those regions and how they might be approached more strategically. One idea, particularly for countries in which the university has a number of partners, would be to designate "core partners," to which the bulk of limited material and human resources could then be devoted. Other partnerships would also remain in place. It is crucial, however, that such decisions not be made unilaterally from above and, especially, that they do not inhibit the initiatives and ideas of the faculty. A second step would be to move beyond simple bilateral relationships and bring the "core partners" together in activities that York initiates or is otherwise involved in.
- One aspect of the internationalization agenda that has been largely ignored is languages. The office of the AVP International will work towards developing an international languages strategy for York. This strategy will put special emphasis on making more languages, and particularly non-Western ones, available to York students. The office will also explore external funding opportunities to support this project.

International Projects

Another result of the task force report has been the allocation (for the second year) of funds by the vice-president academic to support pilot projects to further York's international agenda in relation to teaching/curriculum, research and/or the student experience, and to contribute to the University's visibility as a leader in the area of innovative international work. A total of 19 applications from individuals and groups of faculty from across the university were submitted in response to the vice-president's call in September 2001. They revealed the depth, breadth and richness of York's activities in this area. It was not possible to provide support to all worthy projects, and priority was given to those which would have a broad-based and long-term impact on internationalization at York, which provided evidence of sustainability, and which appeared not to fit the parameters of existing internal or external funding mechanisms. Funding was provided to support ten projects:

- bringing together international approaches to health studies in the field of children's developmental disabilities: Professor James Bebko (Psychology, Arts);
- indigenous/aboriginal peoples leadership program: Professor Mora Campbell (Environmental Studies) and colleagues from FES, Education, Schulich, and Osgoode;
- enhancing world dance/music curriculum: Professor Penelope Reed Doob (Dance, Fine Arts)
- teaching of a course on languages of South Asia: Professors Nick Elson (Languages, Literatures and Linguistics, Arts) and Hira Singh (South Asian Studies, Arts);
- York participation in the Budapest consortium of law and society programs: Professor Lesley Jacobs (Philosophy, Arts)
- development of public policy and administration programs in select Palestinian universities: Professors Robert MacDermid and Saeed Rahnema (Political Science, Arts);
- creating a sustainable, reciprocal and non-imperial international exchange program: Professor Narda Razack (Social Work, Atkinson);
- development of a joint international degree program with L'Aquila (Italy) in commercial mathematics and statistics: Professor Walter Tholen (Mathematics and Statistics, Arts);
- Holocaust and anti-racism education involving Germany, Poland and Canada: Professors Mark Webber and Michael Brown (Humanities, Arts); and
- regional analysis courses and conferences for the IMBA program: Professor Lorna Wright (Schulich).

All recipients of funding have been asked to provide a report to the vice-president's office on the utilization of the funds and success of the project. It is hoped that funds can be allocated for a third competition for support for international projects in the Fall of 2002.

Some Faculties also provide funding to support international projects; see, for example, the Faculty of Arts section.

International Forum

In October 2001, the Senate Academic Policy and Planning Committee, and the offices of the vice-president academic and the vice-president research and innovation sponsored a forum on international activities as a follow-up to the work of the task force. The forum heard reports on a student forum and from two recipients of funding for projects in the previous year: Professor Marlene Shore on the development of a historical research institute at York and Professor Craig Scott on the implementation of a transnational curricular stream in Osgoode. Break-out groups considered issues relating to research opportunities, curriculum development, and strategic partnerships in the international context.

York University English Language Institute

York University English Language Institute (YUELI) provides ESL courses designed to improve English language skills for university entrance and professional advancement. At the heart of YUELI's operation is a full-time intensive English program offered at six levels of proficiency in eight week blocks all year round. This program attracts mostly students who wish to enter an English-medium university. Successful completion of YUELI Level 6 has recently been accepted as meeting the English language requirements for entry into undergraduate programs at York. A part-time version of this program is offered twice a week in the evenings or all

day on Saturdays to accommodate students already working in Toronto. There are shorter four week courses offered in the winter and summer, called "YUELI Invites the World", that combine English language development with seasonal excursions and an introduction to Canadian culture. YUELI also offers custom-designed courses for special groups that are offered here at York or abroad, as well as private tutoring. In addition to its instructional function, YUELI arranges accommodation, airport welcome service, health insurance coverage, orientation to the university, and trips to places of interest within Ontario. During 2001-2002, YUELI had 1,118 registrations in its full-time intensive English program – a 40 per cent increase over 2000-2001. In the other categories of programs the numbers were more similar to last year with 83 registering in the part-time program, 311 in the short summer programs (the short winter program was cancelled due to low enrolment following the events of September 11, 2001), and 105 in custom-designed programs.

YUELI's core of classrooms is in the lower level of Founders College. In the same location, there is a multi-media student self-access centre called NEXUS that is open before and after classes and at lunch-time. The administrative offices are located in Founders and Winters Colleges with enquiries and registration taking place in Winters 287. YUELI's Web site is www.yueli.yorku.ca It is now the main vehicle for advertising internationally and registration via the Web is becoming a popular option.

During 2002-2003, YUELI will be moving to a shift system in order to allow for continued growth in its intensive program without using any more scarce University classroom space. Three pilot projects are planned – YUELI's first largely on-line course, a new pre-MBA course and an opportunity for international students to combine English language study with taking or auditing a credit course in the Faculty of Arts. A range of shorter courses, called "YUELI Bytes", will be added to the program offerings to replace the part-time program. There will also be further development of the custom-designed program, especially in the area of programs for mid-career professionals.

YUELI's goals as stated in its current plan include maintaining a good student enrolment and a healthy fiscal situation, greater financial support of current and future York students though job opportunities and scholarships, higher flow-through of students from YUELI into York degree programs, increasing the number of full-time instructors on continuing contracts and further development of an efficiently-run administrative operation.

International Partnerships and Mobility

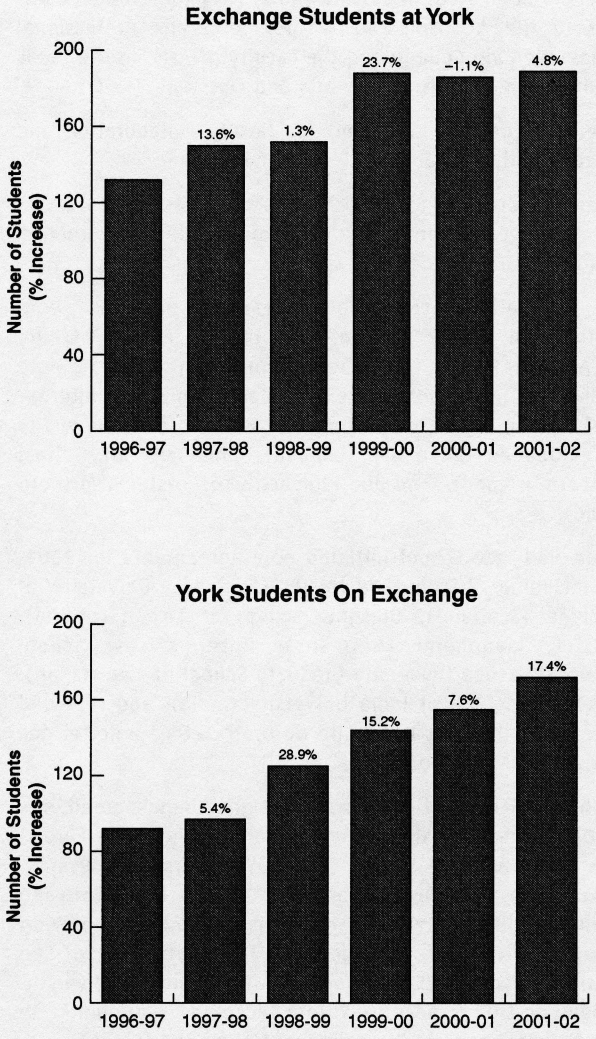
In 2001-2002, the focus was on the expansion of activities with current partners, an increase in the number of quality partnerships and programs, and an expansion to develop international collaborative research networks:

- In the summer of 2001, eight York University students participated in a unique study abroad opportunity sponsored by the Università degli studi di Calabria (UNICAL) in Italy. Students took part in a full month long immersion program covering the language, history, culture and geography of the area. In return, York University hosted six UNICAL students in October who were undertaking research for their degree thesis.
- New partnerships between York University and other international institutions were signed or were under development in 2001-2002, they include:
  - Università degli studi di Cassino (Italy) for undergraduate students of the Atkinson Faculty of Liberal and Professional Studies, Glendon College and the Faculty of Arts, in the areas of humanities, literature, fine arts and classics;
  - Universidad de Sevilla (Spain) for faculty collaboration and graduate study/research in classics and history;
  - Université Bordeaux 1, 2 and 3 (France); a special feature of the exchange is the availability of language instruction through DEFLE at Bordeaux 3;
  - New international collaborative research networks were developed in remote sensing, involving the Faculty of Pure and Applied Science and the National Centre for Remote Sensing (PRC), and gender, sexuality and family and international human rights in partnership with Cornell University (USA), Queens University (Canada), University of Belfast (Northern Ireland), and the University of Ulster (Northern Ireland);
- Osgoode Hall Law School initiated new agreements for 2001-2002, including Sheffield University (England); University of Strathclyde (Scotland); Glasgow School of Law (Scotland); Universität Mannheim (Germany); Bucerius Law School (Germany); Waseda University Graduate School of Law (Japan); National Law School of India University (India); and renewed their agreement with L'Université de Droit, d'Economie, et des Sciences d'Aix-Marseille.
- The Schulich School of Business has signed new agreements with EDHEC School of Management (France); The China-Europe International Business School (PRC); Witwatersrand Business School (South Africa); Nanyang Business School/Nanyang Technological University (Taiwan); Wirtschaftsuniversität Wien (Austria); College of Management National Sun Yat-Sen University (Taiwan); IESEG School of Management, Université Catholique de Lille (France); Instituto Tecnologico Autonomo de Mexico (Mexico) and The University of Hong Kong (China).
- The Ontario/Rhône-Alpes Exchange Program and administration Ontario-wide (on behalf of the Ontario Council of Academic Vice-Presidents) moved to York, at the Canadian Centre for German and European Studies, as a companion program to the Ontario-Baden Württemburg Exchange Program.
- An EU Mobility Award was won in "Cultural Production in an International Environment". The project will develop a common module for production to be offered by all partners concurrently. Partner institutions with York include: the Université du Quebec à Montréal (UQAM), Nipissing University (North Bay), Humanistinen Ammattikorkeakoulu, Kauniainen (Finland), Hogeschool Rotterdam (Netherlands) and Università degli studi di Trento (Italy).

Since 1996 there has been a steady increase in the number of York students on official exchange programs, as illustrated in figure 15. This is due to targeted promotion in specific disciplines,

and the incorporation of exchanges as an integral part of academic programs, as well as an increase in the number of official exchange opportunities.

Figure 15: Student Participation in International Exchanges



Source: York International

An important growing trend in international education is official short-term study abroad programs. Approximately 93 students participated in 2001-2002, an increase from 60 in 2000-2001; and 102 students were on letters of permission to study outside Canada.

- In the summer of 2002, the University of Bologna (Italy) and York University initiated a new interdisciplinary summer program for York University students in Italian focusing on Bologna;
- In the summer of 2002, York University hosted computer science students from Fachhochschule Bonn-Rhein-Siegen (Germany).

Important policy initiatives were implemented this year to support international mobility:

- To further York's internationalization strategy, the introduction of the YIMA (York International Mobility Award) provides financial support for registered York students to reduce barriers to participating in international education mobility programs.
- The University recognizes the importance of managing and minimizing risk for all individuals in various activities offsite and is committed to promoting a safe working and learning environment. A pan-university committee developed a "Risk and Responsibility Policy", emergency protocols and minimum standards for field research work and study abroad, which has been forwarded to the University Executive Committee for approval.

Visitors and Community Outreach

York International hosted about 100 prominent international visitors in 2001-2002, many of whom were from the government sector and partner institutions, in support of research and project development.

As well, York International is involved with several community groups in the GTA participating in events both within York University and at external venues. This year YI worked with the Caribbean and South American communities to plan the successful Jagan Lecture as well as the biennial Baptista Lecture. The signing of the renewed partnership with the University of Calabria has provided the focus for connection to the large Italian Calabrese community including politicians and organizations devoted to the region.

International Development Programs

International Development Week – The theme for International Development Week (IDW) this year was "Promoting Solidarity: Challenges for University Teaching, Research and Partnerships in International Development". This was the fifth year that York International coordinated IDW in partnership with Faculties, colleges, organized research units, student groups, and community non-government organizations. Highlights of the program included presentations by Louise Bergeron, Director, Educational Institutions Program, Partnerships Branch, CIDA; Special Guest Speaker, Andrea Fischer, Member of the German Parliament (Green Party) and former Minister of Health (1998-2002); and a very successful full day conference organized by CERLAC on "Latin America and the Caribbean after September 11: Poverty, Crisis and Insecurity". Approximately 400 attendees participated in 10 programs, reinforcing the value of IDW for highlighting York's expertise and commitment to international development.

CIDA Tier 2 Project – Minister Susan Whelan approved York University in Brazil – Capacity Building of Civil Society in Water Resources Management in Sao Paulo, Brazil, in the UPCD Tier 2 competition funded by CIDA. The project brings together the Brazilian NGO ECOAR Institute for Citizenship, the University of Sao Paulo, and the Faculty of Environmental Studies at York University. The goal is to help Brazilian partner organizations play a leadership role in strengthening their civil society to effectively participate in decision-making processes surrounding the management and protection of water resources.

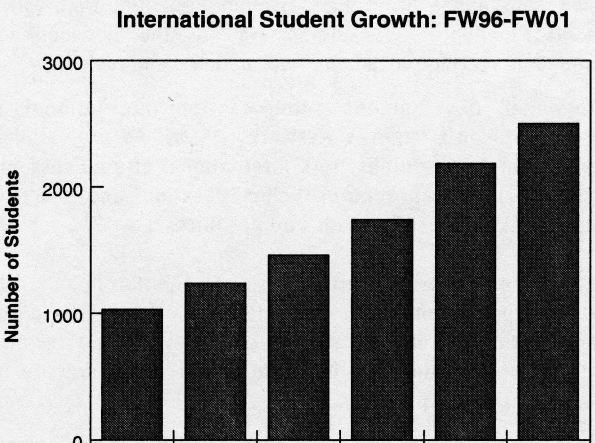
AUCC Award, Honorable Mention – The CIDA-funded York/URAC-CAN Linkage project – Human Resources for Sustainable

Development in Nicaragua's Caribbean Coast received an Honorable Mention at the Scotiabank-AUCC Awards for Excellence in Internationalization. This five-year CIDA-funded project was developed through the Faculty of Education and the Centre for Research on Latin America and the Caribbean (CERLAC); its mission is to increase the region's autonomy through the use of strategies that preserve the distinct cultural and linguistic diversities.

International Students

The international student population at York continues to grow at an annual rate of 19.6 per cent, sustained over the last six years (figure 16). This maintains York's seventh-place ranking among major Canadian universities in terms of the number of international students hosted (Canadian Bureau of International Education, 2000-2001). At York, international students represent 6.86 per cent of the total student population. Of the total numbers of international students at York University, 194 students or 7.4 per cent are studying on formal exchange programs. York remains committed to its objective of continuing to increase the numbers of international students in its programs. This commitment is likely to be challenged over the period of the double cohort, in particular, in the face of pressures, from government and the public, on Ontario universities to offer places to all qualified Ontario students – pressures which are exacerbated by current funding mechanisms based on domestic enrolments.

Figure 16: International Students: Patterns of Change and Growth at York University



	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Number of Students	1030	1237	1461	1742	2185	2620
% Increase from previous year	16%	20%	18%	19%	25%	20%

Source: York International

The international student population is largely undergraduate and is spread among the Faculties at York (figure 17).

Figure 17: Number of International (Visa) Students by Faculty

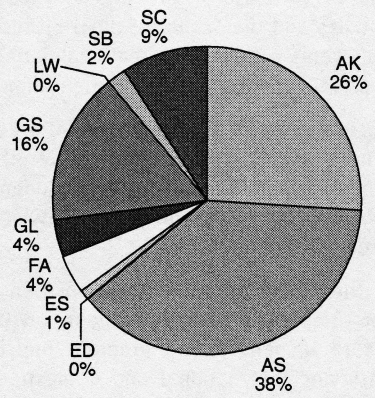
Undergraduate Students	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Arts	542	618	770	919	987
Atkinson	147	207	244	386	659
Education	2	0	1	0	6
Environmental St.	11	14	23	18	20
Fine Arts	36	54	76	86	103
Glendon	57	71	63	94	95
Osgoode	4	2	1	5	13
Science	130	155	173	199	249
Schulich	41	42	48	51	62
Graduate Students*	267	298	343	427	427

Source: York University Fact Book

* Note: All international graduate students, regardless of discipline or Faculty, are included in this category.

The Faculty of Arts and the Atkinson Faculty together enrol 62 per cent of all international students. This is a reflection of the popular majors chosen by international students, which include Administrative Studies, ITEC, Economics, Business and Society, and Computer Science among many others. In 2001-2002, enrolments of international students increased for Atkinson, Schulich, and Pure and Applied Science. Figure 18 indicates the distribution of international students among the Faculties in 2001-2002.

Figure 18: International Students: Distribution by Faculty Fall/Winter 2001



Source: York International

In 1999-2000, over 40 per cent of international students studying in Canadian universities came from Asia. At York, the Asian representation remains high, at 60 per cent of the international student body. The regional representation of international students at York has remained fairly constant over the last few years. The international student population reflects a diverse student body (as does the domestic student population), with representation from over 130 countries (domestic students report approximately 105 nationalities).

Students from the People's Republic of China, including Hong Kong, increased to 32.7 per cent of the total York international student population; students from South Korea represented six per cent. As well, the number of U.S. students at York has risen

considerably, now representing five per cent of the total international student body. Active university recruitment initiatives in Dubai and South Asia have resulted in a high growth in student numbers, from countries such as Pakistan and India.

Strategic initiatives for recruitment of international students included an agreement, expected to be signed in the near future, with the Americas Leadership Fellowship Program "Alberto Lleras" to co-sponsor eligible OAS fellowship and scholarship recipients for studies or research at York University. Fellowships will be available for students at the undergraduate, graduate and PhD levels (scholarship term will depend on the program).

The significant sustained growth in the number of international students studying at York, particularly at the undergraduate level, results in a heavy demand for services and access to ESL credit courses. This demand has resulted in a need for more comprehensive orientations, specialized workshops, and cross-cultural sensitivity training across campus.

Programs and Initiatives for International Students

In 2001-2002, approximately 1800 students attended a total of 63 programs.

Programs for incoming students included:

- Orientation – "COMPASS, Charting New Paths at York" continues to evolve as a comprehensive pan-university program. For example:
  - The Faculties of Arts, Atkinson, Pure and Applied Science, Environmental Studies and the Schulich School of Business co-sponsored several events with York International during the Fall orientation, in a professional seminar-type orientation model.
  - In total six distinct orientation programs were offered for fall, winter and summer sessions (two sessions per term) to meet the needs of both undergraduate and graduate students. Large attendance numbers (over 700 students in fall-winter 2001) indicate the success of the approach.
- Buddy program – The buddy program is a transition program assisting new international and exchange students with adjustment to life at York University. The program matches new students with continuing international and domestic students for the first month of school. In fall-winter 2001-2002 over 400 students participated in the buddy program. As an additional support network the buddy club was piloted in 2001-2002, with over 50 students attending buddy club sessions.

Year-long programming for continuing students included:

- The former International Student Bursary Program was reconfigured as an International Student Emergency Bursary Program providing more substantial awards ranging from $500 to $3000 depending on student need; 38 of the 149 applicants received awards. Approximately 19 per cent of the applications were related to events surrounding September 11.
- A three part series of workshops for graduating international students was offered in partnership with Alumni Affairs. This new partnership is important for strengthening international alumni relations, a much-needed area of development.
- The Office of Student Affairs co-sponsored international education programs such as the Emerging Global Leaders Retreat, Kaleidoscope and the International Student Internship Program. These programs encourage interaction between international and domestic students.
- More workshops on academic/learning skills were offered in cooperation with the Counseling and Development Centre (CDC).

Research and data collection was undertaken:

- A research study of first year students was completed in cooperation with a doctoral student of cross-cultural psychology, to examine student experiences with reference to social, cultural and academic adjustment. This is the first step in research on retention of international students at York. Results will be presented to the York community in fall 2002, as well as at the Canadian Bureau of International Education (CBIE) conference in October 2002.
- To streamline student advisory services, a database on advising is being developed at York International.
- York International and the senate sub-committees on Inclusivity and Diversity and on Inclusive Teaching (SCID/SCIT) are preparing a joint report on international student support at York University.

Education and training activities included:

- At the Teaching Assistant (TA) Day, sponsored by the Centre for Support of Teaching, York International collaborated in two sessions focusing on International TAs – "Introduction to the York Classroom" and "University Resources and Support". As well, a new session, "Internationalizing the Classroom: Benefiting from York's Students' Experiences" was offered to all TAs. The "Handbook for International Teaching Assistants" was updated and revised.
- Professional Development Seminars for International & Exchange Students Services Network (IESSN): As professional development opportunities, York International offered sessions on "The Internationalization of Higher Education" and "ESL students at York University: Needs and Resources".

York International presents certificates of recognition to York colleagues in appreciation of their dedication and contribution to the enhancement of international student programs and services and the Internationalization of Student Life (ISL) at York University. In 2001-2002, ISL awards went to:

- Nigmendra Narain, a PhD candidate in the Department of Political Science, for his outstanding contributions to international student activity;
- Nick Elson, Chair of the Department of Languages, Literatures and Linguistics, for his outstanding contribution to ESL program development and support; and
- Advising Centre, Faculty of Arts, for its innovative and committed program approach to international student advising and retention.

5. Infrastructure

Provision of infrastructural support (libraries, computing and other equipment, teaching, research and academic office space)

is fundamental to the achievement of York's teaching, learning and research objectives. This will become an issue of increasing import in light of anticipated substantial enrolment growth, with associated expansion of faculty and staff complements and student services.

Libraries

(see the Libraries section following)

Art Gallery of York University

The Art Gallery of York University (AGYU), a university-affiliated public art gallery, is a member of the Canadian Museum Association and the Ontario Association of Art Galleries. Its mission is to provide exhibitions, programs, and related activities focusing on contemporary art to enrich the cultural and intellectual environment of York University and the surrounding regions; and to maintain and develop a permanent collection for the University. It serves as a training ground for York students to gain valuable experience in the field of art gallery programming and administration, providing students with critical knowledge and skills for their future careers in the arts; and offers apprenticeships for course credit to outstanding graduate students enrolled in art history, arts administration, and the new curatorial studies diploma. Because education and interpretation are central to the AGYU's mission, education programs are planned in conjunction with the exhibitions, and educational components are built into the shows from their inception.

The Art Gallery of York University's 2001-2002 program explored and analyzed the contemporary visual arts through its goals: 1) to present one-person exhibitions of emerging artists, artists at mid-career, and critically neglected artists; 2) to introduce the York and Toronto audiences to important foreign artists, many for their premiere exhibitions in North America; 3) to provide a range of educational initiatives in conjunction with the exhibition program; 4) to foster the development of Canada's future artists and museum professionals through MFA/MA thesis exhibitions and internship programs.

- In serving its educational role, the AGYU brought to York leading critics, art historians, and writers from across Canada.
- The AGYU offered its resources to future professionals enrolled in graduate programs in art history and visual arts.
- The gallery forged connections among disciplines through publications, lectures, panel discussions, and film/video screenings.
- It continued initiatives to collaborate with other local, national, and international institutions.
- New initiatives included the appointment of an educational coordinator/collections assistant to expand education and outreach programs, and to catalogue and maintain York's art collection.

For 2002-2003, the AGYU looks to:

- follow up on the long-range recommendations of an external review of the gallery, conducted in 2000-2001;
- continue to reach out to the York and greater Toronto communities;
- build on the gallery's national and international reputation to help in the recruitment of excellent students and prospective donors;
- continue to work closely with the dean's office in Fine Arts and to foster ties with the York Foundation; and
- play an important role in providing resources and experiences for students enrolled in the graduate diploma in curatorial studies.

Further details of the AGYU's activities may be found at http://www.yorku.ca/agyu.

Space

During the course of 2001-2002 York added to its space inventory and moved forward with projects designed to add even more space in 2002 through 2004. However, York continues to have a serious deficit in classroom, laboratory, library, research and academic office space compared to other universities in the province.

The new Computer Science and Engineering Building opened, providing much needed offices, computer labs and classrooms, and allowed for additional space to be added to the science library, and yet more space to be converted into research and computer lab space. The new SSB and TEL buildings are rising amid a forest of cranes and are expected to be open for the beginning of the fall term 2003, as planned. The new SSB building will house the Schulich School of Business, which will include all of the necessary classrooms, labs and offices for the academic programs of the Schulich School of Business, and will also house a new Business Library as well as the Executive Learning Centre. The building currently housing SSB will be renovated to become the new home to Atkinson's School of Nursing and School of Health Policy and Management and to the Faculty of Environmental Studies, providing offices, meeting rooms, student spaces, classrooms, labs and other specialized teaching facilities. In turn, the FES space in the Lumbers Building will be reassigned to the Faculty of Pure and Applied Science to assist it in accommodating new academic activities such as the new engineering program.

The TEL Building will be the focal point for the university's activities in technology enhanced learning. Academic units slated to move in September 2003 include the Department of Design (Faculty of Fine Arts), the mathematics, science and technology program (Faculty of Education), the Faculty of Arts undergraduate and graduate programs in communication studies and the undergraduate program in information technology, and computer laboratories. Units of the Atkinson Faculty of Liberal and Professional Studies moving to TEL include the entire School of Analytic Studies and Information Technology (SASIT), the Health Informatics group, the Atkinson Distance Education unit and the Atkinson Computer Services units. The TEL Building will also house several important units engaged in research in, and support for technology enhanced learning, including the proposed joint York/Seneca TEL Institute, the Centre for the Support of

Teaching (CST), the CNS Faculty Support Centre, the Computer Assisted Writing Centre (CAWC), and the Institute for Research on Learning Technologies. In addition to the offices and research space required by the above-noted programs, the TEL Building will add considerably to the University's classroom stock with RAC (room allocation centre) classrooms, consisting of 2 x 150, 3 x 100, 4 x 75 and 5 x 30 seat rooms and associated breakout rooms, as well as labs dedicated to Health Informatics, Atkinson and Arts ITEC, Arts Communications, SASIT, Education and Design.

Classroom shortage has been a particular concern of the University as it faces the growth in enrolments due to the double cohort and the demographic increase. The University has proceeded with renovation plans that, by the end of the summer of 2002, will result in the completion of a new 267 seat lecture theatre in the Vanier Dining Hall as well as significant upgrading of seats, writing surfaces, acoustics and instructional technology in most of the lecture halls in the old SSB Building and in the Curtis Lecture Halls. However, even with these additional spaces, the university will have to continue to manage its classroom stock very carefully if it is to accommodate all of the students who will be coming to York.

The University still faces critical shortages of space in many of its areas of strategic academic focus which will limit the York's ability to engage in enrolment growth and program improvements. As well, the University faces shortages in library and study space as well as student space. Expansion of research activities also requires improvement in the University's space inventory. Space, infrastructure and associated budgetary support are essential to all of the University's new ventures.

Strategic Directions for 2002-2003

The division's goals for 2002-2003, many of which are in fact multi-year or ongoing objectives, will relate to continuing implementation of the directions identified in the *University Academic Plan* and the *Strategic Plan for the New Millennium*. These plans are described in greater detail in the relevant foregoing sections and will focus in particular on the following areas:

Faculty

- The division will continue to implement plans for renewal of the tenure stream faculty complement, in order to respond to projected growth and retirements, in areas which will build on strengths and support programming in new strategic areas.
- Searches will be undertaken to appoint outstanding candidates to authorized positions, within a highly competitive hiring environment; for positions to take effect in 2002-2003, 106 searches were authorized and the results will be reported in the 2002-2003 Planning, Budget and Accountability document.
- The division will work towards provision of enhanced mentoring and support for new faculty and enhanced professional development opportunities for continuing faculty.
- Implementation of the five-year Canada Research Chairs program will continue, with particular attention to increasing the proportion of women appointed.

Students

- The division will continue to work closely with Faculties to define enrolment plans, and associated resources, to achieve the diversification of enrolments mandated in the University's planning documents.
- Planning will also continue specifically to define and achieve enrolment levels, programming, staffing, infrastructure and student services to support the significant additional enrolments projected over the next decade, including the effects of the double cohort:
  - development of new programs and flexible delivery methods, in particular TEL;
  - development of plans to meet critical needs for faculty, staff and teaching and research space associated with growth;
  - planning for the two new buildings (new Schulich School of Business and Technology Enhanced Learning Building) approved under SuperBuild, and implications for other academic space on campus;
  - provision of supports for students' learning and overall educational experience, in particular academic and social support for students resulting from students' earlier arrival at university with the elimination of Grade 13; and
  - assessment of the need for and implementation of adjustments to the university's curriculum as a result of high school curricular changes.
- Ongoing attention must be paid to the attraction of outstanding students to the university in a highly competitive environment.
- Increased attention must be paid to means to enhance student retention.
- The office of the vice-president academic looks forward to receiving and considering the recommendations resulting from the review of support for teaching, expected by late fall of 2002.
- As part of continuing development of TEL opportunities, potential areas for project development have been identified, such as design/digital technologies, science and technology, communication studies, information technology and distance education. Attention will be given to course design and the assessment of the quality and efficacy of technology enhanced learning.

Academic Programs

- The division will continue to work with Faculties and units to foster development of new academic programs in strategic areas of anticipated growth and demand, and the enhancement of areas of strength, as described in the Academic Program section, specifically:
  - arts and sciences
  - professional programs (business, education, law)

- health
- applied science and engineering
- international
- collaborative programs and technology enhanced learning

- The division will also work with Faculties to continue the implementation of plans associated with the restructuring of the Atkinson Faculty of Liberal and Professional Studies and the introduction of the new engineering program in the Faculty of Pure and Applied Science, as well as expansion of programming in the applied sciences.
- It will support the Faculties in the development of revenue-generating programs and courses (degree and non-degree), to offset some of the effects of budget cuts.
- It will continue to support and facilitate the development of collaborative programs with Colleges of Applied Arts and Technology, in areas such as:
  - applied science
  - business
  - information technology
  - communications and design
- The division, through the office of the associate vice-president academic, will coordinate the large number of undergraduate reviews to be undertaken in 2002-2003: social science (Atkinson), social work, geography, education, international studies, anthropology, Canadian studies (Glendon), physics and astronomy, film and video, law, languages, literatures and linguistics (including German, Italian, Russian, Spanish, and linguistics), Hispanic studies, computer science, visual arts, music, French studies, kinesiology and health science, individualized studies (Glendon), and sociology.

Internationalization

- The division will work with other areas of the University to facilitate the enhancement and coordination of international activities, and the provision of support to the development of new international initiatives.
- Through the newly-established office of associate vice-president international, the division will work towards the development of a strategic approach to internationalization, including:
  - enhancement of the content and visibility of international activities on the York Web site;
  - development of a regionally-focused strategic approach to international partnerships;
  - development of an international languages strategy.

Infrastructure

- The division will continue to work with other areas of the university to address critical space shortages to meet teaching and research needs associated with planned growth and diversification, in particular:
  - completion of the TEL Building scheduled for Fall 2003;
  - completion of the new Schulich School of Business facility scheduled for Fall 2003;
  - redesign and renovation of existing classroom, office and laboratory space to accommodate growth and to meet associated needs for library and study space.

Budget

The budgets within the responsibility of the Division of the Vice-President Academic, displayed below, include the budgets of all Faculties and the Library. The activities supported by these budgets have been discussed above and will be discussed further in the sections devoted to the Faculties and the Library.

As discussed elsewhere in the PBA Report, the University has developed a four year budget plan (Budget Plan 2001-2005) that calls for a series of base budget cuts spread over the years 2001-2002 to 2004-2005. For 2001-2002, a cut of 3.7 per cent was called for but in order to provide some accommodation for academic planning schedules, Faculties and the Library were given the option of proceeding with a 2.25 per cent base budget cut in 2001-2002 and carrying the remainder of the cut forward. Those units electing this approach would make up the remainder of the cut through base cuts higher than those levied against other units in 2002-2003 through 2004-2005 and would also have to contribute their portion of an estimated $4.8 million oto shortfall by the end of 2004-2005.

In its multi-year budget planning, the academic division develops approaches that will allow the division to move forward on the strategic academic plan as much as is possible, and within the budget framework required by the University's funding arrangements. Of course, the Faculties and the Library have had to develop strategies for cost-containment and, where possible, for reducing the impact of the cuts through reorganization, growth, development of new academic programs and other revenue generating activities. The agreement by the government to provide additional grant funding for the "double cohort" students has assisted Faculties and the Library in their budget restructuring but there remains much to be done.

Each Faculty and the Library will have specific budget plans that will vary according to their individual academic plans, their complement plans, their enrolment plans and other needs such as infrastructure upgrades, renovations, etc. Where possible, some units have built up carryforwards to assist in their restructuring. In other cases, the units' plans involve deficits that will be covered by special funding unallocated at the time of preparation of these statements. In still other cases, units have developed longer term plans involving combinations of budget restructuring and growth, that will enable them to reduce debts that have accumulated and manage the cuts planned by the University. All budget plans require the approval of the Vice-President Academic and, in some cases the approval of the University Executive Committee or the Board of Governors.

The budget of the Office of the Vice-President Academic supports the cost of overall administration of the academic division. Base cuts in this budget, as in all administrative budgets within the academic division, follow the administrative cut schedule as set out in the "Budget Plan 2001-2005". Academic Support is a grouping that includes the budgets of administrative offices and related general accounts supporting academic activity. These include the Office of the Associate Vice-President Academic and the Office of the Associate Vice-President Academic Resource Planning, the Centre for Support of Teaching, the Computer Assisted Writing Centre and York International. For 2002-2003 the Office of the Associate Vice-President International has been added. Funding for this office is largely composed of funding released by the departure of the Director of York International and the retirement of a staff member in York International. With respect to the general accounts in support of academic activity, additional funding for activities under this rubric will be added through the year and is not included in the budget 2002-2003 column. These additional funds reflect as yet unallocated general support from central budgets and the efforts of faculty and administrators to raise external funding.

Special Academic Project Accounts and General Institutional Accounts for Faculties (SAP & GIF) is a general grouping that includes such accounts as the Art Gallery of York University, Schulich and Osgoode fund-raising and alumni accounts, Community Legal Aid Services Program accounts, Graduate Studies tuition fee scholarships, and a variety of accounts for Faculty-based special academic/research projects and conferences being undertaken by professors and groups of professors from every Faculty. The recorded amounts from 2001-2002 budget (displayed in the 2000-2001 PBA) to 2001-2002 actuals differ because the majority of these accounts represent activities that are self-supported through external and internal cost recovery. In some cases these accounts reflect fund-raising activity and the valuation of donations to the university. The difference between budget and actuals demonstrates the considerable level of activity in these areas between the beginning and the end of the fiscal year. Similar results are expected for 2002-2003.

Division of the VP Academic

(dollars)	Operating Results by Unit 2001-2002 Actuals	2002-2003 Budget
Faculties		
Atkinson College	28,337,555	31,072,637
Faculty of Arts	82,272,259	82,628,496
Faculty of Science	25,360,011	24,885,660
Osgoode Hall Law School	16,115,269	14,817,801
Glendon College	14,048,207	14,557,103
Faculty of Graduate Studies	13,790,234	14,306,600
Faculty of Environmental Studies	7,092,925	6,917,816
Faculty of Fine Arts	15,829,121	16,177,900
Faculty of Education	12,699,432	12,326,353
Schulich School of Business	22,035,016	25,403,670
Total Faculties	**237,580,029**	**243,094,036**
Libraries	**18,371,805**	**19,859,485**
Division of VP Academic - Other		
Office of VP Academic	683,856	623,737
Academic Support	2,597,670	2,671,232
Special Academic Projects and General Institutional for Faculties	10,204,835	1,206,544
Total Division of Academic - Other	**13,486,361**	**4,501,513**
Total VP Academic - including Faculties and Libraries	**269,438,195**	**267,455,034**

Division of the VP Academic - Other

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	3,803,838	159,667
Internal cost recoveries	107,512	94,316
Other revenues	3,530,871	301,893
Central allocations	6,058,970	3,785,656
Total Revenue	**13,501,191**	**4,341,532**
Expenses:		
Faculty - Administration	542,331	556,505
Faculty - Full time	620,215	99,900
Faculty - Contract	277,728	117,244
Teaching assistants	12,556	8,765
Research	798,220	123,489
Support/Administration	4,433,124	2,078,503
Other	846,604	53,649
Total Salaries and Benefits	**7,530,778**	**3,038,055**
Operating Costs	4,676,813	1,372,827
Amortization of capital assets	-	-
Cost of goods sold	2,847	-
Taxes and utilities	120,833	54,631
Scholarships & bursaries	1,155,090	36,000
Interest on long-term debt	-	-
Total Expenses	**13,486,361**	**4,501,513**
Total Revenue less Expenses	**14,830**	**(159,981)**
Previous Year's Carryforward	**69,502**	**84,332**
Carryforward to Next Year	**84,332**	**75,649**

The Previous Year's Carryforward differs from that previously reported, as a result of a re-organization.

the Faculty's academic plans and support the UAP. The distance and Technology Enhanced Learning component of the undergraduate curriculum provides flexible, accessible, innovative education for Atkinson and other York students. Throughout the year, Schools have been actively working on a number of collaborative program ventures with the community colleges in an effort to provide greater degree completion opportunities and joint programming options for students in business and information technology.

All units in the Faculty have been working closely with the Dean's office and Office of Student Academic Services to forecast and manage enrolment growth, and to ensure that the necessary courses have been mounted. This has been especially important in new program areas where there is little history on which to base decisions. It will be increasingly challenging for the university to meet space and resource needs in the next few years, and Atkinson anticipates working closely with the other Faculties to develop strategies that maximize the utilization of available classrooms.

C. Graduate Education

During 2001-2002, the Faculty began to develop four new Master's degrees: critical disability studies, rehabilitation counseling, nursing, and information technology. The Master's in critical disability studies received Senate approval in 2001-2002. The program is currently at the Ontario Council on Graduate Studies (OCGS) for approval, with the expectation that the program will begin in 2003. The Master's of Science in nursing is still in progress and will be ready for Graduate Studies committee consideration in the fall of 2002. The Faculty and School of Nursing look forward to qualifying for enriched funding from the Ministry of Training, Colleges and Universities for this new Master's program. Discussions around the proposed Master's program in rehabilitation counselling have been refocused as a result of a feasibility study of student interests, and during 2002-2003, Atkinson will be directing its attention to a broader-based degree in the area of health. The Master's in information technology will be forward for consideration by the Graduate Studies committees in the 2002-2003 year.

The Master's of human resources management was initiated through the School of Administrative Studies and approved by Senate at its April 2000 meeting. The program builds on the Bachelor of human resource management, and Atkinson's existing strength in the human resources field. OCGS is still considering the proposal for approval. The Faculty is engaged in an aggressive appointment recruitment campaign to ensure that it has an adequate core of faculty to ensure OCGS approval. The plan is to hire two faculty members effective January, 2003 as well as a third in the Fall of 2003. Program implementation will begin once the faculty recruitment cycle is complete.

D. Continuing Education

In collaboration with a variety of private and public sector joint venture associates, the Division of Continuing Education (DCE) develops and delivers a wide range of non-credit continuing education and professional development courses and certificate programs. The Division has been working collaboratively with Atkinson Schools and various Faculties/Departments on campus to expand the range of courses and programs offered. During 2001-2002, DCE introduced two new non-degree credit certificate programs: the Certificate in Infant Mental Health, offered in collaboration with the Infant Mental Health Promotion Project, Hospital for Sick Children and the Ontario Association for Infant Development; and the Certificate in Working with Special Populations offered in collaboration with the School of Social Work. In addition, DCE was successful in negotiating a renewal of its contracts with the Canadian Institute of Chartered Business Valuators to provide administrative services and academic oversight to their Professional Program. During the 2001-2002 fiscal year, DCE also completed a comprehensive evaluation of the Certificate in Dispute Resolution Program that resulted in program changes aimed to strengthen the academic component of the certificate and meet the needs of students.

E. Research

Atkinson's success in attracting and retaining world-class scholars, and the accomplishments and achievements of its faculty in garnering sizable grants continue to enhance York's profile and reputation as a leader in research. Grants include awards from external agencies such as the Ford Foundation, CFI, SSHRC, NSERC, Ontario Women' Health Council, American Association of Spinal Cord Injury, Ontario Nursing Association, and internal international funds adjudicated by the Office of the Vice-President Academic, and the Petro Canada Young Innovator Award. Faculty members also secured senior level positions within professional organizations such as Human Resources Professionals Association of Ontario (2002), the Registered Nurses Association of Ontario, and Board of Governors of the Canadian Tax Foundation. Membership in these professional organizations is essential to ensure that the Faculty's professional programs are in line with market needs and demands.

Some highlights of research grants awarded to our faculty members during 2001-2002 are as follows:

- Professor Haideh Moghissi (Social Sciences) was awarded a $573,800 (Cdn.) grant from the Ford Foundation for the project entitled "Diaspora, Islam and Gender."
- Professor Martin Steinbach (Psychology) received three grants: 2001 Sir Jules Thorn Charitable Trust: Eye Movement Laboratory: $118,068; 2001-2004 Natural Sciences and Engineering Research Council: Major Facilities Access Grant: $507,000; and 2001-2004 Canadian Institute of Health Research for Migraine and the Visual System: $249,000.
- Professor Leah Vosko (Social Sciences) received a Canadian Foundation for Innovation grant to fund the creation of an interactive database on gender and work which complements her Canada Research Chair.
- Professor Mary Wiktorowicz (Health Policy and Management) received a grant, funded by the Canadian Health Services Research Foundation, Ontario Ministry of Health and Long Term Care and the Alberta Heritage Foundation, for a three-year (2001-2003) project entitled "Mental Health Restructuring Among Canadian Provinces: Lessons in Policy Reform and Regional Coordination. ($140,800).

- Professor Fran Wilkinson (Psychology) received an $81,000 grant from the Canadian Institutes for Health Research for her project entitled "Migraine and the Visual System".
- Professor Yuklin Renita Wong (Social Work) received funding from the Ontario Women's Health Council ($798,991) for a three-year practice-based research project to investigate and promote mental health among immigrant/refugee women of five ethno-communities: Cambodian, Chinese (Cantonese and Mandarin), Korean and Vietnamese.
- Professor Andrea O'Reilly (Arts and Letters) has received a SSHRC grant for the Association for Research on Mothering upcoming conference entitled "Mothering, Sex and Sexuality."
- Professor Radu Campeanu (Analytic Studies and Information Technology), together with Professor Al Stauffer (Physics), were awarded an NSERC Research grant ($33,700 per year for the next four years) to continue their work on "Theoretical and Computational Studies of Electron and Positron Collisions with Atoms and Molecules".
- Professors Simon Taggar and Robert Haccoun (co-investigator) from the School of Administrative Studies were awarded a two-year grant ($61,640) for their research project entitled "Can Technology Make us More Creative? The Use of Face-to-Face and Virtual Teams for Creative Problem Solving."

International Research Activities:

- Kym Bird spearheaded the collaborative academic agreement, signed in 2002, between Facoltà di Lettere e Filosofia, Università Degli Studi di Cassino and Atkinson Faculty of Liberal and Professional Studies at York University. The agreement's goal is to foster a greater understanding of the Italian-Canadian community in Italy and provide the York community, including other liberal arts Faculties, with access to significant academic opportunities afforded by this Italian university and region.
- Professor Narda Razack (Social Work) received a $7,500 grant from the international fund administered by the Office of the Vice-President Academic to support her project entitled "Creating a Sustainable, Reciprocal and Non-Imperial International Exchange Program."

Teaching honours were awarded to Professor Gary Spraakman who was the recipient of the 2001 Atkinson Teaching Award and Professor Brenda Spotton Visano who received the award for outstanding teaching from the Ontario Confederation of University Faculty Associations.

F. Staff

Eight staff positions were added in 2000-2001 in order to support the growth in the Schools. As Atkinson operates all year round, in both the day and evening, the Faculty faces additional staff requirements to ensure that both faculty and students are adequately supported. In 2001-2002, Atkinson hired 10 new staff, including administrative assistants, faculty secretaries and receptionists. The decision was made to delay 2.5 staff positions until the new graduate programs were scheduled to begin. With the growth expected in undergraduate student enrolments in 2002-2003 and forward, careful planning around the utilization of staff, as well as additional hires, will be necessary. New priorities in the Faculty pertaining to external relations, building a research infrastructure, and experiential education will place additional demands on staffing.

G. Space and Physical Resources

Space and physical facilities are a preoccupation of the entire university as it works towards building new structures to accommodate the growth in the student population. In 2001-2002 Atkinson used a variety of strategies to create space, including the utilization of offices in several different buildings, including Atkinson College, 8 Assiniboine Road, the Chemistry and Computer Science Building, and Kinsmen. Office space for new faculty members in 2001-2002 was accommodated through office sharing for faculty on sabbaticals. The need, however, far surpasses what the Faculty has available. As a consequence, Atkinson has not been able to provide adequate office, research, and student space. Many granting agencies, including the Canada Foundation for Innovation (CFI), also require that a commitment be made by the Dean of the respective Faculty, or by the university, to provide space for research assistants.

The Office of Student Academic Services (OSAS) is stretched beyond capacity. This past year, OSAS restructured its physical space in order to accommodate the increase in students for 2001-2002. The ability to service the student advising sessions for the 2002-2003 cohort, however, has been difficult, and further expansion is definitely necessary if OSAS is expected to provide adequate advising and information services to new and continuing students. This pressure, of course, becomes acute in the Summer of 2003.

The additional space that has been specified for Atkinson in the new TEL building, and in the current Schulich building when it is vacated by the School of Business, should allow the Faculty to accommodate growth and the new initiatives planned to support faculty and enrich academic programs.

Atkinson's Computing Service (ACS), together with the Centre for Distance Education, provides the technical and administrative support required for the successful development and delivery of the Faculty's Internet course instruction. As the University leader in the development of high quality distance format courses and programs, a primary focus of ACS's computing activity is to support and enhance this important aspect of Atkinson's curriculum. The substantial growth in distance education offerings since 1997-98 continues to place very heavy demands on computing and technical support resources. Enhancing the computing infrastructure and other resources required to support growth in Internet-based courses will continue to be a major priority in 2002-2003 and beyond. As a result of the Computer Renewal Program (CRP), 60 much-needed computers were provided to Atkinson faculty in 2001-2002.

Results

The enrolment success is a result of an aggressive recruitment and conversion campaign for OAC students, Internationalization, and the early arrival of the "Double Cohort" effect. All of these factors resulted in the Faculty meeting its domestic target,

- Pat Armstrong, sociology, was presented with an award for outstanding contributions to sociology by the Canadian Sociology and Anthropology Association.
- James Carley, English, and Neal Madras, mathematics & statistics, were named Fellows of the Royal Society of Canada.
- Cynthia Chataway, psychology, was awarded an Indian Affairs and Northern Development Canada grant worth $50,000 for her project, "Understanding Strong Indigenous Communities."
- Doug Crawford, psychology, received the Young Explorers Prize from The Canadian Institute for Advanced Research (CIAR) in recognition of being among Canada's top 20 researchers, aged 40 and under, working in science and engineering.
- David Dewitt, political science, was awarded a Foreign Affairs and International Trade Canada grant worth $51,530 in support of an International Security Research Outreach Program conference.
- James Elder, psychology, was awarded a number of grants, including: a Centre for Research in Earth and Space Technology (CRESTech) Core Research Program grant worth $39,845 for feature classification for search and rescue synthetic vision database; a three-year Geomatics for Informed Decisions (GEOID) grant worth $42,000 for research on intelligent data fusion for aircraft navigation and disaster management; and, as project leader in collaboration with J. Clark (McGill) and J. Tsotsos (York), a three-year Institute for Robotics and Intelligent Systems (IRIS) grant worth $600,000 for research on visual intelligence for surveillance and telepresence applications.
- Lucia Gagliese, kinesiology, was awarded $169,960 from the Canada Foundation for Innovation New Opportunities Fund and the Ontario Innovation Trust for her project, "The Assessment and Management of Cancer Pain Across the Adult Life Span."
- Vinod Goel, psychology, received the Premier's Research Excellence Award, worth $75,000, for his project, "Neurobiology of Rationality."
- Leslie Greenberg, psychology, received a three-year Templeton Foundation grant worth $86,667 for his project, "Forgiveness in Psychotherapy."
- Laurence Harris, psychology, was awarded several grants, including a four-year Canadian Space Agency (CSA) grant worth $78,814 for research on how gravity affects perception, and a Centre for Research in Earth and Space Technology (CRESTech) Core Research Program grant worth $68,692 for research on visual and non-visual cues in immersive displays.
- Ian Howard, psychology, was awarded a two-year $62,000 Defence and Civil Institute of Environmental Medicine contract for research on "the effects of continuous roll on the perception of the horizontal."
- Huaxiong Huang, mathematics & statistics, was awarded a Mathematics of Information Technology and Complex System (MITACS) grant worth $25,000 for research on mathematical and computational modelling of semi-conductor manufacturing processes.
- As project leader, Michael Lanphier, sociology, in collaboration with L. Goldring, P. Kelly, D. Winland as well as scholars in Halifax, Québec and Vancouver, was awarded a four-year SSHRC Strategic Research grant worth $94,557 for research on social cohesion and international migration in a globalizing era.
- Carla Lipsig-Mummé, social science, was awarded a three-year SSHRC Research Development Initiatives Program grant worth $45,000 for her project, "Labour Futures: Research Directions in Labour Relations and Labour Market Development."
- Paul Lovejoy, history, was awarded $620,631 from the Canada Foundation for Innovation Institutional Innovation Fund and the Ontario Innovation Trust for the Canadian Institute for Research on the African Diaspora.
- Bryan H. Massam, geography/social science, received the Canadian Association of Geographers Award for Service to the Profession of Geography from the Canadian Association of Geographers.
- Steve McCaffery, English, was short-listed for the 2001 Governor General's Award in poetry for *Seven Pages Missing, Volume I: Selected Texts 1969 – 1999* (Coach House Press).
- Debra Pepler, psychology, was awarded several grants, including a five-year CIHR Strategic Initiative grant worth $235,083 for her project, "Preventing Violence in the Lives of Girls and Women: A Focus on Relationships" and, in collaboration with W. Craig and J. Connolly, an Ontario Mental Health Foundation grant worth $64,813 for research on bullying in high school.
- David Promislow, mathematics & statistics, was awarded a Mathematics of Information Technology and Complex System (MITACS) grant worth $30,000 for research on asset allocation and derivative valuation with mortality-contingent claims.
- David Rennie, psychology, was made a Fellow of Division 32 (Humanistic) of the American Psychological Association.
- Margaret Rodman, anthropology, was principal organizer of a team residency at the Rockefeller Foundations's Bellagio Study Centre for a research project titled, "Indigenous Women's History of Colonial Domestic Work in Vanuatu."
- Lauren E. Sergio, kinesiology, was awarded $159,492 from the Ontario Innovation Trust for her project, "Brain Mechanisms of Visumotor Integration in Human and Non-Human Primates."
- Orest Subtelny, history/political science, was awarded a five-year CIDA contract worth $139,446 for his foreign policy and trade policy analysts professional development project in the Ukraine.

• Teaching

The Faculty has continued vigorously to support innovative teaching and course development through the Dean's Awards for Outstanding Teaching and support of TEL pilot projects. Arts faculty also received prestigious internal and external teaching awards in 2001-2002. Some teaching highlights include:

- The Dean's Awards for Outstanding Teaching, 2001-2, were won by Stephen Levine, social science; Jonathan Rudin, social science; and Peter Song, mathematics and statistics.
- TEL: Seven Arts faculty received funding to enhance existing courses with new technology: Avi Cohen, economics; Bill Found, geography; Christopher Green, psychology; Peggy Keall, social

science; Susan Murtha, psychology; Norio Ota, DLLL; Laurie Wilcox, psychology.

- The Parents' Association University-Wide Teaching Award for full-time faculty, 2001-2002, was awarded to Matthew Clark, humanities. Professor Clark, a classicist, has also recently published A Matter of Style: On Writing and Technique (Oxford, 2002).
- Ibrahim Badr, French Studies, won an Ontario Association of University Faculty Associations (OCUFA) Teaching Award, 2001.
- Jan Rehner, humanities/Centre for Academic Writing, was awarded a 3M Canada Teaching Fellowship, 2001.

Students

Convocation November - 2001.
- Total number of students graduated 819.

Honours Program	333	BA Program	486
Member of Dean's Honour Roll	38	Member of the Dean's Honour Roll	16
cum Laude	28	Merit MDHR	8
Magna cum Laude	9	Distinction MDHR	
Summa cum Laude	9		

Convocation - June 2002.
- Total number of students graduated 2169.

Honours Program	1143	BA Program	1026
Member of Dean's Honour Roll	159	Member of the Dean's Honour Roll	51
cum Laude MDHR	30	Merit MDHR	26
Magna cum Laude MDHR	30	Distinction MDHR	9
Summa cum Laude MDHR	47		

Note: Legend of Distinctions:
Member of Dean's Honour Roll - cumulative grade point average 7.0 and higher
cum Laude - cumulative grade point average 7.5-7.79
Magna cum Laude - cumulative grade point average 7.8-7.99
Summa cum Laude - cumulative grade point average 8.0 and higher

- Notable Graduating Awards:
  Governor General's Silver Medal: Gill Frank (BA with Honours), Helena Furtado (BA with Honours)
  Murray G. Ross Award: Julie Bowring (BA with Honours)
- Other notable student awards for Fall 01/Winter 02:
  - Entrance Awards:
    Alumni Award of Distinction: Megan Crewe
    Canadian Merit Foundation Scholarship: Michelle Dagnino, Eloise Tan
    Harry W. Arthurs Alumni Entrance Scholarship: Rumana Chowdhury
    Provost's Scholarships: 15 recipients in the Faculty of Arts
    Global Leader of Tomorrow Award for International Students: 3 recipients
    Honderich Award: 5 recipients in the Faculty of Arts
  - Continuing Awards:
    Stuart A. Roebuck Undergraduate Memorial Scholarship: Alison Smith
    York University Continuing Student Scholarship: 324 recipients
    York University President's Scholarship (renewed): 8 recipients

Enrolments

In 2001-2002, the Faculty fell some 473 heads short of its enrolment target, of which 367 were in new Year 1 intake. The effect of the long CUPE strike in 2000-2001 may have reduced enrolment somewhat, but the principal factor affecting new Year 1 intake was undoubtedly the decision by the University of Toronto to overshoot its originally announced intake target. The best applicants to Arts can usually expect to get offers of admission from both York and Toronto, and a respectable proportion chooses York. The "mid-range" students might ordinarily have received an offer from York, but not Toronto, and when Toronto offered to that group in 2001, some chose to accept that offer. Because the applicant pool has increased substantially for admission in 2002, Arts is confident of meeting its 2002-2003 targets. Indeed, the increase in demand in the system is such that Arts may be asked to take more students, and the Faculty is prepared to manage that increase.

The Faculty's overall enrolment in 2001 succeeded in reaching the agreed FFTE target, largely as a result of "spill-over" from higher enrolments in other Faculties, principally Atkinson Faculty of Liberal and Professional Studies, whose students elected to take some courses in Arts. It is anticipated that this phenomenon will continue in subsequent years, offsetting to some extent the negative flow-through implications of Arts' failure to make its intake target in 2001-2002.

Overall Faculty targets and actuals for 2001-2002:

2001/2002	Nov. 1 Target	Actual
New Year 1 Intake	4100	3733
OAC	3034	2679
Non-OAC	1066	1054
Upper Year Intake	825	719
Special Students	200	222

Enrolment targets for 2002-2003:

2002/2003	Nov. 1 Target
New Year 1 Intake	4132
OAC	3058
Non-OAC	1074
Upper Year Intake	727
Special Students	200

Faculty Complement

In 2000-2001, the Faculty searched for and appointed 18 new faculty members, two of whom were CUPE Conversions, to commence in July 2001. Two of those appointed were allowed to take leave of absence and commence their on-campus duties in 2002. Two of the 18 were ITEC/ATOP appointments and two were Fair Funding appointments. In addition three faculty members who had actually been selected in the previous year began on campus in July 2001. Two failed searches were authorized for renewal in 2001-2002. There were five new Contractually Limited Appointments.

The Faculty was authorized to search for 34 probationary/tenured appointments in 2001-2002 (i.e., to commence July 1, 2002). Of this total, two were searches renewed from 2000-2001. Three were net new Fair Funding appointments (two in ITEC and one in History). Three were appointments made as a result of salary released by internal Tier 1 Canada Research Chairs; one was in relation to an endowed Chair (a potential Chair holder upon grant of tenure), and the remaining 25 were made possible by the retirement, death or resignation of existing faculty. Of the 34 searches authorized, 26 resulted in appointments. In addition, the Faculty renewed nine Contractually Limited Appointments, and seven new CLAs were appointed. The DAAD (German Academic Exchange Service) visitor was renewed for one year, and a new Fulbright visitor approved for one term in 2002-2003. A Visiting Professor was appointed from the endowment of the Hellenic Heritage Chair and another was appointed in political science. Three Special Renewable Contract appointments were made in Arts from the CUPE Affirmative Action Pool, and Arts will also have a 50 per cent share in each of two Conversion appointments.

SEARCH CATEGORY	NUMBER AUTHORIZED	APPOINTMENTS	FAILED SEARCHES
Renewed Searches	2	2	
Fair Funding	3	3	
CRC Related	3	1	2
Silber Chair	1	1	
Replacement	25	19	6
CUPE Conversion	2 (50% each)	2 (50% each)	
Visitors	4	4	
SRCs	3	3	
CLAs (renewed)	9	9	
CLAs (new)	7	7	

Academic Programs

The Faculty developed and introduced several new degree programs and certificates which address the priority of international studies. Combining existing and new resources, these programs enhance curricular internationalization by building upon the Faculty's strengths in interdisciplinary teaching and research, area studies, and language acquisition. Furthering its commitment to the liberal arts and interdisciplinary study, the Faculty also developed and introduced additional degree options for a number of its existing linked interdisciplinary degree programs. Noted as a goal in the 2000-2001 PBA, an Honours BA program in Criminology was developed and subsequently approved by Senate in 2001-2002. The Criminology program was developed largely in response to ongoing student interest and demand. As well, a proposal for a joint York-Seneca Honours BA in Professional Writing was developed and subsequently approved by Senate in 2001-2002. The Professional Writing program was developed in response to student interest in writing and communication studies. The Criminology and Professional Writing programs also reflect the Faculty's plan to respond to greater student interest in 'applied' areas of study. The planned implementation date for both programs is the 2003-2004 academic session. The development of a degree program in Cognitive Science remains in process at the departmental level.

The following degree programs and certificates were offered for the first time in the 2001-2002 academic session:

- An interdisciplinary Honours BA and BA degree program in International Development Studies.
- A linked interdisciplinary Honours BA and Honours Minor in South Asian Studies.
- A Professional Certificate in Teaching English to Speakers of Other Languages (TESOL).
- A Certificate of Proficiency in Chinese Language.
- A Specialized Honours BA in Communication Studies.
- Honours Minor BA programs in African Studies, Latin American & Caribbean Studies, and Social & Political Thought.

The following degree programs and certificates were approved by Senate in 2001-2002:

- An Honours BA program in Criminology (requires MTCU approval).
- A joint York-Seneca Honours BA in Professional Writing.
- Honours BA and BA programs in Health & Society and Labour Studies, as well as an Honours BA program in Urban Studies.
- Arts/Fine Arts inter-Faculty Honours Double Major degree options in Communication Studies and Fine Arts Cultural Studies or Film & Video (film studies).
- Certificates of Proficiency in Modern Greek Language; Portuguese Language; and Spanish Language.

The following major curricular changes were approved by Senate in 2001-2002:

- The German program and German Studies program were merged into a single Honours BA and BA German Studies degree program with two streams (German Language, Literature and Culture, and German Culture and Society).
- The Departments of Psychology in the Faculties of Arts, Atkinson, and Pure and Applied Science harmonized their course offerings.
- The linked interdisciplinary Honours BA in Canadian Studies was closed.

The Faculty continued its development of the degree programs in Business and Society (BUSO) and Information Technology (ITEC), as follows:

- A new BUSO geography stream was offered for the first time in the 2001-2002 academic session. BUSO continues to grow and has become one of the Faculty's largest programs, with 1,361 majors in 2001-2002, up from 1,153 majors in 2000-2001. While student demand for BUSO is very strong, this growth poses some challenges in a period when there will be some difficulty replacing appointments.
- In recognition of the curricular differences between computer science and information technology, new core programming courses specific to the ITEC program were developed to replace the current programming courses (which are cross-listed to computer science). In order to be more consistent with the cur-

ricular goals of the ITEC program, the new programming courses will emphasize an applied approach which focuses on the ways in which organizations use technology. Concomitant with the development of new ITEC programming courses, the program mathematics requirements were also modified. The new programming courses and modification of the mathematics requirements were developed in consultation with Atkinson, and approved by Senate effective for the 2002-2003 academic session. The ITEC program continued to generate a tremendous response, with 927 majors in Arts in 2001-2002, up from 644 majors in 2000-2001.

The review of the Foundations Program which began in 2000-2001 continued throughout 2001-2002. Several meetings were held, with the focus being possible changes to the Foundations Program. Further review and consideration of the curricular and budgetary implications of potential changes is ongoing.

A number of Arts Undergraduate Program Reviews took place between July 1, 2001 and June 30, 2002, including:

- Sociology, Economics and French Studies Undergraduate Reviews were completed; no eighteen month report was required.
- In lieu of meetings, eighteen month reports were submitted by English, Mathematics, Political Science and History to CCAS for approval.
- The initial meeting following completion of the Natural Science Undergraduate Review took place.

Internationalization

- Appointments: The Faculty's commitment to internationalization continued in 2001-2002 with a "Fair Funding" appointment in East Asian history and a replacement appointment in interdisciplinary social science study of the Caribbean. Appointments in African history and South Asian religion have been re-authorized and will be sought in the coming year, as will the last "Fair Funding" appointment in the politics of diaspora communities.
- Curriculum: The Faculty developed several new degree programs and certificates which reflect curricular internationalization (see **Academic Programs**, *above*).
- A new summer school for study in Italy was established in cooperation with the University of Bologna, and a new collaboration agreement has been signed with the University of Calabria.
- Five Internationalization Pilot Projects were funded by Arts in 2001 ($30,000), to stimulate further internationalization of the curriculum and/or research, or to enhance student international experience. These projects included the establishment of a new study abroad program and faculty exchange between the Faculty and FLACSO (Dominican Republic), development of a new half course on geographical relationships linking Canada and Pacific Asia, and the establishment of an interdisciplinary Faculty Colloquium on Globalization and Cultural Identities.

Recruitment and Retention of Students

2001-2002

- The Faculty established a Recruitment and Retention Working Group. Comprised of members of the Dean's Office, the Advising Centre, and the Chairs of the English Department and the Division of Social Science, the Group's purpose is to consider and develop new strategies for recruitment and retention within Faculty of Arts programs of study.
- A review of the Faculty of Arts Web site and its role in the recruitment of students to the Faculty's programs of study began. With assistance from Academic Technology Services and Admissions, new links to program descriptions developed by the Advising Centre were created. These provide prospective students with easy access from both the Admissions and Arts Web sites to clear information about all of the Faculty's programs of study.
- Discussions with Admissions concerning the relation between their electronic communications with prospective students and Arts recruitment initiatives were held. One result of these discussions was the development and placement of additional Arts-specific material in the Admissions electronic newsletter.
- During the Fall 2001 term, the Faculty initiated contact with guidance counsellors of main GTA feeder schools for the Faculty of Arts. Information about programs, contact names and emails was provided via mail and follow up calls were made. The success of this project was seen in late May/early June when many counsellors used this new contact source to help answer questions from their York Arts new admits.
- The Faculty of Arts Fall recruitment brochure was revised to include material on student services, student and faculty profiles, and student associations. As well, program descriptions were revised to include information on course offerings and future career paths.
- An early warning pilot project involving Fall/Winter 2001/2002 sections of ESL 1000 9.0 (19 sections of 25 students each) was undertaken. Instructors were able to connect with the Arts Advising Centre Recruitment and Retention Officer to identify students showing initial signs of being at risk (e.g. non-attendance), for follow up action with the student.

2002-2003

- The Recruitment and Retention Working Group will continue its work. Plans include the development of a retention survey, targeted recruitment publications, and new liaison activities with area high schools.
- The Faculty Web site will be restructured to provide students, prospective and continuing, with clearer and easier access to information about programs of study, student services, and related materal.
- In collaboration with the Faculty of Graduate Studies, a pilot project in which graduate students will assist with the advising of newly enrolled Arts students over the summer 2002 will be inaugurated. The project is designed to make contact with new

students following their enrolment to ensure that their connection with the university is maintained and that they are better prepared to begin their studies in September. Eight graduate students will be participating in the project this summer, and assisting with advising of new students majoring in English, Business and Society, Law and Society, Psychology, Political Science, and Sociology, as well as with students entering as Undeclared Majors. The Summer Advising pilot project will be assessed in the fall, and refined for possible expansion in 2003.

- Revisions and refinements of Faculty of Arts recruitment materials will be pursued in concert with changes occurring in this area within the Admissions Office.
- In order to determine the potential for International recruitment for the Faculty of Arts from the U.S Great Lakes region, Arts Advising Centre staff will accompany Admissions' International Liaison in visiting (high schools, regional fairs) in Fall, 2002. Preliminary visits in Fall, 2001 suggest potential exists.
- Steps to Arts, the faculty's access program for economically and/or socially disadvantaged students, anticipates an entering class of 23 students in 2002-2003.
- "Fundamentals for Learning: essentials for a successful university experience" will be mounted as a pilot initiative designed to enable students whose grade point average has fallen for reasons other than personal crisis to continue their studies without interruption and to progress towards successful completion of their degrees. Designed by two leading members of the Counselling and Development Centre, the initiative addresses the personal and practical skills needed for students to manage challenging course loads. The sessions will be delivered through liaison with the Colleges.
- The early warning system for ESL 1000 students will be continued.

Planning for the Double Cohort

Following the University's intention to take its share of the "double cohort", the Faculty plans to take its assigned share. Two new programs have been approved to begin in Fall, 2003 (Professional Writing; Criminology) which, taken together with increased enrolments in existing programs, should enable the Faculty to meet its enrolment targets. Enrolment planning for the "double cohort" has been discussed with Faculty Council. The Faculty intends to monitor closely the experience of these students, given recent changes to the Ontario secondary school curriculum.

Staff

There are 159 support and management staff in the Faculty of Arts who perform a variety of services directly for students and faculty members including advising, administration, computing, laboratory, and secretarial support. These services represent approximately 11 per cent of the overall expenditure.

One of the challenges is ensuring that staff are provided with timely information for the purposes of responding or planning. This is accomplished through two main groups – the Administrative Assistants and the Undergraduate Program Assistants – who meet monthly for updates and sharing information.

Staff recognition is an important focus for the Office of the Dean and annual events such as the Staff Barbeque and Staff Appreciation Day are organized to acknowledge the efforts of the staff.

The Ronald Kent Award for outstanding service to the University has recently been won by Faculty of Arts staff Angie Swartz, political science (1997), Raj Maharajh, psychology (1998) and Jacqueline McConnell, sociology (2000).

Academic Technology

The Faculty's annual computing planning exercise directs expenditures of approximately $1 million towards academic technology equipment and services. Through the Computing Plan 2001, 340 computers made available under the university Computer Renewal Program (CRP) were distributed to faculty members; another 200 computers have been earmarked for distribution in 2002-2003.

The Faculty's Computing Plan also focused on renewal of four undergraduate labs, namely, ITEM/Math/Stats, Multi-Media Language Centre (MLC), Geographical Information Systems (GIS), Calumet College Teaching Lab and the Faculty's general teaching lab (S403 Ross).

Some 70 faculty members had their Web pages developed by Academic Technology Services and an additional 50 members sought training in the use of Web enabling tools such as Dreamweaver and WebCT.

The Faculty's Technology Enhanced Learning (TEL) initiative yielded three pilot projects that will enhance classroom teaching in 2002-2003, following successful implementation of TEL projects in 2001-2002.

Advancement

The Faculty established a fundraising unit to develop priorities in concert with the Department Chairs and pursue major gifts for the Faculty. These priorities will encompass student support (scholarships, prizes, bursaries), faculty teaching and research support (endowed research chairs), professorships, lectureships, program support and infrastructural support. A Dean's Advisory Board consisting of 30 Arts alumni will be established to assist in the articulation of the Faculty priorities and the implementation of a fundraising campaign.

During 2001-2002 York received continuing instalments on major endowments to support three Chairs in the Faculty of Arts. The Chair in Hellenic Studies was established through the support of the Hellenic Heritage Foundation and the Greek community of Toronto. Two Chairs, in Canadian History and Canadian Literature, were established through a donation by the York Chancellor, Avie Bennett, to the Historica Foundation of Canada. These endowed Chairs will enrich teaching, research and outreach activities in each of these areas.

Summary of Strategic Directions for 2002

The Faculty's strategic objectives for the coming year derive in part from the experience of the past year.

Research grants: The Faculty will encourage colleagues who have not been applying for grants from the granting councils to do so. While there is a pervasive myth that many social scientists and humanists don't need research money, most could use a graduate student assistant, and thus SSHRC money could provide needed support for graduate students. The goal is to increase the number of successful applicants for SSHRC and NSERC grants in 2002-2003.

Enrolment: The budgetary and enrolment situation must be reviewed in the early fall to determine whether the expenditure reduction planned can be sustained and whether it is enough, given enrolment numbers and funds for growth. At year-end, the Faculty will have succeeded if its base expenditure cuts have been maintained or it has increased enrolment sufficiently to offset any departure from planned cuts.

Communications: Following a University-wide communications review, the Faculty will review its communications strategy in consultation with a new "account director". The Faculty Web site and recruitment publications will be improved in the course of this year.

Technology Enhanced Learning: A TEL Roundtable has been created to share information on the development of technology enhanced curricular initiatives. As those initiatives become more numerous, a Faculty-wide response will be prepared, in terms of procedures and resources.

Fundraising: With input from a Dean's Advisory Board, and in conjunction with University and Foundation fundraising, the Faculty will work to develop and pursue priorities for major gifts. This is unquestionably a long-term project, but some demonstrable progress must be made each year. Progress will include the completion of the Dean's Advisory Board, the establishment of Faculty priorities and identification of possible donors for the top priorities. Clearly growth on funds available to the Faculty will be the clearest test of effectiveness.

Double Cohort: In addition to curriculum and enrolment planning for the increase in student numbers due to the "double cohort" and demographic bulge expected over the next several years, the Faculty plans to monitor the experience of the "double cohort" closely. There may be changes in student preparedness as a result of the new Ontario High School Curriculum that will require additional resources to be devoted to developing writing and quantitative skills that may earlier have been taken for granted.

Curriculum planning: In response to student demand the Faculty plans to pursue additional options for current degree programs, additional CAAT collaborations, and other curricular initiatives.

Budget

In 2001-2002, the Faculty sustained budget cuts of $1.785 million and transferred $1.031 million from salaries of retiring faculty to cover costs of PTR increments for continuing faculty. The reserve fund, which had stood at $4.565 million at the beginning of the year, was reduced to $2.535 million. The Faculty's five-year plan, while it begins with an increased deficit in 2002-2003, is intended to allow it to maintain a small reserve but nevertheless to replace almost all departing faculty. At the end of the five year period, it appears the Faculty will again experience a deficit, but the reserve will by then be large enough to cover two years of deficits at that level, and that reserve will provide a cushion to permit the Faculty to make necessary adjustments in expenditures. Clearly it is well nigh impossible to predict accurately the large number of variables affecting revenues and expenditures five years in advance. The Faculty is hopeful that greater clarity will emerge as time goes on and it will manage to adjust accordingly. The Faculty's strategic objectives for the coming year derive in part from the experience of the past year.

Faculty of Arts

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	637,447	271,752
Internal cost recoveries	2,567,490	2,415,782
Other revenues	106,719	14,000
Central allocations	76,930,220	77,416,969
Total Revenue	**80,241,876**	**80,118,503**
Expenses:		
Faculty - Administration	1,042,941	951,896
Faculty - Full time	44,126,712	45,891,915
Faculty - Contract	9,727,130	8,562,327
Teaching assistants	7,588,763	7,113,728
Research	6,041,094	6,486,841
Support/Administration	8,682,617	8,788,332
Other	82,967	164,771
Total Salaries and Benefits	**77,292,224**	**77,959,810**
Operating Costs	4,197,101	3,985,140
Amortization of capital assets	-	-
Cost of goods sold	120,817	-
Taxes and utilities	661,417	680,096
Scholarships & bursaries	700	3,450
Interest on long-term debt	-	-
Total Expenses	**82,272,259**	**82,628,496**
Total Revenue less Expenses	**(2,030,383)**	**(2,509,993)**
Previous Year's Carryforward	**4,565,498**	**2,535,115**
Carryforward to Next Year	**2,535,115**	**25,122**

ATKINSON FACULTY OF LIBERAL AND PROFESSIONAL STUDIES

Introduction

In the Spring of 2000, the Joseph E. Atkinson Faculty of Liberal and Professional Studies was restructured in order to reflect new directions in the programs now available. The Faculty is comprised of the Department of Psychology, and the Schools of Administrative Studies, Analytic Studies and Information Technology, Arts and Letters, Health Policy and Management, Nursing, Social Sciences, and Social Work. The administrative and academic reforms associated with the restructuring are still in process. A central feature of the Faculty is to strengthen the relationship between the liberal arts and professional studies. Atkinson has multiple mandates, offering a diverse range of programs to mature and part-time students, and an expanding number of professional programs for full-time students. Over fifty-two per cent of Atkinson students in 2001-2002 were full-time. Atkinson also has a Division of Continuing Education which provides a variety of certificates and non-degree courses.

Atkinson is known for its flexible learning opportunities and innovative delivery methods. Courses are offered year round in the fall, winter and summer sessions, during the day, evening and on the weekends. Courses are delivered in the classroom, both on and off-campus, and through correspondence and the internet.

Atkinson is expected to increase its share of the student population at York as part of the University's plans for rebalancing and diversification, and in order to assist the University in managing the expected growth over the next several years associated with the double cohort, changing demographics and the increased demand for university education. In 1999-2000, Atkinson represented 18.1 per cent of the undergraduate population, and by 2005-2006, that figure is projected to be 22 per cent. Atkinson has been very successful in attracting students and in developing new and innovative programs including, for example, health policy and management. The challenge for Atkinson is to accommodate the growth during a period when the university is undergoing a period of budget cuts.

Planning and Implementation 2001-2002

Teaching

A. Faculty Complement

In fiscal 2001-2002, Atkinson's faculty complement grew to 153 FTEs, including tenure stream and contractually limited faculty. The Faculty hired twelve (12) tenure stream and five (5) contractually limited appointments and extended six (6) contractually limited appointments. Atkinson had sixteen (16) authorized searches for tenure stream faculty and made twelve (12) hires resulting in four (4) unfilled appointments. In addition, the Faculty hired one (1) visiting professor, one (1) Special Renewable Contract, and one (1) federally funded Canada Research Chair in Feminist Political Economy. In 2001-2002 the Faculty also filled one (1) tenure stream position approved in 2000-2001. Resources for the majority of the tenure stream appointments were funded by provincial programs, such as fair funding appointments (one in Rehabilitation, four in Health Policy, one in Finance and one in Distance Education / Applied Philosophy), four Collaborative Nursing appointments, and one ATOP appointment (Information Technology). The visiting professor appointment supports the School of Social Science's Major Collaborative Research Initiatives (MCRI) grant and was a contributing factor to the School's successful proposal for a Ford Foundation Grant in Diaspora, Islam and Gender. Four of the five new CLAs were made to support the collaborative nursing pro-

The chart below summarizes the faculty, staff and student complements for 2000-2001 and 2001-2002.

2000-2001	2001-2002
• 147 full time faculty	• 153 full time faculty
*• 141 CUPE 3903 Unit 2	• 141 CUPE 3903 Unit 2
*• 135 CUPE exempt	• 115 CUPE exempt
*• 145 CUPE 3903 Unit 1	• 144 CUPE 3903 Unit 1
• 86 staff	• 96 staff
• 6,988 undergraduate students (November 1, 2000)	• 7,829 undergraduate students (November 1, 2001)
• 3,194 enrolled full time	• 4,062 enrolled full time
• 3,794 enrolled part time	• 3,767 enrolled part time
• 4,166 enrolled in summer session 2000	• 4,299 enrolled in summer session 2001
• 84 graduate students (Masters in Social Work); 30 enrolled full time; 54 enrolled part time	• 86 graduate students (Masters in Social Work); 30 enrolled full time; 56 enrolled part time
• 386 visa students	• 659 visa students

*Note: CUPE Unit 1, Unit 2 and Exempt numbers referenced in the 2000-2001 PBA were incorrect.
For the purpose of comparison, the correct 2000-2001 CUPE numbers have been inserted above.
Note: CUPE Unit 1, Unit 2 and Exempt numbers represent "heads" not positions.

gram. The remaining CLA position was an internally funded Information Technology appointment to support student needs in this area.

Due to retirement patterns among faculty across Canada, there is considerable competition among universities to attract and secure top candidates. Additional revenue is needed to afford and to build upon the critical mass of tenure stream faculty required to support the programs experiencing growth. Atkinson, similar to other Faculties, is experiencing growth in areas where market supply and demand (due to demographics) dictates higher salaries, and in most cases higher research and computing support costs, making it necessary to secure funds beyond what is generated by growth funding and retirement replacement revenue in order to afford the appointments.

B. Undergraduate Education

Atkinson continues to manage complex undergraduate enrolment and admission targets. The task encompasses numerous FFTE targets (domestic, international, undergraduate and graduate social work, ATOP, fair funding, collaborative nursing, post RN nursing) and three admission points: September, January and May. In order to ensure the financial viability of the Faculty, each session's targets must be met.

For the fourth consecutive year Atkinson has exceeded its enrolment targets due to a shift in enrolment patterns of the Faculty's domestic and international students. The Faculty has an increasing number of full-time students, resulting in a higher flow-through of FFTEs than in the past. First year intake continued to increase in 2001-2002 by 29 per cent (1,761 heads) over 2000-2001 (1,370 heads). The Faculty experienced a 296 per cent increase in first choice OAC applications in 2001 over 2000: 698 heads in 2000 versus 1877 heads in 2001. In 2001-2002 Atkinson's domestic enrolment growth target was 5296.7 FFTEs and it achieved 5842 FFTEs. This signifies an increase of 396 FFTEs over 2000-2001 actual FFTEs. Atkinson's international FFTEs continued to increase in 2001-2002. 550 FFTEs were generated by Atkinson home Faculty students, which is an increase of 230 FFTEs over 2000-2001.

The majority of the Faculty's growth in 2001-2002 was concentrated in the professional Schools: Administrative Studies, Analytic Studies and Information Technology, and Nursing. The collaborative nursing program continued on its growth curve, increasing students in the program from 135 in 2000-2001 to 190 FFTEs in 2001-2002 (30 fewer FFTEs than planned) to a projected total of 250 (60 FFTE increase) in 2002-2003. It is expected, based on experience of higher retention rates as students move from the college to York, that the original enrolment targets for collaborative nursing will be met in 2003 as the current relatively high attrition rates decrease from years 1 and 2 at the colleges to years 3 and 4 at York.

Distance Education continues to be a key factor in Atkinson's strategy to provide innovative and accessible education and to accommodating planned enrolment growth within the constraints imposed by classroom space limitations which will continue into 2002-2003. In 2001-2002, Atkinson's Centre for Distance Education supported 20 correspondence courses and 75 internet courses that accounted for 526.79 FFTEs and 627 FFTEs respectively. Although the number of FFTEs associated with correspondence decreased in 2001-2002 from 2000-2001, the total distance FFTEs increased by almost 12 per cent over 2000-2001 levels due to the significant increase in internet FFTEs. In 2001-2002, six new internet courses were developed. As a result 20 per cent of Atkinson's FFTEs were generated by distance FFTEs.

To maintain this level of growth, the Faculty has committed substantial resources to distance education, in terms of academic and computing infrastructure backing. Faculty advertisements for new hires list the proficiency in distance education technology and teaching skills as an asset. Recognizing the importance of course design and pedagogy to the success of the distance learning enterprise, Atkinson has increased its support for instructor training and development. Throughout the year, a series of seminars were held on internet course development and design. In 2001-2002, partial course release through the Internet Course incentive program was awarded to professors for the development of new internet courses for the Faculty. An Atkinson Technology Enhanced Learning (TEL) Manual for faculty containing information on TEL features was developed and distributed. In addition to the hard copy manual, other TEL resources are made available on the Web, and are continuously updated. The planned amalgamation of the Centre for Distance Education and Atkinson Computing Services was delayed from 2001-2002 to 2002-2003. A complete review of the strengths and efficiencies that this merger will create to establish a solid foundation for growth and innovation in distance education will be undertaken in 2002-2003.

The impact of increased enrolments and advising requirements for 2001-2002 was managed by the Office of Student and Academic Services by implementing less labour-intensive work methods. Thus students' needs were met with innovative, cost effective services such as increased use of e-mail correspondence for conversion activities (which also reduced staff workload and mailing expenditures); and by implementing effective distance advising procedures in order to advise more effectively and provide timely responses.

The Faculty has continued to develop and implement a number of curricular innovations that support the revisioning and restructuring process. Schools put forward numerous proposals in 2001-2002 based on several criteria, including disciplinary strengths; streamlining program options that no longer had the critical mass of students or faculty members to support them; and student and market needs. The Faculty's goal continues to focus on creating strong programming that will attract new students, retain continuing students, and ensure target enrolment levels. Atkinson needs to increase its tenure stream complement in order to continue to achieve its growth plans and ensure top quality education for its students.

Atkinson's current liberal and professional programs and new initiatives are directly in line with the University's Academic Plan (UAP), the Faculty Academic Plan, and the respective strategic priorities. The UAP highlights the need to provide students access to a diverse variety of academic programs that include traditional fields, such as the liberal arts, as well as innovative new programs. Atkinson's growth and expansion in professional fields, such as administrative studies, health, and nursing, correspond to

increasing its international home Faculty student category and increasing its first year class intake. Substantial growth in the School of Administrative Studies and School of Analytic Studies and Information Technology in the Business and ITEC programs contributed the majority of Atkinson's growth in 2001-2002 and these programs continue to attract an expanding pool of students. The collaborative nursing program continues to grow, although somewhat slower than the planned/targeted rate, contributing to the overall Faculty growth. In 2003-2004 the Faculty expects to see a significant increase in Collaborative Nursing FFTEs as the flow-through effect of the baccalaureate requirement is realized.

The Faculty achieved many of its teaching, research and budgetary goals (see budget section for explanation). Most importantly, the restructuring of Atkinson is in place, and the Faculty has successfully performed in terms of the planned growth. The Faculty has, moreover, continued to contribute to the university's strategic priorities as specified in the UAP, especially in terms of the focus on research, the expansion of graduate programming, innovative undergraduate programming and the expansion of diverse course delivery through correspondence and Internet offerings.

The national decline in part-time students has had a significant impact on the liberal arts Schools in Atkinson. To mitigate the effects on the liberal arts Schools, the Faculty is encouraging the Schools to integrate a portion of the liberal arts programming with the professional programs and review program changes that will strengthen and streamline their programming. The School of Social Sciences for example closed its Geography and Urban Studies program in 2001-2002 as part of a streamlining process and the School of Arts and Letters created a general education course targeted to meet the needs of Atkinson business majors. The development of articulation and collaboration agreements with colleges was supported within the Faculty. The Faculty also plans to work more closely with other relevant offices on campus to ensure timely approval of new graduate programs. This aim is particularly important given the Faculty's goal of increasing graduate programming and enrolment levels and creating a stronger research culture within the Faculty.

It is worthwhile to reiterate that Atkinson faces the challenge, common to York, of growing while simultaneously implementing and mitigating the Faculty's budget cuts. Atkinson has nevertheless embraced growth and undertaken a number of bold initiatives to ensure its long-term viability and growth potential as a centre for liberal and professional education. The move to a schools-based structure and Atkinson's commitment to distance education as a vehicle for enhancing the accessibility/flexibility of postsecondary learning and enrolment growth are important parts of the Faculty's strategic vision. Equally important, however, has been Atkinson's effectiveness at coming to terms with changes in the demand profile for educational services, and innovating to exploit emerging opportunities.

Faculty Goals 2002-2003

Teaching

A. Faculty Complement

Appointments for 2002-2003 will primarily be targeted to growth areas in the Faculty and for renewal appointments. For 2002-2003, Atkinson will have a complement of 165.5 FTEs and will make tenure stream and CLA hires in Health Policy and Management, Administrative Studies, Information Technology, Economics, Science and Technology Studies, Philosophy, Social Science and Nursing. Four more of the fair funding appointments were successfully hired during 2002. Those appointments, effective in 2002-2003, are in: Strategic Management, Financial Accounting, Health Management and Health Informatics. The number of faculty appointments made in 2002-2003 will maintain the current student to faculty ratio, but not improve it. It is a priority to increase the tenure stream complement of the Faculty, and create a balance between full-time tenure stream and contract positions to ensure a critical mass of faculty in key areas.

B. Undergraduate Education

The Faculty will continue to increase its OAC target in order to reach the additional growth target set for 2002-2003 of 5591.1 domestic FFTEs. Particular attention will be paid to Social Work to ensure that the School will meet its incoming target of 60 new direct entry students for 2002-2003. Social Work will have to meet the new target while balancing enrolment and student support needs for three cohorts of students in 2002-2003 (phasing in of the new full-time direct entry cohort, new part-time cohort and phasing out of old part-time cohort).

Growth in distance education will continue in 2002-2003. A number of internet courses need to be developed in 2002-2003 to accommodate the additional growth and mitigate the decrease in correspondence course offerings. The Atkinson Academic Plan sets the distance target at 35 per cent of total responsible FFTEs by 2002-2003. That target will be reviewed in 2002-2003 as part of an external review that will be conducted of the Faculty's distance education division. Atkinson will also be introducing a new hybrid course format in 2002-2003, which combines the innovation of on-line class work and the tradition of the in-class format. The goal of this format is twofold: to increase student success in these classes and to maximize physical plant space utilization. Two hybrid courses can be put in the same room with alternating in-class and internet meetings.

Increased student retention activities are a joint endeavour among many offices, including the Dean's Office and the Office of Academic and Student Services. Retention initiatives for 2002 include developing a university 101 course, proposing academic programming changes, and developing a peer mentorship/advising model. Successful implementation of a number of retention activities within the Faculty will bring more enrolment planning stability through retaining continuing students within the Faculty.

Attracting excellent students and raising funds for Atkinson student scholarships and awards is a priority for the Faculty in 2002-

2003. The Faculty will also be looking at expanding its experiential education opportunities through cooperative internships and service-based learning opportunities.

C. Graduate Education

A major strategic priority for the Faculty is to expand its graduate programs. The Master's in Human Resources Management, the Master's in Critical Disability Studies, and the Master's of Nursing programs are all targeted for implementation in 2003-2004. It is projected that these programs on start up will create 120 FFTEs of graduate growth reaching steady state growth of 240 FFTEs by 2005-06. The Master's in Information Technology proposal will be put forward for Graduate Studies committee consideration in the 2002-2003 year.

Other Master's programs that have been identified for consideration and possible development in 2002-2003 include: Master's in social justice, Master's in accounting, Master's in health (or health policy/health welfare), and Master's in criminal justice studies.

D. Continuing Education

Another strategic priority for 2002-2003 is to enhance the programming opportunities within DCE and Atkinson, by redefining the Division's relationship to the academic arm of the Faculty and the University. The following new initiatives are underway: a comprehensive program focused on trauma response, including two new certificate programs and professional development courses/workshops, offered in collaboration with the Department of Psychology, Atkinson and the Traumatology Institute (an external joint venture associate); a certificate program focused on internet advertising and interactive marketing, offered in collaboration with the School of Administrative Studies and the Internet Advertising Bureau of Canada (an external joint venture associate); and two courses developed to address retention issues, offered in collaboration with the Counselling Centre and the Office of Student and Academic Services, Atkinson.

In addition, significant refinements to the Division's Certificate in Dispute Resolution are underway, and work has commenced to develop an advanced-level certificate in this area of practice. DCE is also exploring a closer collaboration between these non-degree certificates and Osgoode's LLM program focused on Alternative Dispute Resolution.

E. Research

In 2002-2003 the Faculty will focus on fostering and attracting research activity to the Faculty. Priorities will include securing additional grants, attaining Canadian Research Chairs, and enhancing the Faculty's external visibility. Achieving the Faculty's goal of increasing the research profile is partially dependent upon targeted resources to create and support a solid research infrastructure. Another challenge that faces the Faculty in realizing this goal is providing greater opportunity for graduate teaching. Graduate teaching opportunities will increase as the new graduate programs are approved and implemented. Increase in the Faculty's graduate programming will strengthen the research culture and identity within Atkinson and across the University. A strong research culture is critical for the recruitment of new faculty.

The Faculty will endeavour to attain a CFI research grant in 2002-2003. It will also be looking for opportunities to strengthen research ties with other Faculties, with the Centres on campus, and with contacts external to the university, nationally and internationally.

F. Staff

Planning is for approximately four new staff hires for 2002-2003, and staffing resources in 2002-2003 will focus on student support services, research support, fundraising, and external relations. Staff appointments will be targeted to under-resourced and priority areas; however, the recruitment of these positions will be dependent upon budgetary approval.

G. Space and Physical Resources

Space will continue to be a persistent problem as Atkinson's staff and faculty complement expands beyond available facilities until the new buildings are ready for occupancy in 2003. In 2003-2004 the new TEL building and the Administrative Studies Building will provide important relief for the Faculty's expansion as several Schools (Nursing, Health Policy and Management, Analytic Studies and Information Technology) move from the Atkinson building to these new locations. The vacated space in the Atkinson building will address space requirements for staff, faculty, students, research and storage for Atkinson. Early in the fall of 2002, Atkinson will develop a plan for the reallocation of this space.

A new Atkinson residence for undergraduate students, to serve the needs of the Faculty's changing student body, is in the final planning stage with the original target opening of September 2003 pushed to the spring or fall of 2004. Upon completion, this residence will have 440 beds in a suite-style configuration.

Budget

Results

The management of Atkinson's budget in 2001-2002 focused on maintaining the integrity of the Faculty's budget envelope and not going into deficit. Conservative budgeting and successful enrolment strategy and performance allowed the Faculty to manage the 2001-2002 budget cuts and, aided largely by revenues from international student growth and increased domestic enrolment growth, to increase the Faculty's surplus funds. The Faculty relied on this surplus to mitigate the effects of the 2.75% base budget cut, and to pay $545,000 towards the Faculty's share of the $4.8 million OTO cut required by the University's four-year budget plan. For 2002-2003 the Faculty is predicting a balanced budget.

Challenges

The significant challenge that faces Atkinson is accommodating the largest proportion of the university's double cohort growth while managing and implementing substantial budget cuts. A second noteworthy challenge for the Faculty is the uneven growth in the Schools. Atkinson is experiencing growth in areas that are associated with higher educational costs, such as the Schools of Administrative Studies, Analytical Studies and Information Technology, and Nursing. The Schools and the Department of Psychology have streamlined their operations over the past two years in response to the budget cuts, and face the future challenge of maintaining educational standards while accommodating the planned double cohort growth. During 2002-2003, the Faculty will undergo an internal review exercise in order to formalize a cohesive academic plan and streamline its strategic priorities. Focussing on strategic priorities, including the expansion of the academic units, newly innovative undergraduate and graduate programs, a stronger research infrastructure, educational delivery techniques, and experiential education opportunities will contribute significantly to Faculty and university objectives.

Atkinson will use the Faculty's current surplus to mitigate the effects of the budget cuts for the academic units. The remainder of the surplus cannot provide the ongoing resources required to hire the necessary number of tenure-stream faculty and staff to support the growth and strategic priorities that have been identified in order for Atkinson to realize its full potential. New resources received from special envelope funds (i.e. Collaborative Nursing) and from double cohort grant funding associated with growth will be used to assist in addressing the infrastructure, teaching and growth costs of strategic areas of expansion.

To facilitate these developments, the Faculty will be forming an external relations team in 2002-2003 in order to build bridges with alumni, position Atkinson both within and outside the York community, and develop a strategy for the advancement of the Faculty predicated on the Faculty and University Academic Plans. Atkinson plans to expand its course and certificate offerings through the Division of Continuing Education with the long-range goal of generating revenue to support the Faculty. Finally, the Faculty is committed to working closely with the University to address the higher educational costs of growth areas within Atkinson, securing a critical mass of tenure-stream faculty, supporting new initiatives, and managing budget cut implementation while meeting the Faculty's aggressive growth targets.

Atkinson Faculty of Liberal and Professional Studies

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	226,300	380,209
Internal cost recoveries	1,894,531	1,775,404
Other revenues	43,233	-
Budget allocation	26,322,360	28,865,362
Total Revenue	**28,486,424**	**31,020,975**
Expenses:		
Faculty - Administration	513,437	610,695
Faculty - Full time	13,930,953	15,158,283
Faculty - Contract	4,808,495	6,600,000
Teaching assistants	712,586	-
Research	1,255,295	1,071,682
Support/Administration	4,811,788	5,207,283
Other	54,714	322,916
Total Salaries and Benefits	**26,087,268**	**28,970,859**
Operating Costs	2,004,067	1,871,797
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	239,755	229,981
Scholarships & bursaries	6,465	-
Interest on long-term debt	-	-
Total Expenses	**28,337,555**	**31,072,637**
Total Revenue less Expenses	**148,869**	**(51,662)**
Previous Year's Carryforward	**3,225,260**	**3,374,129**
Carryforward to Next Year	**3,374,129**	**3,322,467**

FACULTY OF EDUCATION

Overview

York's Faculty of Education is strongly committed to providing a rigorous, multifaceted and provocative learning experience for pre-service and practising teachers. Its faculty and graduate students are engaged in innovative scholarly work. The principles which infuse its programs include equity, diversity, collaboration, interdisciplinarity, and social justice.

Students can pursue a Bachelor of Education through the one-year Consecutive Program or a three-year Concurrent Program. The former requires entering students to have a Bachelor's degree from another discipline; the latter allows them to pursue such a degree and a BEd simultaneously.

The Faculty also offers two specialized programs. One is a teacher preparation program in the education of deaf and hard of hearing students. Established in 1989 as a collaboration between University faculty and practitioners in the field, it prepares teachers to work in a variety of educational programs and across the full range of communication/modality options. The second specialized program is the Jewish Teacher Education Program, which may be taken as an option in the BEd program. This is the only Jewish teacher education program in Canada and the only one in a publicly supported university in North America. This course of study is designed to prepare teachers of Hebrew language and Judaic studies under guidelines established by the Faculty in consultation with the Board of Jewish Education in Toronto.

The Faculty also provides a General Certificate in Educational Studies which is an interdisciplinary program offering students an opportunity to explore education as a field of academic inquiry.

The Faculty of Education strives to infuse its programs with a healthy combination of theory and practice. This is achieved, in part, through a unique, complementary staffing model. Tenure-stream faculty members are teamed with teachers or other school board personnel seconded full-time to the University for up to three years. York's Bachelor of Education graduates are in high demand because of their awareness of social justice issues, their knowledge of current theory and research, and their extensive classroom experience. In fact, 99 per cent of York's BEd graduates are employed within six months of graduation.

The PhD and the MEd are research degrees that focus on the study of language, culture and teaching in relation both to social, historical and cultural contexts of education and to contemporary practices of pedagogy, learning and curriculum. The philosophy and curriculum of the programs are grounded in holistic and critical thought. Critical issues in and practices of equity, access and educational design are emphasized in programs that offer a wide range of opportunities to think about meanings and practices of social difference such as those based on race, sex, ethnicity, gender, class and ability.

The Faculty's "continuing education" division, the Office of Field Development, works primarily with qualified teachers to help them to improve their practice. Based on the principles of adult education and reflective practice, the approximately 95 programs offered in Field Development are carried out in collaboration with 12 different boards of education in three separate co-operative arrangements. These arrangements not only allow the Faculty to respond to the needs of teachers at the local level but also strengthen all their relationships with the community of educators in York's catchment area. The Faculty offers a range of additional qualifications (AQ) courses, principal's qualification programs (PQPs), summer institutes, conferences and leadership seminars.

General Statistical Data

- number of undergraduate students – 1567 (compared to 1532 in 2000-2001)
- number of graduate students – 269 (244 in 2000-2001)
- Field Development enrolment – 1981 (2733 in 2000-2001, including 639 registrations from an International Congress for School Effectiveness and Improvement)
- full time tenure stream faculty – 44 (includes 6 cross appointments) (42 in 2000-2001)
- seconded faculty from area school boards – 30 (29 in 2000-2001)
- number of contract faculty – 65
- number of teaching assistants – 32 (26 in 2000-2001)
- number of support staff – 50 (includes administrative support, managers, and contract staff)
- number of alumni – 14,391

Noteworthy Achievements

Significant accomplishments this year included: the receipt by Patrick Solomon of a three-year SSHRC grant to study the impact in the community of the Faculty of Education's Urban Diversity Program; the premiere at the Art Gallery of Ontario of Esther Fine's film, "Life at School: the D.A.S. Tapes"; the naming of Alex Pomson to the Koschitzky Chair in Jewish Teacher Education; and the receipt by Andrew Allen of a University-wide teaching award. The Faculty was honoured by the Ontario Coalition of Inclusive Education for its academic work and programs in the area of inclusive education. Faculty members published the following books: Rishma Dunlop (ed.), *Child: An Anthology of Poetry and Prose* (Boundary Bay Press); Patrick Solomon, co-editor, *The Erosion of Democracy in Education* (Calgary: Detselig); Sandra Schecter, co-author, *Language as Cultural Practice: Mexicanos en el norte* (Mahwah, N.J.: Lawrence Erlbaum Publishers); Paul Axelrod, *Values in Conflict: the University, the Marketplace and the Trials of Liberal Education* (Montreal: McGill-Queen's University Press). More than 30 faculty members and graduate

students gave academic presentations at the recent meetings in Toronto of the Congress of the Humanities and Social Sciences.

Planning and Implementation 2001-2002

Enrolments

The Faculty's undergraduate enrolment has increased following the addition of 156 funded spaces by the Ministry of Training, Colleges and Universities for a five-year period (1999-2003) in support of teacher education programs. This was in response to the identified teacher shortage in Ontario. This increased the overall target for the Pre-Service program to 1230 FTE (full-time equivalents), which has been achieved and slightly increased. The increase was mainly due to the response by the Faculty to the need for intermediate/senior teacher candidates, and the opening of two new I/S off campus teaching sites.

The Faculty's enrolment targets are expected to remain at the same level until 2005-2006; however, the expansion funding is guaranteed only to 2003-2004. The Faculty's enrolment plans will allow for the additional 150 to continue as eligible double cohort students, assuming funding is sufficient to support the instructional costs for the additional enrolments.

Faculty Complement

The Faculty was authorized to conduct tenure stream searches for four appointments plus one cross-appointment, effective 2001. These appointments (Mathematics Education, Technology Education, Aboriginal Education, Health Education, and Music Education (cross appointment)) were brought forward from the previous year due to unsuccessful searches. With the announcement of budget cuts in spring 2001, a decision was made to postpone the Health Education appointment to the following year. During the year, an unexpected resignation created a second Mathematics Education position vacancy. All searches which proceeded were successful and resulted in 4.5 tenure stream appointments effective Fall 2001.

The Faculty was authorized to conduct three tenure-stream searches, effective July 2002, in the areas of Health Education, School Law and Policy and Disability Studies. These searches were successful, with two new appointments beginning July 2002 and the third (School Law and Policy) commencing July 2003.

As a result of two upcoming retirements, the Faculty, pending approval, will be recruiting for two positions effective July 2003, one in Inclusive Education, and one in Deaf Education; the latter is supported by a special provincial grant.

Program Development

- Approved last year, the part-time Consecutive program will admit its first students in fall, 2002. Some 35 students will be enrolled. The Faculty will monitor the interest in this program, which is already quite high. Boards of Education view this initiative as an important and innovative means of addressing current teacher shortages.
- A new BEd program in Technological Studies and Certificate in Education (Technological Studies), approved at the June, 2002 meeting of Senate, can potentially offer a full range of broad-based technological subjects. It will focus initially on such subjects as communications technology and design technology, making it possible for students (at York and elsewhere) with backgrounds in these areas to qualify for admission to the Faculty of Education. Students will follow a pattern of study currently in place for the BEd Intermediate/Senior program. Once the program is accredited by the Ontario College of Teachers and approved by the Ministry of Training, Colleges and Universities, it will accept its first students, hopefully, in Fall 2003.
- As anticipated, the Faculty made a tenure-stream appointment in Aboriginal Education this past year. Following application to the provincial government, funds were secured for the establishment of the position of Aboriginal Counsellor at York. An Aboriginal Council (involving several Faculties) is now scheduled to be created, and this process has delayed, probably by one year, the presentation of a proposal to the Senate of an Aboriginal Education program. The proposal is expected to be prepared in 2002-2003, and the program itself introduced in 2004-2005.
- As planned, the Glendon College consecutive Bachelor of Education site opened in the fall of 2001-2002.
- The Durham Intermediate/Secondary Consecutive Program site, also opened, as scheduled, in 2001-2002.
- As noted last year, the BEd Consecutive site originally placed at Western Technical High School moved to Parkdale Collegiate Institute. The move caused much disruption for the students as it did not occur during the summer months as anticipated, and the required renovations to the Parkdale site could not be initiated as a result. The site is scheduled for major renovations during summer 2002, and the Faculty is now negotiating a long-term lease with the Toronto District School Board to secure this location in order to provide some stability for this much needed Intermediate/Senior program.
- Due to changes in the operations of the Toronto Catholic District School Board, the Faculty was required to find an alternate site for its Bainbridge Consecutive program. The Faculty was successful in this partnership which resulted in the teaching site being located in the offices of the Toronto Catholic District School Board, where a long-term lease securing this location is being developed.
- The University's announced budget cuts in 2001 resulted in the Faculty's exploring revenue generating opportunities through its Office of Field Development. As intended, the Faculty appointed a consultant to conduct a review and prepare a business plan. Targets for increasing Additional Qualification (AQ) enrolments have subsequently been established. The world of continuing education for teachers, in which Field Development is engaged, has been affected by the ongoing labour dispute between teacher federations and the provincial government around the

introduction of a new professional learning program. Uncertainty remains with respect to this issue, but the Faculty is reasonably confident that enrolments in AQ programs will increase, and that new funding opportunities for Field Development will be generated by the development of continuing education courses outside the AQ framework, which was initiated this year. Modest growth in Field Development revenues in 2002-2003 is anticipated.

- The Faculty is offering, on a voluntary basis, a pilot computer notebook course designed to improve the ability of teachers to use technology in the classroom. More than 70 students will participate in 2002-2003.
- As a follow up to last year's plan for initiatives to enhance research, in 2001-2002, the Faculty sponsored three fora with delegates from research centres at York (the LaMarsh Centre, CERIS, and the Centre for Refugee Studies). In addition, the portfolio of the Associate Dean, Field Development, has been reconfigured and titled 'Research and Field Development', a change which highlights the important place assigned to research in the Faculty. This portfolio also now includes international programs (see below). Contingent on available resources, the Faculty intends to appoint a research officer who will assist faculty in the preparation of research applications, seek out new research opportunities, and help facilitate collaborative research.
- On the initiative of the Dean, an inter-Faculty, interdisciplinary forum, The York Network for the Study of Schooling and Higher Education (YNSHE) has been created (housed in the Faculty of Education) which is designed to cultivate research on educational issues. Following an organizational meeting in late 2001, the first event, a forum on the early history of York University, was held at Glendon College. In September, 2002, the YNSHE will hold a workshop on members' research interests and activities. Associations have already been forged with scholars at other universities, and a proposal for a SSHRC New Economy grant to study the privatization of education is in preparation. Over the course of 2002-2003, in consultation with the Vice-President Research and Innovation, a development strategy for the YNSHE will be mapped out.
- An Undergraduate Program review is scheduled for Fall of 2002, and the College of Teachers has tentatively scheduled an Accreditation Review of the Faculty of Education in the spring of 2003. In preparation for these events, five fora and retreats by various Faculty committees were conducted in the spring of 2002. Once the UPR and the Accreditation Review are completed next year, the Faculty will develop a process leading to the implementation of reform in the undergraduate curriculum.
- The Faculty of Education will work with the York University Foundation to develop a strategy for raising funds in support of its academic priorities. Fund raising is expected to begin in 2002-2003.

Internationalization

- The URACCAN project, a five year CIDA-funded program, came to an end in the spring of 2002. In cooperation with CERLAC, Faculty of Education members (led by Harry Smaller) established university programs on Faculty Development, Program/Curriculum Development, Community Outreach, Education and Leadership Development, Research Capacity Development, and Information and Communications Development in Nicaragua. The program has enhanced the capacity for development education at York, increased the availability of distance education graduate courses offered by York, and created further opportunities for York scholars to conduct research in Nicaragua.
- The Faculty's Exchange, Study Abroad/Internship program is intended to establish a culture of international exchange activity in undergraduate and graduate life. Recent agreements have been established with universities in the United Kingdom and Germany, and three new agreements are in preparation for 2002-2003 with universities in Israel, Italy, and France.
- The Visiting Scholars program has two dimensions: a Graduate Summer Institute where foreign scholars teach courses, and a Visiting Scholars program, where foreign academics apply to spend time over the course of the year to conduct research and/or engage in collaborative work with faculty members at York. These programs will continue in 2002-2003.
- This year witnessed the inauguration of the Human Resource Faculty Survey of Faculty of Education members' international activities. This is an on-line survey which can be updated and accessed by visitors to the Web site seeking information on international research and teaching programs in which faculty are engaged. It will be refined in 2002-2003 and could serve as a prototype for the university as a whole.
- Several new international research, teaching, and Field Development projects are currently being pursued, and the Faculty looks forward to reporting on the results of these in next year's PBA report.

Recruitment and Retention of Students

- Applications to the Consecutive Program, FW 2001
  - Number of applications: 4727
  - Number of admission offers: 1169
  - Total enrolled: 727 new admits
- Applications for Concurrent Program, FW 2001
  - Number of applications: 838
  - Number of admission offers: 325
  - Total enrolled: 315 new ED1 admits
- The Faculty of Education has a rigorous recruitment process, which includes interviews with close to 3000 applicants to the Consecutive and Concurrent programs. There is a negligible attrition rate of students in Education; more than 97 per cent of students in the Consecutive program complete their degrees. Concurrent students are more difficult to trace because they are permitted a stop-out year, thereby extending the length of time until graduation.

- In the interests of monitoring the success of its access program, which encourages the applications to the BEd program of visible minorities, aboriginal, the disabled, and those affected by a refugee experience, the Faculty surveyed students from these groups who declined offers of admission for 2001-2002. Analysis of the results of this research will continue in 2002-2003.
- There remains a shortage of teachers in Ontario, and in some fields such as Mathematics, Science and Technology the needs are particularly intense. There is also a shortage of applicants interested in specializing in this area. Now in its third year, the Mathematics, Science and Technology site at Seneca@York is thriving. In order to help alleviate the shortage of teachers in the technology area, the Faculty sought senate approval this year for a new BEd in Technological Studies, and a Certificate in Education (Technological Studies). (See above).
- This past year, the Faculty of Education initiated a Doctoral Entrance Scholarship, since approved by Senate, which is intended to raise the profile of the Graduate Program in Education and to attract excellent students. Funds will be accumulated over the course of this year, and it is expected that the first scholarship will be awarded in 2003-2004 or 2004-2005.
- Part-time teacher education program. (See above).

Summary of Strategic Directions for 2002-2003

- assessing reports of the Undergraduate Program Review and the Ontario College of Teachers Accreditation hearing, and developing a process for implementing recommendations;
- establishing infrastructure for the co-ordination and pursuit of research activities, locally, nationally, and internationally;
- establishing specific enrolment and revenue targets for Field Development;
- establishing a fund raising plan in collaboration with the York University Foundation; and
- developing an enrolment planning strategy for beyond 2003-2004.

Budget

The Faculty has addressed the budget cuts within its operating expenses, with some savings achieved in photocopying, hospitality and off campus site relocation (lease cost reduction).

However, due to the enrolment growth, there has been no reduction in teaching costs, and in fact, new off-campus sites were opened to accommodate the increased enrolment, resulting in additional OTO expenditures for renovations, along with increased operating costs. The special expansion funding from MTCU has supported these expenses, and this is expected to continue until 2003-2004.

In 2002-2003, the Faculty is opening a new pilot site at Regent Park, for an additional 45 students. This cohort does not fall into the MTCU expansion enrolment; however, it is anticipated these enrolments will be eligible for some double cohort funding. As Education is not a direct entry Faculty, the impact of the double cohort on future applications will not be known for some time.

The Faculty of Education staffing model combines tenure stream professors with faculty members seconded from local area school boards. The category "Expenses – Other" includes the salaries of these seconded faculty members as well as field consultants. It also includes the costs of the practicum placements which undergraduate students require as a condition of teacher certification.

Overall, the Faculty's financial situation is stable and manageable through to 2003-2004. Beyond that year, the Faculty's situation with respect to enrolments and funding is uncertain and planning will depend on what levels of funding are provided by the provincial government for teacher education. It is hoped that announcements on this matter will be made in the coming academic year.

The Faculty has accumulated a planned surplus over the last two years in the event that no future growth enrolment funding will be forthcoming from the provincial government. This will allow for a "transition" year to assist with reduced funding and budget cuts.

Faculty of Education

	Operating Results by Expense Type	
	2001-2002	2002-2003
(dollars)	Actuals	Budget
Revenue:		
External cost recoveries	624,676	267,000
Internal cost recoveries	59,761	387,586
Other revenues	349,984	325,000
Central allocations	12,097,262	11,346,947
Total Revenue	**13,131,683**	**12,326,533**
Expenses:		
Faculty – Administration	467,351	323,786
Faculty – Full time	2,899,244	2,924,864
Faculty – Contract	993,007	995,324
Teaching assistants	230,376	156,080
Research	970,992	1,182,223
Support/Administration	2,287,553	2,478,808
Other	3,233,566	2,852,382
Total Salaries and Benefits	**11,082,089**	**10,913,467**
Operating Costs	1,234,006	1,001,831
Amortization of capital assets	–	–
Cost of goods sold	59,372	56,375
Taxes and utilities	288,644	314,680
Scholarships & bursaries	35,321	40,000
Interest on long-term debt	–	–
Total Expenses	**12,699,432**	**12,326,353**
Total Revenue less Expenses	**432,251**	**180**
Previous Year's Carryforward	**800,820**	**1,233,071**
Carryforward to Next Year	**1,233,071**	**1,233,251**

FACULTY OF ENVIRONMENTAL STUDIES

Overview

The Faculty of Environmental Studies was created in 1968, one of the first units of its kind anywhere. For twenty years, FES remained a small graduate Faculty operating its unique master's (MES) program. In the early 90s, doctoral (PhD) and undergraduate (BES) programs were added as new expressions of the Faculty's particular style of environmental education — an holistic, interdisciplinary approach to studying environmentally and to addressing the interdependent, boundary-crossing, complexity of problems which are framed from such a perspective. Behind this broad institutional objective is ranged a collective of faculty members and staff drawn from numerous disciplines and fields who are together responding to the challenge of educating new generations of students to address such changing issues.

Coincident with the Faculty's expansion during the 1990s, the Ontario university system had to contend with successive base budget cuts, culminating in the nearly 12% cuts levied over the 2000-2004 period. At the same time, the environmental studies field in universities throughout the province has been affected directly by the removal of environmental science from the high school curriculum, limitations in the funding of non-governmental environmental institutions, and cutbacks in the Ministry of the Environment and in the provincial environmental regulations it administers. These actions were paralleled by a decline in public concern about the environment.

In the short-term, these events have formed the context for declining enrolments in the Faculty's BES program. At the same time, however, enrolments in the PhD and MES programs have grown – two-thirds of FES' target FFTEs are generated by its graduate programs and, despite the Faculty's small size, its graduate program is the second largest at York. As a result, the Faculty continues to operate above its overall FFTE targets. However, because of the undergraduate enrolment decline and the base budget cuts, FES has gone into debt for the first time in 2001-2002. It was the University administration's concern that the continuation of this trend would threaten the Faculty's future that led to the appointment of an Acting Dean in July 2001, charged by the President to work with the members of the Faculty to respond to this situation.

A strategic planning process involving all elements of the Faculty began in July and a Strategic Plan was completed in December 2001. This proposed a number of changes in graduate and undergraduate programs that were accepted by Senate in May 2002. The Plan also established an enrolment growth strategy which aims not only at the recovery of the Faculty's fiscal balance, but also at putting it into a position from which it could be better able to handle any future base budget cuts.

Currently, circumstances such as those relating to environmental incidents like that at Walkerton, the dramatic examples of events in which local and global issues interact, and the growing debate on global warming and the Kyoto Agreement are all reflected in a rising public awareness and engagement in the areas that are at the core of FES programs. There is also evidence that public engagement in the environment is refocusing around such notions as sustainability, environmental security, and social justice – all aspects of the Faculty's programs. The long-term outcome of these developments will be the growing importance of environmental education and the inevitable growth of occupations requiring people trained to analyze and respond to such situations.

In the face of these challenges, FES continues to present programs that encourage students to pursue their interests, build on their own experience, and explore ideas and issues from a variety of perspectives. The Faculty provides diverse educational opportunities for students to acquire the knowledge and develop the skills needed to think and act environmentally in creative and innovative ways in the context of a rapidly changing and uncertain world.

In 2001-2002 the Faculty's core program statistics were:

- 325 BES students (325 in 2000-2001)
- 353 MES students (350 in 2000-2001)
- 41 PhD students (37 in 2000-2001)
- 28 teaching assistants (29 in 2000-2001)
- 70 graduate courses (73 in 2000-2001)
- 48 undergraduate courses (42 in 2000-2001)

Planning and Implementation 2001-2002

The following goals were listed in the 2000-2001 York University Planning, Budget and Accountability Report. This is an account of the levels of success achieved in the implementation of these goals.

1. Completing an FES Strategic Planning Process

FES carried out an intensive, participatory strategic planning process during the Fall Term of 2001. The resulting Plan provides the basis for a major reorientation of the Faculty over the coming decade in response to changes in the Faculty, the Ontario environmental education context, and in the enrolment/financial setting of York University.

The Plan concludes that the Faculty's future will be based on the strength and originality of FES' particular approach to environmental studies and on the reinforcement of its reputation as a unit with unique academic, educational, and social objectives. The Plan demonstrates how FES can establish levels of undergraduate and graduate student applications, enrolment, and retention which will allow it to achieve its growth targets and sustain its Faculty status through the generation of its share of the University's income.

The application of the enrolment/financial model incorporated into the Plan takes account of the relatively small size of FES, the necessary increase in undergraduate enrolments, and the maintenance of the Faculty's strength in graduate studies. In this respect the coincidence of the first stages of the implementation of these enrolment growth strategies with the expansionary double-cohort situation will significantly assist the Faculty in achieving these goals.

The focus of the 2001 Strategic Plan is on the addressing of critical enrolment issues facing the Faculty through: 1) the redesign of the BES and MES programs; 2) the expansion of program connections with other York Faculties; and 3) the implementation of major new recruitment strategies. These changes will ultimately change the scale and operations of the Faculty and ensure its long-term sustainability.

During 2001-2002, the revisions to the Faculty's programs specified in the Strategic Plan were accomplished and accepted by Senate. Changes in the MES and PhD programs will be implemented in September 2002, while the major restructuring of the BES program will take effect in September 2003. It appears that the first step in enrolment growth proposed for both BES and MES programs in 2002-2003 will be achieved. Other dimensions of the Strategic Plan were initiated in 2001-2002: expanded recruitment strategies, research planning, collaboration with other Faculties, and extended external relations activities connecting the Faculty with its critical constituencies.

Program Changes:

The re-examination of the BES program was initiated in internal and external reviews that predated the strategic planning process. Changes made to the four thematic foci for student programs were based on scholarly, professional, and practical considerations: environment and culture, urban and regional environments, environmental politics, environmental management are the short-form titles of the renamed "areas of concentration". The personal/academic/professional aspirations of each student are emphasized in the strengthened role of individual plans of study in the BES program. Significant changes were made to courses and to the culminating senior honours activity and an increased emphasis on experiential education incorporated into the program. A 90-credit BES program option and proposals for a BES/MES fast-track program are further outcomes of this redesign process.

Changes in the MES program are aimed at reinforcing the core strengths of the distinctive individualized pedagogy based on the interdisciplinary collaboration of MES students and their faculty advisors that remains the hallmark of the Faculty. At the same time the changes address the need to redistribute faculty resources among the three programs. They were aimed at strengthening academic quality, improving access to faculty advisors, reducing administrative complexity, reducing the average length of the program, and improving the overall delivery of the program to the graduate students.

The PhD program has already achieved a reputation as an innovative, interdisciplinary program that produces a high proportion of graduates going on to successful academic careers. Changes to the program emphasize more effective facilitation of progress through the program and reducing the average length of doctoral studies in FES, while at the same time further strengthening of academic quality.

Several new diploma and certificate options available to students in the Faculty demonstrate the expansion of applied and professional opportunities for FES students. The BES Certificate in Environmental Landscape Design will receive its first students in 2002-2003. The Graduate Diploma in Business and the Environment, jointly offered by FES and the Schulich School of Business, graduated its first students in 2002 – four of the first group were based in FES. A Joint Certificate in Community Arts Practice (with the Faculty of Fine Arts) and the Combined MES and MBA program (with Schulich) are other initiatives currently being developed. In addition, the existing Certificate in Geographic Information Systems (GIS) continues to attract large numbers of students.

Faculty complement:

The tenure-stream faculty total for 2001-2002 was 36.5 (including two CLA appointments made during the year). There were five active emeritus faculty and 29 part time, sessional appointments.

A search for a tenured replacement for a departure at the end of 2000-2001 was not successful and will continue in 2002-2003, as will the search for a tenure-stream appointment in the planning area to replace losses through retirement. Two further short-term CLA appointments will also be made to cover leaves of absence.

The long-term complement plan emphasizes the generation of funding for new appointments through enrolment growth to steady-state levels in the mid-decade and the immediate replacement of the large number of retirements which will occur from 2006-07 to the end of the decade.

2. Increasing Enrolment Through New Recruitment Strategies

a) Enrolment results

The FES Strategic Plan 2001 developed a detailed enrolment/financial plan for the Faculty extending to the end of the decade. The enrolment targets for 2001-2002 formed the baseline for this model. Once again, the undergraduate intake fell below the historic target of 120; the incoming class total was 79. Establishing the reasons for this underachievement formed an important part of the development of new recruitment strategies established in the Plan and led to the changes in programs discussed above. Current figures for 2002-2003 suggest that the BES intake will reach the 120 figure for 2002-2003. The MES and PhD programs exceeded and achieved their targets for 2001-2002 respectively.

b) Recruitment strategies

The Faculty's Office of External Relations manages the Faculty's recruitment operations. This office joins together the activities of student recruitment with communications and overall promotion of the Faculty to external constituencies. The Office of Student and

Academic Services provides support to recruitment and conversion and has responsibilities for student advising and retention.

The focus on increasing enrolment necessitated the deployment of diverse strategies in recruitment and conversion, both tried and true ones and new directions. Staff resources dedicated to recruitment and liaison were increased. Focus group testing and surveys were carried out to better understand the attitudes of prospective students and to test recruitment and other promotional materials, which were revised continually during the year. In all of this, the Faculty worked in close cooperation with York's central Office of Admissions, obtaining feedback on plans and participating in York-wide activities.

FES liaison staff made an increased number of visits to York feeder schools, both in the company of York liaison staff and in separate targeted visits. The total number of students addressed and off-campus fairs attended exceeded that of previous years. Faculty members also spoke to student groups at several GTA high schools. In the fall, the Faculty organized a conference at York, including a recruitment presentation, for 140 Grade 11 and 12 students.

In promoting the BES degree, attention was paid to linking it to job and career opportunities, using the FES Web site as a tool to communicate information. Successful BES and MES graduates were profiled on the Web site and there was increased profiling of FES student and faculty initiatives.

The Faculty participated in York-wide events such as March Break, Spring Campus Days, and Domestic and International Guidance Counsellor days. FES contributed student profiles and event information for the Web-based electronic newsletters sent by the Office of Admissions to all York applicants.

The annual on-campus Earth Day event, designed to promote environmental issues and FES on the Keele campus, drew more than a dozen organizations and student interest was high. Many FES community members participated in a similar event attracting 200 students at a Toronto high school.

Increased use was made of electronic communications with BES applicants and "admits". This improved use of e-mail, together with calling campaigns, is believed to have resulted in a more successful conversion of prospective students to registrants than in previous years. Another success factor in conversion was a series of open houses for BES and MES applicants and their parents to interact with the Dean, faculty members, current students and staff.

Immediate and detailed responses to telephone and e-mail enquiries, usually within one day, and working with the Office of Admissions (BES) and Faculty of Graduate Studies (MES) to better track and expedite files, also marked FES' approach.

FES recognizes it must find innovative ways to tap the "niche" market of prospective students who would strongly identify with the opportunities presented in the BES program. Building relationships with high school teachers interested in the environment and guidance counsellors is one of the strategies under development. In 2001-2002, the Faculty started cultivating these connections through meetings with individual staff members and faculty. FES also networked with teachers and students at external forums such as Learning for a Sustainable Future's GTA professional institute.

Through a working relationship established with the environmental coordinators of eight southern Ontario school boards, the Faculty is helping to address the "environmental literacy gap" in the new Ontario curriculum by supporting the development of suitable course material for inclusion in Grades 9-11 geography and civics courses. High school students and teachers will be able to locate the resource material on the FES Web site.

Planning was undertaken for a multi-pronged approach to recruitment in 2002-2003. This will include: marketing the BES program to members of high school environmental clubs, together with a conference; the expansion of a speakers series whereby faculty and students will make presentations in high schools; more career information talks to schools by the manager of FES Works!; and increased cooperation with York's International Admissions office.

College transfer and mature students make up about one-third of BES enrolment. For one specific segment of the market, the BES degree offers an alternative to the more narrowly technical environmental science and related programs offered by some Colleges of Applied Arts and Technology. FES will be promoted to those college students seeking a broad, more contextual education. In the coming year, FES liaison staff will target selected college programs for visits, with support from York's Office of Admissions. The Faculty will also promote its programs in environmental and social organizations serving youth.

All these efforts will be accompanied in the coming year by a strengthening of FES marketing and communication strategies with particular relation to enrolment and recruitment, continuing work that was begun in 2001-2002.

c) Connections to employers and alumni

Opportunities to engage in experiential education are expected to increase the appeal of the redesigned BES program to prospective students. The Faculty's in-house career information and support centre – known as FES Works! – is expanding its contacts with a wide range of organizations in the public, private and voluntary sectors capable of generating work and volunteer placements, paid and unpaid, for upper-year students. In doing so, it builds upon the success established in generating field experience positions for MES students when the office was known formerly as the Field Experience Information Office.

As the Faculty will be seeking support for this initiative particularly from its approximately 3,000 alumni, the Faculty's Alumni Relations Office was integrated during the year with the FES Works! operation. This also marked an increase in the scale and number of contacts being planned with alumni, as indicated by the following developments in 2001-2002:

- a successful "Homecoming" event in September, anchored by a talk by Maurice Strong, Special Advisor to the Secretary-General of the United Nations;

- a dinner and arts celebration in November, marking the Faculty's 33rd year and the creative achievements of FES alumni;
- improvements to the alumni database;
- distribution of a comprehensive alumni survey eliciting greater alumni involvement with the Faculty that will also increase knowledge about how well FES alumni have fared in the work world; and
- the initiation of an alumni career mentoring program to be launched in 2002-2003.

Services designed to help current students prepare for the job market were also strengthened. These services are delivered through one-on-one sessions, workshops, a resource library and links to York Career Services, as well as via a weekly bulletin of job and field experience opportunities distributed electronically and posted in the Faculty. In 2001-2002 the FES Works! office:

- circulated more job and field postings than ever before (1500, representing a 50 per cent increase from 2000-2001);
- attracted more than 75 students and 25 professionals to an Environmental Careers Networking Breakfast, co-sponsored with York Career Services;
- produced fact sheets on topics ranging from internships to exchange and volunteer opportunities in the environmental sector; and
- initiated development of a new Web site that will include such interactive options as an on-line job order form for employers and a job search engine for students.

3: Increasing retention rates for continuing students

Academic support workshops and individual academic counselling continue to be made available to BES students. This individualized attention and the resultant referrals to support services like FES Works! contributed to increased retention rates. An increased level of support was also given to the Bachelor in Environmental Studies Student Association (BESSA).

The Student Representative Program is a new initiative that involves the recruitment of one student in each BES course, who functions as a liaison between the office and the students in his/her class. The representative also acts as a student contact for curriculum feedback. This successful program keeps students aware of Faculty events and administrative deadlines.

The Mentoring Program, now in its second year, links incoming students with upper-year students. Some 25 student volunteers served as mentors in 2001-2002.

Improvements to BES student advising were made through the launch of an advising Web site in January 2002. Continuing student advising sessions were coordinated through core courses, ensuring that all BES students are made aware of the opportunities available to them, including certificate and joint program options. Perhaps most importantly, the revised BES program offers a 90-degree credit option that in 2002-2003 will facilitate the retention of 40 students who were otherwise unable to maintain enrolment in the Faculty.

Graduate retention rates continue to be very high. Nonetheless, administrative processes have been further streamlined. The Faculty also undertook a thorough review of graduate advising and made major revisions to the MES program designed to decrease the time to completion and address student and faculty concerns about availability and workload.

4. Increasing Faculty Partnerships with Other York University Units

a) FES linkages with other Faculties

As a reflection of its approach to study and practice in an interdisciplinary field, the Faculty has worked to build formal and informal academic links with other academic units at the University on subjects of common interest. These include:

- the long-established Joint MES/LLB Program with Osgoode Hall Law School, which has produced many excellent graduates who have successfully integrated the two fields of law and environmental studies;
- the recently approved Diploma Program in Business and the Environment with the Schulich School of Business' Erivan K. Haub Program in Business and Sustainability; this program awarded its first diplomas at the spring 2002 Convocation;
- a Diploma Program in Sustainability Education with the Faculty of Education, which has been approved by the Councils of both Faculties, and now awaits senate approval;
- a Combined MES/MBA Program with the Schulich School of Business, which has been approved by the FES Council and awaits further consideration by Schulich;
- joint planning with the Atkinson Faculty of Liberal and Professional Studies on the renovation of the former Schulich School of Business building in a manner that reflects the principle of sustainable development;
- a tri-Faculty international development initiative between FES, Osgoode and Schulich, concerned with creating a strong international project capacity at York which builds on the combined fields of expertise of the participating Faculties; a high-profile conference and workshop are scheduled for September 2002, at Osgoode; and
- a joint Certificate in Community Arts Practice under development with the Faculty of Fine Arts.

b) Aboriginal Education

FES has a long history of involvement with aboriginal education initiatives, starting with the creation of the Native/Canadian Theme area in the Faculty in the 1970s. This continues to serve as an ongoing site for research generation and dissemination, and teaching activities. Currently, the FES graduate programs have among the largest number of First Nations/Aboriginal students of any in Canada.

Recently, aboriginal students from FES and elsewhere across campus have begun working with the University administration and a number of Faculties on the generation of funds to establish the position of an Aboriginal Counsellor at York and to implement the creation of an Aboriginal Education Council. Funds were received in 2002 from the Ministry of Training, Colleges and Universities to assist in the establishing of the Aboriginal Counsellor. FES is currently acting as the institutional base for facilitating this process with the active involvement of other Faculties. The Faculty of Education is directly involved in the current York Aboriginal education process, as are Osgoode and Schulich. In addition, Faculty members with interests in Aboriginal education from throughout the University are being drawn into this initiative. These efforts will generate an increased level of support for aboriginal students and aboriginal studies at York.

5. Increasing the public profile of the Faculty

The Faculty contributes to the public profile of the University in numerous ways: through research and international projects; the achievements of faculty, students and alumni; contributions to public debate and the community; and through coverage in the media.

a) Research and international projects

FES has a worldwide reputation for scholarship and teaching in environmental thought, resource management, planning, management in turbulent environments, development studies, women and environments, and political ecology. Funded research projects range from large, multi-institutional international partnerships to individual research grants.

The Strategic Plan foresees the strengthening of the research culture in the Faculty through the creation and implementation of a new Research Plan in 2002-2003.

FES faculty members have been responsible for an array of multi-year projects with a total budget of $8.6 million in recent years, of which over $700,000 was utilized in fiscal 2001-2002. The York Centre for Applied Sustainability (YCAS), based in FES, generated projects totalling approximately $300,000 this year.

In 2001-2002, FES faculty members held over $778,354 in external research grants and contracts. Funding sources include SSHRC, NSERC, Canadian Foundation for Innovation, Canadian International Development Agency/AUCC, Environment Canada, Health Canada, HRDC/Canadian-European Community Program for Cooperation in Higher Education and Training, International Joint Commission, International Development Research Centre, Ontario Ministry of the Environment, Stratos and the Canadian Centre for Philanthropy.

During the year, the Faculty received approval for a five-year water management capacity-building project in Brazil, worth $1.2 million, funded by the Canadian International Development Agency. FES, working with the ECOAR Institute for Citizenship in Sao Paulo and the University of Sao Paulo, will design and deliver training programs for river basin committees responsible for the management and protection of water resources in Sao Paulo state. The project also aims to develop curriculum for civil society groups on water resource management, community participation, environmental education, and women and development. It will involve student and faculty exchanges between York and Brazil, research and other links.

Other significant international projects in which FES faculty and students are currently involved include:

- biodiversity conservation in the Las Nubes-Los Cusingos protected rainforest areas in Costa Rica, an ongoing research program with the Tropical Science Centre, San Jose, funded by the Woody Fisher Fund for Neotropical Conservation and international donors.
- coastal monitoring and the implementation of a participatory management plan for natural resources at Camp Lagoon, Nicaragua, funded by the International Development Research Centre, Ottawa.

During 2001-2002, faculty members and students participated in research projects in Belize, Brazil, Canada, the Caribbean islands, Chile, China, Colombia, Costa Rica, France, Germany, Ghana, Guatemala, India, Iraq, Italy, Japan, Indonesia, Kenya, Mexico, Nicaragua, New Zealand, Portugal, Russia, South Africa and the USA.

The York Centre for Applied Sustainability (YCAS) was established within FES in June 1996. The centre's mandate is to promote the application of the principles and practices of sustainability throughout society, including in the public, private, and civil sectors, and in education. Accordingly, the centre is outward-looking and works in collaboration with groups and organizations in the immediate community and beyond.

YCAS has been a leader in developing research and policy tools in sustainability theory and practice. In the field of urban sustainability, YCAS has been active through its involvement in Sustainable Toronto (CURA), a project that includes the Environmental Studies program at the University of Toronto, the City of Toronto, and several leading environment/sustainability groups. YCAS has the license to develop GTA QUEST, a software tool to be used in community engagement and teaching of urban sustainability. YCAS has also been involved in the Toronto Vital Signs Project (a community sustainability indicators project), and, with colleagues at Royal Roads University, in a Networks of Centres of Excellence proposal for a Community Sustainability Network for which YCAS will serve as hub of the Ontario region. YCAS is also working with Map Reflections, a geomatics-based tool for rapid assessment and reporting of indicators of urban sustainability issues.

b) Faculty and student achievements

The following provides a sampling of the many accomplishments of FES faculty and students in 2001-2002:

- Leesa Fawcett received a University-Wide Teaching Award for Teaching Excellence from the York University Senate Committee on Teaching and Learning and Parent Association.
- Gerda Wekerle, Anders Sandberg and Liette Gilbert received a three-year SSHRC grant to examine the dynamics of citizen planning in general and through an in-depth study and comparison

of two communities in the Oak Ridges Moraine region, Richmond Hill and Caledon. They intend to document the issues in each of these communities; the roles of key actors; the outcomes of each set of strategies; and the local historical circumstances and political regimes under which citizen activism takes different forms.

- Lewis Molot received a four-year NSERC grant for his research on the role of UV in the formation of particulate organic carbon in northern lakes. His project will fill in some of the gaps about the role of lakes in storing carbon for long periods of time (interglacial intervals), to have a clearer understanding of how carbon cycles into and out of the atmosphere.
- Grant Sheng received a Certificate of Appreciation from the American Nuclear Society in recognition of his professional contribution associated with organizing and chairing sessions on the social aspects of nuclear waste disposal at the 2001 International Conference on High Level Radioactive Waste, for three conference papers authored by him and his students, and for service as a member of the conference program committee (representing Canada) since 1990.
- PhD graduate Sherilyn MacGregor received the 2001 Dissertation Prize from the Faculty of Graduate Studies for her dissertation "Beyond Mothering Earth: Ecological Citizenship and the Gendered Politics of Care." She also was awarded a SSHRC Post-doctoral Fellowship, and will be spending two years at the Institute for Environment, Philosophy and Public Policy at Lancaster University, England.
- MES/LLB graduate Dayna Nadine Scott was awarded a 2001 Thesis Prize from the Faculty of Graduate Studies for her thesis "Carbon Sinks Science and the Kyoto Protocol: Controversy as an Opportunity for Paradigmatic Policy Shift." She received the 2001 Sir John A. MacTaggart Essay Prize in Environmental Law for her article "Carbon Sinks and the Preservation of Old-Growth Forests Under the Kyoto Protocol" (*Journal of Environmental Law and Practice*, May 2001).
- MES student Danielle Schami received $20,000 from a new international research awards program in urban agriculture administered by the International Development Research Centre. The Agropolis Awards seek to promote the advancement of knowledge and inform interventions in critical areas of (peri)urban agriculture. Ms. Schami's work looks at alternative food system planning and education in Mexico.
- MES student Ofer Ben-Dov has received an E7 Sustainable Energy Development Scholarship valued at US$20,000 annually for his research work focusing on the development of renewable energy businesses in Israel. (E7 members comprise nine of the world's leading electric utilities from G7 countries.)

c) Publications

During the year, FES faculty members, students and alumni published over 90 works, including books, chapters, journal articles, book reviews and scholarly publications.

The books include:

- *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*, by Deborah Barndt (Garamond Press).
- *Just Doing It: Popular Collective Action in the Americas*, an anthology of MES student and graduate papers edited by Gene Desfor, Deborah Barndt and Barbara Rahder (Black Rose Books).
- *Radical Ecopsychology: Psychology in the Service of Life*, by PhD graduate Andy Fisher (State University of New York Press).
- *Claiming Sacred Ground: Pilgrims and Politics at Glastonbury and Sedona*, by MES and PhD graduate Adrian Ivakhiv, based on his dissertation (University of Indiana Press).
- *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*, (2nd edition) co-edited by MES graduate Lorraine Land (Irwin Publishing and the Public Justice Resource Centre).
- *Challenging McWorld*, by MES student Sarah Dopp and contract faculty member Tony Clarke (Canadian Centre for Policy Alternatives).

The following are also noted:

- MES Program Coordinator Peter Timmerman was the general editor of Volume 5 ("Social and Economic Dimensions of Global Environmental Change") of the *Encyclopaedia of Global Environmental Change*, published by John Wiley and Sons in November 2001.
- No. 52/53 and No. 54/55 of the journal *Women in Environments International* were edited by FES faculty members Cate Sandilands and Ellie Perkins respectively. Each issue contained articles by FES faculty and students.
- The 11th issue of *Undercurrents*, an independent, student-run, Faculty-supported journal of critical environmental studies and the only one of its kind in Canada, was published under the theme of "trans/formations".

d) Events

The Faculty contributed to growing public interest and debate on regional and urban planning issues, a focus of considerable teaching and scholarship in FES, by organizing a nine-part public seminar series, entitled *Planning Transformations*, in 2001-2002. More than a dozen private sector planners, citizen activists, municipal officials and scholars participated as expert panelists and discussants. The series also was supported by the Urban Studies Program in the Division of Social Science.

Several other FES public events during the year explored issues of climate change and related impacts. Also worthy of note was an FES PhD colloquia series called "Explorations in Environmental Studies".

For the past eight years, the Faculty has organized an annual Eco Art and Media Festival each spring in partnership with the Faculty of Fine Arts and community organizations.

e) Media coverage

The Faculty succeeded in establishing a higher profile in the media. During 2001-2002 faculty members were quoted in articles and broadcasts dealing with such topics as homelessness, urban congestion, the monitoring of Ontario's water quality, and the "triple-bottom line". FES teaching faculty received coverage in the Toronto Star, the Globe and Mail, National Post, six other

Ontario dailies, and numerous broadcast outlets including CBC-TV, CITY-TV and Global Television.

Several current BES and MES students were lauded in the media for their public service contributions.

The University's communications media also gave extensive coverage to FES news items and activities, including nearly 20 mentions in the Gazette.

6. Progress Towards Achieving Fund-Raising Goals

The Faculty took the initiative in 1997 to hire a part-time fundraiser, a position that evolved in May 1999 into a full-time development officer whose duties included alumni relations. In the Fall of 2001 the position became that of full-time fundraising manager, a position shared with the University's Development Department.

Plans were in place for the continued push for achieving the Faculty's goal of $5 million by 2004, but this process was interrupted by the one-year leave of the manager. No replacement could be appointed due to the University's restructuring of development throughout the creation of the York Foundation. Progress in achieving fundraising goals was put on hold until arrangements between Faculties and the York Foundation are completed. FES intends to work closely with the Foundation to regain the previous momentum in fundraising in a Faculty which has the potential of playing a full role in the establishing a high fundraising profile for the University.

Faculty Goals for 2002-2003

1. Successful implementation of the revised MES program in Fall 2002 and preparation for the introduction of the redesigned BES program in September 2003.
2. Updating of the FES Strategic Plan 2001 in tune with the changing Faculty context and adaptation to the University's enrolment planning developments.
3. Initiating a new FES Research Plan, including a major extension of involvement in the York Centre for Applied Sustainability which is attached to FES.
4. Increased funding for FES graduate students in tune with the scale, instructional form and earning capacity of the Faculty's programs.
5. Strengthening of FES marketing and communication strategies with particular relation to enrolment and recruitment of undergraduate and graduate students.
6. Participating in the redevelopment of environmental education in Ontario, particularly through the establishment of closer relationships with the Ontario high school system.
7. Increasing connections with FES alumni through the development of the FESWorks! and Alumni Office.
8. Regeneration of the Faculty's fundraising capacity through close collaboration with the York Foundation.
9. Preparation for the enrolment activity of the double-cohort years as an opportunity to reposition FES as a unique and sustainable Faculty which effectively demonstrates the unconventional and distinctive style of York University.

Budget

In broad terms the FES budget remained in its standard form, with over 90 per cent of expenditures accounted for by the salaries and benefits of full-time and contract faculty, teaching assistants and staff. However, significant changes in the balance of revenue and expenses occurred in 2001-2002 as a result of a failure to achieve undergraduate enrolment targets and the implementation of base budget cuts. It is this deficit condition that was the focus of proposals in the FES Strategic Plan for an enrolment strategy which will reverse the revenue/expense imbalance and ultimately remove the debt situation.

Faculty of Environmental Studies

	Operating Results by Expense Type	
	2001-2002	2002-2003
(dollars)	Actuals	Budget
Revenue:		
External cost recoveries	34,501	35,000
Internal cost recoveries	23,097	5,000
Other revenues	251,040	20,000
Central allocations	6,501,950	6,241,079
Total Revenue	**6,810,588**	**6,301,079**
Expenses:		
Faculty - Administration	407,118	404,991
Faculty - Full time	2,629,755	3,329,235
Faculty - Contract	276,317	209,586
Teaching assistants	331,319	293,459
Research	1,584,541	892,668
Support/Administration	1,301,427	1,308,967
Other	53,190	16,265
Total Salaries and Benefits	**6,583,667**	**6,455,171**
Operating Costs	438,338	400,045
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	70,740	60,200
Scholarships & bursaries	180	2,400
Interest on long-term debt	-	-
Total Expenses	**7,092,925**	**6,917,816**
Total Revenue less Expenses	**(282,337)**	**(616,737)**
Previous Year's Carryforward	**380,515**	**98,178**
Carryforward to Next Year	**98,178**	**(518,559)**

FACULTY OF FINE ARTS

Overview

The mission of the Faculty of Fine Arts is to provide the best possible education for new generations of fine arts practitioners, scholars and educators, while advancing the development and teaching of the various arts disciplines at all levels. This mandate includes educating arts audiences, promoting and enlivening the fine arts in Canada, and serving the local, national and international cultural community. To achieve high standards of excellence in fine arts education, it is essential to recruit the best students and provide them with high quality instruction. The Faculty's programs aim to reflect current professional practices and technologies so that graduates will be well prepared for the many career options in the fine arts and related industries.

The Faculty of Fine Arts has a longstanding commitment to professionalism and innovation. Through the Faculty's institutional activities and as practicing professionals, York Fine Arts faculty and alumni play a leadership role in the Canadian and international arts community. They are major contributors to Canada's cultural industries, the development of public policies for culture and arts education, and the establishment and maintenance of national standards for competency and accreditation within various fine arts professions.

The Faculty of Fine Arts remains unique in the Ontario university system, offering academic studies and professional training in all the fine arts disciplines: dance, design, film & video, music, theatre and visual arts, as well as interdisciplinary fine arts cultural studies. Degree programs offered include the BA, BA (Honours), BFA (Honours), BDes (Honours), MA, MFA and PhD.

The Faculty of Fine Arts is one of the largest and most comprehensive educational institutions for the fine arts in Canada. The table below shows the number of students, faculty, staff and alumni over the last three years:

Faculty of Fine Arts	1999-2000	2000-2001	2001-2002
Undergraduate students	2191	2283	2335
Graduate students	172	183	167
Full-time tenure-stream faculty	82	93	92
Full-time sessional faculty	9	10	10
Contract faculty	94	132	116
Teaching and research assistants	90	105	133
Administrative and technical support staff	53	55	59
Alumni	7633	8041	8487

Planning and Implementation 2001-2002

Enrolments:

The Faculty of Fine Arts achieved its target with respect to new incoming students (630), with 629 year one students reported on November 1, 2001.

The Faculty fell short of its 2001-2002 undergraduate FFTE target, despite an increase in enrolments in the Design Department normally counted separately. This shortfall was due to canceling courses as a response to budget cuts. The anticipated transfer of students to other Fine Arts courses did not materialize. The shortfall in graduate FFTEs in 2001-2002 is in comparison to FFTEs achieved in 2000-2001, an anomalous year in which graduate enrolments reached an all-time high. Additionally, a large part of the decline (30 FFTEs) was due to a reduction in the number of students who were ineligible for program funding due to time limits.

Enrolment Category	2001-2002 Target	2001-2002 Actual	2002-2003 Projected
Undergraduate (FFTEs)	2009	1972.4	2350
Design (FFTEs)	146.6	172.1	185
Graduate (FFTEs)	403.6	361.2	370

For 2002-2003 the Faculty is embarking on a strategy of growth in order to meet its commitment to quality fine arts education within budget constraints, including the current series of cuts. The service courses cancelled in 2001-2002 have been reinstated, along with some new courses, many of interest to non-majors. Where possible, existing courses for both majors and non-majors will accept additional students. Finally, the Faculty will increase the number of spaces for new first-year majors by almost 10 per cent.

In the 2000-2001 Planning, Budget and Accountability report, the Faculty of Fine Arts set the following goals – several of which are ongoing and open-ended – and is pleased to report on the results:

To increase the number of applicants who list York Fine Arts as their first choice

In the OAC pool 31.2 per cent of applicants listed York Fine Arts as their first choice, up from 30.1 per cent in 2000-2001. A greater increase occurred in the non-OAC pool, where the first choice percentage increased to 51.5 per cent from 47.0 per cent in 2000-2001.

To recruit the best students nationally and internationally, and provide them with appropriate support

As in previous years, the Faculty has seen an increase in both applicant numbers and the entering average of OAC students, with over 50 per cent of all OAC applicants having an average of 80 per cent or higher. This has increased the strength of the pool

from which Fine Arts students are selected – on the basis of both artistic talent and academic merit.

In 2001-2002, the Faculty embarked on restructuring its recruitment, information and academic services to support the growing pool of international and domestic applicants and registrants. The restructuring will be completed in 2002-2003.

The Faculty received more than $460,000 for student support from individuals, foundations and corporations in 2001-2002, enabling it to endow and launch 14 new named scholarships and bursaries.

To address student retention rates

Most departments reported improvements in this area in the past year. The Faculty's ongoing surveys of students provide important information on aspects of student life that affect retention, and departments are becoming increasingly aware of the need to consider these conditions in curricular planning. In September of 2001-2002, the Faculty introduced the new 90-credit BA and has already noted a consequent positive impact on retention/graduation rates, with 27 students graduating with this degree in June 2002.

To expand and upgrade Fine Arts facilities

A $3.75-million gift from Joan and Martin Goldfarb in fall 2000 led to substantial renovations in the Centre for Fine Arts (now named in honour of the donors) during the summer of 2001. The renovations included new studios for graduate students, refurbished painting and drawing studios for undergraduate teaching, and the creation of the Joan Goldfarb Visual Arts Study Centre, housing the collection of contemporary art included in the Goldfarb gift. These upgrades have significantly improved the teaching and learning facilities of the Visual Arts Department. The Study Centre opened in January of 2002 and is expected to see frequent use in Visual Arts studies and studio courses.

In 2001-2002, the Faculty of Fine Arts' only large lecture hall was refurbished and equipped with digital projection and improved video, slide and sound facilities to enhance visual arts, film/video and music courses. The positive effects of this upgrade have been noted.

To continue to address problems relating to growth

The Faculty faces unusual challenges due to the pressures on growth. Many Fine Arts departments reported increases in applications by majors to programs and by non-majors to elective courses. Both academically and in terms of talent, the calibre of applicants is high and many are deserving of entry into the Faculty's programs. However, the nature of teaching in the fine arts limits the Faculty's ability to accommodate more students in areas where the Faculty faces constraints in space, equipment and teaching resources. A key factor in the assessment of teaching resources is the student/teacher ratio, which must be lower in studio courses than in studies courses. Several departments accommodated additional students, but only in selected areas. Leading into 2003-2004, the Faculty is aiming to accommodate some growth through innovative programming. The Faculty cannot accommodate additional bodies in the studio classes, but it is hoped that additional students will be attracted into non-studio areas of Fine Arts through clearer identification of those programs in the OUAC application form. The Faculty plans to elevate the profile of all the Honours BA programs, and one department is exploring the possibility of offering a new Honours BA in 2003-2004.

To develop and implement a fundraising strategy in cooperation with York's Development Office

The Faculty's initiatives in this area did not advance substantially in the past year, in part as a result of some uncertainty in the shift from the former development and advancement structure to the new York Foundation. However, several significant gifts were received and new supporters of the Faculty of Fine Arts identified for future initiatives.

To continue to aggressively pursue Faculty renewal

For 2001-2002, the Faculty pursued searches for 5.5 appointments, including an appointment shared with the Faculty of Education. Of these, 1.5 positions were filled. Three searches (in Design) and one (in Film & Video) were declared unsuccessful, due to a lack of suitable candidates. Three of those positions will be filled for 2002-2003, and a new search will be held to fill the remaining position for 2003-2004.

To continue to work towards enhancing the overall experience of students

All departments improved both the quality of curricular programs and the ease with which students can find their own paths towards degrees. On the extra-curricular side, funding provided by the Cold Beverage Agreement assisted in the creation and promotion of artistic and cultural events on campus. The Faculty of Fine Arts is particularly pleased with its reinvigorated student government, the Creative Arts Students Association (CASA), which has regained its position as an active force in the affairs of the Faculty.

To pursue partnership opportunities with other educational institutions and the professions in order to expand the range and quality of the Faculty's programs and career options for its students

The Faculty and individual departments made progress in developing partnerships, where appropriate, with other institutions, based on common values in all aspects of fine arts education. Discussions are currently underway with Georgian College, Humber College and Centennial College.

To upgrade teaching/learning resources, including integration of new digital technologies into the curriculum

In 2001-2002, the Faculty's Committee on Arts and Technology continued to provide effective leadership in the use of technolo-

gy in fine arts. New courses were developed, most significantly one on-line section of FACS1900, the required course for all first-year Fine Arts students, and FILM1701 "Hollywood: New and Old", offered on-line and in partnership with TVOntario's *Saturday Night at the Movies*. The Department of Film & Video received a corporate donation from Universal Studios Canada that will enable it to significantly increase the use of digital equipment in 2002-2003.

In September 2001, the Faculty introduced two certificates: the Cross-Disciplinary Certificate in Digital Media and the Advanced Certificate in Design, to recognize student proficiency in these high-tech fields. The first Certificates were awarded to 10 students at the June 2002 convocation.

To improve administrative processes for managing growth

The implementation of new procedures for determining and tracking the allocation of resources at Faculty and department levels continues to show positive results.

To advance the Faculty's national and international reputation for excellence in fine arts research, creative work and teaching

In 2001-2002, the Faculty of Fine Arts became a partner in an international exchange through the support of Human Resources Development Canada. Through the Canada-European Community Program for Co-operation in Higher Education, York Fine Arts will be participating with two other Canadian institutions and three European partners in a project titled Cultural Production in an International Environment.

In recent years, the Faculty has increased its internal and external public relations activities to increase awareness of the many accomplishments of Fine Arts faculty and students. Special honours and accomplishments in 2001-2002 include:

- Art historian Guy Métraux was awarded a Guggenheim Fellowship in support of his research for his book, *The Christian Destruction of Ancient Art*.
- *What these Ashes Wanted*, a diaristic documentary by Film & Video professor Phil Hoffman, won the Telefilm Canada Prize at the 2001 Images Festival, first place at the film festivals of Cork (Ireland) and Ghent (Belgium), the Gus Van Sant Award for best experimental film at the Ann Arbor Film Festival and a Golden Gate Award at the San Francisco International Film Festival.
- Dance professor Donna Krasnow received the University-Wide Teaching Award for Senior Full-Time Faculty, given by York University's Senate Committee on Teaching and Learning for excellence in teaching.
- Fine Arts Cultural Studies professor Leslie Korrick was awarded a SSHRC Standard Research Grant for her book project, *Analogous Relations between Painting and Music in Italian Renaissance Writing on the Arts*.
- York Fine Arts graduate students won three of six du Maurier Arts Council grants for evolutionary arts projects given in Ontario. Monica Alder and Jinny Myung Jin Yu won in the visual arts category, and Linda Feesey was the sole Ontario recipient for cinema and video work.
- Film & Video professor Seth Feldman won the New York Festivals Gold WorldMedal for Radio Programming in the history area for his radio documentary *Hunting for Robin Hood*, broadcast on the CBC Radio series "Ideas".
- Theatre professor Judith Rudakoff was honoured with the Elliott Hayes Award by the Literary Managers & Dramaturgs of the Americas in recognition of her work as writer and dramaturg of the multi-disciplinary production *Revealed by Fire*. Professor Rudakoff was also voted Best University Professor in the annual Readers' Poll of NOW magazine for the third consecutive year.
- Second-year design student Graham Huber took first prize in the student category of two international competitions held in New York: the digital art contest of the Seybold Seminars, Conferences and Technology Expositions, and the MacWorld International Design competition, which drew 1,000 student entries worldwide.
- Music professor Rob Bowman received his fifth Grammy nomination for Best Album Notes for the 4-CD boxed set *The Stax Story*, which he also co-produced.
- Visual Arts professor Nell Tenhaaf was awarded a major production grant by the Canada Council for the Arts for her new media project "e-probe (for co-evolution)" installation that will function as an interface for the public to a plant- and bacteria-based waste water treatment system near Winnipeg.
- Design professor David Scadding was elected to membership in the Association Typographique Internationale, an international organization of top professionals working in education and industry in the field of design/typography.
- Ethnomusicologist Beverley Diamond was awarded a Canada Research Chair in Traditional Music at Newfoundland's Memorial University.
- Stage designer Teresa Przybylski won a Gemini Award for art direction/design for the film *Don Giovanni Unmasked*, produced by York alumni Rhombus Media, Canada's leading producers of performing arts documentaries.

Faculty Goals for 2002-2003

Building on its successes in 2001-2002, the Faculty of Fine Arts will pursue the following initiatives in 2002-2003:

To recruit the best students nationally and internationally, and provide them with appropriate support

The Faculty will complete the restructuring of its Office of Student and Academic Services, with particular attention to recruitment, in 2002-2003. It is anticipated that the benefits will become evident throughout the year and especially in the critical "double-cohort" year of 2003-2004. The first challenge will be to ensure that all admissible students have access to the Faculty's unique evaluation procedures. The Faculty will continue to recruit and

offer admission to students whose academic achievement and talent, in combination, are indicators of a reasonable expectation of success in the Faculty's programs. The Faculty will continue to seek donor support for student assistance and be proactive in informing students of the support available to them.

To address student retention rates

All of the Faculty's students are dedicated to pursuing careers in the fine arts and many seek to be the next generation of 'stars'. Some will find that they do not have the particular qualities that lead to that very special kind of success; however, those students can go on to successful careers in fine arts and related endeavours. They need support from key faculty and good advising that leads them to those alternate career paths. Fine Arts departments will continue their efforts in this area, by making such curricular options open and known to students.

To expand and upgrade Fine Arts facilities

The Faculty continues under pressure for specialized, discipline-specific facilities, equipment and technical support for fine arts studio/practicum programs. The move of the Department of Design to the TEL Building in 2003-2004 presents the possibility of renovations in the Joan & Martin Goldfarb Centre, leading to increased space for studio courses. Planning for this will be developed further in 2002/2003.

Other pressing needs include facilities upgrades to the new media and print studios in Visual Arts, equipment upgrades in Film & Video, completion of improvements to the music performance facility in McLaughlin College, and the installation of a passenger elevator to make the GCFA fully accessible. The Faculty will continue to pursue resources, including private-sector donations, for these projects in 2002-2003.

Regrettably, no progress was made in the past year on the highest-priority of the Faculty: a dedicated, state-of-the-art facility for the Department of Music. While the department has made major improvements in its curricular offerings and continues to chart growing student demand, it is clear that its facilities remain a major impediment to reaching its potential. The Centre for Fine Arts Phase IV, a major capital project featuring a dedicated home for the Department of Music with expanded and improved facilities for the departments of Dance, Theatre and Visual Arts, remains the Faculty's highest capital priority for the coming year.

To develop and implement a fundraising strategy in cooperation with the York Foundation

The York Foundation is welcomed as a partner in moving forward the Faculty's mission with respect to fundraising. The Faculty will work with the Foundation and a new Chief Development Officer (Fine Arts) to establish fundraising priorities based on the academic plan, concentrating on improvements to facilities and equipment and support for students.

To continue to aggressively pursue Faculty renewal

York Fine Arts' high reputation has always been based on its faculty, and its ability to achieve its mission is contingent on maintaining a complement of excellent artists/scholars. In the upcoming years, the Faculty will seek to replace retirees with new faculty of similar high standards, in addition to making net new hires in areas of program growth. In 2002-2003, the Faculty intends to carry out searches for nine appointments for 2003-2004, including six net new appointments.

To continue to work towards enhancing the overall experience of students

In response to student demand and industry feedback, the Faculty will launch a new practical career management course in 2002-2003, to help prepare students for their entry into the professional arts world.

The Faculty will continue to support students' individual and group artistic projects as well as a number of extra-curricular activities and cultural events for the larger campus community under funding provided by the Cold Beverage Agreement. The Faculty of Fine Arts will also continue to support the Creative Arts Students Association (CASA), the Faculty's reinvigorated student government.

To pursue partnership opportunities with other educational institutions and the professions in order to expand the range and quality of the Faculty's programs and career options for its students

As indicated above, the Faculty is developing partnership arrangements with Georgian, Humber and Centennial Colleges. It is anticipated that these will be completed in the coming year, and be available to students in 2003-2004.

To upgrade teaching/learning resources, including integration of new digital technologies into the curriculum

The Faculty has enjoyed considerable success in integrating digital technologies into the curriculum, either as part of the subject being taught or as the method of teaching, to the extent appropriate to the subject. It is expected that these initiatives will continue and expand as individual faculty members explore the opportunities. It is anticipated that the TVO *Saturday Night at the Movies* online course FILM1701 will be repeated, with an increased enrolment limit.

To continue to address academic problems relating to growth

Managing growth is an ongoing concern. Fine Arts undergraduate student enrolment has increased significantly in past years and the double cohort poses special challenges, particularly in a Faculty where a lower than average student/faculty ratio is both desirable and necessary. Departments will be exploring many options to best serve the student demand.

To improve administrative processes for managing growth

The challenges presented by growth are not limited to the academic aspects of the Faculty's activities. Each department will be faced with pressures relating to the increased numbers of students applying; seeking evaluations, auditions and portfolio reviews; and, once admitted, suitable advising. In 2002-2003, the Office of the Dean will be working with departments to provide additional staff support for such activities.

Budget

The budget of the Faculty of Fine Arts supports the Faculty's mission of teaching, research and artistic exploration in fine arts. Approximately 95 per cent of expenditures are devoted to salaries and benefits for full-time and contract faculty, teaching assistants and curricular support staff, as well as the highly specialized material and equipment used in various disciplines. The Faculty's budget allocation line as shown in this document is comprised of a yearly base allocation and several variables. These variables, which change throughout the academic year, include adjustments to base, OTOs and growth funding.

The 2001-2002 actual budget results were very similar to the original budget submission (displayed in the 2000-2001 PBA). Variances in total revenue and expense lines were largely connected to salary increments, resulting from negotiated settlements with York's various bargaining units.

However, even with the most optimistic forecasts, the Faculty has a structural budget deficit, which in the past has been met by carry-forwards. The significant cuts that all units in the University have been undergoing, combined with escalating costs, have made surplus carry-forwards a thing of the past. The Faculty has put a growth strategy in place for 2002-2003 which, if successful, will bring in approximately $1-million in additional funds. The strategy includes significant growth in the Faculty's undergraduate program and a smaller degree of growth in its graduate program, Design program and in international student intake. It also assumes some double cohort funding. Still, because of the serious budget cuts, the Faculty is projecting a small deficit in 2002-2003.

The Faculty's 2002-2003 budget submission reflects a reasonably optimistic view of enrolments in its programs, balanced by a conservative estimate of revenue in other areas. Two non-credit programs are being tested in the Faculty this year; however for planning purposes, no revenue has been assumed. The York/Sheridan Design program start-up costs are reflected in actuals. With agreement from the vice-president academic, Fine Arts has been paying down these costs over a five-year period and this debt will be cleared by the end of 2003-2004.

Faculty of Fine Arts

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	492,410	536,632
Internal cost recoveries	258,654	294,574
Other revenues	54,596	-
Central allocations	14,536,043	15,056,110
Total Revenue	**15,341,703**	**15,887,316**
Expenses:		
Faculty - Administration	671,947	617,627
Faculty - Full time	7,344,158	7,489,665
Faculty - Contract	1,473,734	1,299,731
Teaching assistants	791,244	759,907
Research	780,152	887,003
Support/Administration	3,217,401	3,343,298
Other	19,716	18,000
Total Salaries and Benefits	**14,298,352**	**14,415,231**
Operating Costs	1,368,683	1,565,125
Amortization of capital assets	-	-
Cost of goods sold	8,888	42,396
Taxes and utilities	149,698	151,648
Scholarships & bursaries	3,500	3,500
Interest on long-term debt	-	-
Total Expenses	**15,829,121**	**16,177,900**
Total Revenue less Expenses	**(487,418)**	**(290,584)**
Previous Year's Carryforward	**374,819**	**(112,599)**
Carryforward to Next Year	**(112,599)**	**(403,183)**

GLENDON COLLEGE

Overview

Glendon College is York University's bilingual Faculty, offering high quality liberal arts programs in both English and French. Its curriculum has developed over time to reflect both the Canadian perspective and its international context. Small in size and separate in location, Glendon has a strong community ethos that is reinforced by relatively small classes and high interaction between students and instructors. Surveys of Glendon's students consistently reveal a high level of student satisfaction with their courses. Glendon instructors are routinely nominated for university-wide teaching awards (Michael Palamarek won in 2001-2002 in the Teaching Assistant category) and teaching excellence is recognized locally by the Principal's Teaching Excellence Award; the winner for 2001-2002 was Computer Science's Marianna Kant. For the same period, Julianna Drexler, Head of Glendon's Leslie Frost Library has won the OCUFA award for outstanding academic librarianship. Glendon's core quantitative descriptors include:

- 1,766 undergraduate students (1,677 in 2000-2001, 1,643 in 1999-2000)
- 38 graduate students (38 in 2000-2001, 54 in 1999-2000)
- 85 full-time faculty members (82 in 2000-2001, 82 in 1999-2000)
- 81 contract teaching staff (88 in 2000-2001, 74 in 1999-2000)
- 12 teaching assistants (9 in 2000-2001, 10 in 1999-2000)

Planning and Implementation 2001-2002

Glendon's goals during 2001-2002 were to:

- plan for faculty renewal, with consideration to Glendon's bilingual liberal arts mission, new curriculum requirements and the upcoming double cohort;
- enhance its public profile as a bilingual liberal arts Faculty;
- expand its recruitment to ensure a steady increase in enrolments towards the University-set target;
- develop an integrated communications strategy for Glendon;
- review all Web-applied communications with a view to raising Glendon's profile and facilitating public access to information about Glendon;
- prepare and launch a Glendon development campaign; and
- optimize revenue-generation on the Glendon Campus.

Faculty renewal

A substantial number of faculty members are due to retire within the next three to four years. Plans have been developed to renew Glendon's faculty complement accordingly. In 2001-2002, Glendon hired two new professors: one for the International Studies program, and one to coordinate the Public Administration Certificate within the Political Science Department. Glendon has completed the search for four additional positions in Economics, Natural Science, Translation, and Information Technology. The new Chair in Quebec Studies will be Bruno Ramirez, respected historian, film producer and an expert on Italian immigration to Quebec and other parts of North America.

Enhance Glendon's Public Profile

Enhancing Glendon's profile requires a multi-faceted approach. In 2001-2002, efforts have been geared toward bringing prominent public figures to Glendon; organizing major public events; networking with key institutional stakeholders; rejuvenating relations with alumni; strengthening rapports with the media; and promoting a better understanding of Canada.

Bringing to Glendon influential, visible individuals:

Glendon welcomed Raymond Chrétien (Canadian Ambassador to France), Paul Martin (former federal Minister of Finance), Sergio Marchi (Canadian Ambassador to the World Trade Organization), Mel Cappe (former Clerk of the Privy Council and Secretary to the Cabinet, Government of Canada), the internationally eminent French sociologist Alain Touraine; Benoît Pelletier, Liberal member of Quebec's National Assembly and author of a Liberal caucus report on the future of relations between Quebec and the rest of the country; Stéphane Dion, Federal Intergovernmental Affairs Minister; Gérald Larose, well-known Quebec trade unionist and author of a report on the future of the French language in Quebec; Jacques Bensimon, President of the National Film Board; Henrique Valle, the Brazilian Ambassador to Canada; the Consuls of France (Hugues Goisbault), Belgium (Frank Carruet), Mexico (Manuel Uribe Castañeda), Switzerland (Pierre Reim), the United States (Hugh Williams); and many others.

Organizing public events:

Major events included "*Briser les solitudes: les francophonies canadienne et québécoise*", a three-day colloquium organized by the Quebec Studies Chair; the annual commemorative John Holmes conference given this year by Vincent Del Buono, former Deputy Secretary (political), Amnesty International and Glendon alumnus; "Brazil: The Emergence of a World Power", organized by the International Studies program and drawing over 200 attendees; "*Pratiques féministes, Éducation populaire et Conscience identitaire*"; "Fortress North America? What 'Perimeter Security' Means for Canada"; "Escott Reid: Diplomat and Scholar"; "Canada and Terrorism"; and the *Journée internationale de la Francophonie*. Many of these events (including visits by influential individuals listed above) were broadcast live on the Web. Glendon has maintained audio and video records of all events for deferred viewing.

In addition, Glendon has continued to be the site of events that provide high visibility with particular client groups. The local *Saint Jean-Baptiste* celebration, known as the *FrancoFête*, was held on the Glendon campus this year. Hundreds of participants enjoyed live outdoor concerts. Glendon again hosted the annual

Concours français organized by Canadian Parents for French. Glendon hosted a reunion of former employees of Expo 67's Ontario Pavilion and received a bursary raised by the group.

Networking with institutional stakeholders:

Glendon has continued to work with various organisations in the Francophone and Francophile communities at various levels. These have included: the Quebec government, the federal Department of Foreign Affairs and International Trade, TVO, tfo (TV Ontario's French language channel), the Royal Military College, the *FrancoFête* Steering Committee; l'ACFAS, the French Consulate in Toronto, the Council of Ministers of Education (Canada); *L'Express de Toronto*; Radio-Canada; *Le Métropolitain*; and *Le Devoir*.

Expand recruitment activities

The Glendon liaison team expanded its list of school visits to include territories rarely covered in the past. In a move beneficial to York University as a whole, and Glendon in particular, the liaison team received the mandate to represent all of York in the Thunder Bay and Sudbury areas of Northern Ontario, Quebec, Nova Scotia and New Brunswick. In 2001-2002, Glendon liaison officers travelled more widely than in the past to maximize exposure. Alternative recruitment events were tested: for example, Glendon representatives participated in a career fair in Saskatchewan; visited Geneva for the first time in addition to Paris; registered in the national conference of the American Association of Teachers of French, and visited the Washington International School, part of the International Baccalaureate Organization. With respect to applicant conversions, existing activities were maintained and enhanced, as with "Connection 2002". Applicants were invited to public events organized on campus to let them experience the quality of academic and extra-curricular activities in which they would participate as students. This initiative proved to be a particularly successful idea since all the applicants who have accepted these invitations have now enrolled as students for the coming year.

Integrated communications strategy

Glendon has been working to redefine its image and reposition itself among target markets. It continues to seek more consistency, higher standards, and a look that reflects what it truly offers: a total university experience. This effort has meant a re-examination of past policies and practices, an assessment of needs and a testing of some of the past assumptions about the Glendon image. A collaborative effort among the various sectors of the Faculty has led to clearer concepts and messages. Glendon aims to build on its historic mission and past achievements to become a leading training ground for future Canadian public affairs leaders. Over the course of the next few years, Glendon's current communications strategy will be adapted to enhance the mutually supportive combination between the Glendon look and the University's rejuvenated communications standards.

Greater teamwork between the various service sectors of the Faculty has also allowed the Glendon administration to better identify ad placement, sponsorship and institutional representation opportunities.

Review all Web-based communications

An analysis of Glendon's Internet communication needs has led to a complete redesign of the Web page, in accordance with Glendon's newly refocused communication approach. The conceptualization stage is completed, the new shell is well advanced and content writing is well underway. The New Web site Launch is planned for the beginning of the 2002-2003 academic year.

Development campaign

In early 2002, Marie-Thérèse Chaput assumed the new position of Director of Advancement for Glendon. Reporting directly to the Principal, she has the overall responsibility for all aspects of advancement at Glendon, including development, communications, and alumni affairs. With respect to development, the primary focus of the Advancement Office's activities, the Director has prepared the preliminary outline of a development campaign and has assisted the Principal in drafting a global strategic plan for the College. At the same time, the Director has worked with the Principal to identify and cultivate new potential donors and to establish a Glendon advisory committee. The creation of the new Advancement Office is central to the effort to provide greater focus in the fields of public relations, communications and conceptual repositioning.

Optimize revenue-generation

Following a successful pilot project in teaching French as a Second Language during the summer of 2001, the Summer Language Bursary Program has now been returned to Glendon from the Keele campus. This initiative has already begun to provide significant exposure for Glendon in both Francophone and Anglophone populations across the country. Glendon is one of the few program sites offering language training in both official languages. The ancillary benefits (housing revenues, catering revenues, student employment, use of the facilities) stimulate further operations during an otherwise quieter period in Glendon's annual cycle. Glendon is in the process of finalizing plans to establish a Glendon Institute of Language and Culture.

Glendon's Goals for 2002-2003

In 2002-2003, Glendon will build upon its recent achievements. In particular, Glendon will aim to:

- increase visibility at the national and international levels;
- expand its recruitment activities;
- ensure a continued increase in enrolments in accord with the University targets;
- raise Glendon's profile as a centre for the study and debate of public affairs;
- continue with implementation of integrated communication;
- pursue a Glendon development campaign;
- accelerate revenue-generation activities.

Budget

Glendon College's total budget is aligned to meet the various components of its teaching and research commitments. In particular, around 94 per cent of total expenditures covers the salaries and benefits of full-time and contract faculty, part-time academics, teaching assistants and staff. This includes four new tenure track appointments in 2002-2003. The College's bilingual commitments are fully recognized and its operating budget is balanced. The 2002-2003 budget plan includes a base budget cut. The effect of past enrolment deficits at Glendon continues to create a negative impact on the carryforward figures. However, Glendon follows a recovery strategy approved by the University Senate and the Board of Governors. While Glendon was short of the enrolment target set for 2001-2002, there was a small increase over the previous year and larger increases are expected with the upcoming double cohort.

Glendon College

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	168,239	273,200
Internal cost recoveries	207,925	652,203
Other revenues	14,160	-
Central allocations	13,315,594	13,631,702
Total Revenue	**13,705,918**	**14,557,105**
Expenses:		
Faculty - Administration	552,192	530,926
Faculty - Full time	7,535,580	7,518,989
Faculty - Contract	1,726,874	1,623,527
Teaching assistants	106,665	76,697
Research	721,252	1,170,216
Support/Administration	2,254,574	2,677,847
Other	35,990	-
Total Salaries and Benefits	**12,933,127**	**13,598,202**
Operating Costs	951,543	793,851
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	162,537	165,050
Scholarships & bursaries	1,000	-
Interest on long-term debt	-	-
Total Expenses	**14,048,207**	**14,557,103**
Total Revenue less Expenses	**(342,289)**	**2**
Previous Year's Carryforward	**(2,559,832)**	**(2,902,121)**
Carryforward to Next Year	**(2,902,121)**	**(2,902,119)**

LE COLLÈGE GLENDON

Vue d'ensemble

Le Collège universitaire Glendon est la faculté bilingue de l'Université York. Le Collège propose des programmes de haut niveau, en français et en anglais, dans le domaine des arts libéraux. Au fil des ans, un programme d'études a ainsi été établi qui reflète une perspective canadienne dans un contexte international. Glendon étant de petite taille et séparé géographiquement du campus principal, il y règne un esprit de corps très prononcé, encore renforcé par la grande interaction entre enseignants et étudiants et la taille relativement petite des classes. Les sondages réalisés auprès de la population étudiante de Glendon révèlent constamment que les étudiants sont très satisfaits de leurs cours. Les enseignants de Glendon se voient régulièrement décerner des prix d'enseignement attribués dans l'Université toute entière (Michael Palamarek en 2001-2002 dans la catégorie auxiliaires d'enseignement). Au niveau de Glendon, l'excellence en matière d'enseignement est aussi reconnue par le Prix d'excellence pédagogique du Principal décerné en 2001-2002 à Mme Marianna Kant, professeure en informatique. Pour la même période, Julianna Drexler, bibliothécaire en chef à la bibliothèque Leslie Frost de Glendon, a reçu un prix d'excellence prestigieux en bibliothéconomie universitaire, décerné par l'Union des associations des professeurs des universités de l'Ontario (UAPUO).

Parmi les descripteurs de Glendon figurent les données quantitatives suivantes :

- 1,766 étudiants de premier cycle (1,677 en 2000-2001, 1,643 en 1999-2000)
- 38 étudiants de second cycle (38 en 2000-2001, 54 en 1999-2000)
- 85 membres du corps professoral à plein temps (82 en 2000-2001, 82 en 1999-2000)
- 81 enseignants contractuels (88 en 2000-2001, 74 en 1999-2000)
- 12 auxiliaires d'enseignement (9 en 2000-2001, 10 en 1999-2000)

Planification et mise en oeuvre 2001-2002

Les objectifs de Glendon pour 2001-2002 étaient les suivants :

- Planifier le renouvellement du corps professoral en tenant compte de la mission spécifique de Glendon comme faculté bilingue spécialisée dans les arts libéraux, des exigences des nouveaux programmes et de l'arrivée prévue de la double cohorte
- Renforcer la visibilité de Glendon en tant que faculté bilingue spécialisée dans les arts libéraux

- Accroître le recrutement de façon régulière jusqu'à satisfaire aux exigences programmées par l'université
- Mettre sur pied une stratégie de communication intégrée pour Glendon
- Passer en revue tous les usages qui peuvent être faits des communications liées à Internet, afin d'accroître la visibilité du Collège et de faciliter l'accès du public aux informations de Glendon
- Préparer et lancer une campagne de développement propre à Glendon
- Optimiser la production de recettes provenant du campus de Glendon

Planifier le renouvellement du corps enseignant

Une part importante du corps professoral s'apprête à partir à la retraite d'ici trois ou quatre ans. Un programme de renouvellement est en cours pour remplir les postes qui vont s'ouvrir en tenant compte des exigences des nouveaux programmes et de l'augmentation des inscriptions créée par la double cohorte. Ce programme de renouvellement est déjà bien entamé. Deux nouvelles nominations ont en effet été entérinées en 2001-2002 (en administration publique et en études internationales.) Glendon a de plus rempli quatre nouveaux postes approuvés pour 2002-2003, respectivement dans les domaines de la technologie de l'information, l'économie, les sciences naturelles et la traduction. La Chaire en Études québécoises en sera à sa troisième année et un nouveau titulaire vient d'être nommé : Bruno Ramirez. Professeur à l'Université de Montréal, M. Ramirez est aussi un historien de renom du Québec, producteur de films et expert sur l'immigration des Italiens au Québec et ailleurs en Amérique du Nord.

Renforcer la visibilité de Glendon

Plusieurs mesures ont été prises en 2001-2002 visant à accroître la visibilité de Glendon en tant que Faculté bilingue spécialisée dans les arts libéraux. En particulier, Glendon s'est concentré sur les activités suivantes : recevoir la visite de plusieurs personnalités bien connues sur le campus ; organiser un grand nombre d'événements publics importants ; améliorer les contacts auprès des institutions qui partagent les mêmes objectifs que Glendon ; renouveler les liens avec les anciens diplômés du Collège ; renforcer les relations avec les médias ; et encourager la société en général à mieux comprendre le Canada.

Personnalités bien connues sur le campus:

Glendon a accueilli les personnalités suivantes: Raymond Chrétien (Ambassadeur canadien en France), Paul Martin (Ministre fédéral des finances à l'époque), Sergio Marchi (Ambassadeur canadien auprès de l'Organisation mondiale du commerce), Mel Cappe (ancien Greffier du Conseil privé et Secrétaire du Cabinet, Gouvernement du Canada), le sociologue français mondialement connu Alain Touraine, Benoît Pelletier (membre libéral de l'Assemblée nationale du Québec et auteur d'un rapport du caucus libéral sur l'avenir des relations entre le Québec et le reste du pays), Stéphane Dion (Ministre fédéral des Affaires intergouvernementales), Gérald Larose (syndicaliste bien connu au Québec et auteur d'un rapport sur l'avenir de la langue française au Québec), Jacques Bensimon (Président de l'Office national du film), l'Ambassadeur du Brésil au Canada, M. Henrique Valle, les Consuls de France (Hugues Goisbault), de Belgique (Frank Carruet), du Mexique (Manuel Uribe Castañeda), de Suisse (Pierre Reim), des États-Unis (Hugh Williams), et plusieurs autres.

Événements publics importants:

Parmi les événements publics majeurs à souligner, il y a eu un colloque de trois jours organisé sous l'égide de la Chaire en Études québécoises intitulé: «Briser les solitudes: les francophonies canadienne et québécoise». La Conférence annuelle commémorative John Holmes fut présentée cette année par Vincent Del Buono, haut-responsable auprès d'Amnistie internationale et diplômé de Glendon; celle organisée par le programme en études internationales a attiré plus de 200 personnes, elle portait sur «Le Brésil: L'émergence d'une puissance mondiale». Glendon a aussi été l'hôte des conférences suivantes: «Pratiques féministes, Éducation populaire et Conscience identitaire»; *"Fortress North America? What 'Perimeter Security' Means for Canada"*; *"Escott Reid: Diplomat and Scholar"*; *"Canada and Terrorism"*; ainsi que la Journée internationale de la Francophonie. Plusieurs de ces événements (incluant la visite des personnes de renom listées précédemment) furent présentés en direct sur l'internet. Glendon a gardé les enregistrements de ces présentations maintenant disponibles pour visionnements ultérieurs.

De plus, Glendon a poursuivi sa pratique d'offrir le campus pour la tenue d'événements importants pour les communautés que le collège dessert. Entre autres, la FrancoFête a eu lieu à Glendon cette année. Des centaines de participants ont assisté à un concert extérieur. Le campus a également été l'hôte du concours oratoire français présenté annuellement par l'association *Canadian Parents for French*. Glendon a aussi servi de site pour les retrouvailles des anciens employés du pavillon de l'Ontario d'Expo 67. Ces derniers ont d'ailleurs remis une bourse commémorative à Glendon pour souligner l'événement.

Améliorer les contacts auprès des autres institutions:

Glendon continue de solidifier ses liens avec les autres institutions qui desservent les communautés francophones et francophiles sur divers paliers en s'impliquant activement dans les activités de ces communautés. Parmi elles on retrouve le Gouvernement du Québec, le Département fédéral des Affaires étrangères et du Commerce international, TVO, tfo, le Collège militaire Royal, le comité organisateur de la FrancoFête, l'ACFAS, le Consulat général de France à Toronto, le Conseil des Ministres en Éducation du Canada, L'Express de Toronto, Radio-Canada, Le Métropolitain et Le Devoir.

Accroître le recrutement de Glendon

L'équipe de recrutement de Glendon a visité plus d'écoles que par le passé en couvrant un plus grand territoire. Les agents de Liaison de Glendon ont d'ailleurs représenté York dans les régions de

Thunder Bay et Sudbury, ainsi que dans les provinces du Québec, de la Nouvelle-Écosse et du Nouveau-Brunswick. D'autres activités de recrutement ont aussi été explorées comme des salons de professions et de carrières en Saskatchewan, en Suisse et en France, une conférence des enseignants de français d'Amérique et des visites d'écoles internationales privées. Glendon a aussi intensifié ses efforts de conversion en améliorant le format de ses activités de portes-ouvertes et en invitant certains étudiants indécis mais intéressés à Glendon à des conférences ou événements publics tenus à Glendon. Tous les étudiants qui ont participé à ces activités ont éventuellement choisi Glendon.

Mettre au point une stratégie communicationnelle

Glendon a entrepris de réviser ses stratégies de promotion en se redéfinissant comme une institution qui offre bien plus qu'un simple diplôme et en ciblant mieux sa démarche auprès de certains publics. Certaines pratiques et procédures ont été remises en question visant à améliorer la représentation de Glendon sur tous les niveaux. Une meilleure coordination des divers secteurs de Glendon responsables des relations extérieures a permis de développer une image plus claire et plus constante du Collège soulignant entre autres les attraits qu'offrent l'expérience universitaire d'un petit campus bénéficiant de tous les services et avantages d'une grande université. Glendon continue de poursuivre activement sa mission historique de former les citoyens canadiens aux professions du service public tout en accumulant un grand succès dans le domaine avec ses anciens. Au cours des prochaines années, Glendon adaptera sa stratégie communicationnelle pour accentuer l'image renouvelée de Glendon en la combinant aux nouveaux standards de communication de l'université.

Une plus grande collaboration entre les divers départements de Glendon a permis à la faculté de mieux coordonner ses activités de relations publiques dans les domaines tels que la publicité, la représentation institutionnelle et le choix des événements à parrainer.

Réévaluer l'image de Glendon sur le Web

Le potentiel global des applications de l'outil Internet à des fins promotionnelles pour Glendon a été examiné conformément aux nouvelles stratégies de promotion et de communication de Glendon. L'étape de la conceptualisation d'un nouveau modèle est maintenant complétée et le contenu est en bonne voie de développement. Le lancement du nouveau site de Glendon devrait se faire au début de la nouvelle année académique 2002-2003.

Préparer une campagne de financement propre à Glendon

Une campagne de développement à long terme est en voie faisant suite à l'embauche début 2002 de Mme Marie-Thérèse Chaput, chargée des dossiers de la promotion, des communications, des anciens et du développement de Glendon. Plusieurs documents-clés préliminaires ont été rédigés et une étude de faisabilité est en cours. Parmi les questions à l'ordre du jour figurent l'identification de donateurs potentiels et la création d'un comité aviseur pour le principal. L'établissement d'un bureau de la promotion à Glendon permettra de préparer une campagne de levée de fonds propre à Glendon tout en renforçant les relations extérieures et les communications.

Augmenter les revenues externes

Après un projet pilote réussi de cours non crédités de français langue seconde pendant l'été 2001, Glendon a accepté de redevenir le site du programme de bourse d'été de langues de York accueillant des sessions de printemps et d'été de français et d'anglais langues secondes. Cette initiative a permis à Glendon de recevoir beaucoup de couverture auprès des populations francophones et anglophones de partout au Canada. Glendon est une des rares institutions qui offrent le programme dans les deux langues officielles. Les retombées financières de ce programme permettent de stimuler des secteurs qui autrement sont moins utilisés durant l'été (résidences, service de traiteur, emplois étudiants, salles de classes, etc.). Glendon a entamé la phase finale pour l'établissement d'un institut de langue et de culture offrant des cours non crédités les soirs et fins de semaine et durant l'été.

Objectifs de Glendon pour 2002-2003

Pour 2002-2003, Glendon a besoin de continuer sur sa lancée et ses récents succès. En particulier, Glendon a développé les objectifs suivants:

- Augmenter la visibilité de Glendon aux niveaux national et international
- Accroître les activités de recrutement
- Soutenir l'augmentation des inscriptions telle que projetée par l'université
- Soulever le profil de Glendon comme centre d'études et de débats des affaires publiques
- Poursuivre l'implémentation d'une stratégie de communication intégrée
- Entreprendre une campagne de financement centrée sur les besoins de Glendon
- Continuer de diversifier les sources de revenue pour le Collège

Budget

Le budget total de Glendon est établi en fonction de ses responsabilités dans le secteur de l'enseignement et de la recherche. Environ 94 % de ses dépenses totales sont affectées aux salaires et avantages sociaux des membres du corps enseignant à plein temps et contractuels, des enseignants à temps partiel, des auxiliaires de l'enseignement et du personnel administratif. Cette somme couvre

les nouveaux postes de professeur conduisant à la permanence ouverts en 2002-2003. Les obligations du Collège en matière de bilinguisme sont pleinement reconnues. Le budget de fonctionnement de Glendon est équilibré. Le plan budgétaire prévu pour 2002-2003 inclut une réduction du budget de base. Cependant, le nombre insuffisant d'inscriptions actuelles à Glendon exerce un effet négatif sur le budget global. À cet égard, Glendon continue de suivre la stratégie de redressement des inscriptions approuvée par le Sénat et le conseil d'administration de l'université. Bien que Glendon est arrivé à court de ses objectifs en matière d'inscriptions pour 2001-2002, les effectifs étudiants ont quand même augmenté et continueront de le faire en relation avec les inscriptions de la double cohorte qui s'en viennent.

Collège Glendon

(dollars)	Résultats d'exploitation 2001-2002 actuels	2002-2003 budget
Recettes :		
Recouvrement des frais externes	168 239	273 200
Recouvrement des frais internes	207 925	652 203
Autres revenus	14 160	-
Enveloppe budgétaire	13 315 594	13 631 702
Recettes globales	**13 705 918**	**14 557 105**
Dépenses :		
Corps enseignant - Administration	552 192	530 926
Corps enseignant - plein temps	7 535 580	7 518 989
Corps enseignant - contractuels	1 726 874	1 623 527
Assistants à l'enseignement	106 665	76 697
Recherche	721 252	1 170 216
Soutien et administration	2 254 574	2 677 847
Autres	35 990	-
Total des salaires et avantages sociaux	**12 933 127**	**13 598 202**
Coûts de fonctionnement	951 543	793 851
Amortissement des immobilisations	-	-
Coûts des produits vendus	-	-
Impôts et commodités	162 537	165 050
Bourses d'études et d'entretien	1 000	-
Intérêts sur dettes à long terme	-	-
Dépenses globales	**14 048 207**	**14 557 103**
Recettes moins dépenses	**(342 289)**	**2**
Report des exercises antérieurs	**(2 559 832)**	**(2 902 121)**
Reporté en l'an prochain	**(2 902 121)**	**(2 902 119)**

FACULTY OF GRADUATE STUDIES

Overview

The central mission of the Faculty of Graduate Studies is twofold: (i) to promote and enhance the quality of its graduate programs, and, (ii) to attract and support outstanding students for those programs. Since it was founded in 1963, the Faculty has established an impressive array of excellent graduate programs in both traditional core disciplines and innovative interdisciplinary areas. As the second largest graduate school in Ontario, the Faculty of Graduate Studies is intimately part of the national and international stature in research and scholarship of York University.

General Statistics

programs

- 37 graduate programs and 18 unique graduate diplomas.

enrolments

	Full-time Masters	Part-time Masters	Full-time Doctoral	Part-time Doctoral	International	Totals
1999-2000	1630	1408	871	129	343	4038
2000-2001	1728	1457	900	134	427	4219
2001-2002	1804	1494	910	136	427	4344

- 4344 students in total (3228.54 FFTEs of which 2521.24 are funded), compared to 4219 last year;

number of full-time faculty

- 994 York faculty appointed to the Faculty of Graduate Studies, compared to 987 last year

number of support staff

- 12 support staff in the Faculty office; also supported by 43 Graduate Programme Assistants

Planning and Implementation: 2001-2002 Goals

The following specific Faculty goals for 2001-2002 were described in the 2000-2001 Planning, Budget and Accountability Report:

1. GOAL: Where resources permit, continuing to create and implement new programs, in both traditional and applied areas of demand, such as humanities, health studies, disability studies, rehabilitative counselling, executive MBA, human resources management (HRM), voice teaching.

REALIZATION: Proposals for Masters degrees in Disability Studies, Executive MBA, Human Resources Management, and a graduate diploma in Voice Teaching were approved at the Senate level and submitted to OCGS. The Executive MBA and the graduate diploma in Voice Teaching have been approved by OCGS and are underway. Disability Studies and HRM are still under consideration at the Ontario Council on Graduate Studies. A proposal for MA and PhD programs in Humanities has been approved by FGS Council and is under consideration by the Senate Committee on Curriculum and Academic Standards. Rehabilitative Counselling has been reassessed and will not go forward. A Masters of Science in Nursing is being constructed and a proposal has been received by the Faculty of Graduate Studies for new graduate diplomas in Vision Research.

2. GOAL: Securing additional funding to attract and support the best graduate students, especially in light of the immediate financial challenge in the recent changes to the funding of Ontario Graduate Scholarships (OGS), an important source of support for the Faculty's students. These scholarships are held by successful Master's and doctoral students in any field or discipline for a period of one year. Applications are adjudicated annually by provincial academic panels on a competitive basis. Recipients often reapply for continued support. Under revised funding arrangements for OGSs effective in 2001-2002, each scholarship now carries a value of $15,000, of which $10,000 is provided by the Province of Ontario and $5000 by the university where the recipient is registered. The same adjudicatory process and funding arrangements have applied to Ontario Graduate Scholarships in Science and Technology (OGSSTs) for several years.In 2001-2002, York graduate students held 180 OGSs which will require York's share of the contribution to be up to $900,000. The provision of this money will clearly be a fundraising priority for the University since York's contribution will be on an annual basis.

REALIZATION: There have been positive developments on this front. The Chair's Cup Golf Tournament in July 2001 raised $120,000 for Ontario Graduate Scholarships. Three endowments for graduate scholarships were secured – one from the fundraising that was part of the celebration of Doris Anderson's 80th birthday last fall, another from a donation from Kenaidan Construction, and a third from the Hong Kong Shanghai Bank of Canada. In addition, donations from private sector sources like The McLean Foundation, MDS Sciex (for OGSSTs), and from numbers of individuals have been very important and very much appreciated. To fully meet the obligation of OCGs, the Faculty made use of a one-time-only carry-forward.

In aid of further fund-raising, the Faculty of Graduate Studies is working with the York University Foundation to create an advisory board to assist with the task of fund-raising in support of graduate scholarships. The Faculty is looking forward to working actively with a development officer to this end.

3. GOAL: Striving to maintain the proportion of graduate students to undergraduate students while maintaining the highest possible academic standards across all graduate programs.

REALIZATION: The Faculty of Graduate Studies maintained its proportion of graduate students to undergraduate students at approximately 11%. 427 graduate students were on student visas compared to 2195 undergraduate visa students, representing a proportion of 19%.

4. GOAL: Continuing to work towards adoption of credit for supervision initially in Arts- and Fine Arts-related programs.

REALIZATION: Faculty members who are appointed to a unit with a "normal teaching load" of 3.0 full course equivalents per year shall receive credit for graduate supervision as detailed in the YUFA collective agreement.

5. GOAL: Utilizing Web technology more for student services, such as publicity, calendars, brochures, bursary and other forms, etc.

REALIZATION: Web technology continues to be used actively for admissions and registration of graduate students, as well as for providing information to applicants and students alike. The Faculty continues to make progress towards a fully integrated SIS module for graduate studies as well as an on-line transcript.

6. GOAL: Where appropriate, collaborating with other Faculties and universities to increase the quality and number of programs offered.

REALIZATION: Due to the nature of the Faculty of Graduate Studies, all new graduate developments require collaboration from all Faculties at York. The Faculty is happy to note that the first graduates of the York/Ryerson Joint Program in Communication and Culture convocated at Ryerson University on June 6, 2002. In addition, the joint EMBA with Kellogg School of Business commenced in January 2002, and plans are underway to enrol York's first participants in the ConGESE project, a collaboration amongst six universities in Computer Science software design.

7. GOAL: Completing the planning for and conducting workshops on career development for graduate students.

REALIZATION: A successful career workshop was held in October 2001, and plans are underway for the second to be held in October 2002.

Noteworthy achievements

Student Honours and Awards

- FGS students received the third highest number of SSHRC grants in Ontario, which was the fourth highest in Canada. In 2001-2002, FGS students received 31, compared to 44 in 2000-2001.
- FGS students remained competitive and at, or slightly above, the national average in NSERC competitions. In 2001-2002, FGS students received 14, compared to 19 in 2000-2001.
- 180 Ontario Graduate Studies Scholarships (OGS) were awarded to York applicants.

FGS Annual Masters Thesis Prize Winners:

- Randa Khattar, "Creativity as the Impulse of Life: Scholarly Philosophies and Thoughts for Education," Graduate Program in Education;

- Dayna Nadine Scott, "Carbon Sinks Science and the Kyoto Protocol: Controversy as an Opportunity for Paradigmatic Policy Shift," Graduate Program in Environmental Studies; and
- Isabella Irrcher, "Regulation of Transcription Factor Expression in Contracting Skeletal Muscle Cells," Graduate Program in Kinesiology & Health Science.

FGS Annual PhD Dissertation Prize Winners:

- Sherilyn Macgregor, "Beyond Mothering Earth: Ecological Citizenship and the Gendered Politics of Care", Graduate Program in Environmental Studies;
- Duff R. Waring, "Medical Benefit and the Human Lottery: An Egalitarian Approach to Patient Selection", Graduate Program in Philosophy; and
- Joanne G. Cummings, "Parenting and Child Adjustment in Families Exposed to Woman Abuse", Graduate Program in Psychology.

Governor-General's Gold Medal (for the highest academic achievement in the Faculty of Graduate Studies):

- Serguei Gorelski, Graduate Program in Chemistry
- Duff Waring, Graduate Program in Philosophy

Examples of Other Student Honours and Awards

- Caitlin Fisher, a recent Ph.D. graduate of the Graduate Program in Social & Political Thought, won the $10,000 (U.S.) Electronic Literature Organization's 2001 fiction prize.
- Jeff Fillingham, a student in the Graduate Program in Biology, was selected to receive the prestigious and competitive American Society for Cell Biology 2001 Predoctoral Travel Award, only one of 12 Canadians to receive this honour.
- Fahad Al-Mutlaq won the Saudi Arabia Scholarship; Joey Cheng, the Charles Hantho Award; Richard Ianonne, the Bank of Montreal Award. All are students in the Graduate Program in Chemistry.
- Pablo Zarco-Tejada, from the Graduate Program in Earth & Space Science, was awarded the best Ph.D. dissertation prize for 2001 by the Canadian Remote Sensing Society.
- Joseph Tohill from the Graduate Program in History has a Fulbright scholarship;
- Christian Bok, a 1998 Ph.D. graduate from the English program, is the winner of this year's Griffin Prize for Poetry for his recent book *Eunoia*.
- Sara Matthews, a Doctoral student in the Graduate Program in Education, was awarded the John Lockwood Memorial Award from the Canadian Council of Christians and Jews for Anti-Racism Research in a Canadian context.
- Janet Miron, Kato Perdue, and James Moran, students in the Graduate Program in History, were awarded Hannah Scholarships for the Study of Health and Medicine, while Audrey Pyee, a 6th year doctoral candidate, was awarded the Bourse d'étude Monique Hebert pour Histoire des Femmes.

Faculty Honours and Awards

The Faculty offers an annual Graduate Teaching Award to a maximum of two faculty members who display excellence in the multi-faceted aspects of teaching and supervision at the graduate level. In 2001-2002, the recipient was Professor Barbara Godard (a member of the Graduate Programs in English, Etudes françaises, Social & Political Thought, and Women's Studies). Professor Godard was also the recipient of the Graduate Faculty Teaching Award from the Northeastern Association of Graduate Schools, an association which represents 300 graduate schools in the northeastern United States and Canada.

The following members of the Faculty of Graduate Studies hold, or will hold, Canada Research Chairs:

Bergeron, Nantel	Tier 2	Mathematics & Statistics
Bohme, Diethard	Tier 1	Chemistry
Coombe, Rosemary	Tier 1	Law, SPT
Crawford, Douglas	Tier 1	Psychology
Hessels, Eric	Tier 2	Physics & Astronomy
Innes, Christopher	Tier 1	English
Isin, Engin	Tier 2	Geography, Political Science, SPT, Sociology
Katz, Joel	Tier 1	Psychology, Kinesiology & Health Science
Lovejoy, Paul	Tier 1	History
Morin, Sylvie	Tier 2	Chemistry
Panitch, Leo	Tier 1	Political Science, SPT
Tao, Vincent	Tier 2	Computer Science, Earth & Space Science
Thompson, Evan	Tier 2	Philosophy
Vosko, Leah	Tier 2	Political Science, SPT, Women's Studies
White, Andrew	Tier 2	Biology
Wu, Jianhong	Tier 1	Mathematics & Statistics, Earth & Space Science

Enrolments

Each fall, the Dean meets with Graduate Program Directors (excluding Schulich and Environmental Studies) to establish intake levels for the next admission cycle in light of University Academic priorities.

For 2001-2002, the strategic plan for FGS was to maintain the proportion of graduate enrolments to undergraduates at approximately 11% and intake targets were established with graduate directors in accordance with this goal. A subsequent MTCU change in policy required that targets be adjusted upwards. While the Faculty had planned for the same intake for 2001-2002, full-time Year I intake was down by 35 students. However, a higher level of new part-time students and good retention rates resulted in 102 additional students or 44.7 FFTEs.

Planning for graduate enrolments is a careful process in itself. Planning for graduate growth proportionate to undergraduate growth is a further challenge and involves balancing a number of factors. Primary among them are financial support for graduate students in the form of graduate assistantships and teaching assistantships, and faculty capacity. Both factors are crucial. The

first is a fairly straightforward calculation – increase in financial resources will come with increased fee and funding income from increased net growth. The second is more complicated. There are different kinds of growth:

(i) Increasing the size of existing programs: This is a most delicate matter. Given the demands on faculty that will come from undergraduate growth, will there be enough faculty available to mount requisite courses and provide the intensive attention required for the supervision of comprehensive examinations and of research papers, theses, and dissertations?

(ii) Creating free-standing graduate diplomas: This is a relatively new area and thus far there has been no sizeable response to new graduate diplomas of this type.

(iii) Creating new programs: Several proposals have come forward and two are at the Ontario Council for Graduate Studies. This possibility would appear to be the most promising in terms of maintaining the undergraduate-graduate proportioning. Undergraduate growth in particular professional areas – human resource management and nursing, for example – have prompted proposals for new graduate programs in these areas. Faculty proposed for these programs would be new graduate appointments. Undergraduate teaching commitments will be crucial for these individuals in terms of their participation in graduate education, but they will not already be involved in graduate work at York.

The Faculty is looking for increased intake in 2002-2003 of approximately 27 full-time equivalent domestic students. Graduate programs are faced with increased competition from other Ontario universities, both in terms of making timely offers of admission and providing financially competitive incentives, and are working diligently to meet enrolment projections with quality students.

Academic Programs

Programs approved or introduced in 2001-2002

The Executive MBA, a joint program with Northwestern University; a Ph.D. in Kinesiology and Health Science; and a graduate diploma in voice teaching have been approved and are underway.

Program quality – OCGS review

All graduate programs in Ontario undergo periodic appraisal by the Ontario Council on Graduate Studies every seven years. This year, Geography, Law, Environmental Studies, and Political Science underwent appraisal. Political Science was found to be of good quality. Geography and Law were found to be of Good Quality with a report due in 2005 and 2004, respectively. A result for Environmental Studies has not yet been communicated.

New programs for 2002-2003

The following degree programs are at various stages of development or approval:

- MA and PhD in Humanities – approved by Faculty Council, and under consideration by the Senate Committee on Curriculum and Academic Standards (CCAS);
- Masters of Arts in Critical Disability Studies – approved by Senate, and under consideration by OCGS;
- Masters in Human Resources Management – approved by Senate, considered by OCGS and deferred for one year until faculty hirings are completed;
- MFA in Design – under development;
- Collaborative MFA in Film & Video Production with Sheridan College's Advanced Television and Film Post-Graduate Certificate – under development;
- Masters of Science in Nursing – under development.

Two new graduate diplomas have recently been approved by OCGS and will begin next year:

- Curatorial Studies in Visual Culture, and
- Value Theory and Applied Ethics.

Under development at the Faculty level are new graduate diplomas in Biological and Computational Visual Sciences.

Internationalization

The number of international students in the Faculty of Graduate Studies remained constant in 2001-2002. Until such time as there is additional funding for international graduate students, current arrangements for their support do not permit significant growth in their numbers. The Faculty's plan for 2002-2003 is to maintain steady state. At the moment it is also working with the Office of the Vice President Academic to consolidate arrangements pertinent to York students who wish to take advantage of opportunities to study abroad or who are required to do so by their program of study.

Recruitment and retention of students

The Faculty of Graduate Studies focuses on admitting and retaining the best applicants and matching them with the appropriate program. Not including the part-time law professional programs and the Schulich School of Business programs, the Faculty entertained 4000 applications and admitted 1453 in 2001-2002. Students are retained by the academic calibre of the program and by financial incentives. The Faculty is proud that many Masters students, along with all eligible PhD students, receive favourable funding opportunities by virtue of strong GA and TA programs. York's TAs are the highest paid in Canada, with a guarantee of 6 years of funding for eligible PhDs.

Progress to Degree Completion

Using 2000-2001 data, in an institutional comparison of 19 graduate disciplines in Ontario, York students completed their doctoral degrees:

- in the shortest time in 5 disciplines, 1 better than last year;
- within the top three in nine disciplines.

The average time to completion for the Faculty's doctoral students is 5.0 years, a decrease from 5.4 years in the previous year.

This decrease can be due to any number of reasons; for example, a change in PhD requirements, increased student support, more active supervision, etc. The longest average time to completion amongst all these 19 disciplines in Ontario is 6.0 years.

Financial Support

Financial support is critical not only for attracting the best students nationally and internationally, but also for supporting progress to degree completion. During 2001-2002, York University and the Faculty of Graduate Studies increased levels of support for new and continuing students from $20.9 million in 2000-2001 to $23.6 million.

Teaching Skills

In order to develop the teaching skills of the professoriate of the future, the Faculty collaborates with York's Centre for the Support of Teaching and with the Office of the Vice-President Academic to fund a University Teaching Practicum, a TA Day, Teaching Development Graduate Assistantships, and two graduate positions attached to York's Centre for the Support of Teaching.

Planning for Double Cohort

Because of the forecast double cohort, FGS has a long-term enrolment growth plan. This will be a steady-state growth as opposed to the "blip" of the double cohort, but the double cohort will create additional TA opportunities for graduate students. FGS will be keeping a watching brief on the impact of the double cohort, especially regarding any pressures put on university resources which might affect graduate students.

Strategic Directions for 2002-2003

1) continuing to work with graduate programs to enable successful outcomes of the OCGS appraisals process. In 2001-2002, appraisals were submitted for Social Anthropology, Economics, Chemistry, and Mathematics & Statistics, and consultants visits have either been completed or are still pending. No results have yet been attained. In 2002-2003, one programme – Education – will undergo appraisal.

2) continuing to be involved in the work of OCGS and the Canadian Association for Graduate Studies (CAGS);

3) fundraising for graduate scholarships/Ontario Graduate Scholarships. In 2001-2002, $400,000 was raised for OGSs. An endowment of $20 million is required to sustain the OGSs and the establishment of an advisory board is underway to help facilitate this initiative;

4) maintaining proportion of graduate to undergraduate enrolments at approximately 11 per cent;

5) developing more proposals, among them the collaborative MFA in Film & Video Production with Sheridan College's Advanced Television and Film Post-Graduate Certificate, the Master of Design, the Masters of Science in Nursing, and graduate diplomas in biological and computational visual sciences;

6) completing approval process for the proposed graduate program in Humanities and forwarding the proposal to OCGS;

7) working on improving the graduate admissions process; and

8) reviewing the need for, and use of, print-based publications.

Budget

The primary focus of the FGS budget continues to be the support of graduate students. In 2001-2002 the Faculty was committed to work with Advancement to identify new sources of student support and particularly funding for Ontario Graduate Scholarships (OGS) which require a one-third match from the University. In 2001-2002 more than $400,000 in new scholarships was raised for this purpose. The Faculty of Graduate Studies also diverted a significant amount of internal student support resources to cover more than half of the OGS funds required. In addition increased support in the form of assistantships were provided to graduate students.

In 2002-2003 funds from the Faculty student support budget will be used to hire a Senior Development Officer to build on the successes of 2001-2002. Assistantships will be retained at the previous years' level.

Faculty of Graduate Studies

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	56,270	–
Internal cost recoveries	39,374	–
Other revenues	223,851	307,768
Central allocations	12,687,560	13,344,028
Total Revenue	**13,007,055**	**13,651,796**
Expenses:		
Faculty – Administration	330,960	358,130
Faculty – Full time	38,771	47,500
Faculty – Contract	30,178	–
Teaching assistants	3,164,617	3,182,027
Research	4,241,590	4,390,989
Support/Administration	811,505	790,257
Other	16	–
Total Salaries and Benefits	**8,617,637**	**8,768,903**
Operating Costs	515,500	603,842
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	21,687	21,000
Scholarships & bursaries	4,635,410	4,912,855
Interest on long-term debt	–	–
Total Expenses	**13,790,234**	**14,306,600**
Total Revenue less Expenses	**(783,179)**	**(654,804)**
Previous Year's Carryforward	**1,682,081**	**898,902**
Carryforward to Next Year	**898,902**	**244,098**

OSGOODE HALL LAW SCHOOL

Overview

Osgoode Hall Law School was founded in 1889 by the Law Society of Upper Canada. It became affiliated with York University in 1968. Osgoode offers a bachelor of laws (LLB) degree comprising three years of full-time study.

Osgoode also offers a full graduate program, including the degrees of master of laws (LLM) and doctor of jurisprudence (DJur). The LLM degree is offered in a research stream with a thesis requirement, and on a part-time basis through the professional development program in a course-based, non-thesis stream. The professional development program also offers noncredit continuing legal education courses, including a variety of programs that are recognized throughout Canada for providing outstanding educational experiences to those who wish to broaden, deepen or become more current in their understanding of the law.

The Law Library is the largest law library in the Commonwealth. It provides a depth and diversity of legal research materials that is unequalled in Canada.

Osgoode's core quantitative indicators for 2001-2002 included:

- 48.5 full-time faculty members (46.5 in 2000-2001) and 3.5 librarians
- 874 LLB students with an almost equal representation of men and women (870 in 2000-2001),
- 58 full-time graduate students (58 in 2000-2001),
- 380 part-time graduate students (375 in 1999-2000),
- 378,260 print volumes and 151,735 microform items.

Planning and Implementation 2001-2002

Osgoode's academic plan for 2001-2002 articulated the following goals:

- combining educational excellence with access;
- delivering high-quality teaching reinforced by professional career support;
- linking Osgoode's research culture to student learning and professional development;
- providing students with relevant, unique and innovative programs;
- implementing a new five-year plan for the continued development of the law school's academic mission and budget.

1. Combining Educational Excellence with Access

Undergraduate Enrolment

Osgoode has a student body in which women and men are almost equally represented – in 2001-2002, there were slightly more women than men. Osgoode is committed to maintaining a diverse student body through its special admissions program. Each year 30 per cent of the incoming LLB class is made up of applicants from special applicant categories that include mature students, aboriginal students and persons who belong to disadvantaged groups. As well, increasing numbers of those who meet the Faculty's demanding standards for regular admission are members of visible minorities or mature students.

Osgoode received 2,090 applications in 2001-2002 for the 290 first-year places. This was the largest number of applications received by any law school in Canada. Because of the high ratio of applications to admissions, 7:1, Osgoode maintains a very high standard in its admissions. The median undergraduate grade point average for regular admission to the entering class in 2001-2002 was 3.67 on a four-point scale. Once students are admitted, the retention and completion rates are over 95 per cent. Osgoode annually receives many more applications for transfer into the second and third years of the program than there are places available.

There are over 13,000 Osgoode alumni worldwide. Osgoode has more graduates in the large Toronto law firms than any other law school, and has large numbers in New York City, Los Angeles and Hong Kong, as well as the major Canadian cities. Osgoode graduates are well represented in all branches of the profession, including the judiciary and university law Faculties. As well, many graduates hold positions in government and in business.

Graduate Program Enrolment

Graduate enrolments have increased sharply in a very short time. The number of active research-stream graduate students has grown from 41 in 1994-1995 to 78 in 2001-2002. Growth has been most significant in the DJur program. The Osgoode graduate program attracts students from across Canada and around the world.

Professional Development – Part-time LLM

The part-time LLM program has grown from three specializations in 1995-1996 to 12 specializations in 2001-2002. The program now has up to 400 students enrolled in part-time studies. Three specializations are taught, using distance education technology, in several Canadian cities, in addition to Toronto.

2. Delivering High-quality Teaching and Student Support

Teaching

Osgoode is committed to high-quality teaching. All courses and seminars are evaluated by the students, and the evaluations are available in the library. They are used by the dean to guide teaching assignments and to require remedial work if necessary. The

students use the evaluations to guide their selection of courses and seminars. In 1997-1998 Osgoode established the teaching project aimed at enhancing the capacity of law faculty to make pedagogic innovation a standard within the law school. A series of faculty seminars focused on different aspects of teaching and learning in the classroom, and on evaluative techniques. This project was continued in 2001-2002 with a series of faculty seminars focusing on the use of technology in teaching. More faculty seminars are planned for 2002-2003.

Teaching legal research skills to LLB students is a high priority. All first-year students are enrolled in a full-year legal research and writing (LRW) program. The program is conducted by a faculty director, with the assistance of eight graduate students acting as LRW instructors. The program includes a high level of cooperation between the law school and the law library, including the use of reference librarians on the teaching staff, and the use of the online legal research centre as a training facility.

In 2001-2002 Osgoode opened the Fasken, Martineau, DuMoulin LLP electronic classroom, the third such facility at the law school to provide a venue incorporating the latest in computer and electronic technology to enhance learning and teaching the law. The Goodmans electronic classroom was opened in 1998; and the McCarthy Tétrault electronic classroom was opened in 2000-2001. The computer laboratory, located in the Smalley-Baker Room in the law library, provides students with 40 workstations fully connected to the legal research databases of the law library, the York library and the internet. An additional computer workroom for graduate students is located in the law library. In 2001 wireless technology was installed in the law library and compatible laptop computers are available to students on a loan basis from the reserve desk. In 2001-2002 major parts of the law school, including the first floor of the library and most public areas, were equipped with wireless connectivity to provide students using laptops with internet access. The MyOsgoode portal, initiated in 2000-2001, which provides Web-based access for students to their course information and assignments, and provides opportunities for both synchronous and asynchronous communication between faculty and students, and among students in each class, enjoyed continued develoment and expansion in 2001-2002. The Legal Education Technology Centre (LETC), established in 2000-2001, continued to develop its program of providing research, training and support to faculty in the development and use of technology in teaching. LETC organized and hosted the first Canadian conference on Legal Education and Technology in June, 2002.

Osgoode's extensive offering of clinical, skills and intensive programs incorporates a variety of innovative teaching methodologies, including videotaped simulations, practicum, computer-assisted instruction, mooting and outside placements. Students are familiar with the latest technology and have had opportunities to engage not only in legal research and writing, but also to develop lawyering skills such as trial advocacy, appellate advocacy, interviewing, negotiation, mediation and other forms of dispute resolution.

3. Enhancing the Research Culture

Research

Osgoode faculty are acknowledged to include the finest legal scholars in Canada, and, in some cases, the world. Recognition of their excellence includes the appointment of six faculty as Fellows of the Royal Society of Canada. Three faculty have been appointed to the Order of Canada for their academic accomplishments. Two are University Professors and one is a Distinguished Research Professor. In 2001–2002 University Professor and President Emeritus Harry W. Arthurs was awarded the first Killam Prize in the social sciences and Professor Neil Brooks was awarded the Canadian Association of University Teachers' Teaching Achievement Award. In 2001-2002 the faculty published 12 books and over 80 articles and chapters in books. Osgoode publishes the Osgoode Hall Law Journal, one of the leading scholarly journals in Canada and one that is well known throughout the common-law world. The journal is edited by students working for academic credit under the supervision of a faculty member. Faculty and student research is supported by the law library, which is the preeminent legal research facility in Canada.

Osgoode is home to three research centres:

- The York University Centre for Public Law and Public Policy has a mandate to pursue interdisciplinary research on the role and impact of law in the formation and expression of public policy. With an emphasis on the constitutional, institutional and legal aspects of public policy, the centre conducts and sponsors research, hosts conferences and seminars and publishes an assortment of papers and reports. The centre runs an annual conference on the constitutional decisions of the Supreme Court of Canada and publishes the highly regarded *CanadaWatch*, a newsletter on national affairs.
- The Nathanson Centre for the Study of Organized Crime and Corruption focuses on a cross-disciplinary agenda of research and project initiatives to broaden knowledge of the legal, operational, law enforcement, social, political and economic issues related to organized crime and corruption.
- The Institute for Feminist Legal Studies sponsors and initiates research and publications on issues of importance to women and the law.

To emphasize the importance of research at Osgoode, and provide further support for research, the position of associate dean (research and graduate studies) was created effective July 1, 2001.

On the research front, in 2001-2002 Osgoode faculty were awarded research grants totalling $736,541.

4. Providing Relevant, Unique and Innovative Programs

Program Innovation

The professional development program delivers a part-time LLM program for working lawyers. Specialization in one of 12 program areas is offered through a two-year, evening curriculum taught at the law school's Professional Development Centre in downtown Toronto. This 11,000 square foot facility includes classroom space, a video conferencing facility and administrative offices for the program. The classrooms are also available for use by other York Faculties. This program, unique within Canada, has attracted over

1200 students since 1995, and began offering several national programs through distance education beginning in January 2001.

Osgoode's LLB curriculum offers a large selection of clinical and intensive programs, including:

- The intensive program in poverty law: Each term 20 Osgoode students work and study at the Parkdale Community Legal Services Clinic, which is located in the Parkdale district of Toronto.
- The community and legal assistance services program (CLASP): CLASP is a student legal aid clinic located in the law school building.
- The intensive program in aboriginal lands, resources and governments: This program offers students from Osgoode and other law schools across Canada opportunities to study in the field the development and negotiation of land, resource and governmental structures among First Nations.
- The intensive program in immigration and refugee law: This program offers students clinical placements and supervised research work to study the role of lawyers in the immigration and refugee process.
- The intensive program in criminal law: This program provides students with clinical placements with judges, prosecutors and defense counsel.
- The innocence project: This is a project in which students investigate cases of suspected wrongful conviction.
- Advanced business law workshops I and II: These programs offer simulations and problem-solving opportunities, in the corporate-commercial setting.
- The small business clinic: This project gives students an opportunity to provide legal assistance to small business, under the supervision of faculty and volunteer lawyers from the private bar.
- The intensive program in business law: This program exposes students to the law, practice and theory of advanced business law transactions.

Osgoode offers two joint degree programs in cooperation with other York Faculties: the joint LLB/MBA degree, with the Schulich School of Business; and the joint MES/LLB degree, with the Faculty of Environmental Studies The law school is now finalizing arrangements for a joint LLB/PhD degree with the Department of Political Science. Other joint degrees being developed include LLB/BA and Masters, and a joint LLB/MD (with McMaster University).

In September 2001, Osgoode Hall Law School introduced a further innovation in Canadian legal education: the opportunity for students to graduate with a concentration in some of Osgoode's many areas of teaching and research strength. Three curricular streams have been created: the international, comparative and transnational law program; the program in litigation, dispute resolution, and the administration of justice; and the tax law program.

Osgoode also offers opportunities for national and international study through exchange programs with l'Université de Montréal, the University of Bologna (Italy), KobeUniversity (Japan), l'Université d'Aix-Marseilles (France), Southwest University of Political Science and Law (China), Nanjing University (China) and Monash University (Australia). As part of an internationalization initiative new exchange agreements have been established during the past year with Trinity College and University College, Dublin (Ireland); Warwick University (England); the Free University of Amsterdam and the University of Amsterdam (Holland); Bucerius Law School, Hamburg and Mannheim University (Germany); the National Law School of India; the National University of Singapore; Sheffield University (England); the University of Strathclyde (Scotland); Waseda University (Japan); and the University of Copenhagen (Denmark). In the past year 35 Osgoode students studied abroad and 69 foreign students attended Osgoode, under these exchange programs.

In 2001-2002 Osgoode also created research-for-credit opportunities for undergraduate students within Collaborative Research Teams (CRT) on themes related to international, comparative and/or transnational law. Students based at Osgoode work as members of research teams linked to global partners with the goal of producing interlocking research papers on pressing or on-the-horizon problems and policy issues. Last year 25 Osgoode students participated on seven different CRTs involving the following global partners: Médecins Sans Frontières (Brussels/Toronto), the International Federation of Transport Workers (London, England), the Matrix Barristers Chambers (London, England), the Small Arms Survey (Geneva), the UN Commission on Human Rights (Geneva), and two leading class action law firms (Toronto/USA).

Goals for 2002-2003

Osgoode's planning for 2002-2003 focuses on completing the implementation of the Plan for the Law School that was approved by Faculty Council in April 2000. The plan establishes three strategic objectives for the law school, and contains 89 recommendations, which are now being implemented. The three strategic objectives are: 1. To improve student satisfaction with the curriculum, the building and the learning environment so as to make the law school a more pleasant, more demanding and more interesting place to learn law; 2. To prepare the law school for the future, by becoming the leading law school in the use of computer technology, and by strengthening teaching and research in areas affected by developments in technology, globalization, economic restructuring, the aging of the population and other societal changes; 3. To make the law school more financially self-sufficient and increase its resources so that it is in a position to provide the highest quality of teaching and research. In 2001-2002 the University approved the law school's plan to construct an addition to the Osgoode building and to undertake a major renovation to the building to ease a chronic space shortage and to enhance functional and aesthetic elements of the physical plant.

The launch of a major fund raising campaign is planned for 2002-2003. The objects of the campaign include: the building addition and renovations, enlargement of the faculty complement, student financial assistance, the law library, and academic program support.

Budget

The budget of Osgoode Hall Law School is allocated in support of its core teaching, learning and research mission. Expenditures reflect existing activities, as well as new appointments and academic initiatives described in this report. Substantial revenue from the professional development program supports other academic programs within the law school. The budget for 2002-2003 reflects higher income from new tuition levels, and includes major investments in the strategic priorities adopted in the plan for the law school, including faculty complement, technology and advancement. As a result of budget cuts a substantial deficit has been incurred. An increase in tuition, effective September 2003, has been approved and will be applied to the deficit and to further program enhancements. Osgoode administers an extensive student financial assistance program for its students. In 2001-2002 $1.3 million was provided to undergraduate law students in the form of scholarships, awards, bursaries and prizes.

Osgoode Hall Law School

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	1,554,038	1,158,012
Internal cost recoveries	141,850	135,662
Other revenues	2,694,602	1,978,071
Central allocations	11,250,253	10,708,887
Total Revenue	**15,640,743**	**13,980,632**
Expenses:		
Faculty - Administration	540	63,130
Faculty - Full time	6,723,746	6,714,271
Faculty - Contract	385,363	50,270
Teaching assistants	29,316	-
Research	917,315	954,547
Support/Administration	4,129,821	3,934,996
Other	317,270	130,500
Total Salaries and Benefits	**12,503,371**	**11,847,714**
Operating Costs	2,758,223	2,454,249
Amortization of capital assets	-	-
Cost of goods sold	365,586	345,000
Taxes and utilities	488,089	170,838
Scholarships & bursaries	-	-
Interest on long-term debt	-	-
Total Expenses	**16,115,269**	**14,817,801**
Total Revenue less Expenses	**(474,526)**	**(837,169)**
Previous Year's Carryforward	**(1,262,151)**	**(1,736,677)**
Carryforward to Next Year	**(1,736,677)**	**(2,573,846)**

FACULTY OF PURE AND APPLIED SCIENCE

The Faculty's mission is to offer quality undergraduate and graduate programs in the basic and applied sciences informed and strengthened by world-class scientific research.

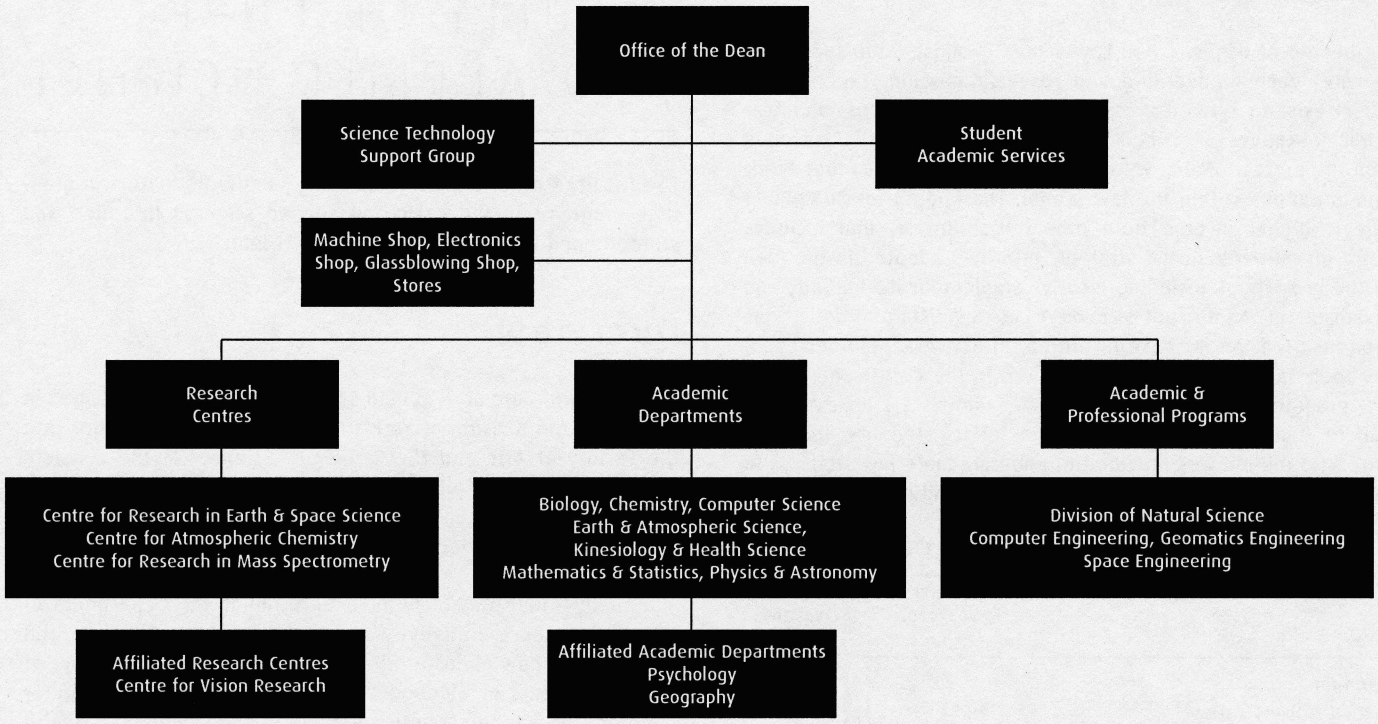
Overview

The Faculty of Pure and Applied Science (FPAS) was established in 1969 with the division of York's Faculty of Arts and Science into the Faculty of Arts and the Faculty of Science. At the division, some science-related disciplines remained in the Faculty of Arts, while others had faculty members in the two Faculties. At present, there are five departments - Biology, Chemistry, Computer Science, Earth and Atmospheric Science, and Physics and Astronomy - that are solely in FPAS. Although the Department of Computer Science initially was housed in Arts, Atkinson and Glendon, it is now almost entirely in FPAS with a small number of faculty members in Glendon College's Department of Computer Science. FPAS has ten faculty members in Kinesiology and Health Sciences with the remaining 22 in the Faculty of Arts (31 per cent in FPAS). Mathematics and Statistics has faculty members in Arts, Glendon and Atkinson with only five of 52 (9.6 per cent) in FPAS. FPAS has no faculty members in the Department of Psychology although it does offer a BSc in Psychology. The Division of Natural Science has only 1.3 full time faculty members and thus draws its teaching faculty from among the faculty scientists in various FPAS departments. Atkinson also has faculty members focused on Natural Science teaching in its School of Analytic Studies and Information Technology. The Faculty of Pure and Applied Science itself has 142 faculty members. The organizational chart below diagrams FPAS's structure.

The Faculty has particularly strong interdisciplinary research programs through its Faculty-based organized research units, namely the Centre for Atmospheric Chemistry (CAC), the Centre for Research in Earth and Space Science (CRESS) and the Centre for Research in Mass Spectrometry (CRMS), and the university-based Centre for Vision Research (CVR).

The Faculty of Pure and Applied Science offers a large range of basic and applied BSc degrees. Programs include Applied Mathematics, Astronomy, Biology, Biotechnology, Chemistry, Computer Science, Earth and Atmospheric Science, Environmental Science, Geography, Kinesiology, Health Science, Mathematics, Statistics, Physics, Space and Communications Science and Psychology. BASc degrees (the program began in September 2001) are offered in Computer Engineering, Geomatics Engineering and Space Engineering. Students may also enroll in a variety of certificate programs in Geographic Information Systems (GIS), Meteorology, Coaching, Fitness Assessment and Exercise Counseling, Sport Therapy and Sport Administration. Opportunities for postgraduate study to the MSc and PhD levels exist in all these disciplines, except engineering.

Figure 1: Faculty of Pure & Applied Science Organizational Chart



In 2001-2002 the Faculty of Pure and Applied Science represented approximately 10 per cent of the University with:

- 3,318 undergraduate students (compared to 3,131 in 2000-2001)
- 321 graduate students (376 in 2000-2001)
- 142 full-time faculty (141 in 2000-2001)
- 70 contract teaching faculty (51 in 2000-2001)
- 228 teaching assistants (213 in 2000-2001)
- 83 administrative support staff (86 in 2000-2001)

Planning and Implementation 2001-2002

The following goals reflect those of the 2000-2001 plan, but were adjusted due to the Faculty's accumulated debt and ongoing deficit and the new Dean's focus on encouraging more research activity within the Faculty:

1. inaugurate the Engineering program;
2. prepare for enrolment growth: the double cohort;
3. optimize the Natural Science Division;
4. develop and promote new programs;
5. increase FPAS's research funding and international presence; and
6. open the new Computer Science and Engineering Building.

1. Inaugurate the Engineering Program

September 2001 saw the first Engineering class at York, with 77 students, of which 79 per cent were male. In line with "Tentanda Via", York's Engineering Program is innovative. After assessing its strengths in research and teaching, FPAS is offering streams in these areas – Computer Engineering, Geomatics Engineering, and Space Engineering. The first year is common among the streams with six full courses (36 units) required. Unlike most universities' programs, many of the science courses in the Engineering Program are the same as courses in FPAS science programs. For example, both Computer Science students and Computer Engineering students take Introduction to Computer Science (COSC 1020), but only Engineering students take Engineering Design 1 (ENGN 1000). This type of sharing or merging of courses where appropriate allows the engineering students to experience a wider student group, and allows for efficiency in programming and course development. The minimum entry percentage for high school graduates is 80 per cent overall, but the first class had an entering average of over 83 per cent.

Of the six new faculty positions for Engineering, four have now been filled. Two Engineering faculty were in place for September 2001 (Professors S. Pagiatakis and R. Hornsey); two were appointed as a result of searches in 2001-2002 (Professors A. Amir and H. Jiang); one search is ongoing; and the final search will begin in September 2002. In addition to the number of professional engineers currently among York's faculty, a number of other faculty are eligible for and are actively seeking the Professional Engineer (PEng) designation. Professor Robert

Prince, a Professional Engineer, will take up the directorship of Engineering in August 2002.

2. Prepare for enrolment growth: the double cohort

The greatest impact of the double cohort was expected in September 2003 – but students are arriving earlier. Close to 200 FFTEs arrived in 2001-2002 and 425 FFTEs are expected in 2002-2003. Not only are more students completing high school in less time, but also more high school students are choosing university than were expected to do so. Thus in spite of the lacklustre performance of many dot.com and biotech companies, and the fall in the wireless communication sector, a university science education, particularly in the applied computer and biological sciences, is viewed as excellent career preparation by more and more students.

This year the additional science students were accommodated in the current course offerings for the most part. Next year, with a further increase of about 10 per cent and perhaps up 15 per cent in the number of students, FPAS has done and will do the following:

- In 2001-2002, 11 new faculty members (including a Canada Research Chair) were appointed in areas of student interest and enrolment growth (Biology, Computer Science, Kinesiology and Health Sciences, Engineering, and Mathematics and Statistics).
- To enable full time faculty to teach the large first and second year classes, FPAS has been examining its small (less than 12 students) upper year classes. Over the next three years, there will be a consolidation of these courses by various means, including offering small enrolment courses in alternate years, canceling courses, harmonizing courses with those of another program's, and (in a few cases) modifying courses to blend with a graduate course offering.
- In 2002-2003 FPAS will search for five full-time, tenure-stream faculty members in Biology, Kinesiology and Health Science, and Engineering. Depending on the budget situation (see below in the Budget section) and enrolments, FPAS may search for additional full-time tenure-stream faculty during 2002-2003 in Biology, Chemistry, and Kinesiology and Health Science. If, as anticipated, the Engineering Physics stream is mounted, an additional Engineering faculty member may be sought. As well as full-time faculty members, part-time faculty will be sought where appropriate. The Faculty has observed a growing interest in some individuals for part-time university appointments. FPAS anticipates it will be the fortunate recipient of some of these highly qualified individuals as they actively seek sessional appointments.

As well as faculty to mount courses, science and engineering students also need classrooms and laboratories. The new Computer Science and Engineering Building has many new classrooms including three for large (over 200 students) classes. FPAS is renovating laboratories (especially for the higher technical requirements of the engineering and physics laboratories), and upgrading the computer laboratories continuously with state-of-the-art hardware and software applications (over $400K allocated to such renovations). A card key system was installed in the new Computer Science and Engineering Building to allow the computer labs to be accessible 24 hours a day. FPAS is increasing the wet (experimental) lab hours to include evenings (17:00-19:00). Such increases, of course, mean more teaching assistants (TAs) are required, and hence FPAS expects TAs (mainly graduate students) to earn more funds. All in all, FPAS has undertaken a number of initiatives to be prepared for the double cohort.

3. Optimize the Natural Science Division

An important responsibility in FPAS is the education of non-science students at York in the ways and the culture of science. Each non-science student takes one full course from the Natural Science program. An Undergraduate Program Review of Natural Science at the end of the 2000-2001 year recommended a number of measures whereby the Natural Science courses would become more appropriate for and more meaningful to the non-science student. The Faculty quickly moved to carry out some of the reviewers' recommendations, including the appointment of a new Director, setting up an advisory committee with representation from other Faculties and students, and making a new faculty appointment for Natural Science teaching.

Professor Paul Delaney was appointed director beginning July 1, 2002. Professor Delaney is an experienced champion of students and is an ideal leader to consider and implement the above-noted recommendations of the Undergraduate Program Review. As noted, a committee with members from across York is being formed to advise Professor Delaney. FPAS appointed Professor Byron Wall, an experienced, respected Natural Science part-time instructor, to the full-time, tenurable, alternate stream faculty, thus increasing the number of excellent full-time faculty teaching in FPAS Natural Science courses. FPAS is strongly committed to providing a high-level, interesting and appropriate science curriculum to non-science students at York. FPAS expects the changes in the Natural Science program will yield visible results as measured by student surveys by the next reporting period.

4. Develop and promote new programs

New undergraduate programs are central in the plans of FPAS. Engineering is described above. Biotechnology, now in its second year, has a dedicated student advisor (Professor Paula Wilson), and two new faculty (Professors Katalin Hudak, and Gary Sweeney) appointed this year for this program. At present the program has approximately 25 first year students. This year saw the beginning of an Honours BSc Program in Computational Mathematics. Two collaborative programs linking the Department of Chemistry (pharmaceutical and chemical technology) and the Department of Biology (biotechnology) with cognate Seneca units have been initiated; the former received senate approval in 1999 and is beginning in 2002-2003, while the latter, Biotechnology, only awaits final signatures and senate approval. During the year a number of options for joint programs in Science were explored with Centennial College. Athabasca University approached FPAS to mount summer lab courses in Organic Chemistry. Ryerson University's Civil Engineering Program and FPAS are discussing

Geomatics lab courses – such joint labs will create critical masses to aid in learning, and provide efficiency as well as diversity. FPAS is defining a pre-medicine program from its existing courses. FPAS expects to incorporate hospital experience in this program and contacts with the York Region hospitals towards this goal have been initiated. Overall, FPAS is moving more into the medical sciences area in its offered programs as well as in its faculty members' research focus (see below). Included in this movement is the proposal for a Biochemistry and/or Biological Chemistry Program. The possibility of a Pharmaceutical Chemistry Program is being explored.

These programs are the result of FPAS positioning itself to meet the needs of industry and the broader Canadian society to educate students in these scientific disciplines. Canada has pledged to become one of the top five nations in science and innovation, and it can only do so if Science and Engineering faculties educate students in both basic and innovative science. FPAS has great research strength in a number of areas, including cutting edge disciplines such as high energy physics, geomatics, genomics, proteomics and visual intelligence systems and these areas are where the Faculty will develop undergraduate programs to meet the innovation needs of York students for Canada.

5. Increase FPAS's research funding and international presence

Science and Engineering researchers are ultimately measured by the impact of their research internationally. York has a number of preeminent researchers and an even larger number of prominent scientists in Science and Engineering.

FPAS this year received over $15 million in research grants. The granting agencies include National Science and Engineering Research Council (NSERC), the Canadian Institutes for Health Research (CIHR), the National Cancer Institute of Canada (NCIC), the Canadian Diabetes Association, the Terry Fox Marathon of Hope, Canada Foundation for Innovation (CFI), and many other agencies. Only a few faculty do not have a research program, and the Faculty expects these faculty to contribute to its teaching success by taking on a larger role in the education of undergraduates. All research intensive faculty were invited to present papers at international or Canadian conferences or at other universities. For example, in the current year York FPAS faculty were invited to give presentations in Tokyo, Melbourne, Beijing, Berlin, Geneva, Auckland, Calgary, Paris, Vancouver, Montreal, Halifax, New York, Boston, San Francisco, and San Diego.

FPAS faculty have many national and international partnerships, including a strong presence in the Ontario Centres of Excellence, the University Corporation for Atmospheric Research, the Fields Institute for Mathematical Sciences, the Institute of Particle Physics and the University Space Network. Faculty routinely are asked to assume leadership roles as editors of scientific journals and monograph series. Several departments have established successful student exchanges, thereby enhancing York's and the Faculty's international profile.

To enhance FPAS's research profile, a small group of FPAS faculty members meet on a regular basis, under the aegis of Professor Stan Shapson, Vice-President Research & Innovation, to plan research initiatives. From these sessions individual faculty members have been made aware of new granting initiatives, formed mentoring groups, met with industrial supporters, searched for high-profile Canadian scientists who are currently working abroad, and generally worked to increase the profile of FPAS research.

Some Data Highlighting FPAS Faculty Members' Accomplishments:

- New Faculty who joined York and FPAS 2001-2002:

  Kathi Hudak, Patricia Lakin-Thomas, Gary Sweeney and Gillian E. Wu (Biology); Aijun An, Richard Hornsey, Jay Majithia (three-year contractually limited appointment), Vassilios Tzerpos and Richard Wildes (Computer Science); Spiros Pagiatakis and Canada Research Chair Vincent Tao (Earth and Atmospheric Science), and Richard Staines (Kinesiology and Health Science).

- Searches for six faculty positions were undertaken in 2001-2002; five were concluded successfully and one has just begun. The appointments are: Robert Hudgins (Chemistry), Melanie Baljko and Uyen Trang Nguyen (Computer Science), and Amir Asif and Hui Jiang (Computer Science – Engineering). Byron Wall (Mathematics and Statistics) was a CUPE conversion. There is an ongoing search for a Space Engineering faculty member.

Examples of research accomplishments:

- Professor Vincent Tao (Earth and Atmospheric Science) and Professor Andrew White (Biology) were named NSERC Tier II Canada Research Chairs.

- Professor Tara Haas (Kinesiology and Health Science), was named a CIHR (Canadian Institutes for Health Research) New Investigator – a prestigious five-year salary award.

- Professor Gary Sweeney (Biology) received a Canadian Diabetes Society Scholarship – also a prestigious five-year salary award which in addition includes a research grant in the first year.

- Three faculty have received grants from the National Cancer Institute of Canada – perhaps the "hardest" agency in Canada to be funded from – Professors Imogen Coe (Biology) (continuing), John Heddle (Biology), and Michael Siu (Chemistry) (both new awards).

Six faculty received Canada Foundation for Innovation (CFI) awards; three received Premier's Research Excellence Awards (PREA): Sergey Krylov (Chemistry), Qiuming Cheng (Earth and Atmospheric Science) and Tara Haas (Kinesiology and Health Science); and an ORDCF award came to Professor Michael Organ (Chemistry) for $5.3M overall. The Centre for Vision Research continues to lead in new research initiatives, both academic and paired with industry, and to receive high levels of peer reviewed funding (approximately $4M in 2001).

Examples of faculty members' honours received:

- Professor Ken Davey (Biology), former Dean of FPAS, received an Honorary Doctorate from the University of Western Ontario.
- Professor Brock Fenton (Biology) won the 2002 McNeil Medal for Public Awareness of Science from the Royal Society of Canada for his work making the public aware of the important role science plays in our society by communicating science to them.
- Professor Eric Hessels (Physics and Astronomy) won the 2002 Herzberg Medal for significant high precision measurements on light atoms. His measurements on the Rydberg states of helium and lithium provided the first tests of retardation effects in long-range interactions.
- Professor (Emeritus) Allan Carswell (Physics and Astronomy and Optech Inc.) was awarded the 2002 Canadian Association of Physicists Medal for Outstanding Achievement in Applied Photonics for his entrepreneurial and research achievements in lidar applications. He is a model for Canadian researchers.
- Professor Douglas Smylie (Earth and Atmospheric Science) received the J. Tuzo Wilson Award. This award is the highest honour awarded annually by the Canadian Geophysical Union in memory of Tuzo Wilson, a long time Ontario Science Centre member and one of the rare foreign members of the USA National Academy of Sciences.
- Professor Jack McConnell (Earth and Atmospheric Science) and Professor Neal Madras (Mathematics & Statistics, Faculty of Arts) became Fellows of the Royal Society of Canada.
- Professor Barry Lever (Chemistry) received a Killam Research Fellowship, Canada Council of the Arts.

FPAS Students receive more than their share of research and academic awards.

A few examples:

- Eric Flaim (Chemistry) won first prize at the SW Ontario UG Student Chemistry Conference for "Experimental Studies of Gas-Phase Reactions of Hg+ with small molecules".
- Bill Kapralos (Computer Science, Centre for Vision Research) won first prize at the 12th Canadian Conference on Intelligent Systems for his studies entitled "Detection of hand gestures utilizing an omni-directional video sensor for a remote teaching application" .
- Bernard Firanski (Earth and Atmospheric Science) received the Best Student Poster Presentation award at the Canadian Meteorological and Oceanographic Society's annual scientific meeting.
- Ilona Kletskin and Showkat Yazdanian were awarded "meritorious" status for their entry in the "Mathematical Contest in Modelling". This is best showing of a York team so far. The team's performance won for them the Moshe Shimrat Prize in Mathematics.

Governor General's Silver medal for highest ranking graduate at the bachelors level:

- Ilona Kletskin (Mathematics and Statistics) 2001
- Tsoline Mikaelian (Space and Communications Science) June 2002

FPAS Gold Medal:

- Ryan Jordan Lindo June 2001
- Ilona Kletskin June (Mathematics and Statistics) 2001
- Natasha Grewal (Chemistry) November 2001
- Tsoline Mikaelian (Space and Communications Science) June 2002

FPAS Silver medal:

- Chris John Peskun (Mathematics and Statistics) 2001
- Jennifer Nguyen
- Shirin Yazdanian (Mathematics and Statistics) June 2002

6. Opening the new Computer Science and Engineering Building

The new Computer Science and Engineering Building was officially opened March 1, 2002. Designed by Peter Busby and Associates from Vancouver, and the Architects Alliance from Toronto, the building is the first "green" academic building built in the cold climate of Ontario. Its design won the Governor General's Architectural award, and it was featured on the cover and in an article in Canadian Architect.

The building features three state-of-the-art lecture theatres, research laboratories specifically designed for large-scale collaborative projects, and many classrooms to accommodate the growing undergraduate and graduate programs in computer science and engineering. The building does not recycle air, but instead computers monitor and control the heating and cooling of fresh air as it moves throughout the building's many rooms and open spaces. All offices have windows that open to the outside.

Snapshots of the FPAS Undergraduate Class

In Fall-Winter 2001-2002, the above-80 per cent cohort represented 57.79 per cent of the OAC admissions (mean 82.15 per cent), referenced against FW94, when 47.67 per cent of OAC registrants entered with an average of 80 per cent or better (mean 79.4 per cent). Minimum admission cutoff in all programs has been maintained during this latest growth period.

Undergraduates Registered in the Faculty of Pure and Applied Science, 1994-2001

Year:	FW94	FW95	FW96	FW97	FW98	FW99	FW00	FW01
Number Female:	790	900	1,087	1,249	1,408	1,454	1,587	1597
Number Male:	1,311	1,352	1,469	1,517	1,590	1,590	1,559	1721
Percentage Female:	37.60	40.45	42.52	45.15	46.97	47.76	50.44	48.13

Student Quality on Admission, Faculty of Pure and Applied Science, 1995-2001

Year:	FW95	FW96	FW97	FW98	FW99	FW00	FW01
OAC registrants with >80%:	349	310	327	275	290	308	281
Percentage of OAC admits with >80%:60.91	55.76	58.29	59.78	56.10	57.79	59.03	
Mean OAC average (%):	82.29	81.97	81.87	82.14	82.16	82.15	82.32

Honorary Degrees:

At the November 2001 convocation, the Honorary doctoral degree recipient was Dr. Colin Hines, lauded for his work on the internal atmospheric gravity waves at ionospheric heights.

At the June 2002 convocation, the Honorary doctoral degree recipient was Dr. Marc Garneau, lauded for his activities as a scientist, astronaut, president of the Canadian Space Agency, and public hero.

Space Planning and Space Allocation

Highlights of 2001-2002:

- Opening of the new Computer Science & Engineering Building (CSEB)
- Completion of the Greenhouse renovation
- Move of the Dean's Office from Steacie to the CSEB
- Planning for the imminent opening of engineering laboratories

With expanding enrolments and new and expanding research projects, the requirement for new space and modification of existing space remains an overarching need for the Faculty. The opening of the new Computer Science & Engineering Building during the Fall of 2001 helped address some of the Faculty's space needs. The move of the Department of Computer Science freed space in the Chemistry and Computer Science Building for the expansion of the Centre for Research in Mass Spectrometry and, in the medium term, opened space for the Division of Natural Science. Some short-term space for Kinesiology & Health Science was also provided.

With the opening of the Geomatics Engineering and Space Engineering programs, the Faculty is renovating space in the Petrie Building, which will become the home of these two engineering streams. The Geomatics Design laboratory is planned and construction of the lab is due to begin in Summer 2002. The planned move of some of the chemists from Petrie to the Chemistry and Computer Science Building will facilitate the growth in these Engineering programs.

Growth in enrolments in the biological and health sciences has put a strain on resources to maintain and improve research and teaching facilities in Farquharson. The Faculty of Pure and Applied Science is awaiting the relocation of the Faculty of Environmental Studies so that the Lumbers Building can be converted to serviced space for the programs in these areas.

Faculty Goals for 2002-2003

1. The Faculty of Pure and Applied Science has an absolute commitment to continue building the new streams in Engineering with the goal of accreditation in the academic year 2004-2005. The recent hiring of Professional Engineers enhances the faculty complement in this area, and more changes will be made to the existing organization to give Engineering both visibility and a strong level of support. The Faculty will search for at least two more engineering faculty members in the coming year. The Faculty will create a strong, visible presence in the Petrie Science and Engineering Building by committing over $100,000 to engineering laboratories.
2. The Faculty of Pure and Applied Science will continue its support for Biotechnology and related areas, including the examination of possible programs in Biochemistry and in pre-professional sciences. A search for a position in Biology will be directed to the pre-professional and Biotechnology area to complement the Faculty's research strengths.
3. The Faculty of Pure and Applied Science will continue the implementation of program and organizational changes in the Division of Natural Science under its new Director, and in response to the Undergraduate Program Review which took place in 2000-2001. The Faculty expects to increase its FFTEs in Natural Science by 10 per cent over the next two years.
4. The Faculty of Pure and Applied Science further will continue its support for the research programs initiated in Health Sciences and related fields, Industrial Mathematics and Photonics. The Faculty expects to increase its peer-reviewed and contract funding by 6 per cent in 2002-2003.
5. Under the new SuperBuild program, the Faculty will be advocating the construction of new buildings for its Engineering programs and for Kinesiology & Health Science.

Budget

The past number of years have been difficult ones fiscally for the Faculty. In 2000-2001, the Faculty's deficit was over $1.7M, and the accumulated debt going into 2001-2002 was over $2.5M. While early projections indicated that the in-year deficit in 2001-2002 might reach as high as the previous year's, careful management of the Faculty budget dropped the in-year deficit to just over $1M.

The Faculty has a number of unique features that strain its budget. Start-up laboratory costs for new hires far exceed the resources the Faculty has at its disposal. Renovation to existing laboratory space is required more or less continuously, as research programs grow and change focus. Funding rarely meets the demands. Uneven departmental growth in student enrolment means that additional part-time (contract) faculty are required in the growth areas.

The Faculty is also at the beginning of the development of its Engineering programs. These programs, in computer engineering, space engineering and geomatic engineering, require laboratories and equipment. Both basic and applied science programs are costly and to introduce these programs requires large initial investment.

The set of factors above helps explain why the Faculty has operated in a deficit position and has accrued a debt. Budget cuts of the magnitude required exacerbate the problem.

In 2002-2003, like other Faculties, the Faculty faces a base cut of 3.5 per cent and other additional one-time-only cuts. Despite these cuts and factoring in the above-noted phenomena, the Faculty projects a balanced budget. In order to balance, though, the Faculty must achieve its enrolment targets and thereby grow in designated areas such as Engineering, Biotechnology and Kinesiology & Health Science. Full average funding will help facilitate a balanced budget.

The Faculty's balanced budget is also made possible by the federal government's promise of research infrastructure funds. Given the overhead involved in maintaining the Faculty's research capability, these funds are welcome though still not fully sufficient to meet the Faculty's needs. If the federal government continues funding research infrastructure beyond its current one-year promise, then the Faculty can project balanced future budgets and return programs to their previous levels of support. But it is in a holding pattern until such an announcement.

The budget situation of the Faculty has also necessitated a number of other measures to address the debt. This year, the Faculty will move toward a 'minimum class size' policy. As this policy takes effect over the next three years, the Faculty aims to consolidate its program strengths and allow more full-time tenure-stream faculty to teach undergraduate courses. It is also carefully reviewing hiring of both academic and non-academic positions. The aim of the Faculty is to put more resources into high-growth areas. Where enrolments are low and services not required, positions that become vacant are carefully reviewed before a recommendation is made to fill the position. Finally, but most importantly, the Faculty is emphasizing its research strengths through encouraging and supporting all its faculty members in attaining research grants, through both public and private sources. If more of the Faculty's researchers receive support, scarce funds will be freed to meet the demands noted above.

Faculty of Pure and Applied Science

	Operating Results by Expense Type	
(dollars)	2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	780,287	811,006
Internal cost recoveries	512,833	858,768
Other revenues	2,578	80,609
Budget allocation	23,008,894	22,991,673
Total Revenue	**24,304,592**	**24,742,056**
Expenses:		
Faculty - Administration	594,475	761,378
Faculty - Full time	12,626,812	13,092,761
Faculty - Contract	1,280,897	1,200,000
Teaching assistants	1,640,658	1,299,999
Research	1,983,602	1,467,199
Support/Administration	4,657,265	4,737,495
Other	2,400	-
Total Salaries and Benefits	**22,786,109**	**22,558,832**
Operating Costs	2,264,313	2,069,309
Amortization of capital assets	-	-
Cost of goods sold	42,827	12,000
Taxes and utilities	258,762	245,519
Scholarships & bursaries	8,000	-
Interest on long-term debt	-	-
Total Expenses	**25,360,011**	**24,885,660**
Total Revenue less Expenses	**(1,055,419)**	**(143,604)**
Previous Year's Carryforward	**(2,517,726)**	**(3,573,145)**
Carryforward to Next Year	**(3,573,145)**	**(3,716,749)**

SCHULICH SCHOOL OF BUSINESS

Overview

York's Schulich School of Business offers two undergraduate degrees (the BBA and the iBBA, which accepted its first students in September 2000); several master's degrees (MBA, IMBA, MPA, MBA/LLB, MBA/MFA, and the executive MBA, launched in January 2002 and offered jointly with Northwestern University's Kellogg School of Management); and the Ph.D. The MBA is offered at both the Keele Campus and at the Nadal Management Centre in downtown Toronto. In addition to concentrations in the major functional areas of management, there are specializations that deal with specific issues such as ethics, and business and sustainability. The school has also established a number of sector-specific concentrations within the MBA exemplified by financial services, real property management, management and leadership of not-for-profit organizations, and arts and media management.

Mission

The mission of the Schulich School of Business is threefold:

- to generate and disseminate new knowledge on management and leadership;
- to shape the future of management by preparing men and women by enabling them to provide leadership in a changing world;
- to achieve and be recognized for excellence nationally and internationally.

The school has pursued this mission by emphasizing three themes – globalization, innovation, and diversity – as imperatives that must be met for Schulich to advance its mission. These themes take the following basic forms:

Globalization

Perhaps the single greatest transformation within the Schulich School of Business during the past decade has resulted from its increasingly international orientation. During the past year, the school has established a formal trade mark for the description, "Canada's Global Business School," reflecting the importance and distinctiveness of this imperative. The International MBA (IMBA), the first such degree in Canada, was launched in the early 1990s. During the past decade the number of exchange partner universities around the world more than tripled to the current total of 54 institutions. The school has continued to add course offerings with an international focus, and successfully launched the international BBA (iBBA) in fall 2000. The concept of life-long learning is indispensable to an overall approach to management education. The school has become heavily involved in organizing and offering educational opportunities to meet this growing need. The wide range of offerings each year range from two days to two weeks in length and are used to meet individuals' and employers' preferences for something that may be referred to as "just-in-time" training and education. In addition to the part-time MBA program that allows students to pursue their careers and their education concurrently, the school has also added a PCAM (Post-MBA Certificate in Advanced Management) that allows individuals already holding MBA degrees to return to MBA studies, focusing on a specialized area for development or to open new career options.

Innovation

Both the field of management and post-secondary education are embedded in an environment of rapid and accelerating change. This environment demands innovation – a demand which, if ignored, will lead to decline and failure. Schulich's innovation has been accomplished and will be advanced through both its existing programs and through extending its range of programs and degrees, engaging in innovative teaching collaboration with other units at York and elsewhere, widening the range of international relationships and developing "life-long learning" options in degree and non-degree offerings. In many of its specializations and degrees, the Schulich School has been the first in Canada and often among the first internationally to initiate areas of study.

Diversity

The Schulich School of Business is the largest graduate school of management in Canada. This scale allows the school to offer diversity of offerings in the form of a wide range of specializations. Diversity also is reflected in both students, including growing numbers of international students, and faculty in terms of cultural/national groups and in terms of gender. For example, nearly a quarter of the full-time faculty are women, one of the highest levels among Canadian business schools.

Schulich Goals and Performance Indicators

The mission of the school articulated above embodies its overall goals and the three themes reflect the school's judgements made about how those goals can best be pursued. Although the school's goals are qualitative, there are both constraints and indicators of progress that can be quantified. The review below reports some of those quantitative measures but treats them as indicators rather than as objectives, based on the premise that quantitative indicators reflect only some of the dimensions that define standards of success.

Relationship to the University Academic Plan

The Schulich School's goals are articulated in slightly different terms from the University Academic Plan, but those sets of goals

clearly share many common elements. Among the elements of the UAP most clearly supported by Schulich's objectives are the following:

- *Increasing the profile of professional programs.* Clearly, all of Schulich's academic programs at the undergraduate and master's level are professional programs. Anything the School does to strengthen these programs supports this UAP objective.
- *Expand international activities.* The creation and strengthening of the IMBA and iBBA degrees, the creation of international exchange opportunities (a total of 54 agreements are now in place), the involvement of the School with various international bodies (PACIBER – The Pacific Aisian Consortium for Business Education and Research, PIM – Program in International Management, efmd – The European Foundation for Management Development), and the internationalization of our faculty and student body all reflect the School's heavy emphasis on internationalization. The pioneering IMBA program and the jointly offered (with Northwestern University's Kellogg School) executive MBA program are also important examples of the School's international orientation and involvement.
- *Increasing the capacity for technology-enhanced learning. / Advance library and information technology resources and services.* The School has committed resources to provide a range of electronic information resources (jointly with the University library) and has created a Lotus Notes email and courseware environment shared by all students and staff. In addition to its Computing Services staff, the School has created an "Academic Computing and Technologies" team to accelerate the diffusion of information technology resources in support of classroom activities. The new Schulich building has been carefully planned with a view to current and future technologies that can augment the classroom experience. Computer-based materials developed by Professor Gareth Morgan known as "New MindSets" have provided an integrated set of computer-based learning materials that support two of the most important MBA Courses, Management Skills and Strategic Management.
- *Improving performance in research and innovation.* The School has addressed these objectives through the creation of the position, "Associate Dean – Research" and through provision of financial support for research activities in the form of supplemental conference travel and financial support for faculty research. In particular, the School has committed to the research productivity of new faculty through reduced teaching loads during the initial period of their appointment.

Thus, the UAP goals and Schulich's operational activities and objectives are highly congruent.

Teaching Programs

The Schulich School of Business offers an extensive range of degree programs, and an increasing range of non-degree programs. The undergraduate degrees that York offers through SSB are the BBA and the recently introduced International BBA. At the master's level, the degrees include the MBA, the IMBA (international MBA) and the MPA. The MBA is offered in three modalities: as a full-time program, as a program which may be taken part-time, and as the executive MBA, offered jointly with the Kellogg School of Management of Northwestern University. Within the full-time and part-time MBA, graduate diplomas are offered in several areas. In addition, the school offers joint MBA degrees with other Faculties, both within and beyond York. It also offers the PhD in administrative studies with approved majors in all major areas of management. This year an accounting area has been added as an approved area of doctoral studies, completing the range of discipline areas the school has sought to offer. Non-degree education at the graduate level is offered through the Post-MBA Certificate in Advanced Management (PCAM), a vehicle for candidates with MBA degrees to take a set of specialized electives alongside current MBA students. The school's Division of Executive Development presents a wide range of shorter courses created to provide focused educational opportunities to middle and senior managers. In addition, focused special non-degree programs have been created in business and sustainability, non-profit management, and corporate governance.

Undergraduate Programs

An exceptional student body combined with a program of study to challenge and develop their potential has resulted in an overall result of which SSB and York can be proud. The regular York undergraduate program review conducted several years ago under the auspices of the Associate Vice-President (Faculties) generated both praise from the external reviewers (from McGill and from Queen's) as well as useful suggestions for further development of the program. Quantitative indicators of student quality and employment success indicate a pattern of improvement from that time.

The BBA

The bachelor of business administration (BBA) is a four-year, direct entry program. This form of the program was introduced in 1992. In terms of the school's objectives in relation to students, the specific objectives are to attract students of high ability, to retain them in the program and to provide them with an education that will (among outcomes) make them attractive to employers. Incoming student applications (from the OAC pool) increased again for 2002-2003. The number of individuals applying to the BBA and the iBBA totaled in excess of 5,200 students, with some 280 places available in the two programs, combined. All OAC-stream entrants for the BBA and the iBBA had minimum OAC averages of 88 per cent and 89 per cent, respectively, and the OAC average for the incoming group was just over 90 per cent for both groups. The retention rate for BBA students is among the highest for any four-year undergraduate program at York. Some 95 percent of BBA recipients who sought employment after graduation in 2001 were employed within three months of their convocation, and the overall average salary of over $48,000 is about twelve per cent higher than the year previous. On all these counts, the quantitative indicators reflect a pattern of success.

The BBA curriculum was reviewed by the School during 2001-2002 and a revision (effective for the entering class of 2003-2004) has received complete approvals, including those from Senate. The revised BBA will modify some courses and will be re-structured to permit greater flexibility in the third and fourth year of the program. There have been other adjustments for the BBA, as well. These include increased student support – both staff and financial, additional electives, increased computing support, fine

tuning of regulations and other actions that have increased the quality of education and of student life.

The iBBA

The iBBA (international bachelor of business administration) program was launched in Fall 2000. It is unfolding as an exciting venture and is part of Schulich's response to the demand for increased business and management education at the undergraduate level. Indications from the quantity and quality of applications to the iBBA program are that the school has succeeded in launching what appears to be a very successful new program. OAC averages of applicants exceeded those of the established BBA pool and the ratio of applicants to available spaces surpassed the BBA ratio. This year the program offered the first international study tour, an optional three-credit course that includes both academic and field studies, and is based at international partner institutions. Although designed as an iBBA course, it was opened to BBA students as well, providing international opportunities for both groups of undergraduate students.

Graduate Programs

The Schulich School of Business offers a large range of graduate programs at the master's level, as well as a PhD program. The size of its MBA program, in particular, allows the school to offer an unparalleled depth and breadth of elective offerings.

The MBA

The MBA has been the flagship degree of the Schulich School (originally, the Faculty of Administrative Studies) since this unit began granting degrees some 35 years ago. Today, the Schulich MBA is the largest MBA program in Canada with some 700 full-time and 600 part-time students enrolled in Fall 2001. The MBA program's size allows it to offer 120 different elective courses, many in multiple sections, permitting great flexibility for students to tailor their program to their specific interests and career objectives. The following table provides a list of the major ways in which students can specialize beyond the extensive first-year core of the program. An asterisk (*) is used to designate those areas in which a graduate diploma may be earned in conjunction with the degree. Each of these concentrations offers from four to ten or more elective courses from which students can customize their MBA.

Accounting	Finance
International Business	Real Property Development*
Arts and Media Management*	Financial Engineering*
Management Science	Strategic Management
Business and Sustainability*	Financial Services
Marketing	Information Systems and Technology
Business Consulting	NonProfit Management and Leadership
Organizational Behaviour/ Industrial Relations	Electronic Business
Business Ethics	
Public Sector Management*	

This list has grown substantially over the past decade. The MBA program, despite its size, maintains very demanding standards for admission in terms of undergraduate grades, admissions testing and personal references. The number of applicants for 2001-2002 totaled some 3500 applicants across the full-time, part-time, and executive MBA streams. The benchmark average GMAT for students admitted increased to 645, slightly over the 640 of the year previous. This sustained a high quality of students coming to the Schulich program and was notable because the past two years have seen a modest but clear reduction in the number of Canadians writing the GMAT (a proxy for the aggregate demand for MBA programs). Based on a survey administered by the Schulich Career Centre, average salaries after degree completion were roughly $90,000, up some seven per cent from $84,000 the year before. More than 92 per cent of MBAs were employed at or soon after graduation, according to internally administered surveys. The MBA, like most degree programs, is under continual development. Specifically, the school committed itself to a thorough examination of the Strategy Study, a capstone course in the MBA, and related require courses. The plan is to bring proposed modifications to Faculty Council and subsequently to the Faculty of Graduate Studies and Senate during the upcoming year.

The IMBA

The Schulich School of Business' international MBA (IMBA) program was developed in the late 1980s with the first graduates receiving degrees in 1992. It was the first program of its kind in Canada. Each year about 50 students enter this unique program. The IMBA includes tailored versions of courses in the standard MBA core curriculum, required second language proficiency, country/region studies suited to the student's preferences, and required international experience. The international experience includes a required internship and the option of a term of study at one of the school's international academic partner institutions. The IMBA also has been a catalyst for much of the subsequent internationalization of the curriculum throughout the school. During 2001-2002, a revised curriculum for the IMBA was devised and passed through all levels of the university approval process. The new IMBA will comprise four semesters of instruction plus an international internship, shortening the elapsed time for completion by one semester and introducing improvements based on the School's decade of experience with the IMBA. The changes will apply to the incoming class in Fall 2002.

The MPA

The master of public administration (MPA) has been part of Schulich's degree offerings throughout the school's history. While currently a relatively small program, it is anticipated that the MPA will play a significant role in the overall mix of programs during the next decade. One of the major benefits of the MPA program is the opportunities it provides for MBA students to take courses in the field to familiarize themselves with how government works or even to specialize in public sector management within the MBA.

Joint and Dual MBA Degrees

As a professional degree, it can be advantageous for some students to combine an MBA with a variety of other degree programs. Over the years, several such options have been created within the school. Joint MBA degrees with other universities include MBA programs at Laval University in Quebec City and ESC (*École Superieure de Commerce*) Lyon in France allowing students

to thoroughly immerse themselves in two cultural contexts. An agreement with SASIN (Graduate Institute of Business Administration of the University of Chulalongkorn in Thailand) to offer a dual degree, a collaboration that includes the Wharton School (University of Pennsylvania) and the Kellogg School of Management (Northwestern University), has come to fruition with the first graduate having been awarded the degree. The school has also developed combinations of professional degrees within York – the MBA/LLB with Osgoode Hall Law School and the MBA/MFA with the Faculty of Fine Arts. A new joint offering (with the Kellogg School) of an executive MBA program was approved last year and welcomed its first class of 43 students in January 2002.

PhD Program

The PhD program reflects an important dimension of the school. It is the shared conviction of the faculty that the long-term leadership in management education, which the school is committed to provide, is linked to research and to the presence of a doctoral program. The PhD program at SSB now has an enrolment of between 40 and 50 students and is an essential element in the school's culture. The number of applications to the program has increased more that per cent over last year, and the school has committed more funds to student support, to compete effectively for the best management doctoral programs in Ontario. Schulich offers a PhD in administrative studies with approved discipline concentrations in all major areas of management, including accounting which was approved as a field of study through all levels including OCGS during the 2001-2002 academic year.

Research and Professional Contribution

The professional contributions of the Schulich School of Business are many and varied. Research is highly valued and many of Schulich's faculty are regarded as leading contributors to their respective fields. As a professional school, it should be noted that many faculty play important roles in the professions with which their disciplines connect (such as accounting or human resource management). Editorial work, organizing and participating in conferences and the full range of professional review and collegial activities are widely represented in Schulich's faculty. Research, in combination with the PhD program, is an indispensable element in the long run strategy of the school. Based on tracking by the Associate Dean – Research, Schulich faculty have recently been producing research at an annual average rate of some 250 publications, including books, chapters, journal articles and conference papers. The Schulich School of Business supports research organizationally and financially. One of the school's two associate deans is charged with responsibility for advancing research within the Faculty. A Faculty Council Committee provides a governance mechanism to advance the prospects for research productivity. Financial support for computing infrastructure and faculty work station equipment, software acquisition, research travel and extra research funds for junior faculty just beginning their careers are several of the ways in which the school assists faculty in their research initiatives. In recent years, the School has purchased (on a shared cost basis with the University library) a valuable set of databases crucial to business and management research. These databases include: Compustat and DRI (Standard and Poors), Bloomberg, EIU International Business Newsletters, Lexis/Nexis, FIS Online, Wall Street Journal and Centre for Research In Security Prices. More recently, the school has added subscription to a multiple-database resource assembled by the Wharton School at the University of Pennsylvania, again on a cost-shared basis with the University library. Research is central to Schulich's strategy of establishing and sustaining a leadership role in management education. A University of Alberta survey based on the ISI database indicates that the Schulich School of Business ranks third of among the 57 Canadian business schools in the number of publications per capita and in the numbers of citations of faculty members' research. It is evident that the school is establishing itself as a significant contributor to scholarship in management-related disciplines. Through the participation of Dean Horvath in an advisory body to SSHRC on how best to support research on the "new economy", the school is having an important voice in shaping the kinds of research priorities to be articulated by this important granting council.

2001-2002 in Review

This report has provided an overview of the development of the Schulich School of Business during the past decade and its understanding of how it must continue to develop. The past year provides a cross-section of the school as it pursues its chosen strategy. Following are several markers of success, indicators that the school has achieved a high standard even as it continues to seek ways of improving:

- The school has attracted highly qualified students, on a continuing basis. The students joining the BBA and iBBA programs have the highest OAC averages of any undergraduate program at York, and are unsurpassed at any other business school program in Canada. For MBAs, the average GMAT (Graduate Management Admissions Test) has been higher than 600 throughout the 1990s; it surpassed 645 for students entering in 2001-2002. These figures are among the highest in Canada and compare quite favorably to many noted programs internationally.
- This year has seen major reviews and revisions of two degree programs taken through the complete approvals process: the IMBA and the BBA. This year also saw the successful launch of the executive MBA program in January. (The executive MBA curriculum was reviewed by senior academic consultants from both the U.S. and Canada, and received strong unqualified endorsements from both.) The PhD program added accounting as a recognized field of study, a change that has been approved at all necessary levels within the University and at the provincial level, as well. In addition to these major curriculum advances and renewals, the school has continued to revise existing courses and add new elective offerings for students, reflecting the ongoing pattern of change in the field of management.
- The prestigious Financial Times of London survey of the top MBA programs around the world placed the Schulich MBA 45th among the top 75 MBA programs in 1999; the same survey in 2000 and 2001 saw the Schulich School rise to 35th position and to 31st position, respectively. The 2001 ranking puts the Schulich MBA among the top 10 outside the United States for

the 2nd year in a row. This is a noteworthy distinction, particularly when most of the top-rated schools are heavily endowed and also charge their students substantially higher tuition for their studies. Surveys of business schools and business degrees are becoming more numerous. During the past year, the Schulich School was ranked as the best MBA program in Canada by Canadian Business, which had ranked Schulich second in the year previous. In a survey by the Wall Street Journal, Schulich placed second in Canada and 48th in the world (seventh outside the United States). Another survey of MBA programs outside the US by Forbes Magazine ranked Schulich eighth. In all of these international rankings, Schulich was one of only two Canadian MBA programs to be ranked. Perhaps one of the most rewarding elements of recognition this past year for Schulich was its high standing in Beyond Grey Pinstripes 2001. Schulich was judged as the best MBA program, internationally, in incorporating Social Impact Management into the curriculum, and was in the top 10, internationally, in incorporating Environmental Impact management. Overall, Schulich ranked second only to the Kenan-Flagler School of the University of North Carolina (Chapel Hill) on the combined measure of social and environmental stewardship.

- The gift of the school's benefactor, Seymour Schulich, has provided substantial financial assistance to the school. Perhaps more importantly, the gift and naming of the school have helped to make it visible to external constituencies who previously had not developed a clear perception of its qualities. Chairs and professorships in the School now total 12; they represent crucial leadership resources within the school and important sources of visibility in the professional and academic communities.
- Each year, most of the more than 700 graduates seek employment after their studies, and the indications are that the world welcomes them. As in previous years, average starting salaries for MBAs and BBAs this year were among the highest in Canada and career placement rates ranging from 92 to 95 per cent.
- The school has continued to provide substantially increased financial support compared to the previous year to its students. This is of particular importance in the context of deregulated and increasing tuition rates for master's level professional programs. Schulich continues to be determined to make sure that financial need does not inhibit the ability of qualified students to pursue their degree at the school.
- The school has undertaken new academic initiatives in 2001-2002. The Schulich School has continued to add to the range of electives for both undergraduates and students in its master's-level programs, and to revise (or, in some cases, delete) courses to align the curriculum with current professional and knowledge base requirements.

The Schulich School of Business is pleased with these and the numerous other indicators that it has achieved levels of quality and accomplishment that define a path of progress. It is pleased, but it is not satisfied. Both the school's internal standards and those that will be defined by the leading business schools internationally mean that quality and innovation will continue to be hallmarks of the planning process.

Planning for 2002-2003 and Beyond

The Schulich School of Business' plans for the upcoming year are integral with the strategy described in this report. Those plans have two faces – the continual enhancement of the quality of current offerings and services and new initiatives to address anticipated challenges and opportunities:

Quality Enhancement

The school has used the available resources to add to its tenure stream complement. These additional faculty, several well established in their careers, will enhance the quality of current offerings and will provide the basis for improvements in research and further curriculum development. The school has also increased the resources dedicated to student support and services, adding capacity to effectively support international students as well as advise and support domestic students in all degree programs. Continued expansion of student services through the Student Services Unit, the Career Centre and the computing infrastructure and support are major elements of this plan. To support faculty in both teaching and research, the school committed incremental resources to its computing infrastructure and applications. It also committed resources to making sure that the physical environment in its building supported the teaching and learning mission of the school. Student quality is also crucial, and high application levels and strong applicant credentials reflect well on the School's reputation and standing.

New Initiatives

The school continues to work on various diploma and certificate initiatives, and to develop concentration options within electives in the BBA and MBA. It will enhance the innovativeness, diversity and internationalization of its offerings, continue to seek the best students to study in its programs and continue to enhance the research and academic profile of the school. Specific new initiatives are under way, in addition to the ones identified under the 2001-2002 review. They include the following:

Quantitative Finance

Discussions within the School are underway with plans being made to develop a new master's level degree in Quantitative Finance.

Health Industry Management

New courses and potential concentrations in Health Industry Management are under discussion with development planned during the year upcoming.

The International BBA

The initial cohort in the iBBA will enter third year in Fall 2002. The year upcoming will see these students going on the exchange term for their program and the first offering of the 3000-level courses in this program.

Executive MBA

The executive MBA will admit its second cohort in January 2003, while the first year's class will complete the third, fourth and fifth modules of the six-module program during the year upcoming.

A New Building for the Schulich School of Business

The University, building on an internal submission developed by the Schulich School, submitted a proposal to the Ontario Government's SuperBuild fund. The proposal was successful, and construction of a major, new structure is well underway at a location just opposite the southeast corner of The Common. The new building that will open for the incoming class of September 2003. (The current Schulich building will be refurbished and will provide additional space for other priority space needs within the University.) The School has been sensitive to the maxim that 'we first shape our buildings, and then they shape us' from the beginning of the process of creating a new home for the School and especially during these final phases of construction and design choices. The new building embodies a high level of involvement by the full range of the Schulich community – faculty, staff, and students. The School's teaching and research will take place in a built environment that should delight and nurture generations of students and scholars. The complex under construction also includes an Executive Learning Centre, reflecting both the School's strategy and a conviction that the future will increasingly require life-long learning for managers and management professionals. Together, these two buildings will provide the physical resource that the School needs to secure and expand its accomplishments. The new building reflects and is integral to the School's strategy for the future.

Budget

The following budget summary reflects those revenues and expenditures specific to the research and degree teaching activities of the Schulich School of Business. For fiscal 2001-2002, the actual operating revenues and expenses resulted in a very modest surplus of approximately $92,000. The increase in actual revenues and expenses over the budgeted amounts was the result of the introduction of the executive MBA, which was not included in the 2001-2002 budget. The budget for fiscal 2002-2003 is balanced, with revenues and expenditures projected to increase by approximately 15 per cent. Revenues will increase primarily as a result of the executive MBA entering its second year and the increase in tuition fees for students in the MBA, MPA and IMBA programs. As in prior years, expenditure increments are concentrated in those areas that are directly relevant to the school's teaching and research mission: the expansion of the tenure-steam complement, the expansion of career services and the continued support to student services and computing services. (It should be noted that significant student support expenditures resulting from the tuition reinvestment and the Ontario Government OSOTF programs and from the BBA entrance scholarships are not included in the school's scholarships and bursaries line.)

Schulich School of Business

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	762,681	710,750
Internal cost recoveries	586,568	561,863
Other revenues	2,306,501	4,397,830
Central allocations	18,471,368	19,733,216
Total Revenue	**22,127,118**	**25,403,659**
Expenses:		
Faculty – Administration	713,013	685,133
Faculty – Full time	6,976,212	8,391,343
Faculty – Contract	2,606,265	2,628,677
Teaching assistants	364,302	340,328
Research	1,035,690	1,458,171
Support/Administration	4,826,388	5,647,328
Other	502,012	442,463
Total Salaries and Benefits	**17,023,882**	**19,593,443**
Operating Costs	3,697,119	4,362,565
Amortization of capital assets	–	–
Cost of goods sold	888,228	853,000
Taxes and utilities	158,182	172,162
Scholarships & bursaries	267,605	422,500
Interest on long-term debt	–	–
Total Expenses	**22,035,016**	**25,403,670**
Total Revenue less Expenses	**92,102**	**(11)**
Previous Year's Carryforward	**15,803**	**107,905**
Carryforward to Next Year	**107,905**	**107,894**

UNIVERSITY LIBRARIES

Overview

The mission of the University Libraries is:

- to pursue, preserve and disseminate knowledge
- to meet the challenges of evolving technologies for our diverse community through leadership and innovation
- to build quality collections and services to support teaching, learning and research for present and future generations.

Following a program review in 1999-2000, York University Libraries identified directions for the future development of its resources and activities. These directions provide avenues for strategies that address suggestions contained in the library program review, issues arising from budget constraints, and new developments in librarianship and scholarly communication. The challenge given by the review is to recreate the Libraries so they play a major role in the evolution of teaching, learning and research at York University.

Participate in the development and enhancement of York's teaching, learning and research environments.

A goal of York University Libraries is to provide researchers (faculty and students) direct access to the information and data they require when and where they need it. Off-campus access becomes increasingly important as academic programs and research activities are taking place in a global setting. YUL is aggressively pursuing the transformation of print to electronic collections. This strategy has given researchers access to a growing number of electronic journals enabling them to compete more successfully with researchers at older established institutions. The Libraries are also expanding the scope of statistical and geospatial data available to researchers at York University. Librarians are acquiring expertise to facilitate the use of data by faculty and students.

At the same time, the Libraries recognize the value of monographs, special collections and archives for research and teaching. Consequently, the Libraries will devote resources towards developing research library collections for select areas along with their corresponding access tools, while continuing to provide a strong resource for undergraduate studies.

In support of teaching, librarians are encouraged to explore new partnerships with faculty and other support groups on campus. By working with faculty, librarians can facilitate class use of scholarly and primary resources for assignments, discussion or demonstration purposes as well as use of new information technologies. Electronic resources have the potential to be easily incorporated into the teaching arena whether it is in the classroom or on the Web. Librarians are also key players in the University to design, promote and deliver an extended information literacy program. Information literacy (IL) strives to help students become independent learners with critical thinking skills who use information resources effectively. According to the Review "with active partnerships from the early stage of course design, the Libraries (and their services and resources) can become a seamless part of the course and not an add-on subsidiary component". Continuing to develop the Libraries' existing IL program is an important step toward providing students with the opportunity to become lifelong learners and valued employees.

As teaching and learning on campus increasingly uses active, collaborative and online learning pedagogies along with a growing array of scholarly information resources, the Libraries will need to modify their resources and services. Libraries must provide students the "place" and resources to work independently and collaboratively in both the print and electronic environment.

Position the library to take full advantage of upcoming changes in scholarly communication.

The world of scholarly communication is gradually being transformed by the World Wide Web. Initial changes centred on transcribing the print journal as it existed to a digital copy. Further developments are now exploring alternative publishing partnerships, methods of dissemination, copyright retention models and multi-media capabilities to name a few. Libraries have long been in the business of preserving materials and providing ongoing access to them. It is logical for libraries to also provide access and storage for digital scholarship. The Libraries have a coordinating and leadership role in ensuring York University is aware of and taking full advantage of developments in scholarly communications.

Collaborate with other libraries.

Collaborating with other libraries is essential for success in providing excellent library support to the campus community. As noted by the International Association of Technological University Libraries, "the 21st Century ushers in a level of cooperation and outreach that is unparalleled in its energy, enthusiasm and urgency". These organizational partnerships, influential consortia and other affiliations are "designed to provide creative and flexible service to user groups". Further collaboration with other academic libraries is a priority including provincial and national consortia activities. Subsequent years will see exploration of partnerships with other institutions of higher education and with resource centres on campus.

Contribute to the University Community.

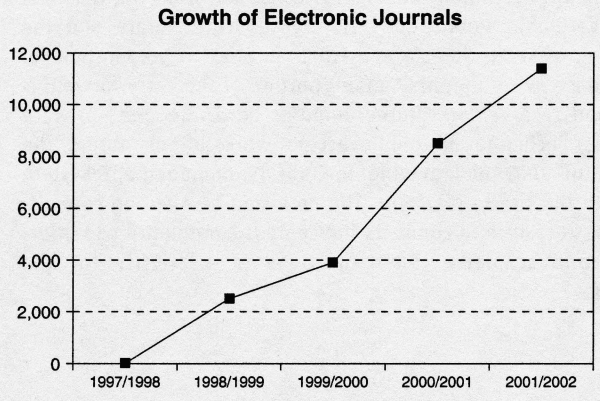
York University Libraries are integral, active members of the campus community. Each year the Libraries will identify and focus library support and resources on select university-wide activities. The Libraries identified two major priorities for the next three years. The first is the active involvement of York University Libraries in fundraising and the York Foundation. The second is working with the Vice-President Academic's office in the preparation of a university policy for records management.

2001-2002 in Review

The Libraries are challenged to meet the budget constraints dictated by the current environment and still develop new and value-added library services for faculty and students of York University. While cuts are applied across the board at the Faculty level, the cutbacks within the Libraries must reflect the current and anticipated values of the students and faculty as well as reflect the shift in programs and research. At all times the Libraries strive to benefit the campus with the potential opportunities that become available through further developments in information technologies.

After careful consideration, some hours of service were reduced with the goal of having minimum impact. Limited savings in the equipment fund were possible after scrutinizing photocopy use patterns. Efficiencies using technology were implemented whenever possible but the opportunities to enhance efficiencies are dwindling. Library consortia agreements provided the campus with a growing number of electronic resources. The number of electronic journals increased 30 per cent from 8,587 in 2000/2001 to 11,229 in 2001/2002. Duplicate print subscriptions were cancelled to contain costs of housing paper copies. York is participating in a new development of Ontario University Libraries called the Ontario Information Infrastructure Project. All Ontario universities are committed to archiving electronic journals and through the OII project are actively working cooperatively to share the archiving of electronic journals on a central Ontario server which is located at the University of Toronto.

Figure 1: The Growth of Electronic Journals



Source: York University Libraries

Some developmental activities in 2000/2001 included a virtual reference pilot project (now exploring collaborative and cooperative reference service with other Ontario University Libraries), launching a new library Web site (now selectively implementing further enhancements and refinements), installing wireless capabilities in Steacie Science Library (plans for wireless will be implemented at all other libraries), and facilitating student use of library resources through providing 20 additional scholars' workstations that host the wide range of resources and tools students need to take their assignments from conception to completion.

The Libraries are heavily involved in the construction and renovation activities preparing the campus for the influx of more students. Plans have been drafted for the new Schulich Library. Committees are in place for each of Steacie Science, Scott and Frost Libraries to develop plans for new learning space, more student space and different collection space. All plans make effective use of storage for those seldom used materials essential for a research library.

In March 2002, YUL participated with 170 other academic libraries across North America in the LibQUAL+ survey project, which is defining and measuring library service quality across institutions and creating useful quality-assessment tools for libraries. It is one of the ARL's New Measures Initiatives, which seek to develop innovative ways for libraries to describe their contributions to their institutions. There was a 21 per cent survey return rate which is considered good for this instrument, with the breakdown of respondents into undergraduate (37 per cent) graduate (20 per cent) and faculty (43 per cent) groups.

Awards, Books and Grants:

Awards:

Julie Drexler received the Academic Librarianship Award from the Ontario Confederation of University Faculty Associations (OCUFA). The academic librarianship award goes to a librarian who has made a significant contribution to scholarly achievement in his or her area of expertise.

Kent Haworth received the Association of Canadian Archivists first Membership Recognition Award. Kent was recognized for his capable, creative, and enthusiastic leadership in his archival workplaces; his significant contributions to the development of the ACA; and the major advances he led in the field of archival practice.

Wendy Hubley was awarded the Canadian Law Libraries' Feature Article Award for the best feature article in *Canadian Law Libraries* (journal of the Canadian Association of Law Libraries) for the article "Locating Canadian Orders in Council", with Micheline Beaulieu. Published in *Canadian Law Libraries*, v. 6, no. 3, pp. 83-86. The award was announced at the annual meeting of the Association in Victoria, B.C., May 26-29.

Books:

Rob van der Bliek. *The Thelonious Monk Reader*. New York: Oxford University Press. 2001.

Grants:

Suzanne Dubeau received two grants totalling $44,549 from the Canadian Council of Archives for Encoding EAD-Compliant RAD Descriptions of our archival records for submission to ARCHEION, the Ontario component of the Canadian Archival Information Network (CAIN).

Vivienne Monty is on year two of a three year SSHRC grant for $136,767 to Index and Abstract Maclean's Magazine from 1905-1976.

Elizabeth Watson received a grant from the McConnell Foundation in the amount of $13,955. to create a database of the Schulich School of Business strategy reports in order to encourage and support research into strategy formation.

Planning for 2002-2003

As well as meeting budget targets, resources must be found for future developments. Of note are plans for providing additional student space, new learning space and different collection space. Student study and workstation space in the Libraries is at a premium. The Web did not diminish the number of students coming into libraries. The use of library study space by students is growing and will continue to grow with increased enrolment. Over 11,000 people enter Scott Library in a single day during peak times in March. Yet Scott Library lost over 200 seats in 1999/2000 to accommodate collection growth. Consequently, upcoming expenditures include renovating the space in Scott Library once used by card catalogue activities to provide students a variety of study areas. Two approaches are being used to preserve existing public service space. Plans are being developed to house seldom-used materials in closed-access compact storage. In the open collection, static shelving is gradually being replaced with compact shelving to accommodate the growth of the collection. Frost and Steacie Science Libraries are planning to enhance study space by providing group study, scholars' workstations and pleasant reading areas. Implementation of any plans will be incremental and as funding permits. Modifications to Steacie Science Library will take place in 2003/2004.

Connecting students and faculty to a relevant and extensive collection remains a primary activity for the Libraries. The increase to the acquisitions budget will help to cover the cost of inflation and maintain existing support. The Libraries will continue to expand the digital collection, guide users to scholarly resources through our library home page and contribute to the creation, dissemination and storage of scholarly communications. Indirect research funds will enhance electronic resources delivered directly to the researchers' desktop. Additional scholars workstations will be installed as space permits. The Library will continue to make extensive use of the Web to deliver services online and to facilitate the independent use of library resources by implementing electronic reserves for articles, participating in collaborative online reference, expanding information literacy classes, providing more materials in digital format, and linking library resources to online courses. Funds have been set aside for 2003/2004 when over 300 public access workstations in York University Libraries will need to be upgraded (on a four year cycle) and the library system SIRSI is migrated to an Oracle software platform.

The Libraries will continue to track use patterns, as staff will be needed for new and growing services. Funds have been allocated to support York University Libraries' activities in fundraising. In June 2002 the results of the LibQual survey were received and included written comments from 366 respondents. Early analysis of the written comments indicated collections, library as place and access to collections were top concerns for faculty, graduate students and undergraduate students. Faculty and graduate students need more resources for research, books and journals. Comments on access to print collections touched on long circulation line-ups while access to electronic collections stressed the importance of upgraded public workstations. All three groups highlighted the value of an inviting, attractive library environment with lots of study space and areas for quiet, reflective thinking. Library staff will further analyze the data and written comments, present it to staff and users, and devise meaningful improvements in service quality guided by the findings.

Budget

Expenditures in 2001/2002 for the Libraries were in three major categories: salaries and benefits for 150 full-time staff and 200 part-time student assistants (53 per cent); print and electronic collection resources (40 per cent); and general operating expenses (7 per cent). The Libraries hired two contractually limited appointments and several part-time librarians who provided support during sabbaticals and other absences. The Libraries partially contained increases to serials and monographs by preplanning US expenditures in conjunction with the University Treasurer. The print and electronic collections for new programs such as engineering and computer science were augmented as much as possible from the existing budget. Several consortia agreements helped expand the number of e-journals that are available to York University's Keele, Glendon and Web communities. For example, Glendon Campus, which had approximately 900 print journals at its library ten years ago, can now access over 11,000 journals, print and electronic, in all disciplines.

The library budget reserve continues to be an essential component of the library plan for completing library renovations that are related to the campus building program, including the move of the main government documents collection from the Business and Government Publications Library to Scott Library and the upgrading of Scott, Steacie and Frost Libraries in preparation for the increase in enrolment. A major portion of the carry forward is a planned reserve for future computer hardware and software upgrades, including all public access workstations during the summer of 2003 and moving the library management system (SIRSI) to the Oracle platform. The provision of a strong computing infrastructure that connects the campus communities to information and scholarly communications is a priority for the Libraries.

University Libraries

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	1,026,468	932,450
Internal cost recoveries	73,359	47,240
Other revenues	68,357	66,539
Central allocations	17,690,053	18,236,228
Total Revenue	**18,858,237**	**19,282,457**
Expenses:		
Faculty - Administration	390,889	390,366
Faculty - Full time	2,742,372	2,557,052
Faculty - Contract	118,520	99,203
Teaching assistants	-	-
Research	377,593	636,766
Support/Administration	6,079,348	6,246,380
Other	17,480	65,600
Total Salaries and Benefits	**9,726,202**	**9,995,367**
Operating Costs	8,369,867	9,639,387
Amortization of capital assets	-	-
Cost of goods sold	174,066	121,000
Taxes and utilities	101,670	103,731
Scholarships & bursaries	-	-
Interest on long-term debt	-	-
Total Expenses	**18,371,805**	**19,859,495**
Total Revenue less Expenses	**486,432**	**(577,028)**
Previous Year's Carryforward	**927,727**	**1,414,159**
Carryforward to Next Year	**1,414,159**	**837,131**

DIVISION OF THE VICE-PRESIDENT RESEARCH & INNOVATION

Stan M. Shapson, Vice-President Research & Innovation

Introduction

Excellence in research and innovation is central to York University's mission and is fundamental to the university's ability to contribute to the economic, scientific, cultural and social health of our society. Research and innovation at York takes place in every discipline and spans the full spectrum of programs from the pure and applied sciences through the humanities and social sciences, the fine arts, and the professions. York University has a strong history of collaborative, interdisciplinary, and innovative research that happens both within and outside of research centres and funded projects. York researchers are truly redefining the pursuit of innovation in Canada.

York University is home to renowned research centres (21 total organized research centres, both faculty- and university-based) such as Vision Research, Atmospheric Chemistry, Mass Spectrometry, and Violence and Conflict Resolution; the Schulich School of Business (ranked by Canadian Business magazine as Canada's top MBA program); Osgoode Hall Law School (Canada's oldest law school and home of the country's largest law library); the only Faculty of Fine Arts in Ontario and the largest in Canada; the only program in space science in Canada to grant both undergraduate and graduate; the largest concentration of humanists and social scientists in Canada; and Canada's first multi-institutional research team studying cancer pain.

Recently, the university opened a new state-of-the-art Computer Science Building and construction is underway on the innovative Technology Enhanced Learning Building, which will house the Institute for Research on Learning Technologies (IRLT) as well as classrooms and labs demonstrating the latest in information and communications technologies.

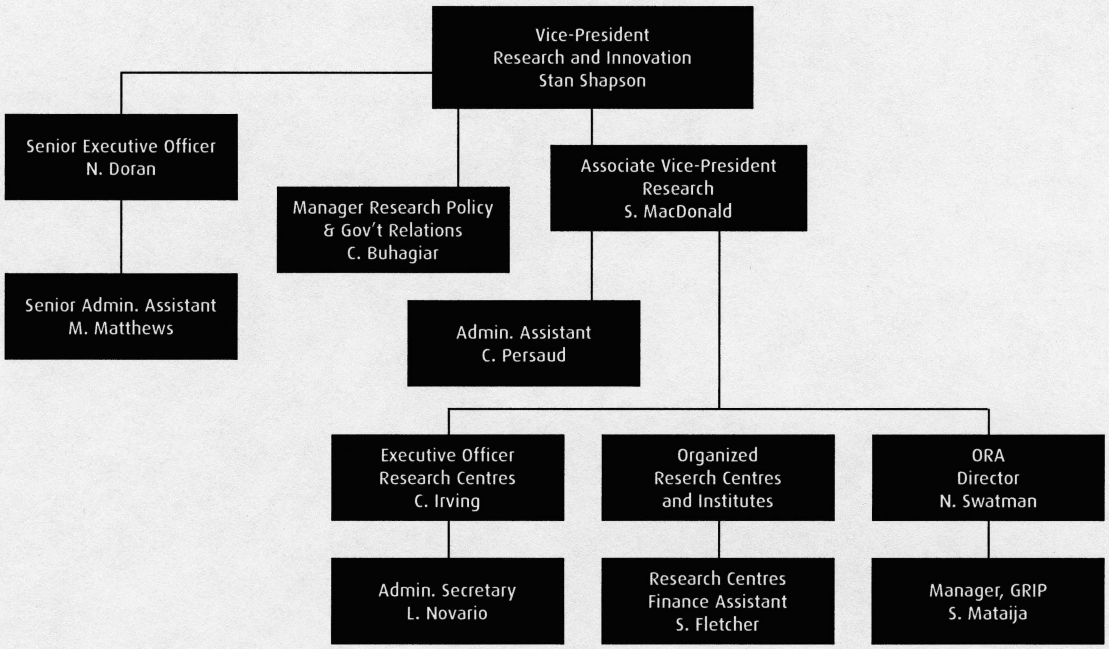
This year, York University researchers were awarded over 700 external grants and contracts worth more than $40 million.

The office of the Vice-President Research & Innovation was established in July 2000 to assume institutional responsibilities for research and innovation. The office is responsible for strategic research planning, promoting a pervasive and sustainable research environment, strengthening research services to faculty members, and communicating the results and impact of York's research, both internally and externally.

Budget

The budgets within the responsibility of the vice-president research & innovation include the budgets for the offices of the vice-president and the associate vice-president, the Office of Research Administration (ORA), the university-based Organized Research Units (ORUs), and a large variety and number of

Table 1: Division of the Vice-President Research and Innovation Organizational Chart



research-related accounts used to support the university's research agenda. A number of the division's initiatives are being operated as short-term seed projects, without base funding.

The Division of Vice-President Research & Innovation is relatively new and the comparison of year over year research-related budgets is still somewhat difficult because of ongoing restructuring. An analysis of all budget allocations within the division continues, including a review of the overhead allocation process.

The external context for research continues to change rapidly (e.g., more grant requirements for matching funding, mounting indirect costs of research, and an expanding need for innovation) and so, for the university to be competitive as a research university, we have to continue to develop strategies that allow us to make use of the limited financial resources.

The budget of the Office of the Vice-President Research & Innovation supports the cost of the overall administration of the division. Within the division's budgets are Special Academic Accounts. Many of these accounts represent activities that are self-supported through external and internal cost recovery and are used to support research projects and conferences being undertaken by groups of professors and individual professors from across the university. Also lodged within the division's budgets are faculty members' Professional Expense Reimbursement allowances (PERs); accounts over which the VPRI has no control. These account for a large portion of the carry-forward, which appears in the division's budget.

Research budgets are identified with, and restricted to, specific purposes and projects and therefore there is very little flexibility within the divisional budgets. These projects span budget years and, although funding is committed, expenses do not always occur within the same fiscal period. This will account for a large variation in year-to-year financial reports.

Division of the VP Research and Innovation

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Office of the VP Research & Innovation	1,926,978	1,186,352
Office of the AVP Research	804,770	938,602
Office of Research Administration	472,774	530,368
Academic Support & Research Centres	4,009,895	3,507,715
Total Division of the VP Research & Innovation	**7,214,417**	**6,163,037**

Division of the VP Research and Innovation

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	913,778	554,600
Internal cost recoveries	(32,190)	115,116
Other revenues	644,891	463,686
Central allocations	4,813,333	3,846,351
Total Revenue	**6,339,812**	**4,979,753**
Expenses:		
Faculty - Administration	494,244	404,345
Faculty - Full time	(45,660)	24,000
Faculty - Contract	13,112	113,112
Teaching assistants	-	1,125
Research	459,460	439,013
Support/Administration	1,826,199	1,874,945
Other	249,875	241,836
Total Salaries and Benefits	**2,997,230**	**3,098,376**
Operating Costs	4,019,295	2,901,426
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	196,208	163,235
Scholarships & bursaries	1,684	-
Interest on long-term debt	-	-
Total Expenses	**7,214,417**	**6,163,037**
Total Revenue less Expenses	**(874,605)**	**(1,183,284)**
Previous Year's Carryforward	**4,640,619**	**3,766,014**
Carryforward to Next Year	**3,766,014**	**2,582,730**

The Previous Year's Carryforward for 2001-2002 differs from that previously reported as a result of a re-organization.

Federal Funding for Indirect Costs of Research

At the end of the 2001-2002 fiscal year, the university received $3.72 million of federal funding for "indirect costs of research". This provided the university with an opportunity to financially support institutional strategic research planning objectives and to strengthen and advance the research agenda at York University. It will also enable us to be more competitive nationally and internationally.

The university will strategically invest these funds to advance research services, maintain and upgrade infrastructure, and address our capacity for knowledge transfer and industry liaison activities. These new funds require deliberate investment to ensure that we become a competitive force in advancing Canada's research and innovation performance.

Strategic Research Achievements 2001-2002

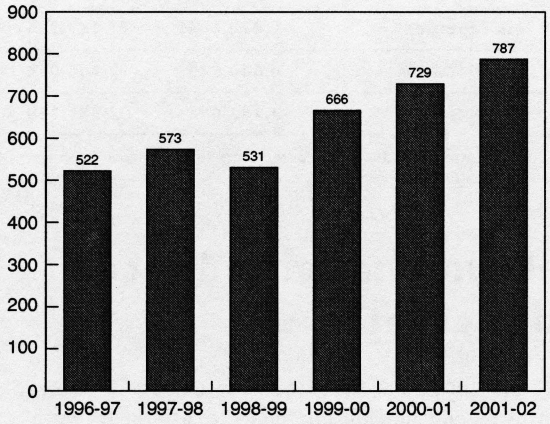
The fiscal year 2001-2002 represented the first full year of activity for the Office of the Vice-President Research & Innovation. The achievements below represent the initial stages of implementing the Strategic Research Plan (SRP), which was adopted by Senate in June 2001.

1. Increasing York's Research Performance

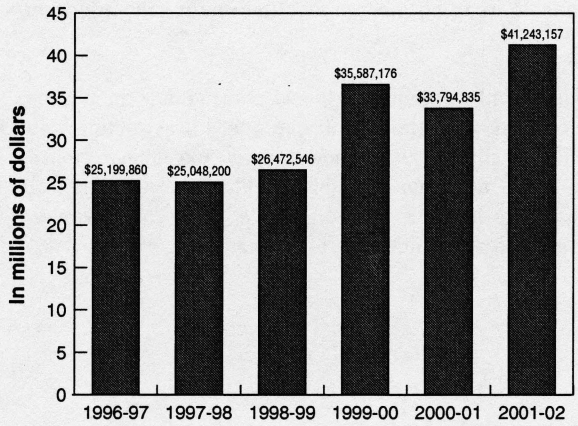
- Increased the participation rates as targeted in the 2001-2002 York University Planning, Budget and Accountability Report (PBA).

	Year 2000 Result	Year 2001 Target	Year 2001 Result	Percent Target
SSHRC Standard Grants	72	100	79	79%
SSHRC Conference Grants	11	15	15	100%
CIHR All Grants	16	20	44	220%

- Increased the total number of applications funded (an 8% increase over 2000-2001).



- Increased the total amount of funding dollars (a 22% increase over 2000-2001).



2. Enhancing Services for York Researchers

- Increased the services available for researchers in the areas of research grant support and Government Research Initiatives Programs (GRIP).
- Developed preliminary models for technology transfer and commercialization, and for research services enhancement using federal indirect funds.
- Developed a shared services approach to research centres – most notably the drawing up and acceptance of plans for the renovation of the west side of the 3rd floor of York Lanes to create an integrated space for the Centre for Refugee Studies, the Centre for Applied Sustainability, CERIS, and some large research projects – involves shared spaces such as meeting rooms, resource centres, student and visitor work spaces and integrated services such as staffing and photocopying.
- Developed plans in coordination with the Vice-President Finance & Administration to conduct an external review of the Office of Research Administration (ORA) and Research Accounting.
- Created the subcommittee on space planning under the Senate Committee on Research (SCOR).
- Updated the Handbook for York Researchers.

3. Expanding York's Research Activities and Alliances

- Awarded 6 CRC appointments (Panitch, Ennis, Isin, Katz, Thompson, White).
- Expanded major research initiatives through the Institute for Research on Learning Technologies (COHERE, CANARIE, ConnectABILITY).
- Developed a preliminary York Region research and innovation strategy and accepted invitations to sit on the York Region Technology Association and the York Region Human Services Coalition.
- Established an institutional planning body for health research.
- Established the York Centre for Asian Research.
- Renewed the mandates of the Centre for Atmospheric Chemistry and the Centre for Research in Earth and Space Science.
- Initiated the formal review of the Centre for Refugee Studies, the Centre for Public Law and Public Policy, and the Centre for Practical Ethics.
- Enhanced cooperation among Research Centres in grant applications (e.g. Ethics of International Intervention Project involving YCISS, Practical Ethics, and Refugee Studies).

4. Building York's Research Reputation

- Published two editions of the Focus on Research publication (Health theme and International theme). Copies have been mailed to over 1000 external contacts in government and business.
- Increased government relations activities. The VPRI met with a number of key politicians and staff including Judy Sgro MP, Minister Allan Rock, Minister Jane Stewart, Secretary of State

Maurizio Bevilacqua, and Steve Pengelly – Chief of Staff to Premier Ernie Eves.

- Brought a number of key external officials, business leaders, and foreign officials to campus for tours.
- Developed a preliminary strategic research communications plan.
- Initiated the development of a database of external contacts in government and business.
- Hired an NSERC Spark student to assist in communicating York's research success.

Strategic Research Goals for 2002-2003

In order to continually pursue the Division's mandate to develop the strategic research plan, promote a pervasive and sustainable research environment, strengthen research services to faculty members, and communicate the results and impact of York's research, both internally and externally, the Office of the Vice-President Research & Innovation has established the following goals for the fiscal year 2002-2003.

1. Increasing York's Research Performance
   - York Research will ensure its participation, where appropriate, in all funding calls for large-scale research projects.
   - York Research will lobby the federal government to establish a permanent funding model for the indirect costs of research and to increase funding of social science and humanities research.
   - York Research will work with the York Foundation to establish a strategic fundraising plan for research.
   - York Research will fully utilize its Canada Foundation for Innovation (CFI) New Opportunities funding allocation.
   - York Research will establish an effective database and base-line figures on research performance in order to facilitate meaningful data analysis and to continue to monitor research performance on an annual basis.

2. Enhancing Services to York Researchers
   - York Research, together with the Faculties, will develop a plan to provide enhanced services to researchers in preparing research grant submissions.
   - York Research, along with the Vice-President Finance & Administration, will conduct an external review of the Office of Research Administration (ORA) and Research Accounting and will implement short-term recommendations, where possible, which are provided in the review.
   - York Research will establish plans, policies and procedures for technology transfer and commercialization while ensuring participation in appropriate external networks, organizations and activities within this arena.
   - York Research, through the Senate Committee on Research (SCOR) subcommittee on space, will develop a research space-planning document.
   - York Research will establish a mentoring network for new faculty members.
   - York Research will make the newly revised Handbook for York Researchers available online as part of its new research Web site portal.
   - York Research will complete renovations of the 3rd floor of York Lanes.

3. Expanding York's Research Activities and Alliances
   - York Research will develop a plan to encourage and enhance research activities across the entire university.
   - York Research will continue to expand its international research linkages.
   - York Research will continue to expand its interdisciplinary health research activities with an emphasis on developing relationships with key external stakeholders.
   - York Research will continue to expand its research activities in areas such as science-industry liaison, urban studies, fine arts and entertainment, and areas within the professional schools.
   - York Research will develop and implement a York Region Action Plan aimed at positioning York University as the agent of innovation for the region.

4. Building York's Research Reputation
   - York Research will implement its strategic communications plan with the goal of building its research reputation externally while developing a pervasive culture of research internally.
   - York Research will participate in the federal government's innovation strategy engagement process and work with the government to develop a national innovation strategy, which supports York's needs.
   - York Research will develop and implement a government relations strategy.
   - York Research will launch a new research Web site portal as a tool for both York's internal community and its external stakeholders.
   - York Research will establish plans, policies and procedures to ensure improved and innovative knowledge transfer.

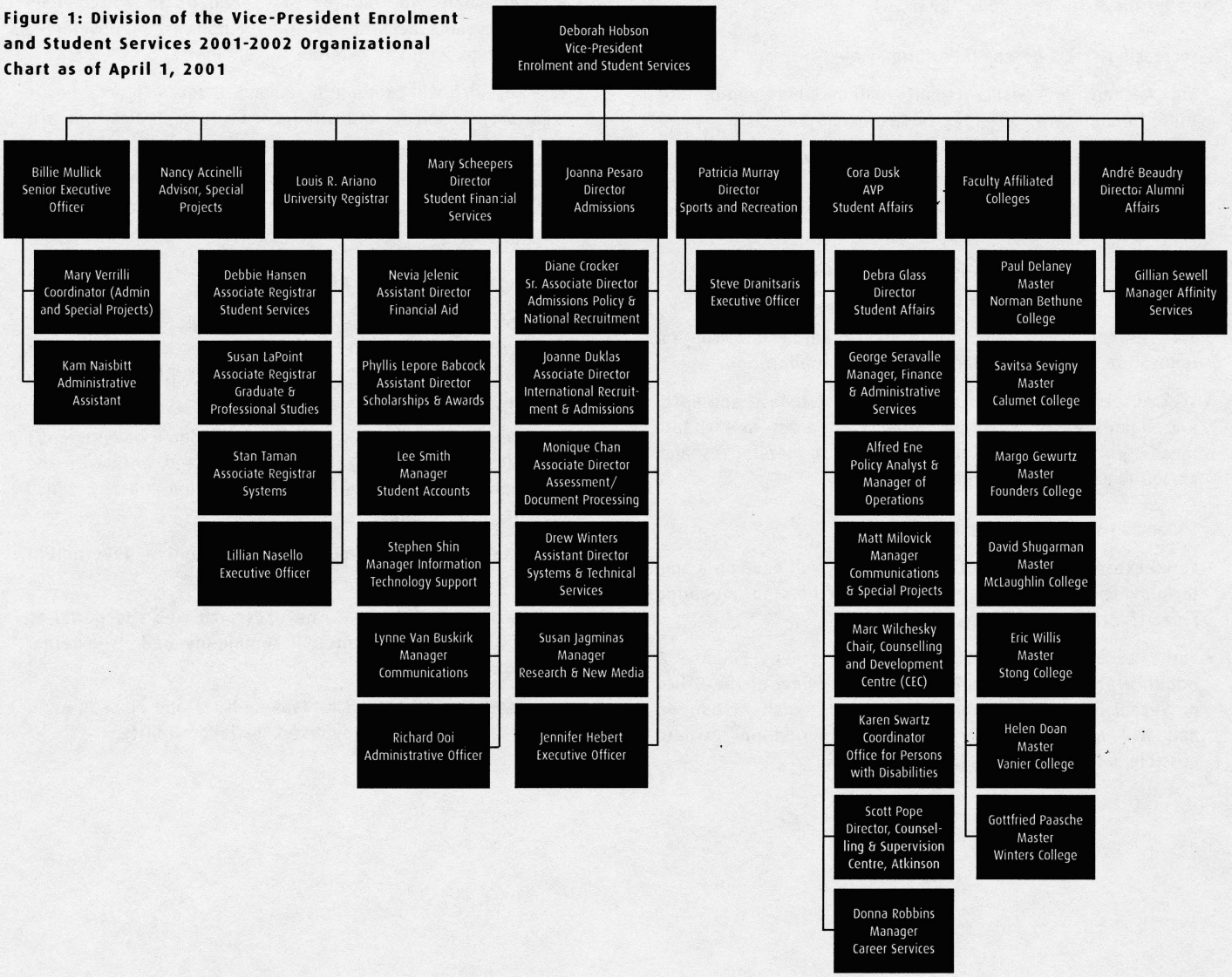
DIVISION OF THE VICE-PRESIDENT ENROLMENT AND STUDENT SERVICES

Overview

The Division of Enrolment and Student Services is responsible for all aspects of the student experience at York outside of the classroom. This mandate includes strategy and policy development, management and implementation in all areas relating to student recruitment, admissions, scholarships and financial assistance, the provision of administrative services to students in support of their academic programs, and the quality of campus life. In January 2002 the mandate expanded to include responsibility for alumni services, in addition to services for current and prospective students. The functions of the portfolio are operationalized through a number of administrative units: the Office of Admissions, the Office of the Registrar, the Office of Student Financial Services, Sport and Recreation, Student Affairs, the seven Faculty-affiliated colleges, and (as of January 2002) the Office of Alumni Affairs (see Figure 1). Responsibility for the Student Information System was transferred to Computing and Network Services as of May 1, 2002. Collectively the units currently included in the Division of Enrolment and Student Services employ 99 managers, 196 staff and 193 work/study students (see Table 1).

The core goals for the division for 2001-2002 were: (1) to attract and retain excellent students in programs of choice; (2) to assist students in financing their university education by the effective development and deployment of financial aid programs; (3) to improve service to students in support of their academic programs; (4) to advance the University's strategic interests in key enrolment and student service areas; and (5) to improve the

Figure 1: Division of the Vice-President Enrolment and Student Services 2001-2002 Organizational Chart as of April 1, 2001



quality of campus life and to promote and enhance student success by providing a broad array of extracurricular options and support services. With the addition of the Office of Alumni Affairs to the portfolio in midyear, a further key objective was added: (6) to build positive ongoing relationships with alumni.

Division of the VP Enrolment and Student Services

(dollars)	Operating Results by Unit 2001-2002 Actuals	2002-2003 Budget
Office of the VP Enrolment and Student Services	773,351	1,326,816
Office of Admissions	5,489,027	6,720,957
Office of the Registrar	3,578,628	4,312,872
Student Information System	1,057,312	-
Student Affairs and Colleges	12,940,031	12,164,547
Sports and Recreation	3,754,643	4,641,471
Office of the Student Financial Services	2,378,188	2,443,124
Scholarships, Bursaries, and Awards	17,980,624	19,311,009
Alumni Affairs	472,706	296,753
Total Division of VP Enrolment and Student Services	**48,424,510**	**51,217,549**

Division of the VP Enrolment and Student Services

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	4,582,259	4,589,699
Internal cost recoveries	1,286,973	976,448
Other revenues	499,717	684,820
Budget allocation	43,492,280	42,710,764
Total Revenue	**49,861,229**	**48,961,731**
Expenses:		
Faculty - Administration	290,938	260,108
Faculty - Full time	440,825	344,236
Faculty - Contract	80,979	50,254
Teaching assistants	56,157	53,041
Research	167,463	175,076
Support/Administration	18,648,010	19,156,042
Other	596,394	525,767
Total Salaries and Benefits	**20,290,766**	**20,564,524**
Operating Costs	9,434,743	10,626,319
Amortization of capital assets	-	-
Cost of goods sold	136,484	125,800
Taxes and utilities	600,660	585,597
Scholarships & bursaries	17,971,857	19,315,309
Interest on long-term debt	-	-
Total Expenses	**48,424,510**	**51,217,549**
Total Revenue less Expenses	**1,436,719**	**(2,255,818)**
Previous Year's Carryforward	**6,287,357**	**7,724,076**
Carryforward to Next Year	**7,724,076**	**5,468,258**

The Previous Year's Carryforward for 2001-2002 differs from that previously reported as a result of a re-organization.

Table 1: Staff Complement, Division of Enrolment and Student Services, 2001-2002

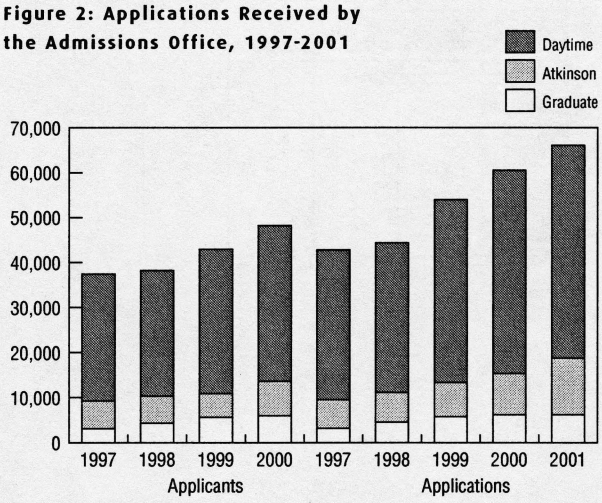
	Management	Staff	Work/Study Students
Office of Admissions	17	59	32
Office of the Registrar	9	45	9
Office of Student Financial Services	7	28	12
Student Information System	5	5	2
Student Affairs	39	28	32
Sport & Recreation	18	15	82
Colleges	0	14	23
Vice-President's Office	4	2	1
Total	**99**	**196**	**193**

Planning and Implementation, 2001-2002

Getting the Students We Want

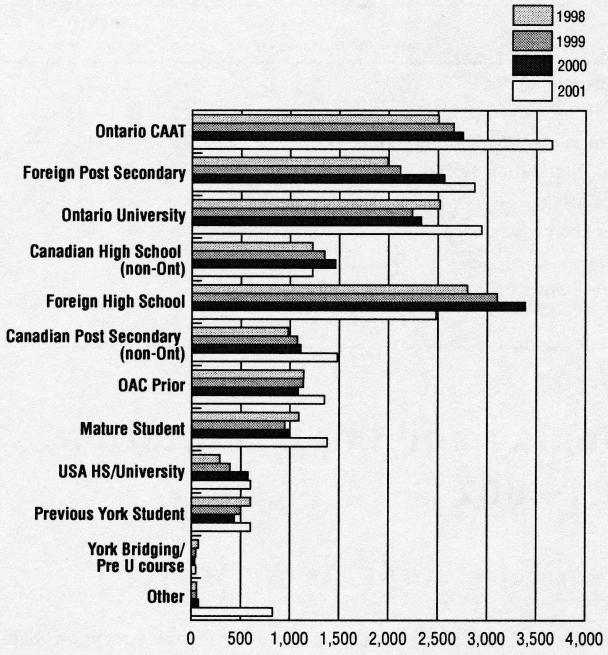
The Office of Admissions works to attain optimal enrolments in support of the academic mission of the University by providing exceptional services and information to prospective students. Figure 2 summarizes the number of applications processed by the Office of Admissions over the past five years, and figures 3-8 illustrate the range of recruitment activities through which the applicant pool was developed. Figure 9 shows the distribution of first year registrants by application type over the past six years.

Figure 2: Applications Received by the Admissions Office, 1997-2001



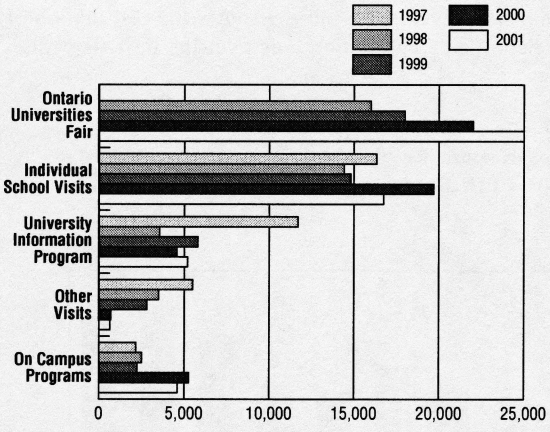
Source: Office of Admissions

Figure 3: Non-OAC Applicants by Institution Type, Fall/Winter 1998-2001



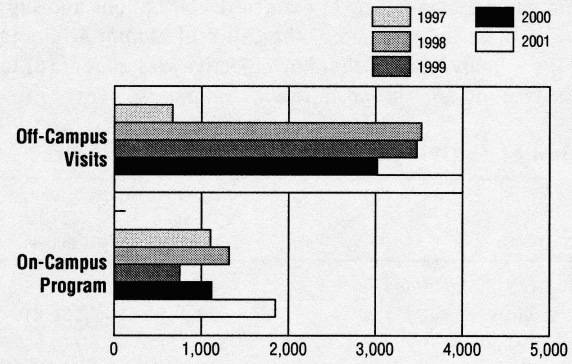
Source: Office of Admissions

Figure 4: Secondary School Recruitment Contacts, 1997-2001



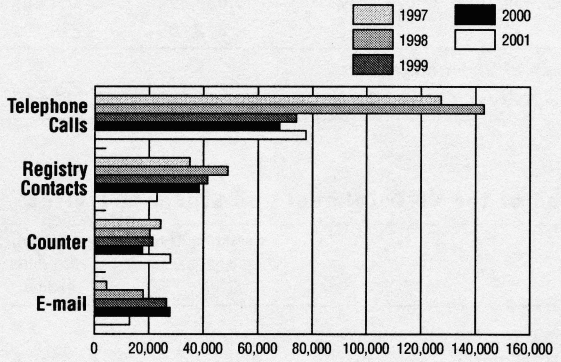
Source: Office of Admissions

Figure 5: Non-Traditional Recruitment Contacts, 1997-2001



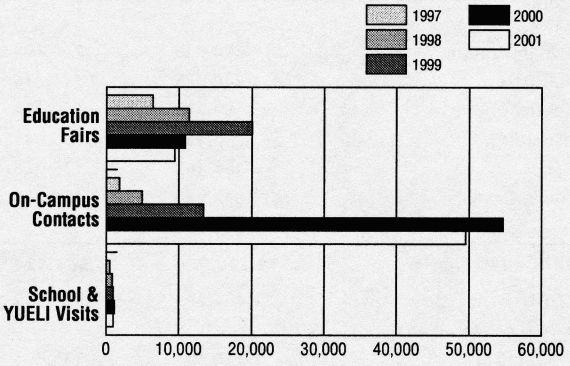
Source: Office of Admissions

Figure 6: Admissions Enquiries, 1997-2001



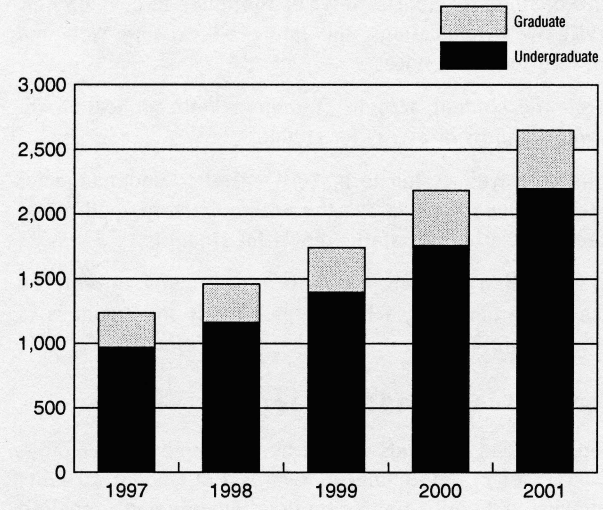
Source: Office of Admissions

Figure 7: International Recruitment Contacts, 1997-2001



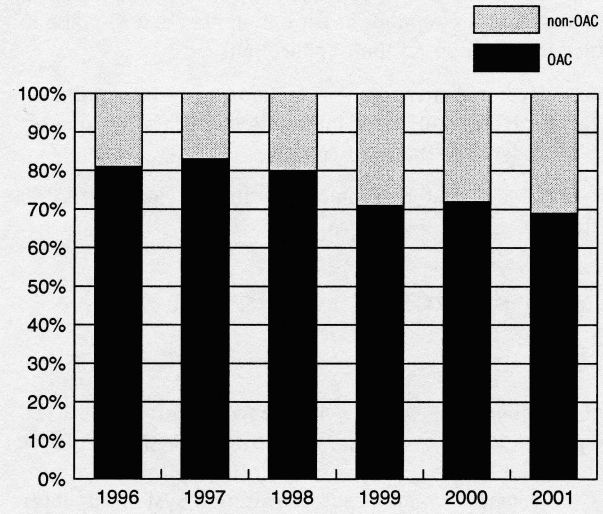
Source: Office of Admissions

Figure 8: Visa Students, Undergraduate and Graduate, 1997-2001



Source: York Fact Book

Figure 9: Distribution of Fall First-Year Undergraduate Registrants by Application Type, 1996-2001



Source: York Fact Book

In 2001-2002 the following objectives were achieved:

Admission Policy and Planning

- developed a double cohort strategy and resources plan, and worked with external bodies (COU, MTCU, OUCA, etc.) to track the implementation, progress and changes brought about by the new Ontario curriculum;
- continued to review and revise admission policies in response to changes in education systems around the world;
- explored relationships with banks/third party providers to allow for more secure online payment/collection (in progress).

Recruitment

- achieved 8% increase in the size of the applicant pool for September 2001 compared to September 2000;
- responded to increased demand for school visits, parents' nights and other public appearances to provide information about the new Ontario secondary school curriculum and the impact of the double cohort;
- continued to enhance our recruitment and conversion of out-of-province applicants;
- refined our international marketing strategy;
- furthered the use of technology in our recruitment strategies by introducing online "chat" sessions for target groups and by expanding the role of e-communications for recruitment events, targeted e-mails and e-newsletters to applicants.

Technology and Application Processing

- enhanced computer systems to prepare for increased volume in applications and enquiries for September 2003 and September 2004;
- developed a computer system to calculate grade point averages for Ontario university transcripts received electronically;
- piloted new streamlined admission letter system;
- achieved more efficient document processing by introducing faster, updated document scanners and by staffing a double shift of document processors;
- piloted replacing manual TOEFL scores (Test of English as a Foreign Language) processing with electronic data receipt.

Financing a University Education

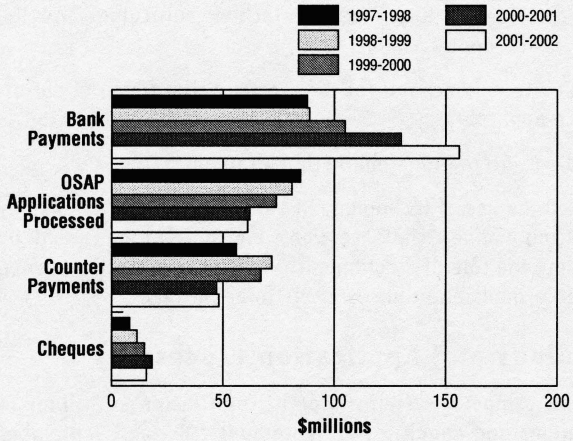
The Office of Student Financial Services (OSFS) supports all aspects of students' financial relationship with the University, including administration of the Ontario Student Assistance Program, allocation of bursaries and scholarships, collection of fees and administration of work/study funds (see figures 10-12). During 2001-2002, OSFS distributed $579,380 in student loans, $16.6 million in bursaries, $8.3 million in scholarships and awards, and $1.2 million in work/study funds to York students. In 2001-2002 OSFS implemented measures to improve the quality of service provided to York students in the following areas:

Communication and Training Strategies

Students and staff have benefited from a new approach to streamlined and clarified information produced for students. However, stresses on the staff caused by workload and increased amounts of complex information, particularly in the area of government loan programs, continue to create challenges for student service delivery. To address this, in 2001-2002 OSFS developed a more structured staff training strategy to promote effective communication and teamwork. This was accomplished by:

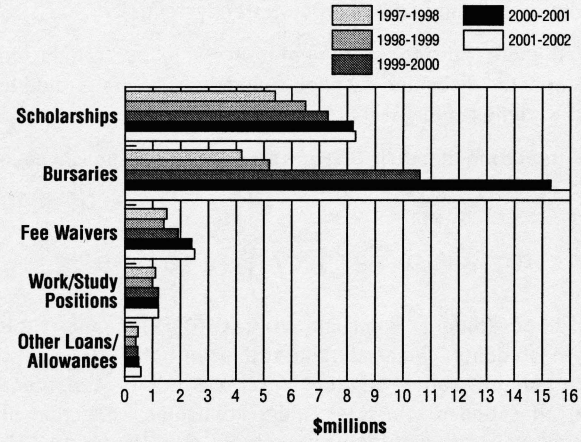
- conducting regular unit-structured meetings to problem solve;
- conducting regular full staff meetings for information exchange;
- documentation of work processes for the majority of functions within the Office;
- making better use of work/study students.

Figure 10: Student Financial Transactions, 1997-1998 to 2001-2002



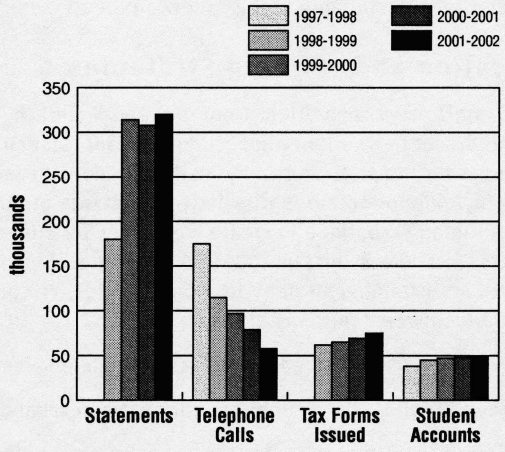
Source: Office of Student Financial Services

Figure 11: Student Awards Processed, 1997-1998 to 2001-2002



Source: Office of Student Financial Services

Figure 12: Student Financial Services Volume, 1997-1998 to 2001-2002



Source: Office of Student Financial Services

Technology Enhancements

The Office of Student Financial Services continued to develop new self-service Web applications and improved existing Web and personal face-to-face services:

- improved the student account statement Web application for more weekly hours of access for students;
- simplified the Web design to make it easier to understand for students, continued to improve the on-line bursary application, and developed a bursary status report for students;
- began modeling a Web database to provide integrated information on University scholarships, awards and bursaries to students and staff.

Service Delivery Improvements

Increased workload demands caused by government OSAP regulations, increases in the number of awards and student accounts to be administered, and a tightening fiscal environment, required a review of existing office procedures to ensure maximum work efficiency with the limited resources available.

- during the summer of 2001 the office closed one day per week to enable staff to focus on the backlog of OSAP applications, thereby reducing the number of trips students need to make to the office to follow up on their applications;
- used new document management technology to integrate systems for academic and OSAP information, facilitating quicker service to students at the front counter;
- new staff training strategy promoted better service delivery to students.

Improving Student Enrolment Services

The chief function of the Office of the Registrar is to support the University's academic enterprise. The Office of the Registrar maintains, updates and preserves the official student record, operates the course enrolment and registration system, updates the student record with grades and academic decisions, ascertains eligibility to continue or to graduate, issues transcripts and letters of permission, and certifies academic standing or completion of studies. The Office of the Registrar publishes official information about programs and courses, in hard copy and on the Web, processes petitions, serves students in person, by phone and by e-mail, and serves Faculties by assigning classrooms for courses and by scheduling examinations. Figure 13 and Table 2 indicate the range and volume of transactions carried out by the Office of the Registrar. The results achieved in 2001-2002 are as follows:

New Web Services

Getting York students out of line-ups (including telephone line-ups) and on-line, continues to be a primary goal for the Office of the Registrar. The past year the Office of the Registrar greatly enhanced its Web services for students.

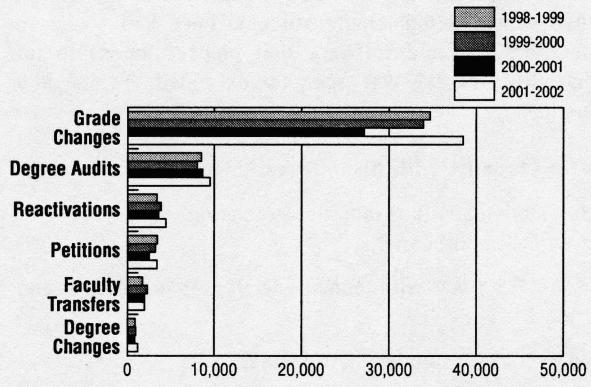
Table 2: Selected Enrolment Transactions, 1998-1999 to 2001-2002

	Adds				Drops			
	1998-1999	1999-2000	2000-2001	2001-2002	1998-1999	1999-2000	2000-2001	2001-2002
Enrolment System	334,974	349,260	371,530	410,861	141,522	148,378	170,.476	185,928
Manual	33,700	40,046	33,169	35,118	25,506	30,583	31,862	28,898
Grand Total	**368,674**	**389,306**	**404,699**	**445,979**	**167,028**	**178,961**	**202,338**	**214,826**

Source:Office of the Registrar

- Web enrolment and registration services were revised, to create a new, more user-friendly enrolment system that is garnering rave reviews from students;
- In the past, students made over 8,000 calls each year asking to have their PIN reset because they had forgotten the number. A new Web service this year enables students to reset their PIN on-line, saving time for students and giving them an immediate solution without being restricted by office hours;
- Previously, students had to telephone to find out their enrolment access time and dates if they misplaced the information that had been mailed to them. A new Web service enables students to logon with their PIN to access their enrolment time and date;
- Students are also now able to update and change their addresses using the Web, a very popular change;
- the ability to search course descriptions on the Web was added, enabling students to search for courses by subject name, course title, and course number, by year level, by Faculty and by teaching faculty member. This service is receiving enthusiastic reviews from both students and faculty.

Figure 13: Selected Registrarial Transactions, 1998-1999 to 2001-2002



Source: Office of the Registrar

Examinations and Religious Accommodation Guidelines

Enrolment increases have made it increasingly difficult for the University to create an examination timetable that meets basic service requirements of reducing examination conflicts for students and minimizing the number of students required to write three exams in one day.

To respond to these service issues, the Office of the Registrar has implemented the following changes for future years:

- the examination schedule had been expanded to add regularly scheduled Saturday and Sunday exams (previously, Saturday and Sunday evenings were scheduled for students with conflicts during the week);
- this change increases the number of examination time slots from 18 to 27 time periods per week, and prepares the University for increased enrolment over the next several years;
- as part of this initiative, the Office of the Registrar prepared a set of religious accommodation guidelines to help students deal with examination conflicts due to religious observances; any student with such a conflict may request and will receive an alternate exam time. These guidelines were reviewed by the Senate Committee on Curriculum and Academic Standards and are posted on the Web for easy access by students and instructors.

Academic Petitions

Over the past two years, the Office of the Registrar has worked closely with the Faculty of Arts to review the petitions process, and revise a process that caused confusion and delays for some students. A new streamlined petitions process is now implemented with the Faculty of Arts. The success of this change has led to expansion of these service improvements, and the new process is now being adopted in the faculties of Fine Arts, Education and Pure & Applied Science as well.

The Quality of Campus Life

Living on Campus

The seven Faculty-affiliated colleges contribute to the quality of campus life for both residential and commuter students by providing a safe and nurturing environment in which students have access to faculty and staff who can assist them with problems and provide guidance. Recognizing the future demands from enrolment growth, a major new initiative this year focused on plans for the new Atkinson Residence, to open in September 2004.

The colleges collaborate with Faculties, student governments, Student Affairs, the Office of the Registrar, the Office of Student Financial Services, Library Services and other offices as appropriate to provide services to students, including:

- orientation for first year students;
- hiring and training residence staff (tutors, dons and porters);
- academic resource advising;

- event programming for residence students (wellness, alcohol education, stress management);
- workshops on emergency response protocols; student rights and obligations while in residence; presidential regulations (Student Code of Conduct); student discipline;
- resolving residence related complaints.

The colleges host many academic and social events which enrich the experience of students and contribute to a sense of community among faculty members.

Promoting, Enhancing and Recognizing Student Success

Student Affairs includes the Office of Student Affairs, Counselling and Development Centre, Convocation Office, Career Services, Learning Disabilities Program, Psychiatric Disabilities Program, Office for Persons with Disabilities, Health Education and Promotion Programming, and the Interfaith Council, which collectively support the breadth of student activities on campus from the moment of enrolment to graduation. Particular accomplishments in 2001-2002 included:

Office of Student Affairs:

The early part of the year was spent dealing with post-strike issues (May to August) and the tragic event of September 11, 2002.

- extension of the academic year created some difficulties and anxiety for students as well as parents. OSA provided on-going support to students in this regard, explaining Senate Policy on accommodation;
- post-September 11th activities included: facilitating the memorial service on campus, intervening and mediating disputes between clubs as a result of increased tension between student groups and providing information to students and groups on how to deal with the traumatic event;
- an increased number of students using counselling services; CDC and Atkinson Supervision Centre (See Counselling Section);
- worked in collaboration with student government to organize the York Transitional Conference for Student Government;
- collaborated with York International on the "Emerging Global Leaders Workshop";
- presented a workshop to student leaders on "Complaints handling and Due Process";
- facilitated student outreach programs with the neighbouring community;
- organized 'Raising the Roof' campaign, a fund raising drive for the homeless;
- the university complaints centre followed up on over 500 security incident reports relating to student behaviour by advising other campus offices on appropriate measures, providing informal mediation for student-related disputes, and referring students with complaints to appropriate support areas on campus.

Off-Campus Housing:

- Facilitated students' search for accommodation off campus;
- Collected and distributed approximately 1900 advertisements for accommodation;
- Provided workshops for students on how to use the listing and on basics of the Landlord & Tenant Act.

Convocation Office:

Implemented a new organization of convocation ceremonies, so that undergraduates graduated by Faculty and major. This change was very well-received by students, who enjoyed processing and sitting with their fellow students with whom they had shared the most classes.

Counselling and Development Centre:

- provided in-person assistance to 8,191 students in three programs, (a) personal counselling (1755) (b) Learning Skills Program (5865) (c) Learning Disabilities Program (571). The number of visits to the CDC Web site now exceeds 25,000 each year, and the Learning skills Program (LSP) Web site has 64,000 visits annually;
- reduced the wait time for a first appointment, despite continuing increased demand for service;
- trained 16 graduate student interns during the past year;
- added a new space in S176 Ross with specialized computer equipment, significantly improving access to individual rooms for accommodated exams. The Learning Disabilities Program runs 1900 alternative exams for students requiring modifications due to the nature of their learning disabilities;
- enhanced service delivery for students with learning disabilities;
- with the recent addition of the Assistive Technology Lab in Room 028 Vanier College, more students have had access to computer hardware and software that helps compensate for their disability. The lab was open for extended evening and weekend hours.

Services for Students with Disabilities:

- over 1300 students with disabilities are served by the Office of Persons with Disabilities;
- assisted ACCESS-YORK with annual awareness education and fundraising;
- arranged over 200 volunteer note takers;
- arranged for 21 interpreters in 20 courses.

Career Services:

- ongoing programs and services offered to students and alumni during this year included: career planning and job search workshops and presentations, individualized resume critiques, mock interviews, employer information sessions, a dossier service, a further education fair, and a monthly electronic newsletter;
- a new program, the Academic Job Search Symposium, was piloted in consultation with the Faculty of Graduate Studies, to

assist doctoral candidates with information on how to successfully search for an academic career;

- organized a Summer Job Blitz program to assist York students in securing summer employment. The major components of the program included Web information on summer job programs, résumé assistance and a listing of workshops and services; summer job search workshops; and a Summer Job Fair to connect students and summer employers;
- hosted networking breakfasts in partnership with Faculties to provide students with the opportunity to make connections, get advice and gain insight into possible career choices;
- launched a new Web site to provide students with more comprehensive career planning and job search information. New information was included on careers and choice of majors, self-assessment, finding the job you want, an on-line job search manual (9 chapters), further education, and special information for students with disabilities.

Fostering School Spirit and Providing Opportunities for Personal Development

Sport and Recreation broadens students' learning experience by providing opportunities for personal development through a wide array of program offerings and services. Operational responsibility for Sport and Recreation is vested in the School of Kinesiology and Health Science, an integrated unit that effectively shares expertise, facilities and personnel between its academic and student service functions. Sport and Recreation contributes to the University's broader educational mandate, individual student development, institutional image and affinity, and the quality of life on campus.

- Sport York includes 29 "varsity" teams (15 women's, 14 men's) which compete in the OUA (Ontario University Athletics) and the CIS (Canadian Interuniversity Sport). More than 200 university sport competitions are staged at York annually;
- Recreation York has seven program components including memberships, fitness, aerobics/cross training, instructional courses, intramural sports, sport clubs, and casual "drop-in" activities;
- Sport and Recreation provides operational management of the University's excellent sport facilities, supports the operation of the athlete injury clinic, fund-raises for student awards and varsity exhibition and training costs, and runs outreach activities that include high school events, coaching clinics, and a summer sports camp for children.

Accomplishments during 2001-2002 included the following:

- a risk management review of facilities and programs was completed in June 2001. As an outcome, a formal Risk Management program has been initiated for the School of Kinesiology and Health Science. A principal concern is the need for controlled access to the Tait McKenzie Centre at all hours year-round; this will be addressed in facility expansion plans;
- in concert with the long-range strategic planning process initiated in Sport and Recreation, a review and extensive consultations were undertaken of the functions and effectiveness of the organization of Recreation, Facilities and Customer Service. Based on the recommendations, Sport and Recreation is being restructured from a program-based model to a flatter functional model. This change will improve both efficiency and effectiveness of services offered;
- following the decision about Toronto's 2008 Olympic bid, facility expansion plans were adjusted to develop separate business plans for fitness and aquatics. The immediate priority is expanded fitness capability to meet the needs of both current students and future growth;
- the York University Sport Hall of Fame was revived in May 2001 with an induction dinner honouring nine former student-athletes and one former coach. A permanent wall display has now been created in the Tait McKenzie Centre;
- a comprehensive Web site for the School of Kinesiology and Health Science was developed and implemented;
- in the interuniversity sport program, York won an OUA championship in women's tennis. OUA silver medals were garnered by both the women's indoor hockey and water polo teams. The men's basketball team were OUA East champions, OUA silver medalists, and reached the semi-final at the CIS national championships. The men's hockey team won the OUA Mid-West Division for a sixth consecutive season. York athletes accounted for 8 CIS and 52 OUA All-Star selections, as well as 26 CIS Academic All-Canadians and 26 OUA Academic Achievement Award winners;
- Revenue goals were achieved in all areas of membership service and in facility rentals. The Tait McKenzie fitness centre and instructional courses (especially dance and martial arts) continue to be extremely popular. The intramural sport champion was Bethune College.

Building Positive Relationships with Alumni:

The Office of Alumni Affairs responds to the needs of our growing family of over 170,000 alumni in 130 countries by providing programs and partnerships to facilitate ongoing connection with the University. The Office's previous responsibilities for community relations were eliminated in the January 2002 reorganization.

In 2001-2002 these objectives were accomplished as follows:

- affinity program participation is up 33% for this year, 119% over the last two-and-a-half years, with net annual sales of $450,000;
- the TD Meloche Monnex Property and Auto Insurance program increased 21% over the previous year and our MBNA Mastercard program is ranked number one in Canada;
- negotiated a new 10 year agreement with TD Meloche Monnex Insurance worth over $2.5 million in future revenues accompanied by a $50,000 signing bonus;

- delivered the inaugural Chair's Cup Golf Tournament, raising $132,000 for Graduate Studies scholarships;
- solidified the presence of the Annual Bruce Bryden Alumni Recognition Awards by presenting our second annual event;
- delivered (independently and in-partnership) 40 events to better cultivate our alumni;
- launched the York Alumni On-line Community;
- received the CCAE Prix D'Excellence Gold Medal for Best Alumni Event in Canada (2000 Bruce Bryden Alumni Recognition Awards) and received the Bronze Medal for the Best Alumni Poster in Canada (Homecoming 2000 Poster);
- Raised $178,000 for United Way sponsorship;
- Generated over $85,000 in new revenues to support Homecoming, the Bruce Bryden Awards, and the Chair's Cup Golf Tournament.

Strategic Goals for 2002-2003

The primary mission of the division reporting to the Vice-President, Students and Alumni, is three-fold:

- to recruit excellent students to meet the targets established in the University's Enrolment Plan, through effective recruitment communications, efficient admissions processing, and financial and service programming initiatives designed to support these recruitment goals;
- to retain students for successful and timely completion of their academic goals, through excellent student services, enhanced campus life programming, and new services that increase York students' overall satisfaction with their York experience;
- to engage York Alumni by adding new ways for current alumni to connect with the campus, and by offering new opportunities for current students to connect to the campus community and develop a sense of alumni identity prior to graduation.

To accomplish this, the various departments and colleges will work on the following strategic goals for the year 2002-2003.

Recruiting Excellent Students

- redevelop primary recruitment communications for use starting in September 2003 (publications, Web site, and recruitment events and presentations) to reflect York's new strategic image positioning and to enhance our appeal to the applicant pool;
- develop detailed strategic recruitment marketing and implementation plans for the short term (one-year) and longer term (three to five years) in conjunction with each Faculty, to ensure that York is well-positioned to handle an increasingly competitive recruitment environment in Ontario after the double cohort admission year;
- create new admission assessment and offer procedures to provide safeguards against over-shooting enrolment targets during the upcoming double cohort admission cycle;
- begin planning for the development of new services and programs across the division to enhance the appeal of York University for future applicants (see below for projects: MedSTARS, Scholarships framework);
- redevelop all division communications to support the recruitment mission by emphasizing student service in the messages, using direct and simple language, and complying with new university-wide strategic image positioning;
- ensure ongoing front line leadership for the implementation of York's Enrolment Strategic Plan by recruiting an experienced and excellent Assistant Vice-President, Enrolment Management, to lead the Office of Admissions and direct the implementation of integrated services in a new Student Services Care Center at York University.

Enhancing Student Satisfaction and Retention

- develop a three-year strategic plan, and related implementation plans (including fund-raising, budget and space resources, information systems, and staffing) for student-centered services enhancement in each administrative unit and college reporting to the Vice-President, Students and Alumni, to ensure that the efforts and resources of the division are focused on the strategic priorities of the University;
- continue the development of new services on the Web, to provide extended hours of service for all students and to eliminate line-ups for those students who need in-person assistance;
- ensure that procedures, resources and training are in place to handle enrolment growth service demand increases due to the double cohort, with specific emphasis on first year student services for September 2003;
- plan and begin implementation of a new Student Services Care Center to provide integrated in-person services for enrolled students and eliminate the need for students to stand in multiple line-ups for enrolment and financial support services (note: depends on university space allocations);
- plan for the expansion of facilities for fitness and recreation at York University, to enhance services to meet the needs of the current student population, to maintain good service levels as enrolment grows, and to regain competitive positioning in this important service area in comparison to other universities in Ontario, in support of the University's enrolment management planning for both recruitment and retention;
- begin work with the Faculty of Pure and Applied Science, the Atkinson Faculty of Liberal and Professional Studies, and community partners to develop a pilot in September 2004 of a York MedSTARS program, an extracurricular, fee-based program to provide students with coordinated and powerful experiential learning opportunities related to their planning for a future career in medicine. This program will help meet the needs of the Province of Ontario for dedicated and committed health professionals for the future, will ensure that these York students are superbly informed regarding their career decisions and alternatives, and will assist York's recruitment of high achieving science students;

- define a new framework for undergraduate student scholarship fund-raising, and for new Student Scholarship programs, to ensure that new awards, bursaries and endowments are designed to meet the strategic enrolment planning needs of the university.

Developing Alumni Services and Engagement

- rebuild the Alumni Affairs team by hiring a new Director and Managers to replace the current managerial vacancies and the Director who has accepted a new position in the corporate sector;
- create a new vision, strategic plan, and three-year implementation plans for the future direction and management of Alumni Affairs. Begin new development as noted in the following points;
- develop three year implementation plans for the management, delivery and growth of key all-alumni events, as well as for targeted branch events for both international, national and local branches;
- work with the Office of Student Affairs, the Faculties, and the Colleges to develop new venues for alumni participation and engagement, and new opportunities to connect alumni with current students. Specifically, develop strategy and plans for new local branches development, two events per year, and alumni campus participation, with the local branch identity based on campus affiliations such as varsity team involvement, department/faculty program, college residence leadership, student governance or club leadership, and participation as an employee;
- plan the development of a new York Students Alumni Branch to engage current students in developing an alumni identity prior to graduation, and develop strong linkages between this organization and existing student affiliation groups, to provide continuity for transfer into local affiliation branches after graduation;
- review the Alumni Affairs office location and identity, to develop new facilities that encourage alumni visitors to campus in a hospitable, welcoming and professional environment;
- collaborate with the York University Foundation to ensure mutual communications, planning and event management for maximum effect for both friend-raising and fund-raising for the University;
- define growth targets for affinity and sponsorship revenues, and review administrative and financial management processes to ensure efficient and effective accounting procedures are in place;
- work with departments of Advancement Services, York University Foundation, and Information Systems, to ensure new data base development is integrated to serve the needs of both alumni services and institutional fund-raising;
- review effectiveness of the current Web-based Alumni On-line Community for service delivery, utilization by alumni, and integration with other services, and define future enhancements priorities based on this review.

DIVISION OF THE VICE-PRESIDENT FINANCE & ADMINISTRATION

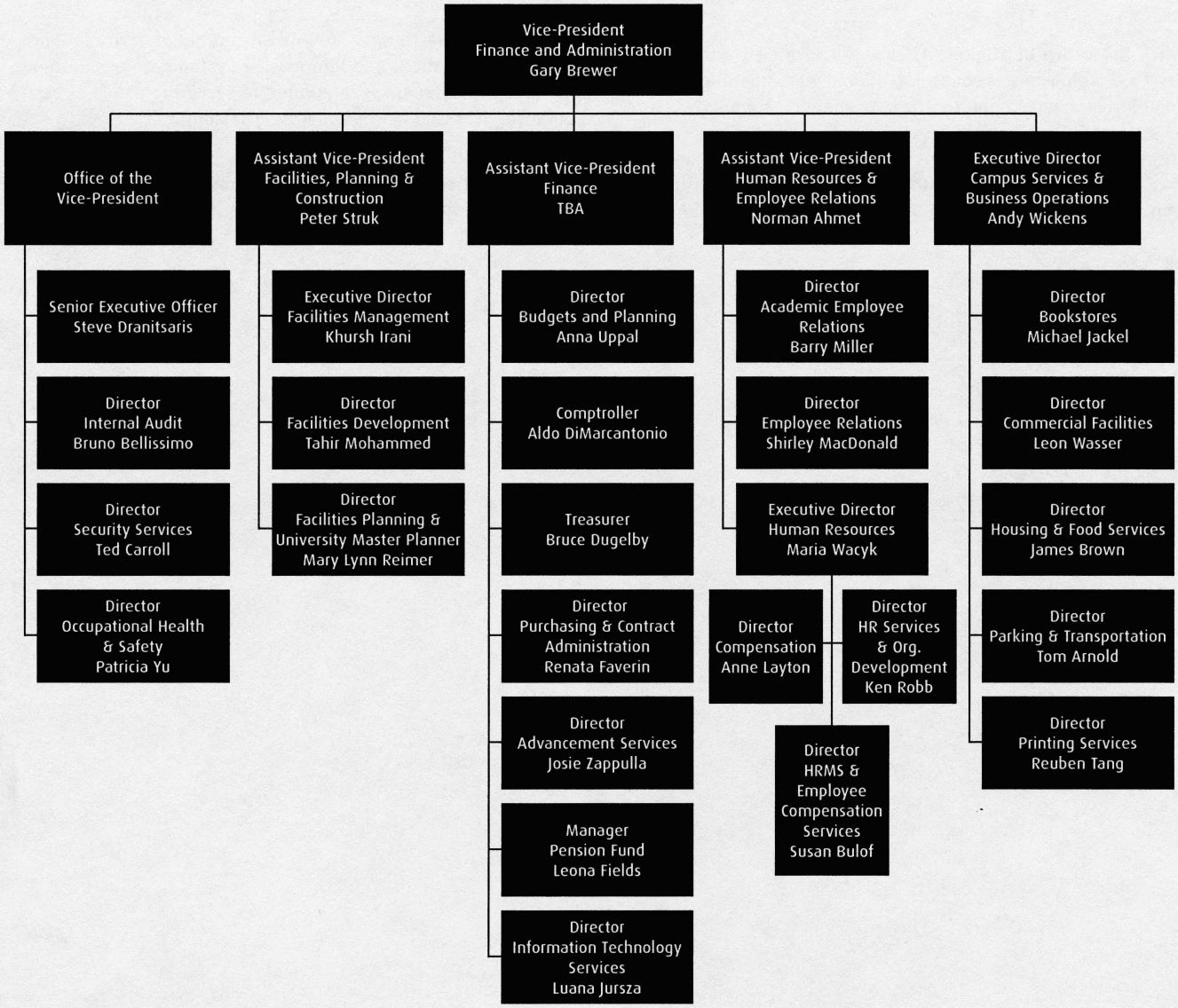
Objectives of the Division

The Division of the Vice-President, Finance & Administration supports the central mission of York University: the pursuit, preservation, and dissemination of knowledge, by

- providing quality administrative service to the York community;
- enhancing the quality of campus life;
- ensuring fiscal responsibility.

The division provides administrative infrastructure and support to the York community as a whole and is actively engaged in monitoring its operations, as reflected in the performance indicators that follow. In addition to the Office of the Vice-President, there are four major areas within the division as well as three departments (Internal Audit, Security Services, and Occupational Health and Safety) that report directly to the Vice-President. Each department has determined key objectives and performance measures, which are detailed in the sections that follow.

Figure 1: Division of the Vice-President, Finance & Administration Organizational Chart



The 2001-2002 actuals and 2002-2003 budgets for the four major areas, three departments and the Office of the Vice-President are as follows.

Division of the VP Finance and Administration

(dollars)	Operating Results by Unit 2001-2002 Actuals	2002-2003 Budget
Office of the VP Finance and Administration	822,607	1,025,820
Internal Audit	179,300	349,400
Occupational Health and Safety	303,548	589,005
Security Services	2,459,456	2,739,149
Facilities Planning and Construction	37,973,220	41,296,395
Finance/Human Resources/ Advancement Services	14,591,497	16,273,832
Total Division of VP Finance and Administration	**56,329,628**	**62,273,601**

Division of the VP Finance and Administration

(dollars)	Operating Results by Expense Type 2001-2002 Actuals	2002-2003 Budget
Revenue:		
External cost recoveries	1,965,640	1,717,148
Internal cost recoveries	8,071,529	8,664,053
Other revenues	1,370,646	-
Central allocations	46,761,016	51,276,361
Total Revenue	**58,168,831**	**61,657,562**
Expenses:		
Faculty - Administration	5,333	-
Faculty - Full time	-	-
Faculty - Contract	468,441	111,912
Teaching assistants	14,953	11,232
Research	57	-
Support/Administration	30,374,048	31,283,759
Other	1,448,097	1,163,172
Total Salaries and Benefits	**32,310,929**	**32,570,075**
Operating Costs	11,933,669	17,327,665
Amortization of capital assets	-	-
Cost of goods sold	(6,660)	-
Taxes and utilities	12,078,145	12,375,871
Scholarships & bursaries	13,545	-
Interest on long-term debt	-	-
Total Expenses	**56,329,628**	**62,273,601**
Total Revenue less Expenses	**1,839,203**	**(616,039)**
Previous Year's Carryforward	**3,048,809**	**4,888,012**
Carryforward to Next Year	**4,888,012**	**4,271,973**

The Previous Year's Carryforward for 2001-2002 differs from that previously reported as a result of a re-organization.

Office of the Vice-President Finance & Administration

Gary Brewer, Vice-President

The function of the Office of the Vice-President, Finance & Administration is to support the activities and projects of the Vice-President by providing scheduling, record-keeping, research, briefing notes and support in the preparation of submissions, recommendations, presentations and other materials for:

- the York University Board of Governors, Senate, and their respective committees, and particularly in this regard to the Board Audit, Investment, Finance & Staff Resources, and Land Use Committees as well as to the Board of Trustees of the Pension Fund and its Subcommittee on Investment Performance;
- the President with respect to her activities and reports involving University finances and administration;
- the University Executive Committee and other administrative committees;
- inter-university organizations such as the Council of University Policy and Analysis and the Council of Senior Administrative Officers,
- governmental agencies such as the Ministry of Training, Colleges & Universities; and
- the wider community.

Office of the Vice-President: Key Objectives Met 2001-2002

Continued Monitoring and Refinement of Performance Measures of Departments within the Division

The Office of the Vice-President continued its two-year cycle of monitoring performance of units in the Division through customer surveys and other performance goals. During 2001-2002, client satisfaction surveys were conducted for Human Resources and Employee Relations and for Facilities, Planning and Construction.

Reorganization of Business Operations & DSSPS

An outcome of the 2001 re-organization of Business Operations and the Department of Safety, Security and Parking Services was the creation of a new Campus Services & Business Operations department under Andy Wickens, executive director. CSBO includes the following units: Bookstores; Commercial Facilities; Housing & Food Services, Parking and Transportation; and Printing Services. In addition, Security Services and Occupational Health and Safety became separate departments reporting directly to the Office of the Vice-President.

Continued Reporting of Involvement in York Governance

During the fiscal year 2001-2002, the Vice-President Finance and Administration brought forward recommendations for approval and gave presentations of information to five meetings of the Board of Governors; five meetings of the Board Committee on Finance, Property & Staff Resources; two meetings of the Board Audit Committee; and two meetings of the Board Investment Committee. Similarly, the Vice-President brought forward recommendations and/or participated in the deliberations of five meetings of the Subcommittee on Investment Performance and five meetings of the Pension Board of Trustees. The Vice-President participated in four meetings of the York University Development Corporation Board of Directors, one meeting of the YUDC Advisory Committee, and four meetings of the University Administrative Forum. The Vice-President participated in eight meetings of Senate, presenting reviews of the University's finances to both the Senate Committee on Academic Policy and Planning and Senate itself in October 2001. The Vice-President, together with the Vice-President Academic, presented to Senate in April 2002, a long-range forecast on enrolments and resources, based upon a number of assumptions.

Office of the Vice-President: Goals for 2002-2003

Continued Monitoring and Refinement of Performance Measures of Departments within the Division

Units within the division will continue to be monitored by use of customer surveys and other performance goals. Following the established two-year cycle, Human Resources and Employee Relations and Facilities Planning and Construction will conduct ISR surveys and report the results in the PBA in even years, while Finance, Campus Services and Business Operations and the Office of the Vice-President will do likewise in odd years.

Support Land Use Committee of the Board of Governors

The Office of the Vice-President will play a key role in the initiation and ongoing effectiveness of the new Land Use Committee of the Board of Governors. This is a particularly important committee in light of the University's current construction program, anticipated further enrolment growth, and emerging land development initiatives. The Office will coordinate research and briefing notes as well as the preparation of recommendations, presentations and materials.

Initiate Development of Long Range Capital Planning Options

Working collaboratively with the other divisions, the Office of the Vice-President will use the expertise of Finance & Administration to project long-range capital requirements for teaching, research, administration and services, and to identify and assess the viability of options both logistically and from a resource perspective.

Double Cohort Planning and Preparation

Over the next several years, the University faces dramatic increases in its student population resulting from secondary school reform (double cohort) and escalating participation rates. In the context of this growth, the Office of the Vice-President will coordinate modeling for future financial, personnel, physical space and service needs; the development and upgrading of implementation plans and delivery systems; and the assessment of capacity and readiness.

Continue information sharing presentations to the York community

In order to promote better understanding of the University's finances and other resources (e.g., space, land use, staff resources) and to foster closer integration with enrolment and academic planning, the Office of the Vice-President will continue to provide pertinent informational presentations to Deans and EOs, Faculty Councils and Senate.

Respond to Issues Raised by Senate Sub-Committee on State of the University

The Office of the Vice-President will review, assess and respond to those recommendations of the Senate Sub-Committee that relate to ongoing management relations with employee groups, resource management, and financial reporting to the community.

Continued Reporting of Involvement in York Governance

The Office will continue to report here the level of the Vice-President's involvement in York governance, which will not be less than the previous year.

Department of Facilities, Planning and Construction

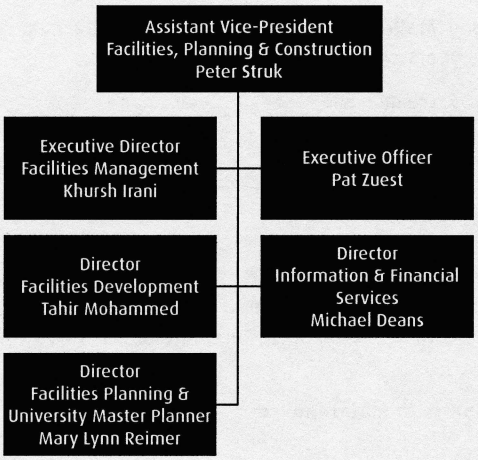
Peter Struk, Assistant Vice-President

Facilities, Planning and Construction (FPC) consists of Facilities Management, which includes Caretaking, Maintenance and Renovations, Grounds and Vehicles, Glendon Facilities and Utilities; Facilities Development, which oversees new construction and provides for fire safety; Facilities Planning, which provides information, planning and coordination in the assignment and renovation of physical space on York's campuses; and Information and Financial Services which includes project scheduling, communications, accounting, stores and computer systems. In addition, the Executive Officer provides support to the AVice-President FPC, and is responsible for general administration, central office support, the Personnel Office, Postal Services and the Inter University Transit System (IUTS)

FPC has a total of 340 employees; 33 managers, 16 professionals and 291 staff members. FPC completed a reorganization in 2001-2002 which saw Business Operations move to a new Department of Campus Services and Business Operations and which required

restructuring of central support services within FPC such as Finance, Personnel and Computer Services.

Figure 2: Facilities, Planning and Construction Organizational Chart



FPC: Objectives Met in 2001-2002

Computer Sciences Building and DD Parking Lot Structure

The new Computer Science Building opened for classroom use in September 2001 as scheduled and the official opening was held in March 2002. The building is meeting use expectations and has been widely lauded as an innovative "cold climate green" university building, adhering to sustainability design criteria. Ripple planning to accommodate new users in vacated space has been undertaken, and implementation began as space was vacated.

Construction of Parking Structure II in the former DD Parking Lot proceeded on schedule toward occupancy in mid-August 2002. Value engineering resulted in substantial savings in construction costs, thus facilitating adherence to budget targets. "Ripple" planning was begun in order to schedule work for the fall of 2002.

SuperBuild and Other Building Programs

The new building for the Schulich School of Business, Executive Learning Centre and associated parking structure/face building broke ground in July 2001 and excavation was finished in November 2001. Over the summer of 2001 the west end of York Blvd. was reconstructed to create the appropriate grades and site boundaries. By the end of the year, construction was well under way for the academic portion of the project with concrete form work and pouring in progress and mechanical and electrical contractors in place. This project has presented major cost and scheduling challenges and all project personnel are working diligently to meet the milestones.

The new Technology Enhanced Learning Building, a joint project with Seneca College, made very good progress with ground breaking occurring in July 2001 and excavation and site work completed in September 2001. Concrete pouring was well under way by the end of April 2002 and the contractors are confident that the building will be ready for use by September 2003.

Planning, design and program development for the new undergraduate residence is in progress with ground breaking anticipated in the spring of 2003.

1824 new parking spaces were added to replace parking space lost to building sites.

Cogeneration Project

The expected deregulation of the electricity market will substantially affect the cost of energy to the University and Facilities Management has been closely monitoring deregulation with a view to minimizing the University's energy expenditures. With this in mind, a feasibility study to assess the economics and alternatives for expanding the cogeneration plan was completed and approval has been given for a second cogeneration unit. The new 5.2 MW plant will be installed by August 2003.

Service to the Community

Planning objectives to provide space data and drawings on line were met. This access to protected information will assist academic departments and RAC with their planning and should result in more accurate space data accountability.

The plan to develop Web-based user access to the status of service requests moved ahead more slowly than anticipated due to the re-organization of Facilities and Business Operations and the accompanying restructuring required within FPC. This restructuring was largely completed by April 2002 and the focus has returned to developing computer systems to improve information systems.

An innovative program to revitalize service excellence within FPC was initiated. This program began with a review of the climate within FPC and a two-day retreat for the six senior managers to re-examine the mission and objectives of the department. A set of objectives was agreed to that will engender a culture shift within FPC which is expected to lead to a revitalized service philosophy throughout the department.

Performance Indicators

FPC measures its performance through gathering factual data on costs and productivity and also by surveying its users to obtain a measure of their opinions on the services provided.

Facilities Planning

As part of the capital building project team, planners worked with consultants and users throughout 2001-2002 on the following projects: TEL, Schulich School of Business, Parking Structure II and the related face building, and the new undergraduate residence. In addition, renovation projects were undertaken to reconfigure building space to better respond to changing functional and organizational needs of the community. An emphasis has gone towards creating new, and upgrading existing classrooms.

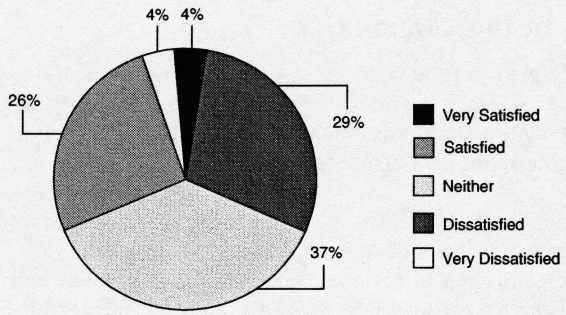
Developing strategic space plans in response to the double cohort expansion of the student population is a continuing activity.

In 2001-2002 Facilities Planning undertook 90 requests to investigate changes to the use of existing spaces. The estimated dollar value of resulting renovations and alterations was $3.25 million.

An average of 30 furniture requests per month were undertaken and this involved reviewing needs, developing plans, providing functional and ergonomic solutions, confirming costs, purchasing items, and overseeing installation. In addition, the new building program required furniture plans, inventories, product review, costing summaries and specifications.

A user survey was sent out in 2002 to 71 primary users of Planning's services and 27 responses were received. The overall average response on a five point scale, with 5 being very satisfied, was 3.04 (compared to 3.21 for 2000, and 3.04 for 1999).

Figure 3: Satisfaction with Facilities Planning



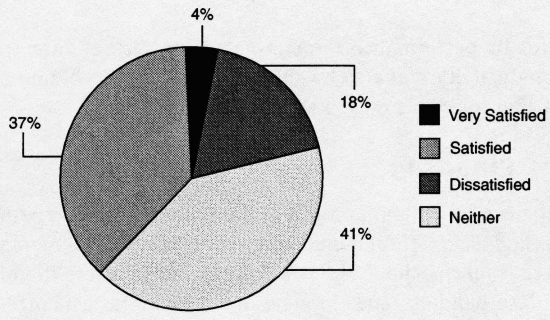
Source: Institute for Social Research, Facilities Survey, 2002

Renovations

2,400 service requests for renovation projects were implemented on the Keele Campus this year.

The user survey showed an overall satisfaction rate of 2.89 on a five-point scale (compared to 2.77 for 2000 and 2.88 for 1989).

Figure 4: Satisfaction with Renovations



Source: Institute for Social Research, Facilities Survey, 2002

Maintenance

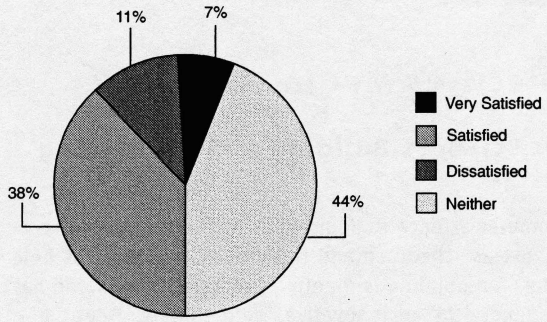
23,000 work orders were received in the Work Control Centre this year, 15,000 of which ($5.73 million) were for building maintenance and minor project works. Cost recoverable work from departments and faculties totaled $850,000.

The cost of providing Maintenance services in 2001-2002 compared with previous years was:

1997/98	$14.35/square metre
1998/99	$14.42/square metre
1999/00	$15.50/square metre
2000/01	$14.94/square metre
2001/02	$14.51/square metre

The 2002 user survey of faculty, staff and students on the Keele Campus shows an overall satisfaction rate of 3.45 on a five-point scale; this compares with 3.29 for the 2000 Maintenance survey.

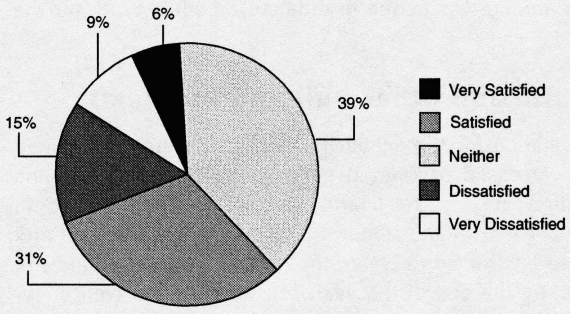
Figure 5: Satisfaction with Maintenance



Source: Institute for Social Research, Facilities Survey, 2002

The user survey for the Glendon Campus shows an overall satisfaction rate of 3.16.

Figure 6: Satisfaction with Glendon Maintenance



Source: Institute for Social Research, Facilities Survey, 2002

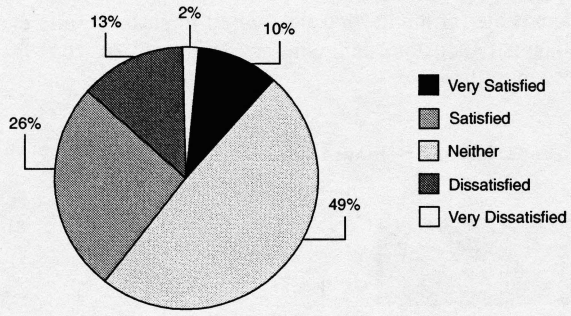
Grounds and Vehicles

The cost of providing Grounds and Vehicles services in 2001-2002 compared with previous years was:

1997/98	$5.83/square metre
1998/99	$5.88/square metre
1999/00	$6.15/square metre
2000/01	$5.94/square metre
2001/02	$5.52/square metre

The 2002 user survey of faculty, staff and students on the Keele campus shows an overall satisfaction rate of 3.53 on a five-point scale and this compares with 3.7 in 2000.

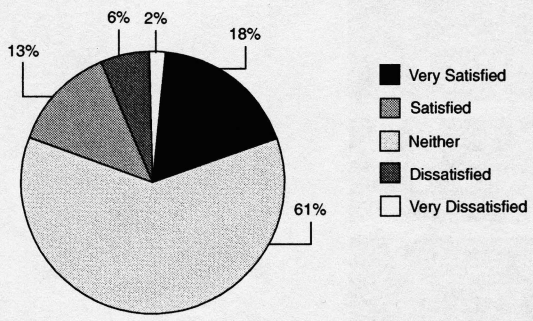
Figure 7: Satisfaction with Grounds



Source: Institute for Social Research, Facilities Survey, 2002

The Glendon Campus user survey of Grounds shows an overall satisfaction rate of 3.87 and this compares with 4.28 for 2000.

Figure 8: Satisfaction with Glendon Grounds



Source: Institute for Social Research, Facilities Survey, 2002

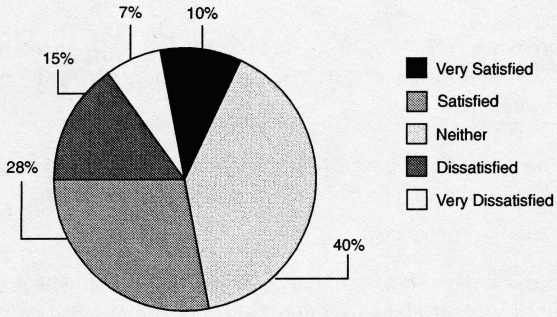
Caretaking

The cost of providing Caretaking services in 2001-2002 compared with previous years was:

1997/98	$18.06/square metre
1998/99	$17.69/square metre
1999/00	$17.86/square metre
2000/01	$18.50/square metre
2001/02	$18.40/square metre

The 2002 user survey of faculty, staff and students on the Keele Campus shows an overall satisfaction rate of 3.29 and this compares with 3.12 for 2000.

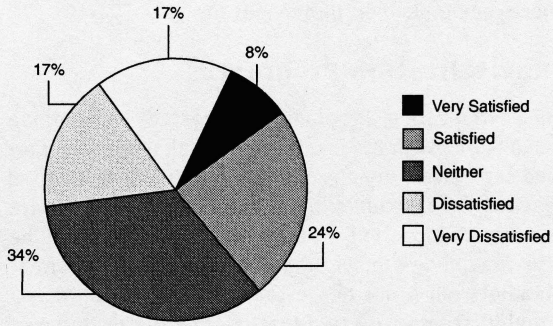
Figure 9: Satisfaction with Caretaking



Source: Institute for Social Research, Facilities Survey, 2002

The user survey for the Glendon Campus shows an overall satisfaction rate of 2.91 and this compares with 2.87 for 2000.

Figure 10: Satisfaction with Glendon Caretaking



Source: Institute for Social Research, Facilities Survey 2002

FPC: Goals for 2002-2003

Parking Structure II in DD Lot

This building includes 784 parking stalls plus 52,000 gross square feet of office space that will house a computer common, Security Services and the Department of Campus Services and Business Operations. Move-in is targeted to begin mid-summer 2002 with full occupancy and operation scheduled for September 1, 2002.

SuperBuild, Cogeneration and Other Building Programs

Construction of the new building for the Schulich School of Business, Executive Learning Centre and the adjacent Parking Structure III (parking structure and office face building) will continue in tandem with final completion of design details and tendering. There are significant challenges associated with remaining on budget and on schedule for an opening date of September 2003.

Construction of the Technology Enhanced Learning Building will continue throughout 2002-2003 with an opening date targeted for September 2003.

Phase II of the Cogeneration project to expand the cogeneration plant will commence by December 2002 with completion anticipated in 2003-2004.

Ground breaking for the new undergraduate residence is scheduled for the spring of 2003 with occupancy targeted for September 2004.

Studies will be ongoing for another residence building as well as building projects at Osgoode and Tait McKenzie and for Women's Studies.

Considerable master planning and engineering work will be undertaken to support plans for rapid transit on campus and new infrastructure requirements including roads and utilities.

Ripple Program

Alterations to space vacated by occupants of the Computer Science Building and the PS-II face building are targeted for completion by September 2003. Also ripple modifications to seven tiered lecture rooms in the existing Schulich School of Business building will be started in the summer of 2002 with further renovation projects being planned throughout the year.

Service Revitalization Program

The Service Revitalization Program is expected to continue throughout 2002-2003 with the involvement of all managers, professionals and supervisors in an examination of the departmental mission/objectives and a commitment to focusing on a service orientation. In addition FPC's computer systems will be redesigned to streamline project progress and financial information and ultimately roll it out to the campus community using a Web-based tool. It is also expected that internal restructuring of the Maximo database (for managing maintenance activities) will be completed in 2002-2003.

Financial Accountability

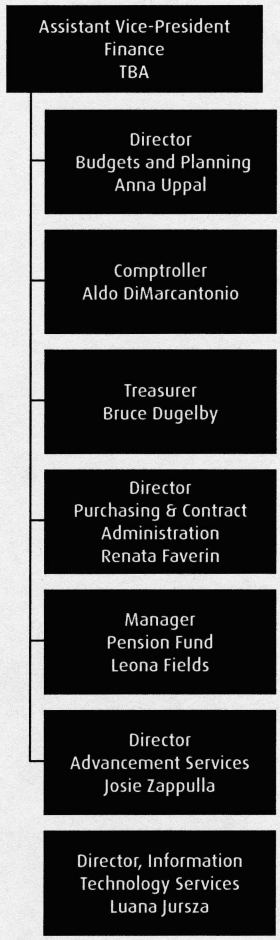
FPC will strive to meet its financial goals by meeting its operating budget while maintaining a high level of service. This will involve an increased focus on communications with the community to meet critical operational needs.

Finance

TBA, Assistant Vice-President

The 75 staff are responsible for providing user responsive and professional financial services to the York community. Within the Department of Finance, the Comptroller's Office is responsible for financial information and reporting, the set up and monitoring of internal controls, risk management, insurance administration, and the development and implementation of finance policies and procedures. The Office of Budgets and Planning is responsible for establishing and coordinating central University budget processes, procedures and allocations, including analysis, advice and reports on budget-related issues and information. Treasury is primarily responsible for the cash management of University funds. The Purchasing and Contract Administration unit is responsible for providing procurement and contract management services to the University community within the regulatory framework established by the federal and provincial governments. Advancement Services provides a number of services, such as gift processing, records management and donor relations, that support the fundraising and alumni initiatives of the York University Foundation and the University community. Information Technology Services provides database administration, application and Web development, technical support and project management services to a number of administrative units, and is responsible for the strategic planning, development and ongoing operation of administrative systems, including the Finance and Human Resources System. The manager, pension fund is responsible for monitoring the overall financial results of the York University Pension Fund, with assets at April 30, 2002 in excess of $920 million.

Figure 11: Department of Finance Organizational Chart



Finance: Objectives Met in 2001-2002

Approval of an Updated Plan for the Deficit (Unrestricted Net Assets Balance)

The long-term plan for the deficit, approved in November 1998, was reviewed and updated to include 2000-2001 results. It was determined that the present plan would be maintained for managing the deficit in the context of a balanced budget position for the University.

Support to Double Cohort Planning

To support planning and decision-making related to double cohort growth, Finance provided necessary modeling and analysis, and prepared various presentations to Deans and Executive Officers, Faculty Councils and the University Senate.

Enhance Financial Planning Model

A framework was developed for double cohort budget planning as well as a model to analyze various enrolment growth scenarios.

Develop a Financing Plan for the Capital Program

By the end of the 2001-2002 fiscal year, an overall financing plan to support the University's capital program was put in place in two phases. The University's existing loans due to be renewed were consolidated and refinanced. Through a debenture issue (with a forty-year term), $200 million was generated to address the additional financing required for several approved building projects for the portion of costs not covered by either SuperBuild grants or University fundraising.

Implement and Adopt ISO 9001:2000 Quality Standards

The Finance Department achieved ISO 9001: 2000 certification for its implementation of a quality management system. In recognition of this achievement, the first for a Canadian university, York was awarded third prize in the 2002 National Quality and Productivity Award of the Canadian Association of University Business Officers (CAUBO).

Pension Fund Management

An asset-liability study was completed and the asset mix policy for the pension investments was confirmed as being effective in achieving the fund objectives and managing risk. A new investment management firm was retained to manage a Canadian bond portfolio. The approval process for the terms of reference and pension reporting policy for the decision-making bodies and administrators involved in the governance of the pension plan and fund continues.

Provide Web-Based Payments

Preliminary discussion and scoping has been completed, however, internal priorities of departments targeted for Web-based payment services has delayed actual implementation.

Develop Vendor Registration and Performance Evaluation Program

Purchasing and Contract Administration introduced the Vendor Registration Program in March 2002 for annual contracts. Vendors will be registered on a continual basis. Performance evaluation criteria will be developed in consultation with the community and initial evaluations will commence in 2002-2003.

Continue to Develop Finance Procedures and Guidelines

Finance continues to develop new and updated procedures and guidelines relating to the sound financial management of the University. During 2001-2002, an external management and audit consultant was contracted to develop draft policy guidelines for its "for profit" activities.

Enhance Performance of Administrative Systems

Information Technology Services (ITS) continued to enhance the capability and performance of administrative systems. A comprehensive three-year administrative computing plan was completed. A cheque processing and printing enhancement of the Finance system was implemented and a major upgrade of the Human Resource Management System completed. Web sites for units in the Finance & Administration Division were redesigned to achieve consistent York University identification and an "academic employment opportunities" Web application was developed and initiated to facilitate on-line posting of faculty positions. A complete upgrade of UNIX servers and related operating systems was completed that enabled enhancements to major administrative systems. The development of interfaces to the Finance system from the bookstore and library systems to eliminate duplicate data entry will be completed during 2002-2003.

Finance Key Performance Indicator

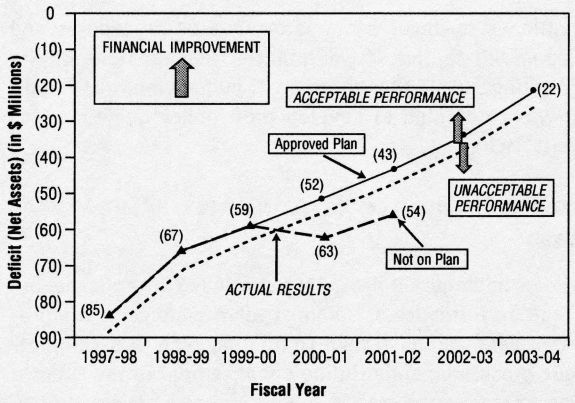
The primary objective for the Finance Department is to ensure the long-term financial health of the University. A key performance indicator of the financial health of the University is the Deficit (Unrestricted Net Assets Balance), which is included in the Net Assets section of the Balance Sheet. This is a financial measure that includes results associated with the operating, capital and ancillary activities of the University. It essentially represents the accumulated surplus or deficit position of the University's activities since inception. Since the University must plan on the basis of maintaining a balanced budget, the year-end balance for this measure should be around zero – effectively representing a balanced position.

In 1998, the Board of Governors approved a plan to reduce the Deficit over a 10-year period. The benchmark for establishing performance against the plan has been set at 1 per cent of the University's total annual expenses, or $4 million. The chart below details the Deficit (Unrestricted Net Assets Balance) and performance to date against the plan.

For fiscal 2001-2002 the year-end Deficit (Unrestricted Net Assets Balance) of $54.4 million was less than the previous year's level of $63.0 million, but above the approved plan level of $45 million. The improvement in the Deficit was consistent with the approved plan.

The plan to manage the Deficit will continue to be monitored, assessed and updated.

Figure 12: Deficit (Net Assets Balance)



Source: Office of the Assistant Vice-President Finance

Finance: Goals for 2002-2003

Managing the Financing Plan for the Capital Program

As additional construction projects are approved to meet the needs of an expanding University community, the financing plan for the capital program will be modified, if necessary.

Upgrading of Banking Services

The Treasury Department will introduce positive pay controls on all cheques issued by the University to provide an additional level of security and prevent potential fraud; migrate to CD-ROM electronic filing of cashed cheques; and explore Web-based services for point-of-sale operations across the University.

Support of the York University Foundation

Finance will provide support to the recently created York University Foundation in the development of systems and policies, in determining information and reporting requirements, and in its overall integration with University processes.

Define Advancement Services Mandate

To ensure that adequate administrative support is available for a wide range of University fundraising activities, Advancement Services will build and maintain strategic working relationships with the York University Foundation and the various York divisions/faculties involved in alumni relations and fundraising. A service agreement will be developed with the Foundation that will help determine requirements of the Advancement Services unit with respect to expertise, services, organization, technology and staffing.

Establish Additional Systems Contracts

Purchasing and Contract Administration will establish additional systems contracts for standard commodities to leverage the University's purchasing power. These contracts will provide additional value and expedite the procurement process for the community.

Pension Fund Management

The terms of reference and pension reporting policy will continue to be steered through the approval process. The statement of investment policies and procedures will also be reviewed and other investment policies updated or developed, as required.

ISO 9001:2000

Finance will maintain its registration and gradually phase in the quality management system. Registration to the ISO 9001:2000 standard of other core business processes and areas of Finance will also be pursued.

Information Technology Infrastructure Library (ITIL) Project

Finance recently embarked on a new project with Computer and Network Services (CNS) to gradually adopt information technology and services industry best practices for Information Technology Services (ITS) and CNS. The joint project is to implement a well-proven quality management system based on ITIL – an international IT standard – to improve control over core business processes and thus improve service quality to the community. Work will also be carried out to develop a business continuity plan (disaster recovery plan) for ITS and CNS mission critical processes.

Continue to Improve Performance of Administrative Systems

Improvements to administrative systems will include upgrades to both the Finance and Human Resources Systems that will enable deployment of functionality to the York community over the Web, and the migration to a new report distribution application for the Finance, Human Resources and Alumni-Development systems.

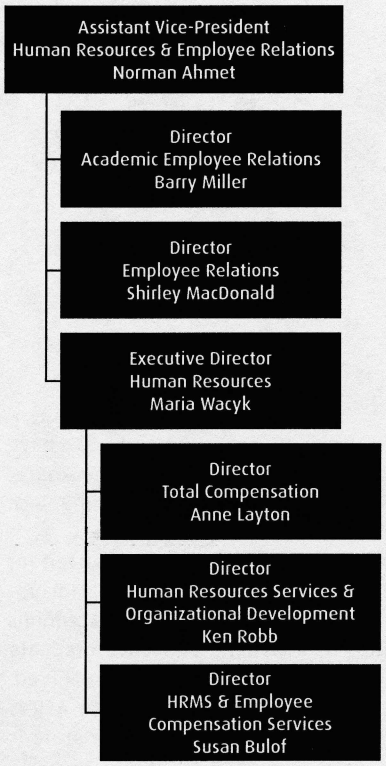
Human Resources and Employee Relations

Norman Ahmet, Assistant Vice-President

The Department of Human Resources and Employee Relations (DHR/ER) serves both the academic and non-academic communities. The Academic Employee Relations and Non-Academic Employee Relations units negotiate and administer collective agreements for employee groups. These units also provide expert advice on issues relating to employee relations, while providing in-depth training in labour relations, and in-service training on the collective agreements. Within the Human Resources unit, there are three groups: the Compensation unit provides pension

and benefits programs to all employees and pay policy and administration for non-academic employees; Employee Compensation Services provides payroll services to all employees; and Human Resources Services and Organizational Development initiates and maintains human resources policies, practices and programs to attract and retain employees as well as providing recruitment and training programs for non-academic employees. The department employs 65 staff members.

Figure 13: Human Resources and Employee Relations Organization Chart



DHR/ER: Objectives Met in 2001-2002

Maintain Stability in Labour Relations

A two-year collective agreement was negotiated with YUFA in the spring and summer of 2001 in an expeditious round of bargaining.

Attract and Retain Faculty

A task force on faculty recruitment and retention was created and is chaired by the Director, Academic Employee Relations. A handbook for new and prospective faculty is under development, with the objective of providing the handbook in both hardcopy and electronic format. Web-based advertising for faculty positions has been implemented by the Office of the Associate Vice-President (Academic Resource Planning), with links to a variety of relevant sites, including the Academic Employee Relations home page and a page on Affirmative Action.

Implement Changes to the YUSA Joint Job Evaluation System

Following agreement with YUSA, evaluation results for backlogged positions were released during 2001-2002. A modified system for joint evaluation of the large number of positions awaiting the rating process was initiated as a pilot project in early 2002, to be reviewed by the parties after April 30, 2003.

Implement Second Phase of the CPM Performance Development and Review (PDR) Program

During the past fiscal year, training on the PDR continued. As of May 2002, the program is fully implemented with over 420 CPM staff members trained. With the full roll out of the PDR system, supervisors next will be provided with a new training program on performance management, including a two-day session on coaching. Consultations will continue on developing the pay for performance component.

Career Development and Succession Planning

A model for human resource planning at the University was developed, featuring an employee demographic analysis, a talent pool concept and leadership development programs.

A pilot project for a mentoring program for CPM employees was implemented with 30 participants. Mentoring is one component of a comprehensive career development program, which is being developed. The other components of the program will be implemented during 2002-2003.

A detailed study and analysis of IT staffing was also conducted. The study provided reliable data on the configuration and demographic characteristics of IT staff as well as movement through the staffing classifications.

Employee Compensation Services (ECS) and HR Management System

Significant improvements in electronic processing of large volumes of transactions en masse were successfully developed and implemented. This enabled the department to be flexible and respond on a timely basis to the administrative demands arising from the implementation of various collective agreements.

A further upgrade of the Human Resources Management System (HRMS) was successfully implemented without impacting on services to employees.

DHR/ER: Goals for 2002-2003

Maintain Stability in Labour Relations

The central objective for Employee Relations is the successful negotiation of contracts with three academic unions and four non-academic unions, within a framework that observes the principles of the University Academic Plan. Each negotiation will include a commitment to excellence, flexibility, stability and respectfulness in bargaining.

Attract and Retain Faculty

To support the recruitment process, the handbook for new and prospective faculty will be available in both electronic and hard-copy format. In addition, centralized support will be introduced for the placement of advertisements for academic positions in print media, and a software package will be acquired for Deans to use in salary negotiations with prospective faculty members.

Enhance Recruitment Process for Non-academic Hirings

To improve service and prepare for anticipated University growth, a work process review of recruitment was recently completed. A cross-functional team of HR staff and community representatives will now develop a detailed implementation plan for applying the results.

Develop and Implement a CPM Wellness Program

In response to stress and workload concerns identified through the CPM morale survey, a five-component program to address CPM employee wellness has been developed and will be implemented.

Develop Changes to the YUSA Joint Job Evaluation System

Recommendations for changes to the YUSA Joint Job Evaluation system and process will be developed jointly with YUSA during 2002-2003 for implementation at the completion of the current pilot project.

Implement Communication Strategies about Compensation

Implementation of compensation, pension, and benefits communication strategies will continue in order to improve employee understanding of plans. These will include: the publication of a "highlights" brochure for the pension plan and benefits brochures for all employee groups; testing and implementation of the "Pension Estimator", a Web-based tool permitting employees to calculate future pension benefits; and distribution of regular updates to the community on various compensation related issues.

Employee Compensation Services (ECS) and HR Management System

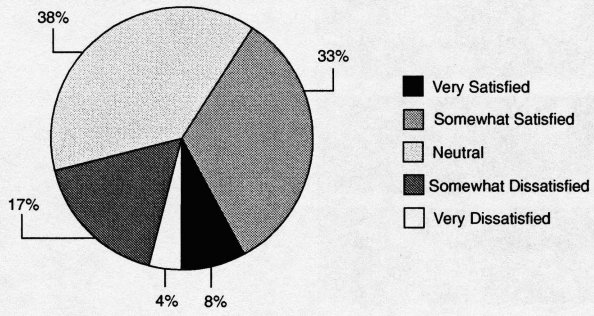
ECS will continue to deliver timely and accurate payroll to the York community and to lever technology to enhance payroll processes and reports.

DHR/ER Performance Indicators

In March 2002, a survey focusing on client satisfaction with DHR/ER was mailed to 200 people including Vice-Presidents, assistant Vice-Presidents, executive officers, administrative officers, line managers and others with managerial responsibility. Forty-eight responses were received. As in past years, the survey was conducted and the results analyzed by the Institute for Social Research (ISR).

Survey results show steady improvement in satisfaction with Human Resources (Human Resource Services and Organizational Development, Employee Compensation Services, Compensation) over time. Between 1999 and 2002, the average aggregate score on a five-point scale, with 5 being very satisfied, has moved from 2.9 to 3.0 to 3.2, which is above the mid-point.

Figure 14: Satisfaction with Human Resources Overall

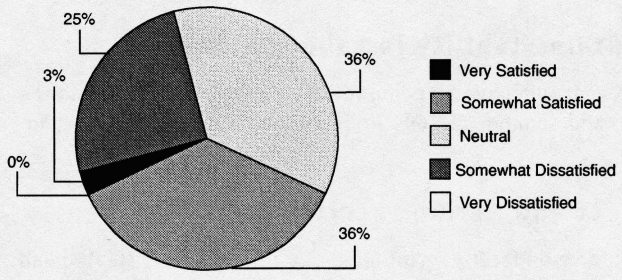


Source: Institute for Social Research, Human Resources Survey, 2002

Employee Relations survey results between 1999 and 2002 have been stable and well above the mid-point with average aggregate scores on a five-point scale of 3.38, 3.37,and 3.38 (in 2002).

An Academic Employee Relations (AER) survey was conducted for the first time. Questionnaires were sent to 169 individuals including deans, associate deans, executive officers, and academic department chairs, administrative assistants and undergraduate program directors. Thirty-one responses were received. Satisfaction with the overall quality of service provided by AER is high. The average aggregate score of 4.0 on a five-point scale is considerably above the mid-point.

Figure 15: Satisfaction with Academic Employee Relations



Source: Institute for Social Research, Academic Employee Relations Survey, 2002

Internal Audit

Bruno Bellissimo, Director

Internal Audit at York University is an independent, objective assurance function established to add value and improve York University's management processes and operations. The scope of Internal Audit is to assess the adequacy of management systems and processes: for identifying and managing the University's business risks and for ensuring that the University is operating effectively and efficiently and within established laws, regulations, university policies and delegated authorities.

The specific accountabilities of Internal Audit include assessing:

- The effectiveness of management systems in identifying and managing business risks,
- The effectiveness and efficiency of management systems for achieving university objectives considering business risks,
- Compliance with laws, regulations and university policies and delegated authorities,
- The effectiveness of internal control processes and systems,
- The accuracy, reliability and timeliness of management information reported, and
- The reliability and security of information systems and computer operations.

Internal Audit: Achievements in 2001-2002

Completed audit files were provided to the external auditors for a number of government compliance audits that enabled them to express audit opinions and issue the required audit reports on student enrolment, capital spending, the Access to Opportunities Program, and the SuperBuild program.

In addition, Internal Audit completed reviews of several internal programs and provided support for the year-end audit conducted by the University's external auditor.

During the year an assessment of the Internal Audit Department was completed along with an action plan. As a result of this review, a new strategic direction for Internal Audit was developed incorporating external best practices.

Internal Audit: Goals for 2002-2003

In March 2002, the Board Audit Committee approved the new strategic direction for Internal Audit and the York University Audit Plan for 2002 – 2003. Consistent with external best practices, the new direction places greater emphasis on overall risk management for the University and positions Internal Audit as an important element of university governance and due diligence, and as a change agent to improve management processes and the internal control culture.

In its new role, Internal Audit will provide periodic, independent assurance that management has mitigated the University's business risks and that management systems are operating effectively. Internal Audit's primary deliverables to the Board Audit Committee will include:

- A recommended annual audit plan,
- Regular reports summarizing the state of risk management and management control,
- Identification of major system deficiencies, and
- Assessment of corrective management actions.

Occupational Health and Safety

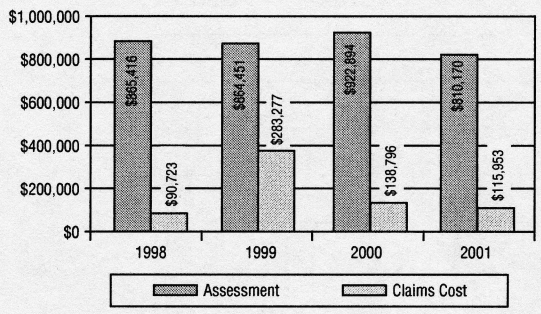
Patricia Yu, Director

The Department of Occupational Health and Safety (DOHS) assesses, monitors and provides advice in response to workplace hazards; ensures community compliance with relevant legislation through the development and presentation of educational materials and training programs; and manages Workplace Safety and Insurance claims and the University's work accommodation program.

OHS: Objectives Met in 2001-2002

In 2001, the cost of WSIB claims dropped by 16.4% from $138,796 in 2000 to $115,983. It was a goal to maintain the cost around the 2000 level.

Figure 16: Workplace Safety Insurance Board Costs



DOHS and the Department of Security Services implemented an Automatic External Defibrillator (AED) program as emergency first aid for sudden cardiac arrest. DOHS also initiated an awareness program on the prevention of slips and falls, the major source of days-lost injuries at the University during 2001.

OHS: Goals for 2002-2003

For 2002-2003, DOHS will develop plans to address items noted by the Workplace Safety and Insurance Board (WSIB) during its Workwell health and safety audit of the University conducted in May 2002. Through area Health and Safety Officers and

Committees, DOHS will enact the aforementioned plans to prepare the University to achieve the WSIB standard in the Workwell audit scheduled for 2003.

DOHS will undertake a review of current procedures and guidelines in ergonomics with a view to enhancing occupational practice and workplace performance.

DOHS will provide assistance to the Faculty of Pure and Applied Science in researching and compiling the extensive information required for the renewal of its radioisotope license.

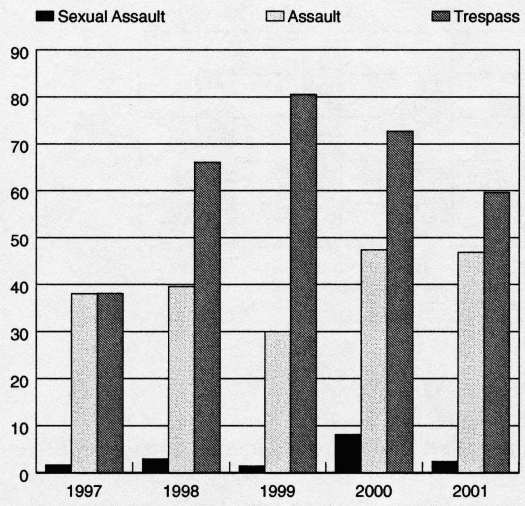
Security Services

Ted Carroll, Director

The main function of the Department of Security Services (DSS) is to provide a safe campus environment, promoting and enhancing the security of the York community, and operating as a first response service to all urgent security matters. Predicated on a problem-solving philosophy in partnership with community stakeholders, services are delivered through campus patrols, outreach programs, and advanced security systems. DSS has 37 full-time staff members and nine additional positions that are staffed by students working on a part-time basis.

With respect to personal safety, there were fewer incidents of sexual assault and trespassing reported in 2001 than in 2000. The number of reported incidents of assault did not change from the previous year.

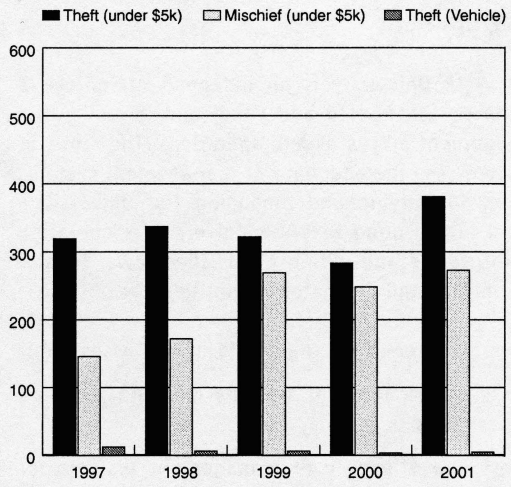
Figure 17: Security: Personal Safety Occurrences



Source: Department of Security Services

With regard to property occurrences, 2001 experienced an increase of 30% in theft under $5,000 while mischief under $5,000 and vehicle theft numbers remained fairly constant.

Figure 18: Property Related Occurrences



Source: Department of Security Services

Security Services: Objectives Met in 2001-2002

Among the new initiatives introduced by DSS in 2001-2002 were a new procedure for security officers that addresses use of force response options and limitations when dealing with non-compliant persons; a defibrillator program, to better equip DSS officers responding to emergencies involving sudden cardiac arrest; and a rape aggression defense program, for women to develop and enhance self-defense strategies.

Other achievements in 2001-2002 included acquisition from Industry Canada of a new separate radio frequency to improve operational communications; implementation of a more efficient computerized dispatch and occurrence-reporting system, known as TADLS/TARS; purchase of a standardized card access system for campus buildings including Parking Structure II (PS-II) and the TEL centre; preliminary concept development of a Crime Prevention Through Environmental Design (CPTED) program on a campus-wide basis; and significant new training initiatives for all levels of staff.

Security Services: Goals for 2002-2003

To prepare for the challenges associated with a growing University population and plant, technological advancement and increased urbanization, DSS will undertake several initiatives:

- Employ the new TADLS/TARS computerized reporting system as well as recently acquired crime analysis expertise to develop performance indicators for personal safety and property occurrences that more clearly delineate trends relating to the safety of persons and the security of property.
- Establish a working group to review the delivery of services to the community and enhance the community-based philosophy that is based on problem solving, forming partnerships, ownership of turf, and empowerment of staff.

- Review and address staffing levels, required competencies, and performance standards, and continue to enhance staff training programs.
- Within the framework of the recently restructured Department of Security Services, modify and update all standard operating procedures to incorporate organizational restructuring and protocols as well as the Use of Force Response Options model.

Security Services conducted an evaluation of the Residence – Security Liaison Program in the spring of 2002. As a result, an ad hoc committee comprised of college, undergraduate residence and security staff will be formed to establish a mission statement; set goals and objectives for the program, and review the Security Services training syllabus for the training of residence dons.

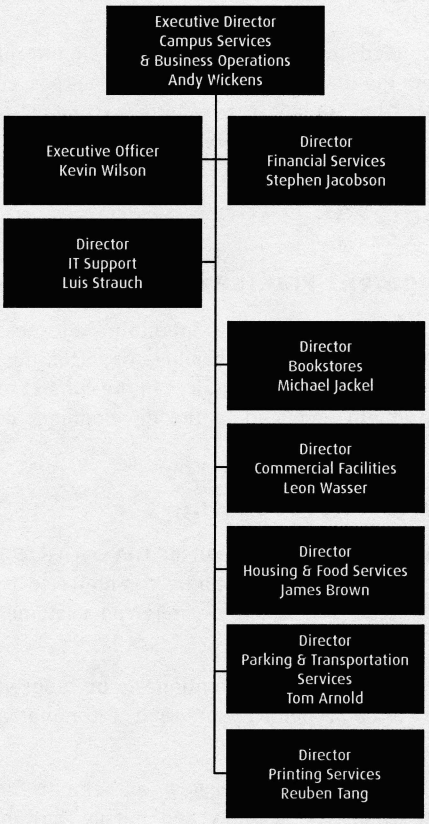
The relocation of Security Services to Parking Structure II in August 2002, including the Security Control Centre and its specialized equipment, is a major project that will require precision in order to minimize disruption of services to the community. Recording of closed circuit television images will migrate from VHS to digital technology in conjunction with the move to the PS-II structure. The backbone of the system will also be upgraded to accommodate expanded camera coverage in the new parking structures, and to serve the new buildings in the University's construction program.

Campus Services and Business Operations

Andy Wickens, Executive Director

The main units within the Department of Campus Services and Business Operations (CSBO) include: Bookstores, responsible for operations on both the York and Glendon Campuses as well as the YorkShop store in York Lanes; Commercial Facilities, which manages vending, leasing relationships in commercial facilities (including York Lanes), and other revenue generating commercial activities in campus buildings; Housing and Food Services which coordinates vendor-provided food and beverage services, markets conference and hotel services to external users, and manages undergraduate residences and graduate apartments; Parking and Transportation Services, which manages all facets of York's parking and transportation requirements; and Printing Services, which provides services to the University community and operates the Student Copy Centre. Collectively, CSBO has a staffing in the range of 200 full-time and 300 part-time employees. The mission of CSBO is to deliver innovative, imaginative and responsive services to the York community that enhance the quality of campus life, and support the core mission and financial objectives of the University. The operating units within CSBO are mandated to be financially self-supporting, while providing essential services to the York community.

Figure 19: Campus Services and Business Operations Organizational Chart



CSBO: Achievements in 2001-2002

The Bookstores continued to see a dramatic increase in course kit technology and sales. During the fall 2001, peak period line-up times were reduced to an average of 8 minutes.

Commercial Facilities increased the number and content of vending machines, met its objectives of developing and refining its smart card laundry system, and renewed the New Ad Media agreement.

During the fall/winter 2001-2002 academic year, undergraduate residences maintained an average occupancy rate of 99%, and graduate apartments maintained occupancy of 98%. Hospitality, Food & Beverage Services registered a record year for conference bookings in 2001-2002, assumed the YorkCard operation from the Registrar's Office, opened a gourmet coffee outlet in the new Computer Science Building, and completed arrangements for a full service Tim Horton's outlet in Parking Structure II upon building opening.

Parking and Transportation Services continued to work with Facilities Development on the 785-stall Parking Structure II to ensure completion and operational readiness for September 2002. Intensive design and development work on the 1,400-stall Parking Structure III was completed in summer 2001 to allow construction to begin in Fall 2001. Consonant with the long-term plan

to gradually shift the ride habits of York community members, the department achieved a 4% reduction in single occupancy vehicles coming onto campus, from 70% to 66%.

Printing Services responded to the challenge of a significant increase in demand from the University community and surpassed revenue goals by 25%. The Student Copy Centre exceeded its objectives for the number of customers serviced.

CSBO: Goals for 2002-2003

Business Development Framework

CSBO will develop a comprehensive and integrated Business Development Framework that will address business opportunities, risks/challenges, and delivery of quality services in the context of anticipated University growth and lead to the development of new strategic plans for each unit.

Continuous Service Improvement

Continuous service improvement will be pursued in each CSBO unit through service expansion, electronic and e-commerce technology, enhanced work processes and new/renewed customer service initiatives. For example:

- average line-up time in Bookstores will continue to be reduced during peak periods through point-of-sale and e-commerce improvements;
- Commercial Facilities will implement a new agreement for Automatic Banking Machines on campus and pursue further innovative partnerships;
- Student Housing Services will establish customer satisfaction surveys and benchmarks; and
- Printing Services will increase its production capacity to meet the needs of a growing community, and will continue to develop digital technology, including an electronic courseware system.

Open Parking Structures and Enhance Transit Options to Improve Private Vehicle to Transit Modal Split

Parking and Transportation Services will meet its objective of completion of construction of Parking Structure II by July 2002 and aims to have construction of Parking Structure III completed by September 2003. A long-term strategy, consistent with the report of the presidential task force on sustainability, is the reduction in single occupancy vehicles coming onto campus from 70% to 50% by 2007. Within the context of this strategy, liaison will continue with Go Transit to create a York University station on the north-south commuter rail line just east of Keele Street, in order to enhance transit options for members of the York community.

Hospitality, Food & Beverage

Hospitality, Food & Beverage Services will endeavor to maintain York Campus conference activity at (the record) 2001-2002 levels, and will collaborate with the Office of the Vice President, Students and Alumni to revise the University liquor policy.

CSBO: Financial Performance

The financial operating results appear in Figure 19 below. The Parking and Transportation surplus is to be applied to the capital costs of parking structures. The Housing & Hospitality deficit (both budgeted and actual) includes an annual commitment to the deferred capital maintenance fund for university residences.

Figure 20: Campus Services and Business Operations

Financial Operating Results For the Twelve Months Ending April 30, 2002

	2001/2002 Budget			Year End Actual		
	Revenue	Expenses	Surplus (Deficit)	Revenue	Expenses	Surplus (Deficit)
Housing & Hospitality	20,333,151	23,053,635	(2,720,484)	21,461,787	24,182,271	(2,720,484)
Bookstore York	13,600,815	13,356,815	244,000	15,304,452	15,037,101	267,351
Bookstore Glendon	698,250	642,995	55,255	714,147	682,243	31,904
Printing Services	1,800,000	1,785,390	14,610	2,568,048	2,507,285	60,762
Food Services	663,650	647,557	16,093	730,731	760,790	(30,059)
Vending Services	407,406	311,564	95,842	352,738	256,896	95,842
Commercial Tenants	231,691	142,573	89,118	273,032	183,914	89,118
Parking & Transportation Services	9,162,757	8,729,137	433,620	11,194,582	9,926,887	1,267,695
Grand Total	**46,897,720**	**48,669,666**	**(1,771,946)**	**52,959,490**	**53,897,361**	**(937,871)**

Source: Department of Campus Services and Business Operations