UNIVERSITÉ YORK UNIVERSITY

York University
Planning, Budget & Accountability Report
1998-1999

Celebrating Forty Years

UNIVERSITÉ YORK 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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Acknowledgement

This first edition of York University's Planning, Budget and Accountability Report is the result of a major effort on the part of employees across the institution. In particular I want to acknowledge the contributions of the senior staff in the offices of the vice-presidents, and the executive officers and staff in each of the Faculties and major administrative offices of the University. Professor Edward Spence has achieved an overall coordination of this issue. Jessie-May Rowntree and her staff in the Department of Communications have worked extended hours and weekends to accomodate the many changes in text and organization and together they have produced this inaugural Report on time. My sincere thanks to everyone who has contributed.

Lorna R. Marsden, PhD
President and Vice-Chancellor

PRESIDENT'S MESSAGE AND PBA REPORT OVERVIEW

This Planning, Budget and Accountability (PBA) Report is an innovation 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 financial numbers contained herein are based on our fiscal year (May 1-April 30); the enrolment numbers are the November 1 count except where noted; appointments, promotions and other inclusions are based on the academic year (July 1-June 30).

York University has a strong governance record. The Senate of the University has active committees for academic planning and decision-making that govern all aspects of programs, courses, admission standards and the conferring of degrees. In addition, the Senate advises the president on tenure and promotion decisions, the conferring of honorary degrees, student affairs and behaviour, and all matters related to the academic strength and future of the University.

The Board of Governors has a strong record of fiscal prudence. It studies and approves budgets directed toward implementing the academic plans and providing support for students, faculty and staff in capital and equipment, and compensation. It provides financial and management oversight and builds the resources of the University. In addition the board advances the interests of the University within the wider community.

These governance actions are based on the presentation of plans by the administrators to the governing bodies and their committees. The University Academic Plan is the key document in guiding all other university plans and its constant review and renewal through the Senate and its Academic Policy and Planning Committee (APPC) ensures annual attention and development. An annual and three-year rolling budget complements these plans.

Overall, the University's more than 1,100 full-time faculty members and 1,600 part-time faculty and teaching assistants work with over 40,000 students each year. As researchers, they carry out pure, applied and professional research and practice in a wide range of fields. This year York conferred over 8,000 degrees. With an annual budget of over $340 million, 1,600 support staff members and three campuses, York is a large, complex institution. York faces many challenges in maintaining and improving the academic standing of our programs. The existing University Academic Plan continues to be fulfilled, but new government initiatives this year have forced the University to make some adaptations.

In 1998-1999, for example, the Ontario Government's trend toward tying funding to specific programs and, particularly, to private sector partnerships has required the University to modify plans and practices. This has been done while working hard to ensure that academic review and Senate decision processes maintain high standards not only in programs and course offerings but also in the service provided to our students. The Ontario Government's Access to Opportunities Program (ATOP), intended to greatly expand the number of student places in computer science and related engineering programs, is an example of tied funding. In 1999-2000 York expects the opportunity to create new physical space on campus through the Ontario Government's Superbuild Program which will be a focus of attention requiring rapid planning and considerable executive and committee time. The Superbuild Program is a provincial government initiative to enable universities to develop facilities in anticipation of significant enrolment growth during the next decade. Developing the York response to this program will entail strategic academic planning as well as facilities planning.

The context for planning is changing rapidly and opportunities like ATOP and the Superbuild Program arise with very short timeframes. The governance practices of the University must ensure that it is possible to respond in a timely fashion to new opportunities. Both the Senate and the Board of Governors are contemplating some changes to accommodate these new pressures.

Details of the University's finances are summarized in the table and charts following and reported in detail in the Financial Year End in Review chapter. The success of the campaign for equity in funding is reported in the Fair Funding details throughout this PBA Report.

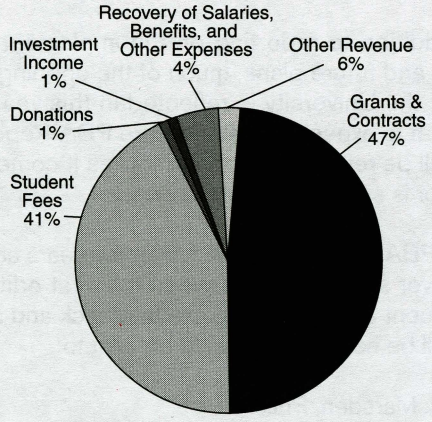
The successful completion of the National Campaign for York University in December 1998 was a major milestone for York. The Campaign, which reached its target a year ahead of schedule, realized over $108 million for York well beyond target. This success has resulted in a significant increase in the University's endowment fund. Income from endowments is increasingly important to student funding, faculty renewal, physical plant and facilities development and a variety of other projects which had been targeted for campaign support.

Details on fundraising and endowments are set out in the chapter of the Division of the Vice-President (University Advancement).

Operating Results – Summary (dollars)	1998-1999 Actual	Per cent of Total	1999-2000 Budget	Per cent of Total
Division of the President	2,841,488	0.8%	2,898,479	0.8%
Faculties	190,180,186	55.9%	198,172,783	52.2%
Libraries	18,467,476	5.4%	19,308,327	5.1%
VP (Academic Affairs) – other	41,927,197	12.3%	35,638,646	9.4%
Division of VP (Academic Affairs) & Provost – including Faculties	250,574,859	73.6%	253,119,756	66.7%
Division of VP (Enrolment & Student Services)	21,449,354	6.3%	28,301,116	7.5%
Division of VP (University Advancement)	4,576,994	1.3%	4,328,780	1.1%
Division of VP (Finance & Administration)	52,308,228	15.4%	51,166,952	13.5%
General Institutional	8,580,369	2.5%	39,631,235*	10.4%
Total	340,331,292	100.0%	379,446,318	100.0%

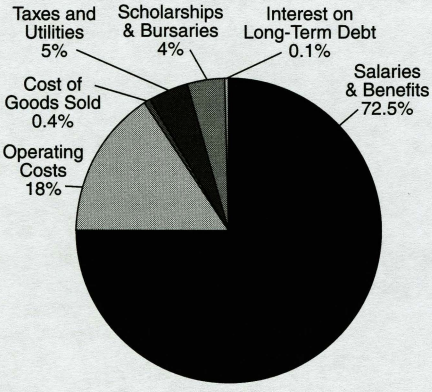
* the 1999-2000 budget amount for General Institutional includes funds tied by Government regulation to specific programs and initiatives, such as the Quality Improvement Plan, ATOP, Fair Funding, and other targetted grants. Budget allocations will be made to the appropiate divisions during the year, and the associated expenses will be reflected in the actual results reported in next year's PBA Report.

York University 1998-1999 Operating Revenue-by Source



Total Operating Revenue = $340.8 million

York University 1998-1999 Operating Expenses-by Type



Total Operating Expenses = $340.3 million

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 both the final actual expense amounts for 1998-1999 fiscal year, as well as budget amounts for 1999-2000 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 income and annual budget allocations. External cost recoveries includes 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 annual 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 and Business Operations, 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 ATOP, or Fair Funding, which had not yet been allocated at the time of preparation of the PBA Report tables.

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 first publication of York University's Planning, Budget and Accountability (PBA) Report is a new way of bringing together these three key aspects of our work for the information of community members. The Annual Report of the University, on the other hand, is the key document for broader public communication of the University's work.

The PBA Report will replace a number of publications that are now presented at various times throughout the year. It will appear each year in the beginning of the Fall term and is both retrospective and prospective in nature. Essentially, the PBA Report answers the following questions for each major unit in the University:

- What were the plans for the year just past?
- How did the budget link to those plans?
- How did actual results vary from those plans and why?
- What are the major plans for the coming year?

Through the PBA Report, members of the University and interested outside parties will have a picture of York's academic priorities and areas of planned change and the way in which public funds and tuition fees are spent to realize those plans.

In addition to reporting on the implementation of change and future plans, much of the ongoing routine work of the University is reflected in this year's PBA Report. It is expected that in future PBA Reports this work will be reflected in more detail as it comes under review or is subject to future changes.

The PBA Report will evolve over the years and probably never so much as between this first edition and subsequent editions. Therefore feedback and suggestions will be helpful and should be sent to:

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FINANCIAL YEAR-END IN REVIEW

This section of the Planning, Budget and Accountability Report discusses York's financial results for the 1998-1999 fiscal year. These results are reported in York's audited Financial Statements for the year ended April 30, 1999. This is the second year of reporting results based on the Canadian Institute of Chartered Accountants (CICA) accounting changes, which are required for not-for-profit organizations and which York adopted last year.

Highlights

- The 1998-1999 fiscal year was the final year of York's three-year operating budget plan to adjust to the $28.0 million grant cut imposed by the Ontario government in 1996-1997. York has achieved the requirements of this plan which called for balanced operating budget results by the end of 1998-1999.
- The overall $3.9 million excess of revenue over expenses in 1998-1999 was in keeping with both the three-year operating budget plan, and the University's overall plan to manage the $85.5 million unrestricted net asset deficit reported last year.
- Unrestricted net assets represent the accumulation of all the surpluses and deficits since the University's inception. York's cumulative deficit was reduced from $85.5 million in 1997-1998 to $68.0 million in 1998-1999. This reduction in the cumulative deficit is in line with the first year of a 10-year plan approved by the board in November of 1998.
- Endowments increased by $22.4 million to $90.0 million (book value) in 1998-1999, reflecting the completion of a very successful National Campaign for York University augmented by the Ontario Student Opportunity Trust Fund match from the Province of Ontario. The market value of York's endowments was just over $118 million at year end.
- Spending on scholarships and bursaries increased to $14.9 million, reflecting a $4.0 million increase over 1997-1998.
- In 1998-1999 the Ontario government commenced two key new funding grants: the Fair Funding Grant and the Access to Opportunities Program (ATOP). Fair Funding begins to address York's disadvantaged position in comparison to other Ontario universities in terms of grant funding per enrolment. ATOP funds significant expansions to computer science enrolments. The specific terms of these programs restrict how the associated grant income can be spent.

I. Overview of Accounting Principles

York University's Financial Statements are subject to external audit. Ernst and Young LLP expressed an unqualified opinion on the statements for fiscal 1998-1999. This means the Financial Statements present fairly, in all material respects, the financial position of the University as at April 30, 1999, as well as the results of its operations and the changes in its financial position for the year then ended, in accordance with generally accepted accounting principles.

The key accounting principles and presentation used in the Financial Statements reflect the concepts set out below:

- Revenue Recognition: Deferral method, whereby revenue is matched with the associated expenses in the year the expenses occur. (See Appendix 1 for an explanation of revenue deferral.)
- Presentation is in a single column.
- Expenses are reported by object of expense whereby expenses are classified according to nature or type of expense.
- Capital Assets: The value of an asset is amortized (or expensed) over its useful life. (See Appendix 1 for further explanation.)
- Current assets and liabilities are separated from long-term assets and liabilities. Current items have a maturity of less than one year.
- Other Post-Employment and Early Retirement Benefits: The liability is calculated and expensed (accrued) each year as earned by employees, and recognized in the statements. (See Appendix 1 for more information.)

II. Balance Sheet

The balance sheet (Statement 1 of the Financial Statements) is a "snapshot" of 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 financial year. (Appendix 2 sets out the balance sheet results for the fiscal years ended April 30, 1999 and 1998.)

Assets

One of the most significant changes in the University's financial position is the increase in endowments which appears on the balance sheet in the Net Assets section.

Endowments on a book value basis, increased by $22.4 million to $90.0 million. Another significant change is the $34.9 million increase in investments. Investments increased to $127.6 million from $92.8 million.

As a result of the Seneca@York agreement, a promissory note was issued from Seneca to York in the amount of $10.3 million payable over a five-year period. These funds will be directed towards construction of a new science building at York. Payments are on schedule and the total note receivable is now $10.0 million, including the $2 million current portion due during 1999-2000.

In terms of the year over year results, total assets increased $40.6 million by the end of fiscal 1998-1999 largely due to increased endowment investments as a result of the successful University campaign.

Capital assets, net of accumulated amortization, decreased $2.3 million as the total purchase of capital assets for the year was $20.1 million while amortization of capital assets was $22.4 million. Last year, total purchases of capital assets were $23.0 million and amortization was $20.5 million.

Liabilities and Net Assets

Total liabilities increased by $15.0 million to $316.8 million in 1998-1999, largely due to the increase in deferred contributions and income.

Since the growth in deferred contributions and income in 1998-1999 resulted from new research grants which have been received but not spent, as well as increased Summer term fee revenue already received for the next academic year, the increase in liabilities is not as unfavourable as it might appear at first glance.

The most significant change in deferred contributions and income occurred in the current portion of these liabilities - an increase of $13.2 million to $38.0 million. This resulted from the combined impact of the following:

- increased revenue from fees received for the subsequent academic year,
- an increase in deferred research grants, and
- grant funding flowed by government for the University's next fiscal year but received before York's fiscal 1998-1999 year-end.

The net assets section of the University's balance sheet includes four components:

- unrestricted net assets - the University's cumulative surplus/(deficit) position since the University's inception,
- internally restricted net assets, which are detailed in Figure 1,
- investment in capital assets, and
- endowments.

Total net assets increased from $77.7 million in 1997-1998 to $103.3 million in 1998-1999. The overall increase of $25.6 million resulted from the combined effects of:

- a $22.4 million increase in endowments as discussed above,
- the $17.5 million decline in the cumulative unrestricted net asset deficit position of the University in keeping with the board-approved reduction plan, and was
- offset somewhat by the $15.8 million decrease in internally restricted net assets.

Figure 1: Internally Restricted Net Assets 1998-99, (millions of dollars)

Departmental carryforwards	18.3
Progress-through-the-ranks (PTR)	(8.7)
System enhancements for year 2000	0.7
Computing systems development	1.2
Pay equity	–
Contractual commitments to employee groups	0.7
University stabilization funds	–
Purchase order commitments	1.7
Pension cost deferral	–
Capital reserve	5.7
Balance, end of year	**19.6**

Figure 1 provides a listing of the University's internally restricted net assets. During 1998-1999 three of these funds were fully depleted: pay equity, university stabilization reserve and the pension cost deferral. Descriptions of the other internally restricted net assets are set out below:

- Departmental carryforwards increased from $16.4 million to $18.3 million. Under board policy, 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.
- Progress through the Ranks (PTR) is now recognized explicitly in the internally restricted net assets section of the Financial Statements. In previous years these amounts were included in unrestricted net assets. PTR adjustments are received by faculty members on an annual basis. These PTR adjustments are planned to be self-funding over time, and hence have no overall incremental budget impact. The self-funding result is achieved through the implementation of York's salary recovery budgeting framework. While the cost of PTR

adjustments will 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, depending on the number of retirements that occurred during the year. At the end of 1998-1999, $8.7 million more in PTR adjustments had been paid out than had been recovered. The net PTR adjustments are now included in the internally restricted net assets section to provide greater financial disclosure and avoid overstating or understating the unrestricted net asset deficit.

- The University established an extraordinary reserve of $1 million in 1997-1998 to cover potential costs arising only as a result of problems associated with the transition to year 2000 and upgrading or replacing hardware, software and equipment to cope with that transition. By the end of fiscal 1998-1999, $0.3 million of this reserve had been spent.

- The University continues to budget for computing system development to upgrade major administrative computing and information systems. This internally restricted reserve, which is embedded in departmental budgets, is to support future commitments for the new systems in progress as well as planned future stages of system implementation not yet contracted for at fiscal year-end.

- Contractual commitments to employee groups decreased from $4.6 million to $0.7 million as obligations arising from settlements were paid out of this reserve. This is the net carryforward of funds from accounts which are defined under collective agreements with various employee groups.

- Purchase order commitments represent the net value across all operating budget units of purchase commitments for goods ordered but not yet received at year end. This increased by $0.3 million reflecting a slightly higher year-end value of these outstanding commitments.

- Capital reserve increased slightly to $5.7 million. This represents budgeted funds restricted for covering deferred maintenance, capital emergencies and major capital projects. The deferred maintenance issue is significant for York as some buildings reach the point of major refurbishment. This cost is estimated at over $50.0 million.

III. Statement of Operations

The Statement of Operations records the University's revenue from all sources, expenses and the excess of revenues over expenses. (Appendix 3 sets out the Statement of Operations for the fiscal years ended April 30, 1999 and 1998.)

For the implementation of the CICA accounting for not-for-profit institutions, last year the deferral method of revenue recognition was adopted. Only those revenues for which there is an associated in-year expense are recorded in this statement; those revenues for which the associated expense will happen in the future are reported as deferred contributions and income or as deferred capital contributions in the liability section of the balance sheet.

Excess of Revenue over Expenses

As planned, in 1998-1999, there was an excess of revenue over expenses. The $3.9 million is in keeping with the budget plan as approved by the Board of Governors.

Fiscal 1998-1999 was the final year of budget adjustment to the large revenue loss of 1996-1997, the year in which the Provincial Government cut $28.0 million from York's operating grants.

Revenue

Total revenue increased by $29.0 million or 7.6 per cent to $410.6 million in 1998-1999 largely because of increased tuition fee revenue, the Fair Funding Grant, higher research grants, and the success of the York campaign as reflected in higher investment income. Revenues also improved from ancillary operations.

Grants and contracts provided 44.3 per cent of total revenues, the largest single source of revenue, in 1998-1999. Grants consist of operating grants from the Province of Ontario, a small amount of capital grants from the Province and research grants largely from the federal government. Total revenue from grants and contracts (private and government) increased by $5.4 million or 3.1 per cent.

Fees increased by $17.9 million or 13.1 per cent compared to 1997-1998, largely because of the tuition fee increase of 10 per cent to undergraduate fees for domestic students, a small increase in enrolments and increased tuition fee revenue received from enrolments of international students. Also included in these fees are student referenda fees which are passed through to student organizations.

In 1998-1999 tuition reinvestment in student financial assistance increased from 30 per cent of the tuition fee increase to 35 per cent. These tuition reinvestment funds for student assistance are included in the year over year growth in fees of $17.9 million.

Revenue from sales and services increased by $1.7 million in 1998-1999 reflecting the continued improvement in ancillary operations.

Investment income increased from $6.0 million to $7.8 million reflecting the success of the University

Campaign and the OSOTF initiative. The OSOTF endowments will further increase financial aid spending as the income from these endowments becomes available.

Other revenues increased by $1.2 million principally due to funds received from The Pepsi Bottling Group (Canada), Ltd. under the terms of a 10-year contract.

Expenses

Total expenses increased by $23.3 million to $406.7 million, an increase of 6.1 per cent. However, since total expenses grew at a slower pace than total revenue, the University was able to achieve an excess of revenue over expenses.

The University devotes the largest proportion of its spending to salaries and benefits. Spending on salaries and benefits increased by 4.0 per cent to $270.5 million reflecting a number of factors, including the impact of negotiated settlements.

Increased spending on student financial assistance is a noteworthy aspect of this year's Financial Statements. Total spending on scholarships and bursaries increased by $4 million in 1998-1999. In addition, other forms of student financial assistance are reflected elsewhere in Statement of Operations; for instance, York increased spending on work/study in 1998-1999, and this spending is reflected in salaries and benefits.

Operating costs increased in 1998-1999 compared to 1997-1998. Repair and maintenance costs were the principal factor contributing to the $7.4 million increase in operating costs to $60.5 million in 1998-1999. Increased spending on repair and maintenance allowed the University to manage in an environment of pressing capital needs without major new capital expenditures on construction projects. The space deficit under which York University operates relative to other comparable Ontario universities is well documented.

VI. Summary

The fiscal year 1998-1999 was the final year of adjustment to the $28.0 million grant cut imposed by the Province of Ontario. Operating units made significant progress in implementing the three per cent annual cut which was applied across-the-board to budgets in order to fully adjust to this grant loss.

The board-approved plan to reduce the cumulative unrestricted net asset deficit is on track. The planned excess of revenue over expenses in 1998-1999 assisted in achieving this plan.

York has been very successful in raising funds through the National Campaign of the University aided by the OSOTF initiative. In terms of total endowments, York is now ranked at 13 in Canada, ahead of last year's ranking of 15 (Source: CAUBO University Investment Survey, Dec. 31, 1998).

York received the first installment of the Ontario government's Fair Funding Grant in 1998-1999. This funding is being provided to begin to correct for the significant grant funding disadvantage under which York operates. Spending from this new grant as well as other new grants and increases in tuition fees is restricted by Government.

Appendix 1

Revenue Deferral: Under the deferral method of accounting, revenue is recognized in the Statement of Operations 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 contributions and income or deferred capital contributions and are recorded as liabilities in the balance sheet.

Endowments are donations which the donor directs to be permanently maintained by the University. They are recorded as direct increases in endowments in the net assets section of the balance sheet, rather than as donation revenue, so that 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 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 did not extend the useful life of an asset.

Other Post-Employment and Early Retirement Benefits: The value of the future benefits earned by employees to the end of the 1998-1999 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 costs of these benefits amounts to $32.6 million as of the end of 1998-1999, an increase of $1.7 million over last year.

Appendix 2

BALANCE SHEET
(thousands of dollars)

As at April 30	1999	1998
ASSETS		
Current		
Cash and short-term investments	34,682	20,228
Accounts receivable	27,058	32,690
Current portion of note receivable	2,000	928
Prepaid expenses	4,087	6,353
Inventories	6,213	4,420
Total current assets	**74,040**	**64,619**
Investments	127,644	92,789
Capital assets, net	210,427	212,700
Note receivable	8,030	9,409
	420,141	**379,517**
LIABILITIES AND NET ASSETS		
Current		
Accounts payable and accrued liabilities	46,318	42,550
Current portion of long-term debt	4,170	3,066
Deferred contributions and income	38,015	24,859
Total current liabilities	**88,503**	**70,475**
Long-term liabilities	32,850	31,400
Long-term debt	96,511	101,391
Deferred contributions and income	28,708	27,480
Deferred capital contributions	70,251	71,087
Total liabilities	**316,823**	**301,833**
NET ASSETS		
Unrestricted	(68,033)	(85,491)
Internally restricted	19,565	35,295
Investment in capital assets	61,818	60,307
Endowments	89,968	67,573
Total net assets	**103,318**	**77,684**
	420,141	**379,517**

Appendix 3

STATEMENT OF OPERATIONS
(thousands of dollars)

Year ended April 30	1999	1998
REVENUE		
Grants and contracts	182,194	176,756
Student fees	154,889	136,991
Donations	5,076	5,946
Investment income	7,760	6,013
Sales and services	39,742	38,064
Amortization of deferred capital contributions	3,406	3,367
Recovery of salaries, benefits and other expenses	14,986	13,189
Other	2,587	1,364
	410,640	**381,690**
EXPENSES		
Salaries and benefits	270,447	260,010
Operating costs	60,550	53,176
Amortization of capital assets	22,378	20,518
Cost of goods sold	11,021	10,494
Taxes and utilities	17,637	17,934
Scholarships and bursaries	14,873	10,885
Interest on long-term debt	9,839	10,463
	406,745	**383,480**
Excess of revenue over expenses (expenses over revenue) for the year	**3,895**	**(1,790)**

Compensation

Compensation levels for all of York's employee groups continue to be an area of concern to the University administration. The increasingly competitive hiring environment, particularly for faculty and technical staff, is an area of particular concern.

Figures 1 and 2 provide a perspective on faculty salaries at York in relation to the Ontario university system. The mean York salary for full, associate, and assistant professors is shown, for 1997-1998 and 1998-1999, and ranked against mean salaries at other Ontario universities, as reported to Statistics Canada. Information on salaries for 1998-1999 had not been received for the University of Toronto and the University of Western Ontario.

The Department of Human Resources (DHR) is continuing to work towards establishing market-based salary comparators for the job classifications of non-academic employees at York, based on the Greater Toronto Area (GTA). DHR will provide these for the next edition of the PBA Report in October of 2000.

Initial indications are that York's compensation is close to the market for its Confidential, Professional and Managerial (CPM) employees, except for senior managerial positions, where York appears to be below the market. The range of staff (YUSA) positions makes generalization difficult; however, turnover rates are low except for technical/computing positions – where York has challenges in recruitment and retention, and all indications are that York's compensation is below the market for at least some of these. With respect to trade positions, York appears to be well aligned with the GTA market. Generally, in establishing valid external market comparators, updating York job descriptions needs to become an ongoing aspect of compensation administration. Finally, all of the above applies principally to salary; whereas York will continue to function within a total compensation framework.

Figure 1: 1997-1998 Mean Salaries at Ontario Universities by Rank (all ages)

Full Professor		Associate Professor		Assistant Professor	
Toronto	$102,743	Toronto	$83,030	York	62,535
W. Laurier	94,820	Guelph	78,440	Guelph	61,359
Waterloo	93,674	York	75,737	Toronto	60,207
Trent	92,964	Waterloo	75,723	Windsor	60,164
York	92,198	Windsor	75,328	Nipissing	58,121
Ottawa	91,709	Ottawa	75,059	Carleton	57,781
Windsor	91,582	Carleton	74,823	Queen's	57,761
Laurentian	91,445	Western	73,365	Ottawa	57,569
Western	90,986	Nipissing	72,760	Trent	56,859
McMaster	90,198	Queen's	71,604	Waterloo	56,740
Guelph	89,939	Brock	71,410	W. Laurier	56,389
Carleton	89,559	W. Laurier	71,394	Western	56,318
Queen's	89,360	McMaster	71,202	McMaster	54,387
Brock	89,229	Trent	70,613	Brock	53,955
Nipissing	86,439	Laurentian	66,490	Laurentian	53,504
Ryerson	75,389	Ryerson	58,683	Ryerson	50,780
Lakehead	68,100	Lakehead	54,950	Lakehead	46,100

Source: Statistics Canada: "Salary and salary scales of full-time teaching staff at Canadian Universities."

Figure 2: 1998-1999 Mean Salaries at Ontario Universities by Rank (all ages)

Full Professor		Associate Professor		Assistant Professor	
Trent	$98,298	Guelph	81,461	York	63,497
York	95,966	York	78,824	Guelph	62,392
Waterloo	95,136	Waterloo	78,202	Windsor	61,372
W. Laurier	94,002	Windsor	76,777	Waterloo	59,138
Ottawa	93,802	Trent	76,587	Nipissing	59,082
Windsor	92,369	Ottawa	76,455	Queen's	58,206
Queen's	92,146	Carleton	76,398	Carleton	57,752
Guelph	92,021	W. Laurier	73,239	W. Laurier	56,921
Laurentian	91,673	Queen's	73,088	Trent	56,419
Brock	91,671	Brock	72,986	Ottawa	56,348
McMaster	89,680	Nipissing	72,678	Brock	55,305
Lakehead	89,282	McMaster	70,615	Laurentian	54,548
Carleton	88,827	Lakehead	69,534	McMaster	54,298
Nipissing	87,713	Laurentian	67,828	Lakehead	53,443
Ryerson	75,308	Ryerson	57,972	Ryerson	51,108

Source: Statistics Canada: "Salary and salary scales of full-time teaching staff at Canadian Universities."

DIVISION OF THE PRESIDENT

Lorna R. Marsden, President

Overview

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 page at http://www.yorku.ca/admin/comm/prez/index.html for the full text of the presidential mandate.)

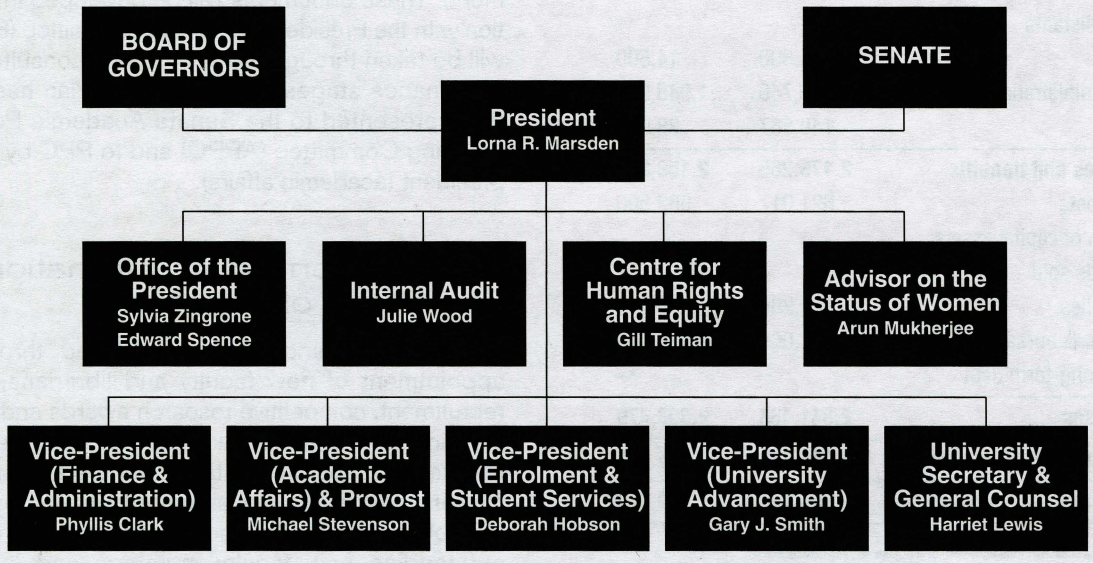
The presidential mandate summarizes the responsibilities of the president as follows:

"The president is responsible to the Board of Governors for the leadership and all aspects of management of the University. The president is also responsible for academic leadership in the University and will work with the Senate and academic officers of the University to establish the academic mission and focus of the University. The president and her administration shall be characterized by a willingness to be open, receptive and responsive to the views and concerns of individuals and groups in the University community while striving to achieve the agreed vision and goals of the University."

In addition to the Office of the President, the Division of the President also includes responsibility for the University offices identified in the following organizational chart and whose reports are included in this chapter.

During 1998-1999 the staff in the Office of the President included a senior policy advisor seconded from the academic ranks, an executive officer, a policy assistant, four full-time support staff, and two work/study students. Responsibilities of the senior policy advisor include the direction and management of the work of the University Executive Committee (UEC) comprised of all vice-presidents, the general counsel and the president; and the President's Priorities Committee (PPC) comprised of all deans, vice-presidents, the general counsel, the University librarian, the chief finance officer and the president; student government relations; government relations; planning and policy development; and special projects. The executive officer is responsible for the overall management of and strategic administrative planning for the Office of the President which includes information systems, staffing, budgeting and physical resources. She coordinates and facilitates the communications of the departments which report through the president's division. In addition, the executive officer plans and manages presidential involvement in all convocations, ceremonials and events initiated by the president's office and oversees those organized by other departments in the president's name. Financial and procedural management of decanal and vice-presidential searches also come under her administration, as do a number of special projects such as international initiatives. With the senior policy advisor, the executive officer coordinates the president's time through strategic management of the president's schedule.

Organizational Chart: Division of the President 1998-1999



The budget summary for the Division of the President is presented here. Further information on budget details is contained in the following sections.

Division of the President

(dollars)	Operating Results by Unit 1998-1999 Actual	1999-2000 Budget
Office of the President		
Operations and institutional	972,677	979,380
President's awards and prizes	40,285	69,687
Convocation	32,800	53,643
Total Office of the President	**1,045,762**	**1,102,710**
Office of the University Secretary and General Counsel	1,009,321	1,067,695
Internal Audit Department	213,367	196,379
Office of the Presidential Advisory on the Status of Women	69,991	89,112
Centre for Human Rights and Equity	503,047	442,583
Total Division of the President	**2,841,488**	**2,898,479**

Division of the President

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	117,771	–
Internal cost recoveries	48,601	28,836
Other revenues	–	–
Budget allocation	2,719,869	2,843,553
Total Revenue	**2,886,241**	**2,872,389**
Expenses:		
Faculty – administration	132,856	131,677
Faculty – full-time	23,502	24,533
Faculty – contract	–	–
Teaching assistants	–	–
Research	11,600	14,500
Support/Administration	1,866,740	1,949,594
Other	140,567	38,054
Total Salaries and Benefits	**2,175,265**	**2,158,358**
Operating costs	621,017	663,600
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes & utilities	44,206	46,471
Scholarships & bursaries	1,000	30,050
Interest on long-term debt	–	–
Total Expenses	**2,841,488**	**2,898,479**
Total Revenues less Expenses	**44,753**	**(26,090)**
Previous Year's Carryforward	**104,795**	**79,939***

* this carryforward balance includes post-year-end adjustments of $(69,609)

Advancement of the Presidential Mandate

Details on the projects and priorities for the president's office are reported in the following pages under headings reflecting the major components of the president's mandate.

The Development and Enunciation of the University's Values, Vision and Goals

A major initiative in 1998-1999 was the development of the York University Mission Statement. The new mission statement was drafted through a consultative process sponsored by the Joint Executive Committees of the Board of Governors and the Senate of York University with the assistance of an outside facilitator, Mr. John Whyte, deputy minister of justice in the province of Saskatchewan and a former dean of the Queen's University Law School. The process included two conferences and broad community consultation. The mission statement was endorsed by the Senate in January 1999 and by the board in February 1999. The mission statement is intended to provide a guide for the preparation of goals and more specific strategic plans for the next 5-10 year period.

In 1999-2000 efforts will focus on the development and approval of comprehensive strategic plans to enable the University to advance its mission. The articulated mission will be fulfilled in a renewed academic plan (through the vice-president (academic affairs) and provost) and accompanying strategic documents on enrolment in anticipation of long-term growth put forward through the vice-presidents (enrolment and student services) and (academic affairs), a strategic budget plan presented by the vice-president (finance and administration), and a strategic advancement plan presented by the vice-president (university advancement). These documents will be developed in conjunction with the President's Priorities Committee (PPC) and will be taken through the appropriate consultative and governance stages. The Academic Plan has already been presented to the Senate Academic Policy and Planning Committee (APPC) and to PPC by the vice-president (academic affairs).

Encouragement of International Standards of Excellence

International standards are reflected through the appointment of new faculty and librarians, student recruitment, competitive research awards and recognition, and administrative practices. York has pursued high standards in appointments and tenure and promotion matters and in the development of new programs. Notable success has been achieved in recruiting outstanding new faculty members and in gaining

national and international recognition and support for research at York.

Following competitive searches, the president recommended to the Board of Governors the appointments of 32 new faculty members and two new librarians in each of whom the University has the highest confidence. In addition, the president recommended to the Board of Governors that 16 faculty members be granted tenure and/or promotion to the rank of associate professor, and that 16 faculty members be promoted to the rank of full professor or senior lecturer.

During 1998-1999 significant research awards were won in peer adjudicated competitions and these are detailed in the chapter from the vice-president (academic affairs) and provost.

The value of a student's degree depends upon the University maintaining the highest standards of academic excellence and continuing to monitor those standards. York continues to participate in program reviews at both the undergraduate and graduate levels: in 1998-1999 two York graduate programs and eight York undergraduate programs were reviewed. These included the first review of the Faculty of Education under the purview of Ontario's new College of Teachers. Through the Council of Ontario Universities (COU), York has agreed to an enhanced level of reviews for graduate programs which will be phased in over a period of two years. These new procedures will require out-of-province evaluators for all graduate programs, costing considerably more than the current practice, but ensuring the maintenance of high national and international standards.

All senior administrators who are members of the President's Priorities Committee (PPC) or the University Administrative Forum (UAF) have been asked to identify international competitors and benchmarks as a basis for future measurement of York's standing. This review includes all areas of administration such as investments, human resource practices, student recruitment and student financial support. During 1998-1999 three of the vice-presidents visited comparator universities in the US, Canada and abroad to study programs, recruitment, organization and administration and have reported to the University Executive Committee (UEC) on their findings.

Issues of equity remain a concern and in addition to tracking equity measures for both academic and non-academic staff and requiring equity reports on all new appointments, York continues to make comparisons with other institutions in terms of employment practices.

In 1999-2000 research programs and competitions will be the highest priority through efforts to raise both the profile of existing research and researchers among the faculty and graduate students, and to increase success levels in funding competitions. Following completion of the work of the Presidential Task Force on Research Centres, initial administrative changes were implemented and responsibility for oversight of the centres now rests with the associate vice-president (research). Further reorganization is underway in the area of research administration and will be reported in 1999-2000.

Expanded student recruitment efforts in the international arena are described in the chapter of the vice-president (enrolment and student services). The strategic enrolment plan referred to above will include international issues.

Sound Governance and Constructive Working Relationships Within the University

Early in the 1998-1999 year, the functions of University counsel and the University secretary were integrated into a single unit, and the committee structure of the Board of Governors was revised. These important changes are reported in detail in the report of the Office of the University Secretary and General Counsel. This change has enhanced the efficiency and effectiveness of governance.

The president receives from each direct report a set of performance goals at the beginning of each year and monitors these through performance reviews with each person who reports to her on a periodic basis. A formal performance review is held each spring and reported to the board executive committee.

The president and members of the UEC meet three times each term with the presidents and executives of the two main student governments: the York Federation of Students (YFS/FÉY) and the Graduate Students' Association (GSA) to review issues and anticipate problems. These meetings help in dealing with crucial internal developments and planning meetings with Government and Opposition leaders on topics of mutual concern (see below).

The president chairs a number of standing advisory bodies: the weekly University Executive Committee (UEC), the monthly President's Priorities Committee (PPC), the monthly Land Use Coordinating Group (LUCG), and the quarterly University Administrative Forum (UAF). She also chairs the semi-annual President's Advisory Committee on Human Rights (PACHR). In 1998-1999 the Quality of Life on (Keele) Campus Committee was created and met on five occasions chaired by the president. During 1998-1999 the president attended a total of 39 UEC meetings, 13 PPC meetings, and 14 LUCG meetings.

The president attends all committees of the Board of Governors and, until it completed its work, attended all

meetings of the National Campaign Committee and the associated special events. She is also active on the Senate's Academic Policy and Planning Committee (APPC) and the Senate Executive Committee and is a member of Senate and the Board of Governors. In 1998-1999 the president attended 30 board committee meetings, 31 Senate committee meetings, six board meetings and 10 Senate meetings. She also attended meetings of the York University Development Corporation (YUDC), and the Alumni Advisory Board, including the Annual General Meeting of the York University Alumni Association.

Periodic meetings were held with the Council of Masters, the Distinguished Research Professors and University Professors, and student groups on campus as well as special meetings such as the 40th Anniversary Steering Committee and Advisory Committee, and with the leadership of the Confidential, Professional and Managerial Employees (CPM), the York University Faculty Association (YUFA) and the York University Staff Association (YUSA).

All of the above bodies, committees and boards will continue to meet regularly throughout 1999-2000.

The Presidential Working Group on Information Technology reported in the Fall of 1998 and has been succeeded by a Computing and Network Services Strategy Committee which is developing a new organizational framework for centralized computing and network services and is undertaking a search for a new executive director of information technology. The new executive director will be appointed in the Fall of 1999 and will report directly to the president.

As a result of consultation and search processes during 1998-1999, several deans were appointed or reappointed. In July of 1998 Professor Peter Hogg was appointed as the dean of Osgoode Hall Law School, Professor Phillip Silver was appointed as dean of the Faculty of Fine Arts and Dean Dezsö Horváth was reappointed as dean of the Schulich School of Business as were Dean George Fallis, Faculty of Arts and Dean Robert Prince, Faculty of Pure and Applied Science. During 1998-1999 searches were mounted for a new dean of the Faculty of Education and a new principal of Glendon College. Terry Piper was appointed dean of the Faculty of Education for a five-year term, effective October 1, 1999, and Kenneth McRoberts was appointed principal of Glendon College, for a five-year term effective July 1, 1999. The new Vice-President (University Advancement) Gary J. Smith took up his position on July 1, 1998.

Greater accountability is being achieved through the presidential mandate, through regular reporting in Senate, and to students through the University Web site, *Excalibur* and the *Gazette,* and through this PBA Report.

The budget of the Division of the President includes specific funds in support of the various advisory committees discussed above and for the support of decanal and other executive level search processes and for various advisory committees and task forces. In 1998-1999 this included the support of the Task Forces on Research Centres and the Computing and Network Services Strategy Committee. The 1998-1999 budget also included some one-time support for the restructuring of the Office of the University Secretary and General Counsel and for upgrading the facilities and equipment of the secretariat. The 1999-2000 budget of the division includes additional base budget support for the Office of the University Secretary and General Counsel to provide for hiring of additional staff in support of the work of the Senate and the Board of Governors.

In 1999-2000 there are several decanal searches underway or planned, as well as the ongoing search for the executive director of information technology. All of these searches are funded from the budget of the Office of the President.

Raising the External Profile and Understanding of the University

In keeping with her mandate, during 1998-1999, the president was able to increase the proportion of her time spent on external relations with all levels of government, outside organizations and on international travel.

Government relations is a central portfolio in the president's office. In 1998-1999 the president met separately with the minister of education and training, as well as with the deputy minister and the assistant deputy minister, and the leaders of both opposition parties and their post-secondary education critics. In addition, she participated in several COU meetings with the same provincial officials. She met with several federal ministers both separately and through the Association of Universities and Colleges of Canada (AUCC). Municipal visits were made in the City of Vaughan and in the City of Brampton.

Priorities in such meetings were student funding, research and the inequities in basic funding of Ontario's universities and York in particular. The ongoing concern for public transit and a subway link to campus was also pursued. Some progress has been made in the first two areas. The inequities issue saw the greatest success as the provincial government announced the Fair Funding allocation to help redress this long-standing problem on which the York executive team had worked for many years. York benefited significantly from this program and over three years will receive an increase of more than $12 million in base operating funding, for the improvement of the quality of programs. This announcement also signalled the Government's commitment to

preserving 17 strong universities in Ontario with differentiated, but not tiered, missions.

Discussions have continued with the new City of Toronto and municipalities in the 905 area, particularly the City of Vaughan and the Regional Municipality of York, about transportation issues; with the Federal Government on research, international matters and a range of priorities; and through the AUCC with the Federal Government and COU with the Government of Ontario on all matters affecting universities.

The successful conclusion of the National Campaign for York University in late 1998 allowed the University profile to be raised in the community of benefactors thanks to the hard and continuous work of campaign Co-Chairs, governors Timothy Price, John Bankes and Margot Franssen, and the efforts of many other excellent volunteers and staff members.

During 1998-1999 the president delivered speeches to diverse audiences in cities and countries ranging from Calgary to Boston, Aurora to Israel, and Hong Kong to downtown Toronto. Highlights included: a speech, "IT Skills Shortage: University Initiatives to Meet the Need" to the Canadian Business Telecommunications Conference in Toronto; a keynote address to the Canadian Federation of University Women; participation in a panel discussion on Higher Education in Israel and Canada; an address to the Rotary Club of Toronto on "Five Things Universities Can do to Help Canada's Economic Growth"; and a speech at the Mentorprise program "Invest in Potential" business leader celebration on the "Value & Importance of Investing in the Potential of Young Graduates".

Interviews in the media (both print and broadcast) have been regular and extensive, and have included items in *The Toronto Star*, *The Globe and Mail*, *The National Post*, *Maclean's* and on CBC radio. The president has appeared in at least 50 media clips over the past year.

The president is active in COU and AUCC. Since the Fall of 1998 she has chaired the Policy and Planning Committee of COU and also serves as a member of the COU Executive Committee. In 1998-1999 she attended six COU Council meetings, 11 meetings of the executive heads of Ontario universities, and six meetings of the Policy and Planning Committee. In the spring of 1999 in the run up to the provincial budget and election, the president served as a COU representative on the Joint COU/MET Task Force on University Capacity. This group held five extended meetings over the period from February to May 1999 and appears to have had a significant impact on provincial policies on university planning and capital funding. This group is expected to become very active again in the Fall of 1999.

In addition to regular attendence at AUCC and COU events the president attended several conferences including the Coalition of Urban and Metropolitan Universities and the decennial meeting of the Canadian Institute for Advanced Research. She also sits on the Toronto 2008 Olympic Bid Committee and a variety of not-for-profit and corporate boards and advisory boards in Canada and the USA.

The president hosted 136 receptions, lunches and dinners throughout the year with guests including members of the faculty, staff and students, governors, donors, international visitors and government officials. She also attended more than 100 events upon invitations by others.

To raise the external profile of the University and advance international academic partnerships with York, the president accepted four invitations during 1998-1999 and travelled a total of 24 days on behalf of the University. These four events were: a speaking engagement at The Hebrew University of Jerusalem, Halbert Centre for Canadian Studies, conference on higher education (June 27 - July 1); and visits to the German Academic Exchange Service (DAAD) in Germany (November 30 - December 4), the Ministry of Foreign Affairs in Japan (January 23-30), and the Government of Hong Kong Special Administrative Region (January 30 - February 5).

During her seven days in Germany, the president visited the DAAD headquarters, the German Conference of Rectors, the Friedrich-Naumann-Stiftung (FNS), and five universities. These visits provided the opportunity to explain the work of the Canadian Centre for German and European Studies (CCGES) at York and the Université de Montréal and to understand more fully the major changes which are occurring in the world of university education in Germany and their relevance to student recruitment and international exchange issues.

Vice-President (University Advancement) Gary J. Smith accompanied the president to Japan and Hong Kong. While in Tokyo and Kyoto for five days in January, the president was able to strengthen York's existing partnerships with Meiji and Keio universities, and advance York's interests and role in developing peace and security studies which included holding meetings with members of the Research Institute for Peace and Security. She also met with York alumni and finalized the establishment of a York University Alumni Chapter in Tokyo. She met with members of the Urasenke Foundation to further the plans for building a teahouse on York's Keele campus. She visited the Global Foundation for Research and Scholarship to thank them for their support of York graduate students and to further York's interests with the Nippon Foundation. Discussions with the Chair and CEO of the Japan Canada Educational and Cultural Exchange Program

extended their interest in widening their links with York University. She also held a productive meeting with Dr. Tadashi Yamamoto, the president of the Japan Centre for International Education.

As a guest of the Government of Hong Kong the primary purpose of the president's visit was to see first-hand the new leadership in Hong Kong since the handover and to learn about the new constitutional, economic and political arrangements. Other goals of the visit to universities and colleges where York has special relationships were to meet with the large and active body of York University alumni. Throughout the Hong Kong visit the president was accompanied and greatly assisted in her meetings by Professor Bernard Luk, director of the Canada and Hong Kong Project in York's Joint Centre for Asia-Pacific Studies and by the efforts of Mr. William Chan, a member of York's Board of Governors who resides in Hong Kong.

Exchange agreements were signed at both Hong Kong University and at Lingnan College, and at the Chinese University of Hong Kong the current exchange agreement was reviewed. A visit to the Hong Kong Institute of Education resulted in the planning of a reciprocal visit to York by senior administrators from that institution.

A successful dinner for York's alumni in Hong Kong encouraged their ongoing interest in and contact with York. The head of the York Alumni Association in Hong Kong, along with other alumni volunteer assistants, did an excellent job in organizing this event attended by a good proportion of the more than 1,500 York alumni in Hong Kong.

In 1999 the president will focus on inviting key individuals to York. This began with the visits in April of Dr. Ruth Hayhoe and colleagues from the Hong Kong Institute of Education, and in May of Mr. Rudolf Böhmler, permanent secretary of state, Ministry of Science, Research and Art, Baden-Württemberg and Dr. Wenner, senior advisor, Department of International Affairs, Ministry of Science, Research and Art, Baden-Württemberg.

Long-term international objectives are being developed by the Office of the Vice-President (Academic Affairs) in concert with York International and the Office of the Vice-President (University Advancement). There are no plans for the president to undertake international travel this year (she will be teaching during the Winter term). The president will focus on receiving international visitors to York's campuses. The 1999 Fall Convocation will involve a number of international visitors and an opportunity to showcase York's international linkages.

In 1999-2000 external priorities will also include a focus on strengthening relationships with communities in the 905 area. Background research is now underway and meetings will be held with politicians, community groups and business leaders from the communities in the 905 area with the goal of strengthening York's links in the Greater Toronto Area. Professor Edward Spence is taking the lead on this work which will be concluded in the Fall of 1999.

In addition, the president will attend international meetings in her roles as Chair of the Canada-US Fulbright Foundation, as a member of the Centre for Development and Population Activities (CEDPA) and as a keynote speaker at the Council for the Advancement and Support of Education (CASE) 1999 annual conference in Boston.

University Budgeting and Fundraising

The 1998-1999 University budget was managed within the terms of the approved three-year budget plan and brought to an end cuts related to the 15 per cent cut in provincial base grant funding in 1996-1997. The regrettable, but necessary rise in tuition rates was somewhat offset by the recent doubling of student funding through bursaries and scholarships.

In 1999-2000 there will be a focus on long-range strategic planning and related capital planning. Early in the Fall of 1999 a call is expected for enrolment and building plans from the Government of Ontario, related to double cohort and demographic growth in demand for university places, and York will be prepared to submit its plans and requests. The University also expects requirements for additional private sector support.

Public Accountability

The University has met all reporting requirements to Government. During 1998-1999 over 230 reports were filed with the provincial government.

In an effort to move toward greater, streamlined accountability to the University community the president and other members of the executive held a series of meetings with the York University Faculty Association (YUFA) to achieve a common understanding of the financial state of the University and recent accounting changes. An important agreement was reached concerning the disclosure of financial information and a joint communiqué was issued on July 21, 1998.

The production of this first Planning, Budget and Accountability Report to the community has been a key objective during 1998-1999. In 1999-2000 the PBA Report, will be refined, improvements will be introduced and comparable information will be presented documenting progress towards the University's mission and goals.

Cooperative Ventures

York University is a leader in the development of cooperative ventures and joint programs both domestically and internationally. York has been particularly successful in establishing innovative linkages with Colleges of Applied Arts and Technology (CAATs). York has more than 50 agreements with CAATs: initially, the agreements were for credit transfer; then articulation of programs; then joint programs; and, most recently, joint degree programs.

Recent initiatives with colleges in the GTA include:

- Funding from the Ministry of Education and Training in 1998 has enabled York and Trent universities to expand programs and course offerings at the University Centre at Durham to meet enrolment demands of a growing region.
- The Seneca@York project, the latest stage in York's long-standing collaboration with Seneca College, has seen Seneca construct a major teaching facility on the York campus which will officially open in September 1999.
- The launch in February 1999 of the joint Sheridan College-York University Program in Design leading to a York University Honours Bachelor of Design degree.
- A planned launch of an innovative joint degree in Nursing with Georgian and Seneca colleges. This program is a completely new four-year integrated collaborative curriculum delivered in a geographically articulated model.

York University continues to actively pursue collaborative relationships with the private sector. In 1998 the Ontario Government's Access to Opportunities Program (ATOP) and Ontario Research Development Challenge Fund (ORDCF) and the Federal Government's Canada Foundation for Innovation (CFI) programs have all provided incentives for new collaboration and partnerships. Under ATOP, York will double the number of students admitted to York to study in computer-related fields beginning in the Fall of 1999. The ORDCF and CFI programs are providing major research funding support for York researchers. Private sector partners are providing matching funds to enable York to participate fully in these programs. Further information on York's initiatives under ATOP, ORDCF and CFI is contained in the chapter of the Division of the Vice-President (Academic Affairs) and Provost and information on private sector funding of these initiatives is contained in the chapter of the Division of the Vice-President (University Advancement).

President's Awards and Prizes

The president's office is responsible for administering a number of prestigious awards annually. In 1998-1999 these included:

- President's Dissertation Scholarships are awarded to encourage and assist outstanding students in the final year of doctoral study to concentrate exclusively on their dissertation. The candidates must be nominated by their graduate program director. In 1998-1999, on the recommendation of the Scholarships and Grants Committee of the Faculty of Graduate Studies, the president gave awards to:

  Z. Abramson (Graduate Program in Sociology)
  A. Cunje (Graduate Program in Chemistry)
  J. True (Graduate Program in Political Science)
  M. Evenden (Graduate Program in History)
  J. Rusak (Graduate Program in Biology)

- Through the Creative Writing Program, the president's Prize for Creative Writing is given to undergraduate students who have submitted their work. For 1998-1999 six prizes were awarded to:

  Rita Simonetta (Fiction)
  Jena Schmitt (Fiction)
  Jeff Szpirglas (Screenwriting)
  Evan Jones (Poetry)
  Mat Yeldon (Poetry)
  Angela Szczepaniak (Drama)

- The Ronald Kent Medal, established by President Emeritus Ian Macdonald in memory of a staff member, was awarded to Raj Maharajh of the Department of Psychology, in recognition of his contribution to the University community beyond the responsibilities of his job.
- Also for outstanding contribution by a member of the support staff, the Professional and Managerial Award was presented to Debbie Ham, coordinator, Office of Student Affairs, a member of the CPM group.

Convocations

As a member of the Senate Subcommittee on Degrees and Ceremonials, the president worked with members of the subcommittee to review its procedures and the process for awarding honorary degrees. The Senate subcommittee also approved the creation of the York University Founders' Society to celebrate the University's 40th Anniversary and considered the selection of members for the society and reported to Senate.

In fulfilling the annual responsibility for the overall coordination of Spring and Fall convocation ceremonies on behalf of the chancellor and the president, the administration arm of the president's office, working with the Office of Student Affairs and the Convocation Office,

handled the visits of 13 honorary degree recipients and organized a cadre of University orators, including four who were asked to undertake this role for the first time. As well, the planning and management of two Fall and six Spring Chancellor's Luncheons and four Spring Chancellor's Teas for honorary degree recipients, their hosts, founders and guests were successful events.

In Spring 1999, 11 honorary doctorates were given to celebrated Canadians, business leaders, writers and patrons of the arts; 6,058 students graduated; six teaching awards were presented and a University Professorship was awarded to Professor Sandra Pyke. Following the induction of the first 10 members of the York University Founders' Society, in celebration of the University's 40th Anniversary, on March 26, 1999, 18 additional founders were honoured during the Spring convocation ceremonies.

During the four convocation ceremonies in the Fall 1998, approximately 2,100 students received degrees; there were two honorary doctorates and one Distinguished Research Professorship awarded. At the Fall 1999 ceremonies, four honorary doctorates will be awarded to individuals of international stature representing achievements in postsecondary education, government, culture, and the arts (see Annual Report 1998-1999 for details regarding honorary degree recipients and members of the founders' society).

Key Priorities for 1999-2000

1) Orderly preparations for the anticipated enrolment increase beginning in 2002-2003. In this regard issues requiring immediate action include the following:
   - creation of physical space—new buildings and renovations, ripple-use plans; other infrastructure,
   - strategic financial and academic plans through normal board and Senate procedures,
   - a variety of other plans for enrolment, advancement, and information technology.
2) Development of strategic plans around the University Academic Plan for the 10 years until the University's 50th anniversary in 2009.
3) Enhancement of York's research and research profile.
4) Continued relationship building with government on the following priorities:
   - research issues,
   - improving OSAP,
   - base grant funding.

OFFICE OF THE UNIVERSITY SECRETARY AND GENERAL COUNSEL

Harriet Lewis, University Secretary and General Counsel

Overview

The Office of the University Secretary and General Counsel was created in June 1998 by an amalgamation of the roles of University counsel and University secretary.

The Office of the Counsel provides on-site advice on a variety of legal problems, monitors all University business that involves legal considerations, and coordinates 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 established under the York University Act: 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 four 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.

Strategic Directions for 1998-1999

The 1998-1999 objectives of the two units that comprise the Office of the University Secretary and General Counsel emanated from the presidential mandate for 1997 through 2002 as well as institutional objectives as defined in the mission statement and the University Academic Plan:

1. To chart and implement an amalgamation and administrative rationalization of the Office of the Counsel and the University secretariat.

The administrative rationalization of the offices required an assessment of the work processes carried out by each to determine if there could be a more efficient or effective allocation of responsibilities among staff. Although a physical integration was not possible

due to space constraints, adjustments were made in staff complement and duties, and equipment and facilities were upgraded to create a more ergonomic, efficient and brighter working environment. Professional collegiality among staff has been encouraged and reinforced through regular meetings.

A review of publications and other communication vehicles used by the offices was begun. The Web site was upgraded and expanded and agendas, minutes and other information have been posted. Several listservs have been created to facilitate communication with committee members and other groups. The nature and frequency of mailings to governors and senators has been reviewed and modified, and a Senate Newsletter was inaugurated in January 1999.

The University License Board held seven meetings and approved 10 new licenses. Profits generated by the license program were given back to the community in the form of grants ($4,000 to student awards and bursaries and $4,000 to support a student leaders' conference). Two promotional projects to boost spirit and the use of the York names and logos on merchandise were successfully undertaken.

2. To build pride in participation on the Board of Governors; to enhance the work of the board in support of the mission of the University and the goals of the board Chair and the president; to review and improve the secretariat's support of the board toward that end.

Under the direction of the board Chair and the president, University counsel began reviewing the board's committee structure in early 1998, and new committees and terms of reference were approved by the board in May of that year. The new structure provides for vice-presidential involvement in and directional support for each committee, as well as increased participation in committee work by internal governors. The secretariat's goals were to support the implementation of the new committee structure, to improve the scheduling of committee meetings to facilitate participation, and to work with vice-presidential offices on the organization and content of meetings and materials.

In order to determine how best to involve members of the board in their work for the University, the secretary met with many governors and circulated a detailed questionnaire. Among other things, the information gathered was used to consider committee assignments and meeting schedules. As a result of a greater understanding of governors' time constraints, a study of strategic scheduling was undertaken and a long-term schedule for board and committee meetings is being created. The University secretary supported a review by the Chair of the composition of the board for the purpose of recruiting for vacancies occurring in June 1999, and three new external governors were subsequently appointed. In May 1999 the office held an election of the first of two non-academic staff nominees to the board, and supported a search process for the next Chair who will serve as Vice-Chair and Chair-Elect during the 1999-2000 academic year.

The board held a strategic retreat in the Fall term, as well as five regular board meetings which were held, in rotation, on all three campuses. There were 36 meetings of board committees in 1998-1999, including three joint meetings of the board and Senate executive committees.

3. To encourage and support participation in Senate and to advance its role as established by the York University Act.

In 11 of its own meetings and through more than 160 meetings of its 12 active committees and various subcommittees, Senate carried out a busy legislative schedule. It approved new academic programs, changes in admission requirements and curricular revisions; it awarded degrees and honorary degrees; it reviewed research centres; made recommendations on faculty tenure and promotion and made decisions on student academic appeals. The rules and procedures of Senate were codified in draft and will be referred to a subcommittee established to consider aspects of Senate reform. The secretary convened a committee to advise on modifications and improvements to the Senate chamber, and consideration of priorities for its renovation is taking place.

The secretariat identified as priorities the facilitation of communication between members of the two governing bodies and among Senate committees and senators, and encouraging participation in Senate and its committees. Secretaries worked with the Senate Chair to organize and attend meetings with new faculty members, student senators and committee Chairs. Special efforts were made to enlist candidates for nomination to Senate committees and Senate office. Three joint meetings were held between the Board of Governors and Senate executive committees on matters of mutual concern, including the development, adoption and promulgation of the University Mission Statement (endorsed by the Senate on January 28 and by the Board of Governors on February 22, 1999).

The circulation of the Senate agenda was expanded and electronic communication with members was implemented. Plans to establish more communication with Faculty Council secretaries and to provide training for Chairs and tribunal members will move forward as ongoing priorities.

4. To maintain and expand the level of support, service and advice provided by the Office of the University Counsel.

The Office of the University Counsel continued to promote, defend and monitor the University's legal inter-

ests with all core functions being maintained during the amalgamation (although with some increase in response time). No litigious matters material in terms of the audited financial statements arose during the year. The general counsel and associate to the counsel gave several presentations on legal and risk management issues both within the University and outside and participated actively on numerous University committees. The office continued to participate in development of policies, guidelines and procedures with substantial progress being made.*

Strategic Goals for the Future

Goals for the next year continue on the same basis and in the same direction as last year:

1. To continue to monitor the University's legal matters and to act as counsel on its behalf. To undertake specific projects, including: (a) encouraging, supporting and participating in a more formalized risk management process; (b) continuing policy oversight and development particularly, to work with others to develop a comprehensive policy on the creation, maintenance, storage of, and access to, records and other information and to promulgate a policy on conflict of interest and commitment; and (c) encouraging, supporting and conducting orientation, education and training sessions for committees, tribunals and employees on procedural, legal and risk management matters.
2. To continue to plan and implement ways of building confidence, pride and participation in University governance within and between the Senate and the Board of Governors.
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's by-laws and procedures.
4. To continue to review and improve the communication, publication, and storage of the records of proceedings of the University's governing bodies.
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.

*Policies (new or amended)
Approved: Retirement of Non Academic Staff; Devolution of University Endowment Funds; Bereavement Leave for Non Academic Employees; Occupational Health and Safety
Pending Approval: Conflict of Interest and Commitment; Purchasing; Confidentiality
In Development: Signing Authority; Creation, Maintenance, Storage and Access to Records and Other Information

INTERNAL AUDIT DEPARTMENT

Julie Wood, Director of Internal Audit

Overview

The goal of the Internal Audit Department is to perform independent review and appraisal, as approved by the president and the Audit Committee of the Board of Governors, of the business processes in various areas of the University. The result of such reviews provide senior York University executives with objective analyses, recommendations, counsel and other information which is useful and relevant to decisions about managing the University.

The department also provides cost-effective, high quality audit work in support of Ministry of Education and Training requirements and external audit attestations.

Plans and Results for 1998-1999

In response to the president's decision that internal audit at York needed to add capacity in risk-assessment and related management advisory services, an audit plan was developed that spanned the latter half of fiscal 1998-1999 and the first half of 1999-2000. Two significant "projects" were planned. The first, substantially completed in 1998-1999, was a comprehensive review of the management of the University advancement function, excluding investment management. The second is a review of the Budget Process, which will be conducted in three phases. Phase one of this project was conducted from May through July, 1999. The purpose of this project is to gain an understanding of the current budgeting process. This information is intended to help management across York University identify beneficial strategies in areas where they wish to adapt their budgeting processes.

Internal audit also performed its usual work in support of the Ernst and Young opinion on the annual financial audit, and various special opinions for the Ministry of Education and Training.

Plans for 1999-2000

York faces a challenge in building a sustainable capability in internal audit to deal with the University's most critical risks. The department is very small, yet the University requires a range of services exceeding that which three people can realistically provide. York, like all universities, faces several inherent barriers to building a

strong audit capability. In addition to the lack of critical mass, it cannot offer career advancement opportunities, or significant training and development, yet its critical financial and IT systems are significantly more complex than those of most private sector organizations. The department is committed to finding a reasonable-cost resolution to these challenges in 1999-2000.

As part of planning for how it will operate in the future, the long-outstanding issue of providing an appropriate base budget will be resolved in 1999-2000.

OFFICE OF THE PRESIDENTIAL ADVISOR ON THE STATUS OF WOMEN

Arun P. Mukherjee, Advisor on the Status of Women

The Office of the Advisor on the Status of Women is committed to working toward improving the status of all women at York University.

The advisor is responsible for a variety of activities related to the status of women at York University. Key activities include; advising University officers and offices, promoting the interests of special groups identified among women at the University, acting in an ombuds capacity for matters related to the status of women and recommending action to the president or other University officers or offices, as appropriate. The advisor encourages, assists in and carries out research related to the status of women at the University, and organizes and sponsors invitational and public events. She represents the president, as requested, with respect to activities internally and externally, selects and chairs a Board of Advisors to the Status of Women Office and serves on committees with particular relevance to women's issues.

During the year ending April 1999, the advisor and her office initiated and/or participated in organizing a variety of ongoing or annual events as well as new initiatives.

- Monitoring and Advising: Investigations were undertaken and concluded in two cases wherein it was felt equitable hiring practices had not been followed.
- Research: A project entitled Women in Higher Education: York Stories has been undertaken. Work continues on a report on the SSHRCC's funding criteria and their implications for women. Jambalaya, a women of colour group has been meeting regularly.
- Informational and Publicity Activities: The office publishes an informational brochure called "Resources for Women at York" which is updated annually and distributed across campus.
- Women's Remembrance Day Events: The office spearheads the organization of commemorative events held each year around December 6, in conjunction with other University offices, and as mandated by York's Senate.
- March 8-March 21 Events: The Status of Women Office and the Centre for Race and Ethnic Relations collaborated to organize several events to commemorate International Women's Day and the International Day for the Elimination of Racial Discrimination.
- Sponsorships: The office contributed support to a number of initiatives this year including assisting a Glendon student to attend the annual conference of the National Action Committee on the Status of Women in Ottawa, a York student's visit to China on an educational trip and, on request from faculty in Atkinson and Glendon, contributions to honoraria for visiting speakers. The office also subsidized the performance of a play that was brought on campus by the Women's Centre.
- Representation on Committees: The advisor is a member of the Senate, the President's Committee on Employment Equity Policy, the President's Committee on Human Rights, the Security Advisory Council, YUFA's Equity Committee, and the Senate Committee on Curriculum and Academic Standards' Subcommittee on Inclusivity and Diversity.

Goals for 1999-2000

In addition to the continuation of the routine ongoing work of the advisor, the "Women in Higher Education: York Stories" project will be completed. Work on organizing a conference on antiracist feminism in collaboration with the Centre for Race and Ethnic Relations and the Centre for Feminist Research is also underway.

CENTRE FOR HUMAN RIGHTS AND EQUITY

Gill Teiman, Special Assistant to the President (Equity)

The Centre for Human Rights and Equity supports the mission of York University by fostering inclusivity within its increasingly diverse community. It comprises the Centre for Race and Ethnic Relations (CRER), the Sexual Harassment Education and Complaint Centre (SHEACC), and Employment Equity.

Human Rights

Education

The educational mandate of CRER and SHEACC is fulfilled through workshops and events, and through involvement with the community.

Workshops and Special Events

Regular workshops ranged from sessions for residence dons to the School for Academic Administrators; classes, student groups, groups of faculty, and teaching assistants; and training for volunteer investigators and mediators. A new focus last year was managers in the Security Department, and next year will be YUSA members.

Last year, CRER brought to campus the major exhibition, "Them=Us: photographic journeys across cultural boundaries"; SHEACC brought Jane Lind, and her moving sculptures "Mother, Daughter, Sister" for the commemoration of the massacre of 14 women in Montreal. CRER jointly coordinates the activities for International Women's Day and the International Day for the Elimination of Racial Discrimination, and this year co-sponsored a presentation by Dr. Tom Alcoze on native science. Another March celebration was the launch of a booklet of profiles: Women of the Second Decade, a timely reminder of women's role at York.

Involvement with the Community

The Centre for Human Rights and Equity coordinates the President's Advisory Committee on Human Rights (PACHR), and works with several other committees. Last year, the Centre was involved in: developing guidelines on hate propaganda, providing input into the revision of guidelines for undergraduate program reviews, initiating a series of bulletins on inclusive teaching, exploring the transition to graduate school for underrepresented groups, and inaugurating Jambalaya, an organization for women of colour at York. Much of this work will continue next year.

Sexual Assault Survivor Support Line (SASSL)

Long nurtured by SHEACC, this year, the student-run telephone service won a referendum to achieve financial security in 2000. Its 40 - 50 trained volunteers provide support and referrals, and offer workshops.

Positive Space Program

Currently, this new program involves 100 faculty, staff and student volunteers able to provide informed support and referrals to gay, lesbian, bisexual and transgendered members of the York community. Next year this program will be evaluated.

Resolving Complaints/ Solving Problems

CRER and SHEACC serve as complaint centres for racial harassment or discrimination, and sexual harassment including harassment on the basis of gender identification and sexual orientation. Most complaints are resolved informally or through mediation. Last year, six cases, less than three per cent, were filed under student or employee formal procedures.

For CRER, complaints are often systemic, with about 40 per cent concerning classroom climate. This past year the centre worked on 33 complaints, up from 25 the year before.

For SHEACC last year, one third of complaints were sexually oriented behaviour; systemic and climate issues, sexual assault (acquaintance), partner violence, and homophobia were each about 15 per cent; and stalking, threatening, e-mail harassment made up eight per cent. There has been an increase in the number of men consulting with SHEACC. There were well over 200 complaints with 52 per cent lodged by students. There was difficulty meeting the need for psychological counseling from campus and external services.

Mediate@York

This centralized mediation service was a major new initiative last year. It uses student, staff and faculty volunteers with expertise in mediation. The service helped resolve five cases in its first few months of operation. Next year, the service will be evaluated.

Employment Equity

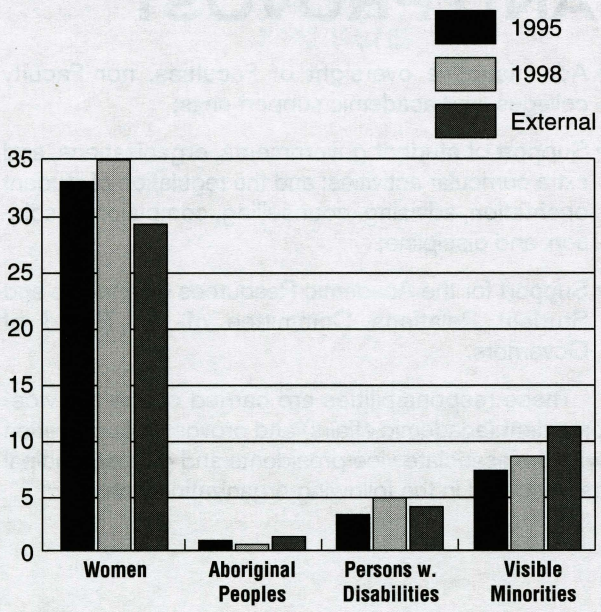
The York community is equally involved in employment equity. The President's Committee on Employment Equity Policy includes senior managers, representatives of the designated equity groups, and a management representative from each employment equity committee with unions and employee groups.

The key objectives for 1998-1999 were to revise coding and incorporate new hire data; and, through the committee with the faculty union, to formulate recommendations for removing barriers for persons with disabilities, and for expanding affirmative action hiring for women to other groups.

Figures 3 and 4 show the representation of women, aboriginal peoples, persons with disabilities and racial/visible minorities at York in 1995 and 1998, and in similar jobs in the external workforce based on the 1991 Census. York continues to meet the requirements of the Federal Contractors Program with respect to employment equity.

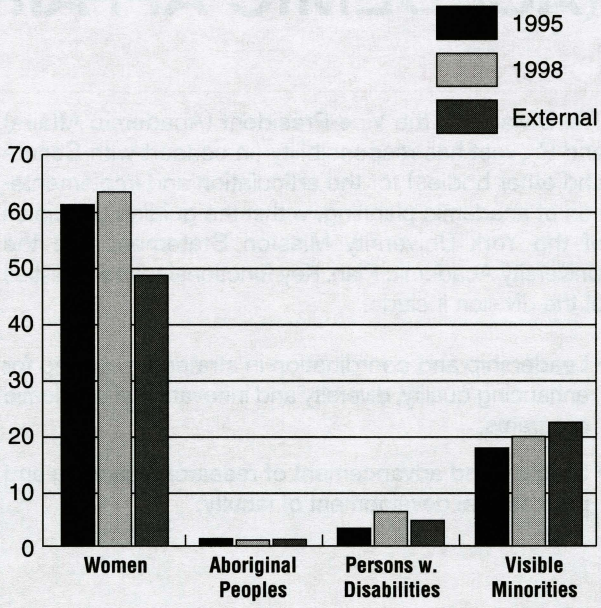
Representation of Designated Equity Groups - Per cent

Figure 3: Faculty and Librarians



Source: Centre for Human Rights and Equity

Figure 4: Non-academic Employees



Source: Centre for Human Rights and Equity

There is greater diversity among junior faculty and librarians at the assistant rank: women are at 46 per cent, aboriginal peoples at 0.5 per cent, and members of a visible minority at 12 per cent. Among new hires over the past three years, 42 per cent have been women, 1.3 per cent aboriginal people, and 19 per cent members of a visible minority. Among new hires of non-academic employees over the past three years, 64 per cent have been women, 1.8 per cent aboriginal people, 3.4 per cent persons with disabilities, and 23 per cent members of a visible minority. Overall, the new hires and representation at junior levels suggest progress in increasing the diversity of the work force.

In 1999-2000, the centre will work with the joint committees, unions and employee groups to revise York's numerical goals in light of comparisons with the newly available external data based on the 1996 Canada Census. The centre will also consider ways to continue to bring its internal data up-to-date, especially the data on persons with disabilities, which is particularly susceptible to change over time.

DIVISION OF THE VICE-PRESIDENT (ACADEMIC AFFAIRS) AND PROVOST

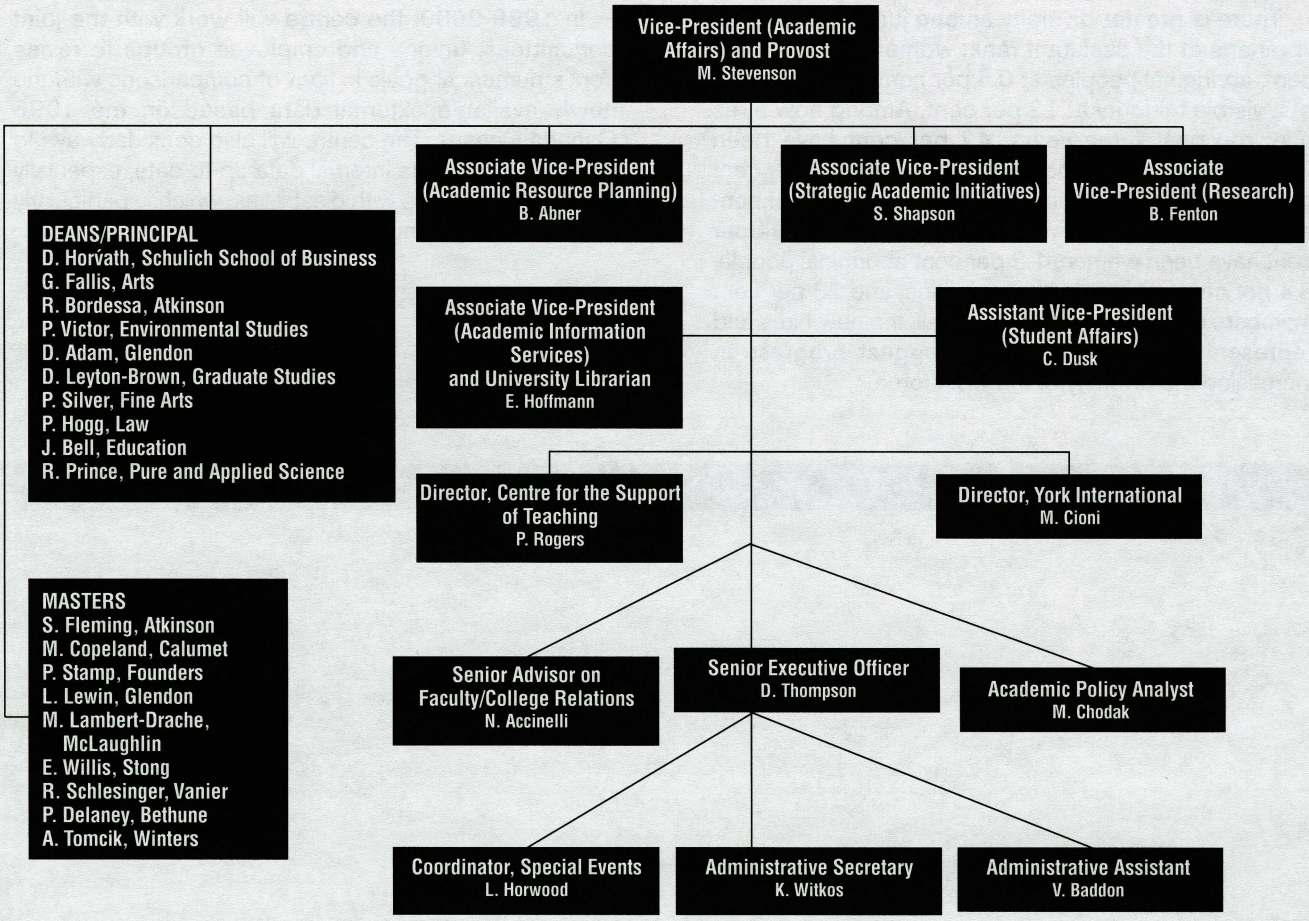
Overview

The Division of the Vice-President (Academic Affairs) and Provost has responsibility (in concert with 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 enhancing quality, diversity and innovation in academic programs;
- Support and advancement of research, teaching and professional development of faculty;
- Administrative oversight of Faculties, non-Faculty colleges, and academic support units;
- Support of student governments, organizations, and extra curricular activities; and the regulation of student orientation, advising, counselling, complaints resolution, and discipline;
- Support for the Academic Resources Committee and Student Relations Committee of the Board of Governors.

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

Organizational Chart: Division of the Vice-President (Academic Affairs) and Provost 1998-1999



Division of VP (Academic Affairs) & Provost

(dollars)	Operating Results by Unit 1998-1999 Actual	1999-2000 Budget
Faculties		
Atkinson College	22,518,898	23,438,106
Faculty of Arts	69,949,022	70,338,723
Faculty of Pure & Applied Science	20,677,273	22,195,934
Osgoode Hall Law School	10,346,884	10,069,840
Glendon College	12,172,441	11,772,631
Faculty of Graduate Studies	9,928,386	13,953,873
Faculty of Environmental Studies	6,124,500	6,272,874
Faculty of Fine Arts	12,924,157	13,487,195
Faculty of Education	10,350,146	9,924,293
Schulich School of Business	15,188,479	16,719,314
Total Faculties	**190,180,186**	**198,172,783**
Libraries	**18,467,476**	**19,308,327**
Division of Academic Affairs - Other		
Office of the VP (Academic Affairs) & Provost	1,452,339	662,314
Academic Support and Research Centres	6,759,179	8,380,659
Special Academic Projects and General Institutional for Faculties	6,673,883	136,607
Academic Resource Planning and Labour Relations	3,805,311	4,703,605
Academic Computing	8,097,843	6,705,029
Student Affairs and Colleges	15,138,642	15,050,432
Total Division of Academic Affairs – Other	**41,927,197**	**35,638,646**
Total Division of VP (Academic Affairs) & Provost – including Faculties and Libraries	**250,574,859**	**253,119,756**

VP (Academic Affairs) - Other

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	5,689,511	2,974,874
Internal cost recoveries	2,193,352	1,451,336
Other revenues	3,571,177	530,995
Budget allocation	29,617,014	29,477,881
Total Revenue	**41,071,054**	**34,435,086**
Expenses:		
Faculty – administration	539,064	598,157
Faculty – full-time	941,231	1,246,753
Faculty – contract	744,096	445,358
Teaching assistants	157,240	316,331
Research	1,134,159	266,331
Support/Administration	15,781,266	14,369,320
Other	2,853,994	1,513,389
Total Salaries and Benefits	**22,151,050**	**18,755,639**
Operating costs	17,832,439	15,805,328
Amortization of capital assets	–	–
Cost of goods sold	121,705	40,000
Taxes & utilities	1,059,725	1,008,679
Scholarships & bursaries	762,278	29,000
Interest on long-term debt	–	–
Total Expenses	**41,927,197**	**35,638,646**
Total Revenues less Expenses	**(856,143)**	**(1,203,560)**
Previous Year's Carryforward	**3,585,722**	**2,555,896***

*this carryforward balance includes post-year-end adjustments of $173,683.

Budget

The budgets within the responsibility of the Division of the Vice-President (Academic Affairs) and Provost, displayed above, include the budgets of all Faculties and the Libraries. These budgets will be discussed in the sections devoted to those individual units. The budgets grouped as Division of Academic Affairs – Other can be divided into six categories: Office of the Vice-President, Academic Support & Research Centres, Special Academic Projects and General Institutional Accounts for Faculties (SAP & GIF), Academic Resource Planning and Labour Relations, Academic Computing and Student Affairs and Colleges.

As discussed in the President's section, in some cases units will have planned in-year deficits, covered either by carryforwards appearing on their Statement of Operations or by special funding, such as ATOP, ORDC F/CFI, or Fair Funding, unallocated at the time of preparation of these statements, and contained in the General Institutional Account.

The budget of the Office of the Vice-President (Academic Affairs) and Provost supports the cost of overall administration of the Division of Academic Affairs. From 1998-1999 to 1999-2000 this account will reduce as funds that had supported and continue to support the associate vice-presidents within the Division of Academic Affairs have been transferred into the Academic Support grouping.

Academic Support and Research Centres includes the budgets of administrative offices supporting academic activity at York such as the offices of the associate vice-president (strategic academic initiatives) and the associate vice-president (research), Centre for Support of Teaching, Office of Research Administration, Instructional Technology Centre, York International, Research Centres and related accounts in support of research and teaching at York. Additional funding for activities under this rubric will be added through the yearand are not included in the budget 1999-2000

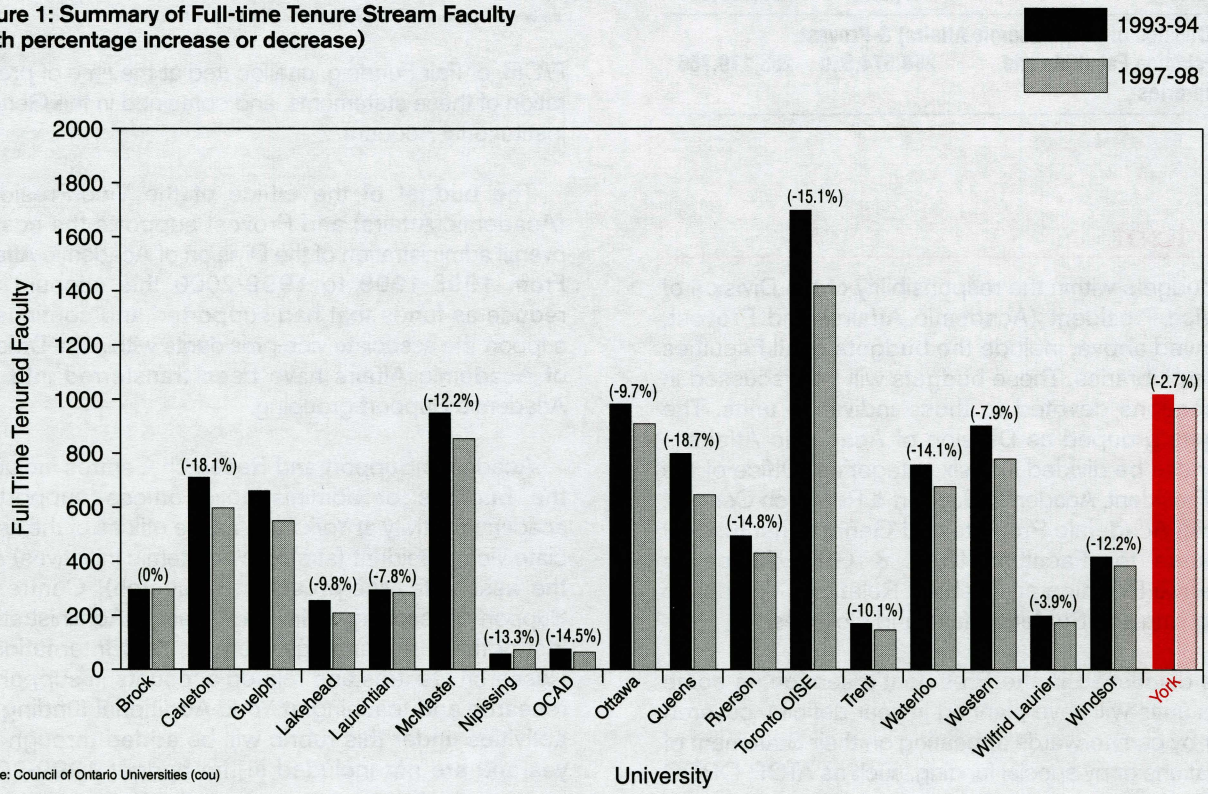
column. These additional funds reflect as yet unallocated general support from central budgets and the efforts of faculty and administrators to raise external funding.

Special Academic Project Accounts and General Institutional Accounts for Faculties (SAP &GIF) is a general grouping that includes such accounts as Schulich School of Business, Osgoode Hall Law School and Glendon fund-raising and alumni accounts, Community Legal Aid Services Program accounts, Graduate Studies tuition waiver some research centre accounts, some research centre accounts, and a variety of accounts for research projects and conferences being undertaken by groups of professors and individual professors from every Faculty. The change in recorded amounts from 1998-1999 actuals to 1999-2000 budget is a function of the fact that the majority of these accounts represent activities that are self-supported through external and internal cost recovery. Therefore, the 1998-1999 figures demonstrate the considerable level of activity in these areas by the end of the fiscal year while the 1999-2000 figures figures illustrate the initial level of support existing at the beginning of the fiscal year. In some cases, such as Tuition Waiver accounts and the CLASP account, the funds are available but are not budgeted against these accounts but rather are allocated through the year. These two accounts alone account for more than $1 million in support.

Academic Resource Planning and Labour Relations includes budgets covering the administrative activity in this area (Office of the AVP (Academic Resource Planning), Academic Staff Relations, etc.) and also includes various budgets to cover the cost of contract maintenance (e.g. work related to union/management committees such as the Affirmative Action Committee and the Joint Committee on the Administration of the Agreement) and contract obligations such as health benefits, professional expense allowances, conference travel, research support, etc.

With respect to the Communications and Computing Services (CCS) budgets, staff salaries account for approximately $3.5 million. Other expenses include the expansion and maintenance of the modem pool and the Internet connection, upgrades to the general student computer labs, annual software renewals and hardware upgrades for the equipment supporting the central infrastructure applications such as e-mail, calendaring, the York Web, etc. In 1998-1999 a significant expenditure of just over $2 million for the campus network upgrade accounts for the higher 1998-1999 actual figure as compared to the 1999-2000 budget. During 1999-2000, CCS is planning the expansion of the central Backup service, additional Web services including RealMedia, database and publishing servers, replacement and expanded use of the network management software. CCS will also increase the modem pool by another 200 V90 high speed lines. To accommodate the increased use of computing resources by all faculty,

Figure 1: Summary of Full-time Tenure Stream Faculty (with percentage increase or decrease)



Source: Council of Ontario Universities (cou)

staff and students, CCS will also continue to expand the central data/file storage capacity of the file servers.

The Student Affairs and Colleges budgets represent the cost of our extensive activity in support of the student experience at York, including the funding of student government and club activities, academic and extra-curricular activities within the York College system, counselling and development programs, career service programs and orientation and convocation activities. Nearly half of this budget is derived annually from student ancillary fees. The lesser amount in the 1999-2000 budget column represents funding anticipated but still to be received by the University.

The activities supported by these budgets will be discussed in detail below.

Strategic Directions for 1998-1999

The major strategic objectives of the division for 1998-1999, derived from the academic planning priorities endorsed by the Senate Academic Policy and Planning Committee and Senate, were as follows:

1. renewal of the tenure stream faculty complement
2. support for and advancement of research
3. support for and advancement of teaching and learning
4. student recruitment and retention
5. academic program innovation, assessment and improvement
6. internationalization
7. improvements in infrastructure

1. Faculty Renewal

A key priority has been the renewal of the tenure stream faculty complement, specifically to minimize and redress losses attributable to past years of budget cuts. Additional objectives have been to extend employment equity and to encourage the external endowment of high profile faculty appointments.

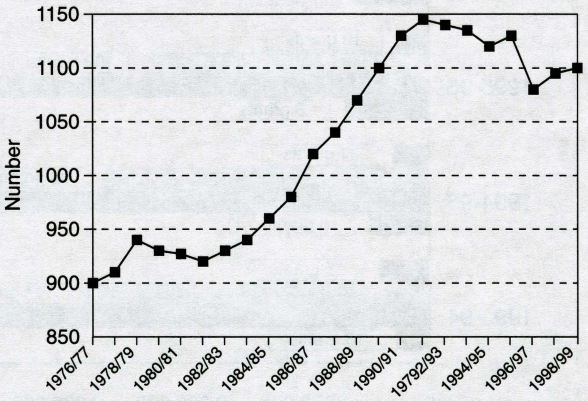
Tenure Stream Complement

As illustrated in Figure 1, York fared very well in relation to other universities in terms of the decline in complement -- shrinking by only 2.7 per cent compared to a system average of 11.7 per cent from 1993-1994 through 1997-1998, the period of the most severe budget cuts.

Figure 2 shows York's tenure stream pattern from 1976-1977 through 1998-1999. The impact of the budget cuts is reflected in declines in numbers after 1991-1992, but the data demonstrate that in recent years the University has achieved its objective of reversing this decline.

In 1998-1999 York made 32 new faculty appointments as follows: Arts (14); Pure and Applied Science (5); Fine Arts (4); Osgoode (3); Education (2); Environmental Studies (1); Atkinson (2); Schulich (1). There were also two librarians appointed.

Figure 2: Full-Time Faculty Tenure Stream Complement



Source: Office of the Associate Vice-President (Academic Resource Planning)

Affirmative Action

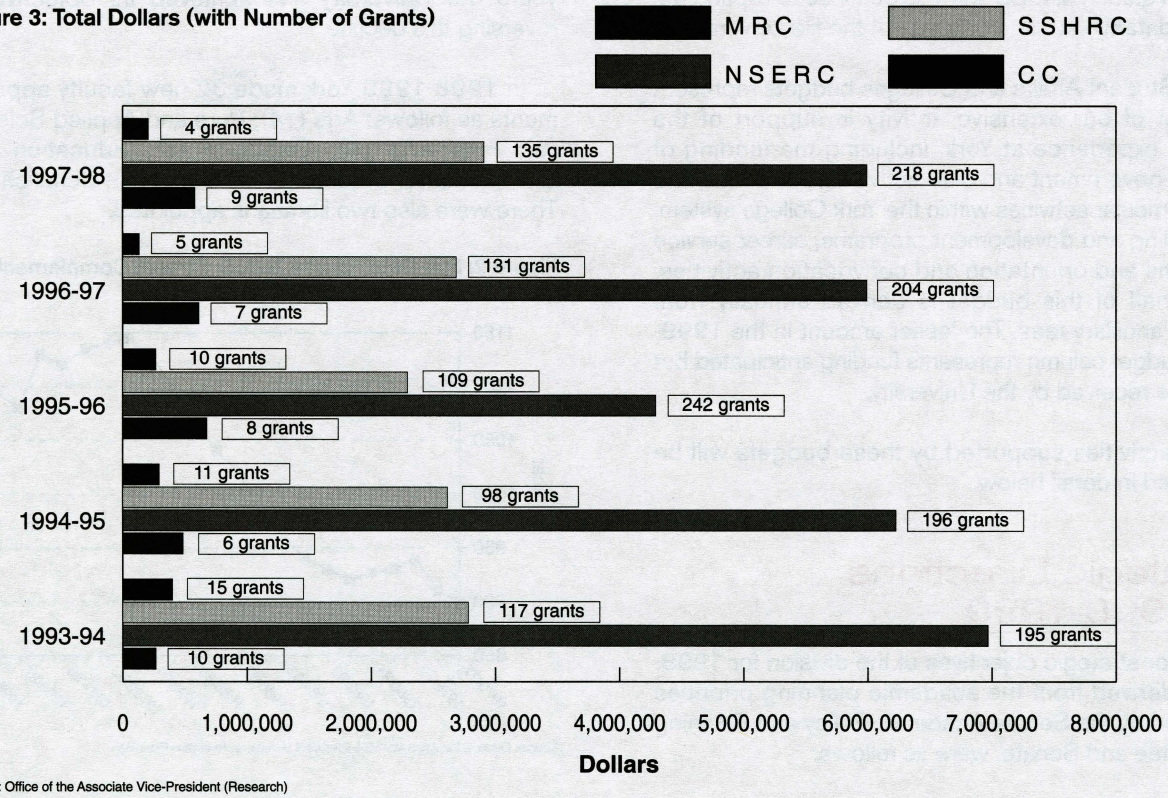
Consistent with the University's commitment to improve the proportion of females in the faculty complement, its affirmative action policies have been successful in increasing this proportion from 25 per cent in 1989-1990 to 33 per cent in 1998-1999 and in increasing the proportion of female faculty in the junior ranks (assistant professor level) from 41 per cent to 46 per cent in this same period.

Endowed Appointments

The endowment of more than 20 appointments in the last few years has supported the appointment of outstanding scholars of international stature. In 1998-1999 the following were established:

- Silber Chair in Holocaust and Eastern European Jewish Studies (Arts)
- Shiff Chair for the Study of Canadian Jewry (Arts)
- Koschitzky Chair in Jewish Teacher Education (Education)
- MDS Sciex Industrial Chair (Science)
- Anne and Max Tannenbaum Chair in Family Enterprise (Schulich)
- Newcourt Chair in Financial Services (Schulich)
- Packer Visitor in Social Justice (Arts)

Figure 3: Total Dollars (with Number of Grants)



Source: Office of the Associate Vice-President (Research)

2. Research Support and Advancement

Research and scholarly activity are the *raison d'être* of the University. A central objective for York is therefore to enhance the University's research profile through increased participation in and support for high quality research. There are several measures of success in this regard.

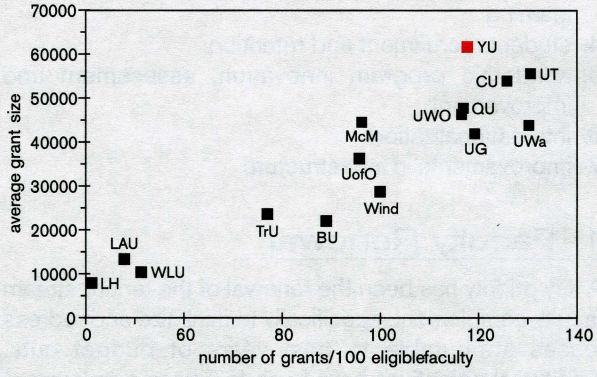
External Support for Research at York University

Over the last four years, total external support for York research, from the federal granting councils, and from grants and contracts from other sources has been in the range of $25 to $27 million annually. Support from the Canada Council and the granting councils has been consistent, in terms of numbers of awards and total investment, as illustrated in Figure 3.

Maclean's magazine's 1998 survey of Canadian universities reported comparative information on success in peer-adjudicated grant competitions in three university categories: Medical/Doctoral, Comprehensive (including York), and Primarily Undergraduate. In grants

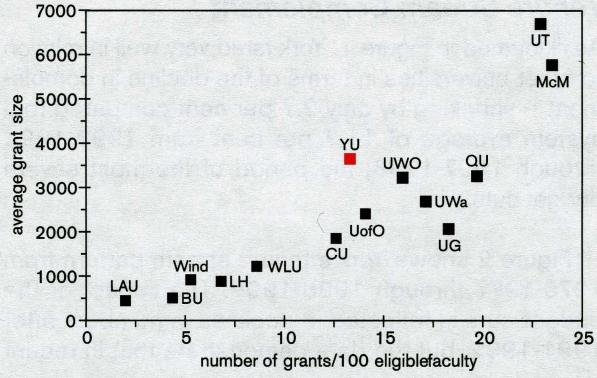
LH: Lakehead
LAU: Laurentian
WLU: Wilfrid Laurier
TrU: Trent
BU: Brock
Wind: Windsor
UofO: Ottawa
McM: McMaster
UWO: Western
UG: Guelph
UWa: Waterloo
QU: Queen's
CU: Carleton
UT: Toronto
YU: York

Figure 4: NSERC/MRC Funding to Ontario Universities



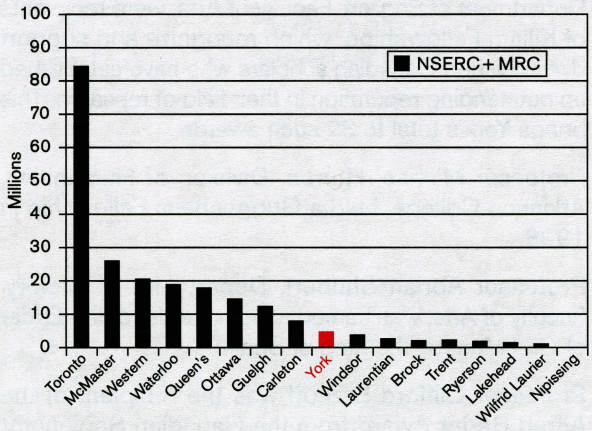
Source: Nov./98 Maclean's magazine

Figure 5: SSHRC/Canada Council Funding to Ontario Universities



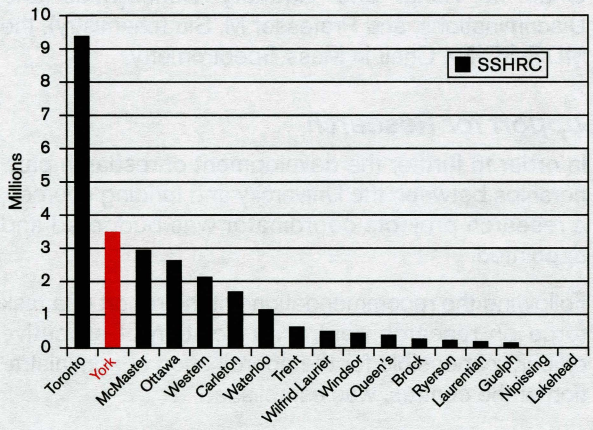
Source: Nov./98 Maclean's magazine

Figure 6: NSERC + MRC*** Research Funding for Ontario Universities 1997-1998**



**Source: NSERC Awards Search Engine on the Web
***Source: MRC President's Report 1997-1998

Figure 7: SSHRC Research Funding for Ontario Universities 1997-1998



*Source: Information provided by Planning and Statistics Officer

from NSERC and MRC, York's record is extremely strong. York stood second among comprehensive universities on a combined weighting of average grant size ($62,920) and number of grants per 100 eligible faculty (117.51 or more than one grant for every eligible faculty member). In average grant size, York stood second only to McGill in all categories of universities. York stood third in Canada in the category of comprehensive universities in terms of its success in SSHRC and Canada Council competitions.

Figures 4 through 7 illustrate York's success in these competitions in comparison with other Ontario universities.

Large-Scale Research Projects Based at York University

The 1998-1999 introduction of federal (Canada Foundation for Innovation) and provincial (Ontario Research and Development Challenge Fund) programs designed to bolster research infrastructure in universities has required a change in the University's approach to research. These programs require institutional applications in support of teams of researchers and frequently involve private sector partnerships or matching contributions. York was very successful in the first round of competition for these funds, obtaining a total of $4,861,992 in overhead support for research.

- CFI - New Opportunities:

  Attentive 3-D Visual Processing, Professor J. Elder (psychology): $181,000,

  Analytical Mass Spectrometry, Professor M. Siu (chemistry): $200,000,

  Research Laboratory for Spatial Modelling of Earth and Environmental Systems, Professors C. Cheng (earth and atmospheric science), G. Sheng (environmental studies) and P. Treitz (geography): $162,392.

- CFI - Institutional Innovation:

  Core Facility in Genomics, Proteomics, and Combinatorial Synthesis, Professor R.E. Pearlman (biology), P.I.: $460,000,

  Centre for Vision Research, Professor L. Harris (psychology), P.I.: $2,325,600,

  Space Instrumentation Laboratory, Professor G. Shepherd (EATS), P.I.: $340,000.

- Ontario Research and Development Challenge Fund:

  Ontario Combinatorial Chemistry Cooperative, Professor M. Organ (chemistry), P.I.: $965,000,

  Expanding the York University Centre for Vision Research, Professor L. Harris (psychology) P.I.: $228,000.

  Other major research programs based at York include:

- SSHRC Major Collaborative Research Grant to Professor Paul Lovejoy ($1,887,000 over six years),
- SSHRC Strategic Network Grant to Professor Carla Lipsig-Mummé ($1,125,000 over six years),
- Ford Foundation Grant to Professor Anne Bayefsky ($1,369,505 over two years),
- CIDA Tier II York URACCAN contract to Professor Harry Smaller ($747,000 over five years),
- CIDA ASEAN-ISIS contract to Professor Paul Evans, ($187,470),
- CANORA-CIDA Indonesia subcontract to Professor E.S. Spence et. al. (in collaboration with the University of Waterloo) ($5,090,000 over five years shared with Waterloo),
- CIDA Tier II York - Chile contract to Professor Ricardo Grinspun ($750,000 over five years),
- SSHRC Strategic Themes Grant to Professor W. Cragg and others ($249,922 over three years),

- DAAD grant to York University and Université de Montréal ($1,945,000 over six years),
- Brazilian Ball grant to Professor D. Pepler ($1,000,000 over five years).

Together all of these projects attracted close to $18 million in external funding.

Participation in Centres of Excellence

13 York University faculty members are participating in ongoing research at the following National Centres of Excellence: the Geomatics for Informed Decisions Network (GEOID), the Institute for Robotics and Intelligent Systems (IRIS), Tele Learning, and the Mathematics of Information Technology and Complex Systems (MITAC).

There are 18 faculty members working with two Ontario Centres of Excellence, namely the Centre for Research in Earth and Space Technology (CRESTech) which is situated at York, and Communications and Information Technology Ontario (CITO).

The York University Centre for Health Studies is the base for NNEWH, the National Network on Environments and Women's Health (Federal Centre of Excellence); Professor Gina Feldberg, P. I.: $1,064,260 over three years.

One faculty member, Professor E. Lee-Ruff is involved with the Ontario HIV Treatment Network (OHTN).

Research Centres at York University

The 20 organized research units at York University bring together scholars from different disciplines and areas of specialization whose research focuses on particular themes. Many of the centres conduct research on issues of concern to contemporary society, for example, enviromental sustainability, violence and abuse, and organized crime. Each year the University spends about $1 million in support of its research centres, and in 1998-1999 they attracted in the range of $17 million in external funding.

Prizes, Awards and Fellowships

- The 1998 *Maclean's* magazine survey of Canadian universities ranked York third among comprehensive universities in terms of national awards to full-time faculty members.
- Professor Thomas Loebel, Department of English, Faculty of Arts, was the 1998 recipient of one of five Polanyi Prizes to outstanding researchers in the early stages of their careers. York scholars also received this prestigious award in 1993 and 1995.
- In 1998-1999 Professors Lorraine Code, Department of Philosophy, Faculty of Arts, and Christopher Innes, Department of English, Faculty of Arts, were recipients of Killam Fellowships, which recognize and support distinguished Canadian scholars who have established an outstanding reputation in their field of research. This brings York's total to 32 such awards.
- Professor Michael Herren, Division of Humanities, Atkinson College, held a Guggenheim Fellowship in 1998.
- Professor Adrian Shubert, Department of History, Faculty of Arts, was named a Commander of the Order of Civil Merit by the King of Spain.
- Professor Clifford Leznoff was the recipient of the Alfred Bader Award from the Canadian Society for Chemistry.
- Two York faculty hold NSERC University-Industry Chairs: Professor D.M. Regan (psychology), the CAE Chair in Visual and Auditory Sensitivities and Discriminations, and Professor M. Siu (chemistry), the MDS-SCIEX Chair in Mass Spectrometry.

Support for Research

- In order to further the development of research partnerships between the University and funding sources, a research projects coordinator was budgeted and appointed.
- Following the recommendations of the report of a task force on research centres, a position of executive officer, responsible for the coordination of administration of the centres, was established.
- A development officer was appointed to develop partnerships with private sector donors in connection with research projects.
- A Core Research Team including these officers, as well as the associate vice-president (research), the director of the Office of Research Administration, the Chair of the Senate Committee on Research, and others involved in the research enterprise, has been established to identify and pursue projects and funding opportunities.

3. Support for Teaching and Learning

Within the overall goal of providing excellence in undergraduate and graduate programs 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. Success is demonstrated in several ways.

Excellent Teaching

The 1998 *Maclean's* magazine survey reports that York has the highest percentage (94 per cent) of first year classes, which provide a crucial foundation for university study, taught by tenure stream faculty of all Canadian universities surveyed.

The same survey reports that York is tied for second among all Canadian universities in terms of the proportion of faculty members holding a PhD (97.5 per cent), indicating a high level of scholarly capability in teaching and graduate supervision.

The York University Senate now mandates annual student evaluations of all courses, to provide formative feedback to instructors to enhance their teaching and for course development.

York already enjoys an outstanding reputation for its teaching, as demonstrated by its impressive record of external teaching awards:

- 50 of 271 Ontario Confederation of University Faculty Associations (OCUFA) teaching awards granted since 1973 have gone to York faculty.
- 2 of 13 CASE Canadian Professor of the Year awards, open to all Canadian universities, have gone to York faculty since 1986.
- An impressive number–5 of 130-3M Fellowships awarded across Canada in the period 1986 to 1998 to 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" have gone to York faculty; Professor Linda Briskin, social science and women's studies, Faculty of Arts, has just been named a 1999 recipient of this prestigious fellowship.

Professional Development and Support for Teaching

The Centre for the Support of Teaching (CST) holds central responsibility for promoting excellence and innovation in teaching and for assisting individual instructors and teaching units in improving students' learning through research and professional development. This mandate has been achieved in a variety of ways.

- The centre offers ongoing teaching development for faculty through consultancy, discussion groups and publications, and support for teaching development through grants and fellowships.
- The centre's University Teaching Practicum involved almost 270 graduate students in 1998-1999, and is supplemented by a discipline-based teaching assistant support network and a graduate course in University Teaching and Learning.
- The York Assessment Forum, which involves faculty, students, and administrators, was reintroduced in 1998-1999 to promote classroom assessment and research on teaching practices, curriculum design and learning outcomes.

Technology Enhanced Learning (TEL)

A key priority in the division's planning has been the development of a new model of TEL for York that would enrich the curriculum, energize teaching and learning, contribute to lifelong learning, and increase accessibility to university education.

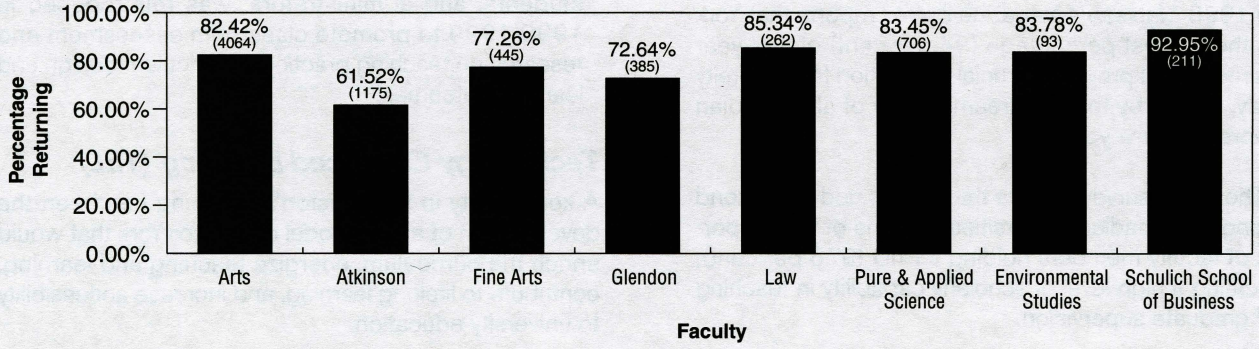
- A working group, chaired by the associate vice-president (strategic academic initiatives), has been charged with identifying new structures, developing digital materials, partnerships, and infrastructure supports. Pilot projects in TEL will be initiated and a report on their success will be forthcoming.
- Coordinated efforts have been undertaken in Atkinson College to offer distance programming via Internet courses. Since their initiation in 1996, the college has seen a dramatic increase in the number of students taking advantage of Internet courses; over the 1998-1999 academic year the college offered 24 Internet courses with enrolments of over 1,700.

4. Attraction and Retention of Outstanding Students

The Division of the Vice-President (Academic Affairs) and Provost 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.

- Figure 8 demonstrates that all of the Faculties, with the exception of Glendon College, were successful in achieving or exceeding enrolment targets for 1998-1999.
- Applications to York remain robust, and the University continues to be successful in attracting outstanding students in an increasingly competitive recruitment environment (Figure 9).

Figure 10: Students Returning to York in Year two (with numbers of students)



Source: Office of the Associate Vice-President (Management Information)

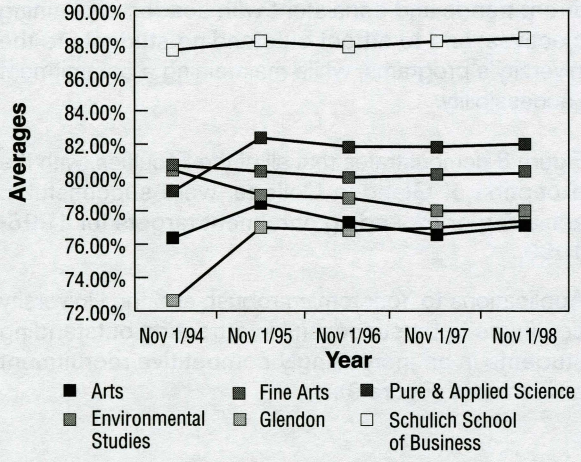
Note: Because of the particular constituency it serves (mature and part-time students), Atkinson College's continuation rates are significantly at variance with those of other Faculties.

Figure 8: Enrolment Targets and Actual Enrolments by Responsible Faculty 1998-1999

	UNDERGRADUATE/ PROFESSIONAL		GRADUATE	
	Target (FFTEs)	Actual (FFTEs)	Target (FFTEs)	Actual (FFTEs)
Arts	13,202	13,954	2,053	2,344
Atkinson	5,056	5,079	35	112
Education	957	1,053	180	296
FES	290	305	583	747
Fine Arts	1,675	2,184	300	366
Glendon	1,829	1,322	18	57
Osgoode	895	917	139	158
FPAS	2,771	2,974	541	593
Schulich	410	534	2,069	2,180
Total	27,085	28,322	5,917	6,853

Source: Office of the Vice-President (Enrolment and Student Services)

Figure 9: Mean OAC Averages of Year 1 Registered Students



Source: York University Fact Book

Once here, in order to allow them to successfully complete their programs, the objective is to provide students with high quality, interesting and relevant curricular options (see the section on Program Innovation), and ongoing supports for their learning and overall educational experience. Through the Faculties, the Office of Student Affairs, and the colleges, the University provides a variety of academic supports (e.g., academic advising, ESL assistance, writing centres), personal supports (e.g., time-management and study skills, financial counselling), and financial support, career guidance, and support for special needs, as well as access to extra-curricular activities (student clubs, sports, student government, cultural activities).

- In 1998-1999 there were more than 70 student clubs, five student-run newspapers, and 13 student governments at York, including those in the Faculties and colleges.
- An ESL tutoring centre introduced this year proved highly successful, with demand exceeding capability.
- A pilot project to provide peer advising using service bursaries was established in the colleges.
- January "re-orientation" for first year students was re-introduced.
- The colleges organized lectures and presentations on subject matter relating to their mandates and first and second year "Foundations" courses.

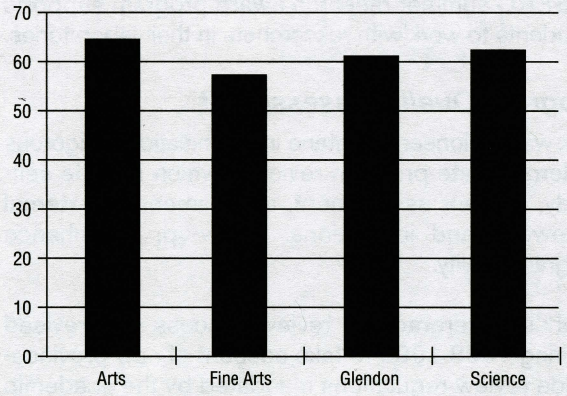
An indication of the University's success in offering attractive programming and appropriate supports may be found in the rates of students' continuation in their programs, as illustrated in Figure 10 (for students who entered in September 1996).

In 1998 an ISR (Institute for Social Research) survey of graduates from the Faculty of Arts, Pure and Applied Science, Fine Arts, and Schulich reported that:

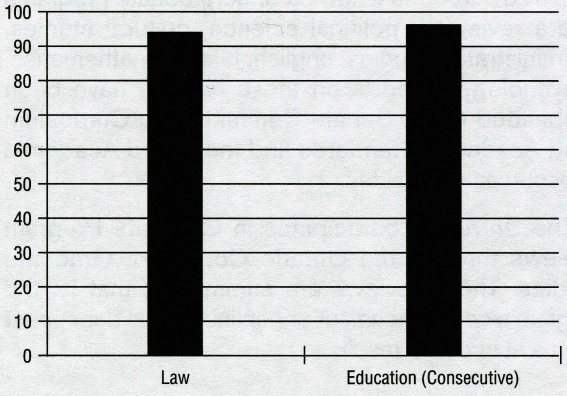
- two years after graduation, only 2.5 per cent of graduates are unemployed and looking for work;
- 78.1 per cent of graduates currently in the labour force report satisfaction with their university experience;
- 88.2 per cent would recommend York to others.

In 1998-1999 the Ministry of Education and Training initiated a study of degree completion rates, employ-

Figure 11: Degree Completion Rates, 1990 Cohort Degrees Granted 1991-1997 Direct Entry Programs

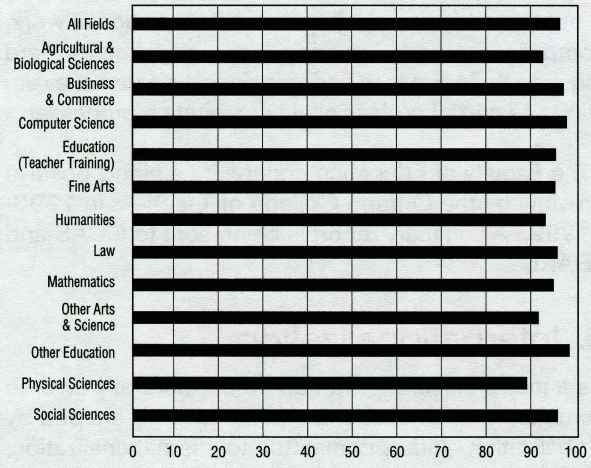


Degree Completion Rates, 1990 Cohort Degrees Granted 1991-1997 Second Entry Programs



Source: Office of the Vice-President (Enrolment and Student Services)

Figure 12: Employment Rates Two Years After Graduation, 1996 York University Graduates (%)



Source: Office of the Vice-President (Enrolment and Student Services)

ment rates, and OSAP (Ontario Student Assistance Program) default rates for all Ontario universities. The York results from these studies indicate that:

- Of the entering class of 1990, York's overall completion rate was 64.6 per cent (this does not include students who began at York and subsequently transferred to other institutions to complete degrees in professional disciplines); further programmatic detail is provided in Figure 11, and is available on the University's Web page.
- For 1996 York graduates, the overall employment rate two years after graduation was 96.2 per cent; further programmatic detail is provided in Figure 12 and is available on the University's Web page.
- 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 Web page of the Office of Student Financial Services.

5. Academic Program Innovation, Assessment and Improvement

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

Program Innovation and Development:

During 1998-1999 the division established an associate vice-presidency with primary responsibility for advancing new program initiatives of strategic importance to the University focusing on internationalization, instructional technology and partnerships. Professor Stan Shapson took office as associate vice-president (strategic academic initiatives) in January 1999.

During 1998-1999 a number of new program initiatives, frequently involving cooperation among Faculties, have been developed in areas with an applied or professional focus, including:

- An innovative BA and BAS program in Information Technology (ITEC) has been created in the Faculty of Arts and Atkinson and Glendon colleges in cooperation with the Faculty of Pure and Applied Science. The program is multi-disciplinary, providing a solid grounding in computer science, enriched by an understanding of computer applications and the social, policy, and ethical implications relating to computing. The new program will meet demands from both students and employers for the study of computing from a broadly-based applied perspective. It also is consistent with government priorities.
- A new interdisciplinary program in Business and Society, meeting demand for programming with a business focus within a broader social science perspec-

tive, has been introduced in the Faculty of Arts. In cooperation with the Schulich School of Business, the Faculty has also been developing business-related certificates; the first of these, in Business Fundamentals, was approved in 1998-1999.

- An applied Certificate in Geographic Information Systems and Remote Sensing was introduced by the Faculties of Arts, Pure and Applied Science, and Environmental Studies.

- The Faculty of Environmental Studies introduced a Certificate in Environmental Landscape Design.

- Building on York's leadership in the development of joint programs with Colleges of Applied Arts and Technology, which allow students to combine theoretically-based study at York with technical and applied training offered by the CAATs, colleagues in Fine Arts introduced a new integrated Bachelor of Design degree, in cooperation with Sheridan College's world-renowned design program.

- At the graduate level, the Faculty of Graduate Studies has just gained approval for an innovative integrated MA and PhD program with Ryerson Polytechnic University in Communication and Culture, which – like the Bachelor of Design program -- will be distinctive, if not unique, in Ontario and Canada.

- Innovative professional programs (non-credit) were offered by divisions within the business, law, and education Faculties to support the life-long learning needs of their clients.

Skills Development

- In 1998-1999 the Faculty of Arts completed implementation of its "Foundations" program, designed to develop analytical and communication skills. The success of this program is being assessed.

- The Faculty of Education has developed a pan-university Certificate in Educational Studies, which will broaden the experience of teachers and teacher-candidates, as well as students in other fields (e.g., social work, health care, psychology).

- The Faculty of Arts is leading the development of a TESOL certificate (Teaching of English to Speakers of Other Languages).

- Glendon College offers a General Certificate in Work and Study, which affords students a unique opportunity to study changes in the working world and to earn workplace experience through work placements, while earning an undergraduate degree.

- The Faculty of Pure and Applied Science offers several work experience opportunities: the Department of Computer Science offers an industrial internship program which allows students to work in a computer corporation for a 16 month period following which they return to studies; the Space and Communication Sciences program in COSC, EATS and PHAS includes an industrial internship component; and the NSERC summer research award program supports students to work with researchers in their laboratories.

Program Quality Assessment

York was a pioneer in Ontario in the initiation of rigorous undergraduate program reviews, which include self-study, student assessment, assessment by external reviewers, and institutional follow-up, to enhance program quality.

- York's undergraduate review process was revised during 1998-1999 to take account of new province-wide review regulations mandated by the academic vice-presidents; its review process is scheduled for an audit in 1999-2000.

- In 1998-1999 the following undergraduate programs were reviewed: political science, cultural studies, administrative studies, english, history, mathematics, psychology. Reports on these reviews have been submitted to the Senate Committee on Curriculum and Academic Standards and the Board Academic Resources Committee.

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 1998-1999 the programs in physics, earth and space science, and biology were reviewed. All programs reviewed have been assessed as of "good quality", the highest rating.

A number of programs (e.g. in education, social work, computer science, nursing, law, psychology) are required periodically to undergo rigorous external evaluations as part of professional accreditation processes.

- The Faculty of Education underwent a highly positive review by the Ontario College of Teachers in 1998-1999. A summary report is being sent to CCAS and BARC.

6. Internationalization

As a major university with an ethno-culturally diverse community, in an environment increasingly shaped by globalization, York is committed to internationalization, and the University has set itself the objective of consolidating and expanding international activities, including exchange agreements and partnerships, and increasing international student numbers.

- The new associate vice-president (strategic academic initiatives), working in concert with other areas of the University (vice-president - enrolment and student services, York International, YUELI), has been assigned

primary responsibility for the development and promotion of international activities.

- Under the auspices of APPC, the associate vice-president (strategic academic initiatives) is chairing a working group charged with the development of strategic plans to foster international development, including new degree programs, non-credit offerings with a focus on language, research, and exchange programs. A report on this work is expected by December 1999.

Exchanges

Exchange agreements and partnerships provide opportunities for students to enrich their study, and York has over the years participated in exchanges with more than 100 partner institutions, including those in the Asia-Pacific region (21 partner institutions), the Caribbean (7), South America (5), Europe (55), Mexico (7) and North America (6). In addition, independent study and study abroad opportunities exist in Italy, Moscow, Israel, Germany and France.

- York has been successful in achieving marginal increases in the numbers of students involved (150 students came to York from partner institutions and 97 York students went to other countries in 1997-1998 compared with 132 and 92 respectively in 1996-1997); it remains a goal to better publicize and facilitate/support student participation in these exchanges.
- Three York projects have been approved in competitions for federal funding in the Program for North American Mobility in Higher Education, and the Atlantis Project on New Avenues in the Teaching of Mathematics has recently been approved under the Canada-European Community Program for Cooperation in Higher Education and Training.

International Students

Recruitment and support efforts to attract international students have been bearing fruit, as illustrated in Figure 13.

Figure 13: Number of International (VISA) Students By Faculty

	1995-96	1996-97	1997-98	1998-99
Atkinson	124	125	147	207
Glendon	46	52	57	71
Arts	383	450	542	618
Education	0	0	2	0
Environmental St.	12	8	11	14
Fine Arts	30	29	36	54
Science	108	107	130	155
Osgoode	7	5	4	2
Schulich	20	29	41	42
Graduate Studies	153	224	267	298

Source: York University Fact Book

7. Improvements in Infrastructure

Provision of infrastructural support (libraries, computing, teaching, research and academic office space) is fundamental to the achievement of York's teaching, learning and research objectives.

Libraries (see also the Libraries section)

The libraries at York comprise excellent collections, with 2.3 million volumes, 14,000 journal subscriptions and 2000 on-line titles. They are extensively used and very efficiently operated. They are also historically under-resourced. In recent years, the University has elected to protect the libraries' collection from budget cuts and expenditures have increased by 4.9 per cent.

Maintenance of adequate resources and space is critical, if York is to maintain its reputation as a leading institution for learning and research.

Computing

Computing and Communications Services (CCS) is responsible for providing a reliable, responsive computing infrastructure that enables individual or departmental computing initiatives and results in effective and efficient use of computing resources by the university community.

During 1998-1999 CCS:

- completed an update of the campus data network;
- expanded the modem pool to just over 1200 modems and introduced long-distance modem access;
- replaced over 100 student computers in the Steacie labs and improved student access to e-mail and MAYA (MAnagement of York Accounts);
- enhanced the MAYA system;
- supported establishment of a high-performance computing facility for the Faculty of Pure and Applied Science.

Planning priorities for 1999-2000 include:

- provision of an on-line reservation facility for the Instructional Technology Centre;
- expansion and redesign of York Web server architecture;
- up-grading of back-up services to double storage capacity;
- implementation of a mobile computing project to provide secure drops for students' laptops on campus;
- development of a single integrated account system.

Space

York has a serious deficit in classroom, laboratory, library, research, and academic office space compared to other universities in the province; York ranks third worst in the province in terms of the ratio of space per student. New capital projects undertaken in 1998-1999 (a new science building and reconfiguration of college dining hall space) will ease current demand. The vice-president (academic affairs) division will undertake an inventory and priorities plan to define needs and opportunities in this area in 1999-2000.

Strategic Directions for 1999-2000

In the Spring of 1999, the vice-president (academic affairs) circulated a document titled Strategic Planning for the New Millennium, detailing a number of directions for 1999-2000 and beyond. The full text of this document may be found on the vice-president (academic affairs) Web site at: http:monkey.circus.yorku.ca/planning/strategic. The division's directions for the immediate future include:

Faculty Renewal

- strategic investment in new appointments to support consolidation of high quality academic programs that have been in high demand and hardest hit by York's history of underfunding and budget cuts; 30 new appointments have been allocated for this purpose;
- strategic investment in new appointments to support innovative program proposals promising new enrolments in areas of high demand (business, health, applied science, international, distance education); 40 new appointments have been allocated in these areas;
- development of professional development supports, to recruit and retain world class faculty members in a highly competitive environment, especially in high demand areas;
- allocation of "seed" funding to attract endowment funds for the appointment of high profile researchers and teachers.

Research Profile

- initiation of search for and appointment of a new senior administrator with primary responsibility for development of strategic research policies, identification of projects and external partnerships and funding opportunities, and articulation of York's research case to government and other agencies;
- enhancement of mechanisms to increase participation in research funding competitions;
- development of uniform and coherent policies for research centres.

Teaching and Learning

- development of organizational structures, pedagogical research, course development and assessment, and infrastructural supports to enhance teaching;
- initiation of TEL pilot projects to enrich the curriculum and energize teaching and learning.

Student Recruitment and Retention

- strategic enrolment planning and enrolment management, in consultation with deans and the vice-president (enrolment and student services), to respond to enrolment shifts away from traditional liberal arts programs towards applied and professional programming;
- planning for anticipated demographic growth over the next decade and short-term acceleration in demand for university places due to secondary school reform.

Academic Program Innovation

- ongoing development of innovative programs in high demand areas (business, applied sciences, computing, health), including the development and recognition of employable skills (more specific program directions are outlined in Faculty sections);
- undergraduate reviews of programs in humanities, social science, environmental studies, dance and biology;
- the development of the TEL model at York, based on the results of the pilot initiatives, related research, and further academic planning;
- expansion of partnerships and joint programming with leading Colleges of Applied Arts and Technology in niche applied and professional areas. These programs will be part of York's response to the double cohort/demographic growth and will be supported by TEL delivery models.

Internationalization

- planning, led by the associate vice-president (strategic academic initiatives), to establish a framework for enhancement of the University's profile in international activities, including research, academic programming, (credit and non-credit) and faculty and student exchanges;
- the Student Focus Group and Faculty Forum planned for the Fall 1999 will provide valuable input into this program development.

Infrastructure

- review of space and planning for efficient and effective use of physical resources (classrooms, offices, laboratories, libraries, etc.) to address academic priorities and anticipated demographic growth.

FACULTY OF ARTS

Overview

The Faculty of Arts is the largest arts faculty in Canada, offering a comprehensive range of undergraduate disciplinary and interdisciplinary programs of study, and is the major contributor to York's arts-related graduate programs. It is also the largest York Faculty. The Faculty of Arts is home to roughly 45 per cent of the University's teaching staff and students. In 1998–1999 the Faculty of Arts had:

- 16,954 undergraduate students,
- 505 full-time faculty,
- 263 contract teaching faculty,
- 658 teaching assistants,
- 156 administrative support staff,
- 61,562 alumni.

The humanities and the social sciences, along with the natural sciences, lie at the heart of the University mission. York University was founded in 1959, and its first arts and science programs were offered at the Glendon College campus beginning in 1961. In 1963 the Faculty of Arts and Science was established on the Keele campus to offer undergraduate programs in all three areas. With the creation of the Faculty of Science in 1969, the Faculty of Arts focused its programs in the humanities and social sciences. In the intervening 30 years, the Faculty has undergone rapid and sustained growth, becoming a pre-eminent and highly interdisciplinary research and teaching community and Canadian centre for undergraduate and graduate education and scholarship.

The Faculty's mission is to offer a comprehensive range of disciplinary and interdisciplinary programs of study in the humanities, social sciences, computer science and information technology, mathematics/statistics, and kinesiology/health science. The guiding principles of its mission are academic excellence, innovation and social responsiveness. The academic administration supporting this mission is led by the dean, three associate deans, and the Chairs of 17 academic departments. Those departments are as follows: anthropology, economics, English, French studies, geography, history, humanities, kinesiology and health science, languages, literatures and linguistics, mathematics and statistics, philosophy, political science, psychology, women's studies, social science, and sociology as well as the Centre for Academic Writing. Additional support across the Faculty is provided by the Advising Centre, the Academic Technology Support Group, and the Multimedia Language Centre.

Planning Process and Implementation 1998-1999

Planning within such a large and intellectually diverse Faculty demands constant consultation and coordination. Each unit annually submits an academic plan and a computing plan, resulting from collegial discussions. These are forwarded and discussed within the dean's office, informing the Faculty's plan, which in turn is forwarded to the Senate level. Curricular initiatives arising out of these plans are discussed and approved by unit, Faculty and Senate committees. Faculty Council is an important forum for such discussions. In addition, the deans, associate deans, and Chairs meet regularly to coordinate activities, confer on issues facing the Faculty and plan directions for the Faculty.

General Goals

During 1998-1999 the Faculty's primary planning focus was on renewing its research and teaching strengths. At the centre of this were its new appointments (14 appointments in 1998-1999; successful searches for 23 positions starting in 1999-2000) and degree program innovations. The Faculty aims to:

- maintain and advance its profile and excellence in research and teaching;
- ensure that all its students acquire the knowledge and develop the problem solving, research, writing, and communication skills that will enrich their lives and enhance their careers;
- develop relevant new programs of study in areas of high demand and interest, responding to the diversity of the student body; some of the programs are in collaboration with York's other Faculties and professional schools and/or with community colleges;
- recruit, support and, above all, challenge students in this Faculty to do their best work.

Specific Achievements

Advancing the Faculty's Research Profile

The Faculty continues to vigorously support its scholars, the key to York's reputation and its ability to recruit the finest researchers and students from around the world. The Faculty awarded five Faculty of Arts Fellowships and the Dean's Award for Outstanding Research in 1998-1999. Each unit has a research consultant and an

Academic Initiatives Fund to help support scholarly activity and events. Faculty research grants were given to approximately 70 scholars last year. The Faculty provided matching grants for the purchase of computer equipment, and incentive grants to support applications to external grant competitions (SSHRC, NSERC, MRC), resulting in an increased number of applications. Highlights of the Faculty's success include:

- The recipients of the Dean's Award for Outstanding Research were Chris Armstrong, history, for *Blue Skies and Boiler Rooms: Buying and Selling Securities in Canada:1870-1940*; Doug Crawford, psychology, for his work on eye orientation and the visual motor system; Gordon Flett, psychology, who developed an assessment instrument used around the world to measure perfectionism; and Jianhong Wu, mathematics and statistics for his theoretical and applied work with partial functional differential equations.
- Lorraine Code, philosophy, and Christopher Innes, English, won Canada Council Killam Research Fellowships; Adrian Shubert, history, published *Death and Money in the Afternoon*, resulting from a Guggenheim Fellowship to study the history of bullfighting; Paul Lovejoy, history, received a $1.88 million SSHRC Grant for research on the African Diaspora.
- Faculty members in the Centre for Vision Research (psychology) and in Geography were successful in competitions for the Canada Foundation for Innovation (CFI) and the Ontario Research and Development Challenge Fund (ORDCF).
- During 1998-1999 members of the Faculty held 210 external research grants and contracts worth over $8 million.
- Three Faculty of Arts research centres received major training grants from DFAIT, SSHRC, and CIDA.
- An example of a successful collaboration with another Canadian postsecondary institution was the award of German government funds to establish the Canadian Centre for German and European Studies jointly at York and the Université de Montréal.
- Thomas Loebel, English, won a Polanyi Prize for his research on American literary language after the Civil War.
- Richard Teleky, Creative Writing, published *The Paris Years of Rosie Kamin* to international acclaim.

Advancing Excellence in Teaching

Excellence in teaching encompasses many dimensions, including excellent classroom skills, curricular and pedagogical leadership, accessibility to students, and strong linkages between research/scholarship and the learning experience. Students continue to rank the Faculty's instructors highly. The Faculty celebrates its exceptional teachers with the annual Dean's Awards for Outstanding Teaching. Some indicators of success in this area include:

- The recipients of the Dean's Awards for Outstanding Teaching were Linda Briskin, social science and women's studies, and Eduardo Canel, social science.
- In 1998-1999 course evaluations, students rated the Faculty's instructors on average as 4 out of 5 on a Likert scale – significantly above both the York average and the average of other postsecondary institutions in Canada.
- Arts faculty members won three of York's University-wide teaching awards in 1998-1999.
- Arts faculty members continue to be well represented and recognized in prestigious external teaching award competitions. York has won 49 Ontario Confederation of University Faculty Associations (OCUFA) Awards, more than any other university, in its 25-year history. Of these, half have been won by faculty members in Arts. For the past 12 years, the US-based Council for Advancement and Support of Education (CASE) has granted one annual Canadian Professor of the Year award; in 1995, the award went to an Arts faculty member. Five members of the Faculty have won 3M Canada Teaching Fellowships in the 13-year history of these awards, most recently Linda Briskin (social science and women's studies, 1999).

Providing Students with Problem Solving, Writing and Communication Skills

Teaching at the university level involves far more than simple instruction. The learning of a body of coherent organized knowledge is an important element, but it is only a prerequisite to the development of the skills of critical thinking which are the hallmark of a university education. These skills – the ability to assemble, manipulate, and analyze that body of knowledge, the development of a critical appreciation of the nature of evidence and above all the ability to communicate the analysis in disciplined and orderly prose – is as important as the body of knowledge itself.

- Every course is designed to develop and enhance these skills. Professors continually revise all their courses, to incorporate advances of knowledge and new pedagogical strategies to enhance learning.
- Writing is especially emphasized across the curriculum with particular pedagogical support from the Centre for Academic Writing. The Faculty annually awards prizes to the outstanding essays at each year level and for the major thesis.
- In 1998-1999 Arts completed the implementation of its restructured general education program. These new Foundations courses place a strong emphasis on critical reading, writing, and research skills, and also guarantee that all incoming students experience a small-class format and engage directly with their peers

and instructor. These courses are designed to provide students with the fundamental skills necessary for success both at university and in their future careers.

Offering Attractive and Innovative Educational Programs

a) The new BA in Information Technology (ITEC) is a good example of a program that is both attractive and innovative, providing evidence of the institution's capacity to respond to change. It builds on the Faculty's established strengths in mathematics, humanities, and the social sciences, while creating a vital new collaboration with computer science in the Faculty of Pure and Applied Science. ITEC has generated a tremendous response amongst the students, and has now registered its first class for September 1999.

b) The Faculty's new BA in Business and Society (BUSO) is another good example of a program that is both attractive and innovative. This program builds on the Faculty's strengths in social sciences and humanities, providing students with the analytical tools necessary to study and research business in its political, social and cultural context, both in Canada and in the global system. BUSO has also proven to be tremendously popular with new and continuing students, registering its first majors for September 1999.

c) The Faculty of Arts has developed a Certificate in Business Fundamentals, in cooperation with the Schulich School of Business, that compliments the business-related options (including BUSO) in the Faculty of Arts. This certificate provides high calibre students with the ability to complete a concentration of courses related to the management disciplines while completing their BA. Both the certificate and BUSO prepare students for careers in the private sector as well as to continue into the Master of Business Administration (MBA) degree.

d) A new option is now available to students in the Faculty enabling them to combine Faculty of Arts majors with a major or minor in the Faculty of Pure and Applied Science. With this innovation, Faculty of Arts students can now combine their major with programs in any one of four other Faculties.

e) The Faculty continues to be a lead contributor to York's new School of Women's Studies, at the forefront of women's studies teaching and research in North America. Drawing on three Faculties, women's studies courses investigate how women's lives – in the present and in the past, in Canada and globally – are defined by gender as well as race, class, sexuality, age, ethnicity, religion, and nation.

Recruiting and Challenging Excellent Students

The past few recruiting cycles have been characterized by fierce competition among Ontario universities for quality students, competition which is bound to increase.

- The Faculty annually revises its recruitment publications and recruitment initiatives including its March Break events, the calling campaign, and its high school liaison network. A Retention Working Group was established to consider further initiatives and improve student satisfaction.
- The Faculty has recently successfully piloted the addition of a January entry point to its annual admissions cycle, and it now plans to make this entry point permanent.

The Faculty of Arts has the largest entering class of any Arts Faculty in Canada; approximately 4,000 students are admitted into year 1, and 2,000 into the upper years. The success of this recruitment is indicated by:

- The average entering grade of Arts students was 78 per cent;
- 969 OAC students entered the Faculty with an average above 80 per cent;
- Reflecting the cosmopolitan makeup of the Greater Toronto Area, the Faculty of Arts boasts a richly diverse student population, which brings to its studies various cultural, ethnic, and socio-economic perspectives;
- International students contribute to this diversity of backgrounds and perspectives, constituting 3.7 per cent of the student body;
- A majority of students in the Faculty also share the distinction of being first-generation university scholars in their family;
- 17 per cent of the Spring and Fall graduating classes were distinguished by outstanding academic achievement (graduating grade point average above 7.5 on York's 9-point scale);
- Student teams from the Department of Mathematics and Statistics finished in the top 10 per cent in the prestigious and demanding North America-wide Putnam Mathematics competition in 1996, 1997, and 1998;
- All the statistical evidence for the employment of Faculty of Arts graduates in the province suggests that most of the Faculty's students are obtaining good jobs within a few months of graduation;
- Faculty of Arts students have won the Governor-General's Silver Medal (awarded to the graduate with the highest academic achievement in the university) twice in the last three years.

Faculty Goals for 1999-2000

The mission statement of the Faculty together with the principles of academic excellence, innovation, and social responsiveness, will continue to guide the Faculty's academic planning and development. The broad goals remain faculty renewal, enhanced excellence in teaching and research, curriculum development, and the recruitment, retention, and challenging of students. More specifically, particular attention will be paid to:

- enrolment rebalancing across the University and innovation in the identified priority areas of business and administration, health-related programs, and international programs.
- the continuing development of BUSO, ITEC, and Foundations.
- internationalization, via curriculum innovation, further promotion of exchange programs for students and faculty, continued enhancement of the recruitment of international students (e.g. making the January entry-point permanent), and pursuit of other initiatives suggested by the Arts Working Group on Internationalization.
- further curriculum innovation e.g. degree programs in European studies, cognitive science, and South Asian studies; certificates in Teaching of English to Speakers of Other Languages (TESOL) and non-profit management (in cooperation with the Schulich School of Business); and computer literacy modules.

Budget

The budget of the Faculty of Arts is allocated in support of its core mission of teaching and research. About 94 per cent of expenditures are the salaries and benefits of full-time and contract faculty, teaching assistants and staff. The funds are allocated in support of existing activities, and also the Faculty's new appointments, degree programs and other initiatives set out in this document. The Faculty of Arts has a budget deficit which, at present, is met out of its carryforward. It will be a significant planning and budgeting challenge for the Faculty to address the budget deficit while achieving its academic priorities.

Faculty of Arts

Operating Results by Expense Type

(dollars)	1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	739,274	551,463
Internal cost recoveries	784,219	1,001,735
Other revenues	66,024	–
Budget allocation	67,346,346	67,403,619
Total Revenue	**68,935,863**	**68,956,817**
Expenses:		
Faculty – administration	725,976	774,170
Faculty – full-time	38,634,907	38,583,707
Faculty – contract	7,496,316	7,471,499
Teaching assistants	6,012,227	6,330,204
Research	5,138,561	4,832,309
Support/Administration	7,629,666	7,738,653
Other	92,887	37,080
Total Salaries and Benefits	**65,730,540**	**65,767,622**
Operating costs	3,558,237	3,919,732
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes & utilities	653,487	648,869
Scholarships & bursaries	6,670	2,500
Interest on long-term debt	88	–
Total Expenses	**69,949,022**	**70,338,723**
Total Revenues less Expenses	**(1,013,159)**	**(1,381,906)**
Previous Year's Carryforward	**3,661,143**	**2,695,115***

* this carryforward balance includes post-year-end adjustments of $47,131.

ATKINSON COLLEGE

Overview

Atkinson College, York's second largest Faculty, is dedicated to high quality university education that is creative, innovative, and meets present day student needs. Through the flexibility of evening, weekend, summer, off-campus courses, as well as courses delivered by correspondence and the Internet, Atkinson College provides outstanding educational opportunities to people who choose to attend university outside the standard week-day, day-time setting. Atkinson students earn their degrees at their own pace – on a part-time or a full-time basis.

Atkinson strives to offer a curriculum that is responsive to the personal and professional development needs of working adults and endeavours to provide life-long learning opportunities through a wide range of programs in the liberal arts, fine arts, and professional field such as business, social work, and nursing. Long a leader in the development of innovative courses and

programs, Atkinson works with organizations in the public and private sectors to deliver higher education that meets the rapidly changing needs of the contemporary economy and society.

Atkinson's commitment to outreach, accessibility and lifelong education is reflected not only in the teaching excellence of its award-winning faculty, but in the impressive record of research and community service undertaken by members of the college.

Planning and Implementation 1998-1999

The early 1990s were a very difficult time for Atkinson as it had to adjust to a significant decline in the size and fundamental changes in the character of its traditional student cohort -- adult part-time students. At the same time the college had to deal with University-wide budget cuts which placed unprecedented pressure on the operating budget. Atkinson responded to these challenges by introducing and expanding professional programs in social work, nursing and administrative studies. This past year the college has continued the re-examination of what it is and what it does, and has achieved a remarkable consensus. Colleagues are ready to begin implementation of new strategy for meeting key University planning objectives in health, business, and social services, while at the same time retaining the core liberal arts related to the adult part-time mature student market. Some of the key elements of Atkinson's new strategic direction include:

1. advancing Atkinson's national and international reputation for research and teaching;
2. meeting enrolment targets;
3. adopting correspondence and Internet delivery of courses across a wide range of disciplinary areas;
4. establishing partnerships with other York Faculties and community colleges to coordinate program offerings;
5. developing additional certificate options for students;
6. improving all levels of the client service provided to students;
7. securing greater private funding for students in the form of scholarships and bursaries.

Achievements in each of these areas were as follows:

1. Advancing Atkinson's Reputation for Research and Teaching

Atkinson faculty members won a number of awards. Barry Callaghan (English) was awarded the W.O. Mitchell Award in Writing and was awarded an honorary doctorate by SUNY (Buffalo). Brenda Longfellow (fine arts) was awarded a Genie Award in documentary film. Michael Herren (humanities/classics) was awarded a very prestigious Guggenheim Fellowship, and the York University Distinguished Research Professorship, and most recently has been made a Fellow of the Royal Society of Canada (FRSC).

Atkinson Student President Michael Bowe was awarded the 1999 Pride News Magazine Youth Achievement Award for contributions to the African-Canadian community.

The college hosted or co-hosted major conferences, fora and festivals including the Fine Arts Festival, a symposium featuring leading African-Canadian writers, and a forum on Canada's role in the correction of international injustice.

2. Meeting Enrolment Targets

Atkinson College deployed a strategic enrolment management plan that integrated such management initiatives as applicant conversion and increased emphasis on generating new applications for enrolment. The college was able to meet its enrolment targets in 1998-1999, despite the continuing decline in adult part-time students. It effectively ended a five-year period of declining enrolment by increasing the amount of service teaching to students in other Faculties, and by helping the University retain students by providing alternate course formats (correspondence and Internet) and facilitating student transfer from other York Faculties.

3. Internet Delivery of Courses

Atkinson's Centre for Distance Education offered 24 Internet courses enrolling approximately 1,730 students during 1998-1999. The Centre also offered 25 correspondence courses in 1998-1999 enrolling 3,486 students.

4. Delivery of Relevant New Programs

Atkinson developed a new Bachelor of Arts and a new Bachelor of Administrative Studies in Information Technology. The BA program includes three options (health informatics, professional and technical writing, and social issues). It is anticipated that this program will attract at least 200 new students per year.

The college launched an innovative public service studies program in November 1998. The program draws upon both Atkinson and other Faculties' interdisciplinary teaching community and is targeted at professionals working in law enforcement, ambulance and fire services, corrections and private security. It is expected that this program will attract approximately 150 new part-time students in 1999-2000 and significantly more students thereafter.

5. Continuing Education

Supporting Atkinson's varied selection of degree credit courses and programs is a large and growing range of Continuing Education courses and certificates. Recent additions to the offerings in this area include Canada's only university-delivered certificate program in dispute resolution, and Atkinson's CPA preparatory program, which assists Canadian and Australian chartered accountants, other professional accountants, and accounting students to successfully prepare for examinations leading to the U.S. Certified Public Accountant (CPA) designation. The enormously successful dispute resolution program is also offered off-site in collaboration with Laurentian University, Brock University, University of Guelph, University of Windsor, and Native Counseling Services of Alberta.

6. Improved Client Service

At Atkinson College, responsiveness means more than just delivering quality and innovative educational programming; it also embodies a commitment to support the academic planning and decision-making of Atkinson students throughout their university education. To this end, Atkinson's Office of Student and Academic Services (OSAS) offers a wide range of information and advising services designed to meet the needs of the college's diverse student population. These services are continually being reviewed and refined with an eye to ensuring that students receive the help they need when they need it.

Every student offered admission to Atkinson is contacted within one week and encouraged to enrol in courses for the upcoming academic session. The college's calling campaign has a conversion rate of 56.2 per cent. Atkinson College leads the Faculties at York in the development and implementation of enrolment conversion programs.

Atkinson's Counseling Centre has developed an international reputation by constantly reviewing its policies to ensure that students receive the help they need when they need it. In 1998-1999 the Centre was invited to develop a counselling program for the University of Vilnius, Lithuania. The Vilnius initiative was the first university counselling program in the former Soviet Union and other Lithuanian universities now have requested similar assistance.

Through a partnership among York University, Trent University, and Durham College, students in the Durham region now have available a full-time day Bachelor of Administrative Studies degree program locally. Classes are held at Durham College and degrees are granted by York and Trent universities.

7. Alumni Relations and Fundraising

Atkinson College is fortunate to have extremely supportive alumni, led by a well-organized and active Alumni Association. It is a mark of Atkinson's success in providing for the educational needs of its students that alumni bonds with the college tend to remain strong long after graduation.

Similarly, the commitment of staff and faculty to the ideals and purposes for which Atkinson stands as a unique, yet integral, part of York University is demonstrated by the strong support shown by members of the college during the recent Campaign for York University. Endorsement of Atkinson's mission within the University and the wider community through contributions to college scholarship and bursary funds in recent years has also been impressive.

Atkinson has been extremely fortunate to secure a bequest of $1,000,000 from the Franc R. Joubin Trust. This bequest will provide bursary support to part-time students who are unable to finance and complete their education, as well as Atkinson graduates who wish to go on to graduate studies at York or other universities.

Atkinson College Goals for 1999-2000

In 1999-2000 the college will accelerate efforts to appeal to the growing market for alternative modes of university education. Initially, it plans to do a better job of marketing courses and programs in communities outside the Greater Toronto Area. It plans to offer all courses in the public service studies program either by Internet delivery or correspondence. It also plans to offer students the opportunity to complete the Bachelor of Administrative Studies Degree at a distance. These plans will allow the college to offer many of its courses on a national and international basis. Other important initiatives for the upcoming year include:

Advancing Research and Teaching

Atkinson received four appointments from the Consolidation Phase of the University's Fair Funding Exercise. These appointments were allocated to high growth areas such as administrative studies, social work, and psychology. The college expects to make a significant number of new appointments in the upcoming year as part of the Innovation Phase of Fair Funding. These appointments have been allocated to meet strategic University enrolment and program goals in business, health and social services.

In 1999-2000 the BScN Collaborative Nursing Program will receive its first 75 students. This program is a four year, integrated, collaborative articulation with the first two years of curriculum delivered at Seneca and Georgian colleges and the final two years delivered by the Nursing Department at Atkinson. This program has the potential for significant enrolment growth as the baccalaureate is soon to be mandated for entry to practice in nursing in Ontario. The college will be developing plans for an intake of a minimum of 240 students and the commensurate expansion of nursing faculty to meet this growth.

Meeting Strategic Enrolment Goals

Atkinson's goal is to meet all of its enrolment targets and to increase its enrolments where possible. The college is planning to sharpen further its program to convert admissions to enrolments and to more effectively target international student growth.

Distance Education: Internet and Correspondence Delivery of Courses

Atkinson's goal is to increase significantly the number of Internet and correspondence courses it offers and to market these courses more effectively outside the GTA.

Continuing Education

The college's Division of Continuing Education is constantly seeking new partnerships and creating new certificate programs, and will continue to grow in 1999-2000. The York University Preparatory Program in Information Technology Certification, offered in conjunction with Productivity Point International (PPI) is a major new initiative and promises to add significantly to the division's revenues. The division recently hired a program manager to manage the significant growth in the dispute resolution program as well as to develop new program areas.

Improved Client Service

Atkinson's Office of Student and Academic Services (OSAS) and departments and programs will continue to review their services to meet the needs of the college's diverse student populations. The dean of Atkinson will meet with community stakeholders to ensure that the college maintains its excellent relationship with community groups and ethnic communities.

Alumni Relations and Fundraising

Atkinson's links with its alumni remain remarkably strong after graduation. The recent bequest from the Franc R. Joubin Trust suggests that a more focused effort on alumni development and fundraising can translate into more active support for the college. Therefore, Atkinson will empower a task force to make recommendations on the college's alumni relations policy strategy. The Alumni Relations Task Force also will be instructed to explore fundraising for scholarships and bursaries among former graduates.

Budget

Atkinson College has been under significant financial pressure for the past five years. Entering the 1997-1998 academic year the college was carrying a $1,300,000 deficit that was almost entirely due to not meeting enrolment targets. In 1997-1998 the college laid the groundwork for a new enrolment management team which concentrated on managing the contract faculty budget and meeting the enrolment target. As well, the college worked closely with the Office of the Vice-President (Academic Affairs) and Provost to arrange a three-year plan to retire the deficit. In 1998-1999 the college met and exceeded its enrolment target for the first time in seven years. Detailed enrolment management combined with strict attention to contract faculty management resulted in a year end surplus. As it enters 1999-2000, Atkinson will have reduced its carryforward deficit to $124,884 with the distinct possibility of having it totally eliminated. In addition, the college will balance its in-year budget for two years. Thus, the future looks bright as Atkinson will continue to concentrate on enrolment management to maximize revenues and contract faculty management to keep strict control on expenditures.

Atkinson College

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	123,458	159,250
Internal cost recoveries	1,656,200	2,281,156
Other revenues	25,860	–
Budget allocation	21,822,150	20,997,700
Total Revenue	**23,627,668**	**23,438,106**
Expenses:		
Faculty – administration	954,470	618,639
Faculty – full-time	10,839,548	10,818,157
Faculty – contract	3,498,778	5,184,396
Teaching assistants	679,845	–
Research	1,591,580	1,448,417
Support/Administration	3,489,587	3,726,773
Other	136,230	127,910
Total Salaries and Benefits	**21,190,038**	**21,924,292**
Operating costs	1,108,747	1,313,951
Amortization of capital assets	–	–
Cost of goods sold	450	–
Taxes & utilities	219,662	199,863
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**22,518,897**	**23,438,106**
Total Revenues less Expenses	**1,108,771**	**–**
Previous Year's Carryforward	**(1,187,832)**	**(124,884)***

* this carryforward balance includes post-year-end adjustments of $45,823.

FACULTY OF EDUCATION

Overview

York's Faculty of Education is a recognized leader in teacher education and development in the Province of Ontario. It offers innovative pre-service, professional development and graduate programs and is distinguished by its commitment to exploring ways to address equity, social justice and environmental issues in all of its work. The Faculty values collaboration and an interdisciplinary orientation to education within an academic framework of inquiry into the interrelatedness of language, culture, teaching and learning. The Faculty works closely with the Ministry of Education, the Ontario College of Teachers and with teachers and administrators in the Greater Toronto Area (GTA) to ensure that its school-based programs address current educational challenges.

The Faculty offers concurrent and consecutive undergraduate programs for prospective teachers, as well as extensive field and professional programs for qualified teaching professionals in the GTA, and a teacher preparation program in the education of deaf and hard of hearing students. It also offers full Master of Education and Doctor of Philosophy degree programs with an emphasis on the study of language, culture and teaching in their socio-cultural and historical contexts.

During 1998-1999 the Faculty had:

- 39 full-time tenure stream faculty (including seven cross appointments);
- 28 seconded faculty from area school boards
- 16 teaching assistantships
- 899 students enrolled in concurrent programs;
- 522 students enrolled in consecutive programs;
- 234 students enrolled in graduate programs;
- 1,821 students enrolled in field development programs.

Planning and Implementation 1998-1999

The Faculty of Education continues to be dedicated to high academic standards and a rich learning experience for all its students. As a professional Faculty, it is important that it is responsive to the changing context of education in Ontario and the GTA and is well positioned to adapt to factors such as shifts in school needs, professional regulations and employment patterns.

To this end, the Faculty has engaged in a systematic and rigorous examination of the fundamentals underlying its programming, to ensure that programs address the needs of students and the educational system. The Faculty's goals are to:

1) advance its reputation in research and teaching;
2) expand its excellent collaborative relationships with the local community and area school boards;
3) continue to attract and support a highly qualified and diverse student body;
4) implement leading-edge programs;
5) widen the range of educational settings in which it works.

1. Advancing the Faculty's Reputation for Research and Teaching

Research Funding

The quality and relevance of Faculty research is demonstrated by success in securing external funding. During 1998-1999 faculty members participated in projects that received approximately $2,345,000 in external funding from SSHRC, the Canadian Race Relations Foundation, the Ontario Ministry of Citizenship and the Toronto Centre for Excellence in Research on Immigration and Settlement. Faculty members also received grants from international organizations such as the British Council and the Socrates Lingua Project (S. Alsop) and Language Australia (H. Lotherington).

Publication Record

Members of the Faculty of Education are extremely productive as scholars. In addition to a wide range of articles appearing in scholarly journals, members of the faculty published eight scholarly books during 1998-1999. Faculty members also published a range of text books, student materials and articles in professional journals for teachers.

- D. Britzman published *Lost Subjects, Contested Objects: Toward a Psychoanalytic Inquiry of Learning* (Albany: SUNY Press, 1998)
- C. James edited *Re/Visioning: Canadian Perspectives on the Education of Africans in the Late 20th Century,* (Toronto: Captus Press, 1998)
- H. Lotherington produced a video entitled *Growing Up with English plus* (Melbourne: Language Australia, 1999)
- S. Murphy published *Fragile Evidence: A Critique of Reading Assessment,* (Mahwah NJ: Lawrence Erlbaum, 1998)
- G. Orpwood published *Assessing Mathematics and Science Literacy,* (Vancouver: Pacific Educational Press, 1998)
- R.D. Owston and T. Owen published *Learning Highway: Smart Students and the Net,* (Toronto: Key Porter, 1998)
- R.D. Owston published *Making the Link: Teacher Professional Development on the Internet,* (Portsmouth, NH: Heinemann Books, 1998)
- P. Solomon published *From Resistance to Transformation: Teachers' Response to Multicultural and Antiracist Education,* (New York, 1998)

During the same year, Education faculty members served as editors of:

Language Arts

Journal of Curriculum Theorizing

Canadian Modern Language Review

Teaching Awards

In addition to receiving highly positive teaching evaluations during 1998-1999, members of York's Faculty of Education were recognized with the following teaching awards:

- Faculty of Graduate Studies Teaching Award (G. Bunch)
- Primary Educator of the Year – York Region Women Teachers' Association (A. Diakiw)
- Fran Poleschuk Award – Consultants and Coordinators Association for Primary Education (P. Dickinson)

2. Expanding Collaborative Relationships

The Faculty of Education enjoys excellent collaborative relationships with a variety of educational partners. All the school boards in the Greater Toronto Area have joined with the Faculty to form co-operatives that offer professional development programs for teachers. This co-operative structure has allowed the Faculty to develop improved, responsive programming which remains accessible to teachers.

The Faculty also works closely with area school boards on their research needs, with a range of school based research programs which address daily teaching practice, and encourage teacher candidates and practising teachers to thoughtfully examine life in schools. Specific collaborative projects with school boards include the Westview project, which works with children in inner city schools, and the Peel Universities Partnership which supports learning in multilingual school settings.

The Faculty also has collaborative relationships with community colleges to support science education and early childhood education; with teacher federations to offer professional development opportunities, with the Ministry of Education to develop curriculum materials, and with a wide range of other Faculties and units at York to support joint programs such as the MA in Theoretical and Applied Linguistics.

3. Attracting and Supporting a Highly Qualified and Diverse Student Community

Entry into the Faculty is highly competitive. In addition to a high grade point average, students must: 1) produce excellent references, 2) demonstrate relevant work experience, and 3) undergo a successful interview. Only one of four students applying to the consecutive program and only 1 of 2.6 into the concurrent program were accepted. During 1998-1999 the Faculty's full-time student retention rate at the undergraduate level was 97.7 per cent. On average 97.24 per cent of full-time students proceed to complete their degrees.

The Faculty's access program integrates the principles of equity and diversity throughout its teacher training programs. Potential Access candidates include people of colour, aboriginal/First Nations peoples, people coming from a refugee background and people who are differently abled. In 1998 the Faculty admitted 76 access candidates to the concurrent program and 141 access candidates to the consecutive program.

One of the ways that the Faculty encourages community building and enriches teacher education is by hosting conferences for its students. In 1998-1999 the Faculty co-sponsored three conferences for its consecutive pre-service students.

- A Fine Arts Conference jointly sponsored with Mariposa in the Schools explored ways to enrich teaching through music, visual arts, drama, dance and storytelling.
- A Science and Technology Conference, jointly sponsored with the Ontario Science Centre, allowed teacher candidates to explore the potential of 'hands-on' science activities for the classroom.
- An Equity and Social Justice Conference exposed students to the wide range of equity issues that they will need to deal with as teachers.

4. Implementing Leading-Edge Programs

The Faculty of Education is recognized as being on the leading-edge of pedagogical reform, with a strong commitment to equal educational opportunities for all students. To this end, the Faculty constantly questions its programs and seek ways in which to improve. Examples of recent initiatives include:

- reconceptualizing the principal's qualification program to meet the complex new demands made on school principals and vice-principals. The new model is based on relational leadership and includes mini-conferences and on-line discussion groups;
- working collaboratively with York's Faculty of Pure and Applied Science to increase science literacy in Canada, through in-service teacher education and the provision of curriculum resources for science teaching;
- developing a pan-University Certificate in Educational Studies to allow students outside of the Faculty of Education to earn a qualification based on a coherent program of pedagogical studies;
- establishing a collaborative professional development initiative in mathematics education designed to chart teachers' knowledge and values about mathematics within theoretical and practical contexts.

The Faculty's leadership role has not gone unnoticed. The Faculty of Education recently received a $1 million donation from the Imperial Oil Charitable Foundation to support its efforts on behalf of science education in Canada. The Faculty has also been chosen to host the 14th International Congress for School Effectiveness and Improvement (ICSEI) in January 2001.

5. Widening the Range of Educational Settings in Which the Faculty Works

As education becomes a lifetime endeavour, with increasing frequency it is located outside of the traditional school system. York's Faculty of Education is interested in a wide range of educational settings, and looks to strengthen its expertise and reputation locally, nationally and internationally. The Faculty is currently planning a professional development program for First Nations educators in Northern Ontario, and in 1999-2000 will be introducing graduate courses in adult education. For some years it has supported electronic learning projects such as WIER (Writers in Electronic Residence) and MapReflections, an environmental education software project. Faculty research includes adults in job training programs, and immigrant and refugee experiences. At the international level, the ICSEI International Congress will assist the Faculty to consolidate its international reputation and profile. Other current international initiatives include:

- developing a collaborative relationship with the Hong Kong Institute of Education that allows Hong Kong students to study language pedagogy at York;
- collaborating with the Barbados Ministry of Education and the University of the West Indies to offer a two year computer leadership program (with the support of CIDA);
- collaborating with Simon Fraser University on a five-year project to support the Sri Lanka Ministry of Education to review and strengthen their country's educational system. In 1998-1999, 13 Sri Lankan teacher educators came to the Faculty as graduate students.

Faculty Goals for 1999-2000

Committed to a holistic understanding of education in all its complexity, the Faculty seeks to strengthen its existing programs, maintain and develop its collaborative relationships and continue to work for education which supports the needs of all students. Specific projects planned for 1999-2000 include:

- launching the Certificate in Educational Studies program;
- launching the York/Seneca Institute for Science, Technology and Education;
- extending the Faculty's international presence with collaborative projects with Beijing Normal University, the University of the West Indies, and the URACCAN project in Nicaragua;
- widening its outreach to the community with projects for First Nations educators;
- widening the scope of its pre-service program to include consecutive programs teaching upper elementary students;
- developing expertise in pedagogical uses of technology with the Apple ALI project.

Budget

Revenues for 1998-1999 reflect increased enrolment activity from the expanded principal's qualification program, international projects including Sri Lankan graduate students and undergraduates from the Hong Kong Institute of Education, grant income for the deaf education program plus an increase of undergraduate students in the Faculty's pre-service programs. In 1999-2000 the Faculty anticipates a continuation of existing activities and other initiatives outlined in this document.

Expenditures in 1998-1999 reflect the high priority which the Faculty places on good teaching and research with the bulk of expenditures falling in this category. The Faculty of Education staffing model combines tenure stream professors with faculty members seconded full-time from local area school boards. The category "Expenses - Other" includes the salaries of these seconded faculty members, and of field consultants. It also includes the costs of the practicum placements which undergraduate students require as a condition of teacher certification.

Faculty of Education

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	400,110	567,500
Internal cost recoveries	48,332	36,792
Other revenues	88,373	15,000
Budget allocation	9,932,812	9,305,001
Total Revenue	**10,469,627**	**9,924,293**
Expenses:		
Faculty – administration	284,628	301,296
Faculty – full-time	2,477,589	2,596,303
Faculty – contract	578,430	474,120
Teaching assistants	143,969	135,000
Research	605,044	522,078
Support/Administration	1,607,019	1,766,761
Other	3,348,798	3,040,000
Total Salaries and Benefits	**9,045,477**	**8,835,558**
Operating costs	980,258	744,810
Amortization of capital assets	–	–
Cost of goods sold	59,682	65,650
Taxes & utilities	249,111	263,025
Scholarships & bursaries	15,618	15,250
Interest on long-term debt	–	–
Total Expenses	**10,350,146**	**9,924,293**
Total Revenues less Expenses	**119,480**	**–**
Previous Year's Carryforward	**(27,588)**	**105,702***

* this carryforward balance includes post-year-end adjustments of $13,810.

FACULTY OF ENVIRONMENTAL STUDIES

Overview

What is Environmental Studies?

The Faculty of Environmental Studies (FES) has always answered this question in the broadest possible way. If 'environment' is defined as everything that surrounds us, then environmental studies is not only about natural environments, but also about built environments, social environments, work environments, organizational environments, cultural environments, etc., and all of the sets of relationships between them. Since 1968, FES has been defining environmental studies in this way and graduating students from all three of its interdisciplinary

programs, (BES, MES and PhD), who are now working in all sectors of the economy.

The Faculty's flagship is the Master in Environmental Studies program which it believes is the best individualized, interdisciplinary master's program in environmental studies anywhere. MES graduates are well known across Canada and around the world. The more recent PhD program was built upon the strengths of the MES program and its goal is to produce PhD graduates who are at the leading edge of environmental studies and who link teaching with research.

The Faculty's Bachelor of Environmental Studies is tailored to undergraduate students who have a strong interest in understanding the difficult human and environmental problems facing our world and want to play their part in finding sustainable solutions. BES students chose between four theme areas and may combine their program with a major/minor in the Faculty of Arts or co-registration with York's Faculty of Education.

The Faculty's core quantitative descriptors include:

- 30 full-time faculty, seven active emeritus professors, 12 jointly appointed or seconded, 21 ongoing part-time faculty and 29 sessional course directors;
- 337 MES students,
- 428 BES students,
- 36 PhD students,
- 48 teaching assistants
- 98 graduate courses,
- 49 undergraduate courses.

Planning and Implementation 1998-1999

The Faculty's goals during 1998-1999 were to:

1. attract outstanding students to its graduate and undergraduate programs;
2. support its students in their progress towards their careers;
3. provide its students with the most innovative interdisciplinary programs in the field;
4. increase its global presence; and
5. produce leading-edge research and environmental leadership in Canada and abroad.

1. Attracting Outstanding Students

The Faculty of Enviromental Studies attracted excellent undergraduate students during 1998-1999. The average entering grade for direct entry programs was 78.8 per cent and more than half of OAC entrants had an average of 80 per cent and above. What these numbers cannot show, however, is the often unusual and outstanding records of many of the students who enrol in the Faculty's graduate and undergraduate programs. Other attributes the Faculty looks for in applicants and which also characterize the high quality students in its programs include the following:

- paid and unpaid work experience,
- travel experience,
- community involvement,
- diversity of background and interests,
- a commitment to environmental change based on understanding.

Perhaps the best indicator of the remarkable talent among the Faculty's students is their ability to win prestigious awards. At the BES level, these included a Canada Trust Scholarship, the John S. Proctor Entrance Scholarship, the Kaiser Foundation Scholarship and the Alumni Award of Distinction. Graduate students evidenced a similar level of achievement by winning an NSERC award, six SSHRC awards, 12 York Scholarships, four GFASS, seven OGS awards, one Commonwealth Award, and one Chevening Scholarship through the British Council.

2. Supporting Students

The Faculty and its members have aggressively sought out funding from inside and outside the University to support its students. In 1998-1999 the Faculty:

- provided 70 undergraduates and 30 graduate students with scholarships;
- initiated a new student awards program with the Earth Council Institute of Canada;
- circulated over 500 job postings for paid and volunteer field work positions through its Field Experience Information Office (FEIO);
- educated many potential employers on the range of interests and skills that the Faculty's unique students could bring to their organization;
- delivered workshops and one-to-one counselling to help students clarify their career direction and plan their job search;

- established the Fisher Fund for Neo-Tropical Science to finance the research of FES students in the Las Nubes rain forest in Costa Rica;
- created the FES Campaign Cabinet led by John Martin to raise funds for student financial aid and teaching and learning support among its other objectives.

Established in 1996, the York Centre for Applied Sustainability undertakes numerous national and international projects and continues to provide FES graduate students with significant funding.

3. Providing Students with Innovative Interdisciplinary Programs

The Faculty is characterized by the diverse teaching and research interests of its faculty members. They have expertise across a broad spectrum that includes, for example, sustainability, gender and environment, environmental design and planning, communication and advocacy, health, resource management and tourism, urban politics and political linguistics.

During 1998-1999 the Faculty:

- awarded the first GIS certificate;
- signed a student exchange agreement with the Arava Institute in Israel;
- significantly increased opportunities for students to take field courses;
- proposed new collaborative course offerings in the following areas:
  - ecosystem management with Sir Sanford Fleming College,
  - urban sustainability with Seneca College,
  - international organization with the Institute for Leadership Development,
  - recreation and outdoor education with Humber College.

The Faculty's programs are subject to periodic reviews. While the BES and PhD programs are too new to have been reviewed externally, the Master in Environmental Studies degree was reviewed by the Canadian Institute of Planners and the Ontario Professional Planners Institute in 1998. The programs and their students were rated as being "at the leading-edge of planning".

4. Increasing the Faculty's Global Presence

The exchange arrangement with the Arava Institute is only one aspect of the Faculty's global presence. During 1998-1999 faculty members and students were involved in projects in the following countries:

Barbados	Grenada	Mexico	Sweden	Indonesia	Netherlands
Thailand	Costa Rica	Israel	Nigeria	U.K.	Dominica
Italy	St. Lucia	U.S.	Germany	Kenya	St. Vincent
Zimbabwe					

Since its inception FES has been and continues to be, involved in significant national and international projects. Current large-scale international projects include:

- University Consortium on the Environment, Indonesia, Canada, in collaboration with the University of Waterloo,
- Gender Advisory Board, Netherlands, UN Commission on Science and Technology for Development,
- Asian Institute of Technology Partnership Program (with U.B.C. and the Universities of Calgary, Montreal and Waterloo).

5. Producing Leading-Edge Research

The Faculty of Environmental Studies prides itself on its commitment to world class research. Faculty members produce an average of 200 publications each year including books, monographs, edited volumes, chapters and articles.

Faculty members received the following awards/recognition for their research in recent years:

- Canadian Foundation for Innovation Researchers,
- Fellows of the Canadian Institute of Planners,
- Distinguished Landscape Practitioner,
- Research Award for an Outstanding Article in the Nonprofit and Voluntary Sector Quarterly,
- Blanca Jeanette Kawas Fernandez National Award for Outstanding Science in Support of Environmental Protection and Conservation of Natural Resources in Honduras,
- Herbert E. Bolton Award for Best Book in Latin American History,
- Governor General's Award for English Non-Fiction.

In 1998-1999 members of FES generated $1.85 million dollars in additional research money for York University, almost $600,000 more than the previous year and almost $1.2 million more than in 1996-1997.

What is most revealing is that $240,000 of the research funds came from sources other than government, foundations or industry. Private donors, increasingly, are becoming an important source of new funds for sponsoring the research of FES faculty and students.

Faculty Goals for 1999-2000

1. One of the Faculty's most important goals for 1999-2000 is continued external fundraising and partnership. The Faculty must build on the successes of the FES Campaign Cabinet and the FES Development Advisory Committee to build partnerships with community stakeholders to fund student scholarships, research assistantships and other activities to enhance teaching and learning within the Faculty.

2. The Faculty intends to make significant progress on the following initiatives that are planned or underway:

- providing greater student access to computing, multimedia facilities and natural and cultivated areas;
- adding PCs to the student computer lab and upgrading the servers, printers and multi-media hardware and software used by both faculty and students;
- establishing a Geographical Information Systems lab in the Lumbers Building – the home of FES;
- setting up a fully equipped environmental design workshop.

3. The Faculty will work to increase the number of joint-offerings and collaborative programs with other universities and community colleges, including more applied options.

Budget

The budget of the Faculty of Environmental Studies is allocated in support of teaching and research. The budget allocation includes funds from enrolment. Salaries and benefits of full-time and contract faculty, teaching assistants and staff constitute approximately 92 per cent of expenditures. Research includes funds for graduate students and faculty members on sabbatical. Scholarships and bursaries for FES students are primarily administered through the University Advancement Office and Student Financial Services at York and these amounts are not reflected in this budget.

Faculty of Environmental Studies

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	197,218	197,000
Internal cost recoveries	–	–
Other revenues	20,877	14,500
Budget allocation	5,993,471	5,997,713
Total Revenue	**6,211,566**	**6,209,213**
Expenses:		
Faculty – administration	478,896	480,732
Faculty – full-time	2,396,434	2,368,698
Faculty – contract	319,813	520,000
Teaching assistants	324,658	300,024
Research	994,153	937,760
Support/Administration	1,125,072	1,091,075
Other	35,877	35,400
Total Salaries and Benefits	**5,674,903**	**5,733,689**
Operating costs	396,163	485,710
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes & utilities	52,528	52,475
Scholarships & bursaries	906	1,000
Interest on long-term debt	–	–
Total Expenses	**6,124,500**	**6,272,874**
Total Revenues less Expenses	**87,066**	**(63,661)**
Previous Year's Carryforward	**213,302**	**288,564***

* this carryforward balance includes post-year-end adjustments of $11,804.

FACULTY OF FINE ARTS

Overview

York's Faculty of Fine Arts is one of the largest and most comprehensive training institutions for the fine arts in Canada, and the only program of its kind in Ontario. It offers academic studies and professional training at the undergraduate and graduate level in six major disciplines: dance, design, film & video, music, theatre and visual arts, as well as interdisciplinary fine arts cultural studies, leading to the degrees of BA (Honours), BFA (Honours), BDes (Honours) and, in specified areas, MA, MFA and PhD. With more than 2,300 students and 150 full- and part-time faculty working in all areas of fine arts practice and scholarship, the Faculty is the primary centre of study in the field in the Ontario university system.

The Faculty of Fine Arts' mission is to provide the best possible education for new generations of fine arts practitioners, scholars and educators, while advancing the development of the various arts disciplines and their teaching at all levels. This mandate includes educating arts audiences and promoting and enlivening the fine arts in Canadian society generally, while serving the varied constituencies of the local, national and international cultural community.

Also integral is a commitment to professionalism and innovation. Through the Faculty's institutional activities and as practising professionals, York Fine Arts faculty and alumni play a leadership role in the arts community. They are major contributors to the 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.

To fulfill this mission, the Faculty must respond to a growing demand for innovative new programs. At the same time, it must continually review and upgrade existing programs and facilities in order to maintain excellence and relevance in today's competitive global culture. Keeping abreast of technological developments and working processes standard to the industries is essential. This will ensure that the Faculty's programs reflect professional practices so its students will be well prepared for their careers after graduation.

An equally critical and constant challenge is managing growth. Fine Arts undergraduate student enrolment has more than doubled over the past ten years. While this is a gratifying testimonial to the Faculty's outstanding reputation, it has led to high student:faculty ratios as faculty complement has not kept pace. Concurrently, the Faculty's physical infrastructure has been stretched to the limit. Providing the human and physical resources needed to do the job is thus an ongoing, key priority in the Faculty's strategic planning, especially in light of anticipated increases in student enrolment province-wide in the next few years.

For 1998-1999 the Faculty's goals included:

1. advancing the Faculty's national and international reputation for excellence in fine arts research, creative work and teaching;
2. recruiting the best students nationally and internationally, and providing them with appropriate support;
3. faculty renewal;
4. pursuing partnership opportunities with other educational institutions and the professions to expand the range and quality of programs and career options for Fine Arts students;
5. upgrading teaching/learning resources, including integration of the new digital technologies into the curriculum;
6. improving administrative resources for managing growth.

Planning and Implementation 1998-1999

1. Advancing the Faculty's Reputation for Excellence in Research, Creative Work and Teaching

Faculty Research & Creative Work – Selected Highlights

- Theatre historian Don Rubin is heading the largest international cooperative undertaking in the history of cultural publishing: *The World Encyclopedia of Contemporary Theatre*, a 15-year, $2.5 million research project based at York that published its fourth and fifth volumes in 1998-1999.
- Artists Jon Baturin, Michael Davey, Bruce Parsons, Judith Schwarz, Nell Tenhaaf and Tim Whiten mounted critically acclaimed solo exhibitions across Canada.
- Pianist Christina Petrowska released three solo CDs and was a featured performer in the True North Festival, the largest Canadian cultural event ever held in Taiwan.
- Amnon Buchbinder's feature film *The Fishing Trip* received critical acclaim at its premier screening at the Toronto International Film Festival and was released nationally.
- Grammy Award-winning ethnomusicologist Rob Bowman received the coveted ASCAP – Deems Taylor and other awards for his book *Soulsville, U.S.A. – The Story of Stax Records.*
- Sculptor Judith Schwarz won the Canada Council's prestigious Victor Martyn Lynch-Staunton Award in recognition of the excellence of her body of work.
- Multiple Dora Award-winner Phillip Silver designed sets and lighting for a production of David Hare's *Skylight* at the National Arts Centre, Ottawa and Citadel Theatre, Edmonton.
- Film historian and critic Seth Feldman co-curated and presented a Canadian film retrospective in Beijing, China.
- Art historian and cultural policy specialist Joy Cohnstaedt became the founding Chair and president of the Canadian Cultural Research Network.

- Fine Arts faculty members won 19 of 20 submitted grant or contract applications, totalling over $265,000.

Teaching

- Reflecting its commitment to excellence in teaching, the Faculty established a Fine Arts Teaching Award in 1998.
- The first recipient of that award, theatre professor Judith Rudakoff, also won the 1998-1999 Parents' Association University-Wide Teaching Award and was York's nominee for the 1999 CASE Canadian University Professor of the Year.
- Dance professor Selma Odom was awarded York's Faculty of Graduate Studies Teaching Award in 1998.
- The Faculty's teaching remained relevant to market forces, as shown by the employment rates for alumni which were 91.5 per cent and 97.1 per cent, respectively, six months and two years after graduation. This achievement is particularly significant given that fine arts career trajectories are often project-driven, seasonal and freelance.

2. Recruiting and Supporting the Best Students

- The quality of incoming students has improved steadily since 1990. In 1998-1999 the average entering grade (OAC) of Fine Arts students was 80.72 per cent. The number of University entrance scholarships won by Fine Arts students increased by 90 per cent over four years.
- Enhanced recruitment efforts led to a significant increase in the number of undergraduate applications in 1998-1999, with 2,165 OAC applicants and 1,022 non-OAC applicants. The ratio of applicants to available places was a very healthy 4.58:1.
- As a result of the Faculty's international recruitment strategy, undergraduate international enrolment almost tripled from 1996-1997 to 1998-1999 (currently 54 FFTEs).
- The Faculty has developed several initiatives to help its students adjust to university, including an optional non-credit summer workshop in computer literacy for incoming students and an advising network which provides peer mentoring and support for first-year students.
- To enhance students' experience and employability, the Faculty has established internships and practicum placements in professional settings as well as opportunities for pre-professional performance and touring experience for upper-level students.
- The Faculty actively pursues opportunities to involve its students in professional productions and festivals and give their work international exposure. In 1998-1999 Faculty of Fine Arts students participated in the Berlin International Theatre Festival and the Prague Quadrennial international theatre design exhibition, and student films and videos were entered in national and international competitions.
- The Faculty helped raise funds to endow more than two dozen new bursaries for Fine Arts students as part of York's national campaign.

3. Faculty Renewal

Over the past decade, the Faculty's student to full-time faculty ratio increased by more than 150 per cent (from 14.9 to 37.5). Since professional training in most fine arts disciplines entails small group instruction and/or one-on-one coaching, this high ratio is a matter of some concern. To begin to remedy the problem, the Faculty added four tenure stream appointments in 1998-1999, and is planning to add six net new positions in 1999-2000. While these new appointments are a promising start, more remains to be done to bolster the Faculty's complement in order to ensure that Fine Arts maintains its reputation as one of the pre-eminent fine arts programs in North America.

4. Pursuing Partnership Opportunities to Enhance Programs and Career Options

- The Faculty established a new Department of Design and launched a deregulated professional program in partnership with Sheridan College that will lead to the first Bachelor of Design degree to be offered by an Ontario university. The program conforms to the accreditation standards of the industry's professional body: the Association of Registered Graphic Designers of Ontario.
- The Department of Dance instituted a five-year joint program with the National Ballet School which will provide graduates with both a York BFA and an NBS teacher-training diploma.
- The Department of Theatre is developing a credit rubric for a concentrated masterclass model providing interaction between students and visiting scholars and artists.

5. Upgrading Teaching/Learning Resources

- All Fine Arts programs have integrated current digital technologies into their curriculum, including interactive multimedia, digital applications for music composition, choreography and video production, and computer-based design in the visual arts and theatre.
- The Fine Arts Cultural Studies Program initiated Internet delivery of selected courses.

- With funding secured from the private sector, the Faculty implemented facilities and equipment upgrades in several studio areas: the expansion of the photography lab, addition of a colour darkroom and completion of the bronze foundry in the Department of Visual Arts, and digital editing facilities in the Department of Film & Video.

6. Improving Administrative Resources for Managing Growth

Following a review of its administrative research capabilities and strategic planning process, the Faculty established a new staff position to provide high-level support in the areas of management information, data collection and analysis, and enrolment policy and planning.

Faculty Goals for 1999-2000

Building on successes in 1998-1999, the Faculty intends to continue pursuing many of these initiatives in 1999-2000. At the same time, other critical factors have come to the fore:

- While the quantity and quality of applicants to the Faculty increases every year, the number who list York Fine Arts as their first choice declined to an all-time low of 27.6 per cent in 1998-1999 (from 50.8 per cent 10 years ago). Tellingly, this downward trend was paralleled by the steep increase in the student:faculty ratio over the same period.
- Student retention rates are also a cause for concern. The percentage of students retained after first year is a respectable 75.44 per cent, but the Faculty believes this is too low for a Faculty that prides itself on pedagogical innovation and a demonstrated record of strong student demand. The drop-out rate accelerates in upper years: only 56.8 per cent of the students who entered Fine Arts in 1990 completed their degrees.

The most obvious reason for this decline is the decreasing level of hands-on studio experience in one-on-one or small group instruction that the Faculty can provide for its students.

All Faculty of Fine Arts studio programs require specialized, discipline-specific facilities, equipment and technical support. Facilities are currently at capacity, and in some areas wholly inadequate. While there is a large and growing demand for enrolment in the Faculty, it is the studio programs that hold the primary attraction for applicants, and student satisfaction and future growth in those areas will be severely restricted unless the facilities deficits are addressed. The most pressing need is for a dedicated, state-of-the-art music facility – the norm at all other comparable institutions, notably the Faculty's competitors. Other critical capital needs include a proscenium theatre, additional dance and visual arts studios, and a print study centre.

The Faculty's energies in 1999-2000 and thereafter will therefore focus on redressing the deficiencies in the Faculty's human and physical resources. To this end, the goals are:

1. to expand and upgrade facilities (Fine Arts Phase Four), developing and implementing a fundraising campaign with York's Development Office;
2. to continue to aggressively pursue faculty renewal;
3. to continue to work towards enhancing the overall experience of students in the Faculty.

The expansion and completion of the physical infrastructure is the Faculty's institutional and fundraising priority. Achieving this goal will revitalize the entire Faculty and provide a firm foundation for fulfillment of its educational mission as it moves into the new millennium.

Budget

The budget of the Faculty of Fine Arts supports the Faculty's mission of teaching and research, encompassing both scholarly and artistic exploration in fine arts. The current budget statement presents the 1998-1999 actuals and a conservative estimate for 1999-2000. 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 specialized materials and equipment (including state-of-the-art technology) 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, which change throughout the academic year. These variables include adjustments to base, OTOs and growth funding, including unanticipated enrolments. Increased enrolments and growth have been significant factors in balancing past budgets but, as indicated previously, the increase in teaching has strained facilities and raised the student to faculty ratio. The "full-time faculty" line indicates the full costs of faculty teaching in each year; the cost of faculty who are on sabbatical is indicated under "Research". In summary, on a yearly basis, even with the most optimistic forecasts, the Faculty has a structural budget deficit, which is currently being met by carryforwards from previous years. The Faculty's challenge in the next year will be to maintain and enhance its reputation for high quality programs, while moving towards long-range budget stability.

Faculty of Fine Arts

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	390,733	505,942
Internal cost recoveries	216,756	171,228
Other revenues	26,876	–
Budget allocation	12,170,916	11,838,954
Total Revenue	**12,805,281**	**12,516,124**
Expenses:		
Faculty – administration	393,368	288,969
Faculty – full-time	5,936,376	5,723,817
Faculty – contract	1,126,917	1,573,058
Teaching assistants	712,461	634,686
Research	621,662	947,341
Support/Administration	2,638,922	2,878,872
Other	37,788	8,410
Total Salaries and Benefits	**11,467,494**	**12,055,153**
Operating costs	1,307,240	1,266,973
Amortization of capital assets	–	–
Cost of goods sold	23,902	44,000
Taxes & utilities	122,521	118,069
Scholarships & bursaries	3,000	3,000
Interest on long-term debt	–	–
Total Expenses	**12,924,157**	**13,487,195**
Total Revenues less Expenses	**(118,876)**	**(971,071)**
Previous Year's Carryforward	**1,067,417**	**971,071**

* this carryforward balance includes post-year-end adjustments of $22,530.

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 and teaching excellence is recognized locally by the Principal's Teaching Excellence Award.

Glendon's core quantitative descriptors include:

- 1,697 undergraduate students,
- 82 full-time faculty members,
- 74 contract teaching staff,
- 12-13 teaching assistants.

Planning and Implementation 1998-1999

Glendon College's planning has focused on:

- attracting the types of high quality students that are most appropriate for Glendon's bilingual liberal arts mission;
- the integration of technologically-based education in a manner that is consistent with the college's bilingual liberal arts character and mission;
- the development of relevant diploma courses and certificate programs;
- closer integration and sharing of academic resources between Glendon College and the Keele campus.

Attracting High Quality Students

Glendon's student body is international in character and academically accomplished. The grade point averages of Glendon enrolments in 1998-1999 compare well with York students generally:

- The average entering grade for Glendon's direct-entry programs is 78.29 per cent.
- 72 students in the entering class were Ontario Scholars.
- Five per cent of the Glendon student body are international students.

The college will endeavour to build upon this record and to attract a greater number of such students. Beyond presenting the Glendon message to students in Southern Ontario, it will seek to reach students from other parts of the country who might have a particular interest in Glendon' s bilingual, liberal arts mission. This involves, in particular, Anglophone students who have completed some French studies (especially immersion programs) and Quebec Francophone students.

Diversifying Glendon's Programs

As part of York University's ongoing renewal of Glendon College, a process supported by University Senate and the Administration, Glendon is currently introducing four new programs that are linked to high demand occupations. These are:

- business economics,
- information technology,
- international studies, and
- rédaction professionnelle (certificat).

Integrating Technology-Based Instruction

Glendon has participated in video-conferenced classes between York's two campuses. That experience has served the college well in its present development of new initiatives in distance education and educational technology. During 1998-1999 Glendon:

- delivered a number of distance education courses in collaboration with other francophone or bilingual campuses;
- introduced a new interactive classroom facility that permits any combination of multimedia and computer applications for classroom instruction.

Developing Relevant Diploma Courses and Certificate Programs

During 1998-1999 Glendon offered a rich variety of certificate level programs that were dovetailed with existing degree programs. These included:

- teaching English as an international language,
- intercultural studies,
- Spanish/English and English/Spanish translation,
- technical and professional writing,
- refugee and migration studies,
- work and study.

College Goals for 1999-2000

During 1999-2000 an objective will be to raise Glendon's public profile as a bilingual liberal arts Faculty. Recruitment activities will be complemented by public conferences and other events on campus, speaking tours and other initiatives to make Glendon better known throughout Canada as a whole. As Canada's only bilingual liberal arts college, Glendon has the potential to become a truly national institution serving as a bridge between Canada's two linguistic communities. On this basis, Glendon will build on its historical mission of preparing Canadians for public service.

At the same time, the college will move aggressively to increase the number and range of offerings in high demand areas. It also intends to develop technological expertise and feed it directly into new certificate programs and distance education offerings.

Glendon has distinguished alumni and will act to strengthen their relationship with the college. During this transition period, therefore, the college will develop its alumni database and turn its collective energies to the potential of private funding for Glendon College.

Glendon and York generally must devote sufficient financial resources towards improving transportation services between the two campuses and harmonizing their academic efforts. Both campuses will benefit from being able to offer their students the "best of both worlds."

Finally, initiatives will be undertaken to strengthen support for research at Glendon. A large number of innovative projects are already underway. In addition, Glendon houses and supports both GREF (Groupe de recherche en études francophones) and the CIIA (Canadian Institute of International Affairs).

Budget

Glendon College's total budget is aligned to meet the various components of its teaching and research commitments. In particular, around 93 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 a small but hopefully growing number of new tenure-track appointments. The college's bilingual commitments are fully recognized. An enrolment deficit in the region of $1,500,000 may still be a possibility, but Glendon is currently developing a strategy, within a Senate approved framework, towards improving enrolments.

Glendon College

Operating Results by Expense Type

(dollars)	1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	39,095	16,200
Internal cost recoveries	43,604	29,600
Other revenues	1,777	10,000
Budget allocation	10,217,727	10,227,293
Total Revenue	**10,302,203**	**10,283,093**
Expenses:		
Faculty – administration	407,363	379,812
Faculty – full-time	6,718,656	6,611,874
Faculty – contract	1,319,479	1,071,102
Teaching assistants	123,230	134,862
Research	816,835	822,276
Support/Administration	1,797,714	1,866,867
Other	132,764	142,407
Total Salaries and Benefits	**11,316,041**	**11,029,200**
Operating costs	708,989	587,290
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes & utilities	147,411	156,141
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**12,172,441**	**11,772,631**
Total Revenues less Expenses	**(1,870,238)**	**(1,489,538)**
Previous Year's Carryforward	**(1,905,778)**	**(3,773,725)***

* this carryforward balance includes post-year-end adjustments of $2,291.

LE COLLÈGE GLENDON

Vue d'ensemble

Le Collège Glendon est la faculté bilingue de l'Université York. Elle offre des programmes d'une grande qualité dans le domaine des arts libéraux, en anglais comme en français. Au fil des années, le Collège a mis au point un programme d'études qui reflète à la fois la perspective canadienne et son contexte international.

De petite taille et séparé géographiquement du campus principal, Glendon possède un sens communautaire très prononcé, qui se trouve renforcé du fait des classes relativement petites et de la grande interaction entre enseignants et étudiants. Les sondages réalisés auprès de la population étudiante de Glendon révèlent un degré de satisfaction élevé en ce qui concerne les cours. Les enseignantes et enseignants de Glendon se voient régulièrement décerner des prix d'enseignement attribués au niveau de l'Université toute entière. Au sein de Glendon, l'excellence en matière d'enseignement est également reconnue par le Prix de l'excellence en enseignement, décerné par la ou le Principal.

Les principales données quantitatives relatives à Glendon sont les suivantes:

- 1697 étudiantes et étudiants de premier cycle
- 82 membres à plein temps du corps professoral
- 74 enseignantes et enseignants à contrat
- de 12 à 13 assistantes et assistants à l'enseignement

Orientation de Glendon et sa mise en oeuvre en 1998-1999

Les principaux axes d'orientation du Collège Glendon sont les suivants:

- Attirer des types d'étudiants de grande qualité qui conviennent le mieux à la mission de collège bilingue d'arts libéraux que s'est fixée Glendon.
- Intégrer un enseignement basé sur la technologie tout en respectant le caractère et la mission propres à Glendon, collège bilingue d'arts libéraux;
- Élaborer des cours pertinents menant à un diplôme et des programmes menant à un certificat;
- Intégrer de façon plus soutenue les ressources en matière d'enseignement et mieux les partager entre le Collège Glendon et le campus de Keele.

Attirer des étudiantes et étudiants de grande qualité

La population étudiante de Glendon est internationale et douée au plan académique. Les moyennes pondérées cumulatives des étudiantes et étudiants inscrits à Glendon en 1998-1999 étaient bien placées par rapport à l'ensemble de la population étudiante de l'Université York:

- La note moyenne obtenue au cours préuniversitaire de l'Ontario (CPO) pour les programmes d'entrée directe à Glendon en 1998 était de 78,29%.
- 72 des étudiantes et étudiants débutants étaient boursiers de l'Ontario.
- Cinq pour cent de la population étudiante de Glendon se compose d'étudiantes et étudiants étrangers.

Le collège va s'appliquer à renforcer ces chiffres et à attirer un plus grand nombre de ces étudiants. En plus de faire passer le message de Glendon aux étudiantes et étudiants du Sud de l'Ontario, il cherchera à atteindre

celles et ceux en provenance d'autres régions du pays qui pourraient manifester un intérêt spécial pour la mission de Glendon en tant que collège bilingue d'arts libéraux. Ceci s'applique en particulier aux étudiantes et étudiants anglophones qui ont effectué des études de français (tout particulièrement les programmes d'immersion) et des étudiantes et étudiants francophones du Québec.

Diversification des programmes de Glendon

Dans le cadre du renouvellement progressif du Collège Glendon entrepris par l'Université York, processus appuyé par le Sénat et l'administration de l'université, Glendon introduit actuellement quatre nouveaux programmes qui sont liés à des professions à forte demande. Il s'agit de:

- économie et commerce
- la technologie de l'information
- les études internationales et
- la rédaction professionnelle (certificat)

Intégration d'un enseignement assisté par la technologie

Glendon participe à des séances de cours par vidéo-conférences organisées entre les deux campus. Cette expérience s'avère bénéfique pour le collège dans l'élaboration actuelle de nouvelles initiatives en matière de formation à distance et de technologie pédagogique. Au cours de l'année 1998-1999, Glendon a:

- offert un nombre de cours de formation à distance en collaboration avec d'autres campus francophones ou bilingues;
- mis en service une nouvelle salle de cours interactive permettant de combiner toutes sortes d'applications informatiques et multimédia pour l'enseignement en classe.

Élaboration de cours pertinents menant à un diplôme et de programmes menant à un certificat

Durant l'année 1998-1999, Glendon a offert une riche gamme de programmes de certificat qui venaient s'insérer ou se combiner à des programmes de baccalauréat. Citons notamment:

- l'enseignement de l'anglais langue internationale
- les études interculturelles
- la traduction de l'espagnol à l'anglais et de l'anglais à l'espagnol
- la rédaction technique et professionnelle
- les réfugiés et l'émigration
- le travail et les études

Objectifs du Collège pour l'année 1999-2000

Pour l'année 1999-2000, l'un des objectifs sera d'élever l'image publique de Glendon en tant que faculté bilingue d'arts libéraux. Les activités de recrutement seront complétées par des conférences publiques et autres événements organisés sur le campus, des tournées de conférences et autres initiatives permettant de mieux faire connaître Glendon à travers le Canada dans son ensemble. À titre de seul collège bilingue d'arts libéraux au Canada, Glendon a le potentiel de devenir une véritable institution nationale servant de pont entre les deux communautés linguisitiques du Canada. En s'appuyant sur cette notion, Glendon pourra mettre en oeuvre sa mission historique de préparer les Canadiennes et les Canadiens au service public.

En même temps, le Collège va travailler de façon agressive de sorte à augmenter le nombre de choix possibles et la variété de ces choix dans les domaines en forte demande. Il a également l'intention de développer une expertise technologique et de la mettre directement à profit dans de nouveaux programmes menant au certificat et de nouvelles possibilités en matière de formation à distance.

Glendon compte des diplômés de renom et va oeuvrer pour renforcer leur relation avec le collège. Au cours de cette période transitoire, le collège va donc mettre en place sa banque de données de diplômées et diplômés et orientera les énergies collectives en vue du financement privé éventuel du Collège Glendon.

Le Collège Glendon, et l'Université York de façon générale, doivent consacrer suffisamment de ressources financières à l'amélioration des services de transport entre les deux campus ainsi qu'à l'harmonisation du travail d'enseignement. Ainsi, ce sont les deux campus qui vont bénéficier de pouvoir offrir à leurs étudiantes et étudiants le meilleur des deux mondes.

Enfin, des initiatives seront entreprises pour renforcer le soutien à la recherche à Glendon. Un grand nombre de projets innovateurs sont déjà en cours. Par ailleurs, Glendon abrite et soutient le GREF (Groupe de recherche en études francophones) ainsi que l'ICAI (l'Institut canadien des affaires internationales).

Budget

Le budget global du Collège Glendon est établi de sorte à répondre aux nombreuses composantes de ses engagements en matière d'enseignement et de recherche. Pour être plus précis, près de 93% des dépenses globales servent à couvrir les salaires et avantages sociaux des membres du corps enseignant à temps complet et de ses membres à contrat, des assistantes et assistants à l'enseignement et du personnel de soutien. Ceci inclut un nombre faible, certes, mais - espérons-le, un nombre croissant, de nouvelles ouvertures de postes conduisant à la permanence. Les engagements du collège en matière de bilinguisme sont totalement reconnus. Un déficit au niveau des inscriptions avoisinant 1 500 000 $ pourrait demeurer une éventualité mais Glendon met actuellement en place une stratégie, dans un cadre apprové par le Sénat, permettant d'augmenter les effectifs.

Collège Glendon

Résultats d'exploitation

(dollars)	1998-1999 actuels	1999-2000 budget
Recettes :		
Recouvrement des frais externes	39 095	16 200
Recouvrement des frais internes	43 604	29 600
Autres revenus	1 777	10 000
Enveloppe budgétaire	10 217 727	10 227 293
Recettes globales	**10 302 203**	**10 283 093**
Dépenses :		
Corps enseignant – Administration	407 363	379 812
Corps enseignant – plein temps	6 718 656	6 611 874
Corps enseignant – contractuels	1 319 479	1 071 102
Assistants à l'enseignement	123 230	134 862
Recherche	816 835	822 276
Soutien et administration	1 797 714	1 866 867
Autres	132 764	142 407
Total des salaires et avantages sociaux	**11 316 041**	**11 029 200**
Coûts de fonctionnement	708 989	587 290
Amortissement des immobilisations	–	–
Coûts des produits vendus	–	–
Impôts et commodités	147 411	156 141
Bourses d'études et d'entretien	–	–
Intérêts sur dettes à long terme	–	–
Dépenses globales	**12 172 441**	**11 772 631**
Recettes moins dépenses	**(1 870 238)**	**(1 489 538)**
Report des exercises antérieurs	**(1 905 778)**	**(3 773 725)***

* la balance à l'ouverture comprend les écritures de fin d'exercice de 2 291 $.

FACULTY OF GRADUATE STUDIES

Overview

The Faculty of Graduate Studies is recognized as among the leading graduate schools in Canada and is also one of the largest. In 1998-1999, 4,132 students were enrolled in the Faculty, which makes it the second largest graduate school in Ontario and the seventh largest in Canada. The range of programs in core disciplines and professions is impressive, as is the Faculty's ability to mount interdisciplinary programs at the frontiers of both new scholarship and emerging social and political issues.

York's Faculty of Graduate Studies is unique because it draws upon the full academic resources of the University, regardless of the hiring unit in which individual professors were appointed. Instead of being embedded within departmental units, as in most other universities, graduate programs exist in parallel to them, and report directly to the dean of graduate studies. This is not only consistent with our commitment to interdisciplinary research and teaching, but also allows each of the 36 graduate programs to involve any interested and qualified faculty member. For example, York's Graduate Program in English includes faculty members from 13 different hiring units across the University.

The Faculty's core quantitative indicators for 1998-1999 include:

- 1,022 York faculty appointed to the Faculty of Graduate Studies,
- 1,625 full-time and 1,536 part-time Masters students,
- 854 full-time and 117 part-time Doctoral students,
- 4,132 students in total (7,777 FFTEs of which 6,476 are funded),
- 298 graduate students on international student visas,
- 36 graduate programs and nine unique graduate diplomas.

Planning and Implementation 1998-1999

The essential defining characteristic of a great university is outstanding research. Graduate programs offer such an important component in a university's research culture that it is possible to measure an institution's overall quality by the achievements of its graduate students.

At the level of the individual, graduate education is the development of the research potential of each graduate student. To encourage every York graduate student to reach her/his full scholarly and career potential, the Faculty strives to establish a high standard of instruction that includes new and relevant programs and diplomas from which students can choose.

Financial support is critical not only for attracting the best students nationally and internationally, but also for supporting progress to degree completion. During 1998-1999 York University and the Faculty of Graduate Studies provided increased levels of support for new and continuing students.

One of York's noteworthy contributions to graduate education in North America is the development of programs designed to enhance the teaching skills of its students and, thereby, make them more marketable in the fierce competition for academic positions. During 1998-1999 the Faculty was able to refine and advance many of these unique programs.

1. Renewing Canada's Research Community

The Faculty expects all its members to demonstrate an ongoing capacity for research. Faculty members must evidence an active and continuing contribution to research, scholarship, professional or artistic activity in a form that is available for peer review. Members are appointed for seven years only, and the Faculty reviews the credentials of all those who come up for renewal.

Setting National Standards for 1998-1999

The Faculty believes that its rigorous selection criteria for faculty members set a standard and contribute to the remarkable success of its students. In the primary Canadian competitions for external grants during 1998-1999, York's graduate students placed:

- first in Canada in the competition for SSHRC grants,
- second in Ontario for Ontario Graduate Studies Scholarship (OGS) grants.

A student in York's graduate program in biology, Jeremy Kerr, was the recipient of the 1999 Governor-General's Gold Medal for academic achievement.

Setting International Standards for 1998-1999

Internally the Faculty encourages research achievement by presenting six annual awards for the best Master's theses and PhD dissertations. But many graduate students also excel in international competitions. In 1999, Michael Richer, a graduate of the earth and space science program won the Dissertation Award of the prestigious Northeastern Association of Graduate Schools (NAGS). He is in good company. Since 1994, York's graduate students have won three of the annual Master's Awards and three of the annual Dissertation Awards sponsored by NAGS. No other university within this association has repeated this record.

Outstanding Progress to Degree Completion

In an institutional comparison of 20 graduate disciplines in Ontario, York's students completed their degree:

- in the shortest time in six of them,
- within the top three in 10 of them.

The average time to completion for the Faculty's Doctoral students is 4.86 years, as against the longest average time of 6.19 years.

Transferability of Research Skills

During a period of fierce competition for positions, a survey of 1998 doctoral graduates indicates that they obtained the research and teaching skills to find relevant positions:

- 11 were already in tenure-track university positions;
- 20 received funding as postdoctoral fellows at various universities;
- 24 had teaching positions (other than tenure-track);
- 20 are employed in industry, business or government;
- only five were still unemployed and three are unknown.

The Global Track Record

York's graduate programs have become well-known and respected around the world. As a Faculty with global ambitions, the Faculty of Graduate Studies wants its students to reflect the international community and to contribute a rich diversity of perspectives within its graduate programs. The number of international graduate students at York has increased steadily:

- 1994 = 162 international students,
- 1996 = 224 international students,
- 1998 = 298 international students.

2. Providing Students with Innovative Programs and Financial Support

The Faculty's enrolments have grown steadily since 1994-1995, an increase of 25 per cent. The proportion of graduates to undergraduates at York is now 11 per cent as compared with 9 per cent in 1994-1995. One

of the main reasons is the wide range of innovative programs offered. In 1998-1999 the Faculty of Graduate Studies listed:

- 36 programs, the most recent in women's studies
- nine unique graduate diplomas in:
  - arts and media administration
  - democratic administration
  - financial engineering
  - German and European studies
  - international and security studies
  - Latin American and Caribbean studies
  - real property development
  - refugee and migration studies
  - voice teaching
- one new graduate program and one new graduate diploma introduced in 1998:
  - master's degree in theoretical and applied linguistics
  - graduate diploma in financial engineering

During 1998-1999 the Faculty and the University increased financial support for graduate students to over $21 million.

3. Improving Students' Teaching Skills

York University is well known for the attention it gives to teaching excellence. The Faculty offers an annual Graduate Teaching Award to members who display outstanding excellence in the multifaceted aspects of teaching and supervision at the graduate level. In 1998-1999, the recipients were Professors Gary Bunch (education) and Hiroshi Ono (psychology).

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 vice-president (academic affairs) and provost to fund the following activities:

- a University Teaching Practicum – a comprehensive two-year program of workshops, reflection, and the development of a teaching dossier. During 1998-1999, 265 York graduate students were enrolled in the practicum;
- TA Day – a full day of teaching workshops for new teaching assistants;
- Teaching Development Graduate Assistantships – to individuals in this role is attached responsibility for coordinating teaching-related activities for graduate students in their specific units;
- two graduate positions attached to York's Centre for the Support of Teaching – the graduate teaching assistant and graduate teaching coordinator.

Faculty Goals for 1999-2000

Next year, the Faculty will continue to pursue its goal of increasing the proportion of graduate students to undergraduate students, while maintaining the highest possible standard across all graduate programs. Specific priorities include:

1. securing additional funding to attract and support the best graduate students;
2. marketing York's range of graduate and teaching development programs more effectively;
3. offering new programs in high demand areas;
4. collaborating with other Faculties and universities to increase the number of programs offered.

New programs to be offered:

- a combined MA (in Fine Arts) or MFA with an MBA (1999-2000);
- a Master's of Kinesiology in Coaching (1999-2000);
- a joint MA and PhD in Communication and Culture with Ryerson Polytechnic University (2000-2001).

Budget

The primary objective for use of Faculty of Graduate Studies funds, over and above the small operating budget required for administration, is the support of graduate students. All of the items in the expense lines, apart from full-time salaries and the majority of operating costs, are items which support students through assistantships (subsumed under "Research" in the salaries and benefits category), scholarships and bursaries. In addition, under operating costs there are funds, which support student travel to conferences and field work, which have been increased to meet a growing demand for this type of student support. The in-year deficit of $2,283,693 relates to a conscious decision to provide additional graduate student support by spending surplus monies carried forward from previous years.

Faculty of Graduate Studies

Operating Results by Expense type

(dollars)	1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	(1,625)	107,000
Internal cost recoveries	40,440	–
Other revenues	117,380	–
Budget allocation	11,009,305	11,563,180
Total Revenue	**11,165,500**	**11,670,180**
Expenses:		
Faculty – administration	231,290	168,247
Faculty – full-time	–	113,136
Faculty – contract	–	–
Teaching assistants	2,694,881	2,672,244
Research	3,240,286	6,002,653
Support/Administration	792,383	826,304
Other	5,845	21,200
Total Salaries and Benefits	**6,964,685**	**9,803,784**
Operating costs	400,637	836,891
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes & utilities	16,430	16,472
Scholarships & bursaries	2,546,634	3,296,726
Interest on long-term debt	–	–
Total Expenses	**9,928,386**	**13,953,873**
Total Revenues less Expenses	**1,237,114**	**(2,283,693)**
Previous Year's Carryforward	**1,161,334**	**2,400,470***

* this carryforward balance includes post-year-end adjustments of $2,022.

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 non-credit continuing legal education courses, including a variety of programs which 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 primary research materials which is unequalled in Canada.

Osgoode's core quantitative indicators for 1998-1999 included:

- 45 full-time faculty members,
- 906 LLB students with an almost equal representation of men and women,
- 67 full-time graduate students,
- 400 part-time graduate students.

Planning and Implementation 1998-1999

Osgoode's academic plan for 1998-1999 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.

1. Combining Educational Excellence with Access

Undergraduate Enrolment

Osgoode has a student body in which women and men are almost equally represented – in 1998-1999, there are 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 2,060 applications in 1998-1999 for the 280 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, 8.6: 1, Osgoode maintains a very high standard in its admissions. The average GPA for regular admission to the entering class in 1998-1999 was 3.72

on a 4-point scale, and the average for the entire class (including special categories) was 3.54. Once students are admitted, the retention and completion rates are over 95 per cent. The Faculty 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 world-wide. 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 67 in 1998-1999. 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 twelve specializations in 1998-1999. The program now has up to 400 students enrolled in part-time studies.

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.

In 1998 the Goodman, Phillips & Vineberg Electronic Classroom was opened. It provides a venue incorporating the latest in computer and electronic technology to enhance learning and teaching the law. The conversion of additional classrooms into electronic classrooms is planned in future years.

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 co-operation between the law school and the law library, including the use of reference librarians on the teaching staff, and the use of the On-line Legal Research Centre as a training facility. The computer laboratory, located in the Smalley-Baker Room in the law library, provides students with 40 workstations fully connected to the legal research data bases of the law library, the York library and the Internet.

Osgoode's extensive offering of clinical, skills and intensive programs incorporates a variety of innovative teaching methodologies, including videotaped simulations, practicums, 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 lawyerly 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 five 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. Since 1997 the Faculty has published 45 books and book-length reports, as well as three times that number of articles and chapters in books. Osgoode publishes the *Osgoode Hall Law Journal*, one of the best 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.

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 our 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.

4. Providing Relevant, Unique and Innovative Programs

Program Innovation

The professional development program has initiated a part-time LLM program for working lawyers. Specialization in one of twelve program areas is offered through a two-year, evening curriculum taught in downtown Toronto. This program, unique within Canada, has attracted over 700 students since 1995, and will begin offering a national program through distance education in the near future.

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 Lands, Resources and First Nations Government: 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 defence counsel.
- Advanced Business Law Workshops I and II: These programs offer simulations and problem-solving opportunities, in the corporate-commercial setting.
- The Innocence Project: This is a project in which students investigate cases of suspected wrongful conviction.

Osgoode offers two joint degree programs in co-operation 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.

Osgoode also offers opportunities for national and international study through exchange programs with l'Université de Montréal, the University of Bologna (Italy), the University of Kobe (Japan), l'Université d'Aix-Marseilles (France), Southwest University of Political Science and Law (China) , Nanjing University (China) and Monash University (Australia).

Goals for 1999-2000

Osgoode's planning for 1999-2000 focuses on integrating new educational technologies into its classrooms and improving its capacity for delivering lifelong learning. To this end, Osgoode will:

- establish another electronic classroom;
- develop a national professional development program that is delivered on-line;
- monitor the changing needs of its graduates, through the Alumni Office and a new Career Development Office.

Osgoode is also making rapid progress towards increasing the private support it receives from alumni, legal firms and other stakeholders. Osgoode's dean and the new director of development are:

- working on a comprehensive fundraising/advancement strategic plan for the school;
- researching potential links between Osgoode's academic needs and the interests and concerns of potential supporters;
- planning a year-long schedule of meetings between the dean and many of Osgoode's major stakeholders.

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 allocations for new appointments and academic initiatives described in this report. Substantial revenue from the Professional Development Program supports other academic programs within the Law School.

Osgoode Hall Law School

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	1,030,980	999,978
Internal cost recoveries	21,668	12,036
Other revenues	1,936,276	1,914,000
Budget allocation	7,249,765	7,638,344
Total Revenue	**10,238,689**	**10,564,358**
Expenses:		
Faculty – administration	46,469	45,430
Faculty – full-time	5,483,210	4,991,848
Faculty – contract	–	–
Teaching assistants	76,859	102,600
Research	990,697	1,057,666
Support/Administration	2,067,428	2,258,543
Other	123,792	135,800
Total Salaries and Benefits	**8,788,455**	**8,591,887**
Operating costs	1,150,170	1,123,903
Amortization of capital assets	–	–
Cost of goods sold	305,011	250,000
Taxes & utilities	103,248	104,050
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**10,346,884**	**10,069,840**
Total Revenues less Expenses	**(108,195)**	**494,518**
Previous Year's Carryforward	**(345,674)**	**(619,688)***

* this carryforward balance includes post-year-end adjustments of $165,819.

FACULTY OF PURE AND APPLIED SCIENCE

Overview

The Faculty of Pure and Applied Science offers a complete range of basic and applied BSc programs in applied mathematics, astronomy, chemistry, computer science, earth and atmospheric science, environmental science, geography, kinesiology and health science, mathematics and physics. Opportunities for postgraduate study to the doctoral level exist in all these disciplines and the Faculty offers particularly strong interdisciplinary programs in atmospheric chemistry, earth and space science and vision research through its research centres. It offers students a variety of discrete certificate programs in geographic information systems, meteorology, coaching, fitness assessment and exercise counselling, and sport administration.

The Faculty has a global orientation and faculty members contribute to research in such high profile scientific areas as high energy physics, space research and, increasingly, environmental science. There are many national and international partnerships, including a strong presence in Ontario Centres of Excellence, the University Corporation for Atmospheric Research, the Fields Institute for Mathematical Sciences, and the University Space Network. Faculty members perform leadership roles as editors of national scientific journals and international monograph series. Several departments have established successful student exchanges, thereby enhancing York's and the Faculty's international profile.

During 1998-1999 Faculty core quantitative indicators included:

- 3,033 undergraduate students,
- 131 full-time faculty members,
- 47 contract teaching staff,
- 164 graduate teaching assistants.

Planning and Implementation 1998-1999

The Faculty's primary goals during 1998-1999 were to:

1. maintain its high per capita record for obtaining external research awards and funding;
2. recruit the finest undergraduate and graduate students by providing them with excellent teaching and support;
3. offer innovative new programs by maximizing multi-Faculty and inter-institutional collaborations.

1. Increasing the Research Profile

It is an axiom that the best schools attract the finest students. In the scientific disciplines, research funding is key to an international reputation and the competitiveness of our graduate programs. The best graduate students and postdoctoral fellows migrate to departments where they can participate in leading-edge research projects.

The Faculty's exceptional research record for 1998-1999, therefore, is an achievement that it shares with equally exceptional students at the postgraduate level. Terry Rudolph (physics and astronomy) was one of only two Canadian students selected to spend a week in Konstanz, Germany with 17 Nobel Laureates in physics. Alwin Cunje (chemistry) was additionally chosen in this discipline. Michael Richter won the Doctoral Scholar Award from the Northeastern Association of Graduate Schools for his thesis on planetary nebulae. Vanessa Visman was awarded a master's prize for her biology

thesis. The overall success rate of science students in the competition for new NSERC and OGS Postgraduate Scholarships jumped from 48 per cent in 1998 to 73 per cent in 1999.

For the second year in succession, according to the 1998 *Maclean's* magazine survey of Canadian universities,York ranked first in Ontario for per capita funding from NSERC and MRC, and stood second only to McGill among all universities in Canada. In a recent ISI (Institute for Scientific Information) survey of citations, York ranked first in Canada in chemistry and geosciences and second in mathematics and plant and animal sciences.

Research highlights for 1998-1999 include:

- Order of Canada (R.W. Nicholls and Ken Davey),
- the Polanyi Prize in Chemistry (Diethard Bohme),
- the Alfred Bader Award in Chemistry (Clifford Leznoff),
- membership in the prestigious FRSC and the publication of a landmark paper linking genetics and behaviour (Marla Sokolowski),
- an NSERC Industrial Research Chair in Analytical Mass Spectrometry (Michael Siu),
- the Reinhart Visiting Fellowship at the Canadian Institute for Theoretical Astrophysics (CITA) (Kim Innanen),
- the establishment of a National Centre of Excellence (Canadian Institute for Photonic Innovations) in collaboration with Laval University and approximately $28 million in government funding over five years (William van Wijngaarden),
- membership in the University Corporation for Atmospheric Research (one of only three non-US faculties).

2. Recruiting and Supporting Undergraduate Students

The calibre of the Faculty's undergraduate students is evidenced by their success in winning a Governor-General's Canada Scholarship (Christopher Scott), a National Research Council Scholarship (Teresa Duck) and the Fessenden-Trott Scholarship (Farrah Kassam) in 1998-1999. In the most prestigious undergraduate mathematical contest in North America – the Putnam Exam – York students ranked fifth in Canada and thirty-ninth overall. York scored better than many well-known schools, including Berkeley, Ann Arbor, Madison and Columbia. Two students (Paul Leistra and Ilya Shapero) placed within the top 200.

The academic averages of the Faculty's new enrolments rose from 81.87 per cent in 1997 to 82.14 per cent in 1998. Students' mean average rose to 82.14 per cent. The Faculty has been able to improve standards while nearly doubling its intake of undergraduate students during the 1990s.

The Faculty continually looks for new ways to better support its students. During 1998-1999 the Faculty:

- inaugurated a graduate level course, jointly with the Faculty of Environmental Studies, to improve the teaching skills of graduate students;
- instituted a peer mentoring program and SOS (60 senior undergraduate volunteers) to help undergraduates and retain students in so-called "gateway courses".

One of the main goals of the Faculty during the 1990s has been to increase the enrolment and retention of female students. The Faculty increased the number of women enrolled in its courses to slightly less than half in 1998-1999. In the course of the decade, it improved the percentage of female students from 38.5 per cent to 46.97 per cent, an improvement of approximately 22 per cent. The retention rate among all students after one year is a healthy 82.47 per cent.

3. Offering Innovative Programs

The Faculty initiated or advanced the development of a significant number of program and diploma offerings during 1998-1999. Several of these new programs are designed to link the Faculty's theoretical and applied expertise to the requirements of the professions, and colleagues are currently developing a rich 'pre-professional' program that fulfils the entrance requirements for such professional disciplines as medicine, dentistry, physiotherapy, chiropractic and speech pathology. In order to broaden the base of skills and increase the employability of York students, the Faculty is also developing a range of engineering courses in areas that complement existing strengths and that target areas of future professional demand.

New interdisciplinary and inter-institutional collaborations reflect the Faculty's interest in establishing innovative new partnerships for educational delivery. These include:

- articulating degree/diploma programs with Seneca College of Applied Arts and Technology, and more closely linking the Faculty's departments of Chemistry (pharmaceutical and chemical technology), Earth and Atmospheric Science (geomatics), and Physics and Astronomy (electronics technology) with corresponding Seneca units;
- an inter-Faculty Honours Double Major or Major/Minor BSc program (with the Faculties of Arts, Fine Arts and Environmental Studies);

- participation in ConGESE, a province-wide graduate program in software engineering.

Faculty Goals for 1999-2000

The Faculty will focus its efforts for 1999-2000 in the following areas:

- linking its research profile more closely with research productivity, especially by increasing the number of international partnerships in which it participates;
- recruiting seven world-class scholars who can further advance the Faculty's research and teaching programs;
- continuing its efforts to enhance the learning and university experience of both male and female undergraduates;
- creating a new Honours Bachelor of Science and Arts degree;
- the development of a new science and business program that addresses the need for students trained in areas such as biotechnology and pharmaceutical design in high tech enterprises (with the Schulich School of Business);
- a joint program in computational finance, initially at the graduate level (with the Schulich School of Business and the Faculty of Arts).

Budget

The 1998-1999 three-year rolling budget for Pure and Applied Science included a budgetary enrolment target of 3,011 FFTE and an upper bound of 3,211 FFTE for 1998-1999 and subsequent fiscal years, consistent with the Faculty's plan for 500 FFTE growth over the 1995-1996 level of 2,711 FFTE, both as natural growth of science at York and as a direct response to the November 1995 Budget Statement. This strategy of growth, coupled with enhanced student quality, is the financial basis for the second planning imperative which has been the maintenance of faculty complement and enhancement of the Faculty's research profile. This budget scenario in the final year of mandated budget cuts predicted a year-end deficit of approximately $531,000, to be compared to the actual deficit of $487,298. Although projections from Management Information, using historical Fall/Winter attrition ratios, suggested that FPAS would exceed the undergraduate target of 3,011 FFTE by roughly 50 FFTE, the February count date showed a larger-than-anticipated decline such that rather than 50 over target, actual enrolment levels in SFW98 actually fell slightly short of the budgetary target of 3,011 FFTE (i.e. 2,974.06). However, graduate and visa student enrolments exceeded 1997-1998 actuals, providing partial compensation for this unpredicted decline.

Outlook for F/W99 and Beyond

Intake targets for F/W99 are subject to a larger than usual set of unknown factors, including the system-wide changes in admission policies, new major/minor and major/major options with Arts, FES and FFA, the success of ATOP, and the impact of Seneca degree/diploma articulations. It is projected that FPAS will attain its budgetary target of 3,011 FFTEs and will meet or exceed its 1998-1999 graduate and visa student targets. In concert with other York units, FPAS will also contribute to ATOP growth plan designed to capture the residual entry-level admissions for the Fall 2000-2001 and the overall growth at program maturity, but any growth (including ATOP) can only be at the margin until the opening of the new science building. In accordance with a commitment to the maintenance of faculty complement in the FPAS Academic Plan, all retiring faculty will be replaced, and new faculty and staff appointments under both Fair Funding and ATOP will come on-line in 1999-2000.

Faculty of Pure & Applied Science

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	927,674	797,206
Internal cost recoveries	94,505	131,302
Other revenues	108,865	110,414
Budget allocation	19,058,931	20,862,803
Total Revenue	**20,189,975**	**21,901,725**
Expenses:		
Faculty – administration	532,129	538,991
Faculty – full-time	10,325,135	10,459,079
Faculty – contract	655,672	635,000
Teaching assistants	1,236,146	1,259,999
Research	1,207,311	1,663,400
Support/Administration	4,008,298	4,075,694
Other	123,109	53,776
Total Salaries and Benefits	**18,087,800**	**18,685,939**
Operating costs	2,236,999	3,287,314
Amortization of capital assets	–	–
Cost of goods sold	111,075	12,000
Taxes & utilities	241,399	210,681
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**20,677,273**	**22,195,934**
Total Revenues less Expenses	**(487,298)**	**(294,209)**
Previous Year's Carryforward	**(18,980)**	**(549,314)***

* this carryforward balance includes post-year-end adjustments of $43,036.

SCHULICH SCHOOL OF BUSINESS

Overview

The mission of the Schulich School of Business is three-fold:

- 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 excellence nationally and internationally in all School endeavors.

Three major themes have guided the school in pursuing this mission. Innovation, diversity and internationalization have emerged as imperatives that must be met if Schulich is to fulfill its mission. The relevance of these attributes in this context is the following:

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 both within its existing programs and in the extension of the range of its offerings. These extensions have included the introduction of new degrees, innovative teaching collaboration with other units at York, a widening range of international relationships, and the creation of increased offerings in the spectrum of education often referred to as "life-long learning".

Diversity: The Schulich School is the largest graduate school of management in Canada. It offers a very wide range of elective courses, allowing students to shape programs of study that suit their particular needs. Diversity also is reflected in the student body, both domestic and international. In addition, the school attracts substantial numbers of international students. Its human diversity is also present in its faculty, both in terms of cultural/national groups and in terms of gender. Nearly a quarter of the full-time faculty are women, one of the highest levels among Canadian business schools.

Internationalization: The single greatest transformation within the Schulich School during the past decade has resulted from its increasingly international orientation. The International MBA (IMBA), the first such degree in Canada, was launched at the beginning of the decade. During the 1990s the number of exchange partner universities around the world roughly tripled to the current total of nearly 35 institutions. The school has added course offerings with an international focus, and is currently completing the design work on a new program, the International BBA. Colleagues at Schulich are persuaded that an international orientation must be a crucial dimension of the school's strategic plan.

The Schulich School of Business has a full-time complement of roughly eighty-five faculty members. It offers an undergraduate degree (the BBA); several masters' degrees (MBA, IMBA, MPA, MBA/LLB); and the PhD with concentrations in all major management disciplines, other than accounting. In addition to concentrations in the major functional areas of management and concentrations that deal with specific issues such as business and the environment, the school has also established a number of sector–specific concentrations within the MBA including arts and media management and management of not-for-profit organizations.

The notion of life-long learning is indispensable to an overall approach to management education. The Schulich School has become heavily involved in organizing and offering educational opportunities to meet this growing need. The more than 200 offerings each year range from two days to two weeks in length and are used to meet employers' preferences for something that may be referred to as "just-in-time" training.

It is most useful in examining the past year and the year ahead to put the school's initiatives in the context of the past decade and its sense of the decade just ahead.

Teaching Programs

The Schulich School offers an extensive range of degree programs, and an increasing range of non-degree programs. The undergraduate degree that York offers through SSB is the BBA. At the master's level, the degrees include the MBA, the IMBA (International MBA), and the MPA. Within the 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 finance, marketing, organizational behaviour, management science, and policy. Non-degree education is offered through the Post-MBA Certificate in Advanced Management, 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.

Undergraduate Programs

The BBA

The Bachelor of Business Administration is a four-year, direct entry program. This form of the program, introduced in 1992, has attracted large numbers of highly

qualified applicants to its roughly 250 places available to each year's entering cohort. The result has been the most competitive admissions requirements of any undergraduate business program in the country, with over a dozen applicants for each available space over the past five years.

The BBA curriculum emphasizes the importance of combining business and management courses with university studies in liberal arts, science, and other undergraduate offerings that York provides. The BBA requires that students not only gain breadth of subject content but that they also advance to upper division courses in their non-SSB course selections in third and fourth year. Business subjects are pursued in a highly structured set of courses in the first, second, and third years of the program with elective choices that allow the students to focus their degree studies in one concentration or another beginning in third year and dominating the fourth year of study.

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 developmental review conducted four 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.

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 30 years ago. Today, the Schulich MBA is the largest MBA program in Canada. Graduate enrolments in the Schulich School account for well over one third of York's total graduate enrolments. The program, despite its size, maintains very demanding standards for admission in terms of undergraduate grades, admissions testing, and personal references.

Schulich's MBA students have a very wide range of choices in terms of 120 elective offerings; the school's size permits variety and specialization to an extent unavailable in other Canadian MBA programs. The MBA program also provides great flexibility. Courses are effectively offered year-round in each of three semesters comprising what is effectively a trimester program that can be completed in as little as 16 months, but also can be pursued on a part-time basis. Students can easily change their status between part-time and full-time. The same courses are available to all students, and the degree requirements are the same.

The Schulich School's approach to management education is expressed in its statement of educational philosophy: "To provide a balanced perspective on theory and practice, analytical and qualitative skills and both specialized and integrative approaches to management." In operational terms this philosophy translates into several attributes that characterize the school's teaching and, taken together, define the distinctive advantage of its program.

- Theory and Practice. There is a healthy tension between theory and practice in professional education. As social scientists have noted, there is nothing so practical as a good theory. Yet theoretical analysis without empirical grounding is also ineffective. Schulich's curriculum reflects a continuing process of finding and offering the right balance.
- Analytic and Qualitative Skills. Evidence has steadily mounted in support of the need for both analytic skills and qualitative skills in effective management. During the past several years the Schulich MBA program has substantially increased the emphasis on qualitative skills through modification of its curriculum.
- Specialized and Integrative Approaches. The size of the MBA program allows a wide range of specializations and unique programs within the program, as indicated below:

accounting	international business
arts and media*	management science
business and the environment	marketing
business consulting	management science
business ethics	organizational behaviour/industrial relations
finance	public management*
financial engineering*	real property development*
financial services	strategic management
nonprofit management and leadership	information services and technology (under development)

* indicates specializations which offer graduate diplomas in combination with the MBA degree

Each of these concentrations offers from three to ten or more elective courses from which students can customize their MBA. This list has grown substantially over the past decade; the italicized concentrations are new or have been substantially revised during the past 10 years.

Specialization is important to students and to employers, but MBA education is also about being able to deal with specific issues in a broader context. The unique and central teaching vehicle for integration is a two-semester strategy study of an organization (MGMT 6100.03, a required course), done by teams of MBA students. While this has been an important part of the

school's curriculum for more than 20 years, colleagues were encouraged to learn in a conference the Schulich School sponsored this past March on "Bringing the Real World into the Classroom" that this "strategy study" was one of the most comprehensive forms of integration and application among a very well known group of business schools in attendance, including Michigan, Wharton, Kellogg, and Harvard.

The IMBA

The Schulich School's 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.

The MPA

The Master of Public Administration 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.

Joint and Dual MBA Degrees

As a professional degree, it can be advantageous 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 in Quebec City and ESC Lyon in France allowing students to thoroughly immerse themselves in two cultural contexts. The school has also developed combinations of professional degrees within York – the MBA/LLB with Osgoode Law School and the MBA/MFA with the Faculty of Fine Arts.

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 that 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. Schulich offers a PhD in Administrative Studies with approved discipline concentrations in all major areas of management except accounting.

Research and Professional Contribution

The professional contributions of the Schulich School are many and varied. Research is highly valued and many of the 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 (e.g. accounting, 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. In the period from 1991 onwards, faculty in the school accounted for an annual average of some 200 publications, including books, chapters, journal articles and conference papers. This rate of publication is up sharply (nearly double) the rate of the late 1980s.

The Schulich School 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. Research is central to Schulich's strategy of establishing and sustaining a leadership role in management education.

1998-1999 in Review

This report has provided an overview of the development of the Schulich School during the past decade, and its understanding of how it must continue to develop. The past year provides a cross-section of the Schulich 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 program 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 630 for students entering in 1998-1999.

- Schulich's degree programs have all received the most favourable possible treatment in their most recent reviews. OCGS has accepted its submissions on graduate degrees (master's level and PhD) without any call for further submissions or appraisal by consultants. The BBA program, when subjected to the internal development review, attracted praise and commendations from the external reviewers. The school has continued to enhance these programs, including in the year just ended, by increasing tenure stream faculty, developing new courses, and improving the academic delivery and student support its students receive.

- 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 had not quite developed a clear perception of its qualities. Chairs and professorships have been added in the past year, bringing the total within the school to 12, crucial leadership resources within the school and important sources of visibility in the professional and academic communities.

- Each year, most of the 600+ 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 exceed 95 per cent.

- The school has provided substantially increased financial support to its students during the past year. This is of particular importance in the context of deregulated (and therefore increasing) tuition rates. Schulich is 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 1998-1999, including participation in the general certificate in business fundamentals. This certificate combines coursework taken in the Faculty of Arts during the first two years with a series of four semester-long courses designed and staffed by the Schulich School, to be taken in the third and fourth years of an honours program. For qualified students these four courses provide an introductory overview, at an upper division level, of the foundations of management education. The school has continued to add to the range of MBA diploma programs, including the new graduate diploma in business and the environment and an undergraduate certificate in non-profit management. It has also helped shape the business and society program now being launched by the Faculty of Arts.

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 that attempt to attract the best students to their programs mean that quality and innovation will continue to be hallmarks of the planning process.

Planning for 1999-2000 and Beyond

Schulich's 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 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.

  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.

- 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.

  In addition, specific new initiatives are underway, in addition to the ones identified under the 1998-1999 review. They include:

  The International BBA: a degree program that is being proposed and is provisionally slated to begin in Fall 2000, if approvals are received as anticipated. This proposed program draws significantly on the teaching resources of the Faculty of Arts, including the language studies areas. The IBBA will use a modified version of the BBA business curriculum. The program is anticipated to produce some 50 graduates per year. The IBBA proposal reflects things learned with the IMBA; the international relationships and elective course development have augmented the opportunities available to students in the MBA.

  Executive MBA: Efforts to develop an Executive MBA are currently underway. The school sees its sector-

specific competence in financial services and international relationships and orientation as providing the foundation for a unique and attractive program.

Budget

The summary budget presented below reflects the revenues and expenditures specific to the research and degree teaching activities of the Schulich School of Business; it does not represent the full range of the school's activities. Revenues and expenditures in 1999-2000 are projected to increase approximately 10 per cent over the previous year, with a balanced budget and a carryforward surplus of slightly more than $16,000. The increased revenue appears in the summary line "budget allocation". This increase is simply a reflection of the increased tuition revenues for students in the MBA, MPA and IMBA programs. The increments in expenditure are concentrated in areas of direct relevance to the school's teaching mission: the expansion of the tenure stream complement, expansion of student services, computing services and career services, and a significant increase in expenditures on scholarships and bursaries. (It also should be noted that significant student support expenditures resulting from the introduction of new provincial programs, notably the OSOTF and tuition reinvestment monies, are not included in the scholarship and bursaries line.)

Schulich School of Business

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	920,401	444,850
Internal cost recoveries	1,965,381	1,807,596
Other revenues	799,720	765,000
Budget allocation	11,588,091	13,701,868
Total Revenue	**15,273,593**	**16,719,314**
Expenses:		
Faculty – administration	623,923	626,144
Faculty – full-time	5,333,612	6,025,283
Faculty – contract	1,715,945	1,442,177
Teaching assistants	417,890	486,896
Research	738,380	932,760
Support/Administration	3,131,535	3,344,194
Other	676,033	610,796
Total Salaries and Benefits	**12,637,318**	**13,468,250**
Operating costs	2,221,888	2,826,695
Amortization of capital assets	–	–
Cost of goods sold	115,594	140,000
Taxes & utilities	129,658	136,869
Scholarships & bursaries	84,021	147,500
Interest on long-term debt	–	–
Total Expenses	**15,188,479**	**16,719,314**
Total Revenues less Expenses	**85,114**	**–**
Previous Year's Carryforward	**(2,225)**	**16,367***

* this carryforward balance includes post-year-end adjustments of $66,522.

UNIVERSITY LIBRARIES

Overview

The York University Libraries comprise Scott Library, the Business and Government Publications Library, Frost Library, Steacie Science Library and the Law Library. Within Scott Library are the Map Library, the Sound and Moving Image Library, and Archives and Special Collections. Currently there are over 2,300,000 volumes in these libraries and over 14,000 journal subscriptions. Online resources include 2,165 full-text titles and 154 on-line indexes.

The libraries' largest print collections reflect York's academic strength in Canadian studies, law, psychology, sociology, ethnomusicology and dance history. Archives and Special Collections support active research areas such as Canadian literature, post-confederation Canadian studies, cultural policy and performing arts.

The recently established Data Library Service helps students and faculty to access data and retrieve subsets.

York's libraries currently are moving strategically to integrate on-line resources and electronic data with traditional services and programs. The Libraries' Web site includes Yorkline, the library catalogue, over 100 networked indexes, 2,000 electronic journals and subject guides and links for each library. Remote access to collections and services has become very important to the learning of both York's many commuter students and the increasing number of distance education students.

The York University library system prides itself on being intensively used and extremely efficient. In order to remain user-centered in the digital age, York's libraries:

- offer workshops, instructional modules and one-to-one consultations in order to help users develop their information-seeking skills;
- provide discipline-specific workshops and customized workshops geared to a particular course or topic;
- solicit the advice of students who serve on various library committees and faculty through the Senate Library Committee;
- actively seek out feedback from multiple sources, including e-mail, to shape program and service decisions and to identify any problem areas.

In order to provide all clients with computer access to the on-line library catalogue, on-line periodical indexes and databases, electronic journals, Internet resources and other library catalogues, York's libraries provide faculty and students with 250 up-to-date public access computers. Other workstations allow access to material on CD-ROM. York extends the scope of its collections by actively participating in consortium license agreements that permit resource sharing with other institutions and more ready access to digital materials.

Planning and Implementation 1998-1999

Client Service

In 1998-1999 each of the York University Libraries (YUL) launched or further developed new initiatives that have allowed them to provide better service for students. The context of these initiatives is:

- over 11,000 users enter the main library every day during busy periods;
- 800 users are frequently connected to our on-line system at the same time, almost 75 per cent of them accessing the library from their homes or offices;
- more than 10,000 pages per day (almost 4 million per year) were viewed from the library Web site.

In order to meet demand while simultaneously improving access, YUL:

- installed 220 Pentium II public workstations, improved system performance and reliability with new servers, and assured full access for all remote users;
- established new Web sites at each library, with constantly updated information on their collections and links to important subject resources on the Internet;
- developed the option of self-checkout of library materials, on-line renewal options and e-mail reference;
- introduced or expanded newsletters describing new and enhanced services, sponsored an open forum to educate faculty about escalating journal costs, and offered a wider range of workshops and on-line instruction modules.

Highly Efficient Staffing

In 1998-1999 library staff numbered:

- 36 librarians,
- 137 CPM and support staff,
- 200+ York student assistants.

Librarians and staff:

- answered 199,272 reference questions;
- delivered workshops and other forms of instruction to 10,448 students;
- lent 652,857 volumes to students and staff at York University;
- lent 14,921 items to other libraries;
- borrowed 4,585 volumes from other libraries for faculty and students.

Skillful Budgeting

York libraries truly "do more with less". In spite of budget constraints, the libraries have created relevant collections and accessible services. Quantitative benchmarks include:

- circulating the highest percentage of the print collection among Ontario research universities;
- spending more on electronic resources than all but one of Ontario's research universities.

As a user-centered system, YUL encourages qualitative feedback from its patrons. The feedback reflects

high student and faculty satisfaction with the services provided. Representative comments include:

- From a York professor after a library class: "I was particularly impressed with the extent of the materials you had prepared for us; the temporary Web site is a wonderful idea."
- From a visiting researcher: "Just wanted to say thank you. I found every journal I needed and the staff were very helpful."
- From a student: "The library services provided through the Internet are the most convenient, user friendly and effective way to locate and use materials."
- From another student: "It was great to be able to take advantage of the many workshops and the staff are very helpful. I love being able to renew books myself without having to call or bring the books in. The home page is easy to use and I don't usually have problems finding what I'm looking for."

Planning for 1999-2000

YUL would never have been able to provide this level of service to faculty and students without comprehensive planning linked to advisory committees. That same process will continue in 1999-2000 and allow the libraries to meet new challenges. The current focus for all University libraries is to integrate on-line resources and services with traditional resources and programs. Program reviews that include self study and external assessments are important components of the planning process. The Libraries will conduct a program review in 1999-2000 and in cooperation with the Osgoode Hall Law School will implement recommendations from last year's program review at the Law Library.

YUL has done an excellent job of providing quality within budget constraints. The University assisted YUL to perform its function by increasing the collection budget by five per cent a year during a five-year period when overall University expenditures decreased by 3.5 per cent.

The specific challenges that the libraries face for 1999-2000 are:

- maintenance of the collections budget to support the learning and research needs of the York community,
- planning for space to house York's growing library collections.

YUL hopes to work on these issues with the rest of the University during 1999-2000. In addition, it will:

- integrate on-line and other resources and improve the availability of programs and services for faculty and students;
- link Libraries with academic programs and offer relevant workshops and on-line instruction modules;
- shape the changes that technology brings to libraries and educate faculty on the difficult choices that need to be made with respect to scholarly journals and other expensive materials;
- invest in on-line resources to ensure that York remains competitive with other research institutions in its marketplace.

Budget

Expenditures in 1998-1999 for the libraries were in three major categories: salaries and benefits for 170 full-time staff and 200 part-time student assistants (56 per cent); print and electronic collections resources (38 per cent) and general operating expenses (six per cent). In 1998-1999, the libraries had a planned carryforward of $1.4 million, a large portion of which will be used to pay for 220 Pentium II public access workstations for the use of faculty and students, and for a new Yorkline server to ensure better response time and better reliability.

The libraries will recruit five additional librarians during 1999-2000 to enhance the librarian per student ratio. This will enable the librarians to increase the availability of workshops and on-line instruction as well as improving other services for faculty and students.

The libraries will receive additional funds for the collections budget from the Fair Funding grant. This influx of new funding will assist the libraries to support quality enhancement of excellent collections that support new programs, and to invest in on-line resources. The University will continue to provide partial inflation and currency protection for the collections budget.

University Libraries

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	1,688,082	1,000,300
Internal cost recoveries	59,130	19,846
Other revenues	58,697	–
Budget allocation	17,562,595	17,567,131
Total Revenue	**19,368,504**	**18,587,277**
Expenses:		
Faculty – administration	357,284	453,235
Faculty – full-time	2,721,197	2,922,383
Faculty – contract	90,226	113,822
Teaching assistants	–	–
Research	143,325	50,157
Support/Administration	6,925,137	6,833,360
Other	6,682	15,000
Total Salaries and Benefits	**10,243,851**	**10,387,957**
Operating costs	7,890,569	8,562,959
Amortization of capital assets	–	–
Cost of goods sold	219,391	239,580
Taxes & utilities	113,665	117,831
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**18,467,476**	**19,308,327**
Total Revenues less Expenses	**901,028**	**(721,050)**
Previous Year's Carryforward	**491,618**	**1,434,289***

* this carryforward balance includes post-year-end adjustments of $41,643.

DIVISION OF THE VICE-PRESIDENT (ENROLMENT & STUDENT SERVICES)

Overview

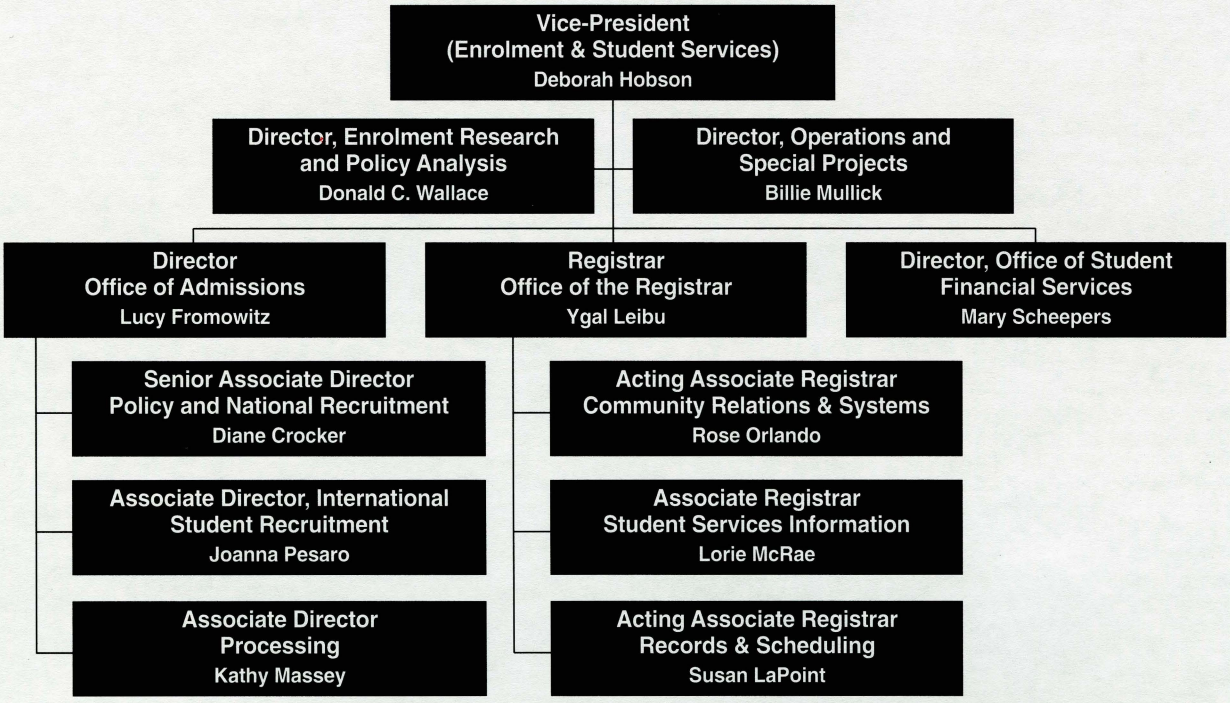
The vice-president (enrolment and student services) is responsible for the management, strategy, and policy development and implementation and management in all areas relating to student recruitment, retention, scholarships, financial aid and the provision of administrative services to York students in support of their academic programs. The office is also responsible for support of the Board of Governors Committee on Student Relations. The functions of the portfolio are operationalized through three large administrative units, the Office of Admissions, the Office of the Registrar, and the Office of Student Financial Services (see organization chart below), which collectively employ 26 managers, 131 staff and 76 work/study students. The total budgets for these three areas in 1998-1999 amount to more than $21 million.

The position of vice-president (enrolment and student services) was created in 1997 by taking the Office of Admissions and the Office of the Registrar out of the portfolio of the vice-president (academic affairs) and provost, and by uniting the Student Accounts Office (previously under the vice-president [administration]) with the Financial Aid Office (previously under the vice-president [academic affairs] and provost) to create the new Office of Student Financial Services. The purpose of this reconfiguration of portfolios was to enhance delivery of services to York students by integrating functions that had previously been dispersed.

Division of VP (Enrolment & Student Services)

(dollars)	Operating Results by Unit 1998-1999 Actual	1999-2000 Budget
Office of the VP (Enrolment & Student Services)	540,452	526,575
Office of Admissions	4,562,230	5,095,466
Office of the Registrar	3,993,973	3,948,579
Office of the Student Financial Services	1,849,537	2,049,860
Scholarships, Bursaries, & Awards	9,084,682	14,837,845
Student Information System	1,329,023	1,737,161
York Card	89,457	105,630
Total Division of VP (Enrolment & Student Services)	**21,449,354**	**28,301,116**

Organizational Chart: Division of the Vice-President (Enrolment & Student Services) 1998-1999



VP (Enrolment & Student Services)

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	2,563,144	2,728,249
Internal cost recoveries	207,685	217,148
Other revenues	6,795	–
Budget allocation	20,599,491	24,677,137
Total Revenue	**23,377,115**	**27,622,534**
Expenses:		
Faculty – administration	153,832	157,757
Faculty – full-time	–	–
Faculty – contract	–	–
Teaching assistants	–	–
Research	–	3,000
Support/Administration	9,303,548	9,614,590
Other	248,518	596,204
Total Salaries and Benefits	**9,705,898**	**10,371,551**
Operating costs	2,367,209	2,792,422
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes & utilities	302,190	299,298
Scholarships & bursaries	9,074,057	14,837,845
Interest on long-term debt	–	–
Total Expenses	**21,449,354**	**28,301,116**
Total Revenues less Expenses	**1,927,761**	**(678,582)**
Previous Year's Carryforward	**(4,563,576)**	**(3,388,673)***

* this carryforward balance includes post-year-end adjustments of $752,858

Progress Towards Previous Goals

The major organizational objectives for the Division of Enrolment and Student Services in its first year (1997-1998) were to:

1) put in place a new management team which could work together to develop a coordinated approach to improving student services;

2) regularize the budgets of all three units following the drastic Expenditure Control, Social Contract and provincial government cuts;

3) review the status of the Student Information System (SIS) and implement a plan for further development of the system.

Each of these objectives produced their own individual challenges and were for the most part achieved within the intended time frame:

1. Each of the major administrative units in the division received new leadership during 1998. On January 1, 1998, Mary Scheepers became the first director of the Office of Student Financial Services; on January 13, 1998, Lucy Fromowitz took over as director of the Office of Admissions; and on August 1, 1998, Ygal Leibu began as University registrar.

2. Long-standing budget problems (including substantial carryforward deficits) in each administrative unit largely related to the consolidation of student programs' functions in 1993 were addressed for the most part over the past two years. All three offices have greatly expanded the range and volume of their activities while coping with budget and staff reductions.

3. A full review of the Student Information System (SIS) was conducted by an external consultant, and following his recommendations the Student Accounts Receivable System (STARS) was rebuilt as a module of SIS and a new governance and management structure for SIS with increased stakeholder participation was developed and is currently being established, following which there will be a new and reconceptualized training program for community users of the system. To facilitate the achievement of new objectives for SIS, Ygal Leibu has been named system director and Al Regina has been appointed system manager.

Strategic Direction for 1998-1999

The major strategic objectives for the three units in the Division of Enrolment and Student Services all emanate directly from the University's academic objectives as defined in the mission statement and in the University Academic Plan. They are the following:

1) To attract and retain outstanding students while also responding to York's commitment to accessibility for students from diverse backgrounds;

2) To improve academic support services in order to provide a seamless experience for students which will improve retention and enhance the reputation of the University in the broader community;

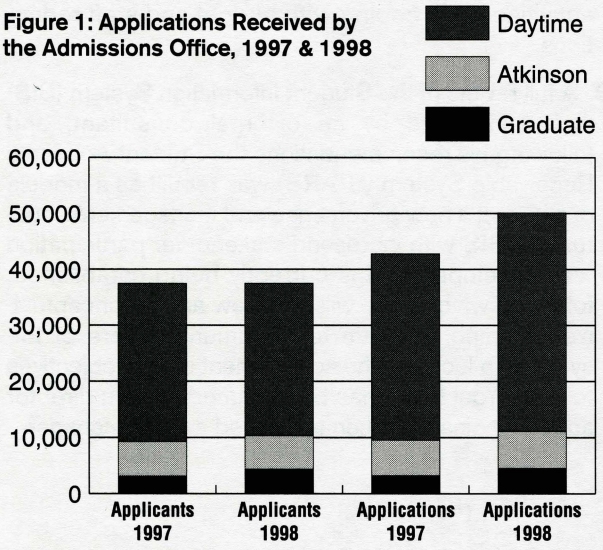
3) To address the problems of financing a university education in an increasingly tight fiscal environment.

Recruitment of Good Students

It is axiomatic that a major strategic objective of any university must be the recruitment of the best possible students. Indeed, one of the indicators of the quality of an institution is the quality of its entering class. The Office of Admissions is responsible for the recruitment and admission process for all the undergraduate direct entry Faculties (arts, pure and applied science, fine arts, Glendon, environmental studies, Schulich School of Business, Atkinson) and processes admissions for the Faculty of Graduate Studies as well. Each year, admis-

sions processes over 50,000 applications, making this one of the largest admissions operations in North America (see Figure 1). It has a staff of 14 managers, 49 staff and 43 work/study students, and a budget of $4.5 million. The result is an expenditure of under $300 to recruit every student who registers, substantially less than is spent by American public and private universities*. Although work processes are continually being streamlined, this is still a very high-pressure office with constant demands of work to be completed within tight and unalterable timelines.

Figure 1: Applications Received by the Admissions Office, 1997 & 1998

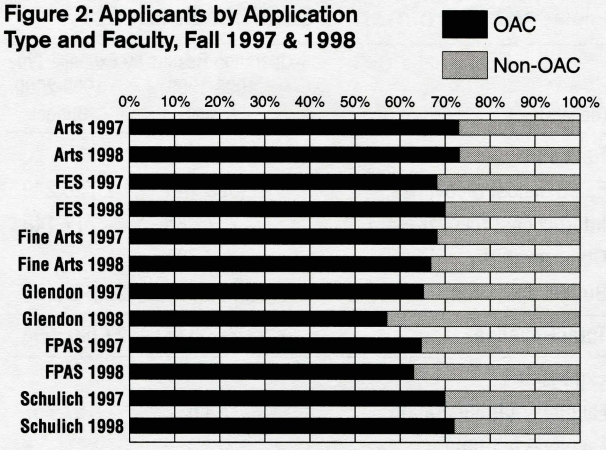


Source: Office of Admissions

Although the vast majority of applications are from students who are coming directly from an Ontario high school, York University seeks and attracts a diversity of applicants, consistent with its mission. Figure 2 shows the breakdown between OAC and non-OAC applicants for the undergraduate daytime direct entry Faculties in Fall 1998. Figure 3 provides a distribution of non-OAC applicants by major category. Since a fundamental principle of enrolment management is that the larger the pool of applications, the more competitive the selection process, York has an extensive liaison program aimed at attracting the largest possible number of applicants. To bring in the class of 1998, the admissions office met some 40,000 secondary school students (see Figure 4) and about 5,000 non-traditional students through a variety of recruitment programs in the schools and in the community (see Figure 5). In addition, the International Recruitment and Admissions team met with about 17,000 international students (see Figure 6) around the world, consistent with the University's strategic objective to increase the number of international students attending York. Figure 7 shows a 37.3 per cent increasein undergraduate international applicants between 1997 and 1998. The admissions office fielded over 230,000 inquiries through the telephone, e-mail, and the front counter (see Figure 8).

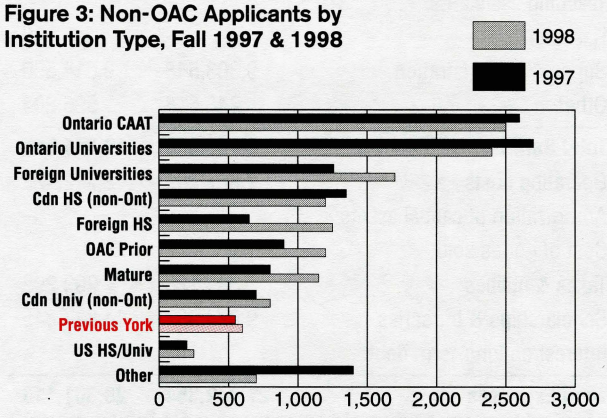
* To put this figure in context, York's undergraduate recruitment target for the FW99 session was 9,269, more than twice the combined recruitment targets of Yale, Harvard and Princeton. The 1998 Noel Levitz National Enrolment Management Report gives the average cost per student recruitment for public universities as $606, and for private universities $2272.

Figure 2: Applicants by Application Type and Faculty, Fall 1997 & 1998



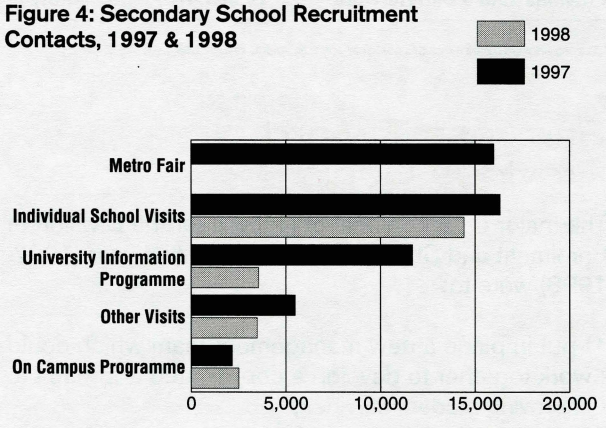
Source: Office of Admissions

Figure 3: Non-OAC Applicants by Institution Type, Fall 1997 & 1998



Source: Office of Admissions

Figure 4: Secondary School Recruitment Contacts, 1997 & 1998

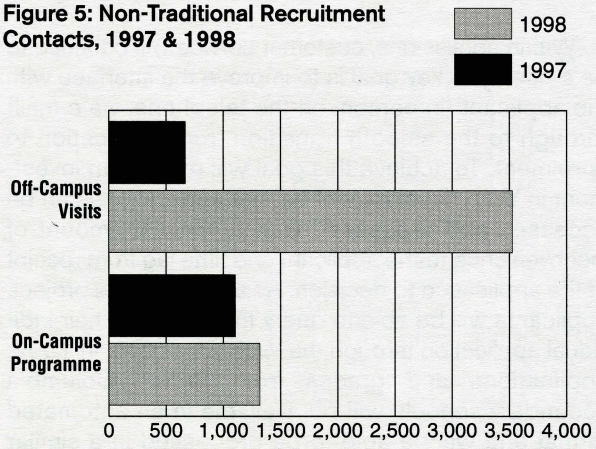


Source: Office of Admissions

The competition for top students has dramatically intensified in the Ontario system over the past few years, and has presented a major challenge for the admissions operation. Over the past five years, there has been a greater than 20 per cent decline in the number of applications to arts programs in Ontario. Environmental studies applications have also declined markedly while business and fine arts program applications have increased and science has held its own (see Figure 9). Since York has 70 per cent of its enrolments in arts programs, this trend has had a differential impact on York among Ontario universities. This reality is cause for concern since it indicates that market

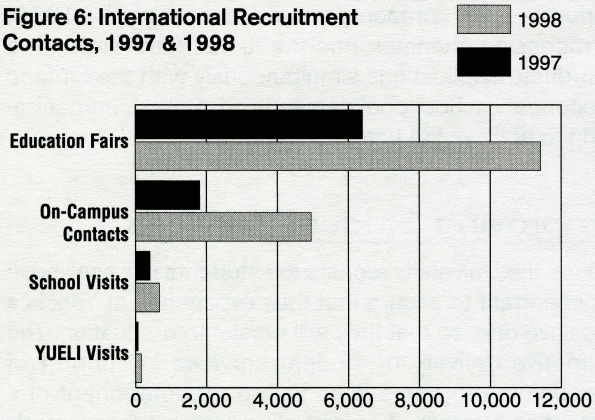
demand is increasing where York has only limited access programs while it is decreasing in subjects where York has greater capacity. In other words, there is a growing gap between York's existing program mix and market demand. This issue is perhaps the single most crucial one to address in academic planning for the future.

Figure 5: Non-Traditional Recruitment Contacts, 1997 & 1998



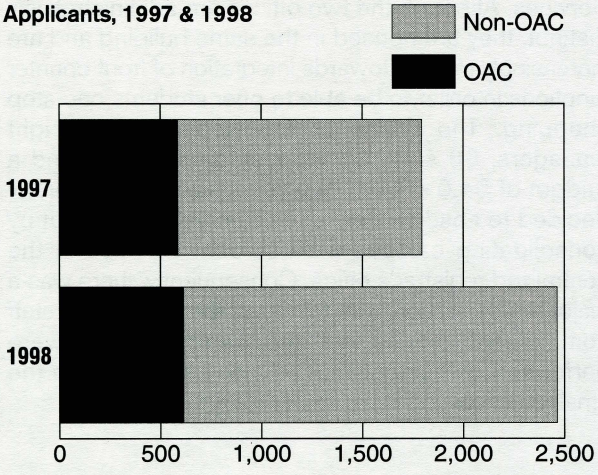
Source: Office of Admissions

Figure 6: International Recruitment Contacts, 1997 & 1998



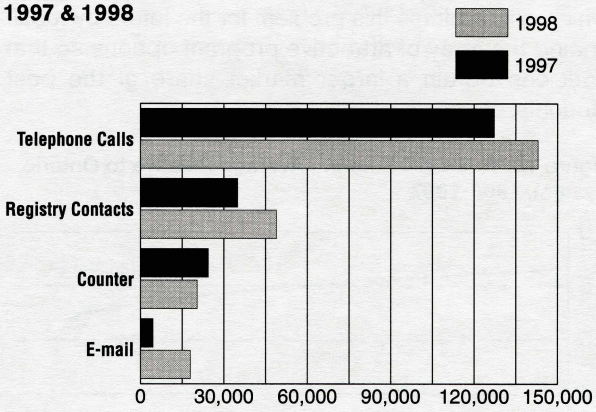
Source: Office of Admissions

Figure 7: Undergraduate International Applicants, 1997 & 1998



Source: Office of Admissions

Figure 8: Admissions Enquiries, 1997 & 1998



Source: Office of Admissions

Figure 9: Ontario University Applications, Selected Programs

	1998 Applications	Percentage Change 1994 to 1998
Arts	73,026	-21.8%
Business	33,887	+5.4%
Environmental Studies	2,153	-27.9%
Fine Arts/Music	9,717	+4.6%
Science	44,653	+0.4%

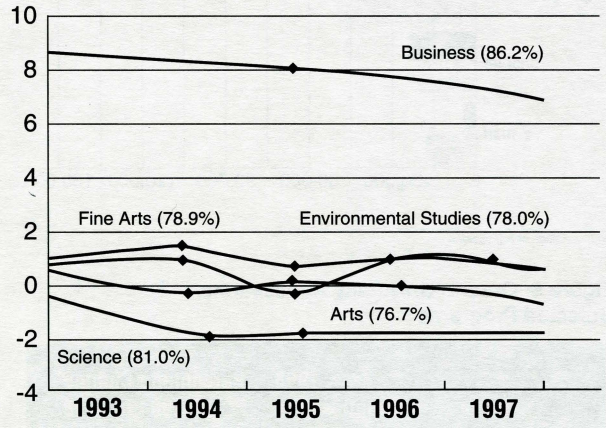
Source: Ontario Universities' Application Centre

Note: Because of the particular constituency it serves (mature and part-time students), Atkinson College's continuation rates are significantly at variance with those of other Faculties.

The calibre of entering students in each Faculty, as measured by secondary school average in relation to the system, is a measure of York's relative strengths in the applicant pool for each subject area, and reflects the difficulty of achieving the goal of increasing the quality of the entering class from one year to the next, in an environment where there is an increasing gap between market demand and the program capacities of York's various Faculties. Figure 10 illustrates the OAC average, by selected program, of York's entering students over the 1993-1997 period, relative to the Ontario system. The overall average varies by program, from a high in business of 86.2 per cent to a low in arts of 76.7 per cent. There has been some fluctuation from one year to the next, but the overall average has generally held steady or declined slightly over this time period. Since the University's goal is to improve the quality of the class from one year to the next, a downward trend is a matter of concern, and is sure to continue when there is a decline in applications. Analysis of this situation has provided the basis for a new five-year enrolment plan currently under development by the vice-president

(academic affairs) and provost, the major purpose of which is to address this problem for the future by rebalancing the array of attractive program options so that York can obtain a larger market share of the best students.

Figure 10: York OAC Entering Average Relative to Ontario System, 1993-1997



Source: COU

At the same time, there is a need to develop a better understanding of the many dimensions of the non-secondary school applicant pool. To that end extensive market analysis will be conducted across Canada in the coming year, with a view to enlarging the pool of students from diverse backgrounds. One component of this strategy has been the increasing attention paid to the recruitment of international students. Two years ago a separate Office of International Recruitment and Admissions was established within the Office of Admissions, in order to focus on the University's objective of enrolling additional international students. This effort has been highly successful, as reflected in a 42 per cent increase in the number of international students enrolled at York between 1996 and 1998 (from 1,030 to 1,461).

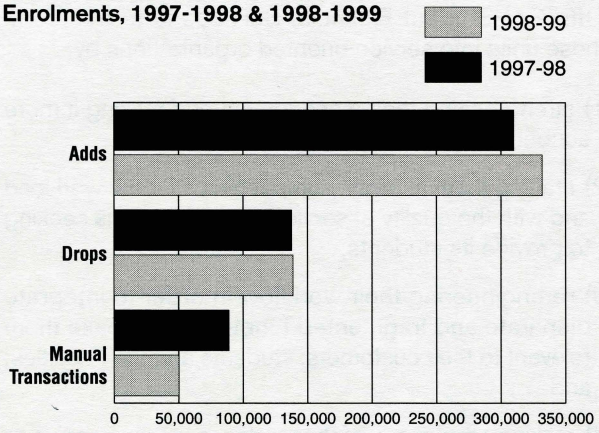
As the University moves in new directions and the recruitment environment becomes more competitive, the Office of Admissions must respond with effective enrolment strategies to achieve the University's goals. It is continually challenged to do more. Examples of new activities include: the Faculty of Arts Winter term intake; taking over graduate admissions publications from the Faculty of Graduate Studies; the addition of Atkinson and Glendon Colleges in the Your Next Step publication; the complete revamping of the admissions cycle as a result of a Council of Ontario Universities' initiative; increased travel across Canada to strengthen non-OAC applications; more articulated agreements with Colleges of Applied Arts and Technology (CAATs) and their attendant special admissions; and the Ontario Universities Fair. These additional functions present more than just additional workload; they present very real budget challenges. While creative solutions have been found (e.g. economies in the publication program), some activities have had to be reduced (e.g. the elimination of a dedicated March Break event mailing to applicants replaced by the insertion of invitations in another mailing).

Within admissions, customer service will continue to be a priority. A key goal is to improve the interface with the applicant (in person, on the telephone, via e-mail) through to the smooth transition from application to enrolment. To achieve this goal will require an investment in Web development so that applications can be accessed and processed with a minimal amount of inconvenience to the applicant and time lag from receipt of the application to decision. As a result of this project, applicants will be able to query the status of their individual application through the Web. Beginning in 1999, applications and grades from British Columbia secondary schools will be available in an automated format and will be able to be processed in a similar fashion to the Ontario secondary school group. With the earlier Ontario secondary school admit cycle, competing priorities will present a new challenge in 1999. Processing Summer, non-traditional Fall/Winter and graduate applications simultaneously with the Ontario secondary school pool demands an internal reorganization to achieve the enrolment targets.

Improving Student Services

Once the University recruits the students it is seeking, it is important to ensure that their experience at York is a positive one, so that they will persist to graduation. The effective delivery of student services in support of academic programs is an important component of a retention strategy. Administrative services for currently enrolled students are provided primarily by the Office of the Registrar and the Office of Student Financial Services. Although the two offices are administratively distinct, they are housed in the same building and are increasingly moving towards integration of front counter functions in order to be able to offer students one-stop shopping. The Office of the Registrar has eight managers, 56 staff, 28 work/study students, and a budget of $4.0 million. Five years ago, the University decided to absorb some of its Social Contract cut by consolidating campus-wide student services in the centralized registrar's office. Consequently, there was a major reorganization, with the result that the current staff complement carries out the functions that were performed by nearly twice as many staff prior to the amalgamation.

Figure 11: Volume of Voice Response Enrolments, 1997-1998 & 1998-1999



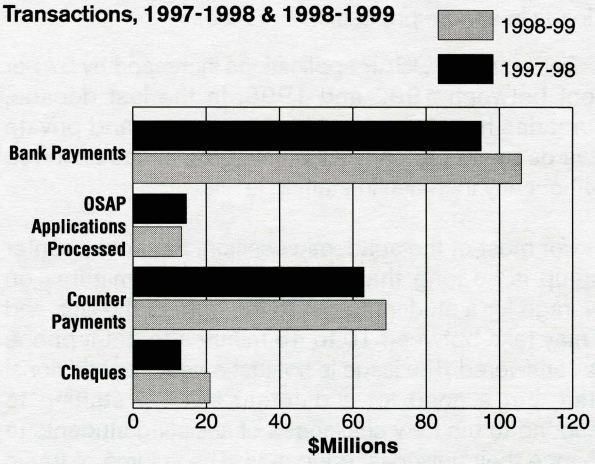
Source: Office of the Registrar

Figure 12: Selected Student Service Transactions, 1997-1998 & 1998-1999

	Advanced Standing Files Processed		Degree Audit Applications		Financial Petitions		Academic Petitions	
	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99
Atkinson	208	197	726	1,218	402	315	2,299	1,801
Arts	477	888	3,047	3,323	572	370	2,969	2,333
Education			806	835	47	20	232	119
FES	8	16			18	5	156	36
Fine Arts	9	79	358	395	57	40	217	180
Glendon					83	34	150	184
FGS					11	2	1,197	38
Osgoode					4	2	16	7
FPAS	115	209	561	639	80	79	736	521
Schulich					20	22	51	38
Total	817	1,389	5,498	6,410	1,294	889	8,023	5,257

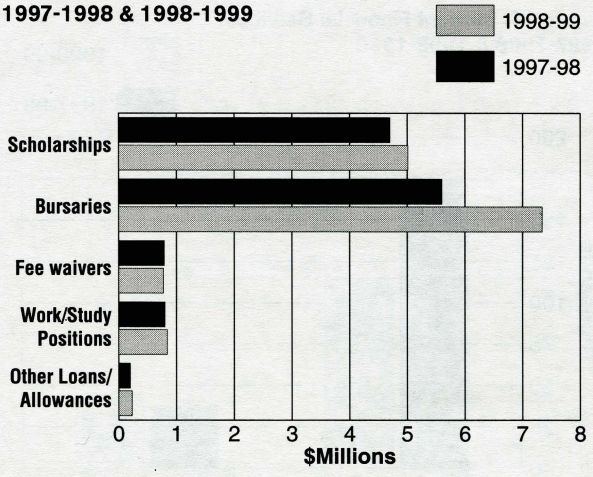
Source: Office of the Registrar

Figure 13: Student Financial Transactions, 1997-1998 & 1998-1999



Source: Office of Student Financial Services

Figure 14: Student Awards Processed, 1997-1998 & 1998-1999



Source: Office of Student Financial Services

Figure 11 and Figure 12 give an indication of the huge volume of transactions carried out through the registrar's office. Other forces outside the office also have an impact on its workload. For example, the case load of academic petitions has almost tripled in the past two years (from 3,835 in the 17 months prior to the faculty association strike in May 1997 to 9,361 in the 17 months since the strike), yet the work is still carried out by the same core group of four staff members. Until recently, the volume of phone calls was so great that staff were simply unable to answer and were forced to rely on voice mail, which was a major irritant for students. A newly implemented system will ensure that students are able to reach a staff member when they telephone. One of the consequences of the consolidation initiative was that a substantial element of the office's budget was not in base funds and, in turn, a disproportionate amount of core business has been performed by contract staff or work/study students. The recent reinstatement of base funding to this budget is helping to make it possible to address this problem by establishing permanent positions which will, in turn, ensure that students will be better served.

The staff in the Office of Student Financial Services has experienced a similar increase in workload for other reasons. The office has a staff complement of 26, with 4 managers and an operating budget of $1.8 million. Its volume of business is summarized in Figures 13 and 14.

Pressures on the Office of Student Financial Services in its first phase of operations as a consolidated unit have come from a number of sources:

1) provincial government off-loading of the administration of the Ontario Student Assistance Program (OSAP) and other government loan programs;

2) the introduction of new provincial programs, notably the Ontario Student Opportunity Trust Funds (OSOTF) and tuition reinvestment, that have substantially increased both the amount of financial support available to students and, at the same time, the volume and complexity of awards administered by the office;

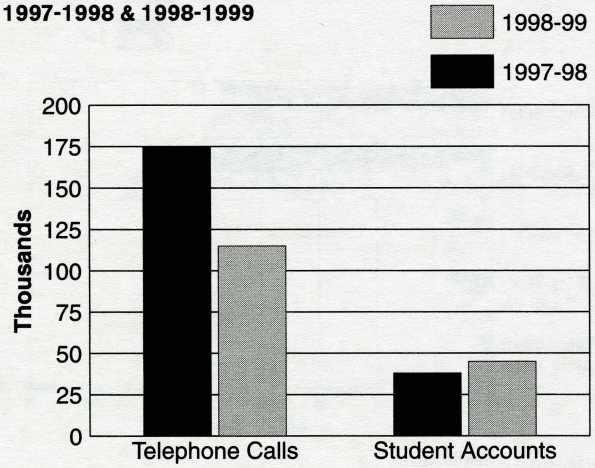
3) increasing tuition levels that require this office to track the student account more rigorously, provide more in-

depth and helpful financial advice, and manage debt loads in a more professional manner.

For example, OSAP applications increased by 57 per cent between 1992 and 1998. In the last decade, bursaries have increased by 60 per cent and private awards by 33 per cent. All of this growth has occurred without any increase in staffing levels.

For most of the academic session, the front counter lineup is so long that it takes about 40 minutes on average for a student to get to the front of the line, and it may take between 10 to 45 minutes to get a phone call answered. The issue is not just a need for additional staff, but a need for a different level of staffing to respond to the new challenges of assisting students to finance their university education. The volume of traffic in this area is a challenge to manage effectively (see Figure 15).

Figure 15: Student Financial Services 1997-1998 & 1998-1999



Source: Office of Student Financial Services

An important aspect of the forward planning for these two key areas of student service is to invest in Web development so that ultimately the full range of student services will be available around the clock via the University's Web pages. This plan will, when it is fully realized, enable a student to check his or her own financial and academic records, for example, to apply for financial aid, to submit a petition, and to find out what courses are needed to graduate from a particular program. The goal is to enable York students to access on-line, in the comfort of home at any hour of the day or night, any day of the year, virtually every service which is now provided at the front counter during specified office hours. Web delivery of services has the potential for dramatically reducing lineups, telephone traffic, and all the other irritations which stand in the way of a student's positive experience of university, freeing up staff to deal effectively with real problems that require personal attention. A significant investment of resources will have to be made in the shorter-term to realize these objectives but there will be an exponential pay-off over the longer-term in improved services to customers.

Ultimately the goal in the Office of the Registrar and Office of Student Financial Services is to transform these units into service-oriented organizations by:

1) strengthening their management and making it more accountable;

2) staffing them at levels compatible with their workload and with the quality of service the University is seeking to provide its students;

3) re-engineering their workflow in order to integrate disparate and fragmented functions and make them relevant to their customers: students and the Faculties; and

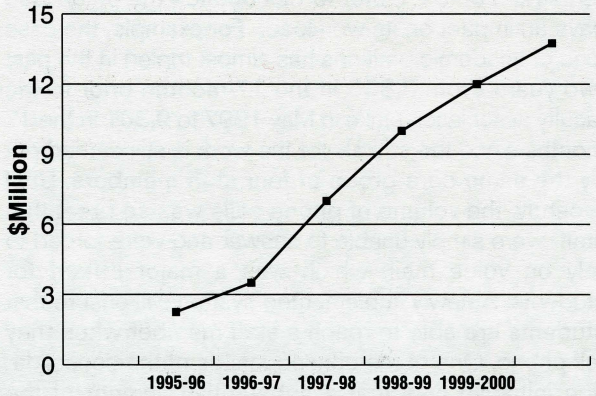
4) making employees of these offices more sensitive to student needs and empowering them to respond to these needs.

Although not all of these objectives require additional funding, the achievement of some of these objectives is predicated on adequate funding.

Financing a University Education

There are two aspects of a financial aid program. One is the strategic allocation of merit-based scholarship funds to attract the highest quality students, and the other is the provision of need-based funds to ensure that students who have been deemed to deserve access to a university education are provided with the means to be able to complete their degree program. To achieve both of these goals, York University has greatly increased its financial aid program in the past few years (see Figure 16). In 1998-1999 the University allocated $9 million to financial aid for its undergraduate students.

Figure 16: Student Assistance Budget, 1995-1996 to 1999-2000 (projected)



Source: Office of Student Financial Services

There are several priorities for improving the capacity to deliver effective financial assistance to York students:

1) integrate scholarship and bursary funds to make the most effective use of the total budget in order to provide financial aid packages which are attractive to prospective students;

2) increase the continuing scholarship budget so that top students are rewarded for their achievements at York, and are encouraged to remain to graduation and to speak highly of their York experiences in their communities;

3) provide more accessible information about available scholarships and bursaries and their particular selection criteria, which can be accomplished by creating a searchable on-line database of all awards, together with an on-line application form;

4) furnish students with comprehensive financial counseling, which will require additional staff and/or retraining of existing staff;

5) develop a fair and efficient system for identifying real financial need, so York can integrate bursary and scholarship allocations in order to maximize financial aid funds and ensure that needs-based funds get into the hands of those students who need them most. Two major research initiatives of 1998-1999, in both cases surveys conducted by the Institute for Social Research for the division, will assist in achieving a better understanding of the financial situations of York students, and hence to form a more realistic basis for addressing need. One is a study of how students fund their education, in which a number of other Ontario universities participated. These findings will provide some very useful comparative information about the realities of student finances, which will hopefully move beyond the public policy rhetoric that is so often found in media reports. The second project is a survey of York's scholarship winners this year, which is aimed at determining whether the demographic characteristics of the University's top scholars are the same as those of the rest of the York student population, and whether, therefore, the scholarship program addresses real financial need. The results of these surveys will be available in the near future.

The Division of Enrolment and Student Services is strongly committed to recruiting excellent students, and to providing them with financial support and quality services so that their experience of York University will enhance the good name of the University in the years to come. The strategic objectives and budgetary priorities of the division are intended to achieve these goals.

Strategic Goals for the Future

1) develop a five-year enrolment strategy (2000-2005) in the context of a comprehensive University enrolment plan:

- set and meet enrolment targets for the Class of 2000, including ATOP targets;
- articulate plans for the double cohort;
- continue development of a focused international recruitment strategy;
- expand national recruitment by targeting defined out-of-province markets.

2) elaborate an effective financial aid plan for students in support of their university education:

- integrate bursary and scholarship allocations in order to maximize financial aid funds;
- conduct a survey of graduate students to determine how they fund their education.

3) implement technologies to improve student services:

- improve efficiency of processing admissions applications;
- deliver new interactive services for students on the Web;
- raise funds from external sources to support these initiatives.

4) define strategies to advance the University's interests in key enrolment and student service areas:

- develop a plan for an integrated state-of-the-art Student Services Building;
- organize a University-wide program of special events for outstanding students;
- continue benchmarking York against comparator universities;
- seek external funding opportunities for projects which advance the University's enrolment goals.

DIVISION OF THE VICE-PRESIDENT (FINANCE & ADMINISTRATION)

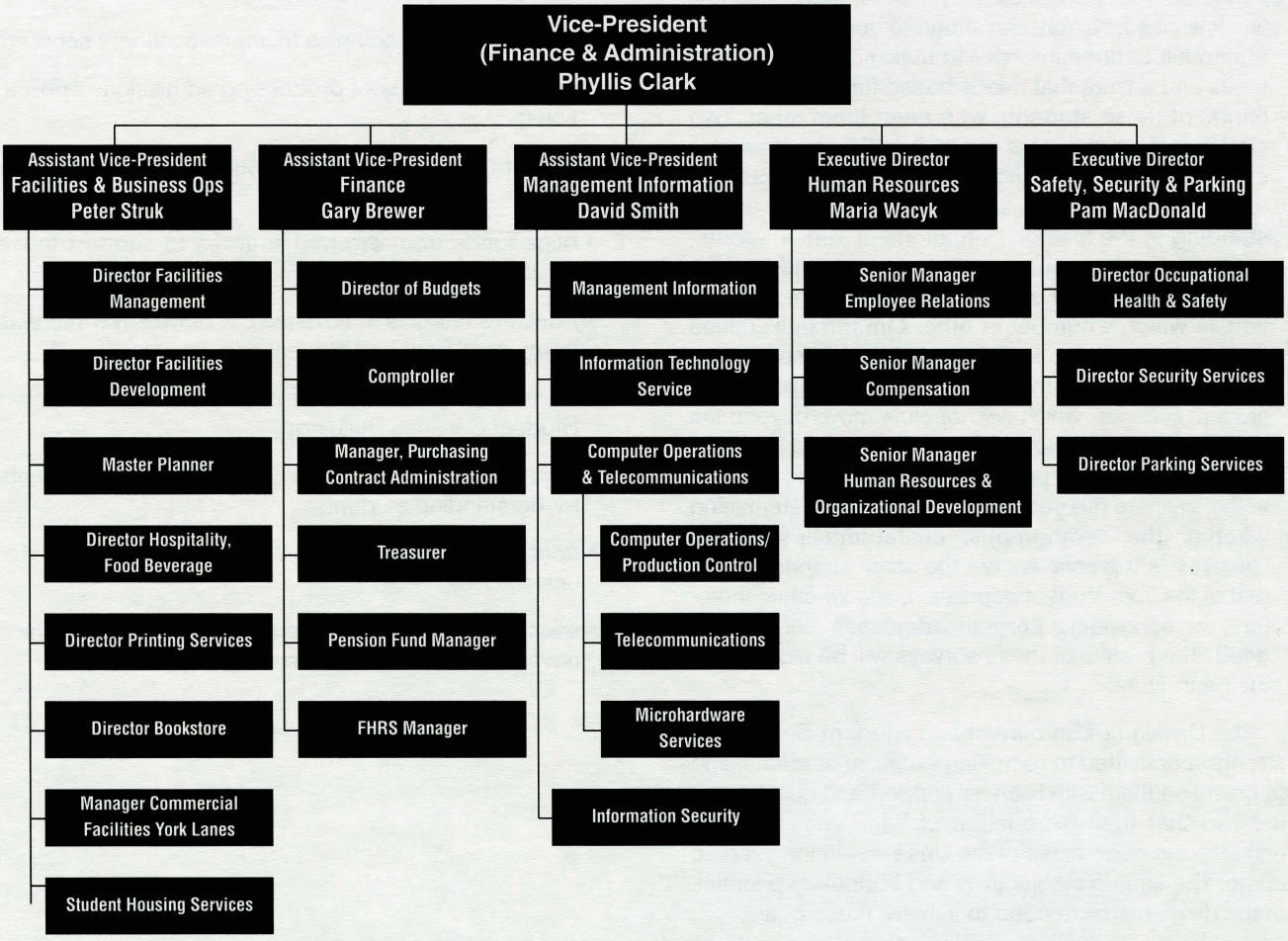
Objectives of the Division

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. There are five major areas within the division, each of which has determined key indicators in support of the division's objectives. These objectives and performance measures, along with more detailed organization charts, are elaborated in the sections that follow.

Organizational Chart: Division of the Vice-President (Finance & Administration)



The total 1998-1999 actuals for the five departments and the Office of the Vice-President and the budgets for 1999-2000 are as follows.

Division of VP (Finance & Administration)

(dollars)	Operating Results by Unit 1998-1999 Actual	1999-2000 Budget
Office of the VP (Finance & Administration)	2,474,139	1,264,607
Safety, Security & Parking	1,442,438	1,475,524
Facilities	34,757,829	34,864,531
Finance/Human Resources/MIS	13,633,820	13,652,290
Total Division of VP (Finance & Administration)	**52,308,228**	**51,166,952**

Detailed breakdowns by object of expense are below.

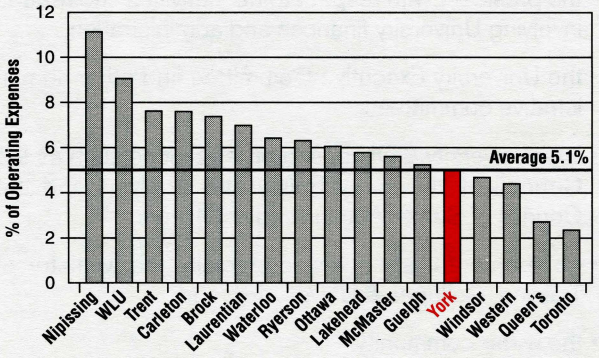
Division of VP (Finance & Administration)

(dollars)	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	2,166,447	1,763,266
Internal cost recoveries	6,629,096	6,889,990
Other revenues	31,333	–
Budget allocation	42,127,447	42,283,153
Total Revenue	**50,954,323**	**50,936,409**
Expenses:		
Faculty – administration	–	–
Faculty – full-time	(8,570)	–
Faculty – contract	–	–
Teaching assistants	–	–
Research	3,324	(65,050)
Support/Administration	27,316,365	27,043,953
Other	1,703,124	897,432
Total Salaries and Benefits	**29,014,243**	**27,876,335**
Operating costs	17,660,572	15,990,933
Amortization of capital assets	–	–
Cost of goods sold	239,122	39,000
Taxes & utilities	5,394,291	7,260,684
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**52,308,228**	**51,166,952**
Total Revenues less Expenses	**(1,353,905)**	**(230,543)**
Previous Year's Carryforward	**3,428,064**	**1,667,080***

* this carryforward balance includes post-year-end adjustments of $(407,079).

The April 1999 report from the Council of Finance Officers–Universities of Ontario (COFO-UO) provides an indication of the efficacy of administration generally across York University. Expenditures of Ontario universities on administrative costs for 1997-1998 are presented below as a percentage of operating costs. York's, at five per cent, are just below the average for Ontario universities.

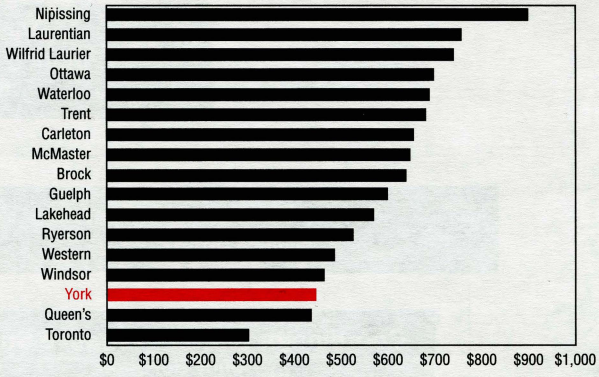
Administrative Costs of Ontario Universities, 1997-1998



Source: COFO-UO: Financial Report of Ontario Universities 1997-1998

When these costs are considered in relationship to the number of students (FTE) in the University, York's administrative costs are among the lowest in the province, as indicated on the following chart.

Spending on Administration per FTE Enrolment*, 1997-1998



Source: COFO-UO: Financial Report of Ontario Universities 1997-1998
* Includes international students

OFFICE OF THE VICE-PRESIDENT (FINANCE & ADMINISTRATION)

Phyllis Clark, Vice-President

The function of the office is to support the activities and projects of the vice-president (finance & administration) by providing scheduling, record-keeping, research, briefing notes and support in the preparation of recommendations, presentations and other materials for:

- the York Board of Governors, Senate, and their respective committees, particularly board audit; investment; finance; property & staff resources; as well as the Board of Trustees of the Pension Plan, the Subcommittee on Investment Performance, and the All University Committee on Pensions, which the office has supported directly,
- the president with respect to her activities and reports involving University finances and administration,
- the University Executive Committee and other administrative committees,
- inter-university COU-based organizations such as the Council of University Policy and Analysis and the Council of Senior Administrative Officers,
- governmental agencies, especially the Ministry of Training, Colleges & Universities, and
- the wider community.

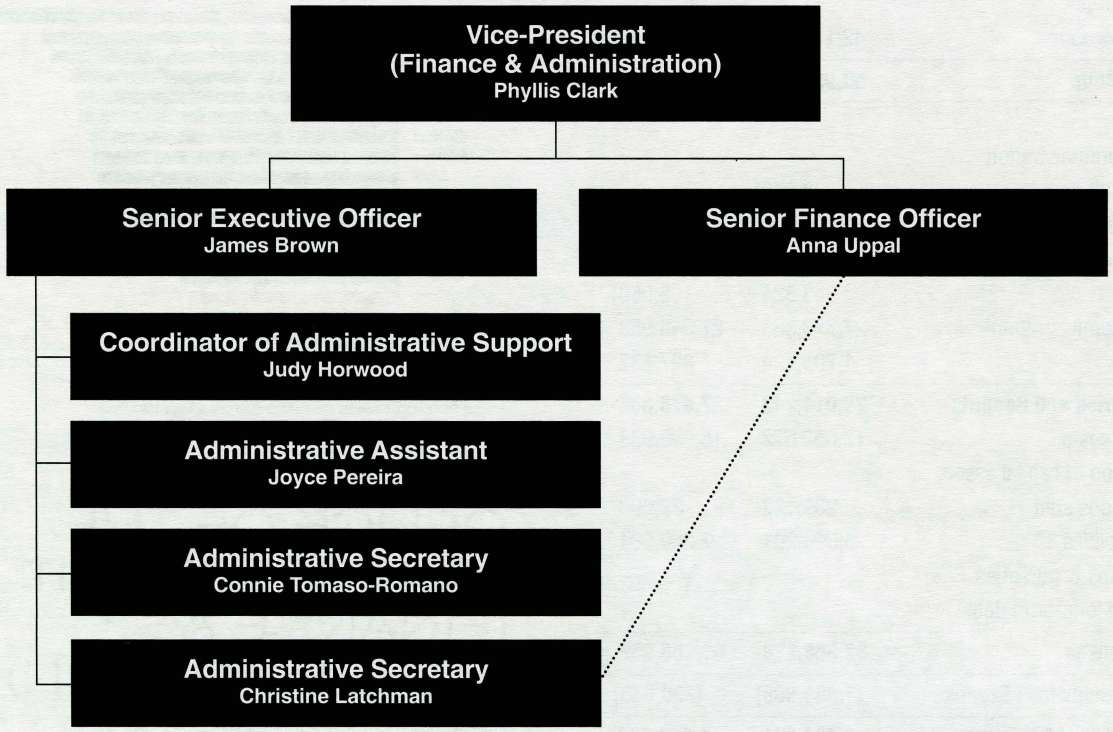
The Office of the Vice-President (Finance & Administration), comprises six staff members.

Office of the VP: Key Objectives Met in 1998-1999

Contributed to "Fair Funding": $12.5 Million to York's Operating Budget

In the Fall of 1998, the (then) Ontario Ministry of Education and Training announced the allocation of "Fair Funding" to Ontario universities; York gained approximately $12.5 million to its base operating budget, with $4.3 million being flowed in 1998-1999. This marked the culmination of years of making the argument to governments over York's "94 cent dollar"–the fact that York was proportionately underfunded among the Ontario universities – an inequity arising from the timing of its growth. The Office of the Vice-President (Finance & Administration) had been very involved in the research and presentations to the minister of education and training on this issue.

Organizational Chart: Office of the Vice-President (Finance & Administration)



Increased Involvement in CUPA & CSAO

The vice-president (finance & administration) was elected president of the Council of University Policy and Analysis (CUPA) in 1998 and is supported at that body and its committees by the senior finance officer. The vice-president also continued to be active on the Council of Senior Administrative Officers (CSAO).

Involvement in York Governance

In Fall/Winter 1998 and the Spring of 1999, the Office of the Vice-President (Finance & Administration) brought forward recommendations for approval and gave presentations for information to five meetings of the Board of Governors, three meetings of the Board Audit Committee, and three meetings of the Board Investment Committee. Similarly the vice-president brought forward recommendations and/or participated in the deliberations of three meetings of the Subcommittee on Investment Performance and two meetings of the Pension Board of Trustees. She also participated in two meetings of the York University Development Corporation, Board of Directors, two meetings of its Advisory Council and two meetings of University Council on Sport and Recreation. She participated in five meetings of Senate and gave budget and financial review presentations to two, as well as presentations to the Senate Committtee on Academic Policy and Planning.

International Benchmarking & Comparator Institutions

The Office of the Vice-President (Finance & Administration) coordinated York's participation in two international benchmarking exercises sponsored by the Commonwealth Higher Education Management Service (CHEMS). York's results for human resources and facilities are detailed in their respective sections later in this document. The vice-president also travelled to the major Australian universities and to Arizona State University to hold detailed discussions with her counterparts there and gain a wider understanding of university administration in a variety of contexts.

Office of the VP: Key Goals 1999-2000

Oversee the Meeting of Numeric Goals in the Division

Throughout this chapter of the PBA Report, the administrative departments in facilities, finance, management information, human resources, and safety, security & parking have committed to the achievement of specific and measurable 1999-2000 goals. The key goal of the office of the vice-president will be to oversee and support the departments in the meeting of these goals.

Support Capital Funding Proposals

A key challenge for York in 1999-2000 will be in obtaining capital funding to address York's space deficit in net assignable square metres per full-time equivalent student (NASM/FTE). York currently has 6.8 NASM/FTE as against an average of 10.5 for Ontario universities. The support of the president's initiatives to gain increased capital funding and allow the construction of more space for York's students, faculty and staff to pursue their learning, research and support activities is a key goal of the office for 1999-2000.

Participate in Double Cohort Planning

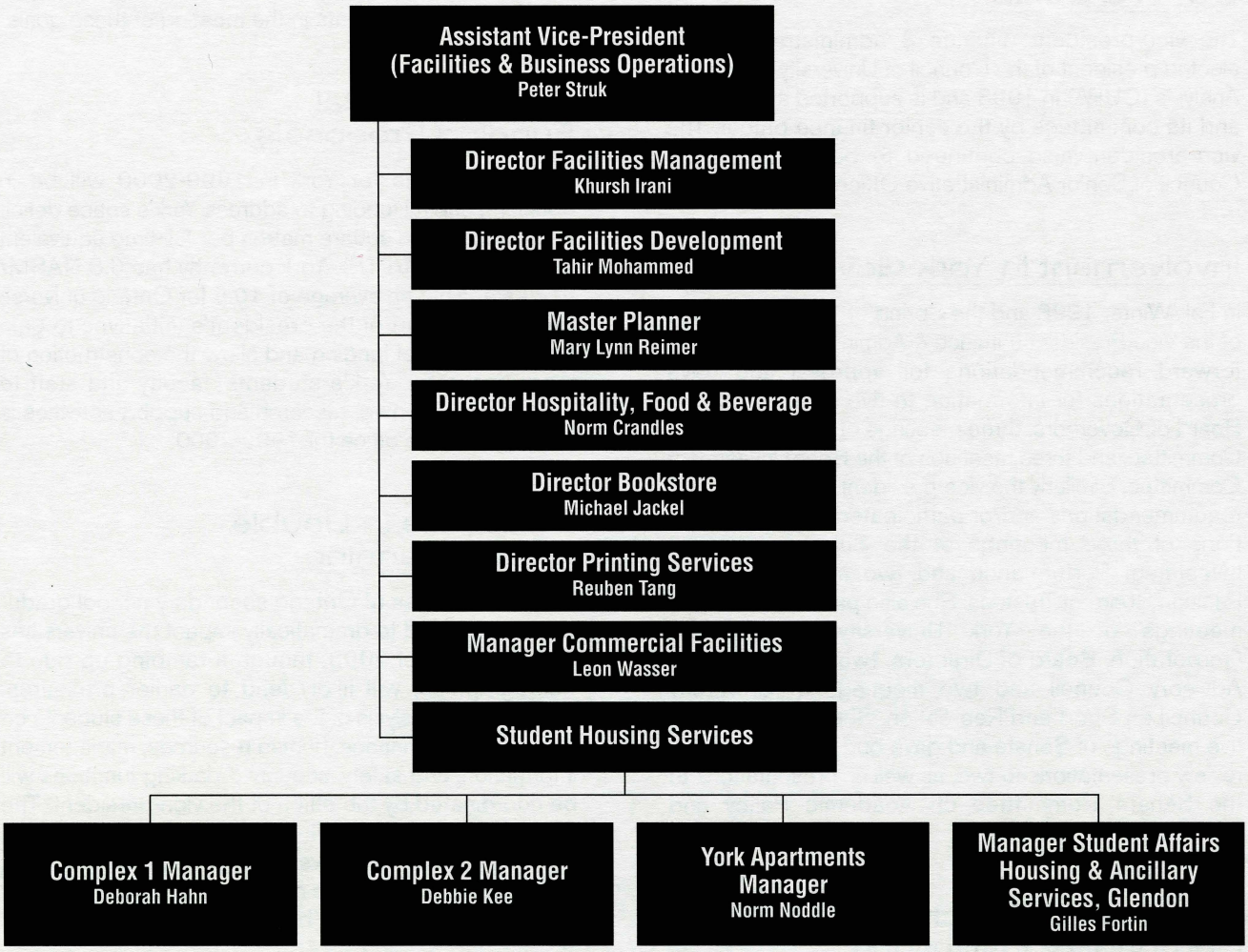
The double-class of Ontario secondary school graduates is expected to dramatically impact the universities in September of 2003, though a ramping up due to demographics, will likely lead to earlier pressures. Planning and analysis of the impact of these students on York's facilities, finance, human resources, management information, and safety, security & parking functions will be coordinated by the office of the vice-president. The senior finance officer will continue to closely monitor provincial funding flows and proposed changes. Particular vigilance will be necessary to ensure that York qualifies for performance based funding.

FACILITIES & BUSINESS OPERATIONS (FBO)

Peter Struk, Assistant Vice-President

The main units within facilities are the following. Facilities management includes caretaking, maintenance & renovations, grounds & vehicles, stores, and utilities. Facilities development oversees new construction and provides for fire safety. Facilities planning provides information, planning and coordination in the assignment and renovation of physical space on York's campuses. The main areas within business operations are the following. Hospitality, food & beverage coordinates vendor-provided food services and markets York's conference services to external users. York Lanes/commercial facilities oversees the leasing of that space and generally functions to align retail services on campus with the community's needs. Printing and the bookstore provide their respective services to the York community, while student housing manages the campus residences, both graduate and undergraduate.

Organizational Chart: Office of the Assistant Vice-President (Facilities & Business Operations)



Collectively the Department of Facilities and Business Operations has a total of 561 employees, 49 managers and 512 staff members.

FBO: Objectives Met in 1998-1999

The size of these areas and the wide range of their activities necessitates selection of a limited number of 1998-1999 planned objectives here. Some of the principal planned objectives for the major units were the following.

Reorganization for Zone Management

In April of 1998 maintenance operations were reorganized so that instead of maintenance employees beginning each day by reporting to the Physical Resources Building, five maintenance "zones" were created on the Keele campus and maintenance staff report directly to their zones each day. The goals of increased efficiency and better customer service are being met: less time is spent in transit between a central location and the maintenance job, and maintenance staff are developing closer ongoing relationships with members of the York community in their zones.

Co-generation Initiated

In March of 1998 York's co-generation facility–an extension of the Central Utilities Building–was officially opened. Co-generation is the simultaneous production of electricity and heat from a single source, in this case, natural gas. The steam produced is used to heat campus buildings in winter and to provide hot water. The electricity produced reduces York's dependence on Toronto Hydro for electricity, as the co-generation facility produces approximately one-third of our peak summer electrical load. In 1998-1999 co-generation reduced projected energy costs by approximately 20 per cent. Annual cost savings will be used to pay for the project loan over five years.

Development of a New Computer Science Building

A new Computer Science Building will be sited between the Steacie Library and the Farquharson Building, with construction slated to begin in early 2000. Its occupants will include Computer Science and the Centre for Vision Research, with additional teaching facilities to support York's Access to Opportunity (ATOP) goals for increased information technology related enrolments. In 1998-1999 progress on the new Computer Science Building included approval of funding, selection of the architect and commencement of design.

Increase in Summer Conference Business 1998

Hospitality was proactive in securing summer conference business with revenues exceeding budget targets by over $320,000 (20 per cent) in the summer of 1998. Major improvements in the handling of accounts receivable were also made through cash controls, monitoring of outstanding balances and training of staff.

Implementation of Pepsi Agreement

Facilities contributed to the negotiation of an exclusive beverage partnership with The Pepsi Bottling Group (Canada), Ltd. and implemented the campus-wide switch-over from former suppliers, including the placement of new vending machines throughout the campus. Revenues from this project will contribute more than $7 million to student athletic and cultural activities at York over the next decade.

Course Kit Database Developed

In 1998-1999 printing services coordinated with the York University Bookstore to make a wider range of articles and other materials more readily available to instructors in selecting supplementary reading kits for their courses. Articles selected by instructors are scanned and archived into a digital "Smartscan" system from which they can be flexibly retrieved and combined for future kits. Articles already in the database, complete with copyright clearance information, can be viewed and selected by instructors from a terminal in the bookstore. Course kits can easily be assembled from the digital database and sent to a printer at 92 pages per minute, allowing quick turn-around time. Two other Ontario universities, McMaster and Waterloo, have expressed interest in collaborating on this project, which would create a greatly expanded digital database of course kit materials for the use of instructors at all three institutions.

Student Housing Full

Occupancy rates for housing are recorded on a snapshot basis in mid-October for the Fall term and in mid-February to reflect the Winter term. For 1998 the October occupancy rate for student housing in total was over 98 per cent, with graduate apartments being 99 per cent occupied and undergraduate beds being over 97 per cent occupied. In February of 1999, student housing in total was over 99 per cent occupied, with graduate apartments being over 98 per cent occupied and undergraduate beds being over 99 per cent occupied.

FBO Performance Indicators

Commonwealth Higher Education Management Service (CHEMS) Benchmarking

Commencing May and extending through October of 1998, York's facilities participated, along with 11 other universities, in an international qualitative benchmarking exercise, organized by Commonwealth Higher Education Management Service (CHEMS). The facilities (Estates) operations of the dozen participating universities underwent assessment by an external consultant in relationship to a set of best practices, and York's overall score of 3.6 on a 5-point scale was the second highest score given. To preserve confidentiality of specific institutional results, the other participating universities (below) are identified only by a number.

1	2	3	4	5	6	7	8	York	10	11	12
3.2	2.8	3.2	3.8	2.8	3.0	3.5	1.8	3.6	3.8	3.7	3.1

Source: Commonwealth University Management Benchmarking Programme: Workshop Reports, 1998.

The chart below breaks down York's facilities score into its main elements.

		York's Score
F10.1	Estates Strategy: Development of Facilities Plan	4
F10.2	Estates Management: Management Structure within Facilities	4.5
F10.3	Estates Funding: Provision of Resources to Facilities Operations	3.5
F10.4	Estate Operations: Facilities Policies, Procedures, Levels of Service	4
F10.5	Client Communications, Feedback and Monitoring	2

Source: Commonwealth University Management Benchmarking Programme: Workshop Reports, 1998.

York facilities' own self-assessment of the final stage of the CHEMS Benchmarking process also indicated client communications as a prime area for improvement. This in turn led to the commissioning of an Institute for Social Research (ISR) client survey reported below under Performance Indicators for 1998-1999. It has also led to the commitment to redo the survey annually and to report the results here, with the goal of contin-

uous improvement. A related initiative is the launch in newspaper style of the Facilities and Business Operations communication, *The Pulse*, in January of 1999.

Facilities: Key Indicators

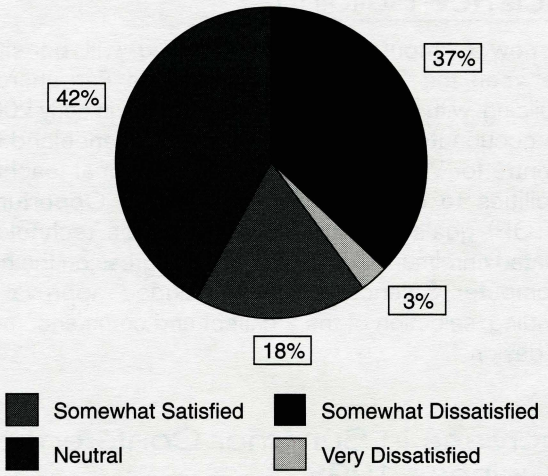
In May and June of 1999 facilities' operations were evaluated through a user survey of facilities' maintenance, renovations and planning services, conducted and analyzed by the Institute for Social Research (ISR). In June 1999 questionnaires focusing on satisfaction with services provided by facilities were mailed to 109 executive officers, administrative officers, vice-presidents, and deans, all of whom are users of facilities' services. (Users of additional services will also be surveyed in future years.) Of these, 59 (54 per cent) returned completed questionnaires. This response rate is good for a survey of this nature and is comparable to response rates of faculty and students in other studies.

In addition to obtaining a reading on satisfaction with facilities' services, the objective of the survey was to set benchmarks to measure improvements in future years. While the level of satisfaction varies from one functional area to another in facilities, survey results suggest certain areas in which efforts might be expended in enhancing service. When interpreting the survey's results, however, attention should be paid to the results of similar studies in other institutions so that a broad perspective can be applied to the results of the York data.

Facilities Planning

Responses to 12 questions were aggregated to obtain an overall measure of satisfaction with facilities planning services (alpha=.96). For these and questions used in other measures to follow, respondents were asked to indicate how satisfied they were on five point scales where 1 meant very dissatisfied and 5 very satisfied. As seen from Figure 1, no respondents were very satisfied with facilities planning services; 18 per cent were somewhat satisfied; 42 per cent neither satisfied nor dissatisfied (neutral); 37 per cent somewhat dissatisfied; and three per cent very dissatisfied. The average score for this measure was 3.00.

Figure 1: Satisfaction with Facilities Planning

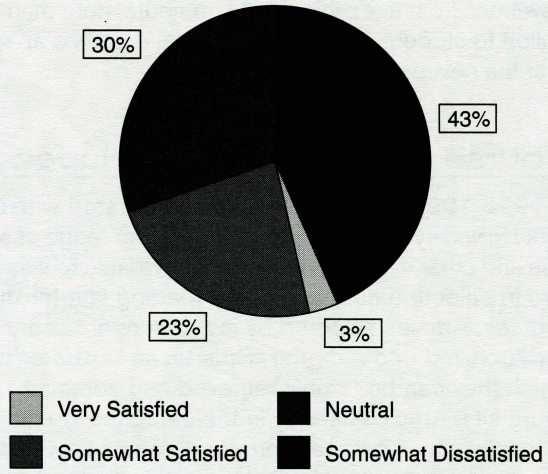


Source: Institute for Social Research: Facilities Survey, June 1999

Renovations

Figure 2 summarizes responses to 15 questions focusing on satisfaction with renovation services (alpha=.95). Three per cent of respondents were very satisfied with renovation's services; 23 per cent somewhat satisfied, 30 per cent neither satisfied nor dissatisfied (neutral), and 43 per cent were somewhat dissatisfied. No respondents reported being very dissatisfied. The average score for renovations services was 2.87.

Figure 2: Satisfaction with Renovations

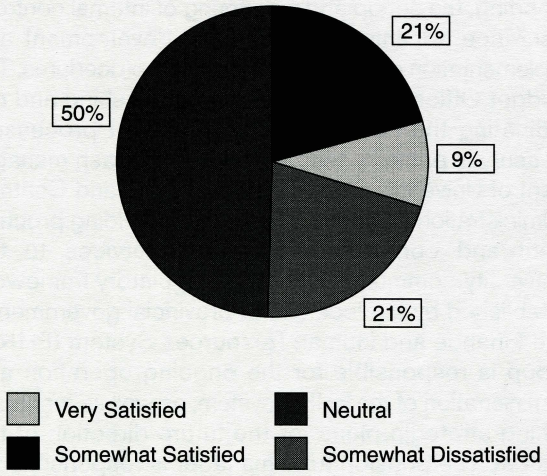


Source: Institute for Social Research: Facilities Survey, June 1999

Maintenance

A single question was used to measure satisfaction with maintenance services. As seen in Figure 3, nine per cent of survey respondents were very satisfied with these services; 21 per cent somewhat satisfied; 50 per cent neither satisfied nor dissatisfied (neutral); and 21 per cent somewhat dissatisfied. No respondents were very dissatisfied. The average score for maintenance services is 3.18.

Figure 3: Satisfaction with Maintenance

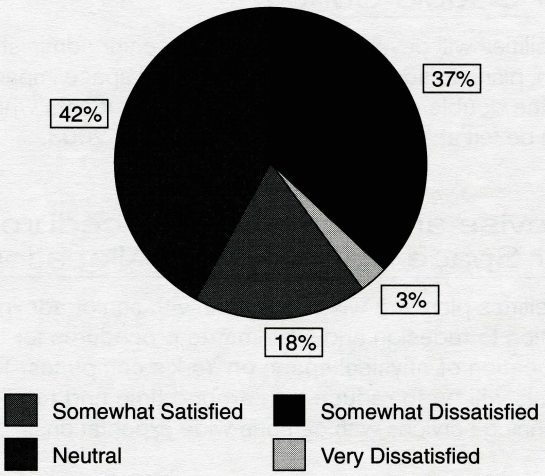


Source: Institute for Social Research: Facilities Survey, June 1999

Overall Satisfaction

Overall satisfaction with facilities was measured by 13 questions (alpha=.92). Overall, no respondents said that they were very satisfied; 18 per cent reported that they were somewhat satisfied; 42 per cent were neither satisfied nor dissatisfied (neutral); 37 per cent said they were somewhat dissatisfied; and three per cent were very dissatisfied. The average score for overall satisfaction was 2.76.

Figure 4: Overall Satisfaction with FBO



Source: Institute for Social Research: Facilities Survey, June 1999

FBO: Goals for 1999-2000

Respond to Issues Raised in ISR Surveys Above

Facilities will expand the range of the ISR client service surveys reported above to include grounds and caretaking. The goal for the 1999-2000 survey results will be an overall satisfaction measure of 3.0 or above, with a 3.0 average satisfaction rating for each unit surveyed.

Complete Renovation of Founder's Kitchen/Dining Hall Space

On the basis of the work of facilities planning, facilities management will oversee the renovation of the former kitchen and dining hall space in Complex I (Founders/Vanier) to provide an additional 14,000 square feet of academic space at a cost of approximately $2.1 million.

Complete Welcome Centre and Honour Court

Facilities development will oversee the construction of a Welcome Centre and Honour Court to provide an accessible and aesthetically pleasing first point of contact for visitors, new students and others seeking directions around the York campus. Made possible by the generous donation of Seymour Schulich, the project will be completed in early 2000.

Complete Facilities Plan for Double Cohort

Facilities will develop, and submit to senior administration, plans to accommodate the physical space impacts of the double cohort of undergraduate students which will be felt at York beginning in September 2003.

Revise and Formalize Procedures for Space Planning and Allocation

Facilities planning will coordinate with senior administration to redesign and systematize procedures for the allocation of physical space on York's campuses. The goals will be to reduce turn-around time and to align planning services with campus-wide expectations.

Plan Parking Structures

Facilities will work with the Department of Safety, Security and Parking to address the projected shortfall of parking on campus by developing proposals for new parking facilities.

Coordinate & Support Liquor Licensing Changeover

The Department of Hospitality, Food & Beverage will coordinate with campus groups to assist with setting up new independent businesses for the distribution and serving of liquor on campus, in the light of the changed liquor licensing arrangements at York.

Upgrade Facilities at Graduate and Vanier Residences

Housing will once again undertake a major building upgrade to address structural, cladding and window problems in a graduate apartment building and to modernize an obsolete set of elevators in Vanier residence.

Market Course Kit Database

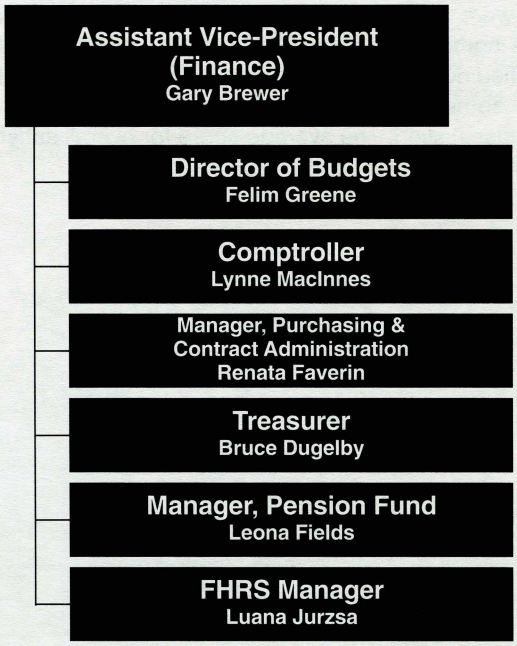
Printing services and the bookstore will proactively market the new scanning/printing system to consolidate faculty and departmental use for course kits and other printing. It will also press forward on the prospects of a larger collaborative database with McMaster University and the University of Waterloo.

FINANCE DEPARTMENT

Gary Brewer, Assistant Vice-President & Chief Financial Officer

The 37 staff and eight managers in the Finance Department are responsible for providing user responsive and professional financial services to the York community. Within the department, The Comptroller's Office is responsible for financial information and reporting, the set-up and monitoring of internal controls, insurance administration, and the development and implementation of financial policies and procedures. The Budget Office is responsible for establishing and coordinating the central University budget processes. 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. The Finance and Human Resources System (FHRS) group is responsible for the ongoing operation and administration of the FHRS system, as well as for establishing strategic plans for the future direction of the system. The pension fund manager is responsible for monitoring the overall financial results of the York University Pension Fund assets, which are currently in excess of $800 million.

Organizational Chart: Office of the Assistant Vice-President (Finance)



Finance Objectives Met in 1998-1999

Implemented New Accounting Standards

New accounting rules for the not-for-profit sector were issued by the Canadian Institute of Chartered Accountants (CICA). The impact of the new regulations was assessed and reporting procedures were revised in order to comply with the new standards. The most significant impact of the new standards has been to change the manner in which the University records and reports its net assets; the 1997-1998 Financial Statements were reported on the new basis.

Implemented Changeover in Endowment Fund Money Managers

With the growth of the endowment funds over the past few years from $20 million to almost $120 million, a detailed review of the management of the University's endowment funds was carried out. The results of the review led to transfer of the funds from the single former manager to three new money managers, each with specific performance goals and benchmarks.

Facilitated Faculty Association/York Administration Agreement on Financial Disclosure

In support of the president's initiative to have a common understanding of the financial state of the University, finance staff prepared considerable research & briefing material, in advance of a series of four meetings, involving members of the University Executive Committee and the York University Faculty Association. A Joint Administration/YUFA Statement regarding financial disclosure was issued on July 21, 1998.

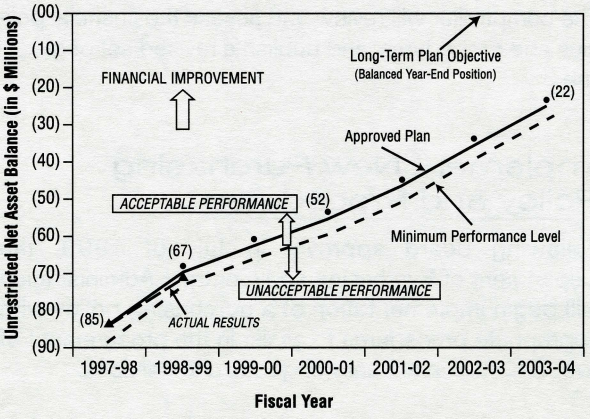
Finance: Key Performance Indicator

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 unrestricted net asset 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 balanced budgets, the long-term objective for this measure is to reduce the deficit to zero, effectively representing a balanced position.

Following the implementation of the CICA accounting changes mentioned above, the University's unrestricted net asset deficit balance in 1997-1998 was $85.5 million. In November 1998 the Board of Governors approved a plan to reduce this deficit over a ten year period. In keeping with the Board plan this deficit was reduced to $68 million for fiscal 1998-1999.

The benchmark for establishing performance against this plan has been set at 1 per cent of the University's total annual expenses, or $4 million. Figure 5 below details five years of the unrestricted net asset balance plan and performance to date.

Figure 5: Unrestricted Net Asset Deficit Balance



Source: Office of the Assistant Vice-President (Finance)

Finance Goals for 1999-2000

Reduce Unrestricted Net Asset Balance to $60 million or Less

At year end, April 30, 2000, the net asset deficit will be reduced to $60 million or less.

Enhance Performance of FHRS Financial System

The Finance Department will continue to enhance access to and performance of the University's Finance and Human Resources (FHRS) System. This will include implementation of a major software upgrade to the financial system in October 1999.

Develop Monthly Management Reports

Monthly management reports will be developed and delivered to appropriate senior management to assist in their work and their reporting to the Board of Governors.

Implement Capital Budget Framework

Consistent with the new reporting requirements of the CICA, a new capital budget framework for the University will be implemented.

Provide Financial Analysis of Glendon Plan

Finance will provide the budget and financial analysis needed to support the Glendon College Plan for the president, vice-president (academic affairs) and provost, principal and the Board of Governors.

Revise Finance Procedures and Guidelines

The comptroller will review and assess the financial policies and procedures, and publish a revised set of guidelines.

Implement New Purchasing Policy and Procedures

Following board approval in July of 1999, the Department of Purchasing and Contract Administration will begin implementation of a purchasing policy with appropriate procedures to assist in the procurement of over $70 million annually of goods and services.

Assess Purchasing Card Program

Following the 1998-1999 review of the purchasing card program, the recommendations of the auditor will be assessed and enhancement to the program implemented.

Enhance Financial Analysis Model for Faculty Budget Planning

In cooperation with the vice-president (academic affairs) and provost, the financial analysis model will be reviewed and enhanced with a view to its use as an additional tool in the Faculty budget planning processes.

Finalize Banking Services Contract

A Request for Proposals (RFP) on banking services was initiated in 1998-1999. Based on responses to that RFP, finance will finalize a contract for York's banking services by the end of 1999-2000.

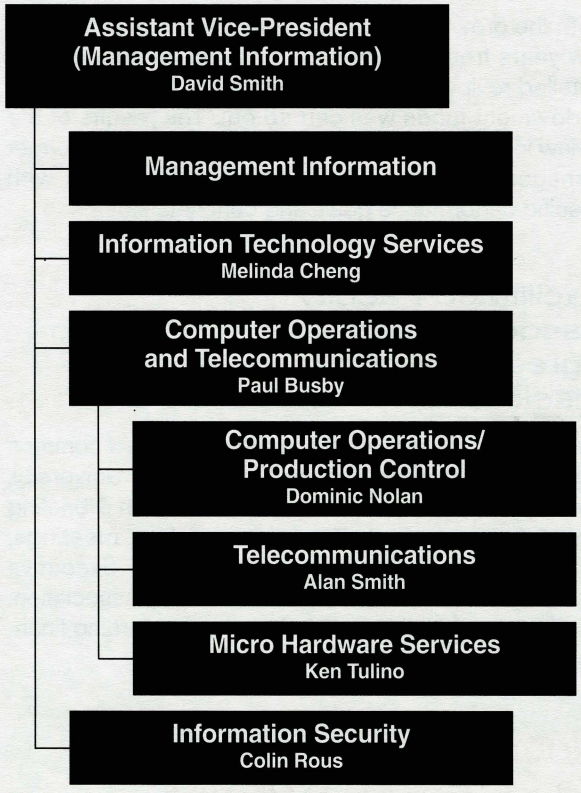
The Financial Year End in Review for 1998-1999 is provided at the end of the Overview section of the PBA Report.

MANAGEMENT INFORMATION

David Smith, Assistant Vice-President

Management Information (MI) supports York's information systems and keeps them secure, while providing information from central systems to meet the needs of the York community, external agencies, and government. MI is also responsible for York's telephones and other telecommunications services. There are 69 employees in this area with 20 of these being managers or assistant managers. The process of restructuring computing, which began in 1998 with the Consultation Paper: "Computing and Network Services at York", will lead in 1999-2000 to some transition for management information services.

Organizational Chart: Office of the Assistant Vice-President (Management Information)



MI Objectives Met in 1998-1999

Upgraded Security for Administrative Computing Systems

Management information has implemented a "firewall" to provide protection from unauthorized access to workstations and servers running administrative applications. All administrative workstations in the East Office Building as well as those in Information Technology Services are now behind the firewall. Servers behind the firewall include those running the Finance and Human Resources System (FHRS) and the Alumni Development System (ADS).

Implemented Y2K Testing and Upgrades

The process of testing and upgrading all applications, workstations and servers supported by Information Technology Services (ITS), to bring them into Y2K compliance, began in 1998. The following were tested in 1998-1999: Finance System version 5, Alumni Development System, and all Windows NT and Novell servers. At the end of April 1999, approximately 50 per cent of the workstations and approximately 50 per cent of the UNIX and VMS servers had been tested and found compliant, or had been upgraded.

Implemented Telephone Switch and Caller ID

A new telephone central switch and approximately 5,000 new telephone handsets were installed on the Keele campus to replace the 15 year old ROLM telephone system. This project included implementing a new Call ID Display policy, along with upgrading the Telemanagement System to allow more timely accounting of telecommunications use.

Initiated Change Control Project

Management information has begun to put in place a system which will document all changes to applications supported by Information Technology Services. To maintain greater security, it has also initiated a separation, and a formal process for moving applications between the development or maintenance environment and the normal operating environment.

Developed the York Atlas: http://maya.yorku.ca/atlas/yd

In 1998-1999 management information developed and rolled out the York Atlas, a Web based telephone/e-mail directory of all York employees and affiliated personnel. The whole is hypertext linked into an organizational chart which allows easy and flexible searching of the database as well as identification of job titles and responsibilities within the organization.

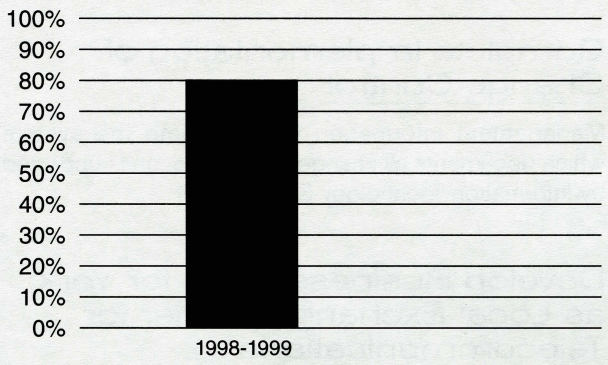
Increased Availability of Administrative Applications/ Reports Via the Web

The first phase of Info Mart, a Web based application for delivering secure access to management data, reports and information was implemented in 1998-1999. As of April 30, approximately 150 reports and applications were available via Info Mart including data from the Student Information System (SIS), the Alumni Development System (ADS), the Finance & Human Resources System (FHRS), the Student Accounts System (STAC) and the Admissions System.

MI: Key Performance Indicator

A primary objective for management information is to provide data and reports electronically via the Web in order to meet the needs of the user community. The key performance indicator measures progress towards making available, digitally and in electronic form, the over 200 reports, forms of data and applications that are now provided to the community manually and in printed form. The following graph identifies our progress towards that objective. Examples of reports/data/applications made digitally available this year are detailed above.

Figure 6: Progress in Making Reports, Data and Applications Available via the Web



Source: Office of Assistant Vice-President (Management Information)

MI Goals for 1999-2000

Expand to 85 per cent Reports/ Applications Available Via the Web

Management information will continue to expand the number of applications and reports available via Info Mart. By the end of 1999-2000, this will include at least 85 per cent of the 200 reports targeted and 100 per cent of the month end finance reports which are presently available in printed copy only. In conjunction with the Office of Student Financial Services, MI will also develop and implement a Web based application that will allow undergraduate students to search the full database to identify those scholarships and bursaries for which they may be eligible.

Further Upgrade Security for Administrative Computing Systems

Management information will create, test and implement a disaster recovery plan for the Finance and Human Resources System (FHRS) and the Alumni Development System (ADS), so that even in the case of a failure or complete deletion of those systems, a full and updated set of backup data would be available to rebuild them. MI will also complete the process begun in 1998-1999 and move all ITS supported servers and applications behind the security "firewall."

Ensure Full Y2K Compliance

Management information will ensure that all servers and applications supported by ITS are Y2K compliant by November 1999.

Complete Implementation of Change Control

Management information will complete the system which documents all changes to applications supported by Information Technology Services.

Develop Business Case for York as Local Exchange Carrier for Telecommunications

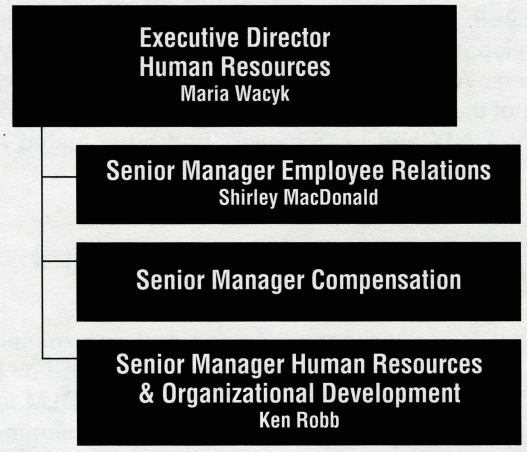
Management information will investigate the financial benefits and make a business case for York becoming a Competitive Local Exchange Carrier (CLEC); in effect, a full "telephone company" serving not only York's campuses but also, potentially, surrounding areas. Also calling line ID service will be extended to the Glendon Campus in 1999-2000.

DEPARTMENT OF HUMAN RESOURCES

Maria Wacyk, Executive Director

The Department of Human Resources (DHR) serves both the academic and non-academic communities. Its compensation unit provides payroll services, pension and benefit programs to all employees and pay policy and administration for non-academic employees. Employee relations negotiates and administers collective agreements with non-academic employees and collaborates with academic groups to coordinate employee relation practices. Organizational development initiates and maintains human resource policies, practices and programs to attract and retain employees as well as providing recruitment and training programs for non-academic employees. The department employs 10 managers and 40 other staff members.

Organizational Chart: Department of Human Resources



DHR Objectives Met in 1998-1999

Implemented Seven Early Retirement Programs

Human resources developed and implemented seven Special Early Retirement Programs which provided early retirement windows for 740 employees and led to 45 retirements.

Implemented Pension Contribution Holiday Programs

York committed to share the Pension Contribution Holiday taken from May 1, 1998, to April 30, 1999, and

to distribute the monies to employees according to the collective preference of each of the 12 different employee groups. Human resources worked with employee groups to determine their preferences and delivered the monies to individual employees accordingly.

Streamlined CUPE 3903 (Part-time Faculty) Hiring

In July and August of 1998, human resources implemented the hiring of teaching assistants and part-time/contract faculty by processing 3,054 separate contracts in time for the September pay period.

Reached Agreement with YUSA to Revise Joint Job Evaluation System

During the past year, as part of the attempt to prepare the ground for smooth negotiations, discussions with York University Staff Association (YUSA) resulted in the agreement to address the long-standing and problematic Joint Job Evaluation System in negotiations. This system of rating jobs and establishing their pay categories is the joint responsibility of York administration and the Union, and YUSA's agreement to its review is an important step forward.

Implemented 35 per cent Increase in Job Postings

During 1998-1999 York saw a considerable increase in recruitment activity. During the past year, DHR processed more than 400 job postings (35 per cent higher than the previous year) with a significant improvement in turnaround times.

Initiated Performance Development and Review Program for CPM Employees

Human resources completed the consultation, design and development of a new Performance Development and Review program for York's Confidential, Professional and Managerial employee group. With Phase I of implementation completed, pilot programs are presently underway with full implementation pending in 2000.

Implemented CPM Pay Plan

A Confidential, Professional and Managerial (CPM) Pay Plan was implemented in the spring of 1999, pay guidelines were distributed and orientation sessions held. A report on progress was presented to the University Executive Committee in May of 1999 and pay guidelines and controls were finalized.

DHR Performance Indicators

Commonwealth Higher Education Management Service (CHEMS) Benchmarking

In May of 1999 York's Department of Human Resources began participation, along with 10 other universities, in an international qualitative benchmarking exercise, organized by Commonwealth Higher Education Management Service (CHEMS). In the first phase, just completed, the human resource services of the eleven participating universities underwent assessment by an external consultant. York's DHR overall score of 4.6 on a 5-point scale is very high, only exceeded by that of one other university. The specific institutional results, with the other participating universities (below) identified only by a number, are the following:

1	2	3	4	5	6	7	8	York	10	11	12
3.6		3.0	3.4	3.4	2.8	4.4	3.8	4.6	4.4	4.8	1.8

Source: Commonwealth University Management Benchmarking Programme: Workshop Report, 1999.

The chart below breaks down York's DHR score into its main elements, again measured on a 5-point scale and again as rated by an expert external assessor.

		York's Score
F14.1	Developing and Integrating HR Policy	5
F14.2	Attracting and Retaining Staff	4
F14.3	Training and Developing Staff	5
F14.4	Encouraging Initiative and Assessing Performance	5
F14.5	Staff Feedback and Monitoring	4

Source: Commonwealth University Management Benchmarking Programme: Workshop Report, 1999.

In May of 1999 DHR had already initiated the Institute for Social Research (ISR) client survey reported below. DHR has committed to administer the survey annually and to report the results for the PBA Report with the goals of gaining a fuller understanding of the York community's human resource needs and continuous improvement in meeting those needs.

DHR Key Performance Indicators

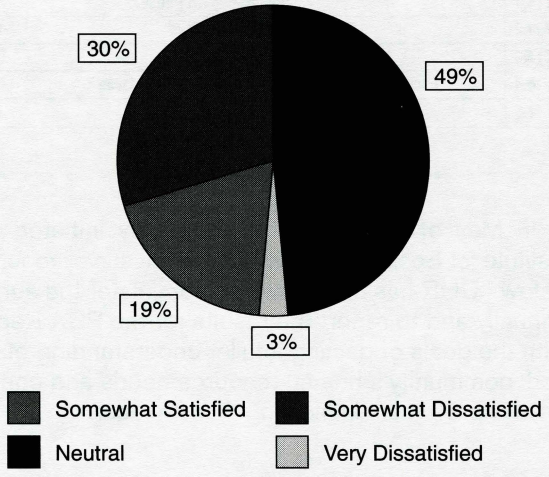
In June 1999 questionnaires focusing on satisfaction with services provided by the Department of Human Resources were mailed to 188 executive officers, administrative officers, line managers, vice-presidents, and deans, all of whom are users of human resources' services. Of these, 101 (56 per cent) returned completed questionnaires. This response rate is good for a survey of this nature and is comparable to response rates of faculty and students in other studies.

In addition to obtaining a reading on satisfaction with human resources' services, the objective of the survey was to set benchmarks against which to measure improvements in future years. While the level of satisfaction varies from one functional area to another in human resources, survey results suggest certain areas in which efforts might be expended in enhancing service. When interpreting the survey's results, however, attention should be paid to the results of similar studies in other institutions so that a broad perspective can be applied to the results of the York data. The survey was conducted and analyzed by the Institute for Social Research (ISR). The following pie charts summarize the results.

Compensation Services

Responses to 14 questions were aggregated to obtain an overall measure of satisfaction with compensation services (alpha=.94). For these and questions used in other measures to follow, respondents were asked to indicate how satisfied they were on 5-point scales where 1 meant very dissatisfied and 5 very satisfied. As seen in Figure 7, with regard to compensation services, no respondents mentioned that they were very satisfied, 19 per cent were somewhat satisfied, 49 per cent were neither satisfied nor dissatisfied (neutral), 30 per cent were somewhat satisfied, and three per cent were very dissatisfied. The average score on this dimension was 2.71.

Figure 7: Satisfaction with Compensation Services

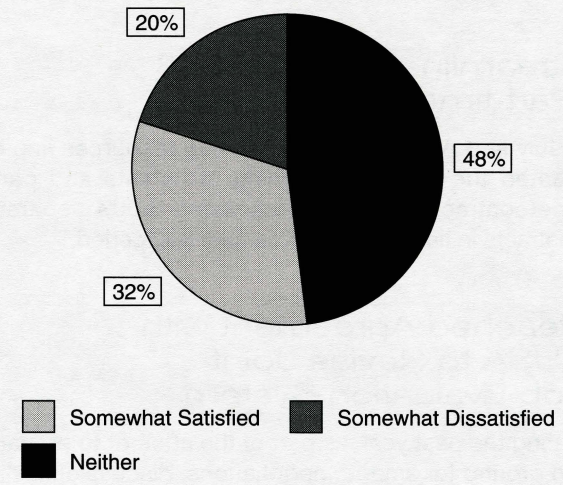


Source: Institute for Social Research: HR Survey, June 1999

Pensions and Benefits

In Figure 8, responses to 15 questions dealing with satisfaction with various aspects of pensions and benefits are aggregated into one measure (alpha=.94). No respondents mentioned that they were either very satisfied or very dissatisfied with these services. 32 per cent said that they were somewhat satisfied, 48 per cent indicated that they were neither satisfied nor dissatisfied (neutral), and 20 per cent replied that they were somewhat dissatisfied. The average score for this measure was 3.20.

Figure 8: Satisfaction with Pensions and Benefits

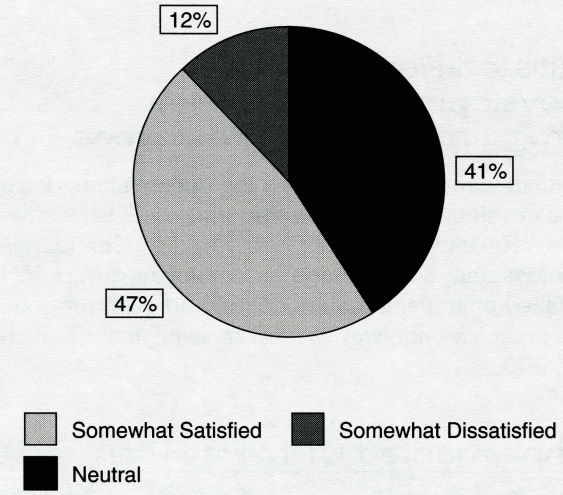


Source: Institute for Social Research: HR Survey, June 1999

Training and Development

14 questions were used to assess satisfaction with training and development services. The alpha for this measure was 93. As seen from Figure 9, no respondents indicated that they were very satisfied or very dissatisfied with services in this area. 47 per cent were somewhat satisfied, 41 per cent neither satisfied nor dissatisfied (neutral), and 12 per cent somewhat dissatisfied. The average score is 3.21.

Figure 9: Satisfaction with Training and Development

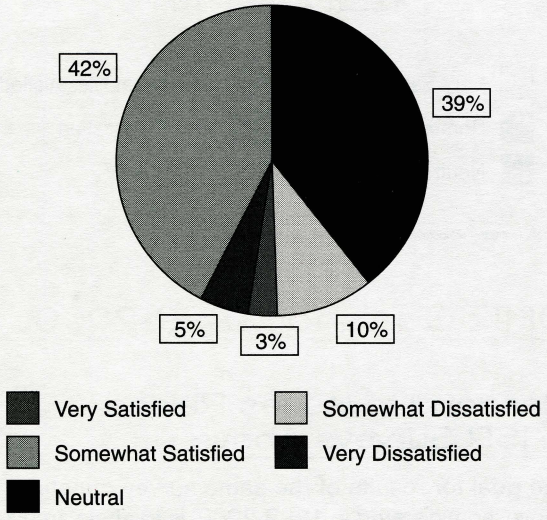


Source: Institute for Social Research: HR Survey, June 1999

Planning and Reporting

A summary of six questions dealing with satisfaction with planning and reporting services is presented in Figure 10 (alpha=.94). Three per cent report being very satisfied, 42 per cent somewhat satisfied, 39 per cent neither satisfied nor dissatisfied (neutral), 10 per cent somewhat dissatisfied, and five per cent very dissatisfied. The average score for the scale is 3.21.

Figure 10: Satisfaction with Planning and Reporting

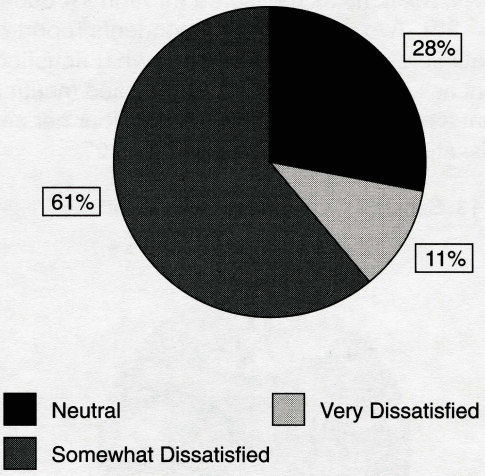


Source: Institute for Social Research: HR Survey, June 1999

Job Evaluation and Compensation

The information in Figure 11 is made up of responses to 19 questions on satisfaction with various aspects of job evaluation and compensation services (alpha=.91). No respondents were very satisfied or somewhat satisfied with this aspect of human resources operations. 11 per cent were very dissatisfied, 61 per cent somewhat dissatisfied, and 28 per cent were neither satisfied nor dissatisfied (neutral). The average score is 2.22.

Figure 11: Satisfaction with Job Evaluation and Compensation

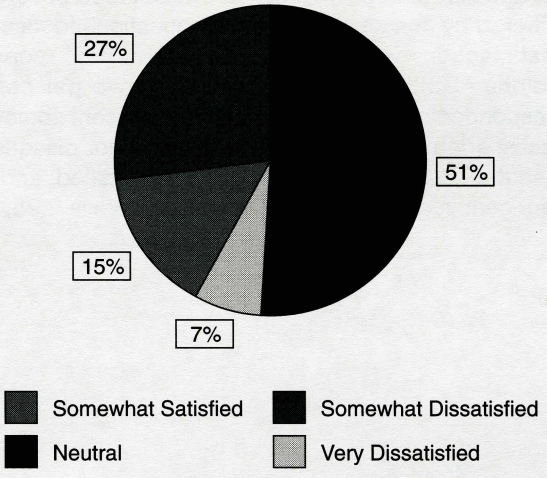


Source: Institute for Social Research: HR Survey, June 1999

Recruitment Services

The results of 16 questions designed to measure satisfaction with recruitment services are summarized in Figure 12 (alpha=.93). No respondents were very satisfied, 15 per cent were somewhat satisfied, 51 per cent neither satisfied nor dissatisfied, 27 per cent somewhat dissatisfied, and seven per cent very dissatisfied. The average score is 2.70.

Figure 12: Satisfaction with Recruitment

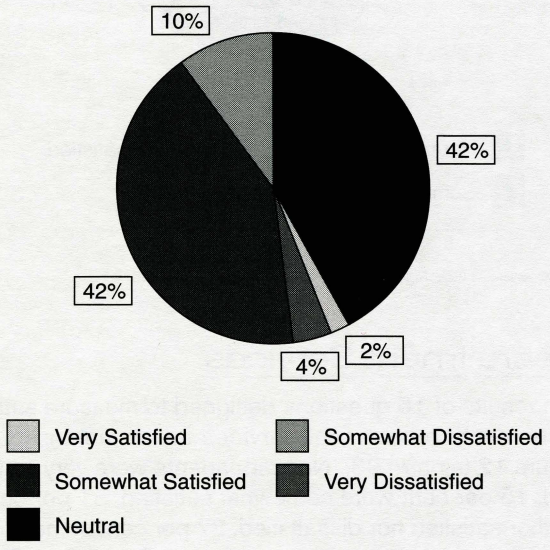


Source: Institute for Social Research: HR Survey, June 1999

Employee Relations

Figure 13 presents the results of satisfaction with employee relations as measured through 14 questions (alpha=.95). Two per cent of respondents report being very satisfied, 42 per cent as somewhat satisfied, 42 per cent as neither satisfied nor dissatisfied (neutral), 10 per cent as somewhat dissatisfied, and four per cent as very dissatisfied. The average score is 3.27.

Figure 13: Satisfaction with Employee Relations

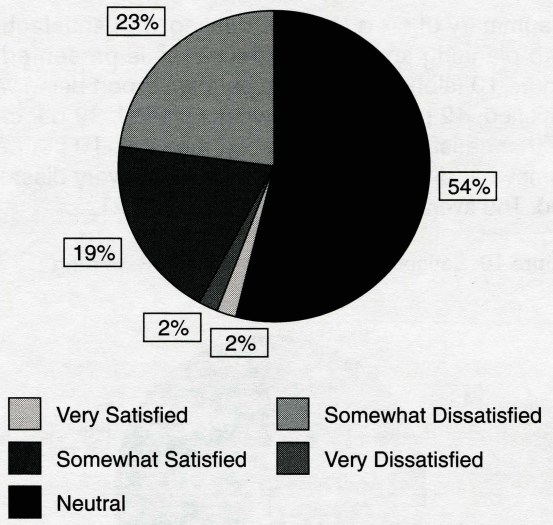


Source: Institute for Social Research: HR Survey, June 1999

Overall Satisfaction

In addition to questions asked of each area of services offered by human resources, 13 questions focused on satisfaction with all human resources' services (alpha=.93). As seen in Figure 14, two per cent of respondents were very satisfied, 19 per cent somewhat satisfied, 54 per cent neither satisfied nor dissatisfied (neutral), 23 per cent somewhat dissatisfied, and two per cent very dissatisfied. The mean score is 2.95.

Figure 14: Overall Satisfaction with Human Resources



Source: Institute for Social Research: HR Survey, June 1999

DHR Goals for 1999-2000

Respond to Issues Raised in ISR Surveys Above

The goal for results of the same survey questions as above, administered in 1999-2000, is to attain an overall average satisfaction rating of three or above and to raise the recruitment services average satisfaction score to three. Assuming a revised system of YUSA Joint Job Evaluation is in place and functioning in 2000-2001, an additional goal will be to raise the average score for job evaluation/compensation to three or above for subsequent years.

Implement Recommendations: Review of YUSA Joint Job Evaluation System

In late 1998-1999 the York University Staff Association (YUSA) and the administration agreed to a review of the process and to a specific reviewer/consultant for the Joint Job Evaluation system through which YUSA jobs are rated for pay category. A goal for 1999-2000 will be the implementation of the recommendations which come from that review.

Revise Framework for Human Resources & Faculties/Departments

Discussions have been underway for some months and an agreement has been reached with Faculty executive officers to develop a new framework for providing human resource services to York. In this framework, Faculty and DHR staff resources will work in partnership to leverage their collective resources for more effective service delivery to academic and non-academic managers. Discussions with non-academic executive officers will begin shortly. The full implementation of a framework with the following characteristics will be a multi-year project and will include:

- an active partnership between DHR and local human resource service providers;
- DHR providing leadership in human resource policy and program development, expert advice, and corporate value added services and direct support for areas which do not have local human resource support;
- local human resource service providers giving operational support at the Faculty or departmental level.

By the end of 1999-2000, roles and responsibilities will be agreed upon and a training program for local human resource service providers will be initiated.

Implement Phase II of the CPM PDR Program

Pilot Programs for the implementation of the Confidential Professional and Managerial (CPM) Professional Development and Review program will be conducted over a half year cycle between May and November of 1999. These pilots are currently being conducted in the Office of Admissions, the Office of the Vice-President (Finance & Administration) and others. Following the assessment of the pilot programs, the first phase program will be implemented across the University in 1999-2000 with the further goal of linking it to the budget cycle in 2000-2001.

Negotiate YUSA, IUOE and CUPE 1356-1 (Part-time) Contracts

In 1999-2000 contract negotiations will be held with the York University Staff Association (YUSA), the International Union of Operating Engineers (IUOE), and with part-time employees who do work in housing similar to that of the full-time employees in Canadian Union of Public Employees, 1356-1. The objective is to negotiate contracts with all three groups within mandate and in keeping with the strategic compensation goals for these groups. In the case of the group of part-time employees, our further objective is to incorporate their provisions into the CUPE 1356-1 contract.

DEPARTMENT OF SAFETY, SECURITY & PARKING SERVICES

Pam MacDonald, Executive Director

The Department of Safety, Security and Parking Services (DSSPS) has 86 full-time employees, 26 managers and 60 staff. DSSPS also depends on the services of approximately 225 part-time and casual (student) employees, who act as student security and parking officers and in a variety of related roles. The department's main functions are maintaining a safe campus environment through occupational health and safety, promoting and enhancing the security of the York community through security services and managing all facets of York's parking services.

Organizational Chart: Department of Safety, Security & Parking Services



DSSPS Objectives Met in 1998-1999

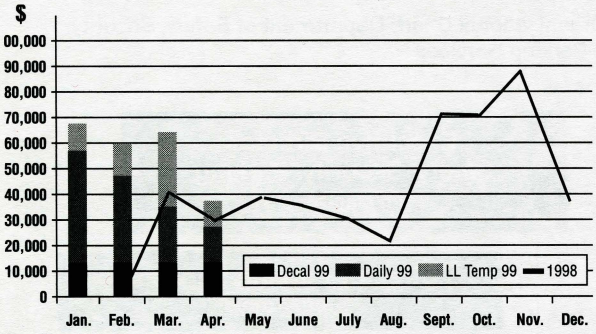
Developed Multi-Year Parking Rates Plan

DSSPS developed and implemented a board-approved multi-year Parking Rates Plan to generate sufficient revenues to cover DSSPS operating, special project and capital costs and to meet anticipated growth in parking demand associated with the opening of Seneca @York in 1999. This will also ensure flexibility to meet additional parking needs associated with double cohort enrolment growth and future campus development plans.

Opened York Lanes Parking Structure

In March of 1998, DSSPS opened and put into operation the award-winning York Lanes Parking Structure. As Figure 15 shows, revenues from the parking structure have been above projections throughout 1998-1999. The line traces total monthly revenues from the structure for 1998, since its opening in March. The columns map over this the level of revenue, broken down by components, in each month of 1999. The revenue from monthly parking decals, the bottom component of each of the columns, is flat since it has topped out at maximum revenue, with all decal spaces sold. Revenues have been above projections throughout 1998-1999 and are growing, with all 1999 levels above those of the corresponding 1998 months.

Figure 15: York Lanes Parking Structure Revenues 1998-1999 and 1999-2000



Source: Office of the Executive Director, DSSPS

Expanded CCTV Services to Parking Lots

DSSPS expanded closed circuit television (CCTV) services with 14 additional cameras to meet community safety and security needs in the new York Lanes Parking Structure and Lot 1A. Lenses are also being upgraded as a part of the camera maintenance program, further improving their utility.

Reactivated Approval Process for Parking Structure II

Based on two factors, the projected shortfall in parking space related to the opening of Seneca@York in September of 1999 and the impact of the double cohort, DSSPS reactivated and supported the approval process for a second parking structure. Throughout 1998-1999, discussions at the Presidential Advisory Committee on Parking (PACOP) and the Land Use Coordinating Group (LUCG) have proceeded toward the siting and initial design stages for a second parking structure. The planning parameters include creation of office space within the parking structure.

Developed New Health and Safety Management System

Following consultation with colleagues at the Council of Environmental Health and Safety Officers (CEHSO), the University's joint health and safety committees and other key community stakeholders, DSSPS developed and gained board approval for a new Health and Safety Management System. This new system involves a network of local Area Health and Safety Officers, and this will support the Ontario Ministry of Labour and Workplace Safety and Insurance Board (WSIB) goal for maintaining workplace self-reliance. It will also prepare York to meet the WSIB employer accreditation requirements.

Coordinated Parking, Security and Occupational Health & Safety with Seneca

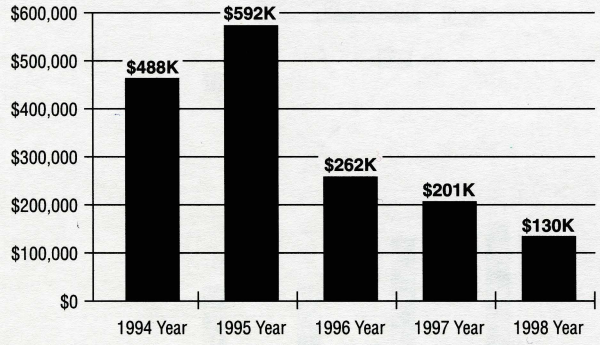
Throughout 1998-1999 DSSPS worked actively with Seneca College to ensure coordinated approaches to security, parking and occupational health and safety on the Keele campus, as the Seneca programs began in May of 1999.

DSSPS Performance Indicators

Key Indicator

DSSPS regularly tracks a number of indicators. For the purposes of the Planning, Budget and Accountability Report, the department has chosen to highlight the following as a key indicator–as it reflects on two areas of its mandate, security and parking. Figure 16 represents the decline in dollar costs of property-related incidents occurring in York's parking lots. These numbers principally reflect damage done to automobiles and the estimated value of property stolen from York's parking lots. The decline over time reflects the same period during which closed circuit television (CCTV) has been installed to allow monitoring of the parking lots on the Keele campus.

Figure 16: Total Value of Property-Related Incidents



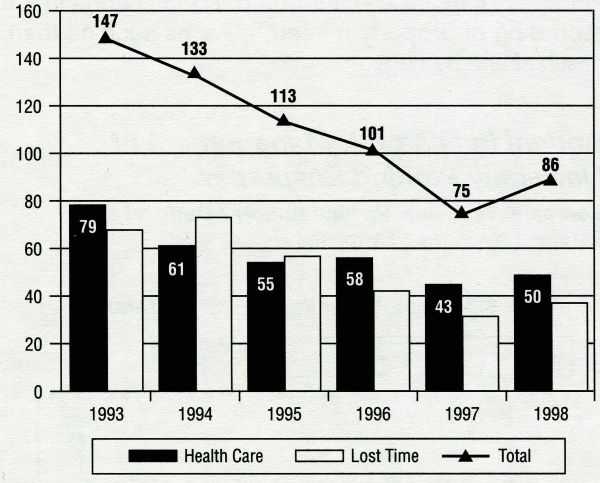
Source: Office of the Executive Director, DSSPS

Other indicators tracked on an annual (calendar year) basis by DSSPS relate to management of Workplace Safety & Insurance Board (WSIB) costs, security occurrences, and parking supply. These follow.

Annual Indicator 1: Workers' Compensation Management

Comparative Annual WSIB Claims, Costs and Days Lost

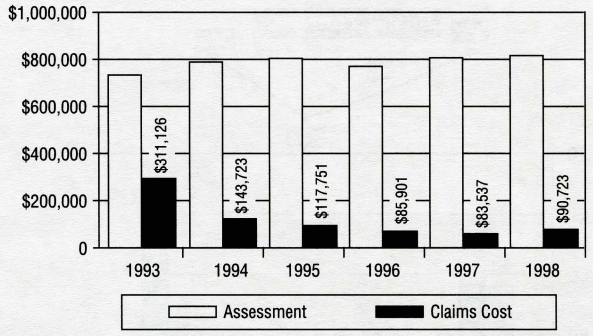
WSIB CLAIMS



Source: Office of the Executive Director, DSSPS

Increased health care claims are due to early intervention as a proactive measure to prevent increased lost time injuries.

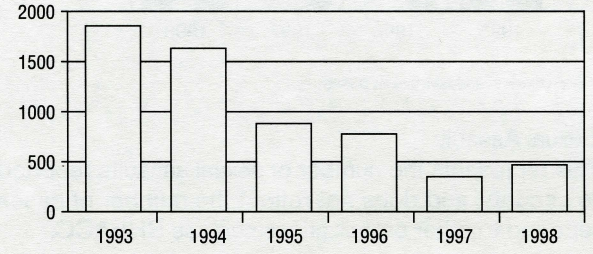
WSIB COSTS



Source: Office of the Executive Director, DSSPS

Assessment rate for 1998 is 47 cents per hundred dollars payroll.

WSIB – DAYS LOST



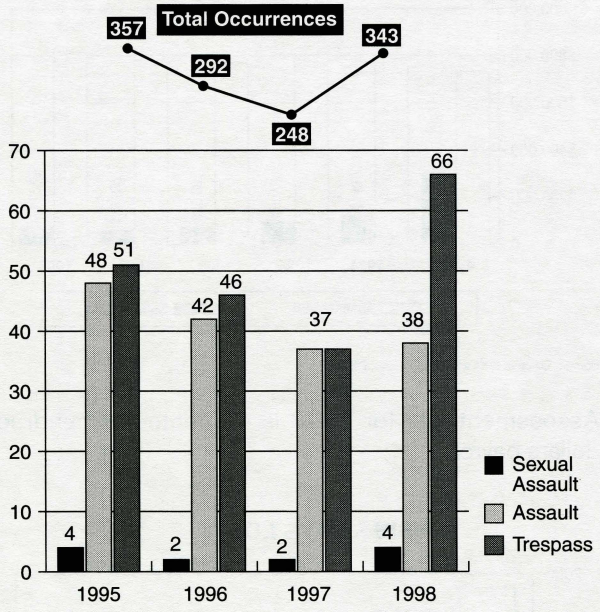
Source: Office of the Executive Director, DSSPS

Increased days lost in 1998 were due to three major claims with more than 60 days lost time each. Two claims are continuing as the department is unable to accommodate.

Annual Indicator 2: Security Occurrences

Comparative Annual Personal Safety and Property - Related Occurrences

PERSONAL SAFETY OCCURRENCES

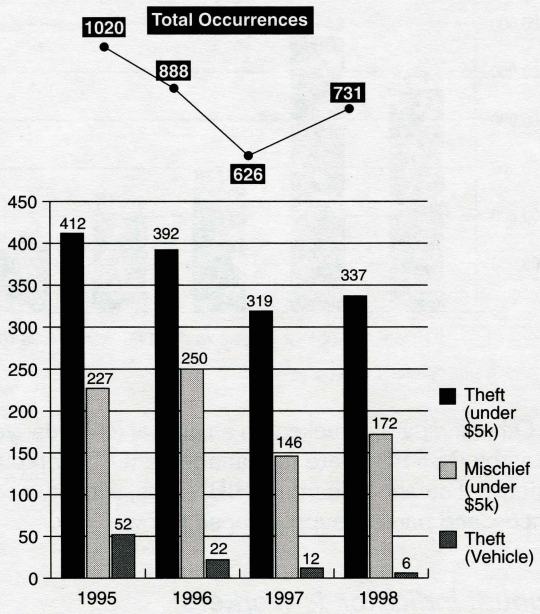


Source: Office of the Executive Director, DSSPS

Sexual Assault:
This represents the number of sexual assaults reported to security, and does not reflect the number of cases reported to other organizations such as SHEACC.

Trespass:
The increase in trespass to property occurrences can be attributed to a more vigorous enforcement approach in this area.

PROPERTY RELATED OCCURRENCES



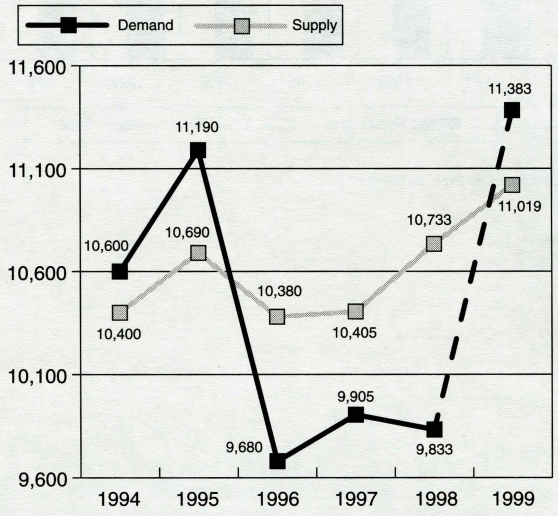
Source: Office of the Executive Director, DSSPS

Property-related offences have generally increased due to a rash of locker thefts and thefts of personal property. Increases can also be attributed to the change in the recording of property related offences such as theft, mischief and damage.

Annual Indicator 3: Management of University Parking Resources

Comparative Annual Parking Supply / Demand and Parking Revenues / Expenses

SEPTEMBER PARKING SUPPLY/DEMAND



Supply:
Total number of parking spaces on both campuses
Demand:
Average daily demand, Monday to Thursday, for the first 6 weeks of the academic year

Source: Office of the Executive Director, DSSPS

1995 – The major increase to supply was through gravel extensions to 8A and 1A (250 and 90 spaces respectively).

1996 – The decrease to supply includes 250 spaces in 6A (Ice Gardens) and 60 in 1B, due to relining per North York by-law.

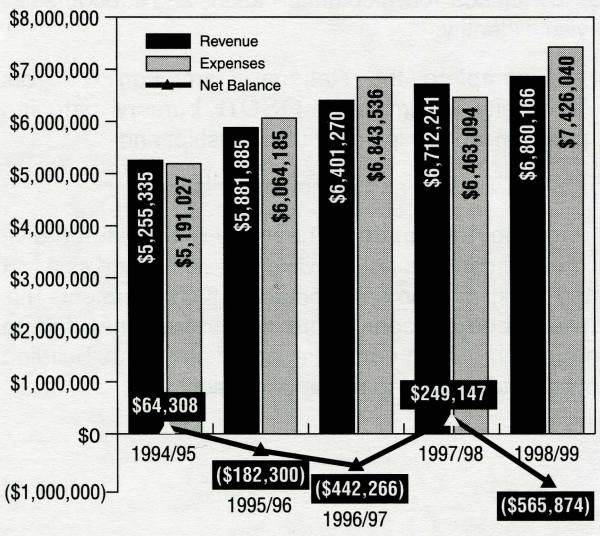
1997 – The increase to supply was due to the addition of 25 spaces to WOB parking lot.

1998 – The increase to supply of 328 spaces was due to the completion of the York Lanes Parking Structure.

1999 – The high demand is due to the anticipated opening of Seneca@York.

The 1999 supply includes 412 spaces in three temporary lots.

PARKING REVENUES/EXPENSES



Source: Office of the Executive Director, DSSPS

1995-1996 – The demand decreased due to the elimination of the additional qualification (education) program and the Winter / Summer session.

1996-1997 – The significant decrease in parking demand was due to the successful implementation of the Parking Green Plan (carpooling and joint public transit initiatives) and increased parking rates.

1996-1997 – The $440,000 revenue shortfall was primarily due to the strike.

1997-1998 – The $720,000 revenue shortfall in Summer of 1997 was primarily due to the strike.

1998-1999 – The decline of 20 per cent in parking was due to lower occupancy and turnover rates; the operating deficit of $566,000 will be paid back to the centre over the next three years.

DSSPS Goals for 1999-2000

Maintain Total Value of Property-Related Incidents in Parking Lots Below $200,000

This was selected as a key indicator since putting an estimated dollar value on theft and damage to property in York's parking lots involves both campus security and Parking. The performance on this indicator for 1998-1999 at less than $130,000 represents a significant reduction on prior years. The benchmark of $200,000 represents the average over the last three years.

Complete Disability Task Force Report on WSIB Costs

In cooperation with Department of Human Resources, safety, security and parking will complete a Disability Task Force report on Workplace Safety & Insurance Board costs with recommendations which would provide for unit accountability for lost time costs due to work-related accidents/illnesses.

Maintain Schedule of Parking Operations Deficit Repayments

As a result of decline in parking revenues of 20 per cent in 1998-1999, which in turn resulted from lower occupancy and lower turnover rates of spaces in the parking lots, Parking has a $566,000 operating deficit. This is to be paid back to the centre over the three year period 1999-2000 to 2002-2003. By the end of 1999-2000, $220,000 will be repaid as scheduled.

DIVISION OF THE VICE-PRESIDENT (UNIVERSITY ADVANCEMENT)

Overview

The vice-president (university advancement) is responsible for:

1) enhancing the reputation and public profile of the University at the provincial, national and international levels in keeping with the University's Mission Statement;

2) working with all the divisions/Faculties of the University to increase private financial support for York University and build appropriate partnerships;

3) maintaining contact with alumni and serving the Board of Directors of the York University Alumni Association while building alumni potential among current students;

4) maintaining good stewardship with donors, good relations and results with the media, and good relations with community and industry partners;

5) communicating York's key strategic messages to external and internal audiences; and

6) providing support to the Advancement Committee of the Board of Governors.

The university advancement team is composed of six administrative units: the Offices of advancement services, alumni affairs, communications, community relations, development, and media relations (see organization chart) which collectively employ 11 managers, more than 35 staff and approximately 100 work/study and part-time students. The total budget for the division (1998-1999), inclusive of base-budget-funded, cost-recovery, and special projects, was $4.6 million.

The vice-president (external relations) left the University at the end of July 1997. Upon the arrival of Gary J. Smith in July 1998, the division was renamed university advancement and reconstituted including the return of the communications and media relations functions. The office plans and coordinates all activities of the division and has overall responsibility for maintaining relations with internal and external groups with a link to the work of alumni, fundraising, communications, and community relations and media relations. The major priorities for the 1998-1999 were:

1) to rebuild the management of the division;

2) to prepare and launch York's 40th anniversary celebrations;

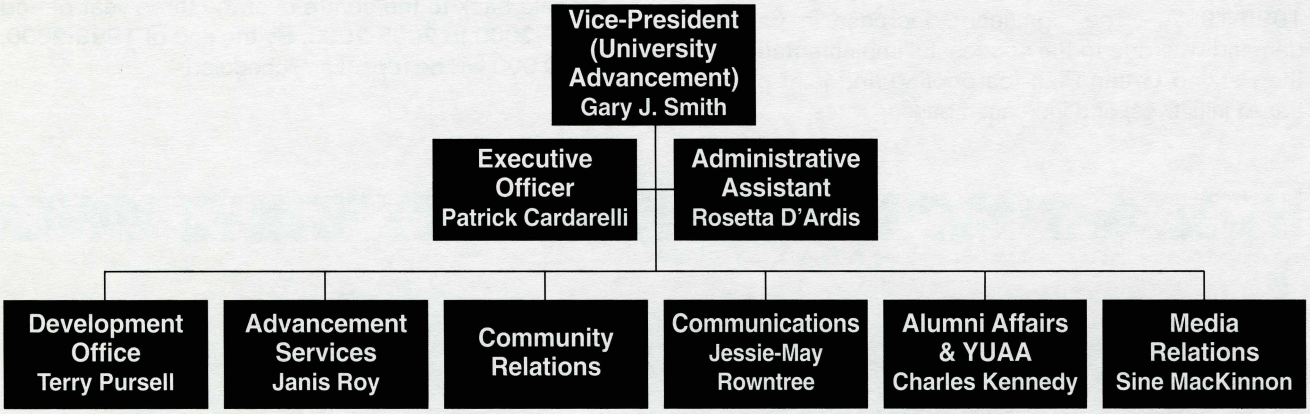
3) to enhance York's communications and strengthen its visual identity;

4) to complete the National Campaign for York University, maximize the OSOTF bursary matching program, and prepare for stewardship; and

5) to build alumni and community relations.

To meet the needs of the newly reconstituted division, a human resources review was completed as a first step to building an appropriate staff complement. This review, budget constraints considered, has led to longer-term hiring commitments of staff, thus building loyalty and a growing sense of continuity.

Organizational Chart: Division of University Advancement 1998-1999



Division of VP (University Advancement)

	Operating Results by Unit 1998-1999 Actual	1999-2000 Budget
Office of the VP (University Advancement)	495,365	504,739
Development and Advancement Services	2,231,817	2,055,149
Alumni Affairs and Community Relations	362,758	303,685
Media Relations	212,610	243,255
Communications	1,274,444	1,221,952
Total Division of VP (University Advancement)	**4,576,994**	**4,328,780**

VP (University Advancement)

	Operating Results by Expense Type 1998-1999 Actual	1999-2000 Budget
Revenue:		
External cost recoveries	388,500	90,000
Internal cost recoveries	218,177	560,473
Other revenues	1,770	–
Budget allocation	3,966,046	3,077,792
Total Revenue	**4,574,493**	**3,728,265**
Expenses:		
Faculty – administration	–	–
Faculty – full-time	–	–
Faculty – contract	–	–
Teaching assistants	–	–
Research	50	–
Support/Administration	2,719,122	3,044,735
Other	319,796	116,537
Total Salaries and Benefits	**3,038,968**	**3,161,272**
Operating costs	1,466,952	1,112,602
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes & utilities	70,596	54,906
Scholarships & bursaries	478	–
Interest on long-term debt	–	–
Total Expenses	**4,576,994**	**4,328,780**
Total Revenues less Expenses	**(2,501)**	**(600,515)**
Previous Year's Carryforward	**640,092**	**600,515***

* this carryforward balance includes post-year-end adjustments of $37,076.

Rebuilding the Management of the Division

Upon assuming responsibility for the division in July 1998, the vice-president initiated a review, with a view to rebuilding the management of certain departments in the division. The goal was fourfold:

a. to build a strong management team in those areas where new priorities and new directions were required (development, alumni affairs);

b. to establish a management structure able to identify new priorities in consultation with key constituents;

c. to create a framework for the realization of priorities and future growth; and

d. to put in place a management team where long-term objectives could flourish and be sustained by commitment and dedication.

The rebuilding of divisional management is on course with the hiring of two new directors, in development and in alumni affairs who will redirect efforts of their respective units, focus on service to the community and attain strategic focused results.

York's 40th Anniversary Celebrations

In August of 1998 the president asked Gary J. Smith to chair the 40th Anniversary Steering Committee, charged with preparing and launching events and materials in recognition of the University's 40th Anniversary. Under his direction, the committee organized various celebratory events, recognition vehicles, a unique 40th Anniversary visual identity program and a publicity campaign all either existing budget managed or self-financed. Some of the highlights include: (see also communications)

a. establishing the Founders' Society to recognize York faculty, staff and students who played a pivotal role in the founding of the University between the years1957-1965 and bestowing recognition in University convocation ceremonies;

b. organizing the event launch which took place on March 26, 1999, marking the 40th anniversary of the passage of the York Act;

c. developing insignia items to recall the anniversary year;

d. coordinating *The Toronto Star* special section and street banner program; and

e. undertaking the various books projects -- the Faculty Honours Book, 40 Years of Research at York, 40 Years of Teaching at York University and the Coffee Table Book.

40th anniversary activities present the University with a year long opportunity to focus on its many achievements. They also provide a perfect backdrop from which to instill a sense of pride and goodwill and to prepare for the 50th anniversary in the year 2009.

COMMUNICATIONS

Jessie-May Rowntree, Director

Overview

The Communications Department is responsible for developing and implementing sound communication strategies to assist York University in reaching its short-term and long-term objectives by building strong relationships with the University's target audiences, both externally and internally. It has three managers, 10 staff, a fluctuating number of work/study students, and a budget of over $1.2 million. In 1998-1999 the director of communications served on the national and regional boards of the Canadian Council for the Advancement of Education (CCAE); chaired the Programming and Professional Development Committee of the CCAE; participated as York's representative on the Ontario University Public Affairs Council (OUPAC); and served as York's representative on the Toronto 2000 Education and Training Committee.

To develop strategies and programs to increase public awareness, recognition, support and commitment to York University, it is important to know what the key target audiences know and believe about York University. This will also assist in developing benchmarks for measuring the impact and success of York's communications initiatives. In 1999-2000 the Communications Department will begin the process of developing meaningful indicators and benchmarks that can be used over time.

Strategic Direction for 1998-1999

In 1998-1999 the Communications Department undertook a number of initiatives to maintain and enhance the reputation and public profile of the University; to increase understanding of York University's mission, goals and values with key target audiences both externally and internally; and to continue to build relationships with potential donors, donors, and alumni, among others.

The Communications Department expenditures of $1,274,444 supported a unit with three managers, 10 staff and a fluctuating number of work/study students. In 1998-1999 the budget allowed for four issues of *Profiles* magazine, 39 issues of the *York Gazette*, the Annual Report, *Focus on Research*, Quick Facts, redesign and development of the University's Web site (including the hiring of a Web editor) introducing four new key public relations elements, increased focus on York's visual identity including developing display and print materials, building of the University's photo files, University advertising, support for the launch of York's 40th anniversary activities and support for University events, executive activities, etc.

These initiatives included:

- developing and implementing a communications strategy to profile York University at the Canadian Open Tennis Tournament, including a two-page spread in the program, scoreboard profile, displays in marquees, York booth in the village, 10 TSN 30-sec TV spots, one-on-one contact with guests.

  Approximately 120,000 visitors attended the 1998 Canadian Open. Over 750 guests attended the week-long York marquee events hosted by the vice-president (university advancement);

- design of a new University Web site with increased public relations elements, including a President's Page (4,405 hits); Success Stories (13,351 hits); enhanced Tour of York (27,836 hits); This Week at York (6,278 hits);

- strengthening York's visual identity through the development of pocket folders, bookmarks, postcards, banners, display unit materials, "signature photos" and York's red (PMS 185) on a wide range of publications including the Annual Report, undergraduate calendars and lecture schedules, etc. 1998-1999 saw an increase in the use of York red, and a 26 per cent increase in the number of jobs done by the design unit of the Communications Department;

- successful implementation of communications strategies on a wide range of issues including labour relations and the introduction of the University's new mission statement;

- communication activities to support an increased research profile for York, including increased coverage in *Profiles* and *York Gazette*, three issues of *Focus on Research*, advertising, Web site, etc.;

- communicating York's key strategic messages to external and internal audiences. Three of the four issues of *Profiles* in 1998 had cover stories addressing key issues/areas for the University including the cost of higher education; the value of a liberal arts degree; and strength in science research.

  The *York Gazette* published 39 issues, regularly highlighting faculty achievements and demonstrating York's innovation;

- communications support for The National Campaign for York University including the Campaign Gala

Dinner. In addition, another new publication, Quick Facts, was included with each tax receipt and thank-you letter;

- The National Campaign also gave rise to the CCAE award winning Campaign Communication Publication: *Campaign Update*;
- communication support for University executive activities, i.e., Asia trip, including preparation of individual fact sheets, information kits, etc.;
- developing and implementing a communication strategy for York's 40th anniversary celebrations, including the design of the 40th anniversary logo; negotiating an eight-page special section in *The Toronto Star* and arranging advertising and distribution; a street banner program; a line of 40th anniversary insignia items; the launch of the celebrations on March 26, 1999; and an anniversary Web site.

Goals for 1999-2000

In 1999-2000 the Communications Department budget of over 1.2 million will support efforts to build pride and enhance the University's reputation locally, nationally and internationally, through publishing *Profiles* magazine, *York Gazette*, Annual Report, *Focus on Research*, Quick Facts, continuing to develop York's visual identity and implementing the communications strategy for York's 40th anniversary. In addition, all communications support for the Development Office, including proposal writing, will be provided by the Communications Department. In 1999-2000 the Communications Department will also initiate market research for targeted audiences.

1999-2000 goals include:

- maintain, promote and enhance York University's identity to external and internal audiences;
- provide advice and ongoing consultation to the vice-president (university advancement), president, and others as required, on public relations opportunities and challenges;
- enhance York University's reputation with target audiences that participate in the annual *Maclean's* reputational survey;
- initiate market research for agreed upon target audiences;
- provide leadership in developing further the University's visual identity program;
- provide leadership in improving York's decentralized marketing and communications efforts;
- develop and maintain Communications Department Web site content;
- build closer relationships with other units in university advancement;
- continue to implement the communications strategy for York's 40th anniversary.

MEDIA RELATIONS

Sine MacKinnon, Senior Advisor, Director

Overview

In an environment that is increasingly competitive -- for students, for funding, for public profile -- Media Relations Department plays a pivotal role in generating interest in and respect for York University. In recognition of that, in August 1996 the University created a new position, senior advisor for media relations. Since then, a department has been built -- consisting of two officers and an administrative assistant -- to provide the media with professional, prompt service and the York community with assistance and media relations counsel.

With a budget of $212,610 and a staff of a senior advisor, contract media relations officer and a part-time support person, the Media Relations Department was responsible for all media relations activities for the administration, faculties and research centres while striving to serve the daily demands of the media.

The department's aims are: to position York credibly in the ever-expanding media; to increase the positive media profile of York faculty, students, staff and friends while highlighting their contribution to the development of knowledge and public policy; to mitigate against bad publicity; and to secure and sustain a good reputation by providing excellent service to the media and the York community.

To help accomplish those aims in 1998-1999, York's Media Relations Department:

- responded to approximately 100 phone calls a week from media outlets -- with hourly and daily turn-around times;
- facilitated thousands of print and electronic references and its stories about York, its faculty experts, senior administrators, students, staff, alumni, board members, programs, research, and events;
- produced about 125 news releases a year on everything from award-winning research to new programs to star students to leading experts. (1997: 122 releases; 1998: 123; 1999:101 releases to date;
- regularly compiled and proactively distributed York experts' lists to news rooms re: major current events (budgets, disasters, elections, Kosovo conflict, the

Clinton controversy, bank mergers, international space station, science curriculum reform, midwifery, labour unrest, the use of the Charter, the role of the judiciary, smog etc.);

- promoted major York University events and accomplishments (Trudeau conference; visits by Mary Robinson, Madame Ogata, Umberto Eco; Campaign Gala wrap-up; 40th anniversary *The Toronto Star* special section; Rhodes scholar);
- pitched proactive stories about initiatives in Faculties/research centres (@Discovery Canada documentary on FES graduate students' work in York's Costa Rican, rain forest);
- matched York community members with the media to serve as commentators, panellists, guests on radio and television programs, phone-ins;
- helped to place in media op-eds/letters to the editor /speeches /analysis pieces by York community members;
- improved York's positive editorial presence in *Maclean's* annual *Guide to Universities;*
- boosted York's media presence in ethnic media, trade publications, special supplements and specialty channels.

Goals for 1999-2000

The financial allotment to the Media Relations Department ($243,255) will help pay for the fledgling department's commitment to fund two full-time permanent media relations officers as well as an administrative assistant. Prior to that, all media relations for the entire York community was undertaken by one contract staff and the senior advisor. This expenditure helps to: improve the capacity to handle media requests; proactively position York in the media; garner respect and legitimacy by increased positive media coverage; improve York morale, generate donor interest; target specific communities. Media relations will also use its increased funds to help defray the costs of York's first-ever pan-university Media Guide to York Experts as well as undertake additional media relations initiatives with strategic significance to the University.

1999-2000 goals include:

- research existing level of media coverage/penetration; analyze to set meaningful benchmarks;
- compile, coordinate, produce and distribute *The York Book, a Media Guide to York Experts* (York's first);
- aim to improve York's standings and editorial presence in the annual *Maclean's* university rankings issue and the annual *Guide to Universities*;
- formalize the monitoring, production and dissemination of print and electronic media coverage to maximize sharing, minimize labour;
- conduct an internal/external awareness campaign around media relations services and the people in it;
- institutionalize information-sharing and collection with all faculties/departments and research centres;
- increase the number of journalists participating in York-sponsored events at York;
- undertake regular mailings to targeted media lists, including community/ethnic media;
- increase York University presence at Press Gallery events, national media organizations' annual events;
- institute regular round-tables with campus media and key leaders;
- develop a template for Faculties to use in sending out PSAs/advisories, etc. in coordination with key contact in each Faculty department/research centre;
- update media relations news releases Web archives, install search engine, create media relations' own home page;
- offer media training modules/sessions for Faculties.

DEVELOPMENT

Overview

The Development Office embarked on the National Campaign for York University in January 1995. The department was staffed with a complement of three managers, nine staff in the central office and three in working relationships with Osgoode Hall Law School, Schulich School of Business and Environmental Studies.

When the vice-president (university advancement) took office in July 1998, the National Campaign for York University stood at $67 million. The primary objective of the department was to reach $100 million by December 1998, one year ahead of schedule, and to prepare for a stewardship program in 1999-2000.

At its successful conclusion, the National Campaign had surpassed its goal of $100 million, raising a total of $108 million plus $25 million in matching Ontario government funding (OSOTF) for a total of $133 million.

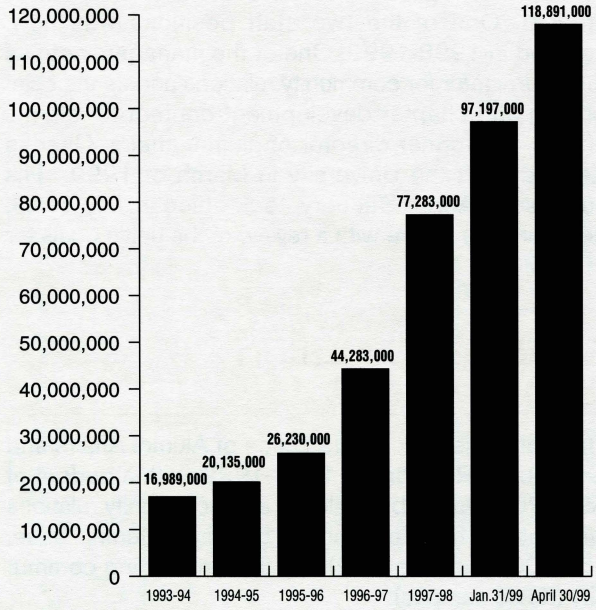
The National Campaign set a fundraising precedent for the University by increasing York's endowment five-fold -- to well over $118 million from less than $20 million in January 1995 (see Figure 1). This total represents more than 42,000 campaign gifts received from alumni, corporate partners and individual donors and

incorporating 211 new scholarships, awards and bursaries for student financial aid as well as 14 newly created Chairs and professorships. Details of the Chairs and professorships are reported in detail in the chapter of the Division of the Vice-President (Academic Affairs) and Provost.

Record participation was achieved in York's internal community campaign. The participation rate was one of the highest in Canada and included the YUFA Trust and Foundation gift of $850,000 which was matched by the Ontario government.

A major push was made in the months January to March to convert OSOTF Bursary Pledges into actual donations. Over $6 million was received in March alone–a monthly record for York. The over $50 million raised under the OSOTF matching program will result in additional annual bursary disbursements of $2.5 million.

Figure 1: Endowment Growth 1993-1994 to Post Campaign, 1999



Source: Office of the VP (university advancement)

In light of the non-incentive changes in tax legislation passed in February 1997, the York University Foundation, a crown foundation established under the laws of Ontario, did not play an active solicitation and stewardship role in 1998-1999. Plans are underway to reconstitute the York University Foundation into an advisory and consultative role to assist the Development Office with stewardship and cultivation commencing in 1999- 2000.

With the National Campaign over, steps were taken in the 1998-1999 fiscal year to establish a base-budget funded Development Office. As part of the management rebuilding exercise, a new director of development, Marie Thérèse Chaput, was appointed in June of 1999. As a result of the human resources review, the department is refocusing its staff to meet immediate and short-term goals with a view to long-term planning.

Goals for 1999-2000

Development and Advancement Services

With the end of the National Campaign for York University, base budget funding was secured for the Development Office ($685,071).

This base budget was amalgamated with that of Advancement Services ($598,564) to bring funding together as it once was prior to the National Campaign for York University. The new combined budget of $1,283,635 will provide for the refocusing of development activity for York (ATOP, OGSST, establishing a new set of fundraising priorities and distributing the Donor Relations Manual) and for basic ongoing development and advancement services functions.

1999-2000 goals include:

- measuring the retention and acquisition of donors through the mounting of an effective Donor Relations and Stewardship Program (i.e., Endowment Annual Reports to donors and Donor Recognition events for those major donors not already recognized);
- publishing the final Campaign Report highlighting gifts and successes of the National Campaign;
- establishing a new set of University fundraising priorities;
- focusing on donations in support of key University initiatives (e.g. ATOP, OGSST and other);
- restructuring the York Business Alliance ("YBA") into the framework of the Annual Fund Program;
- reconstituting the York University Foundation as an advisory and consultative body;
- developing a Student Fundraising Program;
- publishing and distributing the Donor Relations Manual;
- enhancing software programs for prospect management and monitoring;
- opening the York University Honour Court and Information Centre;
- completing SCARSA procedures (ensuring all donations for student financial support are expeditiously handled and are in place).

ADVANCEMENT SERVICES

Janis Roy, Director

Overview

Advancement Services functions include the research of individuals and organizations, prospect solicitation tracking, management and reporting of biographical and financial data through the ADS (Alumni Development System), and gift receipting, management and tracking of pledges/donations to end-use responsibility centres.

Advancement Services was responsible for all the gift receipts associated with the National Campaign, in addition to conducting research, producing corresponding donor and prospect records and also maintaining individual and organization records (over 184,000). Each year, the department processes more than 13,000 gift receipts. In 1998-1999 most of the gifts processed were for the Ontario Student Opportunities Trust Fund (OSOTF). With a budget of $577,056, the unit has two managers, nine staff and various work/study students.

In fiscal 1998-1999 the base budget of $636,376 plus a portion of the deficit-financed budget for the Development Office provided the financial support necessary for ongoing advancement services functions plus additional requirements for the National Campaign for York University.

Positions of administrative secretary and an additional gift processing clerk were brought on stream post-campaign to recognize the increased demands in the volume of charitable gifts and other activities in the department.

Goals for 1999-2000

- develop a process for regular reporting of financial and gift-related information and statistics related to alumni records, to deans and other key individuals within the York community;
- through consultation with units within the Division of University Advancement and with Faculties/colleges, review and define priorities for system enhancements of ADS for implementation;
- develop and institute plans for tracing and verifying data on alumni records, based on prioritization of individuals and type of data to be pursued;
- analyze funds received during the National Campaign and OSOTF, identify key areas requiring development of programs/projects for use of directed funds and transfer funds to end-use responsibility centres as required;
- produce categorized listings and verify data for use in final National Campaign Report;
- ensure continuation of accurate and timely processing of gifts received and production of tax receipts and donor acknowledgement letters;
- ascertain research needs of a new post-Campaign Development Office;
- pursue development of required reports and reporting mechanisms from ADS;
- ensure accuracy and timeliness in verifying and updating of data on ADS.

ALUMNI AFFAIRS AND COMMUNITY RELATIONS

The Office of Alumni Affairs and Community Relations has two managers, three staff and one work/study student. One of the two staff positions was new, secured in 1998-1999. One of the managers acts as the coordinator for community relations and as the chief branch and chapter development contact for alumni affairs. The former director of alumni affairs, Charles Kennedy, left the University in March of 1999. His successor, André Beaudry, took office in July 1999, beginning his tenure with a review of the unit's goals for 1999-2000.

Strategic Direction for 1998-1999

The main objective for the Office of Alumni Affairs and Community Relations in 1998-1999, with a budget of $362,758, was to build alumni and community relations with both the University's growing alumni base, 150,000+ (see Figure 2) and its surrounding community (Keele campus).

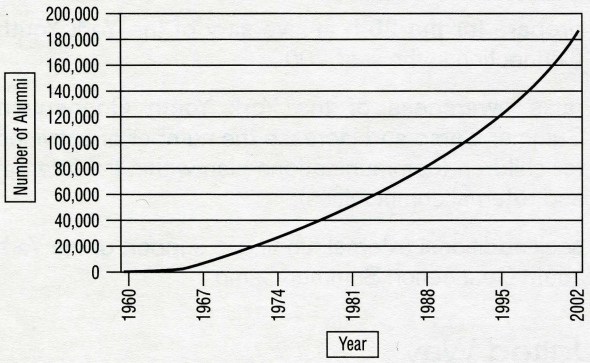
The budget for the Office of Alumni Affairs and Community Relations in 1998-1999, $362,758, derived from a combination of affinity revenues and base budget funding, allowed for the successful undertaking and completion of the unit's activities, primarily in the building of alumni relations and outreach to the community. The achievements range from the expansion of chapter and branch programs; events in Asia; the provision of alumni services; and the mounting of the most successful York Youth Connection Summer Camp in the University's history.

The unit's major accomplishments included:

1) Tracking the Number of Interactions with Alumni (written, verbal, event participation and Web site)

Fiscal 1998-1999 was highly successful for interactions with the alumni. The department recorded approximately 500 e-mail interactions with alumni worldwide, more than 1,000 phone contacts; and more than 1,000 alumni participated at University, branch and chapter events. These levels set a precedent for participation from which to build in future.

Figure 2: Alumni Growth



Source: Office of the VP (University Advancement)

2) Internal University Participation: Reconnecting and Building for the Future

To involve alumni with the University's internal community and to create and foster an understanding of what the role of an alumnus/a is for current students, the office facilitated alumni participation at convocation ceremonies, on University committees and in Senate.

3) Establishment and Maintenance of an Effective Alumni Branch and Chapter Program

As a result of an expansion plan for alumni branch and chapter programs, alumni affairs established five new branches (Ottawa, Washington, Tokyo, Singapore and Hong Kong). As part of its ongoing activities, alumni affairs maintained relationships through targeted events with 12 of its operational branches and chapters.

4) Asia

In early 1999 alumni affairs successfully organized three alumni events: Tokyo, Singapore and Hong Kong. The events were attended by the president and vice-president to coincide with the invitation to visit Asia by the Japanese and Hong Kong governments. The events were highly successful in establishing additional alumni branches in the region. Of equal importance, the visit helped to reinforce and solidify current exchanges with universities in the respective centres. It was also instrumental in creating new friendships, developing a further international presence for York's programs and introducing members of the senior administration to various education and government officials in the region.

5) Affinity Programs

The provision of services for alumni such as car insurance and hotel discounts continues to be a priority. These services provide revenue generation and an alumni link to the University. There are seven affinity programs, including the MBNA Credit Card Program, implemented in early 1999. Expansion and augmentation of existing and new programs is foreseen for 1999-2000.

6) Representation on Community Organizations

The University continued to be represented on key community organizations and groups in its surrounding neighbourhood (Keele campus) – Black Creek Community Health Centre; Jane/Finch Community Centre; and the Westview Project.

7) The York Youth Connection

The York Youth Connection Summer Camp achieved its highest enrolment in its 23-year-history in the summer of 1998: 250 students between the ages of nine and 14 participated. Enrolment figures for the 1999 session are at 275 participants, a steady increase from the previous.

8) The United Way Program

The United Way Program at York University raised $145,000, the highest in its history and $30,000 above goal and $50,000 more than the amount raised in the 1997-1998 program.

9) Remembrance Day Activities

Community relations coordinated Remembrance Day activities in conjunction with the University Retirement Centre.

Goals for 1999-2000

In 1999-2000 the Office of Alumni Affairs and Community Relations reverted to full base budget funding ($303,685) with a new strategic direction. With respect to alumni relations, activities for the period will focus on greater alumni involvement; expansion of alumni chapters and branches; and an increase in the number of affinity programs. Community relations will focus its efforts on developing a true definition of the "community", acquired through consultation within the

University, and preparing for the 25th anniversary of the York Youth Connection Summer Camp.

Alumni Affairs

- increase the overall level of pride in being a graduate of York University;
- work in direct collaboration with Faculties and colleges to strengthen contacts with alumni;
- create increased overall visibility and relationship building opportunities through the development and delivery of local, provincial, national, and international events;
- resume stewardship practices through a renewed commitment to ongoing correspondence;
- develop a strategy for the delivery of class reunions based on program anniversaries, with a specific focus on the "lost years";
- expand alumni's involvement in convocation, 40th anniversary events, Tennis Canada and Homecoming;
- assist in the development of new athletic logos and songs;
- launch the York Alumni On-Line Community;
- update the Alumni Affairs Web site;
- augment and expand the number of chapters and branches;
- increase the number of alumni who donate to the University (currently 13 per cent);
- locate alumni;
- increase the number of affinity programs and the revenue they bring in.

Community Relations

- establish, through consultation, the definition of the "community" surrounding York University in order to build programs, engage in targeted outreach and respond to community needs;
- seek representation and involvement with community organizations and groups that reflect key priorities for the University;
- participate in ethnic community-based activities and create a presence with the various ethnic groups that make up the University, e.g. Italian, Chinese, French, Japanese, Jewish, Indian, etc.;
- communicate to various communities and establish strategic links to the external community that makes up the University through targeted publications in various languages (e.g. Quick Facts).

York Youth Connection Summer Camp

- prepare for the 25th anniversary of the York Youth Connection in the year 2000;
- raise awareness of the York Youth Connection Summer Camp and increase the number of activities for children (communications plan within the internal and external communities);
- seek additional external funding in support of the York Youth Connection Summer Camp.

United Way

- lay the groundwork for the 1999 United Way Campaign by developing new awareness tools, events and donor interest opportunities;
- increase the number and amount of contributions to the United Way by the York community;
- extend the United Way volunteer network to include external community volunteers and to involve GTA community partners in the University's United Way Campaign.