Planning, Budget & Accountability Report

2005-2006

YORK
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redefine THE POSSIBLE.

YORK UNIVERSITÉ UNIVERSITY

MISSION STATEMENT

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

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

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

Tentanda Via: the way must be tried.

ÉNONCÉ DE MANDAT

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

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

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

Tentanda Via : Ouvrir des voies nouvelles.

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Note: This PBA report is available in pdf format on the Web at www.yorku.ca/president/

President's Message and Report Overview

This 8th annual edition of the University's *Planning, Budgeting and Accountability Report* (PBA) has changed from previous years. We have attempted to make it more concise, keep numerical reporting from previous years consistent, link it more closely to the University Academic Plan and other key priorities, and put more of the information in chart form.

The changes have been made in part because Faculties and several other units will now issue their own annual reports or newsletters. These reports will be directed toward the external community of friends and supporters as well as the internal audience. This data will be consistent with the PBA as the institutional document of record. The PBA changes also reflect the new reporting requirements of the Government of Ontario and mean that some of our data will be contained in our Multi-year Accountability Agreements and reports which will be posted separately on our Web site.

The Year in Brief

The 2005-2006 year was the beginning of a new phase of York University's strategic plan. The double cohort, which preoccupied us for several years, is moving toward graduation and graduate school. Our focus is now on implementing a plan to achieve the goals of the University Academic Plan (UAP) through the integration of academic and resource planning for both undergraduate and graduate programs. This includes the complement plans in the new context of retirement uncertainty, the continued rebalancing of our programs and Faculties, adjustment to the changes brought about by the creation of the Faculty of Health and the advancement of the restructuring plans that follow.

Over the past few years we have focused on the work of the Division of Students including our recruitment, quality, retention and experience of undergraduates. The Government of Ontario has recently emphasized the need to look at the quality of the student experience. At York, we have participated in the National Survey of Student Engagement (NSSE) survey for 2 years and those data are embedded in our thinking and planning at the Faculty level. You will see the impact of all this work in the pages that follow.

Our capital plan has seen the completion of a major period of expansion this year with the opening of the two buildings in the Accolade Project. While we hope to continue with the improvement and expansion of space on both our campuses, this will depend on the capital that accompanies the graduate enrolment plan and specific donor-supported projects.

The UAP emphasizes our commitment to focus on our research activities and performance in a comparative perspective. All Senators and Governors are aware that we have a lot of work to do to advance our cause but in 2005-2006 we faced up to the reality of our needs. For our research plans to become a reality, we need good relations with granting councils and federal and provincial governments, as well as with foundations and research institutions. Each Faculty now has a research officer in support of faculty members and those graduate students who apply for grants (See section by VP Research).

All issues – student recruitment and experience, research and teaching, capital expansion, fundraising and community relations, alumni involvement and governance- add up to the reputation of York University in the wider national and international communities. Measures indicate that our reputation is growing and the University is becoming much better known as faculty members and alumni receive recognition; students go on to graduate studies and/or professional careers, award-winning facilities are built and our support for scholarships, bursaries, chairs and professorships expands.

Plans for the 50th anniversary in 2009 are proceeding. The alumni division is preparing our nearly 200,000 graduates to participate in the celebration. It will be led by the next president of York whose announcement we anticipate near the end of this calendar year.

Government Relations

In 2005-2006 much of our interaction with the provincial government focused on the implementation of the government's "Reaching Higher Agenda" which was announced in the 2005 budget. Specifically we submitted our 2005-2006 Interim Accountability Agreement (IAA) in fall of 2005 and it was approved by the Minister in April 2006. In addition we prepared and submitted a proposal for our share of the announced funding for graduate growth and anticipate a public announcement of results in early fall.

In the 2006 spring budget the Government of Ontario announced financial support for the subway extension into York Region. This is excellent progress and we have worked non-stop to make this a reality. The final decisions now rest at the municipal and federal levels and we are continuing to work to positive outcomes on both levels.

Financial Reporting

Details of the University's finances are summarized in the tables and charts following and reported in detail in the Financial Year-End in Review section of this report.

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 that is consistent with other financial reports prepared by the University. For example, the expense categories used in the PBA Report tables are the same as the categories used in the University's Financial Statements. The tables include the actual expense amounts for 2005-2006 fiscal year, as well as budget amounts for 2006-2007 fiscal year. The expenditure amounts are provided for operating results only, and do not include amounts relating to ancillary or other non-operating activities. This is done to focus on the core teaching, research and administrative support functions of the University.

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

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

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

The remaining operating expenses are all the other costs related to general operations such as maintenance, non-capital office equipment and supplies, renovations, staff training and development, travel, etc. Except for the Department of Facilities Services, 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 carry forwards appearing on their "Operating Results by Expense Type" tables, or by additional sources of anticipated funding, such as additional enrolment growth revenues.

The University's Budget Plan 2006-2009 was approved by the Board Finance and Staff Resources Committee in June 2006, following considerable deliberation and discussion amongst the University Executive Committee and the Deans. While the plan supports the achievement of strategic academic and enrolment objectives, it also requires a budget cut for 2006-2007, largely driven by assumptions of limited incremental fee and grant revenue over the period combined with significant cost increases associated with compensation and inflationary budget pressures. There are no anticipated cuts for the remaining two fiscal years.

Figure 1: Operating Results – Summary

(Dollars)	2005-2006 Budget	Per cent of Total	2005-2006 Actuals	Per cent of Total	2006-2007 Budget	Per cent of Total
Division of the President	35,910,343	5.77%	33,848,150	4.97%	38,647,928	5.79%
Faculties	327,917,316	52.72%	333,466,583	48.96%	347,859,336	52.07%
Libraries	23,712,230	3.81%	21,700,181	3.19%	23,567,995	3.53%
VP Academic – Other	38,191,380	6.14%	38,146,802	5.60%	37,937,495	5.68%
Division of VP Academic – Including Faculties and Libraries	**389,820,926**	**62.67%**	**393,313,566**	**57.75%**	**409,364,826**	**61.28%**
Division of VP Research and Innovation	8,918,507	1.43%	8,619,963	1.27%	8,622,607	1.29%
Division of VP Students	63,609,700	10.23%	63,917,173	9.38%	68,992,021	10.33%
Division of VP Finance and Administration	73,741,512	11.85%	74,227,859	10.90%	80,661,044	12.07%
General Institutional	50,086,174	8.05%	107,118,917	15.73%	61,759,039	9.24%
Total University Including Non Degree Programs	**622,087,162**	**100.00%**	**681,045,628**	**100.00%**	**668,047,465**	**100.00%**

The update to the rolling budget plan for future years will occur in spring 2007 pending the evaluation of arising budget pressures, enrolment plan updates and information from future Provincial budgets.

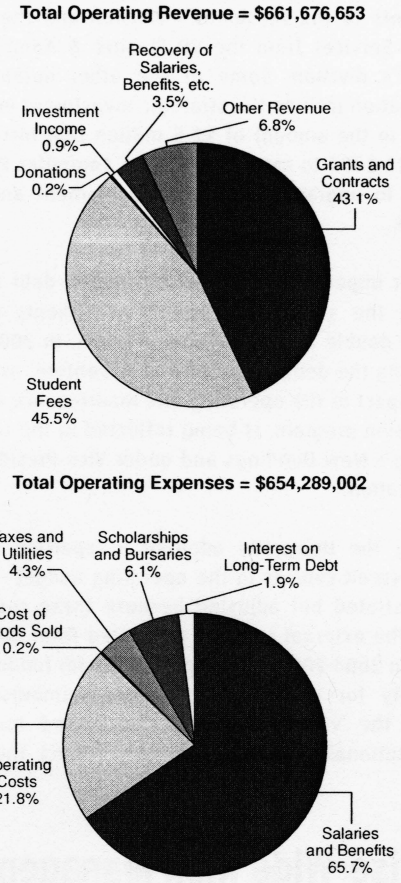
The base budget cuts are reflected in the detailed budget plans prepared by each unit for the 2006-2007 fiscal year.

Rationalizing Year-over-Year Budget Comparisons

The PBA reports actual expenditures and planned budgets for each fiscal year based on the organizational structure of the University in effect at the time of the report. The comparability of the information from year to year has been constrained by factors such as organizational restructuring, strategic investments, impact of budget carry forward and unspent allocations, decisions to alter the timing of budget cuts and delay of implementation of Faculty cuts for one year, and changes in the reporting of non-credit courses.

To assist readers of this document to compare actual expenditures by major funding envelope (President, Academic, Finance and Administration, etc.) the following table (Figure 3) has been prepared which takes the University's organizational structure in 2005-2006, restates each previous year, and adjusts for the impact of any allocated but unspent budget carry forwards.

Figure 2: York University Revenue and Expenses 2005-2006



Source: Vice-President Finance and Administration

Figure 3: York University Expenditure Analysis – Expenditures Based on 2005-2006 Organizational Structure and are Adjusted for Carryovers

(in millions of dollars)	2002-2003 Actuals	% of Univ*	2003-2004 Actuals	% of Univ*	2004-2005 Actuals	% of Univ*	2005-2006 Actuals	% of Univ*
VP Academic	$287.3	60.1%	$328.0	60.4%	$343.7	60.4%	$354.9	58.5%
VP Research & Innovation	8.4	1.8%	9.3	1.7%	7.7	1.4%	8.4	1.4%
Academic Subtotal	**295.7**	**61.9%**	**337.3**	**62.2%**	**351.4**	**61.7%**	**363.3**	**59.9%**
Non Degree Programs	23.5		23.6		29.1		31.7	
Academic Total	**319.2**	**61.9%**	**360.9**	**62.2%**	**380.5**	**61.7%**	**395.0**	**59.9%**
Operating Costs	34.0	7.1%	35.7	6.6%	40.2	7.1%	40.5	6.7%
Scholarships & Bursaries	20.1	4.2%	27.2	5.0%	23.4	4.1%	26.0	4.3%
VP Students	**54.1**	**11.3%**	**62.9**	**11.6%**	**63.6**	**11.2%**	**66.5**	**11.0%**
VP Finance & Administration	**58.7**	**12.3%**	**65.6**	**12.1%**	**68.7**	**12.1%**	**76.3**	**12.6%**
President (No CNS)	**8.6**	**1.8%**	**10.8**	**2.0%**	**12.9**	**2.3%**	**14.8**	**2.4%**
President: CNS	**15.1**	**3.2%**	**16.7**	**3.1%**	**18.9**	**3.3%**	**19.2**	**3.2%**
General Institutional	**36.3**	**7.6%**	**42.8**	**7.9%**	**43.3**	**7.6%**	**54.6**	**9.0%**
Debt Servicing – New Buildings	**9.2**	**1.9%**	**6.6**	**1.2%**	**10.3**	**1.8%**	**12.0**	**2.0%**
Total University Net of Non Degree Programs	**477.7**		**542.7**		**569.1**		**606.6**	
Total University	**501.3**		**566.3**		**598.2**		**638.4**	
Net Carryover Adjustment	9.7		12.5		8.4		3.3	
Total University Net of Carryovers	**$491.5**		**$553.9**		**$589.8**		**$635.0**	

*To determine the percentage of University Expenditures, Non Degree Program expenditures were excluded from the denominator because they are full cost recovery programs and do not receive central funding.

Among organizational changes restated in the table are the moves of both Alumni and the Student Information System from the VP Students to the President's division and the transfer of Advancement Services from the VP Finance & Administration to the President's division. Some of the other notable shifts in resource allocation include the strategic investment in technology in 2002-2003 in the amount of $2.5 million that increased to $5 million in 2003-2004 to cover the Faculty Computer Replacement Program and to upgrade classrooms, equipment and the electronic network.

Another major impact was the decision to use debt financing to accommodate the significant capital investments required to accommodate double cohort enrolment levels. In 2005-2006, the cost of servicing the debt of the second debenture, as well as the annualized impact of the operating and maintenance costs for the capital expansion program, is being reflected in the categories of Debt Servicing – New Buildings and under Vice-President Finance and Administration.

In 2003-2004, the University adopted a reporting format that presents non-credit courses in the operating budget – the impact of this is illustrated but adjusted because these costs are fully funded from the external revenue generated from these courses. Additionally, in 2004-2005, the responsibility for funding grants to eligible faculty for professional expense reimbursement was moved from the Vice-President Research and Innovation to General Institutional to more accurately reflect the nature of these costs.

Enterprise-Wide Risk Management Initiative Report

Risk Management Framework and Objectives

Over the last three years, York University has been conducting Enterprise-Wide Risk Management assessments to identify, prioritize, and monitor the key risks impacting the University. These risk assessment activities were critical in laying the foundation for the University's enterprise risk management process.

Risk Assessment and Identification

The assessments identified and evaluated fifteen strategic risks that need to be managed effectively within the next six-to-eight years so that the University can fulfill its goals and objectives. These "first-tier" risks were defined as follows:

1. Government Policy Risk. Changes in funding, regulations and accountability requirements that affect strategic goals and objectives, or create new opportunities or obligations requiring leadership, management and response.
2. Competitor Risk. The risk that actions of competitors, including other universities, colleges and new market entrants affect York's ability to achieve its goals and objectives.
3. Change Readiness Risk. Pace of change is not responsive to external and internal movement in the academic programs and curricula, trends in research, student issues and government directions so that York's reputation, goals, and objectives are put at risk.
4. Capital Availability Risk. The risk that the University lacks sufficient resources to meet its goals and objectives.
5. Leadership Risk. The risk that the University may not be effectively led, which may result in a lack of direction, focus, motivation to perform, credibility and trust throughout the University.
6. HR Non-Academic Risk. The risk that the University will not be able to attract and retain appropriate non-academic staff with management and specialized skill sets.
7. Student Satisfaction Risk. The risk that the University does not focus on its students and does not address issues surrounding student satisfaction both from an academic and non-academic standpoint.
8. Communications Risk. Ineffective communication channels may result in messages that are not effectively communicated, not shared with appropriate stakeholders or are inconsistent with University objectives.
9. Organization Structure Risk. An ineffective University organizational structure threatens its capacity to change or achieve its long-term strategies.
10. Performance Measurement Risk. Performance is not measured or performance measures and incentives are not aligned with the University's strategies, objectives and external rating agency criteria.
11. HR Academic Risk. The risk that the University will not be able to attract and retain sufficient and appropriate academic faculty to fulfill teaching and research objectives, in a manner consistent with academic plans, labour relations objectives, collegial governance expectations, including affirmative action and employment equity requirements.
12. Reputation Erosion Risk. The failure to re-establish, maintain and/or enhance the University's reputation or brand name, impacting York's ability to achieve its goals and objectives.
13. Strategic Labour Relations Risk. The risk that management of labour relations and related issues will impede achievement of strategic objectives.
14. Enrolment Targets Risk. The risk that the University fails to meet its enrolment plans and targets, those being to achieve the planned number of enrolments overall and in specific categories and that all students admitted/retained are of an acceptable quality.
15. Resource Allocation Risk. An inadequate resource allocation process and the information supporting it preclude the University from achieving its goals and objectives.

Risk Monitoring and Reporting

To ensure that risks are properly managed, the University is continually monitoring these risks. A regular risk monitoring report is produced and submitted to the Audit Committee of the Board of Governors. The purpose of the report is to provide a periodic update on the overall risk exposure covering the strategic First -Tier Risks facing York University.

The "Residual Risk Level" column is the net level of risk after considering the perceived mitigating controls. The "Target Risk Level" indicates the level of residual risk that management intends to achieve/accept by applying appropriate risk management techniques. The direction indicates the change in the risk level during the year, identifying risks that have increased ↑, decreased ↓, or remained essentially the same ↔.

Figure 4: Risk Ranking and Residual Risk Acceptance

Risk	Residual Risk Level	Target Risk Level	Direction
Government Policy	High	Medium	↑
Competitor	High	Medium	↔
Change Readiness	High	Medium	↔
Capital Availability	High	Low	↔
Leadership	Medium	Low	↔
HR Non-Academic	Medium	Low	↔
Student Satisfaction	Medium	Medium	↔
Communications	Medium	Medium	↔
Organization Structure	Medium	Medium	↔
Performance Measurement	Medium	Medium	↑
HR Academic	Medium	Medium	↔
Reputation Erosion	Medium	Medium	↔
Strategic Labour Relations	Medium	Low	↓
Enrolment Targets	Medium	Low	↑
Resource Allocation	Medium	Medium	↔

The "Residual Risk Level" column is the net level of risk after considering the perceived mitigating controls. The "Target Risk Level" indicates the level of residual risk that management intends to achieve/accept by applying appropriate risk management techniques. The direction indicates the change in the risk level during the year, identifying risks that have increased ↑, decreased ↓, or remained essentially the same ↔.

Effective risk management provides a structured and disciplined approach in aligning strategies, processes, people, technology and knowledge in support of the University's objectives and mission. The ongoing Enterprise-Wide Risk Management process provides assurance to the Board of Governors, through its Audit Committee, that risks facing York University are being appropriately identified and managed, and that actions are being undertaken to further mitigate these risks.

Summary

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

Many thanks to the students, staff and faculty members, as well as members of the Board of Governors, who have commented on the PBA report since 1999.

This year, the eighth year of publication, the report again reflects in detail the year-over-year performance and planning of each of the major units of the University. I hope that you will like the new efficient PBA approach and thank all of those who have worked so hard to produce the document results and prepare it for publication. In particular, I would like to thank Dr Ted Spence, Director of the Office of Institutional Research and Analysis (OIRA), who has the chief responsibility for this publication. Dr Spence is retiring from his administrative roles in December 2006 and part of his considerable legacy at York will be the creation and evolution of the PBA.

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

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Financial Year-End in Review

This section of the Planning, Budget and Accountability Report discusses York University's financial results for the 2005-2006 fiscal year. These results are reported in York's audited Financial Statements for the year ended April 30, 2006.

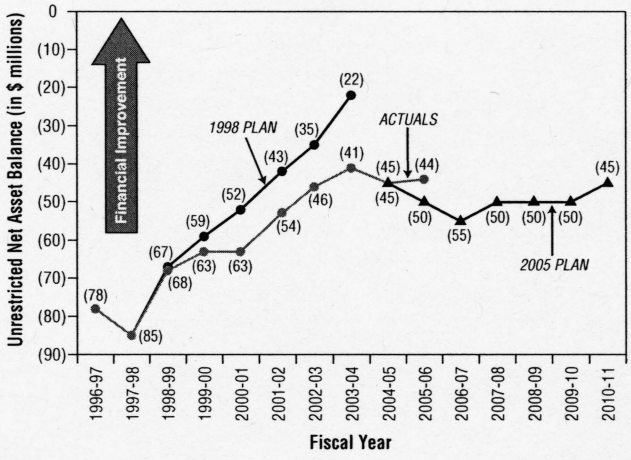
The 2005-2006 fiscal year presented challenges and opportunities for the University. The University managed its finances in an environment characterized by continued enrolment growth and restricted opportunities for revenue growth in the area of tuition fees and operating grants. Additional provincial grants for increased enrolments and compensation for the tuition freeze provided some additional operating grant opportunities. However, cost pressures from salaries and benefits continued to grow.

Since the University's approach to financial planning is multi-year and an essential element of this plan is a sound financial position, the University has maintained the multi-year cuts to all Faculties and administrative units, over the period ending 2006-2007, which were initiated as part of the approved multi-year budget plan as a result of significant increased pressures caused largely by rising compensation and benefit costs.

Highlights

- The net asset deficit represents the accumulation of all surpluses and deficits since the University's inception. The University's cumulative deficit position decreased from $45 million in fiscal 2004-2005 to $44 million by the 2005-2006 fiscal year-end. The primary elements of the net assets deficit include the liabilities associated with providing post-employment benefits other than pensions to employees, as well as internally-financed capital projects and ancillary deficits that are required to be paid down as part of the University's budget plan.

Figure 1: Deficit (Net Assets Balance)



Source: Office of the Assistant Vice-President Finance & CFO

- Total expenses increased by 7.2 per cent while total revenues grew by 8.6 per cent. Increased revenue was primarily attributable to higher grants and student fees due to enrolment growth. Increased expenses were primarily attributable to higher salary and benefit costs. A more detailed analysis is included later in this Year-End in Review.
- The market value of York's endowments increased to $265 million at fiscal year-end largely as a result of gifts from donors, proceeds from land sales internally endowed and market appreciation. The size of York's endowment fund ranked 11th among Canadian universities at the end of calendar 2005.
- Overall, spending on scholarships and bursaries increased from $45 million to $50 million due to endowment growth in recent years.
- Grant income increased by $23 million to $339 million. The increase was primarily attributed to funding for the enrolment growth and new Quality Improvement Funding.
- Revenue from student fees (including compulsory ancillary fees for student services) increased by $14 million. This reflects higher domestic and international enrolments.
- The University's total deficit decreased from $45 million to $44 million. This positive result occurred due to improved performance relative to budget plan for ancillary operations for the year.

I. Introduction

York University's Financial Statements are subject to external audit. Ernst and Young LLP expressed a clean audit opinion on the statements for fiscal 2005-2006. This means the Financial Statements present fairly, in all material respects, the financial position of the University at April 30, 2006, as well as the results of its operations and its cash flows for the year then ended, in accordance with Canadian generally accepted accounting principles.

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

II. Balance Sheet

The Balance Sheet outlines the financial position of the University, setting out the assets, liabilities and net assets at a specific point in time – typically at the end of the fiscal year. (Appendix 2 sets out the Balance Sheet as at April 30, 2006 and 2005.)

ASSETS

Total assets increased by $102.5 million to $1.212 billion in 2005-2006.

The most significant changes in the composition of the Balance Sheet were the increases in cash investments and in capital assets. Cash and cash equivalents increased by $50 million, investments increased by $19 million, and capital assets increased by $18 million net of depreciation on April 30, 2006.

The increase in investments resulted from the investment of new endowments. During the year, the University expended $69 million in capital projects. These projects included the Accolade Project, infrastructure improvement and renovation projects, additions to the Library and the acquisition of equipment.

Pension cost deferral is an accounting-related item. It reflects the difference between actual employer contributions to the pension plan and the amount of pension expense reported on the Statement of Operations and Change in Deficit, in accordance with Canadian generally accepted accounting principles. The pension cost deferral increased by $6 million in 2005-2006 as the University made additional (employer) contributions in part to pay down the pension fund deficit.

LIABILITIES AND NET ASSETS

Total liabilities increased from $782 million at the end of fiscal 2004-2005 to $815 million at the end of fiscal 2005-2006, an increase of $34 million.

As determined by external actuaries, long-term liabilities for other post-employment benefits, other than pensions, increased by $6 million to $53 million at the end of fiscal 2005-2006.

Long-term debt decreased from $361 million at April 30, 2005 to $353 million at April 30, 2006, due to the scheduled repayment of debt during the year.

Deferred capital contributions represent grants and donations associated with the University's capital projects. These contributions will be recognized in the Statement of Operations when the associated capital assets are brought into service. Deferred capital assets increased from $194 million on April 30, 2005 to $200 million on April 30, 2006. During the year, the University received $15 million in contributions and donations, and amortized $9.7 million into income.

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

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

Total net assets increased from $328 million in 2004-2005 to $396 million in 2005-2006. The overall increase of $68 million resulted from the combined effects of:

- a decrease in the deficit of $1 million, due substantially to the favourable results to budget for ancillary operations;
- a $9 million decrease in the investment in capital assets resulting primarily from depreciation on the increased number of University buildings;
- the $37 million increase in endowments, mostly attributable to contributions and investment income capitalized as capital protection;
- the $41 million increase in internally restricted net assets resulted from additions to the sinking fund and capital reserves for projects planned or in progress at year-end.

Figure 2: Internally Restricted Net Assets 2005-2006 (millions of dollars)

Departmental carryforwards	$55.6
Progress through the ranks	(35.3)
Computing systems development	5.2
Contractual commitments to employee groups	3.8
Pension cost deferral	23.2
Sinking fund	22.6
Capital reserve	59.2
Balance, end of year	**$134.3**

Source: York University Financial Statements April 30, 2006.

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

- Departmental carryforwards decreased from $57 million to $56 million. Under Board policy, Faculties and divisions are entitled to carry forward the net unspent funds from previous years' allocations to encourage prudent budget management and provide a measure of flexibility to respond to budget pressures.
- The PTR deficit decreased from $36 million last year to $35 million this year. This deficit is the cumulative difference between amounts paid annually for progress through the ranks (PTR) salary adjustments and the funds recovered by the University when faculty members retire/leave through the salary recovery policy. The PTR requirements are intended to be self-funding over time, and hence have no overall incremental budget impact. The long-term self-funding result is expected to be achieved through the implementation of York's salary recovery budgeting framework. While the cost of PTR adjustments is expected to be "budget neutral" over time, on a year-over-year basis, the cost of providing for PTR can be more than or less than the amount of funds actually provided through the salary recovery framework. This depends on the number of retirements that occurred during the year.
- The computing systems reserve increased from $3 million last year to $5 million this year. The University continues to budget for computing system development to upgrade major administrative computing and information systems. This internally restricted amount, which is embedded in departmental budgets, is to support future commitments for the systems work in progress as well as planned future stages of system implementation not yet contracted at fiscal year-end.
- Contractual commitments to employee groups of $4 million represent the net carryforward of funds from accounts that are defined under collective agreements with various groups.
- Sinking fund represents funds set aside for the retirement of debt.
- The Capital reserve increased to $59 million. This represents funds restricted for deferred maintenance, capital emergencies and capital projects planned or in progress.

III. Statement of Operations and Changes in Deficit

The Statement of Operations and Changes in Deficit records the University's revenue from all sources, expenses, the excess of revenue over expenses and the change in the University's deficit position. (Appendix 3 sets out the Statement of Operations and Changes in Deficit for the fiscal years ended April 30, 2006 and 2005.)

DECREASE IN THE DEFICIT

The deficit decreased by $1 million to a cumulative $44 million by the end of fiscal 2005-2006 (see Figure 1). The University's net asset deficit plan had projected an increase in the deficit to approximately $50 million. The positive result occurred due to improved performance relative to budget for ancillary operations for the year.

REVENUE

Total revenue increased by $63 million or 8.6 per cent to $794 million in 2005-2006.

Grants and contracts increased to $339 million from $316 million last year, an increase of 7.3 per cent. The growth in grant revenue primarily reflects the increased funding from the Province for enrolment growth and new Quality Improvement Funding.

Revenue from student fees increased to $301 million from $288 million last year. This was attributable to an increase in domestic and international enrolments. Student fees include ancillary and referenda fee-related amounts, which are designated for student organizations and student services. Also, the government decided to freeze the tuition fees and provide a compensating tuition grant to the University.

In 2005-2006, tuition set-aside (for student financial assistance) did not change as a result of the freeze in tuition fees. The tuition set-aside from prior years, which is required to be provided to students as financial assistance, is included in fee income.

Investment income increased by $3 million due to higher returns.

Revenue from sales and services increased by $4 million in 2005-2006 or 6.6 per cent on a year-over-year basis. The increases occurred in parking, bookstore sales and printing services.

EXPENSES

Total expenses increased by $50 million or 7.2 per cent to $739 million in 2005-2006.

The University devotes the largest proportion of its spending to salaries and benefits. Spending on salaries and benefits increased by 9.6 per cent to $469 million reflecting a number of factors, including wage increases resulting from negotiated settlements, an increase in the number of employees in some employee groups to support the increased enrolments, and an increase in costs associated with benefits.

Operating costs decreased by $2.3 million or 2.1 per cent to $107 million for fiscal 2005-2006, largely due to lower costs being incurred for renovations to existing facilities.

Taxes and utilities increased marginally from $28 million last year to $29 million this year due to the increase in the number of buildings and inflationary costs for utilities.

Spending on scholarships and bursaries increased by $5 million from $45 million in 2004-2005 to the $50 million level in 2005-2006. This is attributable to increased scholarships due to higher endowments.

Total interest on long-term debt remained fairly constant, reflecting the fact that long-term debt remained largely unchanged compared to last year.

IV. Capital Expenditure Program

York University has undertaken an aggressive capital expenditure program to assist in meeting the growth in academic programs, impact of increased enrolments and related ancillary services required to support a larger student population.

The total capital expenditures by project are summarized below in Figure 3.

The capital expenditure program is being funded from donations and SuperBuild capital grants. The debt servicing costs on the remaining unfunded balance will be supported from ancillary revenues and a portion of incremental revenue generated from enrolment growth.

V. Summary

For fiscal 2005-2006, the year-end deficit (Unrestricted Net Assets Balance) of $44 million was lower than the previous year's level of $45 million. The decrease in the deficit is the result of favourable performance relative to budget for ancillary operations.

The University updated its net asset plan in 2005 to reflect a number of significant changes with respect to the University's key planning assumptions, particularly enrolment levels and capital projects. The performance this year was positive to the plan.

The University will continue to manage its finances responsibly. The challenges of balancing the combined pressures of increased graduate enrolments, the implications of the new tuition fee framework, an increasingly competitive market for faculty recruiting, and increased pressures for salary and benefit costs, are expected to continue to impact through fiscal year 2006-2007.

APPENDIX 1: SUMMARY OF KEY ACCOUNTING PRINCIPLES

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

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

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

Post-Employment Benefits other than Pension: The value of the future benefits earned by employees to the end of the 2005-2006 fiscal year, which the University is obligated to pay, is recognized in the Financial Statements even though actual payment of these benefits may not occur for many years. The estimated cost of these benefits amounts to $53 million as of the end of 2005-2006, an increase of $6 million over last year. These amounts were actuarially determined.

Figure 3: Summary of Capital Project Expenditures ($ millions)

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total Project Costs
William Small Centre & Arboretum Parking Garage	20	9	3					32
Technology Enhanced Learning Building	14	50	26	1	(4)			87
The Pond Road Residence	3	20	9	1	33			
Seymour Schulich Building	13	36	31	4	1			85
Executive Learning Centre	1	12	14	1	(2)			26
Student Services Centre and Student Services Parking Garage	5	30	37	3	(1)			74
Accolade Project, East and West Buildings and "ripple" costs			11	60	27	6	3	107
Accolade Colonnade						4		4
The Pond Road West & Shoreham Drive Upgrade						4	1	5
York Boulevard Intersection Upgrade						1		1
Energy Performance Contracting Projects						11	3	14
	53	**140**	**142**	**78**	**22**	**26**	**7**	**468**

Source: Office of the Assistant Vice-President Finance & CFO

APPENDIX 2

Balance Sheet

(thousands of dollars)

As at April 30	2006 $	2005 $
ASSETS		
Current		
Cash and cash equivalents	137,435	87,787
Accounts receivable	49,520	42,784
Prepaid expenses	11,304	9,174
Inventories	7,544	7,679
Total current assets	**205,803**	**147,424**
Pension cost deferral	23,236	17,404
Investments	345,948	327,021
Other deferred costs	1,595	-
Capital assets, net	635,217	617,469
	1,211,799	**1,109,318**
LIABILITIES AND NET ASSETS		
Current		
Accounts payable and accrued liabilities	65,976	69,071
Current portion of long-term debt	8,567	8,136
Deferred contributions and income	73,234	61,664
Total current liabilities	**147,777**	**138,871**
Long-term liabilities	53,736	47,333
Long-term debt	352,716	361,283
Deferred contributions and income	61,028	39,905
Deferred capital contributions	200,188	194,309
Total liabilities	**815,445**	**781,701**
NET ASSETS		
Deficit	(43,717)	(44,737)
Internally restricted	134,330	93,462
Investment in capital assets	92,628	102,261
Endowments	213,113	176,631
Total net assets	**396,354**	**327,617**
	1,211,799	**1,109,318**

Source: York University Financial Statements April 30, 2006

APPENDIX 3

Statement of Operations and Changes in Deficit

(thousands of dollars)

Year ended April 30	2006 $	2005 $
REVENUE		
Grants and contracts	338,900	315,762
Student fees	301,306	287,629
Donations	5,357	5,417
Investment income	19,145	16,117
Sales and services	66,990	62,850
Amortization of deferred capital contributions	9,661	8,256
Recovery of salaries, benefits and other expenses	24,493	23,510
Other	28,436	11,735
	794,288	**731,276**
EXPENSES		
Salaries and benefits	469,440	428,143
Operating costs	107,829	110,164
Amortization of capital assets	39,206	36,221
Cost of goods sold	22,024	19,728
Taxes and utilities	29,065	28,035
Scholarships and bursaries	49,541	45,448
Interest on long-term debt	21,728	21,424
	738,833	**689,163**
Excess of revenue over expenses for the year	55,455	42,113
Change in internally restricted net assets	(40,868)	(37,992)
Change in investment in capital assets	9,684	5,791
Internally restricted additions to endowments	(23,251)	(14,002)
Change in deficit in the year	**1,020**	**(4,090)**
Deficit, beginning of year	**(44,737)**	**(40,647)**
Deficit, end of year	**(43,717)**	**(44,737)**

Source: York University Financial Statements April 30, 2006

Environmental Sustainability Report

Introduction

To report on York's progress towards sustainability, this section of the Planning, Budget and Accountability Report provides an overview of institutional activities, initiatives and strategies relating to sustainable practices in aspects of the University's day-to-day operations. Also included are a series of environmental performance indicators and plans for future action. In 2002, York University made a public commitment to sustainability and became an official signatory of the Talloires Declaration, a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities.

Sustainable Approaches to Plant Development and Management

The Department of Facilities Services (FS) has adopted a number of planning and operational principles aimed at effectively managing York University's ecological footprint in order to support a more sustainable future. Activities aimed at reducing negative impacts on the environment include reductions of grass cutting, use of fertilizers and pest applications; and increases in the use of open concept offices in interior re-design (that reduce building material, energy, and HVAC requirements), development of naturalized spaces and, in grounds management, use of low care shrubs, native plant materials and porous paving materials like interlock (which is reusable and longer-wearing than asphalt) to improve ground water infiltration.

Other strategies to improve campus sustainability include the promotion of recycling and waste reduction; energy conservation and efficient usage; the design of low maintenance landscapes; effective storm water management; the planting of more trees; the use of benign cleaning solvents; use of dust filters in the airflow system to improve air quality; reduction of environmental contaminants through careful selection of maintenance and building materials; and the use of sustainability concepts in new construction.

Sustainable development by design

York places a heavy emphasis on efficiency in its interior space planning and, by MTCU and COU standards, has a high level of efficiency relative to other Ontario universities in utilization of built space. Sustainable materials and products are incorporated in new designs wherever possible in facility construction, maintenance and renovations.

Over the past eight years, new exterior lighting and most retrofits have conformed to a new standard that provides more uniform light, reduced upward light pollution and has reduced power consumption by up to 36 per cent. All laboratory fume hoods conform to CSA standards to assure both interior air quality and reduce exterior air contamination. More efficient interior air flow systems and variable speed drive fans have also yielded energy savings.

York's new building design includes "green" approaches such as natural light in offices, operative windows where possible, energy consumption of less than 50 per cent ASHRAE standards, architectural features such as atria that allow passive air circulation, redirecting waste heat sources to building heating; storm water control features (e.g. planted, spongy roof); building materials with low embodied energy coefficient, utilization of recycled construction materials, where possible; use of 100 per cent recycled plastic wood for picnic and common benches, interior partitions that permit flexibility and simplicity in renovation or reconfiguration, noise control features between public and working areas and exterior sunshades to minimize cooling requirements.

Solid waste diversion

As a community, York University has established a leading edge solid waste diversion program. Between 1987 and 2005 more than thirteen million kilograms of recyclable materials were recovered and York achieved a nearly 70 per cent waste diversion level, diverting thousands of kilograms of waste through reuse and various reduction initiatives.

The organic waste collection program was expanded in 2004-2005 to include the addition of organic waste digesters – cone shaped units that were placed at strategic locations on the campus including residences, office courtyards, building entrances and general public areas. The digesters were quickly used by the community and have been a success in diverting organic waste from the landfill waste stream. The number of available digesters available for community use doubled in 2005.

In 2005-2006, a new recycling program called "co-mingling" was introduced that combines newspaper and fine paper and also brings hand towels into the paper recycling process. As well, glass, plastic and aluminum cans are now recycled together, which makes it much more convenient for consumers to recycle. Also, an electronics recycling program was initiated, styrofoam recycling renewed, and a program to address yard and food waste introduced. Combined, these new initiatives have dramatically diverted the volume of waste production to recycling.

Reduction of grass cutting and the use of fertilizers

To reduce fuel emissions and other inputs such as fertilizer, two large turf grass fields have been added to the list of infrequently mowed areas: the corner of Keele and Steeles, and the east side of the Harry Crowe Co-Op. The reduced cutting allows grounds staff to focus on other sustainable practices such as mulching and pruning.

Use of low care shrubs, native plant materials and porous paving materials

A landscape renovation at the north side of the Steacie Library and the Computer Science and Engineering Building was completed in 2005 that included removal of deteriorated asphalt walkways and replacement with porous paving stones. The area was planted with low maintenance trees and shrubs many of which are native species.

As concrete and asphalt are removed from various campus areas, they are being recycled through grinding for use as base materials for parking lots and roadways.

Storm water runoff

The University continues to practice effective storm water management in the development of the exterior plant by integrating sustainable concepts such as storm water storage in ponds, on parking lots, and in "super pipes" and underground tanks; draining parking lots through long grassed swales discharging through road check dams to wetlands; and the installation of "stormceptor" manholes in parking lots to intercept and store grit and contaminants.

For winter road and sidewalk snow management, the University now uses a sand/salt mix rather than straight salt. This change in practice reduced annual salt consumption by more than 60 per cent in the past year.

Reduction of pesticides

Pesticide applications have been eliminated in areas outside of the central campus, and much reduced in the core. Interior pest control relies generally on baiting, live trapping, regular inspections, closing entry points and improved sanitation.

LANDSCAPE MASTER PLAN

The planning process to develop a York University Landscape Master Plan initiated during 2004-2005 continued during 2005-2006 and resulted in the completion of a draft plan for administrative review.

The draft plan is composed of four sections that build on the goal of York University's Keele and Glendon campuses becoming more sustainable through responsible design, development and stewardship. The more specific goals of the landscape plan are to motivate and direct action that will influence positively the quality of interactions between students, faculty, staff, alumni and visitors through the creation, enhancement, renovation, and maintenance of sustainable campus landscapes; and to provide an environment that presents opportunities for individuals to meet, share ideas, discuss and learn from one another's experiences.

It is intended that the York University Landscape Plan will be available to the community as an interactive file on the University Web site, open to continuous review and evolution.

Environmental Performance Indicators

ENERGY CONSUMPTION

Energy efficiency at the Keele campus is assessed by measuring energy consumed per square meter of built space. York University uses natural gas for heating, cooling and in the University's cogeneration plant. The two cogeneration plants have a nominal capacity of 10.3 megawatts.

The cogeneration plants represent a cleaner, more efficient and less costly means of producing electricity. They also recycle waste heat into the production of steam that is used for heating and cooling. York's peak demand for energy occurs during the summer at 19.8 megawatts. The University's cogeneration capacity has been able to meet 65 per cent of the average annual electrical load. During 2005-2006, the University awarded an Energy Performance Contract (EPC) to a professional Energy Services Company to audit all University buildings and infrastructure and develop a comprehensive plan of energy conservation measures to be implemented over the next five years to improve energy consumption and cost efficiency.

Figure 1: Energy Consumption

	Unit	2001	2002	2003	2004	2005
Ratio of total amount of energy used:						
Electricity (purchased from Toronto Hydro)	megajoules	399,526,700	255,809,710	262,809,533	178,821,443	201,301,718
Natural Gas (heating, cooling and cogeneration)	megajoules	846,752,540	995,860,710	1,016,492,000	1,397,951,042	1,393,150,131
Oil (used when gas is not available)	megajoules	60,733,324	-	25,910,447	14,662,364	-
Total		**1,307,012,564**	**1,251,670,420**	**1,305,211,980**	**1,591,434,849**	**1,594,451,849**
Student population at York		39,578	43,635	46,794	49,946	50,691
Consumption per student (megajoules per capita)		**33,024**	**28,685**	**27,893**	**31,863**	**31,454**
Ratio of energy used per square metre:						
Electricity	MJ/Sq.M	807.5	506.4	398.0	259	279
Gas	MJ/Sq.M	1,711.5	1,971.5	1,539.2	2,029	2,022
Oil	MJ/Sq.M	122.8	-	39.2	21	-
Total		2,641.8	2,477.9	1,976.4	2,309	2,300
Total Gross Square Metres (GSM) Keele Campus Plant		**494,746**	**505,127**	**660,394**	**689,150**	**722,388**

Source: Department of Facilities Services

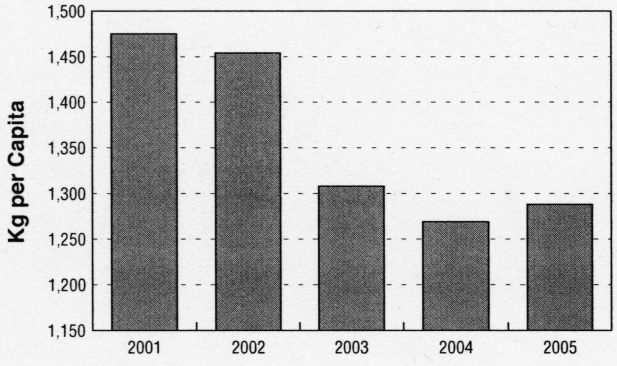
In 2005-2006, there was a slight increase (7 per cent) of electricity consumption due mainly to the opening of the two Accolade buildings. Gas consumption decreased by 1 per cent because of a relatively mild winter and there was no need to convert to oil – again because of the favourable winter weather.

ATMOSPHERIC EMISSIONS

Annual atmospheric emissions represent the direct emission of carbon dioxide from York University based on oil and gas burned, including the operation of the cogeneration plant. Adopting cogeneration as a means of producing in-house electricity has increased York's direct emissions in recent years. However, the increased emissions are considerably less than the emissions that would result through the production of an equal volume of electricity by other electricity producers in the province (use of mix of coal, oil and natural gas).

For the same amount of energy used, the atmospheric emissions can vary from year to year, depending on the type of fuel used and the efficiency of the operation of the cogeneration plants and boilers. Part of the plant operates on oil if natural gas is not available and this occurs during gas curtailment periods invoked by suppliers on the coldest days of the year. Therefore, for the same amount of energy produced, the CO2 emissions are higher using oil because oil is more pollutant than natural gas.

Figure 2: Annual Atmospheric Emissions – Carbon Dioxide Emissions Per Capita (student population)

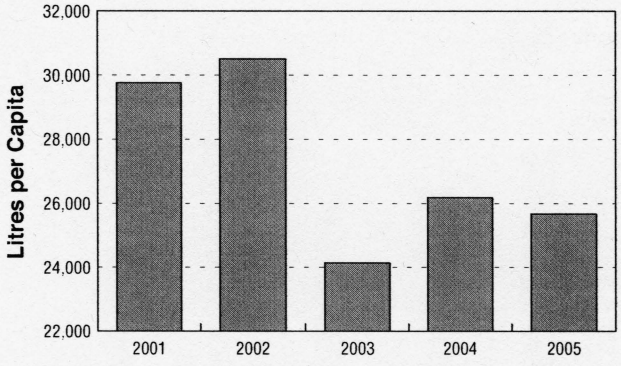


Source: Department of Facilities Services

WATER CONSUMPTION

Water consumption has an environmental impact in terms of overall availability of natural resources to society as well as the costs associated with municipal infrastructure delivery and maintenance costs. Water consumption figures are based on actual meter readings of all campus buildings. Fluctuation in water consumption per capita can be influenced from year-to-year by the dryness of climate and this can affect water dependent areas of the University that require irrigation, such as sport fields, gardens and lawns. Water consumption decreased in 2005 from the previous year due to water loss from pipes breaking during 2004, yet it was higher than 2003 because of the addition of campus buildings and an increase in the residential student population (with the opening of The Pond Road Residence in 2004).

Figure 4: Annual Water Use – Water Used per Capita (student population)



Source: Department of Facilities Services

WASTE PRODUCTION AND RECYCLING

The Solid Waste Production category includes all non-recyclable waste. Recyclables at York include glass, newspaper, fine paper, plastic, metal, concrete, landscape brush, furniture, oil, batteries, aluminum cans, tires, computers, fluorescent light bulbs, corrugated cardboard and packaging and organic waste. The recycling program at York continues to be successful in diverting major amounts of waste produced on site from landfills.

While achieving a nearly 70 per cent waste diversion between 1987 and 2005, waste production has decreased by 21 per cent over the past year and recyclables have increased by 58 per cent. This diversion of waste to recyclables is attributable to the "co-mingling" program and other new recycling initiatives introduced during 2005.

Figure 3: Annual Atmospheric Emissions

	Unit	2001	2002	2003	2004	2005
Total amount of carbon dioxide emitted	Kg/year	58,382,460	63,437,273	61,196,115	62,807,190	65,268,487
Student population at York		39,578	43,635	46,794	49,496	50,691
Carbon Dioxide emissions per capita	**Kg/Capita**	**1,475**	**1,454**	**1,308**	**1,269**	**1,288**

Source: Department of Facilities Services

Figure 5: Annual Water Use

	Unit	2001	2002	2003	2004	2005
Total amount of water used	Litres/year	1,177,959,500	1,331,574,600	1,129,803,636	1,296,042,740	1,301,583,045
Student population at York		39,578	43,635	46,794	49,496	50,691
Water used per capita (student population)	**Litres/Capita**	**29,763**	**30,516**	**24,144**	**26,185**	**25,677**

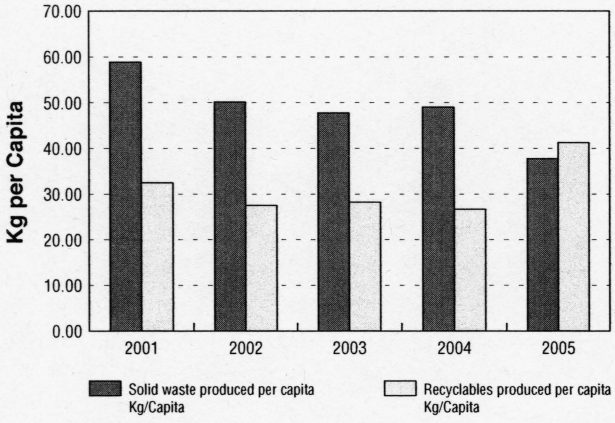
Source: Department of Facilities Services

Figure 6: Waste Production and Recycling

	Unit	2001	2002	2003	2004	2005
Solid waste produced (excl. 3 Rs initiatives)	Kg	2,330,000	2,188,000	2,236,000	2,427,790	1,915,000
Recyclables produced	Kg	1,287,000	1,200,000	1,320,000	1,320,450	2,092,000
Student population at York		39,578	43,635	46,794	49,496	50,691
Solid waste per capita	**Kg/Capita**	**58.87**	**50.14**	**47.78**	**49.05**	**37.78**
Recyclables per capita	**Kg/Capita**	**32.52**	**27.50**	**28.21**	**26.68**	**41.27**

Source: Department of Facilities Services

Figure 7: Waste Production and Recycling per Capita (student population)

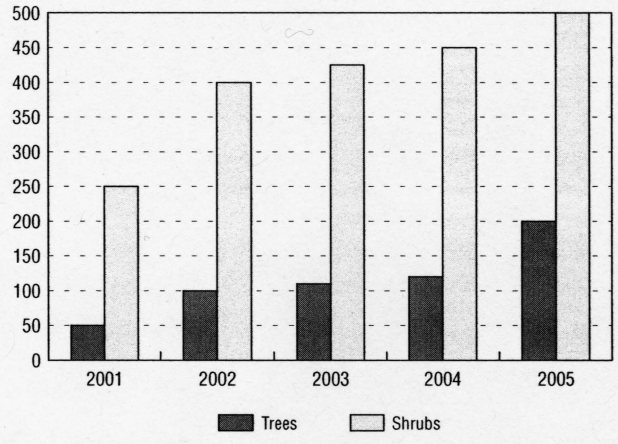


Source: Department of Facilities Services

BIODIVERSITY

In 2002, the University significantly expanded its annual planting program and continues to utilize native plant material wherever possible. Since 1999, there has been a 300 per cent increase in trees planted and a 100 per cent increase in shrub planting. As well, there has been a decrease of 8 per cent in the use of fertilizer and a 99 per cent decrease in the use of herbicides and pesticides. The current practice is to use only minimal amounts of fertilizer and pesticides required to maintain sport fields at standard to lessen environmental impacts and to minimize potential harm to research work conducted on campus.

Figure 9: Number of Native Species of Trees and Shrubs Planted



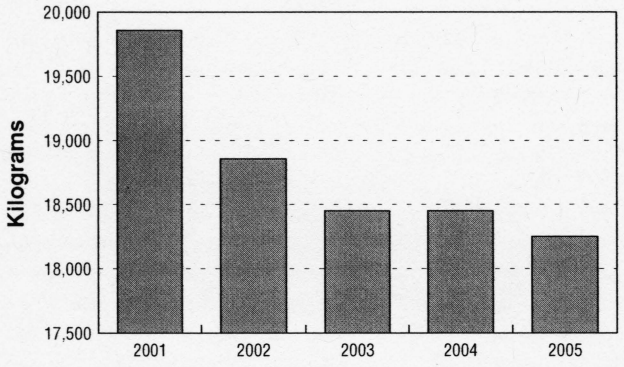
Source: Department of Facilities Services

Figure 8: Number of Native Species of Trees and Shrubs Planted; Fertilizer, Herbicides and Pesticides Used

	Unit	2001	2002	2003	2004	2005
Trees		50	100	110	120	200
Shrubs		250	400	425	450	500
Total Amount of fertilizer used	Kg	19,857	18,857	18,450	18,450	18,250
Total Amount of herbicides and pesticides used	Kg	5	2	2	2	2

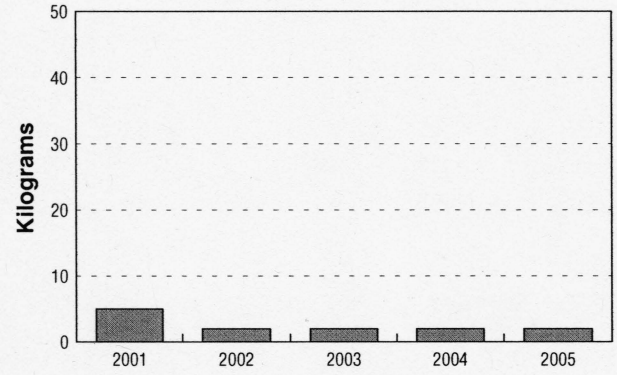
Source: Department of Facilities Services

Figure 10: Total Amount of Fertilizers Used



Source: Department of Facilities Services

Figure 11: Total Amount of Herbicides and Pesticides Used



Source: Department of Facilities Services

TRANSPORTATION

A reliable metric on commuter modal split for 2005-2006 was not possible to determine due to extreme increases in traffic volumes on campus resulting from the Finch Avenue closure at Sentinel Road that extended through the academic year. The previously attained modal split in 2004-2005 was 40/60 single occupant vehicle to other commuting modes. Available metrics that indicate that a further shift in the modal split toward transit has occurred include a 35 per cent increase in the number of transit buses serving the Keele campus daily (from 1,100 in 2004 to 1,500 in 2005); as well as an increase in the sale of GO Transit Student cards and TTC Metro passes by the University's Parking & Transportation Services:

	2004-2005	2005-2006	Change
GO Transit student cards	7,868	8,588	+ 9.2%
TTC Metro passes	17,153	31,926	+86.1%

Source: Department of Campus Services and Business Operations

Continuing to trend in the direction of transportation modes other than single occupant vehicles (e.g., transit, carpooling and cycling) further reduces vehicular air pollutants and greenhouse gas emissions.

To reduce traffic congestion lessens the demand for parking on both campuses and promotes environmental sustainability. The University encourages commuting to the University through alternatives to the single occupant vehicle.

President's Task Force: The Pink Lung Project / I Quit Campaign

The presidential task force established in 2003-2004 to plan to make the York community a non-smoking campus in time for its 50th anniversary in 2009 continued to work toward its goal of developing a long-term health promotion and health protection strategic plan. This plan will include steps toward reducing exposure to second-hand smoke and assisting campus members with the introduction of smoking cessation programs.

During 2005-2006, using the resources of York's Institute for Social Research, the Task Force undertook a telephone survey of full-time York employees to measure staff support for a ban on smoking on York's Keele campus and to identify potential implications of such a restriction.

Other initiatives in 2005-2006, included organizing a Smoke-Free Awareness day at the Colonnade, providing resource materials on smoking cessation; requesting corporations to consider prohibiting tenants or merchants from selling tobacco products on campus; writing to the Medical Officer of Health in the City of Toronto to request additional by-law enforcement officers to enforce no smoking areas on campus; and developing plans for compliance with the new Smoke-Free Ontario Act.

Figure 12: Transportation

	1999	2000	2001	2002	2003	2004	2005
Number of parking permits issued	23,026	21,552	19,984	17,282	16,086	16,710	14,289
Number of carpool permits issued annually	746	1,187	920	617	436	391	439
Student population at York	37,856	38,527	39,578	43,635	46,794	49,496	50,691
Number of parking permits per 1,000 students	**608.25**	**559.40**	**504.93**	**396.06**	**343.76**	**337.60**	**281.88**
Number of carpool permits per 1,000 students	**19.71**	**30.81**	**23.25**	**14.14**	**9.32**	**7.90**	**8.66**
Number of buses serving campus daily*	**575**	**605**	**688**	**843**	**1,000**	**1,100**	**1,516**

* Bus count reported in September each year

Source: Department of Campus Services and Business Operations

Summary and Next Steps

Significant progress has been made in heightening awareness of and adopting more sustainable approaches to conducting University business operations and managing plant and facilities. A strategic Energy Management Plan has now been developed for York University that will reduce energy consumption and costs while renewing and improving teaching, learning and working environments. A key component of the Plan was the selection of MCW Custom Energy Solutions to assist the University in developing and managing a phased, multi-year program that will improve infrastructure and building systems and reduce energy consumption at the Keele and Glendon campuses by 25 per cent within the next five years. Energy conservation measures to be initiated in 2006-2007 include improvements to the University's central cooling system, to control systems in the central plan, and to the lighting and HVAC (heating, ventilation and air conditioning) systems in many of the larger campus buildings.

The University will continue to use the indicators presented above as sustainability benchmarks against which to measure future performance. Metrics emerging from the implementation of the new energy conservation measures will also be used to benchmark performance toward the goal of reducing energy consumption.

One of several initiatives to enhance community safety while also improving resource utilization is a revitalization of the student security escort service: goSAFE will be a coordinated service with scheduled pick-up and departure times from specific locations throughout the campus offered during evening hours seven days a week. Additionally, the University is reviewing its procurement practices and guidelines in the context of fostering business relationships with suppliers who promote sustainable values and/or practices. The iterative process for developing a landscape master plan for the Keele and Glendon campuses will continue as will consultation on sustainability issues with student leaders through the Student Issues Roundtable and other fora. An awareness program will also be launched to promote campus stewardship by integrating a number of environmental and community sustainability initiatives that encourage student, staff and faculty involvement in conservation, litter prevention and campus safety.

Division of the President

Overview

The Office of the President provides support to the President in all her duties and responsibilities and oversight for departments in the Division of the President. These include the Office of the University Secretary and General Council, the Ombudsperson and Centre for Human Rights, Alumni and Advancement Services, the Office of Institutional Research and Analysis, Marketing and Communications, Computing and Network Services and the Office of Ceremonials, Special Events and Community Relations and their individual reports are included in this section.

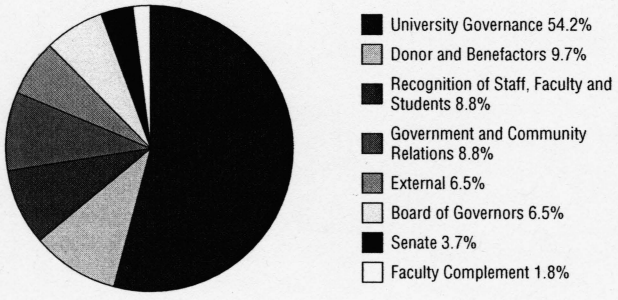
The organizational chart for the Division of the President is found on the Web at: www.yorku.ca/presidnt/aboutyorku/orgchart.html

Ongoing work of the Office of the President

The major portions of time and resources of the Office of the President are taken up by meeting ongoing objectives. Because of the pace of work in administration, governance and other matters described above, the President has not recently travelled internationally or attended meetings and colloquia abroad except on a strategic basis to promote the academic plans in the international agenda.

Summary statistics on the allocation of the president's time in the last year are presented in Figure 1.

Figure 1: Summary of President's Meeting Time



A summary of the communications load handled by the President's Office is presented in Figure 2.

Figure 2: Communications through the Office of the President

Presidential Communication 2005-2006	
Phone Calls Received	9,800
Correspondence Written	3,170
Correspondence Received	4,510
Complaints Received	85
Invitations Sent	5,641

In 2005-2006 the President's Office continued to administer a wide range of student and staff recognition awards. The full list of awards and recipients is posted on the president's Web site.

Special objectives are described in the following sections in which specific priorities are identified.

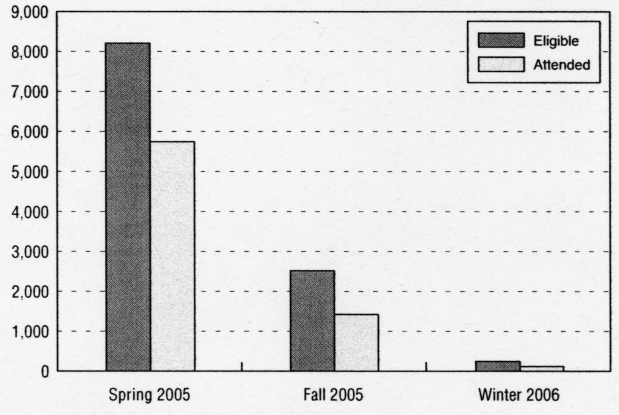
OFFICE OF CEREMONIALS, SPECIAL EVENTS & COMMUNITY RELATIONS

The offices moved to their permanent new home on the 3rd floor of the Ross Building in December 2005, sharing the suite with Hospitality York. During 2005-2006 management of the new CSC offices accounted for 45 per cent of the work of the Chief of Staff. With CSC fully operative in 2006-2007, we anticipate an increase in time committed to the administration of the CSC by the Chief of Staff and the Executive Officer to refine and to extend service. A review of the department will be undertaken to identify synergies and efficiencies from a campus-wide perspective.

Ceremonials

We addressed an increase in graduating students again this year with a total of 10,975 graduates of whom 7,279 attended convocations (Figure 3).

Figure 3: Students Participating in Convocations 2005-2006



Source: OIRA and the Office of Ceremonials

The list of honorary degree recipients, University Professors and Distinguished Research Professors can be found at: www.yorku.ca/secretariat/senate_cte_main_pages/hondeg.htm

The Convocation site on the Atkinson/Osgoode Green will continue to be used until further plans develop to address a permanent solution for housing convocation.

The Remembrance Day ceremony enjoyed increased attendance and participation from a broader community, including York students who are staff of Canada's armed forces. Plans are being made to elaborate the ceremony as a community event for 2006-2007.

Special Events

The Special Events Office organized 22 institutional events. Acting as a resource for event organizers, they advised or assisted on 14 events at the request of University host departments. Requests for advice on protocol issues have also increased by 24 per cent since last year. This assistance reflects an increase since the previous year and demonstrates the need for these services campus-wide.

The President's special events staff were members of various committees responsible for organizing the Congress of the Humanities and Social Sciences held at York in May 2006 with an attendance of some 8,000 delegates over 10 days.

Community Relations

The work of the CR office has increased in the past year and a second CR Officer was hired on contract to manage the workload.

The inventory of York University projects already underway has progressed and is expected to be complete before the end of 2006. The organization of the YYC camp and its programming moved forward as planned. In addition, the United Way Campaign achieved and surpassed its goal by 4.6 per cent.

Additional external CR projects were undertaken, including, working with Sport and Recreation York to launch a basketball skills clinic and mentorship program for Jane/Finch youth ages 9-13. One of the Community Relations Officers has taken on membership in various community organizations such as the Black Creek West Community Capacity Building Group, Network of Community Based Organization and the Caring Village. In addition, there was a significant increase in requests from a range of community groups and/or campus constituents. There were 49 requests received and appropriate follow-up and facilitation undertaken.

Due to a maternity leave, the strategic plan was not completed. The adjusted target for completion is early 2007.

Progress on 2005-2006 Priorities

1. Graduate Studies and Research

Planning for growth in graduate enrolment and intensification of our research focus have been central activities this year. These plans have involved the work of virtually every senior executive as well as deans/principal/librarian and their staff, the Office of Institutional Research and Analysis, and countless meetings with the Government of Ontario, and the Council of Ontario Universities and its many committees. The results of these efforts are reported in the sections from the Vice-President Academic and from the Vice-President Research and Innovation.

2. Health Faculty

York's new Faculty of Health was successfully opened on 1 July 2006. Under the Inaugural Dean, Dr Harvey Skinner, we expect that this Faculty will make significant contributions to the Province of Ontario through the efforts of its students, faculty, and staff.

3. Transit Issues

The announcement of provincial funding for the subway extension to York Region in the spring provincial budget was a major step forward. The detailed planning for the project is now in the hands of the York University Development Corporation.

4. Transition Issues

All the necessary steps planned for 2005-2006 towards the transition to a new president in summer 2007 were accomplished.

5. Working with Government

Particular engagement with the Province of Ontario occurred this past year. The main areas of focus, building on the government's announced "Reaching Higher" plan, were on the Interim Accountability Agreement, planning for graduate expansion, and working towards the anticipated Multi-Year Accountability Agreement.

The Divisional Budget

The budget summary for the Division of the President is presented in the following tables. The "Operating Results by Unit" table includes all units in the Division of the President. The "Operating Results by Expense Type" table excludes the data for both Marketing and Communications, and Computing and Network Services (CNS) which are presented in separate tables in their own sections. All budget plans incorporate the planned budget cut of 1.75 per cent in 2005-2006 and 2.5 per cent for 2006-2007.

Division of the President

(Dollars)	Operating Results by Unit 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Office of the President	1,920,497	1,419,489	1,805,344
President's Awards and Prizes	288,220	256,807	331,004
Office of Ceremonials, Special Events and Community Relations	2,774,093	2,529,416	3,041,351
Computing & Network Services	19,094,536	18,483,820	20,578,785
Office of the University Secretary and General Counsel	1,664,426	1,530,274	2,665,086
Office of the Ombudsperson and Centre for Human Rights	1,086,104	746,585	846,459
Office of Institutional Research and Analysis	1,277,539	1,058,518	1,535,562
Marketing & Communications Division	3,693,673	3,379,835	3,685,759
Alumni & Advancement Services	4,111,255	4,443,406	4,158,578
Total Office of the President	**35,910,343**	**33,848,150**	**38,647,928**

Division of the President (Excluding Computer and Network Services and Communications Division)

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	958,158	830,406	1,021,054
Internal cost recoveries	(12,000)	(7,865)	214,240
Other revenues	-	628	50,500
Central allocations	11,056,412	10,278,359	12,032,942
Total Revenue	**12,002,570**	**11,101,528**	**13,318,736**
Expenses:			
Faculty - Administration	-	122,226	146,817
Faculty - Full-time	135,036	14,802	9,845
Faculty - Contract	-	-	-
Teaching assistants	23,393	-	-
Research	6,500	25,673	28,795
Support/Administration	7,386,836	6,789,134	8,229,330
Other	669,320	712,317	835,659
Total Salaries and Benefits	**8,221,085**	**7,664,152**	**9,250,446**
Operating costs	4,748,294	4,163,164	4,942,284
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	131,755	136,179	139,054
Scholarships & bursaries	21,000	21,000	51,600
Interest on long-term debt	-	-	-
Total Expenses	**13,122,134**	**11,984,495**	**14,383,384**
Total Revenue less Expenses	**(1,119,564)**	**(882,967)**	**(1,064,648)**
Previous Year's Carryforward	**2,979,557**	**2,979,557**	**2,096,590**
Carryforward to Next Year	**1,859,993**	**2,096,590**	**1,031,942**

2005-2006 Results

- The Office of the President came in under budget as the result of a decrease in: the President's planned travel schedule and the need to conduct only two of the four anticipated decanal searches.
- Advancement Services made a significant one-time-only contribution from their carry-forward towards the cost of the Database project which resulted in expenditures exceeding the budget.
- The Office of Institutional Research and Analysis delayed the appointment of new staff as well as the purchase of new equipment which resulted in under-spending for 2005-2006.
- The Office of the Ombudsperson and Centre for Human Rights came in under budget. Costs related to restructuring the office were not as high as originally projected and some projects were delayed to the following fiscal year.

2006-2007 Budget Plans

The budget for the Office of the President includes the normal operating expenses as well as funds for the following:

- Two decanal searches for the Faculties of education and graduate studies;
- Preparing for the transition of the President in 2007;
- Supporting the University Historian working full-time on writing the history of the University for the 50th Anniversary;
- Increased value of the President's Dissertation Scholarships and President's Creative Writing Awards;
- The budget for the Office of Ceremonials, Special Events and Community Relations will increase in 2006-2007 as a result of the increase in the number of students attending convocation and improvements to the ceremony. Work will continue to examine revenue generating possibilities and operational savings.

Priorities for the President's Division for 2006-2007

1. Transition to New President

All presidential goals for 2006-2007 will be focused towards the transition to the incoming president and will be pursued in that context.

2. Implementation of the University Academic Plan (UAP)

The UAP goals will be pursued and reflected in our Multi-Year Accountability Agreement with the Ontario Government. Priority goals for achievement will include meeting graduate enrolment plans, setting and meeting research intensification milestones, and further academic restructuring.

3. Students

The focus for the president's role with students is in three major areas: recruitment, convocation and alumni.

4. Fundraising

Launching the fundraising for the 50th anniversary campaign will require considerable investment of presidential and staff time in 2006-2007. This is expected to take up to 50 per cent of the president's time.

5. International and alumni relations

The president will meet with alumni, and visit sister universities with whom we have agreements in Asia in the fall term. She will introduce the incoming president to North American alumni and friends at events during the winter term.

6. Governance

Working with new standards for governance, the president will lead the review of existing structures and be part of the team recommending changes.

THE OFFICE OF THE UNIVERSITY SECRETARY AND GENERAL COUNSEL

Harriet Lewis, University Secretary and General Counsel

Overview

The Office of the Counsel provides on-site advice on a variety of legal problems, monitors all University business that involves legal considerations, co-ordinates and manages the use of external legal counsel and works with operational divisions on the development of policies and procedures.

The University Secretariat administers the bi-cameral governance of the University. Staff organize 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 Secretariat maintains the University's corporate records.

The unit administers the licensing of the University's names and marks through the University Licensing Board, and oversees the University's records and information management initiative and its compliance with the Freedom of Information and Protection of Privacy Act through the Information and Privacy Office.

In 2005-2006 the unit had an operating budget of $1,664,426. Actual expenditures were $1,530,274, the difference reflecting a portion of the costs of a renovation and move of the Secretariat which was budgeted in the unit but absorbed by the University as part of the capital plan. In year 44 per cent of the budget was allocated to the Office of the Counsel and 56 per cent to the Secretariat. The office does not have sufficient base funding to achieve its plans and is working with the Chief of Staff and the Executive Officer in the Office of the President to rectify the situation.

The Secretariat was relocated in September 2005 and in August 2006 the Office of the Counsel will move to an adjoining suite, completing a planned physical merger.

ONGOING OBJECTIVES

The ongoing objectives of the offices are:

- To monitor the University's legal matters and to act as counsel on its behalf;
- To build confidence, pride and participation in University governance;
- To implement and maintain good governance practices;
- To implement and maintain good communication, publication and storage practices for the records of the University's governing bodies, and;
- To perform duties and responsibilities at a high professional standard.

Office of the Counsel

As a result of recommendations arising from a management review, the staffing of the Office of the Counsel has been enhanced by conversion of the part time Assistant Counsel to a full time contract position and the addition of a Director of Legal Services (effective August 1, 2006). The unit will consist of four counsel and two administrative staff. Funding for an additional administrative assistant will be requested for 2006-2007.

PROGRESS IN 2005-2006

In 2005 a total of 609 new files were opened, an increase of 73 or 13 per cent over the previous year.

Figure 1: Paid to External Counsel Year-over-Year (figures now include fees paid to counsel for labour negotiations)

2002-2003	$1,010,617
2003-2004	$1,217,390
2004-2005	$1,368,687
2005-2006	$1,403,275

Figure 2: Legal Work Done by External Counsel: by subject and billed costs

Labour relations, including negotiations	$668,551	8%
Employment/human resources	$140,026	10%
Real Property/planning/construction	$199,738	14%
Contracts/commercial transactions/taxation	$138,084	10%
Intellectual Property	$ 52,032	4%
Litigation/administrative law	$114,451	8%
Freedom of Information/Privacy	$ 44,580	3%
Other	$ 45,811	3%

Figure 3: (Estimated) Legal Work Done by Internal Counsel: by subject area and time

Labour Relations	5%
Employment/Human resources	15%
Real Property/planning/construction	10%
Contracts/commercial transactions/taxation	25%
Intellectual Property	5%
Litigation/administrative law	25%
Freedom of Information/Privacy	10%
Other	5%

Projects requiring significant legal support included the sale of Phase II South Lands to Tribute Communities, the bid for a new stadium, an Energy Performance contract, various student related litigation matters, YUSA and YUFA grievances, CUPE negotiations and the implementation of the University framework for compliance with the Freedom of Information and Protection of Privacy Act, (FIPPA).

The Records and Information Management (RIM) initiative

Three pilot projects were undertaken and completed. The first three parts of a common records schedule have been finalized and are ready for implementation. Tip sheets on records management practices were created and distributed and training conducted for designated individuals under the Policy and Guidelines for Freedom of Information and Protection of Privacy. The Ontario Freedom of Information and Protection of Privacy Act (FIPPA) was amended in year to include universities in Ontario, so focus and resources were redirected to advocacy around the amendment, in house communications and preparations for compliance.

PRIORITIES FOR 2006-2007

They include the following:

- orientation and integration of a Director of Legal Services;
- implementation of the compliance framework for the Freedom of Information and Protection of Privacy Act, including the staffing of an office to manage the process and the continuation of the RIM project;
- design and implementation of an enhanced program of internal client support and reporting;
- completion of review of policies and procedures to improve clarity, transparency and accountability.

University Secretariat

The Secretariat is comprised of the University Secretary, four Assistant Secretaries and four additional full-time staff, including an Administrative Officer who serves all units.

PROGRESS IN 2005-2006

Items arising on the agendas of the Board and Senate are reported in other parts of this document. The allocation of resources towards the major functions of the Secretariat has remained stable year over year. Support to Senate and its committees absorbs approximately 60 per cent of the allocated budget and the Board of Governors approximately 40 per cent, with a in-year reallocation of time of the University Secretary and General Counsel to two specific projects: the search for the next president of the University (being supported by the University Secretary and scheduled to conclude in December 2006), and the creation and activities of a Board Nomination and Governance Committee.

Figure 4 Number of Meetings of Governing Bodies Supported by the Secretariat 2005-2006

Senate	9
Senate Committees/Sub-Committees	177
Board of Governors	5
Board Committees	31
Presidential Search Committee (consultation sessions, forums and committee meetings)	71
Other formal meetings and fora	18
TOTAL	**311**

The following major projects in support of stated priorities for 2005-2006 were successfully completed in year:

- creation of a Faculty of Health;
- implementation plan for new University Academic Plan;
- commencement of presidential search;
- creation of Board Nominations and Governance Committee;
- design and launch of a new Secretariat Web site.

PRIORITIES FOR 2006-2007

Specific projects in support of the priority of clarity and transparency in governance include:

- review and amendment of the Rules and Procedures of Senate;
- support for academic restructuring initiatives;
- governance support for the creation of the Faculty of Health;
- completion of revue of the Tenure and Promotion procedure.

Licensing Board

Licensing income

2002-2003	$44,300
2003-2004	$56,850
2004-2005 (figure shown last year was incorrect)	$40,260
2005-2006	$39,028

A number of new Licensing Board initiatives were implemented in 2004-2005. The Web site was redeveloped, updated and launched in the fall of 2005, to include relevant applications, forms and information about current licensees. In addition, a new formal funding request process was implemented for all groups applying for support.

Proceeds were returned to the community as follows:

- Student awards: $4,000;
- T shirts: York Youth Connection: $3,000;
- Student conferences and other initiatives: $850;
- Promotional items: $15,500.

PRIORITIES FOR 2006-2007

- Review of reporting system to determine the reason for decreasing revenues.
- Identification and planning for support of promotional projects for 50th anniversary.

INFORMATION AND PRIVACY OFFICE

A unit has been created to mange the RIM project and implement the FIPPA. Resources of the Office of the Counsel (the time of both internal and external counsel) and the Secretariat (administrative support) were re-directed in year from other activities to address immediate needs in this area. The unit currently consists of an Interim Privacy Co-ordinator, a records manager (currently short term contract) and an administrative assistant. Hiring for a Co-ordinator and records manager is underway.

OFFICE OF THE OMBUDSPERSON AND CENTRE FOR HUMAN RIGHTS

Fiona Crean, Ombudsperson and Director of the Centre for Human Rights

The mission of the office is to encourage policies, practices and systems that are fair, just and equitable to current employees and students of York University. The mandate provides for an independent, impartial and confidential process through which complaints may be pursued about discrimination and unfairness in a University process, application of a process or absence of a process. In keeping with its mandate, the Office of the Ombudsperson and Centre for Human Rights will be publishing its first annual report in October 2006 in which there will be a full report of the office's work, statistics, trends and related information.

2005-2006

The strategic priorities for the year were to:

- Operationalize the Ombuds office;
- Restructure the Human Rights function;
- Develop stakeholder relations across the University community;
- Develop strategic directions and supporting operating procedures;
- Develop complaints resolution service;
- Develop and deliver education and outreach programs;
- Develop fairness standards;
- Implement a computerized case management system;
- Publish a newsletter on the Office's progress, activities and outcomes;
- Create financial accountability systems.

All of these objectives were met within the reporting year although some of them remain ongoing activities.

2006-2007

Priorities over the coming year include the completion of service standards, implementation of an education program that focuses; on systemic change, undertaking strategic investigations and implementing an evaluation program in order to benchmark best practices and report on progress.

ALUMNI AND ADVANCEMENT SERVICES

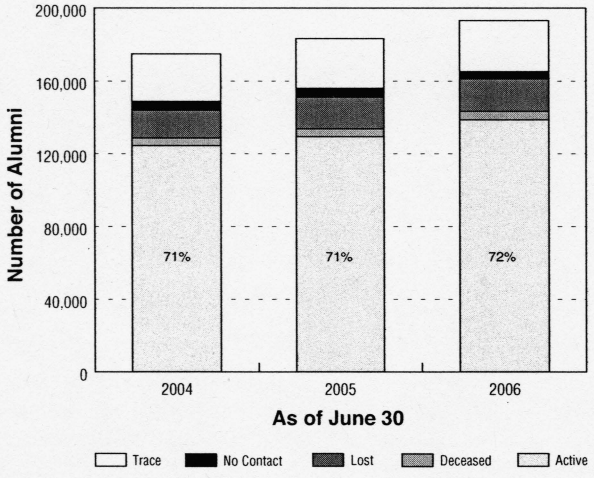
Naguib Gouda, Executive Director

Overview

Alumni and Advancement Services (AAS) supports the academic enterprise by maintaining and managing data for York alumni and friends of York, enhancing the University's reputation through strategic alumni programs and services, fostering strong connections amongst York students and alumni and amplifying York's unique voice in local, national and international contexts.

- Community: In 2005-2006, the number of alumni grew to approximately 190,000, far and away York University's largest constituency.

Figure 1: Number of Alumni by Status



Source: ADS

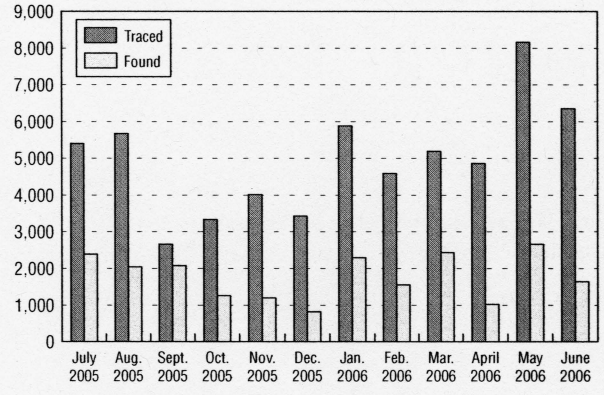
INFRASTRUCTURE

- Advance Database project: 2005-2006 saw the continuation of the BSR Advance database implementation, with the successful completion of the SmartCall call centre application and significant progress towards launch in the spring of 2007;
- Call Centre: Advancement Services (AS) oversaw the modernization of its Call Centre, including the creation of 36 computer-based calling stations;
  - 482,033 phone call attempts via the call centre;
  - 69,938 contacts and confirmation of demographic information;
- Service: Approximately 1,300 requests flowed through Advancement Services within the last 12 months;
- Data Quality: AS implemented a number of new data-quality programs on the current Alumni Development System (ADS).
  - Addresses: 386,926 North American Addresses were evaluated against Canada Post's accepted format and standardized to ensure delivery.
- Data Maintenance
  - Updates: 2005-2006

Address updates	78,908
Employment updates	13,845
Phone number updates	36,148
Total:	**128,901**

  - Tracing
    - 59,572 Records were traced in an attempt to find better contact information
    - 21,399 Records previously categorized as "lost" were found

Figure 2: Number of Alumni Traced and Found 2005-2006



Source: ADS

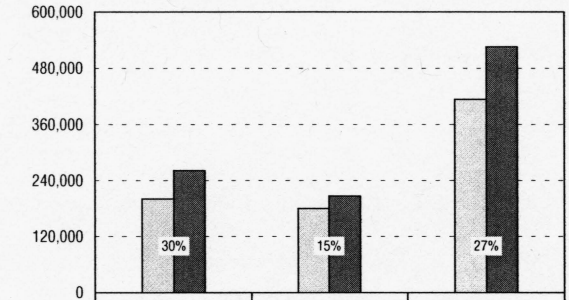
SUPERSTRUCTURE

- Governance: YUAA board continues its growth and development, adding new members and addressing governance issues;
- Affinity Program: Alumni Office (AO) maintained current programs, completed the creation of a business process for selecting new affinity partners and used the new process to add Hertz to stable of partners;
- Metrics: AO developed metrics and surveys to gauge the effectiveness of alumni communication vehicles, Web sites, events and affinity programs;
- AO partnered with the Career Centre to create stronger connections between alumni and current students, with a particular emphasis on Possibilities Week;
- Research: First phase of a multi-year research project was completed, including: RFP and vendor selection; a national telephone study of approximately 1000 undergraduate alumni; and, undergraduate alumni focus groups in Vancouver, Calgary, Montreal, Ottawa and Toronto;
- Results to be presented during 2006-2007.

ALUMNI CENTRICITY

Communications: 2005-2006 saw the continued development of Alumni Office communications along with marked improvements in the Office's ability to track the success of its communications vehicles, such as the *Alumni Matters* e-newsletter, via a number of newly-implemented measurement techniques.

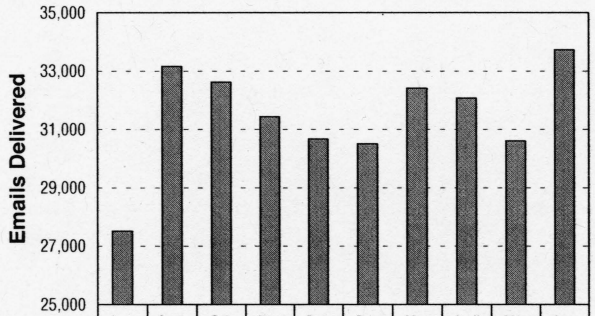
Figure 3: Alumni Web site traffic, 2004-2005 vs. 2005-2006



	Sites	Visits	Pages
2004–2005	200,588	180,438	413,960
2005–2006	261,423	206,855	526,041

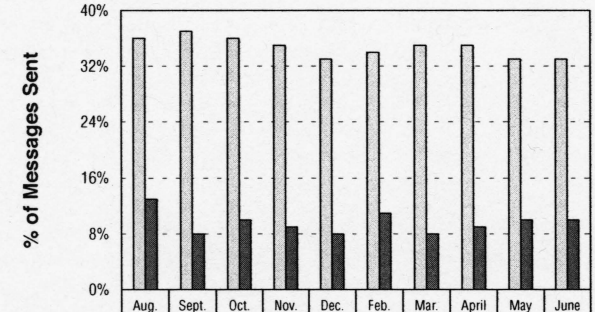
Definitions
Sites: The number of unique IP addresses/hostnames that made requests to the server.
Visits: Indicator of when a remote user makes a request for a page on your server for the first time.
Pages: Page impressions; a request to load a single page of the website.

Figure 4: Alumni Matters – Net Subscribers (e-mails delivered)



	Aug.	Sept.	Oct.	Nov.	Dec.	Feb.	Mar.	April	May	June
Net sent #	27,514	33,161	32,625	31,422	30,671	30,506	32,419	32,075	30,613	33,730

Figure 5: Alumni Matters – Message Opens and Unique Clicks (Per cent of messages sent)



	Aug.	Sept.	Oct.	Nov.	Dec.	Feb.	Mar.	April	May	June
Opens	36%	37%	36%	35%	33%	34%	35%	35%	33%	33%
Unique Clicks	13%	8%	10%	9%	8%	11%	8%	9%	10%	10%

- Events: AO hosted events in the GTA, across Canada and around the world, including the revamped Bryden Alumni Awards. In addition, the AO sponsored and/or promoted events hosted by other groups/units (from Osgoode's Dean's Reception to the Sport Hall of Fame Dinner).

	Promoted	Promoted and Sponsored	Promoted, Sponsored and Hosted	Total
GTA	33	10	4	47
Canada – Non GTA	3	1	5	9
International	7	2	3	12
Total	**43**	**13**	**12**	**68**

- Chapters & Branches: AO developed and implemented a new set of standard rules and responsibilities for the creation and maintenance of Chapters and Branches, and launched the new standards with the creation of the Organization of Public Policy and Planning Alumni Chapter as a pilot project.
- Student Alumni Program: 2005-2006 saw the move of the york is U student alumni program from the Division of AAS to the Division of VP-Students, under the umbrella of Student Community and Leadership Development. AAS and SCLD continue to work closely to develop the york is U program as a key link between current students and alumni.

Plans for 2006-2007

Infrastructure:

- Completion of the ADS database conversion project and launch of the new Advance alumni database;
- Standardization of addresses for key countries internationally;
- Continued development of improved business processes related to advantages of an improved data environment;
- Assessment of organizational requirements for Advancement Services to meet the needs of a forthcoming Capital Campaign and ongoing training and development related to the Advance database.

Superstructure:

- Addition of at least one new affinity partner: one/year for the next three years;
- Implementation of findings from 1st phase of research project along with launch of the 2nd phase;
- Development of an alumni-connectivity index;
- Improved performance metrics and trend analysis across AAS.

Alumni Centricity:

- Continued roll-out of new alumni Chapters & Branches, with launch of 5 new groups in areas of strategic importance for the University;
- Increased number of AO-hosted, GTA-based events;
- Increased readership for both alumni e-newsletter and alumni Web site.

OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Edward Spence, Executive Director
Glenn Craney, Director
David Smith, Director

Overview

The Office of Institutional Research and Analysis (OIRA) supports the work of the University Executive Committee by coordinating central data collection, analysis and reporting. In addition to the staff in the Management Information and Institutional Analysis groups, the OIRA draws together the resources of the senior data analysis and planning staff from each of the vice-presidential areas. OIRA also takes responsibility for the production of the annual Planning, Budget and Accountability Report (PBA).

Results for 2004-2005

In addition to meeting all institutional requirements for statistical reporting and responding to specific requests for analysis from the University executive the OIRA group has addressed the six priorities identified in last year's PBA report.

1. Performance Indicators

Building on the work completed in 2004-2005 a major focus continued to be on performance indicators both as a means of reporting internally on progress on the strategic plan and in preparation for more extensive reporting to government.

In the fall of 2005, the University reported to the Board of Governors its progress on the previously identified performance indicators. Building on the report to the Board, a series of standardized measures were developed for the Faculty sections of 2005-2006 PBA in order to enable easier comparison of results across Faculties.

Selected performance indicators developed for the Board and for the 2005-2006 PBA were included in the University's 2005 Interim Accountability Agreement (IAA) with the Ontario Government. The Ontario Government introduced the IAAs as a way to track progress towards the goals stated in its "Reaching Higher" plan for postsecondary education. Government provided institutions with the flexibility to define their own framework for reporting performance.

2. The National Survey of Student Engagement (NSSE) and the Canadian Graduate and Professional Student Survey (CGPSS)

During 2005-2006 we completed an analysis of the first two years of NSSE results. We also completed an analysis of York's first implementation of the CGPSS.

The survey results were presented to various University planning groups including several Faculty level presentations. Complete reports on both of these surveys will be published on the OIRA Web site in the fall of 2006. The Vice-President Academic, the Vice-President Students and the deans have now taken on responsibility for addressing issues raised as a result of the surveys.

In winter 2006, the University once again participated in NSSE, this time as part of a Province-wide initiative that included all Ontario universities. The next implementation of the CGPSS will be in winter 2007.

The University has committed to participate on a test basis in the 2006 Before College Survey of Student Engagement (BCSSE) to be completed in summer 2006. The BCSSE will measure students' expectations of their University experience before they arrive at the University. The results of this survey should complement York's NSSE results.

3. OIRA Graduate Planning Support Group

As the University continues to increase graduate enrolments in response to the objective set out in the University Academic Plan, the growth demand from double cohort graduates, and the expectations of Government, OIRA has continued its work supporting graduate planning.

Over the course of the year, the Graduate Planning Support Group continued to review and refine the University's graduate enrolment planning models. The results of the review provided a framework that resulted in Faculty and program specific enrolment targets to 2015. These targets were used in the successful negotiation with the Provincial government for the first round allocation of graduate operating and capital expansion funding through to 2007-2008.

A number of data base applications were developed to support the hiring of teaching assistants; tracking graduate student employment, tracking priority pool status, and tracking all sources of graduate student financial support. These databases are completed and ready for use in the summer 2006. In addition, work continues on the reconfiguration of the graduate appointments data base into a central file format.

4. Updating of the geographic and economic impact studies

The geographic impact study and the economic impact study continue to be a significant source of planning data for the University. The geographic impact study was once again updated as new information on home addresses of York students, staff and faculty, and alumni became available in the fall term 2005. Work continues on updates to the economic impact study and a full report is expected by Spring 2007.

5. The evaluation of data warehouse initiatives

Building on work initiated in 2004 in collaboration with the CIO, the evaluation of data warehouse initiatives continued in support of wider access to high quality management information. In association with the Office of the CIO, work continued on the development of a centralized Data Warehouse. Work plans have been developed for the implementation of a project pilot in winter 2007 and a search is on-going for a data warehouse manager.

6. Recruitment of a new director of institutional research and a review of the OIRA organization and function

The University appointed a new director of institutional research in the summer of 2005. Following this appointment, an external review of the OIRA function and structure was completed in early 2006. The OIRA Review Report was reviewed by the University executive and recommendations will be implemented in 2006-2007 to strengthen the unit's focus on institutional research in support of strategic planning.

OTHER MAJOR OIRA REPORTS IN 2005-2006

In 2005-2006, in addition to fulfilling its responsibility for all government enrolment reporting and responding to the specific priorities identified above, the OIRA group has focused on a number of additional specific projects, as identified by the University executive. These projects have included the following:

- Analysis of the funding support for graduate students;
- Analysis of the unmet financial support needs of our students who applied for OSAP in 2005-2006;
- Analysis of classroom use;
- Participation in the Consortium of Student Retention Data Exchange;
- A full report on the changing demographic profile of undergraduate students across York's undergraduate Faculties over the past 10 years, which was presented to Faculty groups across the University.

OIRA Priorities for 2006-2007

In 2006-2007 the priority for OIRA will continue to be meeting the requirements for government reporting and other projects as identified by the University Executive Committee.

In addition to government reporting, maintenance of the fact book and specific projects initiated by the University executive, OIRA priorities for 2006-2007 will include the following:

1. **Participation with the Office of the CIO in the implementation of the approved data warehouse pilot project;**
2. **Further analysis of the results of the NSSE and CGPS surveys of student engagement and satisfaction. Work will focus on the further dissemination of current NSSE and CGPSS results and initial analysis of the BCSSE data;**
3. **Further development of performance measures for the Board of Governors and provincial government through the Multi-Year Agreement process;**
4. **A new major review of the changing retention rates through the double cohort period and beyond;**
5. **Work with Office of Research Services to clean up the research database and develop a new Contracts' module;**
6. **Implementation of the recommendations of the OIRA review in preparation for the transition to a new Executive Director.**

MARKETING & COMMUNICATIONS DIVISION

www.yorku.ca/ycom

Richard Fisher, Chief Marketing & Communications Officer (CMCO)

Overview

The aim of the division is to ensure that our strategic focus as the interdisciplinary University is represented in the ways we market, recruit, publicize and report under the 'redefine the possible' banner. This work becomes increasingly important as the competition amongst post-secondary institutions continues to intensify and as we approach the milestone of York's 50th anniversary in 2009.

The Division comprises three units – Account Direction, Media Relations and Publications – directed by Laurence Boucher, Alex Bilyk and Berton Woodward respectively. These units strive to promote the University's priorities as expressed in the President's Strategic Plan and the University Academic Plan in an integrated, consistent and coherent manner. In addition to these long-term strategic goals the University has myriad short-term communications requirements that help York fulfill its mission from year to year.

The CMCO plays a key role in representing York's voice to our partners in the wider University community, as chair of the Council of Ontario Universities' communications committee OUPAC in 2005-2006, and as a resource to the COU's government relations group GCRC. The CMCO also sits on the Communications & Marketing Committee of the Coalition of Urban & Metropolitan Universities, a North America-wide body.

OVERALL STRATEGIC PRIORITIES FOR THE MARKETING & COMMUNICATIONS DIVISION IN 2005-2006: REPORT

- To bring clarity to York's mission through clear and consistent communications:
  - York continued to develop and focus its interdisciplinary positioning through clear, consistent communication to all targets via the Web site and media relations, to reputation influencers via brand advertising, directly to students via admissions materials and to the wider academic community via academic publications.
  - Two sets of independent research in 2005-2006 have shown that York's reputation is increasing among University entrants and alumni respectively. In addition, the Globe and Mail University Report Card shows high current student satisfaction across most University functions. Note: the faltering Maclean's reputation survey does not include any of the above user groups, focusing mainly on other University administrators.
  - A new student communications vehicle, the e-weekly YLife, was added in 2005-2006 to convey relevant news about the York community to students.
- To focus on York's strategic priorities, particularly in the areas of graduate studies, research and health.
  - This will be an ongoing priority for 2006-2007 as scarce resources have meant that the Division has relied on media relations (which is by definition mediated) and below-the-line communications such as brochures and YorkU magazine to get key strategic messages out.
- To raise awareness for the Accolade Project as a flagship York asset.
  - This launch was a great success in 2006 across the board with the help of internal and external partners.
- To prepare and begin roll-out of York's plans for 50th anniversary in 2009.
  - Structural groundwork has been laid in the past year plus some preparatory communications work.
- To build York's reputation through North America-wide leadership in the marketing & communications area.
  - York captured 17 awards in USA and Canada for branding, media relations and publications-related work, most notably for YorkU as best campus magazine in North America. Building on our North American Grand Gold in 2005 for branding and media relations, York is now established across the University world as a leader in the field of University marketing. The CMCO has presented to both North American and Commonwealth annual branding conferences in the past year.

It should also be noted that the M&C Division played a strong role in the success of the 75th Congress of the Social Sciences and the Humanities in May 2005.

Budget

The details of the Marketing & Communications Division's expenditures and forward budget are set out in the following table. The divisional budget represents only those initiatives originating within the division. The Division also directed 500 marketing & communications projects on behalf of, and funded by, our partners within the University.

Marketing & Communications Division

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	116,769	122,031	127,955
Internal cost recoveries	33,537	-	35,911
Other revenues	-	-	-
Central allocations	3,543,367	3,546,529	3,521,893
Total Revenue	**3,693,673**	**3,668,560**	**3,685,759**
Expenses:			
Faculty - Administration	-	-	-
Faculty - Full-time	-	-	-
Faculty - Contract	-	-	-
Teaching assistants	4,080	2,030	4,080
Research	4,200	9,776	6,000
Support/Administration	1,977,727	1,859,652	2,258,938
Other	288,788	534,403	208,000
Total Salaries and Benefits	**2,274,795**	**2,405,861**	**2,477,018**
Operating costs	1,396,105	948,266	1,184,808
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	22,773	25,708	23,933
Scholarships & bursaries	-	-	-
Interest on long-term debt	-	-	-
Total Expenses	**3,693,673**	**3,379,835**	**3,685,759**
Total Revenue less Expenses	**-**	**288,725**	**-**
Previous Year's Carryforward	**193,097**	**193,097**	**481,822**
Carryforward to Next Year	**193,097**	**481,822**	**481,822**

The anticipated budget pressures arise due to fulfilling the University's strategic priorities such as the 50th anniversary fund raising campaign, research priorities and graduate studies while maintaining funding for the annual priorities such as recruitment, campus campaigns and reputation branding.

OVERALL STRATEGIC GOALS FOR MARKETING & COMMUNICATIONS DIVISION IN 2006-2007

- To bring clarity to York's mission through clear and consistent communications (ongoing)
- To focus on communicating York's long-term strategic priorities:
  - research (eg via space program);
  - health (to support new Faculty);
  - graduate studies;
  - GTA including York region.
- To prepare and begin roll-out of York's plans for 50th anniversary in 2009, focusing particularly on the launch of the fundraising campaign in Fall 2006.
- To continue to add further independent measurement tools to gauge the effectiveness of York's marketing & communications activities.
- To build York's reputation through North America-wide leadership in the marketing & communications area (ongoing).

COMPUTING AND NETWORK SERVICES

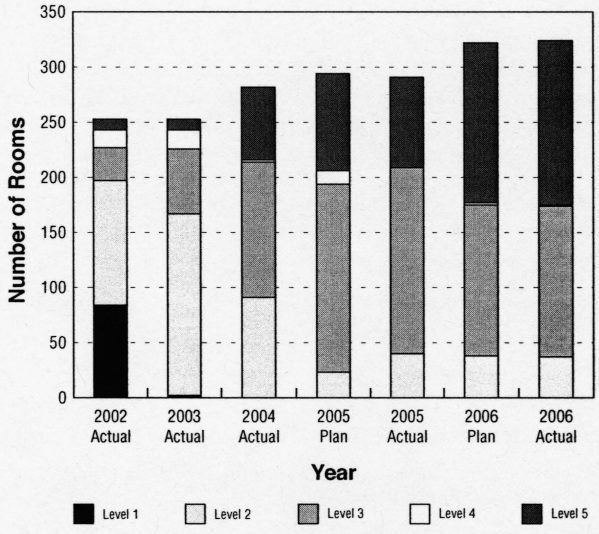
Bob Gagne, Executive Director and CIO

Planning and Implementation 2005-2006

SUPPORT FOR TEACHING LEARNING AND RESEARCH

- Upgraded equipment in 76 classrooms/lecture halls, exceeding plan targets.

Figure 1: Classroom Technology



5 levels of technology classrooms:

1 – no equipment
2 – overhead projector
3 – plus VHS/DVD TV
4 – data projector with computer inputs
5 – data projector(s) and built-in PC, VHS etc and typically a control system

Online Course Evaluations

- Executed two successful pilots of online course evaluations.

CHART OF NUMBER OF COURSES USING ONLINE EVALS BY TERM

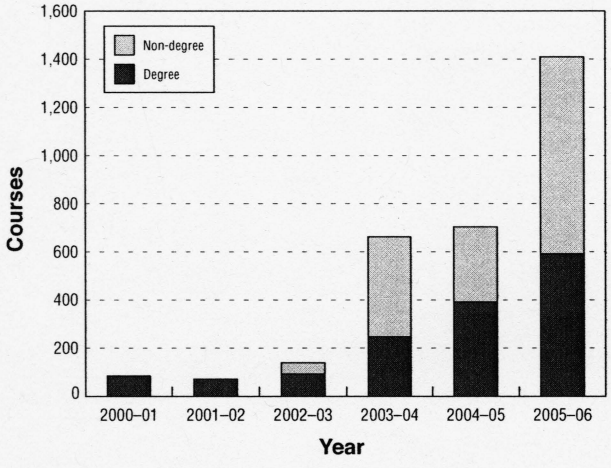
Research Computing Support

- An interim Research computing liaison role was put in place in 2005; recruitment in progress for permanent resource for Fall 2006.
- Planning/consultation process of research computing support conducted with final recommendations being prepared.

TEL Support

- Made blogs and calendar components available as part of the "TEL tool set".
- Introduced production support for "Flash" and "Breeze" technologies.
- Upgraded Faculty Support Centre editing facilities to support high definition video.
- Increased adoption of integrated learning management system (LMS), WebCT.

Figure 2: WebCT Courses



SERVICES FOR STUDENTS AND STUDENT INFORMATION SYSTEMS

Student Computing Labs

- Addition of new student computing facilities in conjunction with the opening of the Accolade buildings (final implementation delayed until September 2006).

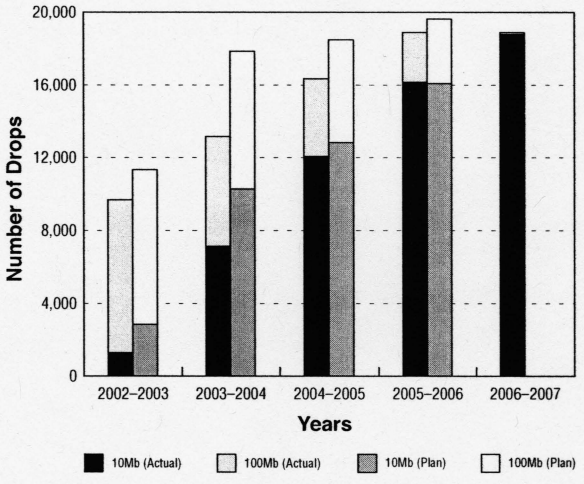
Online Services for Students/SIS Initiatives

- "Class lists" were made real-time (previous version had one day update delays).
- An online grade submission facility was piloted.
- A student financial profile application was created to allow students to apply online for bursaries.
- Students may now apply online for summer OSAP assistance.
- Students may now retrieve course information online, including a personalized class schedule, exam schedule, and the ability to find available courses and historical course information.
- A new Web-based application called Documents on the Web replaced the old York Images service.
- A new Web-based application was implemented that allows students to register next of kin data with the University.

INFRASTRUCTURE SERVICES AND OPERATIONAL SUPPORT

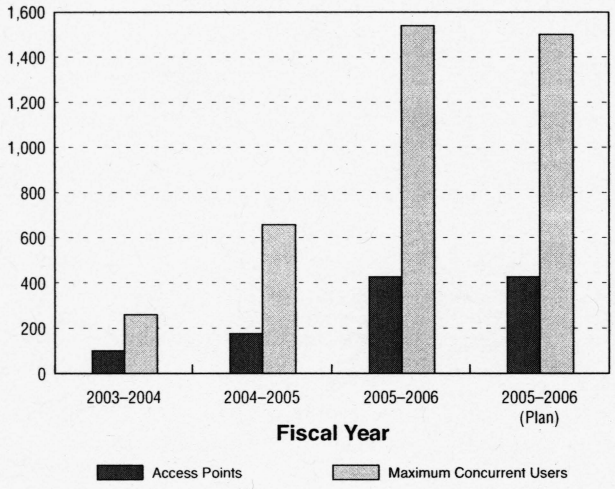
- Network infrastructure renewal plans fell short of goals however upgrades were completed in Vari Hall, Lumbers, York Lanes and Kinsmen with partial upgrades in the Ross Building in conjunction with building renovations. Some elements of complex A and B buildings and Osgoode had been planned but have been postponed.

Figure 3: Network Renewal Progress



- AirYork wireless service coverage expanded and utilization increased by over 100 per cent.

Figure 4: Wireless Growth and Useage



- New central backup service implemented.
- Development of the disaster recovery strategy was completed in June 2005, including a third-party validation of the plan.
- Implementation of unified messaging/renewed voicemail in progress.
- Development of first CNS "annual report" on services in progress, to be completed September 2006.

Additional Accomplishments

- With other IT groups, migrated over 1,500 staff and faculty to Lotus Notes.
- Developed and launched a new computing support Web site.
- Upgraded the University's Internet bandwidth capacity from 100Mb to 300Mb.
- Conducted a successful online survey of students' satisfaction with I.T. at York.
- Implemented, RT, a new help desk system along with new incident management processes.
- Conducted a reorganization of CNS including the hiring of two new directors.

Planned Initiatives Not Started

- "Pilot" of a student Web portal (carried forward to 2006-2007).
- "Storefront" to ease access to commonly required software (carried forward to 2006-2007).
- Application architecture review (carried forward to 2006-2007).

Budget

The budget for computing and network services represents expenses related to all of the groups except York Telecommunications which is managed as a University ancillary operation (reported separately).

Computing and Network Services

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	782,812	847,983	782,812
Internal cost recoveries	964,800	2,535,839	1,269,898
Other revenues	-	-	-
Central allocations	16,614,767	15,809,402	16,200,256
Total Revenue	**18,362,379**	**19,193,224**	**18,252,966**
Expenses:			
Faculty - Administration	-	-	-
Faculty - Full-time	-	-	-
Faculty - Contract	-	-	-
Teaching assistants	-	-	-
Research	-	-	-
Support/Administration	9,557,573	9,289,231	10,421,001
Other	210,000	90,927	470,000
Total Salaries and Benefits	**9,767,573**	**9,380,158**	**10,891,001**
Operating costs	8,961,354	8,694,882	9,320,188
Amortization of capital assets	-	-	-
Cost of goods sold	2,500	1,737	1,200
Taxes and utilities	363,109	407,043	366,396
Scholarships & bursaries	-	-	-
Interest on long-term debt	-	-	-
Total Expenses	**19,094,536**	**18,483,820**	**20,578,785**
Total Revenue less Expenses	**(732,157)**	**709,404**	**(2,325,819)**
Previous Year's Carryforward	**2,197,982**	**2,197,982**	**2,907,386**
Carryforward to Next Year	**1,465,825**	**2,907,386**	**581,567**

Total ICR results (actuals) have not changed significantly over the previous year. In keeping with past practice, no budget is specified for Computer Renewal Program (CRP) cost recoveries thereby producing a large variance. The central allocation variance is largely a result of OTO transfers for CRP. Overall, total revenue has not increased significantly from the previous year. Expenses did not materialize as per the budget plan primarily due to the timing of purchase commitments and the unforeseen delay in some major infrastructure upgrades. CNS is maintaining a significant carry forward to cover expenditures largely related to delayed projects including: network infrastructure upgrades; renewal of data storage and backup systems; meeting disaster recovery planning objectives and capacity upgrades to Steacie data facility;

Planning Priorities for 2006-2007

CNS annual operating priorities are driven by the University's information technology strategic priorities as outlined in the I.T. Strategy "Update" Plan finalized in mid-2005 emphasizing the need to bring to a conclusion the key infrastructure initiatives originally set out in the 2001 I.T. Strategy and to begin to take steps to leverage that infrastructure through enhanced teaching, learning and research support and improved administrative processes.

The University Academic Plan, put in place in 2005, is a further driver behind CNS priorities for 2006-2007. The UAP is not detailed or prescriptive in its mentions of information technology, however, several of its key themes resonate with the potential for the use of I.T. at York: the need to invest in research infrastructure, improve the student experience, appropriate use of technology to enhance teaching and learning; and the need for better information. All of these themes have had their influence on the priorities being articulated in this year's plan.

SUPPORT FOR TEACHING, LEARNING AND RESEARCH

- Review the state of existing facilities for video conferencing in relation to the demand and current state of technologies in general (both large scale and personal). Aim is to move to standardization in use of video conferencing technology.
- Complete recommendations for Research Computing Infrastructure and Support and proceed to implementation.
- Develop a Learning Management Systems strategy through a consultation process and review of new versions of WebCT and open source alternatives.
- Evaluate, select and make available for use a standard "personal response system" ("clicker") technology in classrooms.
- Expand the use of online course evaluations beyond Faculty of Arts.

SERVICES FOR STUDENTS AND STUDENT INFORMATION SYSTEMS

- Support Division of students in implementation of SIS requirements for the new Faculty of Health.
- Implement Web-based degree audit for students.
- Completion of Web-based online grade submission functionality.
- Implementation of a personalized student portal to further the integration of services and communication to students (carried forward).

INFRASTRUCTURE SERVICES AND OTHER INITIATIVES

- Bring the network infrastructure renewal project to substantial completion on the Keele campus. The major buildings targeted for renewal are the Ross building, BSB and Physical Resources. Select portions of complex 1 and 2 buildings will also be upgraded.
- Begin the implementation of the DRP strategy developed in 2005 through the identification of third-party for off-site co-location, migration of select systems to the off-site facility; reaching a final decision on a second Keele-campus site for network recovery and beginning the necessary changes to the campus' fibre backbone.
- Conduct a review of the main University computer facility to determine future requirements related to both power and HVAC and begin to implement changes as necessary.
- Development of a renewal strategy for central data storage including a review of storage use and the development of requirements accounting for the potential for rationalization of storage with a goal of designing and implementing a centralized storage architecture to meet a range of requirements for performance, reliability and cost. Requirements development would be followed by a vendor evaluation and selection phase with actual replacement of the hardware not likely to happen until 2007.
- Review the overall campus data network architecture for performance, reliability and security making recommendations to improve flexibility and ability to meet future needs.
- Begin the roll-out of the replacement voicemail system, implementing where warranted the "unified messaging" features of the solution which will provide the capability to access and manage voice mail via the Lotus Notes email interface.
- Continue migration of staff and faculty to Lotus Notes and implement an upgrade to Notes version seven for existing users.
- Implement improvements to anti-spam facilities in order to reduce the amount of delivered spam email and improve filtering of suspected spam. Goal is no more that 5 per cent of delivered email is spam.
- Working with OIRA and other constituents, CNS will initiate a project to identify functional and technical requirements for enhanced management information systems through the execution of a limited pilot.

Division of the Vice-President Academic

Sheila Embleton, Vice-President

Overview

The Division of the Vice-President Academic (VPA) has responsibility for the development and implementation of academic plans. In so doing, the Division works closely with the University Senate, the Board of Governors, and other university bodies, as well as provincial and other bodies such as the Council of Ontario Universities, Ontario Council of Academic Vice-Presidents, and the Association of Universities and Colleges of Canada. Areas of specific responsibility include: leadership in enrolment planning, faculty complement planning, planning for new academic program initiatives, and internationalization.

ACADEMIC PLANNING FRAMEWORK

Academic planning is shaped by both internal and external factors. Internally, academic priorities are identified in the University Academic Plan (UAP). The 2005 UAP provides directions for planning and objectives against which initiatives and progress can be measured:

- development of a more research-intensive university;
- enrolment planning with particular attention to substantial growth at the graduate level;
- promotion of health initiatives;
- enhancement of the student experience;
- expansion of international activities;
- distinctiveness based on innovation and interdisciplinarity;
- attention to identity and reputation of York; and
- review of structures.

It is noteworthy that, in the spring of 2006, York hosted the Congress of the Humanities and Social Sciences, which brought to the Keele campus over 8,000 academics and graduate students from the humanities and social sciences. The VPA Division was instrumental in the planning for this important conference. The event was extremely successful, and York showcased to great advantage the cutting-edge research and creative endeavours of its scholars and artists, its state-of-the-art facilities, and its beautiful campus. The significance of this event in advancing York's objectives relating to enhancing the institution's profile and its attractiveness as a destination for potential new faculty members and graduate students cannot be measured but is likely considerable.

Academic planning is of course also affected by external factors including government policy decisions with regard to funding (grants and capital), tuition, and priorities; demographic factors; and changes in the postsecondary education system.

Implementation of Plans and Strategic Directions for 2005-2006

The 2004-2005 Planning, Budget and Accountability report identified a number of planning directions for the VPA Division for 2005-2006; following is an update on progress towards those plans.

1. ACADEMIC INITIATIVES

Faculty of Health

A process of planning and extensive consultation over the past several years culminated in the Fall of 2005 with the approval by the York Senate and Board of Governors of a new Faculty of Health at York. The Faculty will be formally established on July 1, 2006 and will be led by Dean Harvey Skinner. At the outset it will draw together a number of existing units and their undergraduate and graduate programs: the Departments of Psychology from Arts and Atkinson, the School of Health Policy and Management from Atkinson, the School of Nursing from Atkinson, and the School of Kinesiology and Health Sciences from Arts and Science and Engineering. Consolidation of much of York's health-related teaching and research in a single Faculty will enhance the profile of health studies and health sciences at York. It will also provide a platform for the development of innovative new interdisciplinary teaching and research initiatives and networks within York and with local and global communities, including hospitals and industry.

Intensive planning has been under way throughout the Spring of 2006 in order to ensure a smooth transition to the new Faculty in relation to structures, curriculum, and governance, staffing, budget and enrolment planning, and student matters such as support services and degree regulations. Current students will be transferred to the new Faculty for F/W 2006, and new applicants will be accepted for the following year.

Based on 2005-2006 counts in the units that will comprise the Faculty of Health (and not taking into account new admits or appointments to those units for Fall 2006), it has been projected that the new Faculty will have 7,816 undergraduate students (majors), 385 graduate students, and 147 tenure stream faculty.

The most immediate priorities for 2006-2007 include:

- establishment of a Dean's Office and putting in place the Faculty's administrative structures;
- development of governance structures and procedures;
- finalization and implementation of budgets;
- resolution of curricular issues, e.g., general education;
- communications and development of profile with prospective students and the community.

The budget that supports the activities of the new Faculty (costs of faculty, staff and program support) currently exists in the contributing Faculties and will move to the Faculty of Health, adjusted as necessary/appropriate in relation to budget cuts, deficits and carryforwards. Going forward, resources will be allocated to support planned growth in whatever Faculty/Faculties and programs that growth occurs. Net new costs associated with the new Faculty, particularly relating to the creation of a Dean's office, will be supported from new funds, i.e., funds not now available for academic activity (including fundraising).

The methodologies for calculation of the actual funding levels to be transferred have been developed by the Faculties in consultation with the Office of the VPA and are being tested and refined based on 2004-2005 and 2005-2006 budget actuals as well as 2006-2007 budget projections. The 2006-2007 Faculty of Health budget was created effective 1 May 2006 but has begun the year as a "shadow budget". The contributing Faculties have conducted their budget planning as they normally do but over the course of 2006-2007 the budget transfer will be finalized so that by the end of 2006-2007 the budget of the Faculty of Health is fully in place, the budgets of the contributing Faculties have been adjusted and budget planning for 2007-2008 will proceed fully aligned to the new Faculty structure.

The 2006-2007 PBA will contain the budget of the Faculty of Health, adjusted budgets of the Faculty of Science and Engineering, Faculty of Arts and the Atkinson Faculty of Liberal and Professional Studies.

New Program Initiatives

New programs respond to student demand and advance UAP priority areas; and are an important component of plans to grow and diversify. In addition to the Faculty of Health, the following new initiatives were approved by the Senate in 2005-2006:

Undergraduate Programs

- a stream in Biomedical Sciences within the Biology program in the Faculty of Science and Engineering;
- a BSc program in Biophysics to be offered by the Department of Physics and Astronomy in cooperation with the Department of Biology in FSE;
- an interdisciplinary program in Science and Technology Studies, offering BA and BSc degrees;
- a School of Information Technology in the Atkinson Faculty of Liberal and Professional Studies;
- BA and BSc programs in Computer Security in FSE, Arts, and Atkinson;
- School of International Studies at Glendon College;
- International BA (iBA) in the Faculty of Arts;
- an agreement between Osgoode and New York University Faculty of Law to offer a York LLB and NYU JD upon completion of four years of study at the two institutions;
- School of Public Policy and Administration in Atkinson, drawing together related programs from Arts and Atkinson;
- a program in Public Administration and Justice Studies in Atkinson;
- a program in Public Administration and Management in Atkinson;
- a BSc program in Mathematics for Education in FSE, developed in consultation with the Faculty of Education;
- a "second" BA program in Translation Studies at Glendon for students already holding bachelor's degrees;
- an Internationally Educated Nursing Program.

Graduate Programs

- a Masters of Public Policy, Administration and Law, housed in Atkinson and drawing together the resources of Atkinson, Arts, Osgoode, Environmental Studies, and Glendon College;
- a bilingual School of Public Affairs (which is expected ultimately to house a Masters program) at Glendon;
- an MFA in Dance, Faculty of Fine Arts;
- graduate programs (MA and PhD) and graduate diploma in Theatre Studies, Faculty of Fine Arts;
- a Graduate diploma in Asian Studies;
- an MA in Development Studies.

To assist in planning and to ensure that appropriate consultations with related/affected units are undertaken early in the planning for potential new programs, Senate APPC, at the request of the Vice-President Academic, has established an "early warning" system whereby units developing proposals inform the committee well in advance of their submission for approval; the Vice-President has also requested that lists of initiatives be submitted by the Deans to her office.

Among the major new initiatives now in development/under consideration are the following:

Undergraduate Programs

- BA in Children's Studies;
- BA in Race, Ethnicity and Indigeneity;
- Certificate in Aboriginal Studies;
- Aboriginal Teacher Education Program;
- BA in Digital Media;
- BA in Design;
- BA Honours Minor in Italian Culture;
- Bachelor in Arts and Science (integrated program);
- program in Bioinformatics;
- stream in Software Development (in Computer Science and Engineering);
- streams in Information Technology Auditing and Assurance, E-Commerce Development, and Business Systems Analysis (BAS ITEC); BAS ITEC Certificate;
- Concurrent French-Language BEd at Glendon;
- major revisions to LLB curriculum, including addition of an intensive Introduction to Law for entering students.

Graduate Programs

The development of innovative and attractive new graduate programs in areas of priority is a critical component of plans to increase enrolments at the graduate level.

- PhD in Human Resources Management;
- MSc in Computer Engineering;
- MA/PhD in Health;
- PhD in Critical Disability Studies;
- PhD programs in Visual Arts, Art History, Design, and Film (Cinema and Media Studies);
- PhD in Linguistics;
- Masters (direct entry) and PhD in Social Work;
- Graduate Diploma in Higher Education;
- Masters in Public Affairs and MA in International Studies as part of Glendon School of Public Affairs;
- MA and PhD in Societé et Culture;
- PhD in Francophone Studies;
- MA and PhD in Translation and Intercultural Studies;
- Masters in Emergency Management;
- MSc (or similar specialist degree) in business in Schulich.

More details about planned new initiatives are provided in Faculty sections.

Review of Academic Structures

The University Academic Plan mandated a review of, and possible changes to, academic structures on the Keele campus. The need for such a review has also been signalled in the undergraduate program review (UPR) process. This structural review includes a number of components. It is being led by the Vice-President Academic, working with relevant Deans and unit heads. Guiding principles/objectives for restructuring include:

- coherence and sense of common purpose of units;
- enhancement of visibility of York's strengths;
- enhancement of the research culture and graduate studies;
- improvement in clarity for students and others;
- reduction or elimination of duplication of programming;
- facilitation of coordination and planning of enrolments and resources;
- promotion of rebalancing and diversification of programs.

Thus far, the following restructuring initiatives have been achieved:

- A process completed several years ago brought fine arts programming together in the Faculty of Fine Arts.
- Establishment of the new Faculty of Health draws together strengths in a range of health-related areas, including the health sciences and health studies; it also resulted in elimination of duplication of psychology programming in Arts, FSE and Atkinson.
- Programs relating to the natural sciences have been consolidated in the Division of Natural Science in FSE, eliminating duplication with programs in Atkinson; the creation of a Science and Technology Studies program in FSE and Arts, noted above, is part of this restructuring.
- Public Policy and Administration programs have been drawn together in the Atkinson Faculty.
- Information Technology programs have also been consolidated in Atkinson.

For 2006-2007:

- Colleagues in Mathematics and Statistics units are engaged in discussions aimed at amalgamating programming in this area in FSE early in 2006-2007.
- On a larger scale, the Vice-President is leading a working group, which includes the Deans and heads of units and programs in Arts and Atkinson, considering structural options for "liberal studies" on the Keele campus, including liberal arts-based professional programs offered in Atkinson as well as arts programs offered in Arts and Atkinson. The aim is to eliminate duplication of programming between the two Faculties and to enhance capacity and profile in relation to research and graduate education; a range of options is being considered and analyzed, and further consultation will be undertaken, with the intention of bringing a proposal before Senate bodies in 2006-2007.
- Discussions are under way to clarify mandates and programming in relation to business programs at York offered through the Schulich School of Business and the Atkinson Faculty's School of Administrative Studies, with a view to submission of proposals during 2006-2007.
- There are also discussions involving colleagues in Arts and Atkinson around clarification of Economics programming.
- In order to ensure that the needs of all students, in particular mature and part-time students (whose special needs have been specifically accommodated within Atkinson's mandate), continue to be met across the University, a centre (to be known as the Atkinson Centre for Mature and Part-Time Students) is in planning stages; plans will be reported in Fall of 2006.

Program Quality Assessment

York was a leader in implementing undergraduate program reviews, which are now mandated by government. The following programs were reviewed in 2005-2006: Business, Administrative Studies, Health Policy and Management, History, Mathematics and Statistics, Psychology, and Women's Studies. The following are scheduled for review in 2006-2007: Biology, English, Information Technology, Creative Writing, and Professional Writing.

In addition to the internal reviews of undergraduate programs, graduate programs are subject to external review through the Ontario Council on Graduate Studies prior to commencement and periodically thereafter; see further details in the Faculty of Graduate Studies section. Some professionally-oriented programs (e.g., Education, Nursing) are also subject to accreditation reviews through their professional bodies.

Engineering Accreditation

Following the identification of several issues in relation to the new Engineering program in its initial accreditation review in 2005, plans have been and are being implemented in response to the recommendations of that report, in preparation for a second review to be undertaken early in 2007, and a successful result is an important institutional objective:

- steps have been taken to accord the program greater autonomy and visibility, including:
  - establishment of a separate School of Engineering in FSE;
  - the appointment of an Associate Dean Engineering.
- allocation of six new appointments to support the Engineering program;
- efforts to increase the number of faculty with PEng designations.

2. FACULTY COMPLEMENT

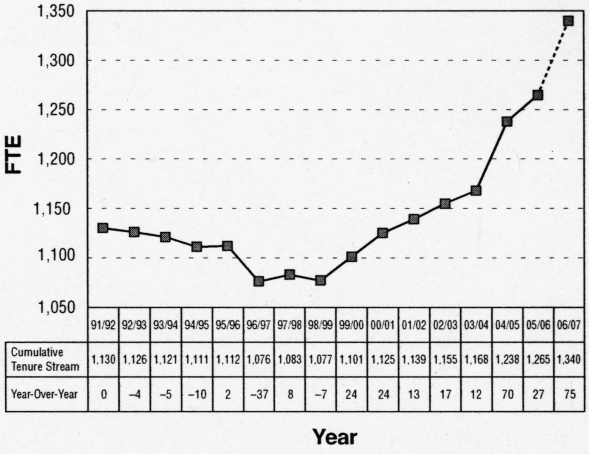
The University's strategic academic plan continues to place the hiring of new full-time tenure stream faculty as one of its top priorities towards the achievement of York's short- and long-term objectives. Over the first half of the decade tenure stream complement growth was directed towards meeting the increase in undergraduate enrolment arising from demographic change and other factors. The double cohort "bulge" is passing through, and undergraduate enrolment is planned to stabilize for the immediate future. In its place will be an increase in graduate enrolment. To meet the needs of students proceeding to post-graduate studies, the university will see growth in its existing graduate areas along with the introduction of many new programs of graduate studies.

The appointment of excellent new tenure-stream faculty is of critical importance to address:

- teaching and supervisory needs associated with graduate enrolment growth and with the ongoing impact of growth at the undergraduate level;
- support for curriculum renewal and new academic initiatives;
- support for research initiatives and enhancement of research capacity;
- improvement of student/faculty ratios;
- need for replacement of departing faculty.

The hiring process is complex and competitive, and will be further complicated for the future as a result of the abolition of mandatory retirement. Despite significant numbers of new hires over the last decade (following a period of severe budget restrictions), which have resulted in overall growth in the faculty complement (Figures 1 and 2), there remains a substantial "gap" between the number of appointments needed to replace departures and respond to growth and the number of appointments actually made.

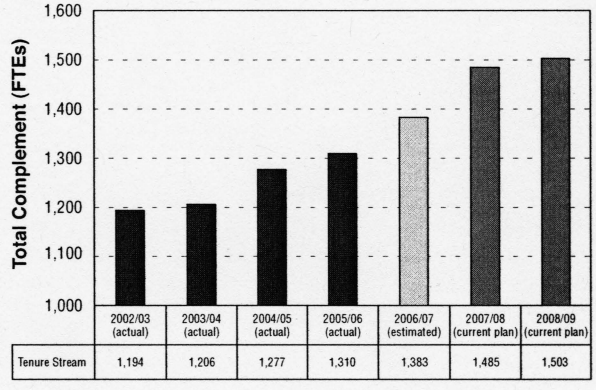
Figure 1: Full-Time Faculty – Tenure Stream Faculty as of October 1



	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Cumulative Tenure Stream	1,130	1,126	1,121	1,111	1,112	1,076	1,083	1,077	1,101	1,125	1,139	1,155	1,168	1,238	1,265	1,340
Year-Over-Year	0	–4	–5	–10	2	–37	8	–7	24	24	13	17	12	70	27	75

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

Figure 2: Faculty and Librarian Tenure Stream Complement



	2002/03 (actual)	2003/04 (actual)	2004/05 (actual)	2005/06 (actual)	2006/07 (estimated)	2007/08 (current plan)	2008/09 (current plan)
Tenure Stream	1,194	1,206	1,277	1,310	1,383	1,485	1,503

Source: Office of the AVP Academic Resource Planning

For the 2005-2006 academic year, the faculty complement included 75 new faculty appointments (plus two appointments which were delayed to start July 1, 2006) from searches undertaken in 2004-2005; Figure 3 indicates results of searches undertaken in 2004-2005 for July 1, 2005 starts. During 2005-2006, the University undertook 168 searches for tenure stream appointments in Faculties and the Libraries to take effect in 2006-2007; these searches are also recorded in Figure 3.

Figure 3: Tenure Stream Searches: Results of 2004-2005 Searches for Tenure Stream Faculty and Librarians for 2005-2006 Appointments and of 2005-2006 Searches for 2006-2007 Appointments

Faculty	2004-2005 Searches: Appts Auth.	Appts Made for 2005-2006	Delayed/ Failed/ Carried Forward	2005-2006 Searches: Appts Auth.	Appts. Made for 2006-2007	In Progress/ Delayed/ Failed/ Carried Forward
Arts	20	17*	3	59	48	11
Atkinson	31	25	6	40	36	4
Education	5	4*	1	2	1	1
FES	2	2	0	4.33	4.33	0
Fine Arts	13	11	2	12	8	4
Glendon	5	4	1	5	5	0
Health	NA	NA	NA	1**	1	0
Osgoode	1	0	1	9.67	8.67	1
FSE	9	4	5	21	19	2
Schulich	11	8	3	11	7	4
Libraries	3	2	1	3	1	2
TOTALS	**100**	**77**	**23**	**168**	**139**	**27**

* includes one appointment made to start in 2006-2007
** this appointment is the new Dean of the new Faculty of Health; other appointments in units comprising the Faculty are recorded with the totals for the Faculty in which they were housed in 2005-2006

Source: Office of the AVP Academic Resource Planning

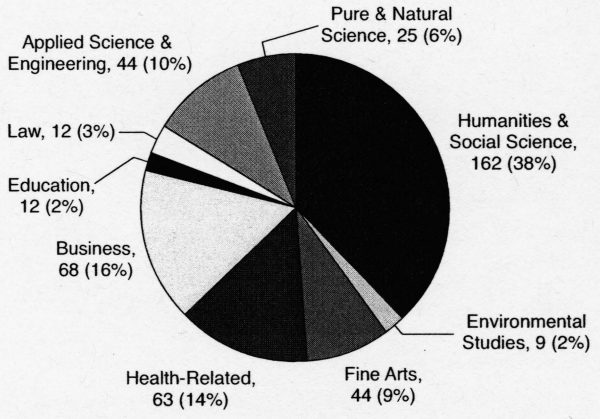
Figure 4: Tenure Stream Appointments – Annual Authorized Appointments/Appointments Made – 2001-2002 to 2005-2006 (including Librarians)

Appointment Year	Authorized Appointments	Appointments Made	Appointments failed/delayed/ carried forward to following year	% successful searches
2001-2002	103	61	42	59.2%
2002-2003	120	75	45	62.5%
2003-2004	110	83	27	75.5%
2004-2005	171	141	30	82.5%
2005-2006	100	77	23	77.0%

Note: includes professional librarians, conversions, and external CRCs; some authorized appointments are re-authorizations from earlier unsuccessful searches

Source: Office of the AVP Academic Resource Planning

Figure 5: Faculty Appointments Made in Areas of Strategic Priority 2001-2002 to 2005-2006



Source: Office of the AVP Academic Resource Planning

The past decade has seen an increasingly competitive hiring situation in Ontario, and indeed nationally and internationally, as other universities have experienced similar patterns of faculty retirements and enrolment growth and diversification. In this competitive environment, York has continued to insist on the appointment of only the most outstanding candidates, who can contribute to institutional priorities relating to graduate enrolment expansion and enhancement of the research profile, as well as to undergraduate programs. In some instances, appointments have not been made, a reflection of the commitment to quality and fit to academic priorities. Significant progress has been made in relation to the enhancement of the appointments process itself, including expediting the process through earlier authorizations and web-based postings.

Strategic Priorities

Appointments to the tenure stream have contributed to areas identified as priorities in the UAP, as well as continuing to support areas of traditional strength, as illustrated in Figure 5.

All new hires must be appointable to a graduate program, but additionally, a number of appointments (included in the search statistics above) have been allocated specifically to support graduate growth.

Affirmative Action

The appointment process also reflects the commitment to equity/affirmative action, and Figure 6 illustrates considerable success in attracting a significant proportion of outstanding women candidates, while there has been less success in attracting visible minorities and other affirmative action categories (it should be noted, however, that inclusion of such candidates in these statistics depends upon self-identification which does not capture all). The objective is to increase the numbers in all of these categories, though success in this regard is frequently dependent on the disciplines in which appointments are being made in any given year.

Figure 6: Distribution of New Tenure Stream Appointments by Equity Category 2001-2002 to 2005-2006

Appt Year	Total Appts	Male	Female	Visible Minority*	Disability*	Aboriginal*
2001-2002	61	35 57.4%	26 42.6%	10 16.4%	1 1.6%	1 1.6%
2002-2003	75	41 54.7%	34 45.3%	12 16.0%	2 2.7%	0 0%
2003-2004	83	46 55.4%	37 44.6%	11 13.3%	0 0%	1 1.2%
2004-2005	143	67 46.9%	76 53.1%	25 17.5%	2 1.4%	3 2.1%
2005-2006	77	41 53.2%	36 46.8%	21 26.9%	1 1.3%	0 0%

* includes only those applicants who self-identified as part of hiring process

Source: Office of the AVP Academic Resource Planning

Impact of Changes in Legislation on Mandatory Retirement

The Ontario Government's decision to end mandatory retirement at age 65 (effective December 2006) will add a new level of complexity to planning for complement renewal. While experience from other jurisdictions indicates that the majority continue to retire at 65, further analysis will be required to determine the implications for York and to incorporate them into planning models.

Canada Research Chairs

During 2005-2006, two new Canada Research Chairs joined the faculty: Professor Sam Benchimol, Tier 1 CRC in Biomedical Health Research, and Professor Josh Fogel, Tier 1 CRC in the History of Modern China. The University is also engaged in the process of renewals of existing Chairs; all have been successful.

3. STUDENTS AND ENROLMENTS

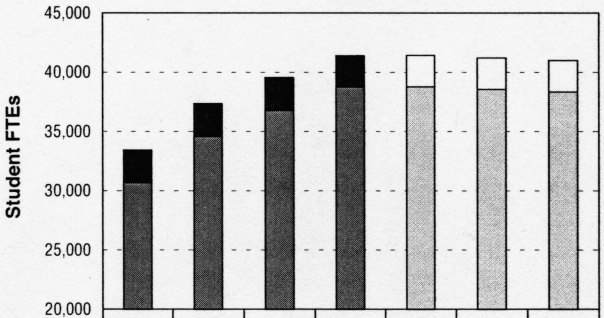
Enrolment Planning

Enrolment planning is guided by a number of principles and priorities:

- need to accommodate flow-through impact from double cohort, followed by a levelling off of undergraduate enrolments below the double cohort peak;
- plan to shift the balance of undergraduate and graduate enrolments towards graduate enrolments;
- plan to increase the proportion of PhD candidates;
- diversification of enrolments towards professional programs, applied sciences and engineering, international, and health.

Figures 7 through 9 illustrate these objectives translated into enrolment plans and actuals. Planning is proceeding for graduate growth in accordance with agreements with the provincial government. The ability to grow is dependent on financial support from government and upon the ability to continue to attract outstanding students. To a greater extent than ever before, graduate planning is coordinated with undergraduate planning in relation to enrolments, complement, curriculum, space, and supports, through close collaboration of the Dean of Graduate Studies and Deans of "resource" Faculties.

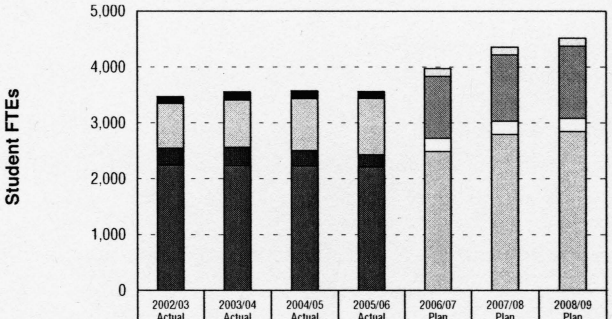
Figure 7: Undergraduate Enrolment Plans



	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Plan	2007/08 Plan	2008/09 Plan
Total	33,435	37,358	39,553	41,407	41,425	41,220	40,992
International	2,760	2,777	2,792	2,651	2,651	2,651	2,651
Domestic	30,674	34,581	36,761	38,756	38,774	38,569	38,342

Source: Office of the AVP Academic Resource Planning

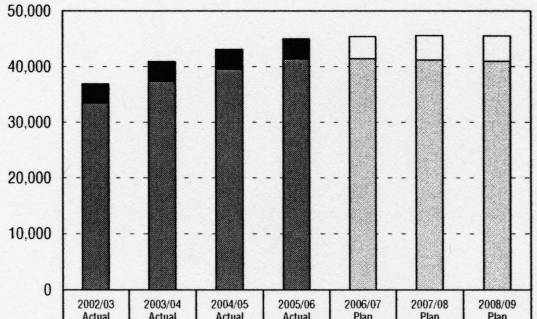
Figure 8: Graduate Enrolment Plans



	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Plan	2007/08 Plan	2008/09 Plan
Total	3,474	3,559	3,573	3,565	3,973	4,357	4,518
PhD-International	127	149	142	127	141	141	141
PhD-Domestic	797	843	924	1,003	1,105	1,188	1,293
Masters-International	305	330	275	222	236	236	236
Masters-Domestic	2,244	2,237	2,232	2,213	2,490	2,792	2,847

Source: Office of the AVP Academic Resource Planning

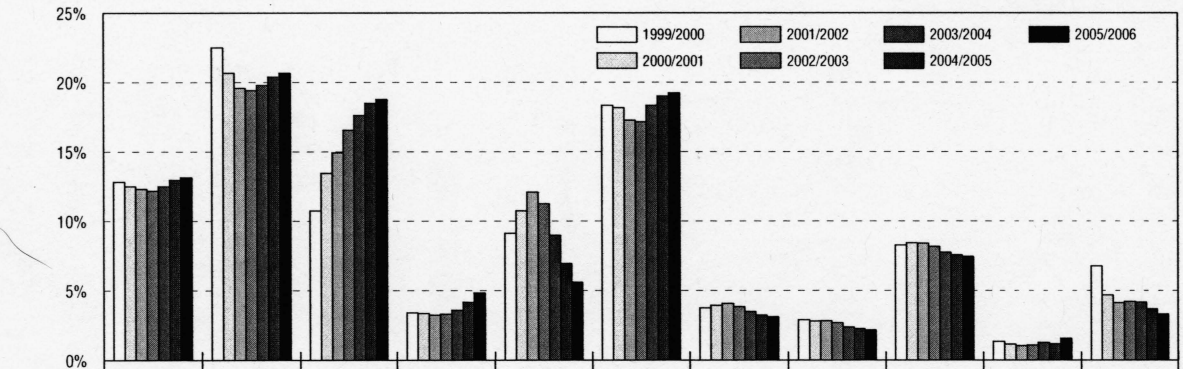
Figure 9: Total Enrolments – Student FTEs (Eligible and Ineligible)



	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Plan	2007/08 Plan	2008/09 Plan
Total	36,909	40,917	43,126	44,972	45,398	45,577	45,510
Graduate	3,474	3,559	3,573	3,565	3,973	4,357	4,518
Undergraduate	33,435	37,358	39,553	41,407	41,425	41,220	40,992

Source: Office of the AVP Academic Resource Planning

Figure 11: Distribution of Undergraduate FTEs by Major of Student 1999-2000 to 2005-2006



	Humanities	Social Sciences	Business	Sci-Natural/ Pure	Sci-Eng/ Applied	Health Related	Education	Law	Fine Arts	Environ Studies	Unknown
1999/2000	12.84%	22.51%	10.74%	3.40%	9.13%	18.34%	3.75%	2.91%	8.28%	1.34%	6.77%
2000/2001	12.52%	20.68%	13.45%	3.37%	10.76%	18.17%	3.95%	2.81%	8.43%	1.16%	4.69%
2001/2002	12.32%	19.59%	14.95%	3.25%	12.10%	17.28%	4.08%	2.84%	8.40%	1.04%	4.14%
2002/2003	12.19%	19.43%	16.56%	3.31%	11.26%	17.17%	3.85%	2.70%	8.19%	1.10%	4.23%
2003/2004	12.51%	19.80%	17.63%	3.59%	9.00%	18.35%	3.50%	2.40%	7.76%	1.28%	4.18%
2004/2005	12.96%	20.40%	18.50%	4.18%	6.95%	19.02%	3.25%	2.28%	7.58%	1.20%	3.69%
2005/2006	13.15%	20.68%	18.79%	4.84%	5.61%	19.24%	3.13%	2.18%	7.47%	1.59%	3.33%

Source: Office of Institutional Research and Analysis

Enrolments by Faculty

Following are undergraduate and graduate enrolments (FTEs) by responsible Faculty (Figure 10).

Figure 10: Undergraduate and Graduate FTEs by Faculty

Faculty	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Arts					
Undergrad	14,352	15,547	16,957	17,389	17,568
Grad	1,064	1,113	1,137	1,195	1,250
Atkinson					
Undergrad	5,843	6,796	7,919	8,965	9,950
Grad	44	43	56	89	122
Education					
Undergrad	1,294	1,347	1,379	1,351	1,364
Grad	99	115	127	136	142
Environmental Studies					
Undergrad	230	275	334	341	473
Grad	283	308	325	328	335
Fine Arts					
Undergrad*	2,228	2,564	3,023	3,364	3,542
Grad	120	118	124	145	159
Glendon					
Undergrad	1,306	1,536	1,743	1,848	1,896
Grad	22	27	22	22	25
Osgoode					
Undergrad	850	887	883	884	887
Grad	153	186	191	190	161
Schulich					
Undergrad	616	630	750	881	959
Grad	1,187	1,294	1,278	1,144	1,013
Science & Engineering					
Undergrad	3,370	3,520	4,037	4,156	4,364
Grad	254	290	317	340	375

Notes: includes summer transfers; Communications and Culture included in Arts; LLB/MBA included in Grad numbers

* excludes Design program

Source: Office of Institutional Research and Analysis

Enrolment Planning for Strategic Objectives

Figure 11 illustrates progress towards long-term objectives to rebalance and diversify enrolments across areas, using 1999-2000 as a base year.

International Enrolment Planning

The University has a long-standing commitment to welcome international students. Though numbers of international students shrank during the double cohort period in order to accommodate domestic enrolments, growth is planned going forward.

Initial planning for 2005-2006 graduate visa enrolment was for renewed growth. The sizable growth in domestic graduate enrolment – with its attendant funding – and the absence of grant funding for visa students meant that domestic growth crowded out visa growth.

Figure 12: International (Visa) Students by Home Faculty (Number of Students), 2000-2001 to 2005-2006

Faculty	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Undergraduate Students					
Arts	987	1,060	928	1,053	1000
Atkinson	659	1,028	975	949	1,040
Education	6	2	2	2	7
Environmental Studies	20	29	32	34	44
Fine Arts	103	106	106	94	111
Glendon	95	111	138	169	186
Osgoode	13	27	36	28	39
Science & Engineering	249	265	255	264	283
Schulich	62	73	97	115	130
Total Undergraduate	**2,194**	**2,701**	**2,569**	**2,708**	**2,840**
Graduate Students	427	499	529	461	390
Grand Total	**2,621**	**3,200**	**3,098**	**3,169**	**3,230**

Source: Office of Institutional Research and Analysis

Student Satisfaction and Success

York is committed to ensuring the success of its students in achieving a rewarding educational experience. To this end, the University participates in various surveys measuring student satisfaction. In particular, at the undergraduate level, York participates in the National Survey of Student Satisfaction (NSSE); Faculty sections include reports on these measures and on steps to enhance the quality of the student experience.

Student success can also be measured against Key Performance Indicators mandated by the Ontario government: degree completion rates and employment rates six months and two years after graduation. Detailed analyses of these factors, with time series statistics by disciplinary area, are provided on the Vice-President's web site: http://vpacademic.yorku.ca/reports/kpi/employment_rates.php.

4. INTERNATIONALIZATION

Internationalization remains a key objective of the UAP, with the aim to ensure "that every student has the opportunity to have a significant 'international' component in their studies".

International Projects

The Vice-Presidents Academic and Research and Innovation provide funding to support projects to further York's international agenda; in 2005-2006 nine projects totalling close to $75,000 were funded.

Activities of the Associate Vice-President International

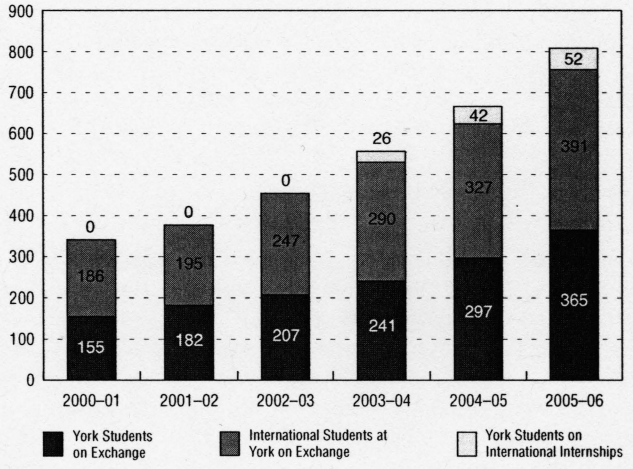
Over and above the ongoing work of York International, specific goals for 2005-2006 and progress towards their achievement were as follows:

- *Consult widely with the York community to assist in revising and updating the internationalization strategy.* The AVPI visited almost all Faculty Councils and met with other representative groups across the University to review progress towards internationalization over the past three years of the strategy and to hear from members of the community their comments and ideas. A draft revision of the strategy was prepared.
- *Expand the York International Internship Program from 40 to 50 positions.* The program was expanded to 55 positions. The placements for 2006 are located in 34 countries and on every continent. The program cycle includes establishing placements, advertising, screening and interviewing candidates, preparing the selected students to go and debriefing them on their return. To enhance the program further, the cycle will be expanded to include an academic course for students returning from these and other international experiences.
- *Increase the number of York students taking advantage of international opportunities by 20 per cent.* The number of students taking part in exchange and international internship programs increased by 23 per cent from 339 students in 2004-2005 to 417 students in 2005-2006. There was also an increase in the number of study abroad and practicum programs offered, including a new Chinese language program at Fudan University.
- *Work with relevant colleagues to introduce the International Bachelor of Science.* The iBSc was approved by Senate in June 2005. Beginning with the 2006-2007 academic year, iBSc degrees are offered in Biology, Conservation Ecology, and Computer Science. Combining international study with a rigorous science degree, this new program includes two years of language study, at least one term at a university with an exchange partnership with York, and courses with an international focus.
- *Work with colleagues in the Faculty of Arts to create a certificate program in "Languages Across the Curriculum."* A draft description of a certificate program in "Languages Across the Curriculum" has been developed for further discussion.
- *Discuss with colleagues in Glendon College and the Faculty of Arts the creation of a new degree, the International Bachelor of Arts, suited to the specific conditions of each.* The iBA was approved by Senate in May 2006, to be offered through the Faculty of Arts. To begin with, it will be available to students in Anthropology. Discussions with Glendon College continue.

Internationalization goals for 2006-2007 are as follows:

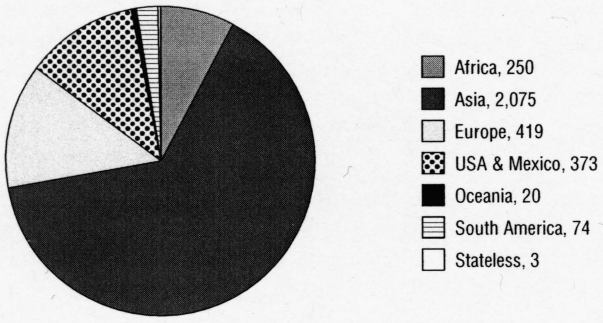
- Work with colleagues in the Faculty of Fine Arts to develop an international BA and/or international BFA degree.
- Continue developing a "Languages Across the Curriculum" program adapted to the circumstances of York University.
- Implement a pilot project on undergraduate international research.
- Publish a brochure describing all the international activities at York University. This brochure can be used for a variety of purposes, such as student recruitment, fundraising and general publicity.
- Launch a database of international connections, "Global York," on the Web site of York International.

Figure 13: Students on Formal Exchange Programs and Internships



Source: York International

Figure 14: Regional Representation of International Students Studying at York 2005-2006



Source: Office of Institutional Research and Analysis

5. INFRASTRUCTURE AND SUPPORT

Space

The provision of appropriate space for teaching, research and other crucial university activities is key to the institution's ability to advance its strategic objectives. March of 2006 saw significant progress achieved, with the opening of expanded and consolidated state-of-the-art fine arts teaching and performance facilities in the Accolade buildings, which also provide teaching space for general university use. During 2006-2007 a number of significant projects will be concluded, including: renovations within the Fine Arts buildings to complete the accommodation of Fine Arts programs; creation of the necessary administrative offices for the Faculty of Health; relocation of the Faculty of Education to new facilities in Winters College; creation of a new home for the School of Women's Studies in Founders College; expansion of Kinesiology offices and Natural Science offices in Bethune College; expansion of laboratories and vivaria to serve the Faculty of Science and Engineering and the Faculty of Health; and expansion of student study and research spaces, particularly to serve the University's expanding graduate student population.

There are several units providing academic support which report to the VPA: the Centre for Support of Teaching (CST), York International, York University English Language Institute (YUELI), and the Art Gallery of York University (AGYU). Following are brief highlights of 2005-2006 for these units; fuller details are available on the relevant Web sites.

Centre for the Support of Teaching (http://www.yorku.ca/cst/)

The CST works collaboratively to enhance York students' learning and experience by promoting effective and innovative teaching. New initiatives to advance these goals include support for integrating research, teaching and learning, and facilitating implementation of the OCAV (Ontario Council of Academic Vice-Presidents) guidelines for degree level expectations. Ongoing activities include:

- support for new entrants into teaching at York (two Summer Institutes for New Faculty, attended by 60 per cent of new hires, and TA Day, attended by 450 TAs – a 17 per cent increase over last year);
- development opportunities for more experienced faculty (Course Design Institute, doTEL);
- events to highlight pedagogy and technology (attendance at the TEL@YORK Conference increased by 85 per cent);
- symposia on accessibility and inclusivity; and
- continuing support for critical skills and academic integrity.

CST projects and collaborative work have been presented at several external conferences.

York University English Language Institute (http://yueli.yorku.ca/)

- In 2005-2006, YUELI consolidated its operations in renovated space in Founders College, bringing all YUELI staff, instructors and administration together.
- Total enrolments continued to increase, reaching over 1600 in 2005-2006, an increase of close to 10 per cent over the previous year; and there was greater diversity in the student body.
- YUELI's Summer Language Program returned, after a hiatus of several years.
- YUELI collaborated with the School of Nursing on a new program for internationally-trained nurses.

York International (http://international.yorku.ca/)

See the section on Internationalization, above.

Art Gallery of York University (http://www.yorku.ca/agyu/)

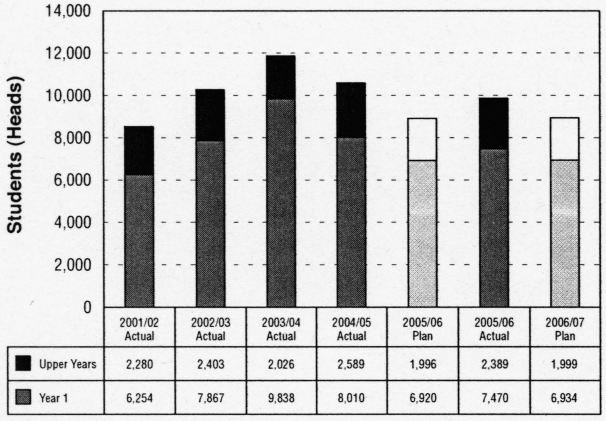
During 2005-2006, the AGYU:

- opened a new state-of-the-art gallery in Accolade East;
- established a group of Founders;
- won our top awards from the Ontario Association of Art Galleries (Curatorial Writing Award; Book Design Award; Artist Book Design Award; Educator Award) and an honourable mention (Exhibition);
- received NOW magazine's "Best of 2005" award for "most exciting curatorial vision";
- initiated an innovative education program through Destination York and Arts Approach with the Toronto School Board and Toronto Catholic School Board;
- initiated and conducted three international residencies for artists and curators; and
- created two programs of artist commissions for the AGYU Web site and vitrines.

Performance Measures

All Faculty sections include data and commentary on a set of common performance measures. Following is a brief summary of some of these measures at the institutional level.

Figure 15: New Eligible Fall Undergraduates as of November 1st – Direct Entry Undergraduates

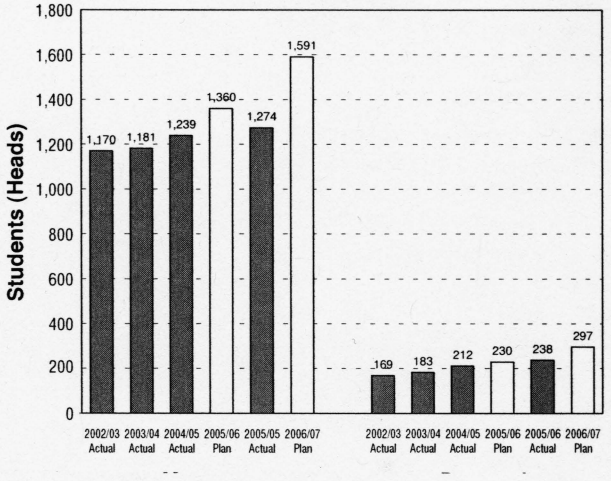


	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	2,280	2,403	2,026	2,589	1,996	2,389	1,999
Year 1	6,254	7,867	9,838	8,010	6,920	7,470	6,934

Note: 2006-07 plans are based on June 2006 enrolment projections; subject to change

Source: Office of Institutional Research and Analysis

Figure 16: Graduate Admissions: Eligible New Graduate Students (Fall Term)



Source: Office of Institutional Research and Analysis

The reduction in the number of new undergraduate students in 2005-2006 was not as great as planned. Two factors account for this. For the province as whole, applications to university were higher than predicted; the tailing off of the double cohort was more gradual than expected. More significant is York's growing strength as a university of choice. The University experienced a confirmation rate from undergraduate offers to acceptances that exceeded past experience.

A downturn in the market for MBAs – an experience witnessed globally – led to graduate admissions in 2005-2006 that were lower than planned. The MBA programs have historically accounted for between 35 per cent and 40 per cent of the new intake in all Masters programs. It is anticipated that this market will rebound for 2006-07 and beyond.

Figure 17: Tenure Stream Faculty (and Librarian) Complement

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	34	0	34	23	0	23
		2.7%	0.0%	2.7%	1.8%	0.0%	1.8%
	Assistant Professor	280	22	302	309	26	335
		22.3%	1.8%	24.0%	24.0%	2.0%	26.0%
	Associate Professor	13	560	573	5	567	572
		1.0%	44.6%	45.6%	0.4%	44.1%	44.5%
	Professor	2	302	304	0	313	313
		0.2%	24.0%	24.2%	0.0%	24.3%	24.3%
Alternate	Assistant Lecturer	6	0	6	5	0	5
		0.5%	0.0%	0.5%	0.4%	0.0%	0.4%
	Associate Lecturer	0	29	29	0	29	29
		0.0%	2.3%	2.3%	0.0%	2.3%	2.3%
	Senior Lecturer	0	9	9	0	9	9
		0.0%	0.7%	0.7%	0.0%	0.7%	0.7%
Total Tenure Stream Faculty		**335**	**922**	**1257**	**342**	**944**	**1286**
Librarians	Assistant Librarian	12	0	12	11	0	11
		30.8%	0.0%	30.8%	27.5%	0.0%	27.5%
	Associate Librarian	3	21	24	3	23	26
		7.7%	53.8%	61.5%	7.5%	57.5%	65.0%
	Senior Librarian	0	3	3	0	3	3
		0.0%	7.7%	7.7%	0.0%	7.5%	7.5%
Total Librarians		**15**	**24**	**39**	**14**	**26**	**40**

Source: Office of Institutional Research and Analysis

Figure 18: Faculty Complement (excluding Librarians) and Student/Faculty Ratios

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) @ October 1st						
# of Tenure Stream Faculty	1144	1154	1180	1257	1286	-
# of Contractually Limited Appointments	70	72	99	100	127	-
Total # of FT Faculty	**1214**	**1226**	**1279**	**1357**	**1413**	**-**
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	102	118	107	167	97	165
# of Appointments Made *(*appts made to date)*	60	73	82	137	75	137*
Departures: Retirements, Resignations & Deaths *(May 1 to April 30)*	51	65	53	58	61	-
Student/Faculty Ratios (FTEs)						
UG FTEs	30087	33102	37026	39183	41022	-
Grad FTEs	3152	3391	3480	3491	3492	-
Full-Time Faculty FTEs	1150	1174	1211	1283	1342	-
Full-Time Faculty FTEs *(on-site only)*	999	1025	1057	1120	1202	-
Part-Time FTEs	921	963	1118	1189	1225	-
Total Faculty FTEs *(on-site only)*	1919.8	1987.7	2174.2	2308.7	2427.5	-
GraduateStudent/Full-Time Faculty FTE	2.7	2.9	2.9	2.7	2.6	-
Undergraduate Student/Full-Time (on-site) & Part-Time Faculty	15.7	16.7	17.0	17.0	16.9	-

* includes Dean of Health

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

c) Part Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload

Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

The institutional objective is to continue to make outstanding appointments to the faculty complement in order to enhance the research culture and to offer students an outstanding learning experience, including improving the student/faculty ratio.

Budget

The budgets within the Division of the Vice-President Academic include the budgets of all Faculties and the Library. The academic division uses a multi-year budget planning approach that allows the division to move forward on the strategic academic plan, within the University's budget framework. Each Faculty and the Library has specific budget plans that will vary according to individual academic plans, complement plans, enrolment plans and other needs such as infrastructure upgrades, renovations, etc. Within the Division's multi-year budget plan, some units are currently in a deficit position with approved plans for resolving the deficit, and accumulated debts, through such measures as budget restructuring, expected targeted grant income, ancillary income and growth. Other units have built up carryforwards to assist in their renovations and restructuring. Carryforwards and reserves will be significantly expended during the 2006-2007 budget year, consistent with the multi-year budget plans developed by the Faculties in concert with the Vice-President Academic. All budget plans require the approval of the Vice-President Academic and, in some cases, the approval of the University Executive Committee or the Board of Governors. The activities supported by these budgets have been discussed above and will be discussed further in the sections devoted to the Faculties and the Library.

The budget of the Office of the Vice-President Academic supports the cost of overall administration of the academic division. Changes to this budget include changes in salary and benefits costs, additional staff support, increases in postage and supplies, and some transfers of funds relating to commitments made in the previous year.

Academic Support is a grouping that includes the budgets of administrative offices and related general accounts supporting academic activity. These include the Office of the Associate Vice-President Academic, the Office of the Associate Vice-President Academic Resource Planning, the Office of the Associate Vice-President International, the Office of the Associate Vice-President Graduate, the Centre for Support of Teaching, the Art Gallery of York University and York International. Also included in this category are unallocated general funds being carried forward to support the Faculties and Library in 2006-2007 and beyond. Such funds include funding for the Complement Recovery Program, funding for start-up and renovation support in the Faculties and other commitments to the Faculties relating to multi-year financial planning.

In the past, non-degree program activity based in the Faculties has been gathered within the VPA section; however, starting this year this information is displayed within each unit. These non-degree activities are complementary to the academic activity of the university, cover their own costs, including program development, support and renovation costs, and assist the academic budgets of the unit and of the University.

Special Academic Project Accounts and General Institutional Accounts for Faculties (SAP & GIF) is a general grouping that included a variety of accounts for Faculty-based special academic/research projects and conferences being undertaken by professors and groups of professors from many Faculties.

Division of the VP Academic

(Dollars)	Operating Results by Unit 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Faculties			
Atkinson Faculty of Liberal and Professional Studies	53,323,238	53,770,983	57,029,321
Faculty of Arts	99,538,615	98,266,474	102,437,660
Faculty of Science and Engineering	31,496,992	31,377,869	33,189,951
Osgoode Hall Law School	17,385,911	18,245,082	19,177,964
Glendon College	17,349,262	18,787,140	18,346,156
Faculty of Graduate Studies	20,585,577	21,156,930	23,248,059
Faculty of Environmental Studies	7,967,063	8,485,752	8,730,814
Faculty of Fine Arts	25,749,759	26,089,624	27,454,094
Faculty of Education	14,913,723	15,271,767	14,776,696
Schulich School of Business	39,607,176	42,014,962	43,468,621
Total Faculties	**327,917,316**	**333,466,583**	**347,859,336**
University Libraries	**23,712,230**	**21,700,181**	**23,567,995**
Division of VP Academic – Other			
Office of VP Academic	898,998	893,445	951,715
Non Degree Programs	32,284,954	31,485,643	30,822,399
Academic Support	4,792,331	5,590,740	5,598,714
Special Academic Projects and General Institutional for Faculties	215,097	176,974	564,667
Total Division of Academic – Other	**38,191,380**	**38,146,802**	**37,937,495**
Total VP Academic – Including Faculties and Libraries	**389,820,926**	**393,313,566**	**409,364,826**

Division of the VP Academic

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
DEGREE			
Revenue:			
External cost recoveries	7,503,760	9,213,161	8,383,265
Internal cost recoveries	4,892,217	6,173,569	5,829,076
Other revenues	10,456,881	15,253,323	13,703,524
Central allocations	327,238,338	330,389,814	331,457,419
Total Revenue	**350,091,196**	**361,029,867**	**359,373,284**
Expenses:			
Faculty – Administration	7,791,890	8,144,688	8,205,887
Faculty – Full-time	147,208,470	144,682,500	148,312,588
Faculty – Contract	30,954,312	34,700,768	36,514,681
Teaching assistants	27,159,635	24,973,432	26,344,917
Research	19,035,950	22,501,547	23,980,713
Support/Administration	63,414,907	63,871,719	69,348,912
Other	4,733,847	6,010,603	5,301,325
Total Salaries and Benefits	**300,299,011**	**304,885,257**	**318,009,023**
Operating costs	40,448,548	40,100,624	42,886,685
Amortization of capital assets	–	–	–
Cost of goods sold	768,666	908,945	813,542
Taxes and utilities	2,334,881	2,541,261	2,258,995
Scholarships & bursaries	13,685,120	13,368,879	14,551,181
Interest on long-term debt	–	22,958	23,000
Total Expenses	**357,536,226**	**361,827,924**	**378,542,426**
Total Revenue less Expenses	**(7,445,030)**	**(798,057)**	**(19,169,142)**
Previous Year's Carryforward	**24,391,552**	**24,391,552**	**23,593,495**
Carryforward to Next Year	**16,946,522**	**23,593,495**	**4,424,353**
NON-DEGREE			
Total Revenue less Expenses	**228,497**	**(1,441,427)**	**732,928**
Previous Year's Carryforward	**8,488,133**	**8,488,133**	**7,046,706**
Carryforward to Next Year	**8,716,630**	**7,046,706**	**7,779,634**

Division of the VP Academic – Other

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
DEGREE			
Revenue:			
External cost recoveries	247,263	370,070	233,333
Internal cost recoveries	37,010	(46,708)	(26,484)
Other revenues	1,044,057	2,547,918	1,044,057
Central allocations	8,103,984	4,255,052	(4,692,700)
Total Revenue	**9,432,314**	**7,126,332**	**(3,441,794)**
Expenses:			
Faculty – Administration	729,706	748,237	757,889
Faculty – Full-time	54,318	10,284	59,409
Faculty – Contract	72,054	75,806	64,273
Teaching assistants	24,265	11,764	14,478
Research	76,570	62,289	95,138
Support/Administration	2,974,986	2,888,082	3,231,637
Other	20,934	38,624	46,893
Total Salaries and Benefits	**3,952,833**	**3,835,086**	**4,269,717**
Operating costs	1,768,342	2,577,180	2,591,961
Amortization of capital assets	–	–	–
Cost of goods sold	20,514	16,897	–
Taxes and utilities	54,737	66,496	61,418
Scholarships & bursaries	110,000	165,500	192,000
Interest on long-term debt	–	–	–
Total Expenses	**5,906,426**	**6,661,159**	**7,115,096**
Total Revenue less Expenses	**3,525,888**	**465,173**	**(10,556,890)**
Previous Year's Carryforward	**17,690,176**	**17,690,176**	**18,155,349**
Carryforward to Next Year	**21,216,064**	**18,155,349**	**7,598,459**
NON-DEGREE			
Total Revenue less Expenses	**(626,263)**	**216,876**	**(426,542)**
Previous Year's Carryforward	**2,725,692**	**2,725,692**	**2,942,568**
Carryforward to Next Year	**2,099,429**	**2,942,568**	**2,516,026**

Strategic Directions for 2006-2007

Priorities are discussed in greater detail in preceding sections, and are summarized below.

Academic Initiatives:

- Fully implement the establishment of the Faculty of Health, including setting up and staffing of the Dean's office and other administrative structures, development and introduction of governance processes, budget transfer, curriculum development, and communications.
- Develop and introduce proposals for new academic programs (graduate and undergraduate), consistent with directions identified in the University Academic Plan.
- Advance and reach resolution of restructuring discussions, in particular those relating to liberal studies and business programming.
- Bring Engineering program accreditation process to a successful conclusion.

Faculty Complement:

- Continue to address the "gap" in tenure stream appointments.
- Complete the hiring process for new tenure stream faculty to join York in 2006-2007; plan and undertake searches for 2007-2008 hires.
- Appoint outstanding new faculty who will contribute to teaching at undergraduate and graduate levels and enhance the research culture.
- Increase the proportion of females among the professoriate, and continue efforts to attract candidates from other employment equity categories.
- Assess implications and implement plans to deal with impact of abolition of mandatory retirement.

Students and Enrolments:

- Develop and implement plans for growth in graduate programs, particularly at the PhD level.
- Foster coordination of undergraduate and graduate planning.
- Continue implementation of plans for rebalancing of enrolments towards strategic areas.
- Continue efforts to assess and enhance the quality of the student experience.

Internationalization:

- Expand international degree options.
- Foster development of undergraduate international research initiatives.
- Enhance and coordinate the presentation of international activities at York in print and on the Web site.

FACULTY OF ARTS

I. Report on Implementation of Objectives for 2005-2006

ACADEMIC PLANNING AND RESTRUCTURING

Establishment of Faculty of Health

During 2005-2006, the Faculty cooperated in the Senate/Board process to create a new Faculty at York. The Faculty of Health, approved by Senate in November and by the Board of Governors in December, incorporated the department of Psychology from the Faculty of Arts and merged it with the department of Psychology from the Atkinson Faculty of Liberal and Professional Studies. In addition it took in the School of Kinesiology and Health Science, formerly housed jointly by the Faculty of Arts and the Faculty of Science and Engineering.

Consolidation of programs

Other restructuring involving Arts, aimed at producing greater clarity for students, included the consolidation of all Information Technology programs in the Atkinson Faculty, the movement of the program in Public Policy and Administration from the Arts department of Political Science to the newly created School of Public Policy and Administration in Atkinson, and the merger of the Arts program in Science and Society with the program in Science and Technology Studies (formerly in Atkinson). The merged program is now housed jointly between the Faculty of Arts and the Faculty of Science and Engineering. Discussions proceeded throughout the year with the aim of consolidating all programs in Mathematics and Statistics in the Faculty of Science and Engineering, and those discussions were approaching a successful conclusion at the end of the 2005-2006 academic year.

Restructuring of Arts and Atkinson

It came to be recognized in the course of the year that the demographic character of the undergraduate student body had shifted. Mature, working adults were no longer uniquely the responsibility of the Atkinson Faculty, and recent high school graduates were similarly distributed across several Faculties, taking courses night and day, summer fall and winter, no matter in which Faculty they were registered. The justification for maintaining two versions of many degree programs in the liberal arts on the Keele campus could no longer be sustained. Accordingly Chairs and Coordinators from Arts and Atkinson began preliminary deliberations with the assistance of the Vice-President Academic to consider the best means of providing liberal arts programs so as to preserve diversity while minimizing confusion and internal competition. Those deliberations continue and the Faculties will move in 2006-2007 to a more structured consultation with faculty members, staff and students about a planned reorganization of activities.

When that consultation has been completed, and administrative reorganization is underway, the Faculty will find it possible to return to the goal stated last year: "the development of a strategic, Faculty-specific curricular plan that could in turn inform the Faculty's planning strategies for research support, enrolment management, student services, recruitment, conversion, retention and communications."

ACADEMIC PROGRAMS AND CURRICULAR PLANNING 2005-2006

The following new degree and certificate programs were offered for the first time in the 2005-2006 academic session:

- Computer Science: Honours BA Streams in Intelligent Systems, Interactive Systems, and Communication Networks.
- Honours Minor BA program in Information Technology
- Law and Society was offered as a 'stand-alone' program and expanded its degree options to include the Honours BA, Honours Double Major BA , Honours Double Major Interdisciplinary BA and Honours Major/Minor BA degree options
- Sexuality Studies (Honours Minor BA and Cross-Disciplinary Certificate)

In 2005-2006, the Faculty was involved in the development of a new degree type as well as a number of new degree programs, including:

- International Bachelor of Arts (iBA) Honours Degree as a new degree type with Honours iBA and Honours Major/Minor iBA degree programs in Anthropology
- Specialized Honours, Bachelor of Arts in Computer Security
- A Cross-Disciplinary Certificate in Aboriginal Studies was approved at the Faculty level and is still under consideration at the Senate level.

Consistent with University-wide restructuring and harmonization, a number of departments and programs made significant curricular changes in 2005-2006, including:

- **Business and Society (BUSO):** Changes were made to the structure of the BUSO program requirements from disciplinary-based streams to thematic-based streams. These changes further facilitate the transformation of the BUSO program from a multidisciplinary to an interdisciplinary perspective.
- **Science and Technology Studies (STS):** The former Science and Society Program (SISO) offered through the Faculty of Arts was restructured and then renamed as Science and Technology Studies (Honours, Honours Double Major, Honours Major/Minor, Honours Minor, 90-credit BA). The program will be housed in three divisions: Social Science, Humanities and Natural Science.
- **Kinesiology & Health Sciences and Psychology programs** were relocated to the Faculty of Health.
- **Certificate in Non-profit Management:** Changes were made to the course requirements of the certificate in order to make it more accessible and relevant to key target populations. This certificate will now be housed in the Division of Social Science (rather than Political Science) and coordinated by the Business and Society or International Development Studies program coordinator.

- **Arts-FSE Double Major and Major/Minor Combinations:** The existing Faculty of Arts and Faculty of Science and Engineering Inter-Faculty Honours Double Major and Honours Major/Minor arrangements have been extended to include those programs offered by the Department of Mathematics and Statistics that offer an Honours Double Major program and/or Honours Major/Minor program and/or Honours Minor program.
- **Public Policy and Administration:** The Faculty of Arts Specialized Honours BA degree program in Public Policy and Administration has been transferred from the Department of Political Science to the recently established School of Public Policy and Administration in the Atkinson Faculty of Liberal and Professional Studies.
- **Information Technology (ITEC):** As part of the harmonization of ITEC programs offered on the Keele campus, including the establishment of the School of Information Technology at Atkinson, the Faculty of Arts ITEC programs were closed.

As part of the ongoing review of the Foundations Program, the Faculty of Arts Dean has accepted recommendations from the Foundations Computer Assistance Program Advisory Board to continue this service to students and transfer the implementation of the program over to the Centre for Academic Writing. Additionally, the College Masters and the Faculty of Arts Committee on Curriculum and Academic Policy Sub-Committee on Foundations have been engaged in ongoing discussions about ways to enhance, expand and strengthen the Foundations-College relationship.

The Faculty of Arts completed the implementation phase of the Senate Harmony initiative regarding revisions to definitions, practices and procedures for courses classed as cross-listed, degree credit exclusions, degree credit equivalents, and the introductions of course substitutions. Also, a number of Arts Undergraduate Program Reviews took place between July 1, 2005 and June 30, 2006. During this time, the Economics, Kinesiology & Health Science, Anthropology and Philosophy Undergraduate Program Reviews were brought to a complete and successful closure. Finally, the Faculty of Arts successfully completed the University-College Program Review of the York University – Seneca College of Applied Arts and Technology Joint Program in Rehabilitation Services.

CURRICULUM PLANNING 2006-2007

In general, the Faculty of Arts will encourage curricular initiatives that underline York's distinct commitments to internationalization, innovation and inter- and multi-disciplinary scholarship. As promised in the 2004-2005 PBA, the Faculty continues to build opportunities for the development of additional or complementary degree options, including inter-Faculty initiatives. Finally, with the creation of the Faculty of Health and corresponding restructuring, the Faculty of Arts is now entirely focused on disciplines and programs that rely on the perspectives and techniques of the humanities and social sciences and that contribute to strong graduate programs in those fields.

As part of a larger University-wide review on general education requirements, CCAP will work with the CCAP Sub-Committee on Foundations to engage faculty and students in a self-study of the Arts Foundations Program. Finally, in consultation with all units, CCAP will establish "Degree-Level Expectations" with subsequent measurable student learning outcomes, to be integrated into all program development processes within the Faculty of Arts in the following academic year.

COMMUNICATIONS

The position of Manager, Communications and Public Relations was expanded to include Recruitment and two new staff positions, a Communications Coordinator and an Events and Promotion Coordinator, were added. This team, working in collaboration with the Vice-President Students, the Admissions Office, the York Foundation and the Chief Communications Officer, will continue to build on improvements to a variety of publications for both internal and external audiences, including alumni, by enhancing Faculty of Arts messaging promoting the value of a liberal arts degree. This messaging continues to strengthen and support the Faculty-wide marketing campaign delineated through print, media and web publications as well as a variety of departmental and student activities.

RESEARCH

The Faculty's basic strategy for supporting research – to provide faculty researchers with the information they need to make effective decisions regarding research activity (resources, collaboration, peer review) – continues its long-term implementation. The Faculty continues to provide its researchers with a more effective planning framework as well as project development tools designed to enhance their research activity.

Approximately half the faculty have registered with the Faculty's Research Interests Database which allows them to post descriptions of their research interests, seek out potential research collaborators through an online searchable database, and modify their online research account.

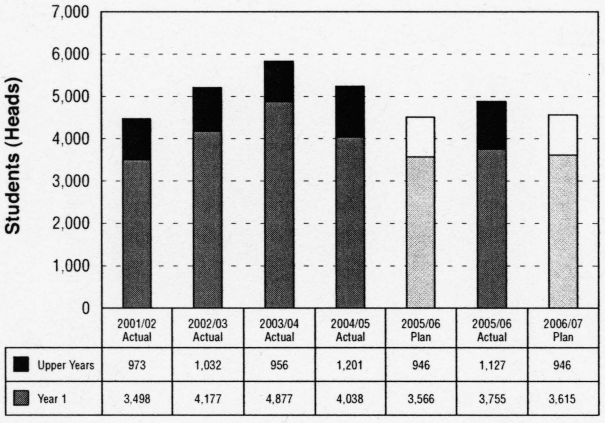
II. Performance Measures

STUDENTS

New Undergraduate Admissions

As the double cohort progressed through the Faculty, planned intake of new admissions was reduced. In 2005-2006 however the Faculty exceeded its intake targets by some 370 "heads." Those students were mainly accommodated in courses to their satisfaction, though choice always becomes more limited as enrolment proceeds. Classes in 2005-2006 in the Faculty of Arts were enrolled to approximately 90 per cent of established maxima on average, and to 100 per cent of maxima in several departments and year levels. Intake targets for 2006-2007 are very close to those for 2005-2006 and it will be important to hit those targets as exactly as possible.

Figure 1: Admissions: New Eligible Fall Undergraduates on November 1st



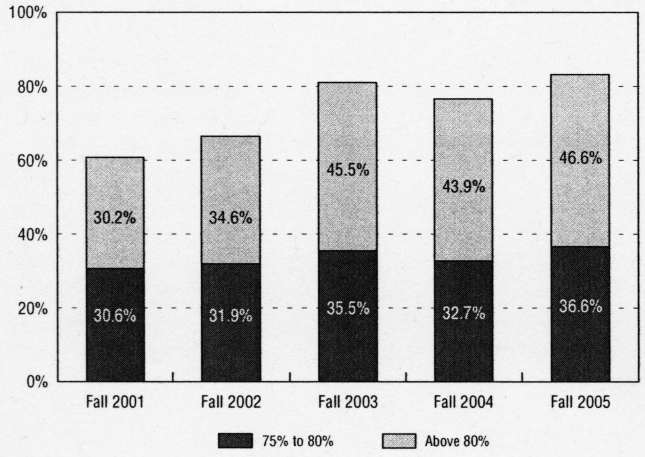
	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	973	1,032	956	1,201	946	1,127	946
Year 1	3,498	4,177	4,877	4,038	3,566	3,755	3,615

Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Entry Averages

The Faculty was enabled by demand to raise its entry cut-off and the average grade of entering students. The proportion (over 82 per cent) of new Year I registrants with secondary school entry average of 75 per cent or better was the highest in recent memory, with many of those admitted below 75 per cent being included in special access initiatives such as the Steps to Arts program. It is expected that the higher grades of entering students will increase the likelihood of their being retained in succeeding years.

Figure 2: Admissions: Percentage of New Year 1 Registrants from Secondary School with Entry Average of 75 per cent or Better

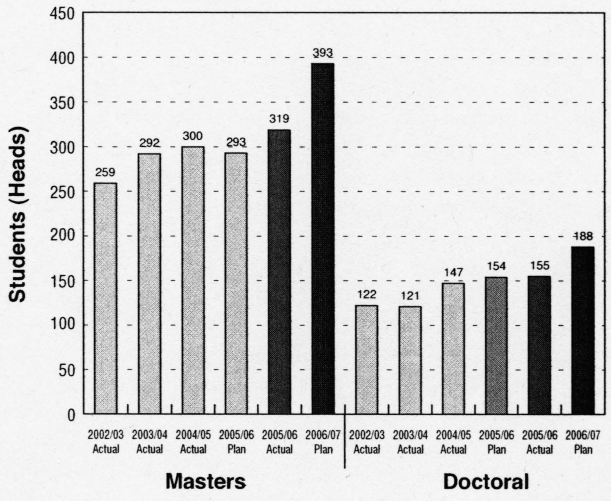


Source: Office of Institutional Research and Analysis

Increasing Graduate Enrolment

As the Ontario government encouraged the province's universities to increase their graduate enrolment, intake targets in Arts-related graduate programs are being increased accordingly. In 2005-2006, targets projected a slight increase over 2004-2005 actual admissions at the doctoral level and an offsetting reduction at the Masters level, however the programs exceeded those targets. The intake targets for 2006-2007 are 22 per cent above 2005-2006 actual admissions and will require a suitable pool of qualified applicants and extraordinary effort by graduate programs. It has long been the ambition of Arts-related graduate programs to increase their enrolment – to increase the proportion of activity in the liberal arts at the graduate level. New government funding to encourage graduate enrolment growth is structured in such a way as to require the growth to be achieved before the funding necessary to handle the growth is provided. That has required programs to be extremely diligent in assessing the available applicant pool and attracting the best candidates.

Figure 3: Graduate Admissions: Eligible New Graduate Students (Fall Term)

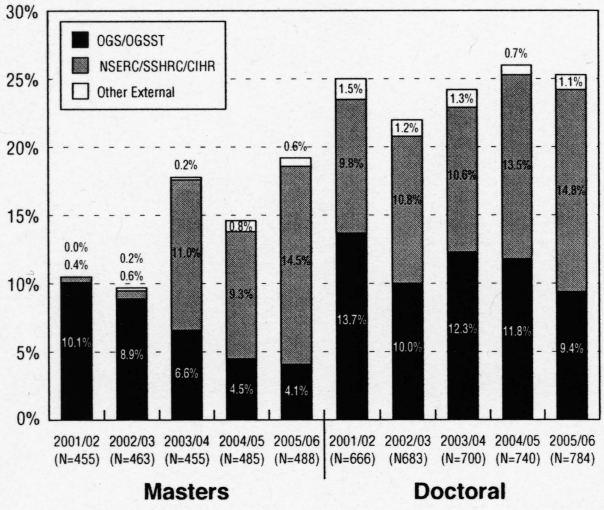


Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Graduate Student Award

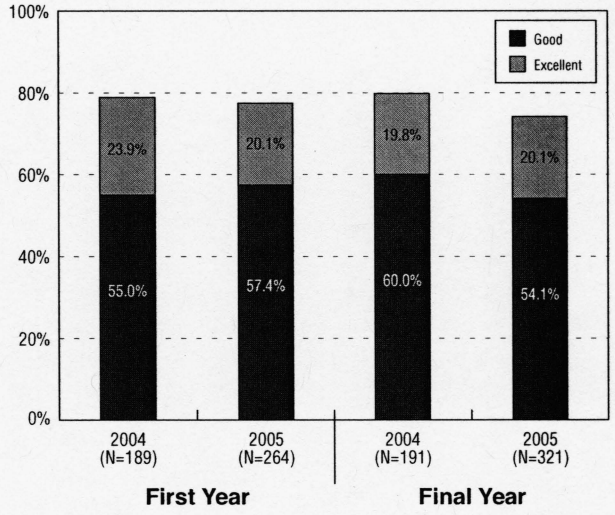
The proportion of students with external funding in Arts-related graduate programs has increased significantly (almost doubled) since 2001-2002 at the Masters level and remained stable around 25 per cent (apart from a small decline in 2002-2003) at the doctoral level. The external funding is both an aid to supporting graduate study and a tribute to the quality of students York is attracting to Arts-related programs.

Figure 4: Percent of Full Time Graduate Students with External Awards



Source: Office of Institutional Research and Analysis

Figure 5: National Survey of Student Engagement: How Would You Evaluate Your Entire Educational Experience?



Source: Office of Institutional Research and Analysis

Student Engagement

At the undergraduate level, increasing attention will be paid in the next few years to measures of student satisfaction and engagement. Such measures pose particular challenges to large universities where the student experience may be characterized by isolation and alienation because of size alone. As the largest Faculty in Canada's third largest university, Arts feels this challenge keenly. Almost 80 per cent of Arts students at the end of their first year evaluated their entire educational experience as good or excellent in both 2004-2005 and 2005-2006. Students in their final year were somewhat less likely to give such a positive evaluation – just over 75 per cent in 2004-2005 and just under 75 per cent in 2005-2006. It will be useful to have cohort data at a later stage in order to determine whether student satisfaction declines over the time between their first and their final year. Whether or not that is the case however, the Faculty and its departments must work with the Vice-President Students and the Arts-related Colleges to ensure that students have maximum access to the facilities and opportunities that will enhance their engagement and enrich their experience. In 2005-2006 the Dean's Office made efforts to encourage and sustain student academic organizations connected to programs in the Faculty. By creating a Council of Arts Student Associations (CASA), the Faculty sought to work closely with student associations and to enhance co-curricular activities for Arts students. Departments are encouraged, in spite of increased class sizes, to maximize the experience of undergraduate students with full-time faculty. In the coming year, the Faculty will work to encourage the exposure of undergraduate students to research through problem-centred learning and research project opportunities.

FACULTY COMPLEMENT

Following an increase in tenure-stream complement in 2004-2005, the Faculty experienced a slight decline in 2005-2006, owing to uncertainty about the availability of provincial funding. The loss of tenure-stream appointments in the full-time complement was partly offset by the use of Contractually Limited Appointments (CLAs) and Special Renewable Contracts (SRCs). Since the SRC appointments are long-term contracts for long-service contract employees, they will take many of those employees to normal retirement age. They can be said therefore to enhance the full-time complement on a longer-term basis that ordinary CLAs. During 2005-2006, in the expectation of enhanced provincial funding for graduate growth and quality improvement, the Faculty sought authorization to search for an unusually large number of appointments. At the same time, the pressure of enrolments encouraged the renewal of several CLAs. Between October 2005 and October 2006, the Faculty will have encountered 29 separations (deaths, resignations and retirements) and will have hired 49 new tenure-stream faculty members. For budget reasons, the Faculty will necessarily reduce the number of CLAs it appoints for 2007-2008, and the full-time complement will thus have a higher proportion of probationary/tenured faculty members. The stability implicit in that fact should be salutary for graduate growth planning, faculty morale and student engagement.

In terms of student classroom experience, the student/faculty ratio may be calculated so as to take account of part-time resources. By that measure, the ratio has remained stable through the double cohort years at just under 18 to 1. With the progress of the double cohort through the system and the coincident stabilizing of undergraduate enrolment, the ratio may return to its pre-double-cohort level of just over 16.5 to 1. A more meaningful statistic for graduate students is the ratio of graduate full-time equivalents to the on-site full-time faculty complement. That ratio has risen negligibly for Arts-related programs from 2.2 to

Figure 6: Tenure Stream Faculty by Home Faculty as of October 1st

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	10	0	10	5	0	5
		1.9%	0.0%	1.9%	1.0%	0.0%	1.0%
	Assistant Professor	100	7	107	98	9	107
		19.2%	1.3%	20.5%	19.1%	1.8%	20.9%
	Associate Professor	5	249	254	0	249	249
		1.0%	47.7%	48.7%	0.0%	48.6%	48.6%
	Professor	1	127	128	0	129	129
		0.2%	24.3%	24.5%	0.0%	25.2%	25.2%
Alternate	Assistant Lecturer	1	0	1	0	0	0
		0.2%	0.0%	0.2%	0.0%	0.0%	0.0%
	Associate Lecturer	0	18	18	0	18	18
		0.0%	3.4%	3.4%	0.0%	3.5%	3.5%
	Senior Lecturer	0	4	4	0	4	4
		0.0%	0.8%	0.8%	0.0%	0.8%	0.8%
Total Tenure Stream Faculty		**117**	**405**	**522**	**103**	**409**	**512**

Source: Office of Institutional Research and Analysis

2.4, but if it is not to rise more sharply in future, the increase in graduate intake will have to be matched by rapid completion of graduate degrees and significant increases in full-time faculty complement.

RESEARCH

The Fall 2005 internal research grant competition attracted 17 applications, with awards totalling $48,403.53. The Spring 2006 research grant competition attracted 38 applications, with awards totaling $152,865.75. Carry-forward allowed for additional research funds will be disbursed in Spring 2006 making it the largest recorded grant round in terms of total funds dispersed.

Four Faculty of Arts Fellowships, providing full teaching and administrative release for one academic year, were awarded to Marcus Boon (English), Craig Heron (History), Huaxiong Huang (Mathematics & Statistics) and Ananya Mukherjee-Reed (Political Science). The 2006 Dean's Award for Outstanding Research recipients are Ilijas Farah (Mathematics and Statistics), Laurence Harris (Psychology), and Maynard Maidman (History). C. Douglas Hay (History, Osgoode) received the Walter L. Gordon Research Fellowship.

Figure 7: Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	503	500	501	522	512	
# of Contractually Limited Appointments	33	36	53	46	50	
Total # of FT Faculty	**536**	**536**	**554**	**568**	**562**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	35	43	32	54	20	59
# of Appointments Made *(*appts made to date)*	21	28	28	48	17	48*
Departures: Retirements, Resignations & Deaths *(May 1 to April 30)*	22	32	25	28	30	
Student/Faculty Ratios (FTEs)						
UG FTEs	13574.9	14698.9	16127.8	16684.0	16765.2	
Grad FTEs	1089.5	1143.9	1167.1	1217.8	1270.2	
Full-Time Faculty FTEs	501.4	508.8	519.5	528.6	525.1	
Full-Time Faculty FTEs *(on-site only)*	425.2	432.6	437.7	447.4	461.9	
Part-Time FTEs	391.3	396.1	466.5	490.4	494.6	
Total Faculty FTEs *(on-site only)*	816.5	828.7	904.2	937.8	956.5	
Graduate Student/Full-Time Faculty FTE	2.2	2.2	2.2	2.3	2.4	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	16.6	17.7	17.8	17.8	17.5	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees, YUFA/OHFA Overload

Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Figure 8: Faculty of Arts Overview of SHHRC and NSERC Grants

	SSHRC Standard Research Grants				NSERC Discovery Grants				
	Number Applied	Number Awarded	Success Rate	Total Value	Number applied	Number Awarded	Success Rate	First Year Installment value	Total Value
Fall 2005	44	18 (19)*	43%	$1,581,040		8			
Fall 2004	45	16	36%	$1,185,485	21	19	86%	$434,623	$1,982,497
Fall 2003	35	16	46%	$1,473,434	14	6	43%	$120,110	Not provided by NSERC
Fall 2002	38	16	42%	$1,332,490	15	11	73%	$163,000	Not provided by NSERC
Fall 2001	43	19	44%	$1,551,754	Not reported to Faculty	10	Not reported to Faculty	$204,360	Not provided by NSERC

*SSHRC awarded grants to 1 applicant from the reversionary list after the primary awards were announced.

Source: Faculty of Arts and Office of Research Services

During 2005-2006 the Faculty continued to support researchers in the preparation of tri-council applications in the fall, 2005 and spring, 2006; to provide detailed information on funding objectives, eligibility requirements for particular programs and adjudication processes for particular grants; and to offer assistance in refining grant proposals and their budget components.

Sponsored Research Income in the Faculty of Arts declined from a high of over $14 million in 2003-2004 to just over $13 million in 2004-2005 and 2005-2006. Since such figures are increasingly subject to success or failure in attracting single multi-million-dollar grants for large collaborative projects, they are decreasingly useful as a measure of the grant-getting success of faculty members as a group. Moreover it has long been a source of frustration to faculty in the social sciences and humanities that there is more limited funding available for their work, than for that of experimental scientists and engineers, from the national granting councils. Moreover there are few good measures of research output in their disciplines against which to measure the input of research income.

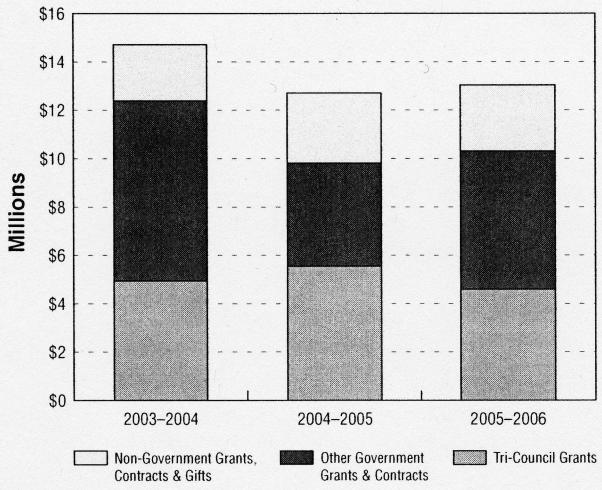
Nevertheless external research income clearly assists the University in its mission to create and disseminate new knowledge, as well as providing an index by means of which other research supports, such as indirect costs funds, Canada Research Chairs and internal research grants have been awarded. The Faculty cannot rest with satisfaction that just over a quarter of its members hold any external grant or contract and just over a fifth of its SSHRC-eligible members hold such a grant or contract. It is therefore an important task of the Faculty to encourage the successful search for external funds, while at the same time encouraging the development of research output measures that will allow a comparison with other like institutions whereby quality and efficiency of research production can be recognized.

Figure 9: Total Sponsored Research Income by Source

	Performance by Eligible Tri-Council			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at Oct. 1st)	22	54	436	512
Number of FT faculty members holding an external grant or contract	9	37	93	139
Percentage of FT faculty members holding an external grant or contract	40.9%	68.5%	21.3%	27.1%
Number of FT faculty members holding a tri-council grant	7	33	60	100
Percentage of FT faculty members holding a tri-council grant	31.8%	61.1%	13.8%	19.5%
Total FT faculty research income from all sources	$1,784,198.00	$1,615,873.00	$8,177,873.68	$11,577,944.68
FT faculty research income intensity	$81,099.91	$29,923.57	$ 18,756.59	$ 22,613.17
Total FT faculty research income from the tri-councils	$ 972,363.00	$ 763,814.00	$2,486,328.35	$ 4,222,505.35
FT faculty tri-council research income intensity	$ 44,198.32	$ 14,144.70	$ 5,702.59	$ 8,247.08
Number of tri-council applications by FT faculty members	4	9	70	83
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 42,000.00	$ 179,431.99	$1,257,802.11	$ 1,479,234.10
Number of tri-council applications by retirees, adjuncts and others	0	0	6	6

Source: OIRA and ORS from RPTS and FT faculty file

Figure 10: Research Income by Source



Source: ORS from RPTS

III. Budget

The budget of the Faculty of Arts supports the Faculty's mission to offer a comprehensive range of undergraduate disciplinary and interdisciplinary programs of study, and also to be a major contributor to York's Arts-related graduate programs. In 2005-2006, academic salaries, which represent the largest expenditure category, increased from 82 to 83 per cent of the total while staff salaries remained at 11 per cent and operating costs were reduced from 7 to 5 per cent.

The Faculty experienced an in-year deficit of $973,795 or 1 per cent. This required the drawing down of reserves. Several factors contributed to this situation. The Faculty base revenue was reduced by university-required cuts in the amount of $1.2 million with a further reduction of $1.3 million from faculty retirement and $2.4 million from Twin Pillar payments on support of the Faculty's PTR payments. The Faculty of Arts enrolment met domestic targets but showed some weakness in graduate enrolment over opening fiscal targets. Limits on enrolment growth because of provincial agreements have restricted our ability to alleviate some of the effects of budget cuts through increasing revenue.

Costs of new faculty salaries above the retention salary for new hires continues to exacerbate the underlying structural deficit within the Arts budget framework. Related start-up funds were again higher in 2005-2006, particularly as several hires required the establishment of new research laboratories. Additional hires were made possible through the Graduate Growth Plan, undertaken by the Vice-President Academic as part of the University's response to provincial promises of revenue for graduate enrolment increases.

The deficit situation is serious in 2006-2007. A further budget cut of $1.8 million or 2.5 per cent cannot be offset by enrolment growth as long as agreements with the province threaten no revenue for enrolments over target. In addition, the fourth year of the double cohort is significantly raising demand for the smaller (therefore more expensive) courses at the 4000 level; at the same time, a higher than usual proportion of students eligible to continue beyond 90 credits (in order to pursue an Honours degree) has elected to do so, further raising demand for 4000-level courses. The added one-time burden on the part-time budget promises to be in the range of $1.8 million. Finally, the decision to apply indirect-costs-of-research money from Ottawa to reducing the required budget cut across the University means that money the Faculty had expected to apply in support of research is not directly available for that purpose. The end result is that, even with assistance from the Vice-President Academic, the Faculty's reserve will be entirely depleted and a deficit projected to be carried forward into 2007-2008.

Owing to the above budget situation, faculty appointments in 2006-2007 will require strategic funding assistance from the Vice-President Academic.

The Faculty will work with the Vice-President Academic and the Vice-President Finance and Administration to develop a plan for resolving the deficit situation. Such a plan will necessarily involve a multi-year strategy.

Faculty of Arts

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	675,038	683,594	639,553
Internal cost recoveries	1,397,815	1,508,306	1,426,752
Other revenues	553,653	579,256	1,400,394
Central allocations	93,524,887	94,521,523	95,766,426
Total Revenue	**96,151,393**	**97,292,679**	**99,233,125**
Expenses:			
Faculty - Administration	1,126,757	1,253,451	1,073,488
Faculty - Full-time	52,552,944	52,124,498	52,854,792
Faculty - Contract	7,761,199	10,961,671	12,553,222
Teaching assistants	14,066,514	9,858,952	10,130,362
Research	7,577,575	7,601,192	8,059,090
Support/Administration	11,195,994	11,052,063	11,605,431
Other	89,600	106,983	106,311
Total Salaries and Benefits	**94,370,583**	**92,958,810**	**96,382,696**
Operating costs	4,298,373	4,531,613	5,257,799
Amortization of capital assets	-	-	-
Cost of goods sold	180,000	114,615	117,492
Taxes and utilities	661,709	658,082	675,173
Scholarships & bursaries	27,950	3,354	4,500
Interest on long-term debt	-	-	-
Total Expenses	**99,538,615**	**98,266,474**	**102,437,660**
Total Revenue less Expenses	**(3,387,222)**	**(973,795)**	**(3,204,535)**
Previous Year's Carryforward	**3,632,973**	**3,632,973**	**2,659,178**
Carryforward to Next Year	**245,751**	**2,659,178**	**(545,357)**

IV. Priorities for 2006-2007

Graduate Growth

The Faculty will play an important role in the planning of enrolment growth in Arts-related graduate programs. One concern that must be addressed is the real cost, in faculty resources and student aid, of growth in programs. The Faculty will collaborate with Graduate Studies to develop a model for assessing the full costs of graduate programs. Such a model will be important in determining what resources will be necessarily allocated from new provincial funding if graduate programs are to grow and maintain high quality.

Student Engagement

Following on initiatives taken in 2005-2006, the Faculty must continue to develop curricular and co-curricular activities that will enhance student experience in liberal arts programs. The Faculty will continue to maintain close links with the Arts student associations and to support their initiatives. The Faculty also plans to establish awards to recognize outstanding student engagement. Variables assessed in the National Survey of Student Engagement will necessarily constitute an important focus of the exercise, especially as regards the opportunities for students to engage with research and to experience direct contact with senior full-time faculty.

Fundraising

As the University embarks on a capital campaign approaching its 50th Anniversary in 2009, the Faculty must continue to engage department chairs and other key faculty members in making the case for support of Faculty priorities to potential donors.

Restructuring the Faculty of Arts

With the departure of the Departments of Psychology and Kinesiology, and the recognition that the justification for maintaining two Faculties offering liberal arts degree programs on the Keele campus can no longer be sustained, Atkinson and Arts have deliberated on models for restructuring the two Faculties. These discussions are expected to culminate in a planned reorganization of academic programs during 2007-2008. Once complete, this reorganization in turn will enable Arts to proceed to develop a strategic curricular plan and related strategies for research, enrolment management, and student recruitment and retention.

Research

With restructuring, the Faculty of Arts will become increasingly dependent on funding sources for the humanities and social sciences. Goals in 2006-2007 will include efforts to improve faculty member success in applications to SSHRC and efforts to broaden the range of available funding opportunities beyond that particular granting council. Another continuing priority will be the development of better measures of research output and the appropriate publicizing of Arts research findings.

Student Recruitment and Communications

In addition to continuing efforts to meet enrolment targets and enhance the quality of students admitted, the Faculty will work on adjusting its recruitment messages, events and publications to reflect the changing balance of programs in the Faculty curriculum.

ATKINSON FACULTY OF LIBERAL AND PROFESSIONAL STUDIES

The Atkinson Faculty of Liberal and Professional Studies offers an exciting range of programs that combine a focus on professionally relevant content with a strong emphasis on liberal studies designed to appeal to a wide range of students who require transferable critical and analytic skills combined with the theoretical and practical knowledge and skills required in specific sectors of the economy. A Faculty with a strong research orientation, Atkinson is committed to a student-centred approach to learning that emphasizes innovative, flexible, and accessible programming and a wide range of co-curricular activities intended to enrich the experience of its diverse student body.

Reporting on Goals Established for 2005-2006

As planned in the 2004-2005 PBA, in 2005-2006, the Atkinson Faculty of Liberal and Professional Studies moved forward with initiatives in a number of key strategic areas including:

- Technology Enhanced Learning
  Following through on its intensive study of distance programming and the potential of technology to enhance student learning, the Faculty established the infrastructure, team, policies, and procedures required to support a significantly expanded commitment to E-learning. Towards its goal, in 2005-2006 the Faculty completed the significant step of establishing a web presence for all Atkinson courses.

- Experiential Education
  In line with its ambitious plan for the expansion of experiential education, the Faculty has established community service learning opportunities to engage students in a wide variety of tasks in community settings, as well as in-class experiential education opportunities within senior-level courses across a number of programming areas involving the analysis of concrete problems identified by clients in the community. The latter included a group of students conducting an analysis of a major cultural institution's strategic marketing objectives within a 4000-level Marketing research course. In collaboration with the Career Centre, Atkinson is also in the process of establishing the infrastructure required for significantly expanded internship opportunities.

- Student-Centered Approach
  The Faculty's consolidated Student and Alumni Relations Unit has embarked on an energetic program to draw together Atkinson students, alumni, faculty, and staff in ways that promote community involvement and development, and celebrate individual and group accomplishments.

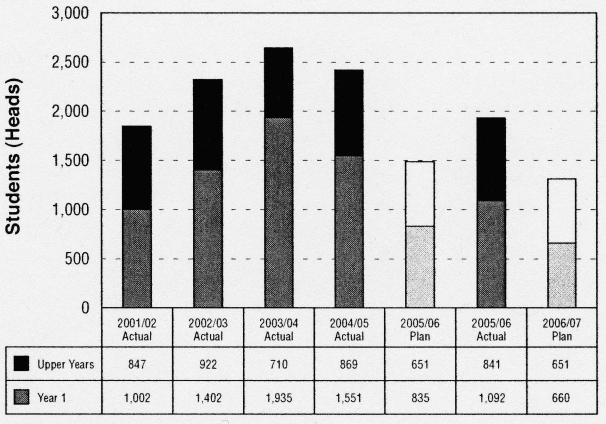
- Research Growth
  With the number of research applications and level of funding achieved in 2005-2006, Atkinson has successfully established itself as a Faculty with a strong research profile.

- Curricular Innovation
  - Undergraduate: Following through on the new vision Senate approved for Atkinson in 2000-2001, the Faculty continues to bring forward new and exciting programs that combine professional relevance and complementary liberal studies. These programs include:
    - A significantly revised BA in ITEC
    - A significantly revised Finance Stream within the Bachelor of Administrative Studies focusing on Financial Planning and Investment Management
    - A new BA degree program in Public Administration and Justice Studies
    - A new BA degree program in Public Policy and Management
  - Graduate: In line with the University's commitment to graduate expansion and the Faculty's curricular orientation, Atkinson has brought forward a proposal for a Masters of Public Policy, Administration and Law and will bring forward proposals for a PhD in Human Resources Management; a PhD in Critical Disability Studies; and a Direct-Entry Masters and PhD in Social Work in the very early fall. Numerous other proposals are well advanced in development.

- Restructuring
  Atkinson contributed significantly to the creation of the new Faculty of Health including supporting the development of new programming in Nursing and Health Policy and Management over the last few years. At the same time, in support of the University's Academic Plan, the Faculty has actively participated in other restructuring activities involving the delivery of programs across campus including the creation of a School of Information Technology and the School of Public Administration at Atkinson.

Performance Measures

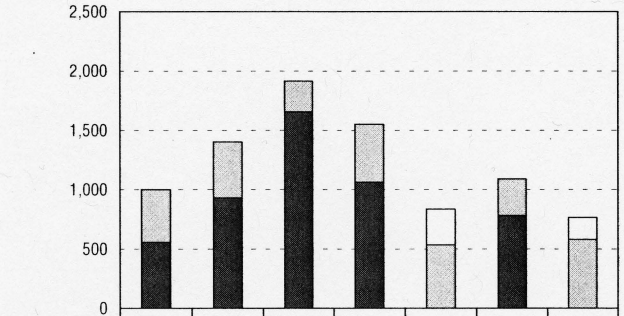
Figure 1: Admissions: New Eligible Fall Undergraduates on November 1st



	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	847	922	710	869	651	841	651
Year 1	1,002	1,402	1,935	1,551	835	1,092	660

Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

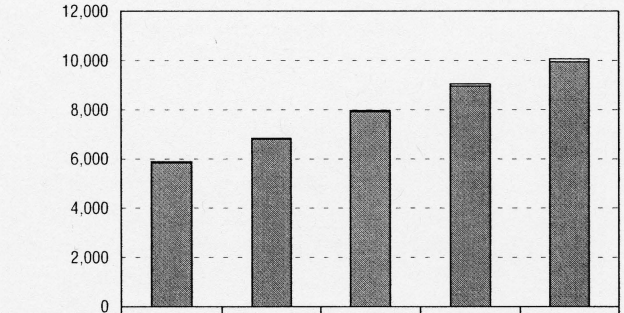
Figure 2: Admissions: New Eligible Year 1 Undergraduates on November 1st



	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Non-Secondary School	446	472	278	488	300	311	185
Secondary School	556	930	1,657	1,063	535	781	580

Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Figure 3: Eligible and Ineligible Undergraduate and Graduate FTEs



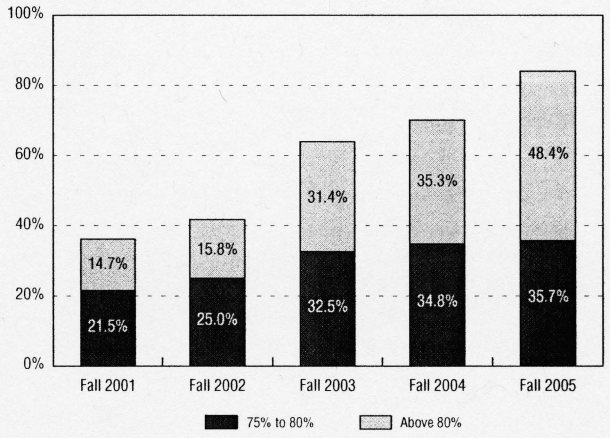
	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
Graduate	44.2	42.8	55.9	88.9	122.2
Undergraduate	5,842.7	6,796.4	7,919.8	8,964.8	9,949.6

Source: Office of Institutional Research and Analysis

Figure 1 shows the Faculty's total new undergraduate student intake in heads. Combined with Figure 2, this data reflects a gradual rebalancing in the make-up of the Faculty's student body, back to pre-double cohort norms with fewer new direct entry secondary school students and more non-secondary school year one and upper year students. Figure 1 shows total new undergraduate heads peaking in 2003-2004. As Figure 3 "Eligible and Ineligible Undergraduate and Graduate FTEs" shows, Atkinson's total student enrolment (in FFTEs) continued to rise until 2005-2006, after which it is expected to fall slightly and stabilize. The decline in new heads, while total FFTEs continued to climb until 2005-2006, is attributable to higher flow through and increased course loads (3.3 in 2005-2006 as opposed to 2.5 in 2000-2001).

The Faculty's enrolment target for 2005-2006 is noticeably lower than the Faculty's actual new heads – a difference largely attributable to the actual rate of student conversion being much higher than anticipated. Atkinson summer enrolments, as governed by the terms of the pan-Faculty summer treaty, contributed 2012.93 FFTEs or 22 per cent of Atkinson's total FFTEs in 2005-2006.

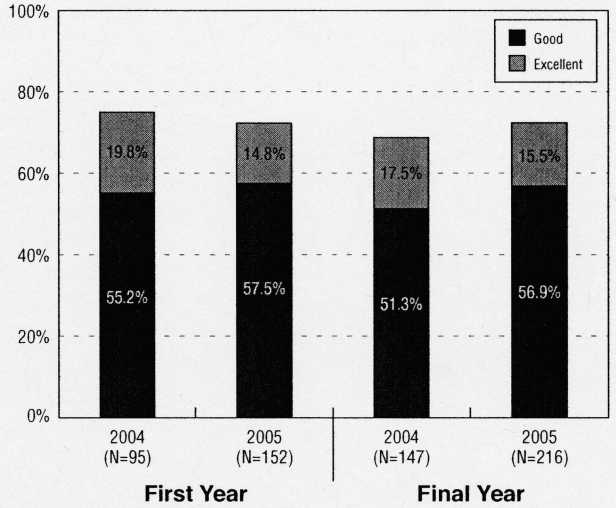
Figure 4: Percentage of New Year 1 Registrants from Secondary School with Entry Average of 75 per cent or Better



Source: Office of Institutional Research and Analysis

As reported in the 2004-2005 PBA, the quality of new students entering the Atkinson Faculty has been steadily rising over the past four years. Almost one half of Atkinson's new year one students coming directly from secondary school had an entry grade of more than 80 per cent. Given the plan for Atkinson's total FFTEs to decline, the Faculty anticipates that it will establish an even higher admissions cut-off than in previous years across its programming areas.

Figure 5: National Survey of Student Engagement: Evaluating Educational Experience: How Would You Evaluate Your Entire Educational Experience?



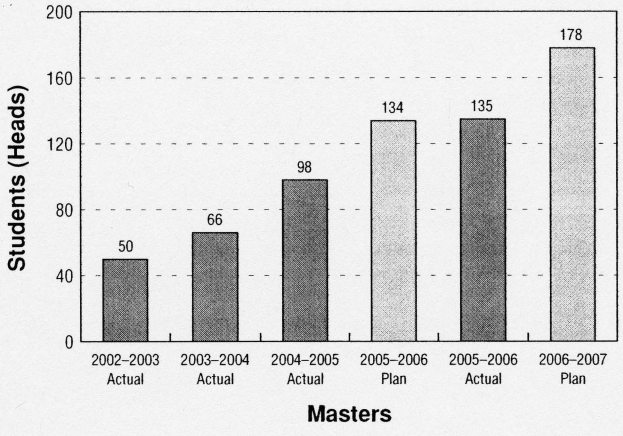
Source: Office of Institutional Research and Analysis

Figure 5 suggests strong rates of student satisfaction amongst both first year and final year Atkinson students over the last two years. The Faculty looks forward to 2006 and 2007 data which will begin to allow us to perceive trends in satisfaction rates for the same cohort of students between first and final year. Recognizing that student engagement is a key element of student success, the Atkinson Faculty has taken a leadership role on campus in working to enhance its student-centredness. Building on initial plans reported in the 2004-2005 PBA, the Faculty has established a Student-Alumni Relations unit [STARS].

In its first year of operation STARS embarked on a wide variety of initiatives including establishing the following:

- Student –Alumni Mentorship program
- Peer-to-Peer mentorship program
- Atkinson Student Ambassador program
- E-newsletter written by students for students
- Special events around recruitment, student orientation, skills development, and community involvement.
- Newsletter for Atkinson alumni
- Community Development Fund

Figure 6: Graduate Admissions: Eligible New Graduate Students (Fall Term)

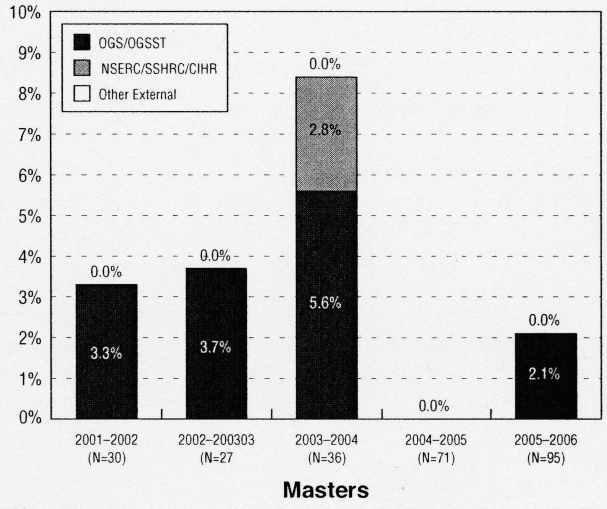


Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

As Figure 6 reflects, Atkinson graduate enrolment has increased steadily since 2002-2003 with the development of new and the expansion of existing Masters level programs including the Masters of Arts in Critical Disability Studies, Masters in Human Resources Management, Masters in Social Work and the new Masters of Science in Nursing which accepted its first class in May 2005.

As indicated, the Faculty plans to admit even more new Masters level students in 2006-2007 with the continued expansion of existing programs. Graduate admissions to Atkinson housed programs are projected to rise even more steeply in 2007-2008 with the anticipated approval of the Masters of Public Policy, Administration and Law, which should receive Ontario Council of Graduate Studies [OCGS] approval in October, and the Direct Entry Masters of Social Work which was submitted to FGS in September. The Faculty also expects to have a number of Doctoral programs approved for 2007-2008 graduate admissions including a PhD in Human Resources Management; a PhD in Critical Disability Studies; and a PhD in Social Work. In addition, the Faculty is currently in the process of preparing a number of proposals for new graduate programs which should be approved for 2008-2009 admissions including Masters' programs in Accounting, Consulting, Emergency Management, ITEC, Logistics, Marketing Research, and Investment Management; an MA and PhD in Indigenous Studies; and a PhD in Health with a field in Health Policy and Equity.

Figure 7: Percentage of Full-time Graduate Students with External Awards



Source: Office of Institutional Research and Analysis

The graduate funding data for 2005-2006 includes the three masters level programs offered through the Atkinson Faculty [Masters of Social Work; Masters of Human Resources Management; and Masters of Critical Disability Studies]. This comparatively small program base has a negative impact on the statistical significance of funding information.

Comparatively few students registered in graduate programs offered through the Atkinson Faculty hold external awards. This is attributable to a number of factors. First, rates of external funding for Masters level programs tend to be much lower than for Doctoral level programs. Second, students applying to Masters level programs tend to have very low application rates for external funding in their first year and these are all one year programs. Third, the Masters of Human Resources Management tends to attract working professionals who take a leave of absence from work if they want to complete the program full-time and are less inclined than other students to seek out external funding opportunities.

Figure 8: Tenure Stream Faculty by Home Faculty as of October 1st

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	17	0	17	14	0	14
		8.9%	0.0%	8.9%	6.5%	0.0%	6.5%
	Assistant Professor	53	7	60	79	9	88
		27.9%	3.7%	31.6%	36.9%	4.2%	41.1%
	Associate Professor	3	74	77	1	73	74
		1.6%	38.9%	40.5%	0.5%	34.1%	34.6%
	Professor	0	31	31	0	33	33
		0.0%	16.3%	16.3%	0.0%	15.4%	15.4%
Alternate	Assistant Lecturer	5	0	5	4	0	4
		2.6%	0.0%	2.6%	1.9%	0.0%	1.9%
	Associate Lecturer	0	0	0	0	1	1
		0.0%	0.0%	0.0%	0.0%	0.5%	0.5%
	Senior Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tenure Stream Faculty		**78**	**112**	**190**	**98**	**116**	**214**

Source: Office of Institutional Research and Analysis

The Faculty anticipates that the expansion of graduate programs especially at the Doctoral level will result in a percentage increase in external awards. The Faculty's plan for graduate growth includes a commitment to work with the Faculty of Graduate Studies to develop strategies to encourage all eligible students to apply for external funding.

The Faculty's tenure stream complement has risen steadily since 2002-2003 in response to the growth in the Faculty's undergraduate enrolments and corresponding increase in undergraduate FFTEs. The Atkinson Faculty welcomed 25 new tenure-stream faculty in 2005-2006. When balanced by retirements, this resulted in a net increase in the Faculty's tenure-stream complement.

The Faculty has recently completed hiring for 2006-2007. The 36 tenure stream faculty hired include retirement replacements, appointments bridged to future retirements, two CUPE conversions, and three positions tied to graduate growth. Future hires will depend on recoveries from retiring faculty and graduate growth. The Faculty also looks forward to the possibility of new faculty complement growth tied to quality assurance funds.

Figure 9: Atkinson Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	140	146	164	190	214	
# of Contractually Limited Appointments	13	13	21	35	57	
Total # of FT Faculty	**153**	**159**	**185**	**225**	**271**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	17.0	16.5	33.5	49.0	31.0	40
# of Appointments Made *(*appts made to date)*	13.0	11.5	25.0	39.0	25.0	36.0*
Departures: Retirements, Resignations & Deaths *(May 1 to April 30)*	4	8	6	7	8	
Student/Faculty Ratios (FTEs)						
UG FTEs	6550.2	7580.5	8699.2	9710.9	10773.4	
Grad FTEs	44.2	42.8	55.9	88.9	122.2	
Full-Time Faculty FTEs	147.2	148.7	168.2	211.8	255.6	
Full-Time Faculty FTEs *(on-site only)*	135.0	136.4	154.7	189.2	237.1	
Part-Time FTEs	149.7	165.4	185.8	208.5	226.7	
Total Faculty FTEs *(on-site only)*	284.7	301.8	340.5	397.7	463.8	
Graduate Student/Full-Time Faculty FTE	0.3	0.3	0.3	0.4	0.5	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	23.0	25.1	25.5	24.4	23.2	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload

Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Atkinson researchers cover a broad range of research areas including social science; public policy; social services; health policy and management; nursing; psychology; information technology; business, administrative and management studies; economics; mathematics; and humanities.

Atkinson researchers hold funding from all tri-council agencies and a number hold grants from more than one of these agencies. Atkinson researchers have had significant success securing funding from other sources in the last year. Notably, Atkinson researchers have recently secured funding from the Ministry of Health and Long-Term Care; the Ministry of Research and Innovation; the Canadian Foundation for Innovation; the Canadian International Development Agency; the Change Foundation; the Canadian Patient Safety Institute; the Harris Family Foundation; and the Ford Foundation.

This significant improvement in research performance is attributable in part to the development of a substantial research infrastructure at Atkinson. A number of research grants are of particular note including:

- Haideh Moghissi and Saeed Rahnema, "Muslim Diasporas: Heightened Islamic identity, gender, and cultural resistance," Ford Foundation grant ($400,000 over three years)
- Marcia Rioux, "Monitoring the human rights of people with disabilities in Canada," Social Science and Humanities Research Council of Canada (SSHRC) - Community University Research Alliance (CURA) ($1,000,000 over five years)
- Varpu Lindstrom, "Missing in Karelia: Canadian Victims of Stalin's Purges," SSHRC Standard Research Grant ($154,000 over three years)

Budget

This is a summary of the 2005-2006 budget and actuals and the planned revenues and expenditures for 2006-2007. As the table shows, the Faculty continues to maintain a budget surplus, although it has now been reduced significantly in accordance with the plan set out in the 2004-2005 PBA. This OTO money was used to: hire a substantial number of CLAs to help bridge the peak in undergraduate enrolments; hire proportionately more support staff on short-term contracts to accommodate growth and to help move forward the Faculty's numerous new academic initiatives; provide increased support for faculty research and conference travel; purchase new and replace outdated audio-visual and computer equipment in the Schools; and develop materials to promote new programs and on-going initiatives. The Faculty's deficit in 2005-2006 was $1 million less than anticipated due, in particular, to the flow through of revenues for new programs that had not been incorporated into the budget.

The Faculty's budget for 2006-2007 shows a significant increase in revenue and expense due to the expansion of Nursing programs including Collaborative Nursing and the IEN BScN both of which are still included in the Atkinson budget pending the final transfer of all budgetary matters to the new Faculty of Health. The Faculty plans to spend a further almost $3 million OTO money from its surplus in 2006-2007 on: new tenure stream appointments secured through providing start-up funds to support new hires and, in a limited number of instances, bridging to the retirements to which an appointment is linked; CLA faculty (although at a level significantly reduced from 2005-2006 levels); contract support staff; enhanced research support; and refreshing the Faculty's computer labs.

The budget for the Faculty's Division of Continuing Education is broken out here for the first time. The Division operates as a revenue generating unit within the Faculty. The Division is showing a surplus of just under $1 million dating from the 1990s. In 2004-2005, the Division had an in-year deficit but was successful in 2005-2006 in accumulating a slight surplus. A portion of the Division's carryforward is available as a business reserve for the unit following responsible business practices and to support new initiatives. The balance is earmarked for the on-going support of faculty research and the development of significant new academic initiatives once the Faculty's surplus has been spent and the Faculty faces what it anticipates will be straitened circumstances. In 2005-2006, the Division's priority was the expansion of its revenue base through new business opportunities including: the formation of partnerships with units within Atkinson and with other Faculties to expand the number and breadth of the Division's programming; and the expansion of the Division's Conference Management business. Looking forward, the Division hopes to establish working relationships with the Faculty of Fine Arts, the Centre for Refugee Studies, the Faculty of Environmental Studies, and the School of Nursing in the New Faculty of Health.

Atkinson Faculty of Liberal and Professional Studies

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
DEGREE			
Revenue:			
External cost recoveries	566,825	610,543	663,023
Internal cost recoveries	564,454	699,215	765,413
Other revenues	-	28,658	523,000
Central allocations	48,111,289	49,269,756	52,371,115
Total Revenue	**49,242,568**	**50,608,172**	**54,322,551**
Expenses:			
Faculty - Administration	793,096	878,523	819,175
Faculty - Full-time	26,957,413	27,181,830	27,635,568
Faculty - Contract	10,536,266	8,684,636	9,690,637
Teaching assistants	-	1,385,141	1,453,596
Research	2,177,129	2,261,186	2,828,976
Support/Administration	8,353,504	7,993,683	9,170,675
Other	354,930	491,846	560,103
Total Salaries and Benefits	**49,172,338**	**48,876,845**	**52,158,729**
Operating costs	3,849,791	4,559,309	4,333,157
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	301,109	334,829	339,435
Scholarships & bursaires	-	-	198,000
Interest on long-term debt	-	-	-
Total Expenses	**53,323,238**	**53,770,983**	**57,029,321**
Total Revenue less Expenses	**(4,080,670)**	**(3,162,811)**	**(2,706,770)**
Previous Year's Carryforward	**9,385,749**	**9,385,749**	**6,222,938**
Carryforward to Next Year	**5,305,079**	**6,222,938**	**3,516,168**
NON-DEGREE			
Total Revenue less Expenses	**50,229**	**133,506**	**119,295**
Previous Year's Carryforward	**789,114**	**789,114**	**922,620**
Carryforward to Next Year	**839,343**	**922,620**	**1,041,915**

Goals for 2006-2007

In 2006-2007 the Atkinson Faculty of Liberal and Professional Studies intends to:

- Continue an active program of curricular development including bringing forward the following degree programs:
  - Undergraduate
    - Undergraduate degree program in EM which will build on the new professional certificate in EM
    - Significantly revised BA in Business Economics
    - Innovative new programming in Public Policy and Administration
    - BA in Applied/Professional Communications
    - New BA degree program in Race, Ethnicity, and Indigeneity
    - Significantly revised and enhanced BAS ITEC degree program
    - Certificate in Public History
    - BA in North American Studies
    - Opportunities for Inter-Faculty double majors and major/minors
  - Graduate
    - Masters of Accounting
    - Masters of Consulting
    - Masters of Emergency Management
    - Masters in ITEC
    - Masters of Logistics
    - Masters of Marketing Research
    - Masters of Investment Management
    - MA/PhD in Indigenous Studies
    - PhD in Health with a Field in Health Policy and Equity
- Continue to expand the Faculty's Experiential Education initiative including: expanding Community Service Learning opportunities and developing more in-class EE programs; putting in place a significantly expanded range of internship opportunities; engaging as many as 1,000 Atkinson students in these EE options; and building University-Community partnerships and strengthening York's reputation within the community including a planned Conference involving stakeholders in 2006-2007.
- Work in close collaboration with other Faculties and the Office of the Vice-President Academic to advance the UAP, promote research, expand graduate programs, and refine and clarify Faculty mandates to ensure success.
- Continue to build the Faculty's research profile by: continuing the faculty's stellar research performance; building research infrastructure; expanding research networks with other Faculties; bridging to Organized Research Units; and supporting health researchers in their transition to the new Faculty of Health.
- Continue to create a climate that fosters student and alumni engagement including: establishing new co-curricular programs/opportunities for students in the community which will bridge to community service learning opportunities; and hosting a forum on student success that brings together students and student service areas to explore how services to students can be enhanced.
- Manage the transition of Nursing, Health Policy and Management, and Psychology to the new Faculty of Health.

FACULTY OF EDUCATION

Overview

The Faculty of Education experienced growth and development in all of its program areas in 2005-2006. The 2002-2003 Five Year Plan continues to guide the Faculty's course, as does the University's Academic Plan. As in the recent past, the Faculty has been required to respond adeptly and creatively to unanticipated developments in the provincial educational landscape. The Faculty's general goals for 2006-2007 include: building upon its reputation for fostering innovative teacher-education practices; broadening the mandate of and participation in the Graduate Program in Language, Culture and Teaching; improving and sustaining a vibrant research culture; extending, incrementally, community-based educational programming; consolidating recent professional development programmatic initiatives and sustaining enrollments at current levels; and articulating and embodying the values of equity and social justice in education. Highlights of Faculty activities and plans are provided below.

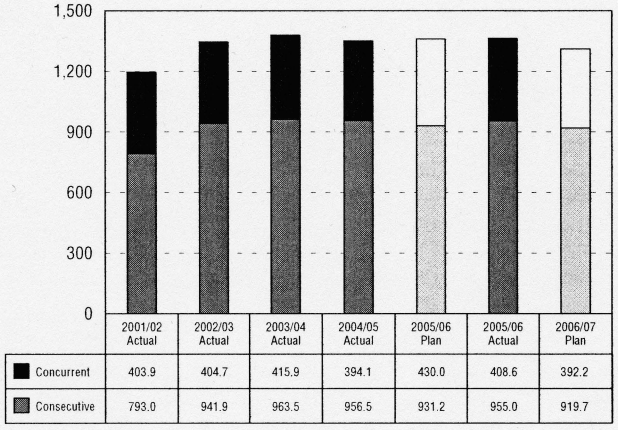
Report on Implementation of 2005-2006 Objectives

- **Reviewing and updating the Faculty of Education faculty recruitment strategy. COMPLETED.** The Faculty approved a new faculty recruitment plan in the spring of 2006, which provides the basis for academic planning for at least the coming two years. Four tenure track appointments were made in 2005-2006: one new growth appointment and three replacements.
- **Implementing the next phase of curriculum renewal in the Concurrent Program, and continuing with the review of the Consecutive Program. COMPLETED/IN PROCESS.** The second phase of curriculum renewal in the Concurrent Program was implemented. The review of the Consecutive Program continues.
- **Producing a draft plan for an Aboriginal Teacher Education Program. COMPLETED/IN PROCESS.** A draft proposal has been completed and is being prepared for presentation to Faculty Council in the coming academic year.
- **Developing a plan for expansion of the graduate program in accordance with university-wide initiatives, and attending to the issue of graduate completion rates COMPLETED/IN PROCESS.** In response to a call by the Vice President Academic, the Faculty prepared a graduate growth plan, which includes the proposed introduction of a new diploma program, plans to recruit new tenure-stream faculty, and the setting of new graduate enrolment targets. As is the case across the University, the Faculty continues to refine the growth plan. A graduate retreat was held to consider program changes designed to improve graduate completion rates. This subject will be taken up in the coming academic year.
- **Working to convert SSHRC "reversionary list" research applications to fully funded grants. IN PROCESS.** Those applicants on the SSHRC reversionary list in 2004-2005 were again placed on the reversion list in the 2005-2006 competition. With the assistance of resources from the office of the Vice President Research and Innovation, the Faculty will continue to work with these and other SSHRC applicants.
- **Seeking out new research opportunities that provide support to faculty and graduate students, and that profile the Faculty's academic strengths. COMPLETED/IN PROCESS.** Two new standard SSHRC grants were obtained this year. Among a variety of successful research initiatives, the Faculty received a major grant from the Ministry of Colleges and Universities' new Access to Opportunity Program to support community-based research and programming. The Faculty held its first annual Research Forum in which three professors presented their research in progress. The Faculty's international projects led to several conference papers and publications this past year. The Faculty played a major role in cultivating scholarly work by hosting the academic meetings of three Humanities and Social Science Congress Associations: the Canadian Society for the Study of Education, the Canadian Society for the Study of Higher Education, and the Canadian Association for Adult Education. Deborah Britzman was the first Faculty of Education member to be named a Distinguished Research Professor. Carl James received an honorary doctorate from Uppsala University in Sweden for his extensive work on equity and anti-racist education.
- **Enhancing relations with Alumni by holding the first Annual Alumni Teaching Award Dinner and celebrating the 30th anniversary of the Faculty's first graduating class COMPLETED.** The Faculty awarded the Faculty of Education Alumni Association Excellence in Teaching Award, and several other convocation prizes. The event attracted more than 100 participants; it will be held again in November 2006, and will continue to help heighten the Faculty's profile in the educational community.
- **Continuing to improve communication practices through the preparation of informative publications directed to Faculty of Education friends, partners and stakeholders. COMPLETED.** The Faculty produced its first biennial review, *Excellence in Education, 2004-2006*. Improved promotional strategies contributed to a significant growth of enrolments in the Field Development (Continuing Education) Program. The Pre-service Program issued its four newsletters, "Straight Talk," directed to host teachers and other educational partners in the community. The work of several faculty members was featured prominently in the public media. Significant improvements were made to the Faculty Web site.

Performance Measures

ENROLMENTS

Figure 1: Undergraduate FTEs

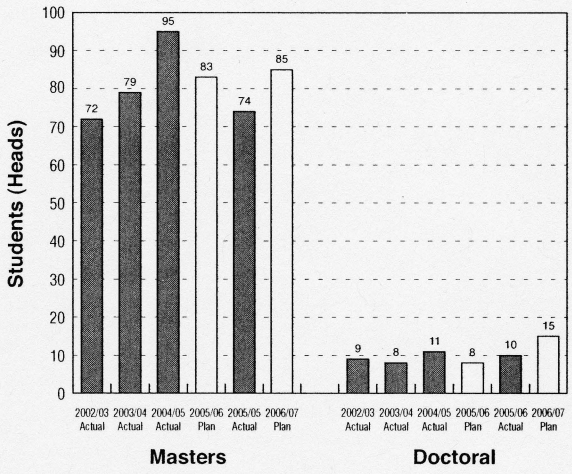


	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Concurrent	403.9	404.7	415.9	394.1	430.0	408.6	392.2
Consecutive	793.0	941.9	963.5	956.5	931.2	955.0	919.7

Source: Office of Institutional Research and Analysis

Undergraduate enrolments in 2005-2006 were under target in the Concurrent Program by 5.1 percent. This was offset by Consecutive enrolment that was over-target by 2.5 percent. (A Concurrent student comprises one-third of a full-time equivalent Consecutive student.) The Faculty slightly exceeded its full-time doctoral entrance targets, and fell slightly short at the part-time Master's level. The Faculty is seeking to raise the proportion of full-time Master's students in the coming sessions. In the Field Development (Continuing Education) area, enrolments in Additional Qualifications courses for teachers have risen to some 5600 annually. Four years ago, there were 1500 AQ students. The goal of increasing the provincial share of AQ registrants has been met and surpassed. This has occurred in the wake of increasing competition from new providers of AQ courses, including school boards. Some 30 on-line courses are now available and they do not appear to have drawn enrolments away from traditional face-to-face AQs.

Figure 2: Eligible New Graduate Students (Fall Term)

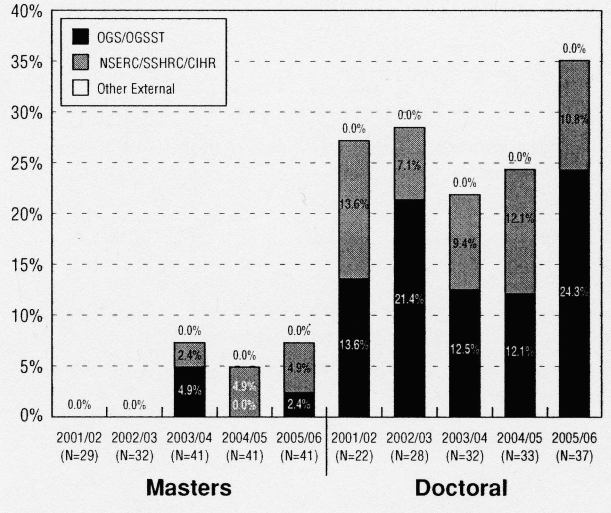


Source: Office of Institutional Research and Analysis

GRADUATE STUDENT EXTERNAL AWARDS

The percentage of graduate students receiving external awards from OGS and SSHRC increased from just under 25 per cent in 2004-2005 to 35 per cent in 2005-2006, reflecting well on the quality of the graduate class.

Figure 3: Percentage of Full Time Graduate Students with External Awards, Faculty of Education



Source: Office of Institutional Research and Analysis

TENURE STREAM FACULTY

Retiring or departing faculty were successfully replaced; growth appointments were made; and faculty continue to move through the tenure and promotion ranks.

FACULTY COMPLEMENT

As noted above, the Faculty made 4 of 5 approved tenure-track appointments in 2005-2006. The fifth position has been re-posted with an October 2006 deadline. Graduate student/full-time faculty ratios have risen since 2002-2003, but fallen slightly between 2004-2005 and 2005-2006. Undergraduate student/full-time faculty ratios declined between 2001-2002 and 2002-2003 and have been at a steady state since.

Figure 4: Tenure Stream Faculty by Home Faculty as of October 1st, Faculty of Education

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	1	0	1	0	0	0
		2.4%	0.0%	2.4%	0.0%	0.0%	0.0%
	Assistant Professor	11	0	11	10	0	10
		26.2%	0.0%	26.2%	23.3%	0.0%	23.3%
	Associate Professor	0	18	18	0	19	19
		0.0%	42.9%	42.9%	0.0%	44.2%	44.2%
	Professor	0	12	12	0	14	14
		0.0%	28.6%	28.6%	0.0%	32.6%	32.6%
Alternate	Assistant Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Associate Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Senior Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tenure Stream Faculty		**12**	**30**	**42**	**10**	**33**	**43**

Source: Office of Institutional Research & Analysis

Figure 5: Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	41	42	43	42	43	
# of Contractually Limited Appointments	2	0	0	0	1	
Total # of FT Faculty	**43**	**42**	**43**	**42**	**44**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	7.5	4.0	2.0	2.0	5.0	2.0
# of Appointments Made *(*appts made to date)*	4.5	3.0	1.0	1.0	4.0	1.0*
Departures: Retirements, Resignations & Deaths *(May 1 to April 30)*	2	1	1	1	2	
Student/Faculty Ratios (FTEs)						
UG FTEs	1294.0	1346.6	1379.3	1350.6	1363.7	
Grad FTEs	99.3	114.6	126.7	135.8	142.0	
Full-Time Faculty FTEs	40.4	41.3	40.9	40.2	43.2	
Tenure Stream Faculty FTEs	39.5	41.1	40.9	40.8	42.4	
Full-Time Faculty FTEs *(on-site only)*	33.4	33.4	35.8	34.9	37.2	
Part-Time FTEs	66.4	74.0	74.2	75.1	72.8	
Total Faculty FTEs *(on-site only)*	99.8	107.4	110.0	110.0	110.0	
Graduate Student/Full-Time Faculty FTE	2.5	2.8	3.1	3.4	3.3	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	13.0	12.5	12.5	12.3	12.4	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

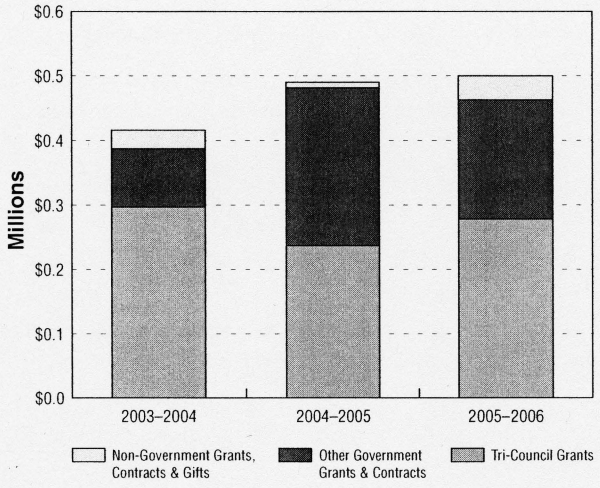
c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload and Secondees

Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

RESEARCH

Of a total of 7 SSHRC applications submitted, two standard grants were awarded in 2006, two were recommended for funding but not funded, and a number of other external grants were received, including a major award from the Ministry of Training Colleges and Universities Access to Opportunity Program. One quarter of the Faculty hold external grants, and the Faculty will continue its efforts to increase this proportion, particularly with respect to Tri-Council sources.

Figure 6: Research Income by Source



Source: ORS from RPTS

OTHER INITIATIVES

A selected list of significant faculty initiatives in 2005-2006 include:

- Destination Arts – a program mounted in collaboration with the Faculty of Fine Arts to encourage and demonstrate the value of Arts education in primary and secondary schools;
- the establishment of the Sustainability Education Enterprise (SEDA), a collaboration with the Schulich School of Business which will offer an executive training program on the provision of sustainability and environmental education in the schools;
- the successful Homelessness conference which drew some 800 people in May, 2005;
- participation by the Faculty with OISE-UT and the Toronto District School Board in the inner city model schools project;
- presentation by Lieutenant Governor, James K. Bartleman to B.Ed students at a March forum;
- international initiatives and programs including: a new non-degree certificate in International Education which was offered for the first time in Spring 2006, a new project fund to assist faculty engaged in international research and programs, completion of the Rural Education Project in Peru, faculty and student exchanges with PH Freiburg in Germany, Immersion program for teacher candidates from Hong Kong Institute of Education, and continuing participation in the University's International Internship program.

Budget

The financial resources for the Faculty have had the benefit of a separate funding envelope from the Ministry of Training, Colleges and Universities to cover the increased enrolment of teacher candidates in the Consecutive Program over the past few years. The funding has been extended for the 2006-2007 academic year. Should this funding be eliminated, the impact on the Faculty will be significant both in terms of its enrolment and funding levels.

Figure 7: Research Performance

	Performance by Eligible Tri-Council			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at October 1st)	0	0	43	43
Number of FT faculty members holding an external grant or contract	0	0	11	11
Percentage of FT faculty members holding an external grant or contract	0.0%	0.0%	25.6%	25.6%
Number of FT faculty members holding a tri-council grant	0	0	7	7
Percentage of FT faculty members holding a tri-council grant	0.0%	0.0%	16.3%	16.3%
Total FT faculty research income from all sources	$ 0.00	$ 0.00	$502,386.00	$502,386.00
FT faculty research income intensity	$ 0.00	$ 0.00	$ 11,683.40	$ 11,683.40
Total FT faculty research income from the tri-councils	$ 0.00	$ 0.00	$278,966.00	$278,966.00
FT faculty tri-council research income intensity	$ 0.00	$ 0.00	$ 6,487.58	$ 6,487.58
Number of tri-council applications by FT faculty members	0	0	13	13
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 0.00	$ 0.00	$ 0.00	$ 0.00
Number of tri-council applications by retirees, adjuncts and others	0	0	1	1

Source: OIRA and ORS from RPTS and FT faculty file

The Research and Field Development Office has continuously expanded its non-credit course offerings including on-line additional qualifications courses which have proven to be very successful. The Faculty sustained a surplus as a result of the increased revenues.

The Faculty has been prudent over the past few years and acquired a carry-forward in its academic budget. These, along with surplus funds from non-credit course revenues, will be needed to allow for a transition year in order to implement any major program changes as a result of the loss of the separate funding envelope. In addition, the Faculty is scheduled to move to Winters College by 2007, and funds will be needed to provide equipment, furnishings, teaching materials, and support for academic planning objectives. Projected income from non-credit courses is available to supplement complement expansion costs.

Faculty of Education

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
DEGREE			
Revenue:			
External cost recoveries	368,000	446,491	389,000
Internal cost recoveries	708,485	774,474	1,040,470
Other revenues	400,000	473,882	450,000
Central allocations	13,148,062	13,499,528	12,850,069
Total Revenue	**14,624,547**	**15,194,375**	**14,729,539**
Expenses:			
Faculty - Administration	424,485	455,339	442,380
Faculty - Full-time	3,896,659	3,808,489	3,250,386
Faculty - Contract	1,294,421	1,539,335	1,092,110
Teaching assistants	478,966	297,610	477,855
Research	1,067,802	992,139	1,507,387
Support/Administration	3,224,501	3,363,608	3,533,536
Other	3,209,377	3,367,881	3,218,866
Total Salaries and Benefits	**13,596,211**	**13,824,401**	**13,522,520**
Operating costs	966,212	1,008,137	1,177,276
Amortization of capital assets	-	-	-
Cost of goods sold	54,300	84,623	-
Taxes and utilities	263,000	339,469	52,500
Scholarships & bursaries	34,000	15,137	24,400
Interest on long-term debt	-	-	-
Total Expenses	**14,913,723**	**15,271,767**	**14,776,696**
Total Revenue less Expenses	**(289,176)**	**(77,392)**	**(47,157)**
Previous Year's Carryforward	**1,210,515**	**1,210,515**	**1,133,123**
Carryforward to Next Year	**921,339**	**1,133,123**	**1,085,966**
NON-DEGREE			
Total Revenue less Expenses	**1,182,551**	**1,489,070**	**866,121**
Previous Year's Carryforward	**4,175,412**	**4,175,412**	**5,664,482**
Carryforward to Next Year	**5,357,963**	**5,664,482**	**6,530,603**

Strategic Priorities, 2006-2007

- Implementing faculty recruitment strategy; hiring for all approved full-time tenure track positions.
- Implementing proposal to create a graduate diploma program in post-secondary education.
- Improving promotion and marketing of graduate program in order to meet new graduate enrolment targets.
- Implementing final year of curriculum renewal in the undergraduate Concurrent program.
- Continuing with review of Consecutive program with a view to reform and renewal; planning for change in Consecutive program in view of possible shifts in provincial funding policy.
- Expanding selectively Field Development educational partnerships (internal and external) by building on current academic and programmatic strengths.
- Expanding selectively International educational partnerships by building on current academic and programmatic strengths.
- Developing a strategic plan for programmatic change in Deaf and Hard of Hearing Education.
- Developing a strategic plan for improving Faculty research culture and the prospects for successful research grant applications.
- Implementing a communications strategic plan designed to enhance Faculty academic profile and to cultivate alumni and donor relations.
- Participating fully in York fund raising campaign; doubling of donations beyond 2005-2006 level.
- Facilitating the move of the Faculty from the Ross Building to Winters College, scheduled for Fall 2007.

FACULTY OF ENVIRONMENTAL STUDIES

Overview

The Faculty of Environmental Studies, a pioneer in York's commitment to interdisciplinarity, continues to be a leader in environmental education in Canada. FES is the second-largest graduate program at York and the largest Environmental Studies program in Canada. FES offers BES, MES and PhD degrees.

Report on Implementation of 2005-2006 Goals:

Develop a strategic faculty and staff hiring plan to accommodate the anticipated 15+ hires over the next 5 years and to support University academic plan priorities. In 2005-2006, FES hired 4.3 new faculty members, all in key areas of academic priorities for the Faculty and the University. Two of the faculty hires made in 2005-2006 fill key gaps in FES's cross-Faculty, interdisciplinary certificate programs: one in the "Community Arts Practice" program, the other in the innovative "Environmental Landscape Design" program. The third faculty member, a specialist in international development, will enhance efforts to increase the University's capacity in internationalization as well as contribute to a fast-growing multi-Faculty area of interest. The fourth faculty hiring, in urban health, was made with an eye not only to FES's programmatic needs, but to enhance cross-Faculty collaboration with the new Faculty of Health. The Dean's office further negotiated a partial cross-appointment with Osgoode, a faculty hire that will extend capacity in York's innovative MES/LLB program.

Implement student recruitment plan and achieve improvements in BES enrolments. FES significantly exceeded its undergraduate targets for 2005-2006, partly as a consequence of an anomaly in the annual rescind exercise. While the significant over-reach posed some management and enrollment pressures, it offered an opportunity to assess the capacity of the FES undergraduate program. For 2006-2007, FES expects to meet enrollment targets. Two years of robust enrollments suggest that FES is on track for a sustainable undergraduate enrollment plan.

Increase financial support available to FES students in all 3 degree programs. Scholarships and bursaries support for 2005-2006 exceeded budget projections, although growth continues at a modest scale.

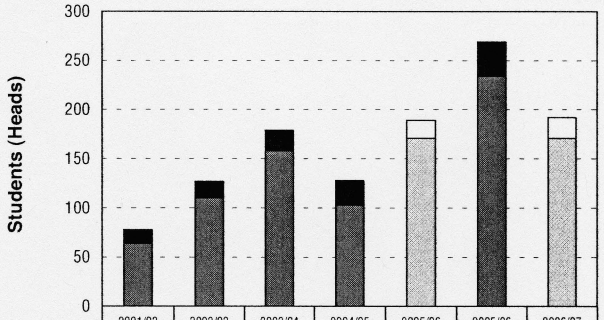
Enhance internationalization activities. FES continues to make strong contributions to York's international profile. The Las Nubes Costa Rica rainforest continues to be a major magnet for fundraising, research, and teaching opportunities. In 2005-2006 FES launched an international/intercultural "departure" workshop to prepare students conducting field experience. Eight students participated in the York International Internship program, including placements with the University of Western Australia; the Disaster Relief Monitoring Unit of the Human Rights Commission in Sri Lanka; the UCLA School of the Arts and Architecture ArtsBridge Program in LA, and the Canadian Organization for Tropical Education and Rainforest Conservation (COTERC) in Costa Rica. Over 50 graduate students participated in field research internationally, including North America (USA, Mexico), South America (Costa Rica, Ecuador, Guatemala), Africa (Tanzania, Botswana, South Africa, Ghana, Sudan), Asia (India, Philippines, Japan, China, Taiwan), Near/Middle East (Israel, Jordan, Lebanon, United Arab Emirates and Bahrain, Iran).

Continue to adapt and meet the expectations of the Strategic Plan. FES has met all expectations of the Strategic Plan, both in terms of enrollment stabilization and fiscal management. FES cleared its deficit one year ahead of schedule, and continues to meet all targets for all three of its degree programs.

Deepen and extend the strong accomplishments in research. FES faculty received more than $1 million in research funding in 2005-2006 from internal and external sources. Further, FES faculty submitted 75 internal and external funding proposals, an increase of over 35 per cent from last year, and 59 per cent of faculty either submitted or were already involved with Tri-Council funded research. In 2005-2006 FES supported 5 seminar series, 3 major conferences, pre- and post-grant support workshops for faculty, funding workshops for students, and distributed a wide variety of funding information to faculty members.

Performance Measures

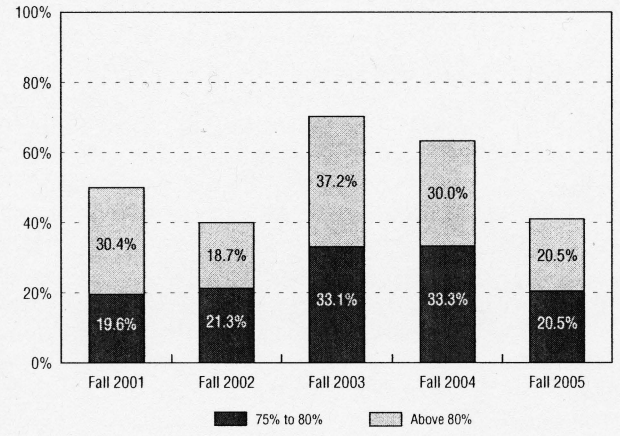
Figure 1: Admissions: New Eligible Fall Undergraduates on November 1st, Faculty of Environmental Studies



	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	14	17	21	25	18	35	21
Year 1	64	110	158	103	171	234	171

Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

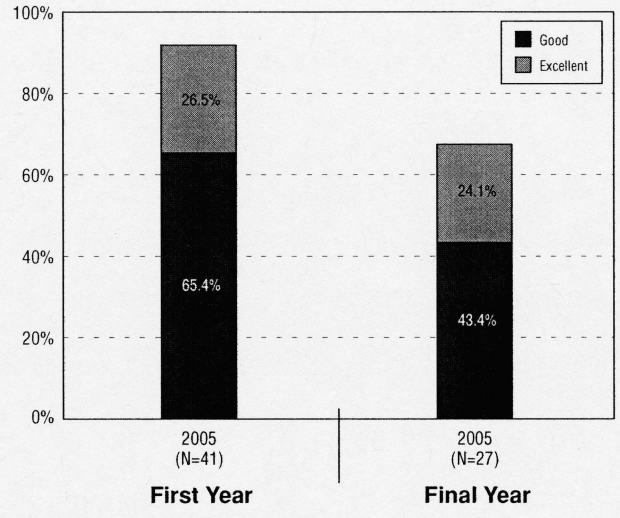
Figure 2: Admissions: Percentage of New Year 1 Registrants From Secondary School with Entry Average 75 per cent or Better



Source: Office of Institutional Research and Analysis

The Fall 2005 results reflect an anomaly that occurred in the rescind process, and there is no reason to believe these lower GPA results will be repeated.

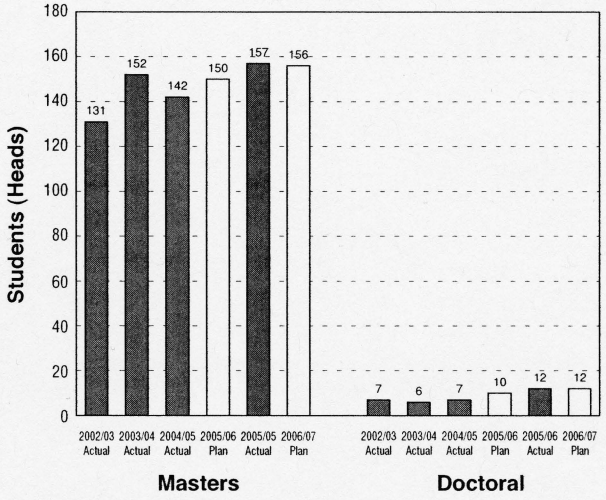
Figure 3: National Survey of Student Engagement: How Would You Evaluate Your Entire Educational Experience?



Source: Office of Institutional Research and Analysis

FES will be closely reviewing measures on student experience as part of its OCGS and UPR reviews scheduled for 2007. Additionally, several new initiatives are planned for the coming year, described in the Priorities section below.

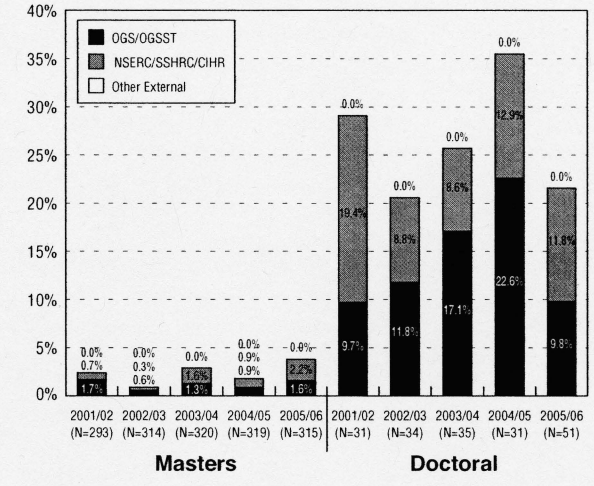
Figure 4: Graduate Admissions: Eligible New Graduate Students (Fall Term)



Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Graduate admissions in FES continue to be on target, although the Faculty is challenged by inadequate funding resources for the large MES student intake.

Figure 5: Percentage of Full-Time Graduate Students With External Awards



Source: Office of Institutional Research and Analysis

As described below, the Faculty is implementing a number of initiatives to encourage and support graduate students in making grant and external funding applications.

Figure 6: Tenure Stream Faculty by Home Faculty as of October 1st

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Assistant Professor	9	1	10	8	1	9
		25.0%	2.8%	27.8%	20.5%	2.6%	23.1%
	Associate Professor	0	19	19	0	19	19
		0.0%	52.8%	52.8%	0.0%	48.7%	48.7%
	Professor	0	7	7	0	11	11
		0.0%	19.4%	19.4%	0.0%	28.2%	28.2%
Alternate	Assistant Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Associate Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Senior Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tenure Stream Faculty		**9**	**27**	**36**	**8**	**31**	**39**

Source: Office of Institutional Research and Analysis

Figure 7: Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	33	33	35	36	39	
# of Contractually Limited Appointments	2	4	3	0	0	
Total # of FT Faculty	**35**	**37**	**38**	**36**	**39**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	2	2	2	3	2	4.33
# of Appointments Made *(*appts made to date)*	1	0	2	3	2	4.33*
Departures: Retirements, Resignations & Deaths *(May 1 to April 30)*	2	0	0	1	0	
Student/Faculty Ratios (FTEs)						
UG FTEs	229.6	275.2	334.4	341.3	473.3	
Grad FTEs	282.6	308.1	325.3	328.3	334.7	
Full-Time Faculty FTEs	34.5	36.1	35.6	36.4	37.6	
Full-Time Faculty FTEs *(on-site only)*	27.3	33.3	31.5	30.9	32.6	
Part-Time FTEs	18.8	16.5	19.0	22.1	27.1	
Total Faculty FTEs *(on-site only)*	46.1	49.8	50.5	53.0	59.7	
Graduate Student/Full-Time Faculty FTE	8.2	8.5	9.1	9.0	8.9	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	5.0	5.5	6.6	6.4	7.9	1

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload

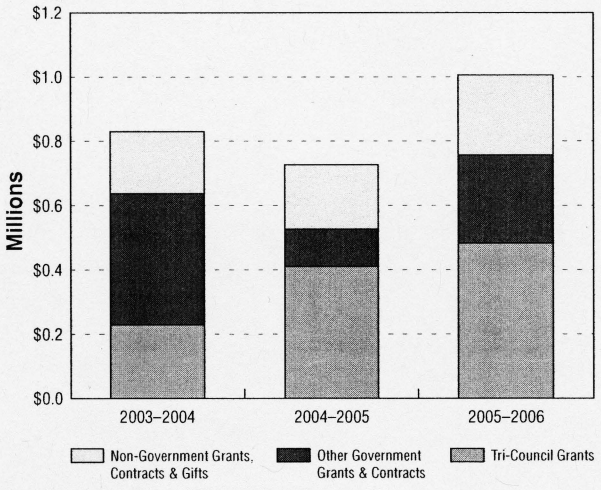
Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Figure 8: Research Performance Chart 2005-2006

	Performance by Eligible Tri-Council			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full-time faculty members)				
Number of FT faculty members (at October 1st)	0	3	36	39
Number of FT faculty members holding an external grant or contract	0	2	14	16
Percentage of FT faculty members holding an external grant or contract	0.0%	66.7%	38.9%	41.0%
Number of FT faculty members holding a tri-council grant	0	2	10	12
Percentage of FT faculty members holding a tri-council grant	0.0%	66.7%	27.8%	30.8%
Total FT faculty research income from all sources	$ 0.00	$172,000.00	$820,638.00	$992,638.00
FT faculty research income intensity	$ 0.00	$ 57,333.33	$ 22,795.50	$25,452.26
Total FT faculty research income from the tri-councils	$ 0.00	$104,500.00	$450,431.00	$554,931.00
FT faculty tri-council research income intensity	$ 0.00	$ 34,833.33	$ 12,511.97	$ 14,229.00
Number of tri-council applications by FT fcaulty members	0	3	10	13
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 0.00	$ 0.00	$ 10,000.00	$ 10,000.00
Number of tri-council applications by retirees, adjuncts and others	0	0	0	0

Source: OIRA and ORS from RPTS and FT faculty file

Figure 9: Total Awarded Annual Externally-Sponsored Research Income by Source



Source: ORS from RPTS

FES faculty received more than $1 million in research funding in 2005-2006 from internal and external sources. FES faculty submitted 75 internal and external funding proposals, an increase of over 35 per cent from last year. Fifty-nine percent of faculty either submitted or were already involved with Tri-Council funded research.

Budget

In 2005-2006, the Faculty met all of its financial obligations and posted a nominal operating surplus. This objective was achieved without compromising an aggressive faculty hiring plan and/or several key operational initiatives. After two years of consistently solid financial performance, the Faculty has returned to fiscal health and looks forward to making strategic investments in support of the Faculty's short- and long-term goals through the end of this decade.

Faculty of Environmental Studies

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	19,500	24,842	14,000
Internal cost recoveries	63,100	40,271	51,000
Other revenues	25,800	65,162	40,500
Central allocations	8,007,924	8,484,071	8,477,350
Total Revenue	**8,116,324**	**8,614,346**	**8,582,850**
Expenses:			
Faculty - Administration	615,179	659,359	554,228
Faculty - Full-time	3,270,691	3,380,515	3,095,039
Faculty - Contract	237,065	372,687	395,664
Teaching assistants	996,360	1,243,614	1,107,800
Research	445,818	451,240	850,461
Support/Administration	1,690,245	1,663,212	1,895,172
Other	3,050	15,361	400
Total Salaries and Benefits	**7,258,408**	**7,785,988**	**7,898,764**
Operating costs	648,205	621,363	727,850
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	51,800	64,752	61,200
Scholarships & bursaries	8,650	13,649	43,000
Interest on long-term debt	-	-	-
Total Expenses	**7,967,063**	**8,485,752**	**8,730,814**
Total Revenue less Expenses	**149,261**	**128,594**	**(147,964)**
Previous Year's Carryforward	**302,605**	**302,605**	**431,199**
Carryforward to Next Year	**451,866**	**431,199**	**283,235**

Priorities for 2006-2007

Fundraising: FES has three focal points for its fundraising efforts in 2006-2007:

- Increase financial support available to FES students in all 3 degree programs. This remains one of the highest priorities for the Faculty, and the Faculty's annual fundraising plan reflects this.
- Participate in and contribute to the York University capital campaign. Fundraising priorities have been identified that will shape FES's role in this campaign.
- Develop a strategic plan for fundraising to support facilities development at Las Nubes Rainforest, as well as for a Chair or Lectureship to support Las Nubes-based research and teaching.

Research: Efforts to support an enhanced research profile in FES in 2006-2007 will include:

- reviewing Research and Awards Committee regulations that support and facilitate the research profile at FES;
- launching a newly designed research Web site;
- revisiting and refining the Faculty's Strategic Research Plan (first developed in 2003) to ensure FES continues to excel in research productivity while sustaining one of the most vibrant and active research cultures on campus.

Student Experience: FES will conduct a comprehensive review of student satisfaction measures as part of its OCGS and UPR reviews. In addition to exploring possibilities for enhancing student-faculty relations, this review will focus on possible improvements in the two operational areas that provide most direct support for and daily contact with students:

- Office of Student Academic Services: review of front-line staff support, advising approach and capacity, and orientation activities;
- Student and Alumni Resource Center: review of services provided for career advising and funding opportunities.

Planning for successful OCGS and UPR reviews: Academic and organizational operational plans will be developed to ensure a successful OCGS Review as well as the Undergraduate Program Review, both scheduled for 2007.

Communications Strategy: Develop an overarching communications strategy and media plan to clarify the messaging to external audiences about the Faculty.

FACULTY OF FINE ARTS

Overview

The first such faculty established in Canada, York's Faculty of Fine Arts remains unique in the Ontario university system, offering academic studies and professional training in dance, design, film, music, theatre and visual arts, as well as interdisciplinary fine arts cultural studies. Degree programs include the BA, BA (Honours), BFA (Honours), BDes (Honours), MA, MFA, MDes and PhD.

The mission of the Faculty of Fine Arts is to provide the best possible education for the next generation of fine arts practitioners, scholars and educators, preparing them for the many career options in their fields. Through its scholarly and creative research, the Faculty serves local, national and international communities, advancing the fine arts in Canada and abroad, as well as enlivening the life of the University community. Fine Arts faculty and alumni are major contributors to Canada's arts scene, to public policies for culture and arts education, and to the establishment of national fine arts professional standards.

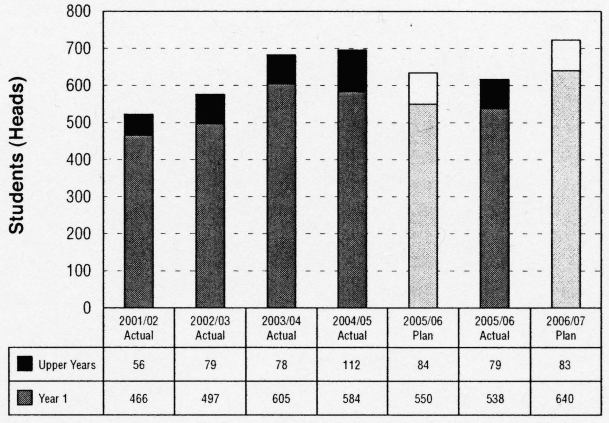
Performance Measures & Report on Implementation of Objectives 2005-2006

The Faculty of Fine Arts is pleased to report on the implementation of the goals for 2005-2006 as presented in the 2004-2005 Planning, Budget and Accountability Report.

Student Recruitment and Enrolment

In 2005-2006, the Faculty was able to make significant progress towards its goal of attracting the best creative and academically able students. The Faculty has grown significantly in the past five years, with most of this planned growth taking place in 2003-2004 and 2004-2005, the years of the "double-cohort". The Faculty of Fine Arts remains "in demand" and enrolments are planned to grow in 2006-2007.

Figure 1: Admissions: New Eligible Fall Undergraduates on November 1 – Faculty of Fine Arts

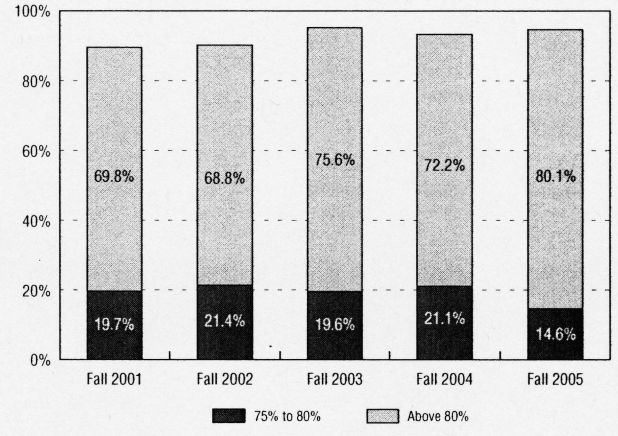


	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	56	79	78	112	84	79	83
Year 1	466	497	605	584	550	538	640

Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

The academic qualifications of registered students have also shown an increase in recent years, with greater numbers of students entering with averages above 75 per cent, a trend which is anticipated to continue.

Figure 2: Admissions: Percentage of New Year One Registrants from Secondary School with Entry Average 75 per cent or Better – Faculty of Fine Arts

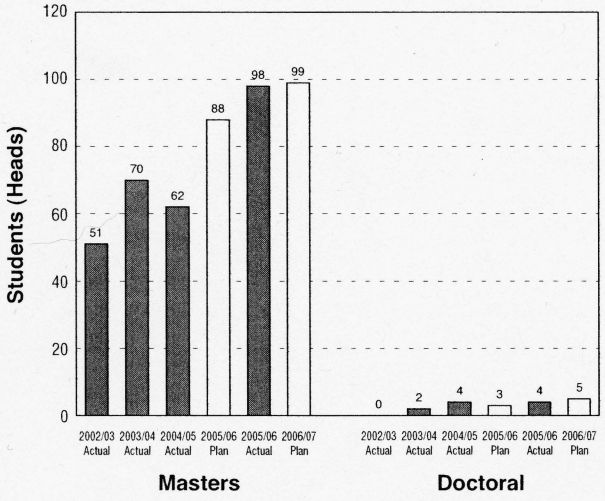


Source: Office of Institutional Research and Analysis

In addition to Fine Arts majors, there has been continuing high demand for studies and studio courses for non-majors. The Faculty is pleased to provide a number of courses for non-majors but capacity in studio format classes is limited.

The Faculty also increased enrolment in graduate studies, both through increasing numbers in existing programs and initiating new programs, such as the Master of Design.

Figure 3: Graduate Admissions: Eligible New Graduate Admissions (Fall Term) – Faculty of Fine Arts

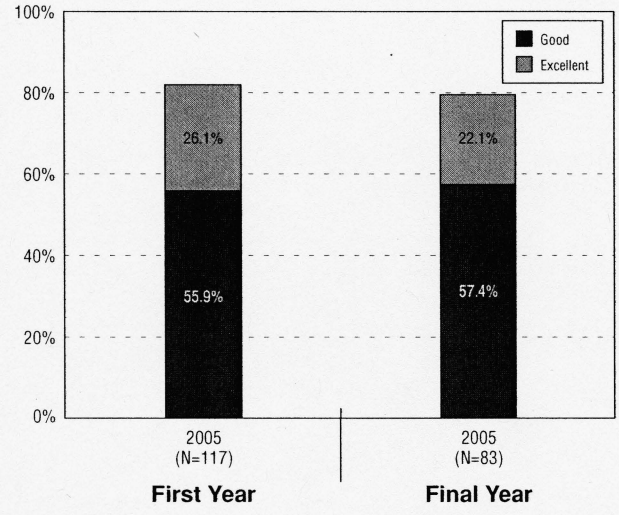


Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Student Experience/Retention/Support

In 2005-2006, the Faculty's Student Academic Services office continued to improve a number of activities, including the "State of the Arts" newsletter, First-Year Orientation, proactive advising, and initiatives in partnership with the Career Centre. In 2005-2006, the Faculty launched the "FASAMs" (Fine Arts Student Ambassadors and Mentors), a group of outstanding upper year students from across all fine arts disciplines who assisted in a number of internal and external community events. Fine Arts courses were offered in Ghana and India, in partnership with York International. The positive results of such initiatives are contributors to the improved ratings given by Fine Arts students in the NSSE survey.

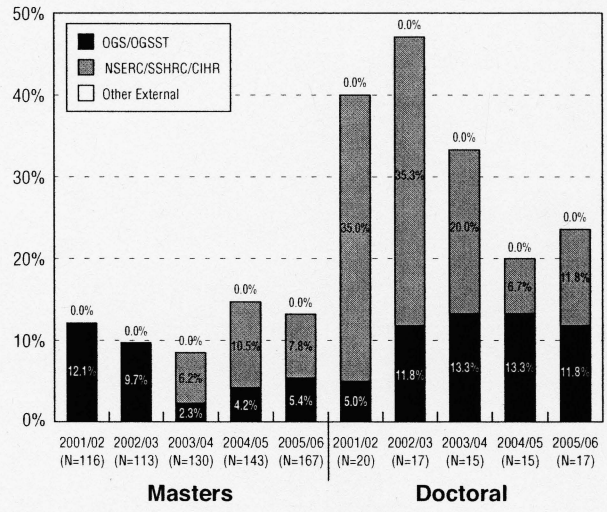
Figure 4: National Survey of Student Engagement: How would you Evaluate your Entire Educational Experience? – Faculty of Fine Arts



Source: National Survey of Student Engagement (Winter 2004 and Winter 2005) and the Office of Institutional Research and Analysis

Increased fundraising activities have improved overall student support but it is clear that more needs to be done regarding external awards for full time graduate students.

Figure 5: Percentage of Full Time Graduate Students with External Awards – Faculty of Fine Arts



Source: Office of Institutional Research and Analysis

Academic Program Development

Several departments completed development of new curricular initiatives, including graduate degrees and undergraduate and graduate certificates, some of which will be launched in 2006-2007.

Faculty Renewal

The Faculty of Fine Arts achieved many of its hiring goals, replacing retiring faculty members and adding new appointments in strategic areas, several in association with the planned growth in graduate programs.

Improvement in Faculty Complement has contributed to an overall improvement in student/faculty ratios, returning those ratios to pre-double cohort levels.

Figure 6: Tenure Stream Faculty by Home Faculty as of October 1

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.9%	0.0%	0.9%
	Assistant Professor	30	2	32	38	2	40
		29.4%	2.0%	31.4%	34.5%	1.8%	36.4%
	Associate Professor	0	56	56	0	55	55
		0.0%	54.9%	54.9%	0.0%	50.0%	50.0%
	Professor	0	13	13	0	14	14
		0.0%	12.7%	12.7%	0.0%	12.7%	12.7%
Alternate	Assistant Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Associate Lecturer	0	1	1	0	0	0
		0.0%	1.0%	1.0%	0.0%	0.0%	0.0%
	Senior Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tenure Stream Faculty		**30**	**72**	**102**	**39**	**71**	**110**

Source: Office of Institutional Research and Analysis

Figure 7: Faculty Complement – Faculty of Fine Arts

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	86	89	90	102	110	
# of Contractually Limited Appointments	9	8	7	9	6	
Total # of FT Faculty	**95**	**97**	**97**	**111**	**116**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	5.5	14.0	11.0	18.0	13.0	12.0
# of Appointments Made *(*appts made to date)*	1.5	8.0	8.0	14.0	11.0	8.0
Departures: Retirements, Resignations & Deaths (May 1 to April 30)	3	7	4	5	5	
Student/Faculty Ratios (FTEs)						
UG FTEs	2232.5	2566.5	3022.8	3364.5	3542.4	
Grad FTEs	120.4	117.8	124.0	144.8	159.4	
Full-Time Faculty FTEs	89.9	95.3	97.6	105.3	110.3	
Full-Time Faculty FTEs *(on-site only)*	80.9	84.9	85.9	94.4	98.7	
Part-Time FTEs	51.6	54.8	79.2	101.3	111.2	
Total Faculty FTEs *(on-site only)*	132.5	139.7	165.1	195.7	209.9	
Graduate Student/Full-Time Faculty FTE	1.3	1.2	1.3	1.4	1.4	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	16.9	18.4	18.3	17.2	16.9	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

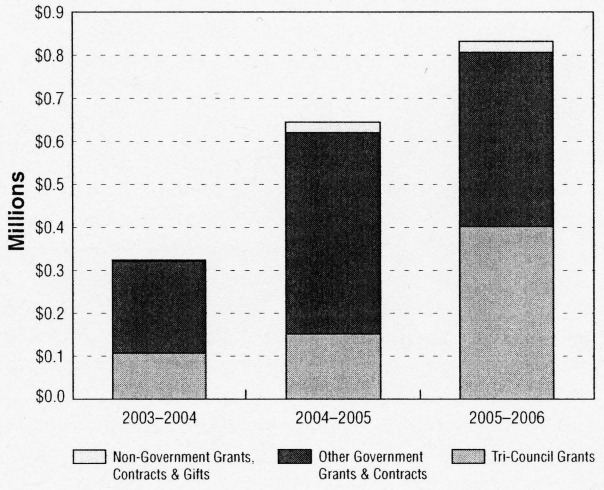
c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees, YUFA/OHFA Overload

Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Advancing the Faculty's Reputation for Excellence

The support of the Office of the Vice-President Research and Innovation and increased activity of the Faculty's Research Officer have improved the research performance in the Faculty in recent years.

Figure 8: Total Awarded Annual Externally-Sponsored Research Income by Source – Faculty of Fine Arts



Source: ORS from RPTS

While there is an increased awareness of the exciting possibilities of research in the creative and performing arts, this is an area still not fully supported under the traditional terms of reference of many granting agencies. Nonetheless, the recent improvements in research income are impressive.

Alumni Relations

The Faculty worked in partnership with the Alumni Office to increase the presence of Fine Arts in the York alumni community. The Faculty was pleased to note that several Fine Arts alumni were recipients of the Bruce Bryden Alumni Awards in 2005-2006.

Facilities & Resources

During 2005-2006, the Accolade Buildings were opened for general academic use and specific use by four of the Faculty's units - Dance, Music, Theatre and Fine Arts Cultural Studies. The Fine Arts Festival, celebrating the official opening of the buildings, demonstrated that a new and challenging level of performance had been set for students, faculty and staff alike.

Organizational Initiatives

In 2005-2006, the Faculty was able to achieve many of its goals for new organizational structures, both in "new" areas such as the operation of the Accolade facilities and the reorganization of the Faculty's administration to improve overall effectiveness while addressing issues resulting from growth and the increasing complexities of the environment.

Fundraising

The Faculty worked in close cooperation with the York University Foundation and achieved positive results for the Accolade Project and for initiatives to support both graduate and undergraduate students. These efforts, including the 2006 Brazilian Carnival Ball, raised over $7.5 million for the Accolade Project and Fine Arts student support.

During 2005-2006, the Faculty continued to develop a comprehensive 'vision' document outlining major academic initiatives such as professorships, artists-in-residence and sponsorship programs for productions and performances which will serve as a guide in future fundraising priorities.

Figure 9: Research Performance Chart

	Performance by Eligible Tri-Council			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at Oct. 1st)	0	0	110	110
Number of FT faculty members holding an external grant or contract	0	0	12	12
Percentage of FT faculty members holding an external grant or contract	0.0%	0.0%	10.9%	10.9%
Number of FT faculty members holding a tri-council grant	0	0	8	8
Percentage of FT faculty members holding a tri-council grant	0.0%	0.0%	7.3%	7.3%
Total FT faculty research income from all sources	$ 0.00	$ 0.00	$832,489.00	$832,489.00
FT faculty research income intensity	$ 0.00	$ 0.00	$ 7,568.08	$ 7,568.08
Total FT faculty research income from the tri-councils	$ 0.00	$ 0.00	$402,191.00	$402,191.00
FT faculty tri-council research income intensity	$ 0.00	$ 0.00	$ 3,656.28	$ 3,656.28
Number of tri-council applications by FT faculty members	0	0	3	3
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 0.00	$ 0.00	$ 0.00	$ 0.00
Number of tri-council applications by retirees, adjuncts and others	0	0	0	0

Source: OIRA and ORS from RPTS and FT faculty file

Budget

The budget of the Faculty of Fine Arts supports the Faculty's mission of teaching, research and artistic exploration in the fine arts. Approximately 91 per cent of expenditures are devoted to salaries and benefits for full-time and contract faculty, teaching assistants and academic support staff, and approximately 5 per cent goes towards the highly specialized material and equipment used in various disciplines. The Faculty's central allocation line as shown in this document is comprised of a yearly base allocation and several variables. These variables, which change throughout the academic year, include adjustments to base, OTOs and growth funding.

The 2005-2006 actual results were improved over forecasts, due to some unanticipated increases in income and some reductions in costs, however, the Faculty continues to have financial concerns. Revenue is increasing, but so too are expenditures. The reality is that, like science, fine arts activities are resource-intensive, both physical (space and equipment) and human (faculty and staff).

The Faculty's 2006-2007 budget submission reflects a realistic view of enrolments in its programs, balanced by a conservative estimate of revenue in other areas and shows a projected deficit. The Faculty will continue to explore initiatives to moderate this result.

Faculty of Fine Arts

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	955,633	1,379,811	1,202,841
Internal cost recoveries	206,885	282,633	299,700
Other revenues	-	17,573	-
Central allocations	24,199,209	24,340,967	25,554,622
Total Revenue	**25,361,727**	**26,020,984**	**27,057,163**
Expenses:			
Faculty - Administration	505,106	604,097	635,233
Faculty - Full-time	10,693,435	10,554,194	11,449,758
Faculty - Contract	4,154,535	4,481,440	4,345,490
Teaching assistants	1,116,561	1,167,937	1,103,776
Research	1,368,602	1,785,023	1,593,945
Support/Administration	5,229,103	4,980,172	5,672,682
Other	113,400	42,211	35,900
Total Salaries and Benefits	**23,180,742**	**23,615,074**	**24,836,784**
Operating costs	2,383,781	2,291,422	2,431,695
Amortization of capital assets	-	-	-
Cost of goods sold	27,000	19,548	20,000
Taxes and utilities	154,736	160,088	162,115
Scholarships & bursaries	3,500	3,492	3,500
Interest on long-term debt	-	-	-
Total Expenses	**25,749,759**	**26,089,624**	**27,454,094**
Total Revenue less Expenses	**(388,032)**	**(68,640)**	**(396,931)**
Previous Year's Carryforward	**135,150**	**135,150**	**66,510**
Carryforward to Next Year	**(252,882)**	**66,510**	**(330,421)**

Faculty Goals for 2006-2007

Building on results in 2005-2006, the Faculty of Fine Arts has identified key goals for 2006-2007 in the following areas:

Student Recruitment

The Faculty of Fine Arts will work to develop publications that appropriately present the Faculty's distinctiveness in order to attract the most creative and academically able students at both undergraduate and graduate levels. The Faculty's Web site will be further developed as an outreach tool. Entry evaluation will be streamlined to enable accurate and fair assessment while paying special attention to disabled and minority students.

Student Experience/Retention/Support

The "State-of-the-Arts" newsletter will be published again in 2006-2007. In addition, the Faculty will be publishing a weekly "News You Can Use" bulletin to enhance student experience. Other initiatives will include a new FASAM resource centre and a new peer mentoring program. Initiatives in program and career advising, Web site development, and student awards events will be strengthened.

In response to the success of the 2005-2006 Faculty "daytimer", an expanded version will be distributed free-of-charge, listing important academic dates, resources and Fine Arts events.

Fine Arts students often face difficulties in finding part-time employment to support their studies, as their time is limited by course projects which may involve evening and weekend group rehearsals or meetings. The Faculty will continue to work with the York University Foundation to strengthen its endowments for student financial assistance at both the undergraduate and graduate levels.

Academic Program Development

Several departments, including Dance, Music, Theatre and Visual Arts, are developing proposals for new programs, chiefly at graduate level. Those proposals will be presented to the Faculty of Graduate Studies and Senate in the fall of 2006, with a view to accepting students the following year. An international BFA degree is being planned, as well as Double major options within the Faculty.

Faculty Renewal

During 2006-2007, the Faculty of Fine Arts plans to make appointments in strategic areas, notably in association with the planned growth in graduate programs as well as replace faculty members who choose to retire.

Faculty Research

The Faculty will continue to encourage research in both studies and studio areas, with a particular focus on research in the creative and performing arts. The Faculty will work with the Office of the VPRI to heighten awareness and understanding of Fine Arts research in the University.

During 2006-2007, the Goldfarb Centre will become the home for the only stereolithographic facility in Canada dedicated to sculpture (supported by a CFI grant) and for research offices for a number of York faculty members, including two Faculty of Fine Arts Canada Research Chairs.

Faculty Profile

Fine Arts faculty members are active professionally – both in scholarly activities and in arts practice – at the local, national and international level. The Faculty will continue to work the Communications Office to widely publicize (internally and externally) the research and creative work of faculty members, as well as notable student and alumni achievements, all of which enhances the University's reputation.

Alumni Relations

In 2006-2007, the Faculty will continue to work closely with the Alumni Office to develop outreach strategies such as inviting alumni to attend special events, the Bryden Awards and the Tennis Championships. The "State-of-the-Arts" newsletter will be distributed to alumni and will feature alumni successes alongside faculty and student achievements.

Facilities

Delays in the completion of the Accolade Buildings compromised many of the "ripple" renovations planned for the spring and summer of 2006. Consequently, these renovations are now planned for completion by September 2007. These planned renovations include the long sought-after passenger elevator in the Goldfarb Centre, the only Fine Arts Building not yet "barrier-free".

Teaching/Learning Resources

As part of the ripple renovations, the Department of Visual Arts is developing a strong vision using a technological 'hub' as the core of future initiatives involving painting, printmaking, photography, sculpture and digital media art.

Building on the success of the Technology Assistance program, the Scholarship of Technology Enhanced Learning Program (SoTEL), under the guidance of Fine Arts' TEL professor, will continue to provide technical assistance, with a focus on the Web's impact on pedagogy.

Organizational Initiatives

The Faculty will continue to reorganize its central administration areas, with the objective of increasing overall effectiveness. Several departments are experiencing pressures on their technical staff as a result of both graduate and undergraduate growth and initiatives will be developed with a view to easing these situations.

Fundraising

The Faculty will continue to work in cooperation with the York University Foundation on fundraising activities focused on the Accolade Project and support for graduate and undergraduate students. The Faculty's comprehensive 'vision' document will link the Faculty's academic priorities (professorships, artists-in-residence and sponsorship programs for productions and performances) to its fundraising, particularly with respect to the upcoming 50th Anniversary Campaign.

GLENDON COLLEGE

Overview

Situated on a separate campus in mid-town Toronto, Glendon is York's bilingual faculty, offering a unique environment for excellence in liberal arts education while studying and living in Canada's two official languages. It is a place of learning that is in tune with today's educational needs for the success of its graduates. Glendon's distinctive bilingual immersion, coupled with a continued dedication to programs exploring Canadian issues and Canada's place in the world, provide an excellent preparation for a future in public service and the global marketplace. Students express clear approval and satisfaction with their courses and campus life, benefiting as they do from the close-knit community on campus and from individual help with their academic, social and financial concerns.

Planning and Implementation 2005-2006

Glendon's goals during 2005-2006 were to:

PURSUE ESTABLISHMENT OF GRADUATE-LEVEL PROGRAMS, INCLUDING THE GLENDON SCHOOL OF PUBLIC AFFAIRS.

In June 2006, York's Board of Governors approved the creation of Canada's first bilingual graduate school of public affairs, to be housed at Glendon. When fully developed, the School will feature a bilingual master's degree, executive development programs, stays for mid-career public servants, and a research centre on public and international affairs. Alex Himelfarb, former Clerk of the Privy Council and now Ambassador to Italy, will chair an advisory committee of leading Canadians from the public, private and voluntary sectors to guide the new school. The master's program in public affairs is projected to bring in its first class in fall 2007. Proposals for additional graduate programs are under development.

RAISE GLENDON'S NATIONAL PROFILE.

In addition to the important announcement about the creation of the School of Public Affairs, the College hosted a landmark conference on "Responsibilities of Citizenship and Public Service - Crisis or Challenge," the first joint conference of the Pierre Elliott Trudeau Foundation and the Institute for Research on Public Policy (IRPP).

Building on previous activities in the Maritimes, British Columbia, and Alberta, the Glendon student recruitment team furthered its national expansion strategy with travels in Saskatchewan and Manitoba. The College continued to recruit actively in the Quebec CEGEP system, and following the introduction of a new Quebec Secondary V admission policy, initiated recruitment activity within the Quebec high school system. Scholarship funding for out-of-province students nearly doubled from 2004-2005 to 2005-2006.

The Office of Advancement, Alumni and External Relations has re-established alumni chapters in several major Canadian cities, with reunions planned for Vancouver, Montreal, and Ottawa to mark Glendon's 40th anniversary in fall 2006.

REINFORCE LINKAGES WITH THE ONTARIO FRANCOPHONE COMMUNITY, AS WELL AS FRENCH IMMERSION SUPPORT GROUPS.

In 2005-2006, Glendon representatives were active members in a number of major Francophone and French support organizations including the Agence des universités de la francophonie, the Association des universités de la francophonie canadienne, the Consortium des universités de la francophonie ontarienne, and others. In the spring of 2006, the College forged an official partnership with the Ontario Chapter of the Canadian Parents for French and hosted the organization's annual speaking contest. Glendon hosted the Toronto section of French for the Future, which brought John Ralston Saul and other bilingual government, academic, and business leaders together with French immersion students. The College also hosted official visits from the Association des parlementaires francophones, North-American division, and an international delegation of francophone journalists led by the Department of Foreign Affairs and International Trade.

MEET BOARD OF GOVERNORS ENROLMENT TARGETS FOR GLENDON, WHILE IMPROVING QUALITY OF INCOMING STUDENTS.

Glendon's total FTE (Full Time Equivalent) count of 1896.33 for 2005-2006 exceeded the final target of 1829 that was set for 2006-2007 in the Board of Governors Business Plan for Glendon. At the same time, the academic quality of the students improved significantly. The proportion of Ontario high-school registrants with an average of 80 per cent or better rose from 53.6 per cent in fall 2004 to 60.2 per cent in fall 2005. The proportion of the same group with an average of 75 per cent or better rose from 76.8 per cent to 85.6 per cent.

COMPLETE NEXT STEPS IN PURSUING A GLENDON DEVELOPMENT CAMPAIGN.

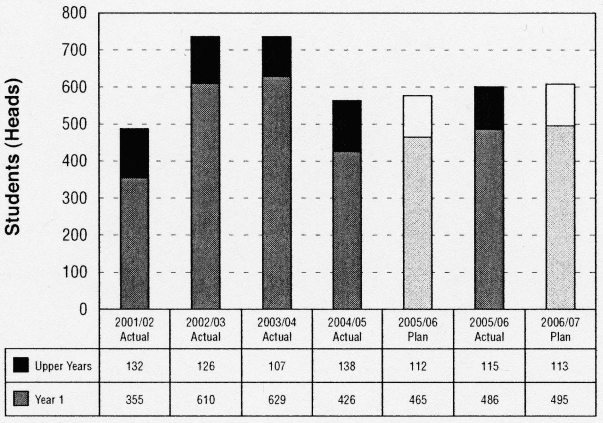
A gift of $1.25 million, over five years, has been made by the BMO Financial Group. It will serve in large part to enhance public affairs programming, including the launch of the Glendon School of Public Affairs. Also included in the gift are 50 scholarships of $5,000 each – 25 for students arriving at Glendon from the Province of Quebec, and 25 for students from across Canada.

In recognition of this gift, The BMO Financial Group Conference Centre was established in Glendon Hall in September 2006. The facility will be used for lectures, conferences and colloquia that will support Glendon's public affairs focus.

Performance Measures

ENROLMENTS

Figure 1: Admissions: New Eligible Fall Undergraduates on November 1st

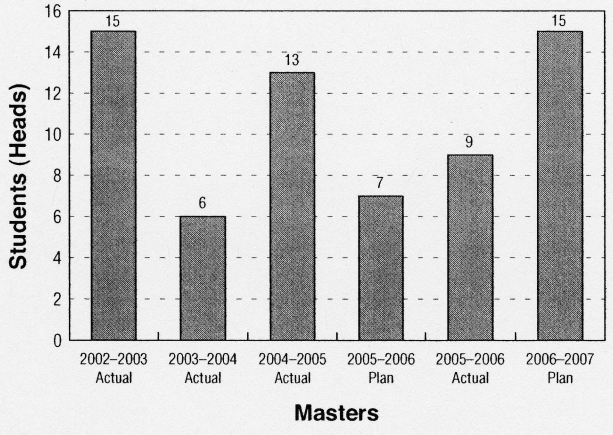


	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	132	126	107	138	112	115	113
Year 1	355	610	629	426	465	486	495

Source: AVP Academic Resouces Planning and Office of Institutional Research and Analysis

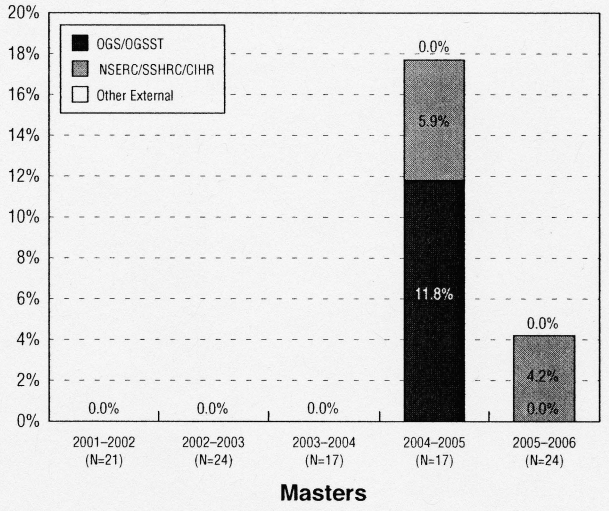
Glendon's actual new eligible undergraduates slightly exceeded University targets for 2005-2006, with upper years over-target by 2.6 per cent, and Year 1's over by 4.5 per cent.

Figure 2: Graduate Admissions: Eligible New Graduate Students (Fall Term)



Source: AVP Academic Resouces Planning and Office of Institutional Research and Analysis

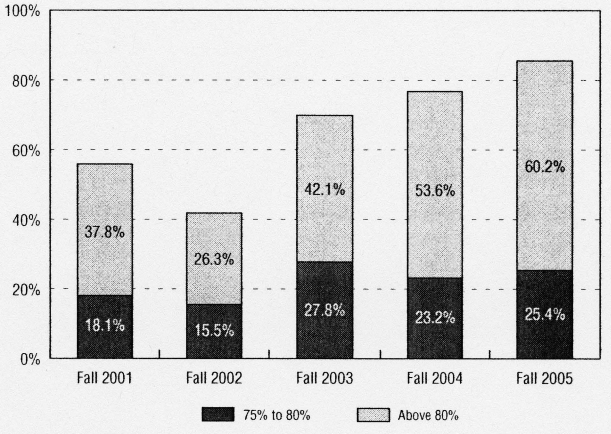
Figure 3: Percentage of Full-Time Graduate Students with External Awards



Source: Office of Institutional Research and Analysis

STUDENT QUALITY

Figure 4: Admissions: Percentage of New Year 1 Registrants from Secondary School with Entry Average of 75 per cent or Better

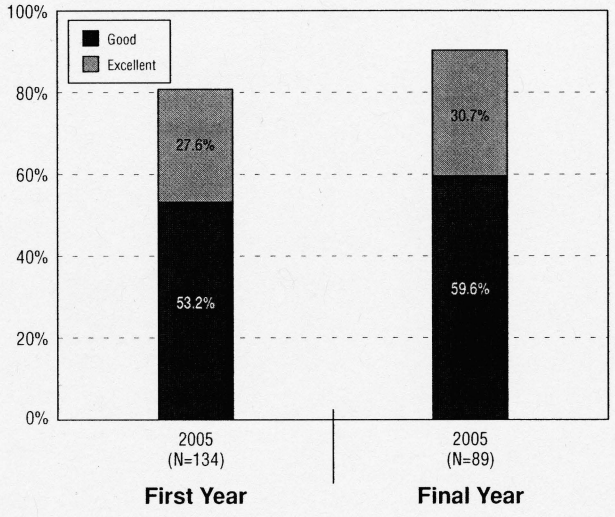


Source: Office of Institutional Research and Analysis

Glendon is pursuing a number of targeted strategies to attract top-achieving students. In 2005-2006, the Principal of Glendon and the President of the University co-hosted a VIP breakfast for top scholars. The recruitment team hand-delivered offers of admission to top applicants through the Home Visit program. The Principal made personal phone calls to top scholarship winners. In parallel, the Advancement Office has been pursuing funding for new, merit-based scholarships. The Harris Steel Entrance Scholarships and new BMO Financial Group Scholarships have helped to attract a national circle of top scholars.

STUDENT EXPERIENCE

Figure 5: National Survey of Student Engagement: How Would You Evaluate Your Entire Educational Experience?



Source: Office of Institutional Research and Analysis

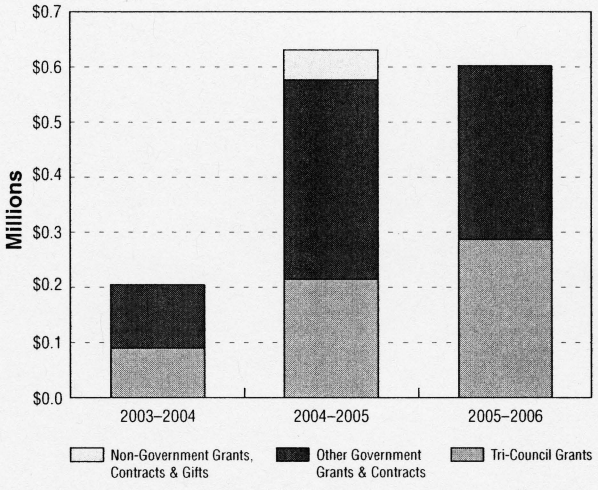
Glendon's overall, final-year student satisfaction results are among the highest in the University (National Survey of Student Engagement, 2005-2006). More than 90 per cent of students rate their overall experience as "good" or "excellent", compared to 82 per cent in 2004. While first-year satisfaction rates are lower in 2005 than in 2004, and lower than final-year results, they remain relatively strong. A number of initiatives have been undertaken to further strengthen the student experience. Orientation programs have been enhanced through conference-style skill-building sessions and a new parents' orientation. In fall 2006, a new First Year Experience position will also be in place. An alumni mentorship program, extended international exchange programs, and new course field placements will further enrich the student experience.

COMPLEMENT

Glendon made four full-time appointments in 2005-2006 involving positions in French Studies, International Studies, Mathematics and Translation. Glendon conducted searches for full-time appointments in 2006-2007 in Economics, English, History and Political Science. At 11.6, the undergraduate student to full-time and part-time faculty ratio has been steady over the last four years. It takes into account all courses taught at Glendon, including second language courses and courses taught in French which normally present a lower student to faculty ratio than courses taught in English. Also, the average physical capacity of the classrooms on the Glendon campus limits the average number of students enrolled per courses taught at Glendon.

RESEARCH

Figure 8: Total Awarded Annual Externally-Sponsored Research Income by Source



Source: ORS from RPTS

Figure 6: Tenure Stream Faculty by Home Faculty as of October 1st

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	3	0	3	3	0	3
		3.5%	0.0%	3.5%	3.4%	0.0%	3.4%
	Assistant Professor	14	2	16	18	2	20
		16.5%	2.4%	18.8%	20.7%	2.3%	23.0%
	Associate Professor	1	39	40	0	38	38
		1.2%	45.9%	47.1%	0.0%	43.7%	43.7%
	Professor	0	22	22	0	22	22
		0.0%	25.9%	25.9%	0.0%	25.3%	25.3%
Alternate	Assistant Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Associate Lecturer	0	3	3	0	3	3
		0.0%	3.5%	3.5%	0.0%	3.4%	3.4%
	Senior Lecturer	0	1	1	0	1	1
		0.0%	1.2%	1.2%	0.0%	1.1%	1.1%
Total Tenure Stream Faculty		**18**	**67**	**85**	**21**	**66**	**87**

Source: Office of Institutional Research and Analysis

Figure 7: Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	81	84	84	85	87	
# of Contractually Limited Appointments	3	5	7	5	6	
Total # of FT Faculty	**84**	**89**	**91**	**90**	**93**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	3.0	7.5	7.0	9.0	5.0	5.0
# of Appointments Made (*appts made to date)	2.0	5.5	6.0	8.0	4.0	5.0
Departures: Retirements, Resignations & Deaths (May 1 to April 30)	0	4	6	7	5	
Student/Faculty Ratios (FTEs)						
UG FTEs	1305.5	1535.8	1743.3	1784.2	1826.9	
Grad FTEs	22.1	27.1	21.7	22.4	25.3	
Full-Time Faculty FTEs	80.0	84.3	86.7	86.9	87.9	
Full-Time Faculty FTEs *(on-site only)*	71.6	70.8	70.7	73.0	80.2	
Part-Time FTEs	53.9	59.9	85.4	80.5	77.5	
Total Faculty FTEs *(on-site only)*	125.5	130.7	156.1	153.5	157.7	
Graduate Student/Full-Time Faculty FTE	0.3	0.3	0.3	0.3	0.3	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	10.4	11.8	11.2	11.6	11.6	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload

Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

An active year in research began with the appointment of a new, full-time research officer position. Glendon opened its first research unit, the Centre for Research on Language Contact. It also launched a new course-release program for research. New external funding to Glendon included three SSHRC grants, one NSERC grant, and two grants from the Institut français in Régina. Plans for 2006-2007 include one-on-one consultation with researchers applying for major grants, improved promotion of funding opportunities, development of a research Web site and an enhanced tracking system for research achievements, and continued growth of the Conversazione research talks.

Budget

Glendon College's total budget is aligned to meet the various components of its teaching and research commitments. In particular, around 89 per cent of total expenditures covers the salaries and benefits of full-time and contract faculty, contractual course directors, teaching assistants and staff. The College's bilingual commitments are fully met within this budget. As in the previous five years, the 2005-2006 budget plan included a base budget cut. The cumulative effect of these base cuts, the negative financial impact of past enrolment shortfalls, and delays in projected increases of special government funding for bilingual education have created a deficit on Glendon College's carry forward figures.

Figure 9: Faculty Research Performance for 2005-2006

	Performance by Eligible Tri-Council Cohort			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at Oct. 1st)	1	11	75	87
Number of FT faculty members holding an external grant or contract	0	4	8	12
Percentage of FT faculty members holding an external grant or contract	0.0%	36.4%	10.7%	13.8%
Number of FT faculty members holding a tri-council grant	0	4	8	12
Percentage of FT faculty members holding a tri-council grant	0.0%	36.4%	10.7%	13.8%
Total FT faculty research income from all sources	$ 0.00	$ 59,000.00	$543,384.00	$602,384.00
FT faculty research income intensity	$ 0.00	$ 5,363.64	$ 7,245.12	$ 6,923.95
Total FT faculty research income from the tri-councils	$ 0.00	$ 59,000.00	$228,384.00	$287,384.00
FT faculty tri-council research income intensity	$ 0.00	$ 5,363.64	$ 3,045.12	$ 3,303.26
Number of tri-council applications by FT faculty members	0	2	11	13
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 0.00	$ 0.00	$ 0.00	$ 0.00
Number of tri-council applications by retirees, adjuncts and others	0	0	1	1

SOURCE: OIRA and ORS from RPTS and FT faculty file

At the same time, Glendon achieved its enrolment target earlier than planned under the recovery strategy adopted by the University Senate and Board of Governors. As a result, Glendon is no longer in an enrolment deficit position. Moreover, increases in government funding for bilingual education did finally arrive in 2005-2006. Consequently, Glendon was able to close the year with a financial surplus thereby reducing the accumulated negative carry forward. This outcome accords with the deficit recovery plan approved by the Vice-President Academic last year.

Glendon College

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	814,200	921,148	889,100
Internal cost recoveries	315,256	324,498	382,521
Other revenues	-	13,101	-
Central allocations	16,110,039	17,915,689	17,001,481
Total Revenue	**17,239,495**	**19,174,436**	**18,273,102**
Expenses:			
Faculty - Administration	599,266	640,238	623,385
Faculty - Full-time	8,573,493	8,970,423	8,493,188
Faculty - Contract	2,188,023	2,780,836	2,422,810
Teaching assistants	155,760	127,265	116,607
Research	1,037,984	1,065,317	1,168,298
Support/Administration	3,403,907	3,429,849	3,984,056
Other	109,873	132,855	72,884
Total Salaries and Benefits	**16,068,306**	**17,146,783**	**16,881,228**
Operating costs	1,124,396	1,469,801	1,306,293
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	156,560	170,556	157,635
Scholarships & bursaries	-	-	1,000
Interest on long-term debt	-	-	-
Total Expenses	**17,349,262**	**18,787,140**	**18,346,156**
Total Revenue less Expenses	**(109,767)**	**387,296**	**(73,054)**
Previous Year's Carryforward	**(1,561,163)**	**(1,561,163)**	**(1,173,867)**
Carryforward to Next Year	**(1,670,930)**	**(1,173,867)**	**(1,246,921)**

Glendon's Goals for 2006-2007

In 2006-2007, Glendon will aim to:

- Pursue the implementation phase of the School of Public Affairs and establish graduate programs in several areas.
- Bring program improvements through a Bachelor of Education program and an iBA.
- Meet enrolment targets, while continuing to improve the quality of incoming students.
- Develop and reinforce external strategic partnerships.
- Expand the Extended Learning division through new non-credit programming.

COLLÈGE UNIVERSITAIRE GLENDON

Vue d'ensemble

Situé sur son propre campus en plein cœur de Toronto, le Collège universitaire Glendon est la faculté bilingue de l'Université York. Il offre un environnement unique par excellence pour ses programmes de grande qualité dans le domaine des arts libéraux et permet d'étudier et de vivre dans les deux langues officielles du Canada. Ce milieu d'apprentissage bilingue est axé sur les besoins académiques d'aujourd'hui nécessaires pour le succès des étudiants. Cette ambiance linguistique unique et l'intérêt porté par les programmes de Glendon au contexte canadien et à la place du Canada dans le monde se conjuguent pour offrir une préparation idéale pour un avenir dans la fonction publique ou le marché global. Les sondages menés auprès des étudiants révèlent qu'ils sont très satisfaits de leurs cours et de la vie étudiante. Il règne à Glendon un esprit de corps très marqué renforcé par le haut niveau d'interaction entre enseignants et étudiants et par les services individualisés pour répondre aux besoins académiques, personnels et financiers de chaque étudiant.

Planification et mise en oeuvre en 2005-2006

Les objectifs de Glendon ont été les suivants :

CONTINUER D'ÉTABLIR LES PROGRAMMES DE DEUXIÈME CYCLE, Y COMPRIS L'ÉCOLE DES AFFAIRES PUBLIQUES DE GLENDON.

Le Conseil d'administration de l'Université York a approuvé la création de la première école bilingue d'affaires publiques sur le site du Collège universitaire Glendon. Une fois complètement établie, l'École proposera une maîtrise bilingue, des programmes de perfectionnement pour les cadres, des séjours pour les fonctionnaires qui sont à la mi-carrière et un Centre de recherche sur les affaires publiques et internationales. Alex Himelfarb, ancien Greffier du Conseil privé et actuel Ambassadeur du Canada en Italie, présidera un conseil consultatif composé d'éminents Canadiens des secteurs public, privé et bénévole pour diriger la nouvelle école. Le programme de maîtrise en affaires publiques est censé recevoir sa première cohorte à l'automne 2007. D'autres programmes de deuxième et troisième cycles sont aussi en phase de développement.

REHAUSSER LE PROFIL NATIONAL DE GLENDON.

En plus de l'annonce importante sur la création de l'École des affaires publiques, le Collège a été l'hôte d'un colloque de grande envergure sur les « Responsabilités du citoyen et la fonction publique : crise ou défi », première conférence conjointe de la Fondation Pierre Elliott Trudeau et de l'Institut de recherche en politiques publiques.

L'équipe de recrutement du service de Liaison de Glendon a continué d'étendre ses activités à l'échelle nationale en envoyant des représentants en Saskatchewan et au Manitoba, comme elle l'avait fait auparavant dans les Maritimes, la Colombie-Britannique et l'Alberta. Le Collège a continué de recruter dans le réseau des CEGEPs du Québec. Suite à l'introduction d'une nouvelle politique d'admission concernant le secondaire V, il a initié des activités de recrutement dans les écoles secondaires du Québec. Le financement des bourses d'études pour les étudiants de l'extérieur de la province a presque doublé entre 2004-2005 et 2005-2006.

Le Bureau de la promotion, des anciens et des relations extérieures a relancé les sections régionales des anciens dans plusieurs grandes villes canadiennes, avec des réunions prévues pour Vancouver, Montréal et Ottawa pour marquer le quarantième anniversaire de Glendon à l'automne 2006.

RENFORCER LES LIENS AVEC LA COMMUNAUTÉ FRANCOPHONE DE L'ONTARIO AINSI QUE LES GROUPES QUI APPUIENT L'IMMERSION FRANÇAISE.

En 2005-2006, les représentants de Glendon ont été très actifs dans un grand nombre d'organismes auxiliaires français et francophones y compris l'Agence des universités de la francophonie, l'Association des universités de la francophonie canadienne, le Consortium des universités de la francophonie ontarienne, et autres. Au printemps 2006, le Collège a forgé un partenariat officiel avec la section régionale de l'Ontario du Canadian Parents for French et a été l'hôte du concours annuel d'art oratoire de cet organisme. Glendon a également été l'hôte de la section régionale de Toronto du « Français pour l'avenir » qui a rassemblé John Ralston Saul ainsi que d'autres éminents membres bilingues du gouvernement, du monde académique, des affaires et des étudiants de l'immersion française. Le Collège a reçu en visite officielle la division nord-américaine de l'Association des parlementaires francophones, ainsi qu'une délégation internationale de journalistes francophones menée par le Ministère des Affaires étrangères et du Commerce international.

ATTEINDRE L'OBJECTIF DES EFFECTIFS ÉTUDIANTS FIXÉ POUR GLENDON PAR LE CONSEIL D'ADMINISTRATION TOUT EN AMÉLIORANT LE NIVEAU DES ÉTUDIANTS NOUVELLEMENT ADMIS.

Le nombre total d'équivalents à temps plein (ETP) de Glendon était de 1896.33 ETP en 2005-2006. Glendon a surpassé de loin l'objectif final d'effectifs étudiants de 1829 fixé pour 2006-2007 par le Conseil d'administration dans le plan d'activités pour Glendon. En même temps, le calibre des étudiants s'est nettement amélioré. La proportion des étudiants provenant des écoles secondaires de l'Ontario qui avait une moyenne de 80 pourcent et au-delà est passée de 53 pourcent de l'automne 2004 à 60.2 pourcent à l'automne 2005. La proportion des étudiants du même groupe ayant une moyenne de 75 pourcent et au-delà est passée de 76.8 pourcent à 85.6 pourcent.

POURSUIVRE LES PROCHAINES ÉTAPES DE LA CAMPAGNE DE DÉVELOPPEMENT DE GLENDON.

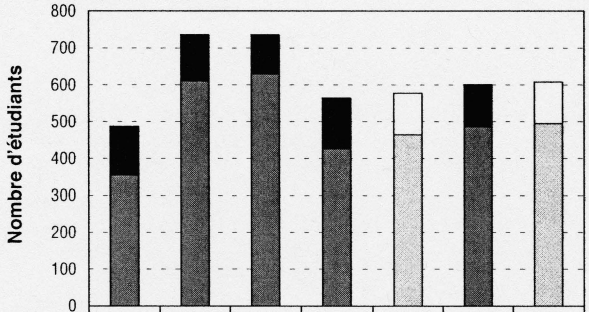
Glendon a reçu un don de 1.25 million de dollars du groupe financier BMO reparti sur cinq ans pour lancer la programmation en affaires publiques et parer les besoins administratifs et académiques de l'École des affaires publiques. Ce don comprend aussi 50 bourses de 5 000 $ chacune – 25 pour les étudiants qui arrivent à Glendon de la Province de Québec et 25 pour les étudiants provenant du reste du Canada.

En reconnaissance de cette générosité, le Centre de conférences BMO Groupe financier a été inauguré au Manoir Glendon en septembre 2006. Ce lieu deviendra, le port d'attache de toutes les conférences et des activités de rayonnement communautaire qui sont fondamentales à l'orientation du Collège pour les affaires publiques.

Mesures de compétence

INSCRIPTIONS

Tableau 1: Admissions : Nouveaux étudiants éligibles de 1er cycle de l'automne au 1er novembre

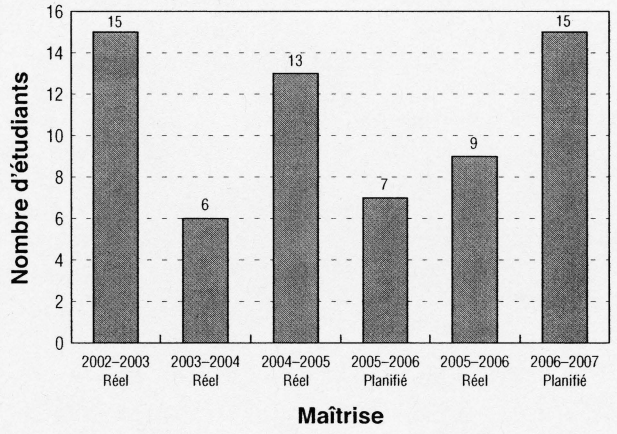


	2001/02 Réel	2002/03 Réel	2003/04 Réel	2004/05 Réel	2005/06 Planifié	2005/06 Réel	2006/07 Planifié
Étudiants avancés	132	126	107	138	112	115	113
Première année	355	610	629	426	465	486	495

Source : Vice-présidente adjoint aux Affaires académiques, planification des ressources universitaires et Bureau de recherche et d'analyse institutionnelle

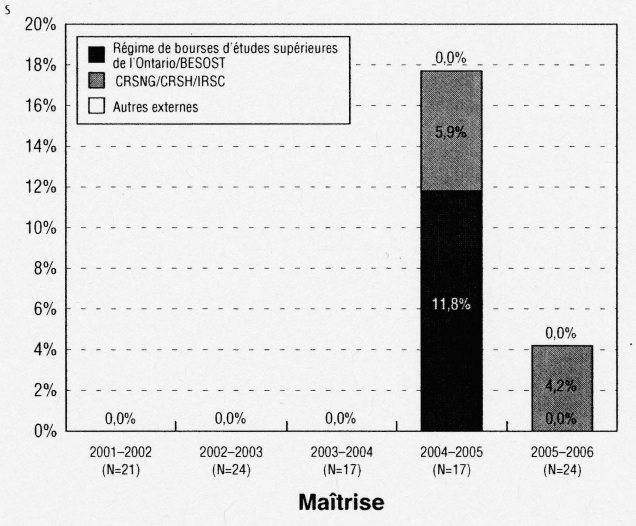
En 2005-2006, le nombre des nouveaux étudiants éligibles a dépassé légèrement les limites fixées par l'Université avec 2,6 pourcent au-delà de la limite prévue pour les étudiants des années supérieures et un dépassement de 4,5 pourcent pour ceux de la première année.

Tableau 2: Admissions aux études supérieures : Nouveaux étudiants éligibles aux études supérieures (trimestre d'automne)



Source : Vice-présidente adjoint aux Affaires académiques, planification des ressources universitaires et Bureau de recherche et d'analyse institutionnelle

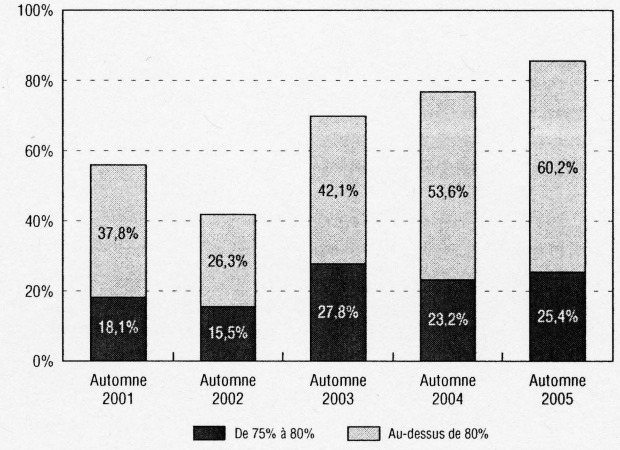
Tableau 3: Pourcentage des étudiants à temps plein aux études supérieures ayant une bourse externe



Source: Bureau de recherche et d'analyse institutionnelle

LE CALIBRE DES ÉTUDIANTS

Tableau 4 : Admissions : Pourcentage des inscriptions en 1ère année provenant des écoles secondaires ayant une moyenne d'entrée de 75% et au-delà

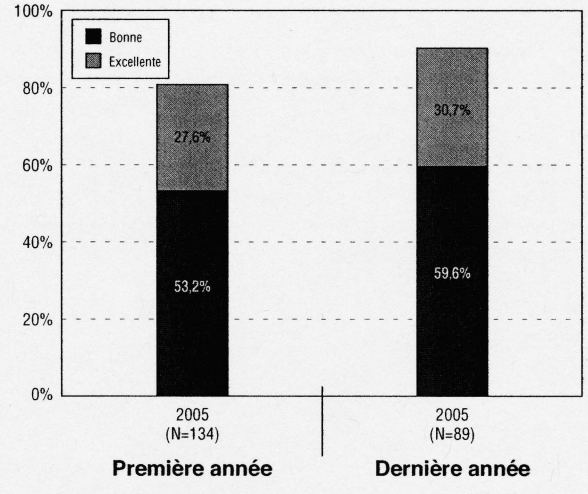


Source : Bureau de recherche et d'analyse institutionnelle

Glendon a pris un certain nombre de mesures ciblées pour s'attirer des étudiants de premier ordre. En 2005-2006, le Principal de Glendon et la Présidente de l'Université ont organisé conjointement un petit-déjeuner pour les meilleurs étudiants. L'équipe du service de recrutement a livré en mains propres les offres d'admission aux meilleurs candidats dans le cadre d'un projet de visites personnelles au domicile des candidats. Le Principal, en personne, a appelé les étudiants qui se sont mérités les bourses les plus prestigieuses. Dans la même ligne d'idées, le Bureau de la promotion a continué de chercher des fonds pour de nouvelles bourses basées sur le mérite. La Bourse d'Entrée d'excellence Harris Steel et les nouvelles bourses du BMO Groupe financier ont permis d'attirer des étudiants de grande qualité à l'échelle nationale.

L'EXPÉRIENCE ÉTUDIANTE

Tableau 5 : L'Enquête nationale sur l'engagement étudiant : Que pensez-vous de l'ensemble de votre expérience académique ? Collège universitaire Glendon



Source : Bureau de recherche et d'analyse institutionnelle

Tableau 6 : Répartition des postes permanents par faculté au 1er octobre

Courant	Rang	2004-2005 Nominations à l'essai	2004-2005 Professeurs permanents	2004-2005 Total	2005-2006 Nominations à l'essai	2005-2006 Professeurs permanents	2005-2006 Total
Professoral	Maître de conférences	3	0	3	3	0	3
		3.5%	0.0%	3.5%	3.4%	0.0%	3.4%
	Professeur adjoint	14	2	16	18	2	20
		16.5%	2.4%	18.8%	20.7%	2.3%	23.0%
	Professeur agrégé	1	39	40	0	38	38
		1.2%	45.9%	47.1%	0.0%	43.7%	43.7%
	Professeur titulaire	0	22	22	0	22	22
		0.0%	25.9%	25.9%	0.0%	25.3%	25.3%
Deuxième courant	Chargé d'enseignement	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Chargé de cours	0	3	3	0	3	3
		0.0%	3.5%	3.5%	0.0%	3.4%	3.4%
	Maître de cours	0	1	1	0	1	1
		0.0%	1.2%	1.2%	0.0%	1.1%	1.1%
Total des postes permanents		**18**	**67**	**85**	**21**	**66**	**87**

Source : Bureau de recherche et d'analyse institutionnelle

En général, les étudiants en dernière année se sont montrés parmi les plus satisfaits de l'université quant à leur expérience universitaire, selon « l'Enquête nationale sur l'engagement étudiant, 2005-2006 ». Plus de 90 pourcent des étudiants ont évalué leur expérience de « bonne » à « excellente », alors qu'elle était évaluée à 82 pourcent à ce niveau en 2004. Bien que les taux de satisfaction des étudiants aient été plus bas en 2005 qu'en 2004, les résultats sont très positifs en général, et ce, plus particulièrement pour les étudiants en dernière année. Un certain nombre de démarches ont été entreprises afin d'améliorer les conditions qui contribueront à faciliter le cheminement des étudiants. Les programmes d'orientation ont été perfectionnés à l'aide d'ateliers pour les nouveaux étudiants et de séances d'information pour les parents. À l'automne 2006, il y aura aussi la création d'un nouveau poste pour aider à améliorer l'expérience des étudiants de première année.

EMBAUCHE DE NOUVEAUX PROFESSEURS

Le Collège universitaire Glendon a engagé 4 professeurs à temps plein en 2005-2006 au Département d'études françaises, aux

Tableau 7: Répartition des postes permanents

Données sur le corps enseignant	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Répartition des postes permanents, par faculté, par tête, au 1er octobre						
Nombre de postes permanents	81	84	84	85	87	
Nombre d'engagements sous contrats temporaires	3	5	7	5	6	
Nombre total des professeurs à temps plein	**84**	**89**	**91**	**90**	**93**	
Engagements – Postes permanents (par tête)						
Nombre d'engagements autorisés (Nouveaux + reportés sur les exercices ultérieurs)	3.0	7.5	7.0	9.0	5.0	5.0
Nombre d'embauches faites	2.0	5.5	6.0	8.0	4.0	5.0
Embauches faites jusqu'à date						
Départs, retraites, démissions, décès (1er mai au 30 avril)	0	4	6	7	5	
Rapports étudiants/professeurs (ETP)						
Étudiants de 1er cycle en équivalents à temps plein (ETP)	1305.5	1535.8	1743.3	1784.2	1826.9	
Étudiants des Études supérieures en équivalents à temps plein (ETP)	22.1	27.1	21.7	22.4	25.3	
Professeurs à temps plein en équivalents à temps plein (ETP)	80.0	84.3	86.7	86.9	87.9	
Professeurs à temps plein en équivalents à temps plein (ETP) (sur place seulement)	71.6	70.8	70.7	73.0	80.2	
Temps partiel en équivalents à temps plein (ETP)	53.9	59.9	85.4	80.5	77.5	
Total de tous les professeurs en ETP (sur place seulement)	125.5	130.7	156.1	153.5	157.7	
Rapport étudiants des Études supérieures/Professeurs à temps plein en ETP	0.3	0.3	0.3	0.3	0.3	
Étudiants de premier cycle/Professeurs à temps plein sur place et professeurs à temps partiel	10.4	11.8	11.2	11.6	11.6	

Notes :

a) Les ETP des professeurs à temps plein comprennent les engagements sous contrats temporaires, les contrats spéciaux renouvelables qui ne sont pas en invalidité prolongée ou en congé sans solde. Ils comportent ceux qui sont en congé sabbatique. Ces chiffres ont été rajustés pour les engagements conjoints et les charges réduites.

b) Les ETP sur place se rajustent selon les types de congés y compris les invalidités prolongées, les congés payés, les congés non-payés, les congés sabbatiques et les charges réduites. Ces chiffres ont été rajustés pour les engagements conjoints.

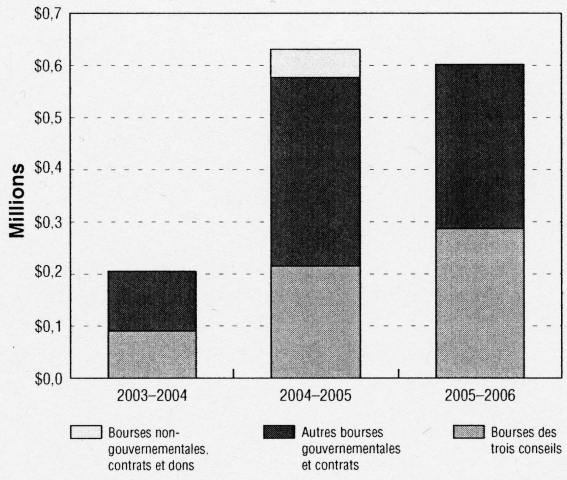
c) Les ETP des professeurs à temps partiel comprennent les assistants excepté les correcteurs, l'unité 2 du syndicat canadien de la fonction publique, ceux qui sont exclus du SPFP, les retraités et les charges additionnelles des membres de YUFA/OHFA.

Source : Vice-présidente adjoint aux Affaires académiques, planification des ressources universitaires et Bureau de recherche et d'analyse institutionnelle

Études internationales, au Département de mathématiques ainsi qu'à l'École de traduction. Le Collège universitaire Glendon a organisé plusieurs concours pour des postes à temps plein en 2006-2007 en Science économique, au Département d'anglais, au Département d'histoire et au Département de science politique. Avec un ratio de 11:6, le rapport étudiants de premier cycle / professeurs à temps plein ou temps partiel a été constant ces quatre dernières années. Ce chiffre tient compte de tous les cours enseignés au Collège universitaire Glendon, y compris les cours de langue seconde et les cours enseignés en français. Il est d'ailleurs important de noter que ce ratio est considérablement plus faible que dans les cours enseignés en anglais.

LA RECHERCHE

Figure 8 : Montant annuel total de la recherche subventionnée de l'extérieur



Source : Bureau de recherche et d'analyse institutionnelle et Bureau du support à la recherche

Cette année a été une année active pour la recherche car le Collège a engagé un nouveau responsable du service à la recherche. Glendon a ouvert sa première unité de recherche qui est le Centre de recherche sur le contact linguistique. Il a également lancé un nouveau programme de dégrèvement de cours pour la recherche. Le Collège a aussi bénéficié de trois nouvelles subventions du CRSH, une du CRSNG et deux de l'Institut français de Regina. Parmi les projets pour l'année 2006-2007 : des consultations individuelles avec les chercheurs qui font des demandes importantes, une meilleure publicité des sources de financement disponibles, le développement d'un site Web pour la recherche, un système amélioré pour répertorier les activités de recherche et une diffusion accrue des résultats de la recherche des membres de la faculté par l'entremise d'exposés publics.

Le budget

Le budget total du Collège universitaire Glendon est aligné pour couvrir plusieurs composantes de ses responsabilités vis-à-vis de l'enseignement et de la recherche. Plus précisément, près de 89 pourcent des dépenses totales couvrent les salaires et les bénéfices marginaux des professeurs à temps plein, des contractuels, des chargés de cours, des assistants à l'enseignement, ainsi que du personnel administratif. L'engagement qu'a pris le Collège vis-à-vis du bilinguisme est entièrement couvert par ce budget. Comme dans les cinq dernières années passées, le plan budgétaire de Glendon comprenait une coupure à la base. L'effet cumulatif de ces coupures de base, l'impact financier négatif des années à faibles effectifs et les retards dans les augmentations prévues des subventions gouvernementales spéciales à l'enseignement bilingue ont créé un déficit dans les chiffres reportés chaque année. Le Collège universitaire Glendon a atteint l'effectif fixé plus tôt que prévu dans le plan de redressement adopté par le Sénat de l'Université et le Conseil d'administration. Donc, Glendon n'est plus en déficit d'effectifs. De plus, les

Tableau 9 : Tableau de performance en recherche pour l'année 2005-2006

	Performance selon l'éligibilité aux trois conseils de recherche			
	IRSC	CRSNG	CRSH	Total
Indicateurs de performance (les professeurs à temps plein)				
Nombre de professeurs à temps plein au 1er octobre	1	11	75	87
Nombre de professeurs à temps plein ayant obtenu une subvention externe ou un contrat externe	0	4	8	12
Pourcentage des professeurs à temps plein ayant une subvention externe ou un contrat	0.0%	36.4%	10.7%	13.8%
Nombre de professeurs à temps plein ayant obtenu des subventions des trois conseils	0	4	8	12
Pourcentage des professeurs à temps plein ayant obtenu des subventions des trois conseils	0.0%	36.4%	10.7%	13.8%
Total du revenu de la recherche des professeurs à temps plein de toute provenance	$ 0.00	$59,000.00	$543,384.00	$602,384.00
Intensité du revenu de la recherche des professeurs à temps plein	$ 0.00	$ 5,363.64	$ 7,245.12	$ 6,923.95
Total du revenu de la recherche des professeurs à temps plein provenant des trois conseils	$ 0.00	$59,000.00	$228,384.00	$287,384.00
Intensité du revenu de la recherche des professeurs à temps plein provenant des trois conseils.	$ 0.00	$ 5,363.64	$ 3,045.12	$ 3,303.26
Nombre de demandes aux trois conseils des professeurs à temps plein	0	2	11	13
Indicateurs de performance (les retraités, contrats spéciaux et autres)				
Total du revenu de la recherche pour les retraités, contrats spéciaux et autres	$ 0.00	$0.00	$0.00	$0.00
Nombre de demandes aux trois conseils des retraités, contrats spéciaux et autres	0	0	1	1

Source : Bureau de recherche et d'analyse institutionnelle et Bureau du support à la recherche

augmentations du financement gouvernemental pour l'éducation bilingue sont finalement arrivées en 2005-2006. Par conséquent, Glendon a pu finir l'année avec un surplus financier et de ce fait a réduit la charge négative financière accumulée qui a été reportée. Ces résultats financiers sont conformes au plan de redressement approuvé par la Vice-Présidente aux études.

Collège universitaire Glendon

	Résultats d'exploitation		
(Dollars)	2005-2006 Budget	2005-2006 actuels	2006-2007 Budget
Recette :			
Recouvrement des frais externes	814,200	921,148	889,100
Recouvrement des frais internes	315,256	324,498	382,521
Autres revenus	-	13,101	-
Enveloppe budgétaire	16,110,039	17,915,689	17,001,481
Recette globale	**17,239,495**	**19,174,436**	**18,273,102**
Dépenses :			
Corps enseignant - administration	599,266	640,238	623,385
Corps enseignant - plein temps	8,573,493	8,970,423	8,493,188
Corps enseignant - contractuels	2,188,023	2,780,836	2,422,810
Assistants à l'enseignements	155,760	127,265	116,607
Recherche	1,037,984	1,065,317	1,168,298
Soutien et administration	3,403,907	3,429,849	3,984,056
Autres	109,873	132,855	72,884
Total des salaires et avantages sociaux	**16,068,306**	**17,146,783**	**16,881,228**
Coûts de fonctionnement	1,124,396	1,469,801	1,306,293
Amortissement des immobilisations	-	-	-
Coûts des produits vendus	-	-	-
Impôts et commodités	156,560	170,556	157,635
Bourses d'études et d'entretien	-	-	1,000
Intérêts sur dettes à long terme	-	-	-
Dépenses globales	**17,349,262**	**18,787,140**	**18,346,156**
Recettes moins dépenses	**(109,767)**	**387,296**	**(73,054)**
Report des exercices antérieures	**(1,561,163)**	**(1,561,163)**	**(1,173,867)**
Reporté à l'an prochain	**(1,670,930)**	**(1,173,867)**	**(1,246,921)**

Les objectifs de Glendon pour 2006-2007

En 2006-2007, le Collège universitaire Glendon vise à

- poursuivre l'établissement de l'École d'affaires publiques et créer de nouveaux programmes en études supérieures.
- enrichir ses programmes en développant un baccalauréat en sciences de l'éducation et un baccalauréat ès arts international (iBA).
- rencontrer les effectifs fixés tout en continuant à améliorer sa capacité d'attirer des étudiants de haut calibre
- développer et renforcer les partenariats stratégiques externes
- étendre la division de la formation continue sur la base d'une nouvelle programmation de cours professionnels.

FACULTY OF GRADUATE STUDIES

Overview

As the second largest graduate school in Ontario, the Faculty of Graduate Studies plays a central role in York University's national and international stature in research and scholarship, and has established an impressive array of excellent graduate programs in both traditional core disciplines and innovative interdisciplinary areas.

In keeping with the University Academic Plan and the Ontario initiative for increased graduate enrolments, unheralded growth is being planned both in existing programs and through the development of new graduate programs. While committed to maintaining approximately 10 per cent share of graduate enrolments in the province, FGS is working with other units in the University toward intensifying and increasing York's involvement in graduate education. New faculty appointments to support this growth are planned based on specific needs of graduate education. As seen in Figures 1, 2a and 2b, applications and admissions have already steadily increased as well as scholarship support for graduate students (Figures 4, 5 and 6).

Planning and Implementation 2005-2006

The specific Faculty strategic directions for 2005-2006, described in the 2004-2005 Planning, Budget and Accountability Report, are stated below with how they have been realized:

1. RESEARCH OPPORTUNITIES

The Faculty will continue to work with the two new Associate Vice-Presidents Research & Innovation to ensure closer collaboration in the enhancement of research opportunities with graduate students.

Realization: The Dean has regular meetings with the two Associate Vice-Presidents Research & Innovation to promote this goal. One indicator of success in this mission is the increase in allocation of SSHRC, OGS and CIHR awards, as well as York Entrance Scholarships, which is a tangible recognition of graduate students' research (See Figures 4 and 6). In addition, the number of President Dissertation Awards has increased from five to seven, and the value increased from $15000 to $20000 to allow a larger of number of students nearing the end of their doctoral degrees to concentrate on completion.

2. RECRUITMENT WORKING GROUP

The working group on recruitment aims to have recommendations in place by September 2005 for a new cohesive recruitment plan to attract and retain the best graduate students.

Realization: The Working Group on Recruitment presented their report to the Vice President Academic in January 2006 with a total of 48 recommendations which, if followed, will have a positive impact on recruitment and retention.

3. COMMUNICATIONS MANAGER AND RECRUITMENT

The new position of communications manager will implement the recommendations of the Working Group on Recruitment with particular attention to the recruitment of students in areas targeted for growth.

Realization: One of the recommendations of the ad hoc Recruitment Working Group quickly implemented was the hiring in May 2006 of a new Manager of Communications, Public Relations and Recruitment for graduate studies.

4. DEVELOPMENT OF NEW GRADUATE PROGRAMS

The Faculty will continue to be pro-active in the initiation and encouragement of new graduate programs, especially those which are interdisciplinary in nature and which relate to the York University Academic Plan. Currently, discussion is underway for approximately 20 new masters/and or doctoral programs and two graduate diplomas.

Realization: Over this past year, there has been active development of these 20 new graduate programs, many of which are now nearing the completion stage. Close to thirty additional new programs have been suggested in recent months and progress on their development will be continued over 2006-07.

5. IMPLEMENTATION OF FGS ACADEMIC PLAN

Realization: The Faculty continues to implement the recommendations of its Academic Plan which was the result of a self-study project in 2004.

a. Improvement of Times to Completion through new legislation on supervision and report on progress

Through a revised policy on the timing of the selection of a student's supervisor and committee, the Faculty expects that times to completion will be improved. In addition, the Faculty will be implementing an on-line annual Report on Progress which will be more closely monitored.

Realization: New legislation has been passed which presents benchmarks for the formation of supervisory committees and formulation of proposals. Yearly audits of PhD students are conducted by graduate programs to more closely monitor their progress in their final years. New doctoral programs are being proposed with completion times of five years or less. Some new doctoral programs are being considered with direct entry from the Bachelors level.

b. Curriculum consolidation

Each graduate program will be asked to review carefully their curriculum with a view to ensuring core requirements are appropriate and to streamline their curricular offerings.

Realization: Invitations were issued to all graduate programs for a visit by the Dean or one of the Associate Deans to discuss their curriculum and several have been visited. Many programs have presented a course-work plus MRP option which will allow students to complete more quickly.

c. Graduate Course Operational Formula

For each graduate program, the Faculty will define how many courses should be available each year for graduate students to take. This will eliminate the uncertainty which graduate program directors undergo in trying to mount a curriculum. Resource Deans and Chairs will be included in these discussions and decisions to ensure a base level of resources for graduate teaching.

Realization: This is an ongoing discussion.

d. Consolidation of graduate appointment needs with resource deans

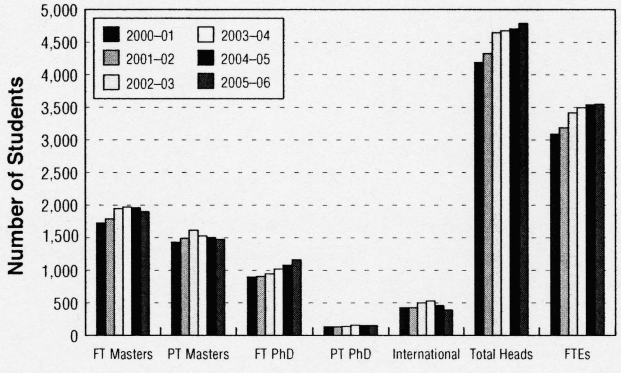
Discussion and negotiation will take place with resource deans to ensure that graduate hiring needs are a significant consideration in assessing hiring priorities.

Realization: Graduate teaching/supervisory needs are included in departmental hiring priorities. Regular enrolment management meetings are held each year with all constituents represented.

NOTEWORTHY ACHIEVEMENTS

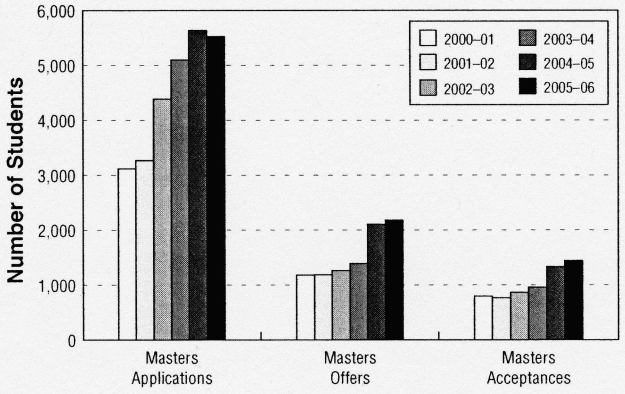
There has been a consistent rise in FTEs over the past six years as seen in Figure 1.

Figure 1: Enrolments



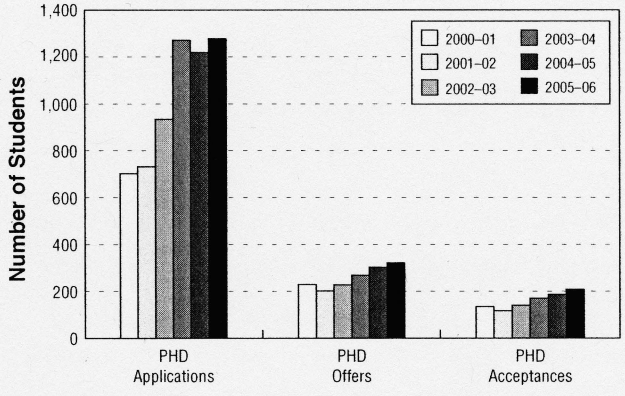
Source: Data obtained from York Fact Book

Figure 2a: Admissions Statistics for Masters Programs by Year



Source: Admissions Office

Figure 2b: Admissions Statistics for Doctoral Programs by Year



Source: Admissions Office

Both these tables can be used as performance indicators. They indicate an increase in the numbers of offers and acceptances. The applicant pool has almost doubled over the last four years.

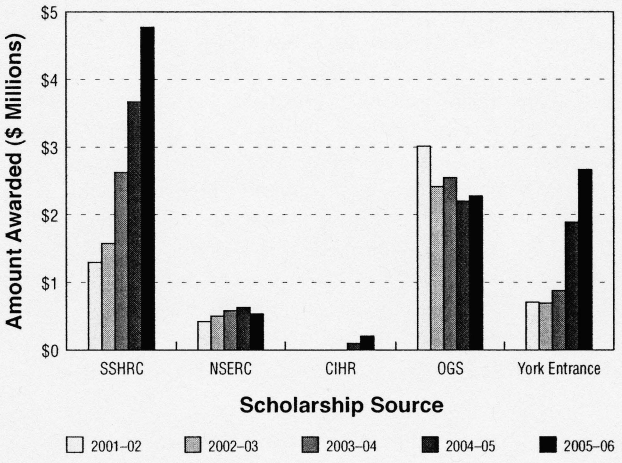
Figure 3: Ratios of Offers to Acceptances by Degree Level by Year

YEAR	Masters	PHD
2000-01	1.49:1	1.70:1
2001-02	1.55:1	1.72:1
2002-03	1.47:1	1.63:1
2003-04	1.45:1	1.58:1
2004-05	1.58:1	1.62:1
2005-06	1.51:1	1.55:1

Source: FGS Administrative Office

This table shows that FGS has maintained its ratio of acceptances at the Masters level and actually improved at the doctoral level, despite increased competition. This can be accounted for, in part, by better targeting of students in an increased applicant pool.

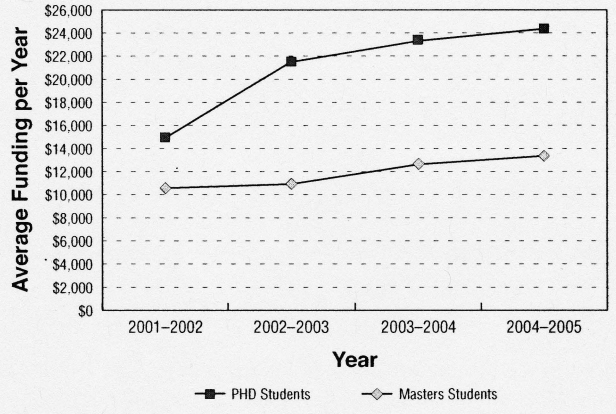
Figure 4: Student Honours and Awards



Source: Data obtained from FGS Records

External awards to graduate students at York continue to increase, as can be seen by Figure 4. Of significance is the increased number of prestigious SSHRC and CIHR awards over last year. This is a major achievement and attests to the quality of graduate students at a time when pressure for enrolment growth might lead in the other direction. The increased numbers of York Entrance scholarships, for which only students with an A average are eligible, is a clear indication of the quality of the entering class.

Figure 5: Funding



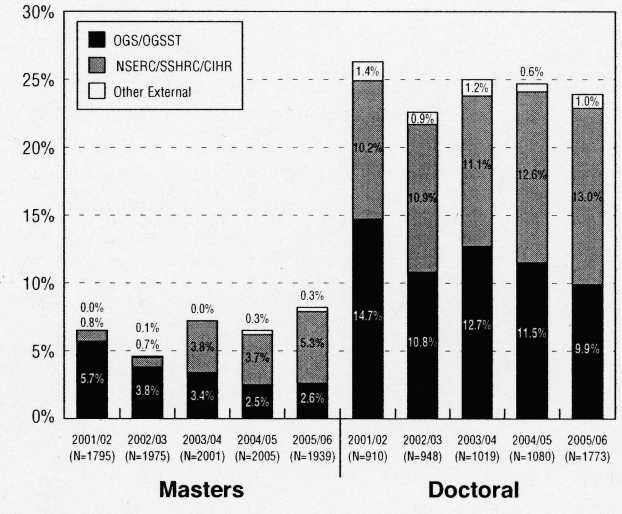
Source: Office of Institutional Research and Analysis

This Figure reflects all full-time students who received funding.

Financial Support

Adequate support for graduate students is a high priority. Figure 5 represents funding for all full-time students and includes internal and external funds. This chart indicates a growth in the average level of support for students at both the masters and doctoral level. A major factor toward increasing the average for doctoral students from approximately $15,000 to over $24,000 is the CGS doctoral awards at $35,000. These awards have freed up York's traditional forms of support, primarily TAs, to permit other students to receive higher levels of average funding. In addition, the University is committed to using its own resources to increase average levels of student support across the board. Over the past five years this commitment has resulted in a nearly doubling of graduate student support from all sources, from $34M in 2001-02 to $61M in 2005-06.

Figure 6: Percentage of Full Time Graduate Students with External Awards



Source: Office of Institutional Research and Analysis

RECRUITMENT AND RETENTION OF STUDENTS

With the hiring of an additional staff manager to handle graduate recruitment and promotion, the following initiatives are being actively undertaken to increase the pool of quality applicants:

1. Upgrade the Faculty of Graduate Studies Admissions Handbook to include more detailed descriptions of individual program strengths (Summer 2006).
2. On-campus FGS information/recruitment events scheduled for November 2006 and February 2007 including promoting the events at other universities through advertising and other methods. One such event is York's first Graduate Studies Open House to be held November 11, 2006.
3. Working with the Admissions Office to upgrade the Graduate Studies Web portal (graduate-level pages in the Admissions area of the site).
4. Devising a plan to systematically upgrade quality of Graduate Program Web sites and the Faculty of Graduate Studies homepage.
5. Working with Graduate Program Directors and staff to help them promote their programs.
6. Market research re potential and current students.
7. Closer relationship with the Vice-President Students and with the active cooperation of the Admissions and Liaison Office creation of a Graduate Recruitment Council.

ACADEMIC PROGRAMS

New Programs approved by OGCS in 2005-06:

- MA, PhD and Type 4 Stand Alone Graduate Diploma in Theatre Studies;
- Type 2 Degree Concurrent Graduate Diploma in Asian Studies;
- Financial Engineering Type 4 Stand Alone Graduate Diploma.

New Programs Submitted to OCGS in 2005-2006 and awaiting results:

- Master of Public Policy, Administration and Law;
- Master of Development Studies.

Twenty new graduate programs are under active development, and it is expected that as many as 15 will be in place for 2007.

Program quality – OCGS review

The following table represents an historical compilation of the last periodic appraisal result for each graduate program.

Figure 7: Results of OCGS Appraisals

Program and year of appraisal	Good Quality	Good Quality with Report	In Progress
2005-2006			
Physics & Astronomy			X
Earth & Space Science			X
2004-2005			
Business	X	X - PhD Administration Report due March 31, 2009	
Kinesiology & Health Science	X X	X - MSc in Fitness Report due October 30, 2006	
Translation			X
Etudes françaises		X - Report due February 15, 2008	
Linguistics	X		
2003-2004			
Education	X		
2002-2003			
English	X		
Psychology	X		
Biology		X - submitted July 2006 and awaiting result	
Social Work		X - submitted in October 2005, resulting in Good Quality	
Philosophy		X - submitted in May 2006, resulting in Good Quality	
2001-2002			
Social Anthropology	X		
Chemistry		X - submitted May 2005, resulting in Good Quality	
Economics		X - submitted July 2005, resulting in Good Quality	
Mathematics & Statistics	X		
2000-2001			
Law		X - submitted in November 2004, resulting in Good Quality	
Geography		X - submitted April 2005, resulting in Good Quality	
Political Science	X		
Environmental Studies		X - submitted May 2004; resulted in Good Quality with Report due 2007	
1999-2000			
Art History	X		
Dance	X		
Film	X		
Ethnomusicology & Musicology		X - submitted May 2003, resulting in Good Quality	
Theatre		X - submitted November 2000, resulting in Good Quality	
Visual Arts	X		
Sociology		X - submitted July 2001, resulting in Good Quality	
History	X		
SPT	X		
Interdisciplinary Studies	X		
Computer Science	X		
Women's Studies	X		

Budget

Approximately 85 per cent of the Faculty of Graduate Studies budget consists of student support in a variety of forms, including scholarships, fellowships, assistantships, research costs funds, and bursaries.

The 2005-2006 budget compared to actuals were on target. Expected revenues were higher than anticipated, based on increased enrolment, but this created an increased level of expenditures in the student support lines whereas administrative support lines were somewhat lower than anticipated due to staff turnover and some efficiencies.

The Faculty is again projecting an increase in revenue over 2005-2006 as a result of graduate enrolment growth with a similar increase in student support expenditures as experienced in 2005-2006.

Faculty of Graduate Studies

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	11,765	51,220	26,500
Internal cost recoveries	165,000	361,183	315,000
Other revenues	442,778	446,935	545,508
Central allocations	18,165,512	19,188,572	20,972,273
Total Revenue	**18,785,055**	**20,047,910**	**21,859,281**
Expenses:			
Faculty - Administration	385,800	335,872	464,208
Faculty - Full-time	-	22,110	-
Faculty - Contract	250,744	288,487	364,813
Teaching assistants	7,182,188	7,513,004	8,499,511
Research	2,036,645	2,897,146	2,940,488
Support/Administration	1,019,374	981,228	1,078,034
Other	5,000	8,649	-
Total Salaries and Benefits	**10,879,751**	**12,046,496**	**13,347,054**
Operating costs	979,664	732,573	814,355
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	20,000	19,843	20,000
Scholarships & bursaries	8,706,162	8,358,018	9,066,650
Interest on long-term debt	-	-	-
Total Expenses	**20,585,577**	**21,156,930**	**23,248,059**
Total Revenue less Expenses	**(1,800,522)**	**(1,109,020)**	**(1,388,778)**
Previous Year's Carryforward	**2,700,761**	**2,700,761**	**1,591,741**
Carryforward to Next Year	**900,239**	**1,591,741**	**202,963**

Strategic Directions for 2006-2007

1. To meet York University's target for graduate growth in 2007-08 per the accountability agreement with the Ministry.

2. On-campus FGS information/recruitment events scheduled for November 2006 and February 2007.

3. Introduction of the FGS Professional Skills Seminar Series, to include:

   General FGS Orientation session

   Research Ethics session

   Thesis/Dissertation Strategies for Success session

   Funding and Grant Applications sessions

4. Exploration of expanding opportunities for internal promotion from master's to doctoral studies.

5. Development of an on-line tracking process to monitor times to completion and to support steady academic progress.

6. Pro-active development of new graduate programs.

7. Development of the Graduate Course Operational Formula for each graduate program, which will define how many courses should be available each year for graduate students to take. Resource Deans and Chairs will be included in these discussions and decisions to ensure a base level of resources for graduate teaching.

OSGOODE HALL LAW SCHOOL

Overview

Osgoode Hall Law School was founded in 1889 by the Law Society of Upper Canada, and became affiliated with York University in 1968. Osgoode offers a three-year Bachelor of Laws (LLB) Program; a thesis-stream Graduate Program leading to Master of Laws (LLM) or Doctor of Philosophy (PhD) degrees; and a part-time, non-thesis stream LLM through Osgoode Professional Development (OPD). OPD also offers a variety of non-credit Continuing Legal Education courses for those who wish to enhance their understanding of the law. Associated with Osgoode is its Law Library, the largest law library in the Commonwealth and a recognized leader in Canadian legal research.

Report on Implementation of Objectives 2005-2006

One of Osgoode's main goals for 2005-06 was to complete a strategic planning process and implement a new plan for the Law School that will guide the direction and priorities of the Law School for the next five years. The Plan for the Law School 2006-2010: Making a Difference, which was unanimously adopted by Osgoode's Faculty Council on October 17, 2005, identifies three overarching goals for the Law School: building a more engaged learning community; promoting the Law School's engagement with the broader community; and continuing to situate Osgoode as a global law school.

The hiring of five new members of the full-time faculty whose appointments were to take effect on July 1, 2006; the initiation of a comprehensive review of the Osgoode Admissions Policy; and the continued reform of the first-year curriculum are all significant academic priorities that were undertaken in 2005-06. Other important milestones included negotiating a joint LLB-LLM Program with New York University School of Law (in addition to the JD-LLB Program previously negotiated in 2004-05) and the holding of the second Raoul Wallenberg International Human Rights Symposium at NYU in January 2006.

A second goal for the year was to continue to actively pursue private sector funding to further develop Osgoode's resources and sustain its reputation as Canada's leading law school. In that regard the Law School achieved a balanced budget in 2005-06 for the first time in a number of years; implemented a new business plan for Osgoode Professional Development that resulted in a 30 per cent increase in revenues over the previous year; and raised $3.5 million in paid gifts, reflecting a continued upward trend in fund raising. In conjunction with the Schulich School of Business, the Law School also secured a gift of $2 million from three donors to establish an endowed Chair in Corporate Governance. Thanks to

the generosity of a major law firm, the Law School financed the renovation of the last of its large classrooms that included the addition of a much-needed window in the room. The Honourable Ian Scott Public Interest Internship Program, which will give students the opportunity to carry out public interest work in the summer, was also created through private fund raising. In January 2006, Osgoode was ranked as the number one law school in Canada by Canadian Lawyer Magazine, the first time that the law school has achieved this recognition.

Performance Measures

1. ENROLLMENTS, STUDENT QUALITY & EXPERIENCE

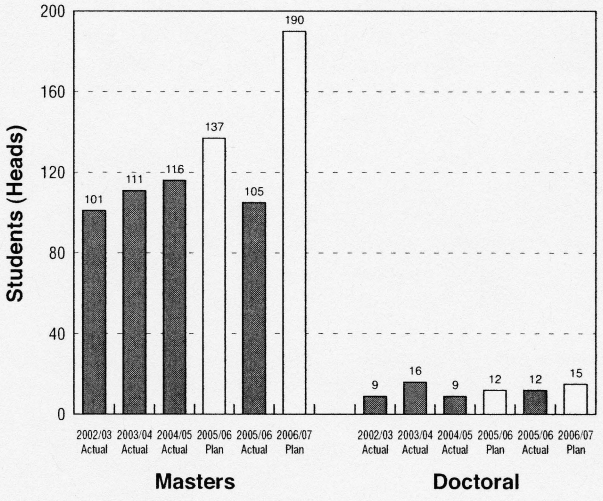
Bachelor of Laws (LLB) Program

Osgoode met its student enrollment target in the Bachelor of Laws (LLB) Program in 2005-06 with a total enrollment of 872 students. The Law School continued to use its large scholarships for incoming students (Halletts, Howlands, Bogoroch) as a means of attracting the strongest students. As well, the Law School enhanced its student recruitment efforts by hosting two Open Houses in the fall for prospective LLB students, expanding its Student Ambassador program, and hosting the second annual Osgoode Cup National Undergraduate Mooting Competition.

In an effort to enhance student engagement, Osgoode participated for the second year in a row in the Law School Survey of Student Engagement (LSSSE). This year's responses from more than 24,000 JD-LLB students at 64 law schools helped create a set of data that will assist Osgoode to assess and improve the quality of legal education. The Law School also continued a process of comprehensive reform to the first-year curriculum, which is expected to result in significant reform that will be implemented in September 2007. In addition, the Law School's Standing Committee on Teaching and Learning organized the inaugural Osgoode Course Design Institute (OCDI) in conjunction with York Centre for the Support of Learning. This tremendously successful two-day workshop, which was held in May 2006, allowed a large number of the full-time faculty to explore innovation in teaching and learning.

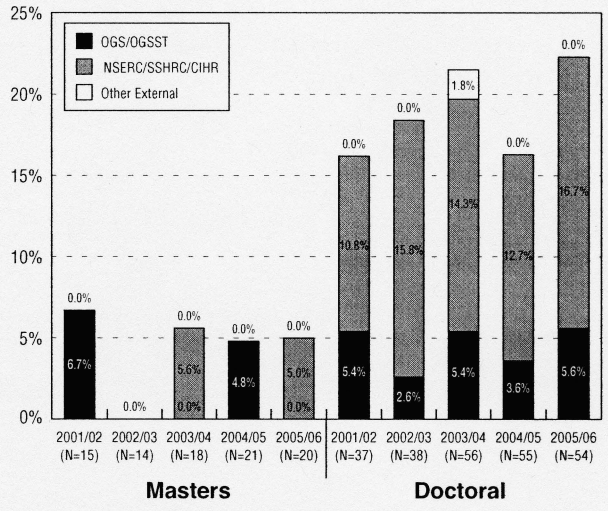
Graduate Program in Law

Figure 1: Graduate Admissions: Eligible New Graduate Students (Fall Term)



Source: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Figure 2: Percentage of Full Time Graduate Students With External Awards



Source: Office of Institutional Research and Analysis

In 2005-06, serious recruitment efforts were undertaken, such as campus visits, creating of new publications, and display materials. The result was that the number of applications to the Graduate Program in Law increased to the point where the original enrollment targets provided by the Faculty of Graduate Studies (FGS) were exceeded. In support of the University's Academic Plan to increase graduate enrollment, Osgoode plans to expand its Graduate Program from an average of 24 new students per year, to more than 50. The plan calls for the Program expansion to be limited to 60 new students. As of fall 2006, most of the planned expansion will have been completed.

In light of the large number of new students, the graduate curriculum was revised. The Graduate Seminar, which prepares students for writing a thesis or dissertation, is now one semester only, and five Study Groups have been added (20 sessions of two hours, offered over two semesters). These Study Groups are intended to provide an intellectual anchor as well as a manageably small community for all graduate students. Each Study Group will have an experienced discussion leader, and approximately 15 students.

Careful attention has been paid to the faculty norm for active graduate supervision, and all new students were accommodated with supervisors without imposing undue burden. However, the increasing emphasis on the PhD (students remain active for more years) and continued increases in enrollment will both put pressure on supervisory resources in the future.

A student satisfaction survey (adapted from the York University survey) was circulated to all students in 2005-06, and the anonymous feedback will be tabulated and serve as a base line to assess progress in student satisfaction.

Completion rates in the Graduate Program continue to improve, with about 30 students completing their degree requirements in 2005-06.

Osgoode Professional Development (OPD)

In 2005-06, 107 new students enrolled in the four Part-time LLM Programs which commenced in September of 2005, specifically Alternative Dispute Resolution, Intellectual Property Law, Taxation, and Labour and Employment Law. In addition, 239 students were completing second- year course requirements or completing major research papers.

From May 1, 2005 to April 30, 2006, Osgoode Professional Development (OPD) also presented 49 days of non-credit continuing legal education programming with a total of approximately 2,444 attendees, a marked increase in attendance over prior years. This success can be attributed to the concerted effort in marketing of the non-credit programs.

In 2005-06, the overall revenues of OPD increased by almost 30 per cent. All of this increase was due to dramatically increased revenue in the non-credit programs, with revenues in the Part-time LLM falling by 10 per cent due to a number of factors including the fact that local demand for many of the specializations is satisfied the first or second time the program is run. If the Part-time LLM is to grow significantly, OPD must find the technological means to effectively deliver the program on a distributed basis (i.e., to computer desktops), and must also look at ways to consolidate some offerings and make the content more relevant to an international legal market.

Although revenues are increasing, OPD has significant overhead costs related to its leased space at 1 Dundas Street West in downtown Toronto that make it difficult to consistently provide a net contribution. OPD is currently working with facilities planners at York University to assess its needs, in hopes that it can reduce its rent obligation after January 2008 when its current lease expires.

2. FACULTY SEARCHES AND STUDENT/FACULTY RATIO TRENDS

Osgoode's full-time faculty complement as of October 1, 2005 was 49. The Plan for the Law School 2006-2010: Making a Difference calls for a net increase in faculty complement to 60 by the conclusion of the five-year period of the Plan. In 2005-06, five new faculty members were appointed, effective July 1, 2006. In the coming year, Osgoode expects to make a number of faculty appointments that will further enrich the strong and innovative teaching and research program and the diversity of the faculty. In

Figure 3: Tenure Stream Faculty by Home Faculty as of October 1st

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Assistant Professor	6	0	6	6	0	6
		11.3%	0.0%	11.3%	12.2%	0.0%	12.2%
	Associate Professor	0	28	28	0	25	25
		0.0%	52.8%	52.8%	0.0%	51.0%	51.0%
	Professor	1	18	19	0	18	18
		1.9%	34.0%	35.8%	0.0%	36.7%	36.7%
Alternate	Assistant Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Associate Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Senior Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tenure Stream Faculty		**7**	**46**	**53**	**6**	**43**	**49**

Source: Office of Institutional Research and Analysis

Figure 4: Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	50	50	53	53	49	
# of Contractually Limited Appointments	7	3	4	0	3	
Total # of FT Faculty	**57**	**53**	**57**	**53**	**52**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	4.0	4.0	4.0	1.0	1.0	9.67
# of Appointments Made (*appts made to date)	3.0	2.0	3.0	1.0	0.0	8.67
Departures: Retirements, Resignations & Deaths (May 1 to April 30)	2	0	2	3	3	
Student/Faculty Ratios (FTEs)						
UG FTEs	850.1	887.4	882.9	884.4	894.3	
Grad FTEs	65.1	66.6	78.5	85.3	74.7	
Full-Time Faculty FTEs	56.0	51.5	53.6	52.8	51.1	
Full-Time Faculty FTEs *(on-site only)*	51.0	47.0	47.5	44.8	43.2	
Part-Time FTEs	13.4	16.4	13.3	8.6	18.3	
Total Faculty FTEs *(on-site only)*	64.4	63.4	60.8	53.4	61.5	
Graduate Student/Full-Time Faculty FTE	1.2	1.3	1.5	1.6	1.5	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	13.2	14.0	14.5	16.6	14.5	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

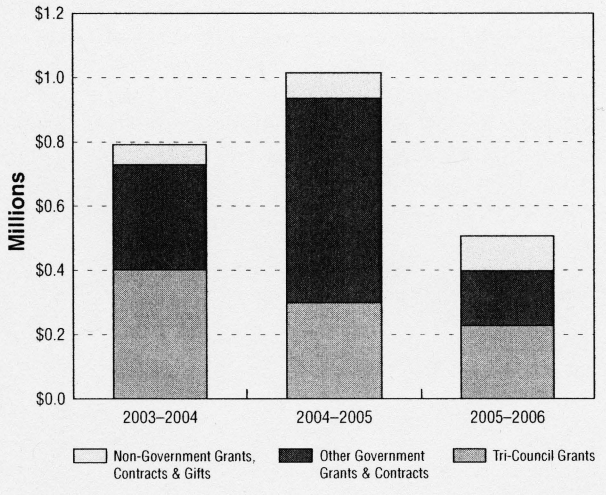
c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload

Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

conjunction with the Schulich School of Business, the Law School secured a gift in 2005-06 to establish an endowed Chair in Corporate Governance. The Law School is also currently searching for an outstanding scholar in Business Law for the Osler Chair in Business Law.

3. RESEARCH

Figure 5: Total Awarded Annual Externally-Sponsored Research Income by Source, 2003-2004 to 2005-2006



Source: ORS from RPTS

Osgoode faculty continue to produce scholarship that is high in quality and large in quantity, to garner a range of honours and appointments, and to be at the cutting-edge of research into law and society in Canada and around the world. However, while the faculty have not been unsuccessful in their efforts to obtain research funding, their success in obtaining SSHRC Standard Research Grants has not been as strong this year as it has been in recent years. There are two general reasons for this: the overall national success rate for SSHRC applications was lower this year than in previous years and Osgoode's success in previous years means that many of its top researchers were already in receipt of funding and, therefore, were not applicants this year.

Nevertheless, Osgoode's success in obtaining external funding remains strong relative to the (perceived) success rate of other Canadian law faculties. Accordingly, while there is room for improvement, there is much to celebrate in Osgoode's achievements as a research centre of genuine excellence. The overall figures for the past year remained impressive in that there was a total of 24 new Internal and External Grants/Contracts/Fellowships for 2006. The total new research money that was confirmed for 2006 was $456,392.

In 2005-06, the faculty published 14 books with two forthcoming, and over 82 articles and chapters in books with 12 forthcoming. This is a slight increase over last year's figures. Osgoode publishes the Osgoode Hall Law Journal, one of the leading scholarly journals in Canada. The Law School is also home to the Canadian Journal of Women and the Law. And, together with the University of Idaho College of Law, Osgoode publishes the German

Figure 6: Research Performance

	Performance by Eligible Tri-Council Cohort			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at Oct. 1st)	2	0	47	49
Number of FT faculty members holding an external grant or contract	0	0	10	10
Percentage of FT faculty members holding an external grant or contract	0.0%	0.0%	21.3%	20.4%
Number of FT faculty members holding a tri-council grant	0	0	8	8
Percentage of FT faculty members holding a tri-council grant	0.0%	0.0%	17.0%	16.3%
Total FT faculty research income from all sources	$ 0.00	$ 0.00	$507,993.00	$507,993.00
FT faculty research income intensity	$ 0.00	$ 0.00	$ 10,808.36	$ 10,367.20
Total FT faculty research income from the tri-councils	$ 0.00	$ 0.00	$228,318.00	$228,318.00
FT faculty tri-council research income intensity	$ 0.00	$ 0.00	$ 4,857.83	$ 4,659.55
Number of tri-council applications by FT faculty members	1	0	9	10
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 0.00	$ 0.00	$ 0.00	$ 0.00
Number of tri-council applications by retirees, adjuncts and others	0	0	0	0

SOURCE: OIRA and ORS from RPTS and FT faculty file

Law Journal (Review of Developments in German, European & International Jurisprudence). Faculty and student research is supported by the Law Library, which is the pre-eminent legal research facility in Canada.

Although many faculty members continued to produce high-quality work and disseminated their work in leading publications, three faculty members obtained special honours and awards. Kent McNeill was awarded a prestigious Killam Fellowship; John McCamus became a Fellow of the Royal Society of Canada; and Allan Hutchinson became a Distinguished Research Professor.

Looking ahead to 2006-07, the central challenge will be to ensure that research initiatives are aligned with and energized by the general framework and thrust of the *Plan for the Law School 2006-2010: Making a Difference*.

Budget

The budget of Osgoode Hall Law School is allocated in support of its core teaching, learning and research mission. In 2005-06, Osgoode budgeted $17.3m in Total Revenue and $17.4m in Total Expenses, with a negative Net Balance of $76k. Actual Total Revenue came in at $18.7m or 8.3 per cent higher than budgeted resulting from successful grant applications and an increase in restricted donations. On expenses, Total Salaries and Benefits was on budget at $14.7m. While Total Expenses was at $18.2m or 4.9 per cent higher than initial budget, it was offset by the increase in revenue received, allowing Osgoode to achieve a balanced budget. As part of the long-term debt reduction strategy, a one-time-only allocation of $500k was made towards the School's negative carry forward. This resulted in a year-end Net Balance of just over $500k.

For 2006-07, Total Revenue is budgeted at $18.9m, with Total Expenses at $19.2m, resulting in a negative Net Balance of $265k. Due to the tuition cap imposed by the Government in June 2006, the Law School is expected to receive new net revenue of only $128k, 38 per cent of which will be set aside for non-restricted bursaries. Also reflected in the budget is the recruitment cost of 5 new faculty members.

The negative carry forward accumulated over the past number of years is the result of an investment in complement, alumni and development activity that will be managed over the next few years through plans developed by the Law School and approved by the Vice President Academic and Vice President Finance and Administration.

Osgoode administers an extensive student financial assistance program for its students. This is derived from (i) endowment income that has been raised from private donors and that now exceeds $20 million, and (ii) a holdback of a portion of the deregulated portion of tuition. In 2005-06, over $3.3 million was provided to law students in the form of scholarships, awards, bursaries and prizes.

On non-degree programs, Osgoode Professional Development (OPD) is budgeting an overall increase in revenues of 28 per cent. However, two large capital expenditures will be incurred this year, in order to permit OPD to continue to grow revenue: a marketing database and improved distance education technology, primarily for the LLM. Costs will also be incurred for Web site development. While these costs will reduce the net contribution to approximately $175k, it is necessary to make these investments to continue OPD's growth.

Osgoode Hall Law School

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
DEGREE			
Revenue:			
External cost recoveries	985,300	1,277,740	1,328,668
Internal cost recoveries	43,500	325,372	243,734
Other revenues	914,535	996,100	985,375
Central allocations	15,366,169	16,147,861	16,355,550
Total Revenue	**17,309,504**	**18,747,073**	**18,913,327**
Expenses:			
Faculty - Administration	45,000	32,400	42,000
Faculty - Full-time	7,626,872	7,576,508	8,000,549
Faculty - Contract	299,444	385,691	326,944
Teaching assistants	132,315	204,232	139,582
Research	1,369,585	1,443,644	2,040,454
Support/Administration	5,068,660	4,886,676	5,159,159
Other	143,000	151,412	50,700
Total Salaries and Benefits	**14,684,876**	**14,680,563**	**15,759,388**
Operating costs	2,146,849	2,861,823	2,548,026
Amortization of capital assets	-	-	-
Cost of goods sold	300,500	456,656	457,500
Taxes and utilities	128,150	129,914	124,050
Scholarships & bursaries	125,536	116,126	289,000
Interest on long-term debt	-	-	-
Total Expenses	**17,385,911**	**18,245,082**	**19,177,964**
Total Revenue less Expenses	**(76,407)**	**501,991**	**(264,637)**
Previous Year's Carryforward	**(7,690,097)**	**(7,690,097)**	**(7,188,106)**
Carryforward to Next Year	**(7,766,504)**	**(7,188,106)**	**(7,452,743)**
NON-DEGREE			
Total Revenue less Expenses	**(356,805)**	**(140,943)**	**175,289**
Previous Year's Carryforward	**792,577**	**792,577**	**651,634**
Carryforward to Next Year	**435,772**	**651,634**	**826,923**

Priorities for 2006-07

The following priorities for Osgoode have been identified for 2006-07:

1. Increase the focus on student engagement and learning in both the first year and the upper years of the LLB Program.

2. Expand the size of the full-time, research-stream Graduate Program in Law.

3. Continue to improve the quality of Osgoode Professional Development (OPD) and expand its programs to include international students and increase OPD revenues.

4. Continue fund raising to achieve the goals articulated in the *Plan for the Law School 2006-2010: Making a Difference.*

SCHULICH SCHOOL OF BUSINESS

Overview

York's Schulich School of Business offers two undergraduate degrees (the BBA and the iBBA); several master's degrees (the MBA, IMBA, MPA, MBA/LLB, MBA/MFA, and an EMBA offered jointly with Northwestern University's Kellogg School of Management); and a PhD. The MBA is delivered at both the Keele Campus and at the Miles S. Nadal Management Centre in downtown Toronto. In addition to concentrations in the major functional areas of management and sector-specific concentrations including financial services, real property management, nonprofit management and leadership, and arts and media management, the MBA provides specialization options that deal with themes such as entrepreneurial studies, international business, and business and sustainability.

MISSION

The mission of the Schulich School of Business is threefold:

- to generate and disseminate new knowledge on management and leadership;
- to shape the future of management by preparing men and women by enabling them to provide leadership in a changing world;
- to achieve and to be recognized for excellence nationally and internationally.

The School has pursued this mission by emphasizing three themes – globalization, innovation, and diversity – as imperatives that must be met for Schulich to advance its mission. In each of these dimensions, an emphasis on continuing quality improvement is central to the Schulich School's mission.

Globalization is embedded in the curriculum of the undergraduate and master's programs, and is reflected by the School's establishing an International MBA (IMBA) in 1990 and an International BBA (iBBA) some ten years later, both groundbreaking initiatives. In addition, Schulich has established reciprocal exchange agreements with over 70 universities around the world. *Innovation* is pursued in many forms, both with the existing curriculum and in the continuing initiatives that provide new opportunities and meet new needs. Recent additions include extending the part-time mode of study in the MBA from evenings to weekends, the creation of a new free-standing diploma in Financial Engineering, and the increasing range of non-degree educational opportunities offered through Schulich's Executive Education Centre. The importance of *diversity* in the School's activities is reflected in many dimensions that term suggests, from the range of choices and foci in the undergraduate and degree program electives, to the personal backgrounds – gender, race, and ethnicity – of our students, our faculty and our

staff, to the emphasis on understanding diversity in our curricular offerings. Women represent a larger portion of our student bodies and tenure stream complement than is the norm for business schools in general, and international students represent a significantly larger part of Schulich's student body than is true for the University, overall.

Schulich Goals and Performance Indicators

The mission of the School articulated above embodies its overall goals and the three themes reflect the School's judgments made about how those goals can best be pursued. The Schulich School below treats quantitative measures as indicators of success rather than as objectives. Clear and unambiguous information is useful to overall evaluation, but such quantitative indicators make their most useful contribution if they are understood in context and interpreted with reference to the qualitative objectives that define our direction.

The Schulich School's goals share many elements with current and recent University Academic Plans. Particularly strong areas of congruence are the importance of graduate and professional programs, the importance of internationalization, the integration of technology into the teaching and learning process and improving performance in research and innovation.

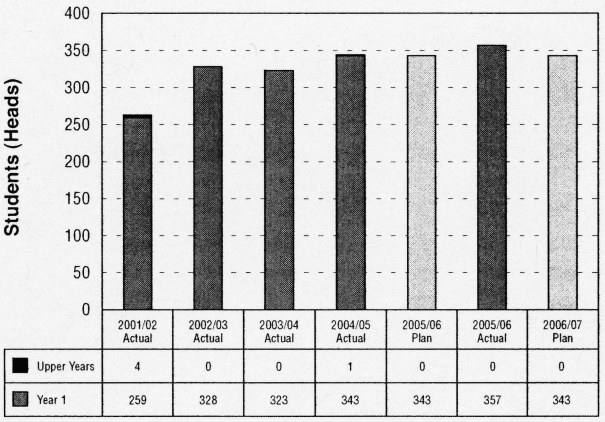
To illustrate the range of facts that are helpful in assessing performance, the importance of internationalization is reflected in the Schulich School's activities and accomplishments for more than fifteen years. A few of the major markers of performance in that dimension include the creation and strengthening of the IMBA and iBBA degrees, the creation of extensive international exchange opportunities for our students, and the involvement of the School with various international bodies articulate the School's active involvement in the international sphere. Schulich is an active member of PACIBER (Pacific Asian Consortium for International Business, Education and Research), whose conference the School hosted in July 2005; PIM (Partners in International Management), whose annual conference will be hosted at Schulich in November 2006, efmd (European Foundation for Management Development); and the AIB (Academy of International Business). The School is also a member of other international business school bodies, including the AACSB (the major North American association) and CLADEA (the major Latin American-based association of business schools). The changing composition of the faculty and student body also reflects the School's heavy emphasis on internationalization. Schulich's collaboration with Northwestern University's Kellogg School of Management in offering North America's first cross-border executive MBA program is also an important example of the School's international orientation and involvement.

TEACHING PROGRAMS AND STUDENTS

The Schulich School of Business offers an extensive range of degree programs, and an increasing range of non-degree programs. The undergraduate degrees that York offers through Schulich are the BBA and the recently introduced iBBA (International BBA). At the master's level, the degrees include the MBA, the IMBA (International MBA) and the MPA. The MBA is offered in three modalities: as a full-time program; as a program which may be taken part-time; and in the form of the Kellogg-Schulich Joint EMBA. Schulich also offers a Ph.D., with six approved fields in which doctoral studies can be concentrated.

UNDERGRADUATE PROGRAMS

Figure 1: Admissions: New Eligible Fall Undergraduates on November 1st

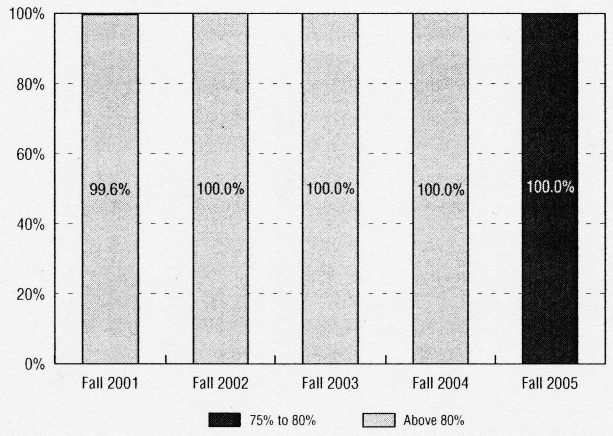


	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	4	0	0	1	0	0	0
Year 1	259	328	323	343	343	357	343

Source: AVP Academic Resource Planning and Office of Institutional Research and Analysis

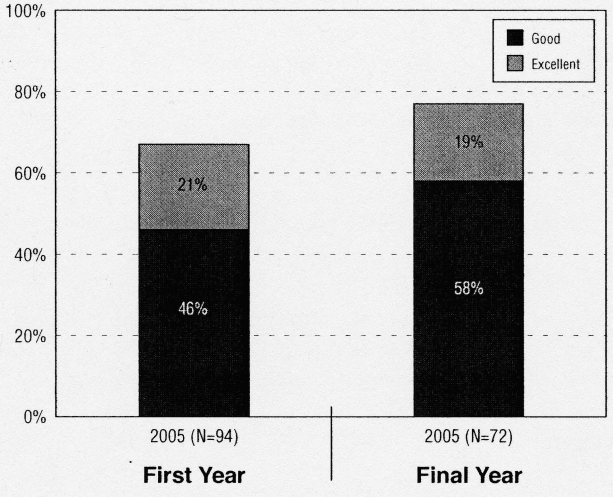
An exceptional student body combined with a program of study to challenge and develop their potential has resulted in an overall result of which Schulich and York can be proud. The most recent Undergraduate Program Review ('UPR') for Schulich-based undergraduate programs was completed just this last spring. While the UPR is developmental in nature, the external and internal consultants' comments and assessment were very favorable in terms of both the overall academic experience and of the student body in the BBA and iBBA programs. Strong application numbers and a highly qualified applicant pool have resulted in an excellent cohort of students, as illustrated below. The graph in Figure 1 shows the numbers of students who have entered the Schulich based BBA and iBBA programs since 2001 and projects the number of students who are expected to enter the program up through the 2006-2007 academic year. The ratio of applicants to students enrolled has remained steady for the last four or five years at some 15 to 17 applicants for each student who enrolls in the 1st year of the BBA or iBBA. As a result the strong interest in our programs and an increasing self-selection in the applicant pool, the average high school GPA has increased from 89.5 per cent in 2001-2002 to 91.5 per cent in 2005-2006, with the minimum required high school GPA rising to 90 per cent in the most recent years. The graph in Figure 2 reflects that quality level in that the (effectively) all of new undergraduates that had a high school average of greater that 75 percent for each of the past five years.

Figure 2: Admissions: Percentage of New Year 1 Registrants From Secondary School with Entry Average of 75 per cent or Better



Source: Office of Institutional Research and Analysis

Figure 3: National Survey of Student Engagement: "How would you evaluate your student experience?" (responses of BBA and iBBA to their experience at York)



Source: Office of Institutional Research and Analysis

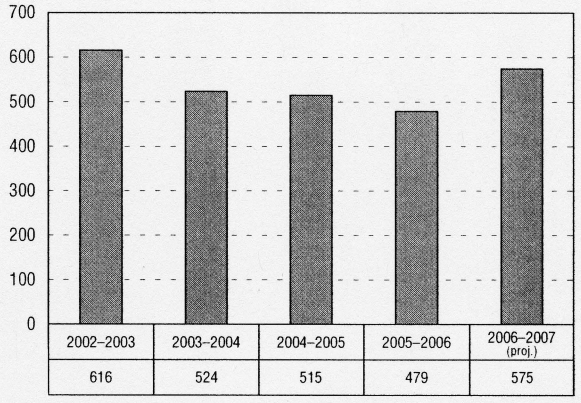
The National Survey on Student Engagement provides information collected from students enrolled in Schulich based undergrad programs (the BBA and the iBBA) in 2005, reflecting the views of students in the first year and in their fourth (and final year) of study. Such data will have increased value when tracked over time with appropriate sample sizes. (Undergraduates judge their experience against the standards of their expectations because they have no first-hand experiences with programs other than the one in which they are enrolled.) At one level, the data already available (see Figure 3) are positive in that at least three out of four Schulich students' responses reflected 'good' or 'excellent' overall evaluations of their educational experience. The data do have some limitations. In addition to the benefit of future time-series possibilities, it is also true Schulich-based undergraduates take some forty percent of their program in Faculties other than Schulich. Survey data collected for the recent UPR indicated that Schulich students tend to rate their Schulich courses more highly than their other courses. Thus, these National Survey data for Schulich students therefore blend educational experiences specific to Schulich with experiences elsewhere at York and makes inferences about the Schulich-taught part of their programs somewhat less obvious.

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.

MBA Program

Figure 4: Graduate Admissions: New MBA Enrolments (Eligible)



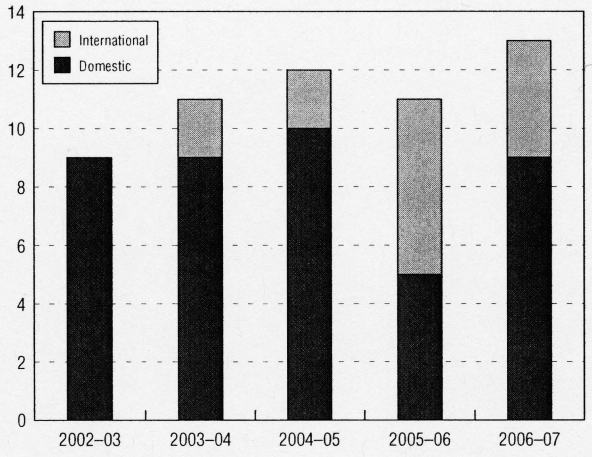
Source: Schulich Division of Student Services and International Relations

The MBA has long been the flagship degree of the Schulich School. Today, the Schulich MBA is the largest MBA program in Canada with some 585 full-time and 500 part-time students enrolled in Fall 2005 in its various modalities (full-time, part-time, EMBA). The MBA program's size allows it to offer over 130 different elective courses, many in multiple sections, permitting great flexibility for students to tailor their program to their specific interests and career objectives. The Schulich School has steadily increased and sustained admission requirements over recent years. During that period there has been a general decline in MBA applications across North America. The pattern from 2002 through 2005 (see Figure 4) reflects two significant influences. The first is a upward 'spike' in 2002 from previous levels, the result of Schulich's response from the University to take greater numbers that year. The general decline in MBA applications in North America is the other influence that has affected the Schulich School during this period. It should be noted that the Schulich program's admissions decreased less than the general decrease mentioned just above, and that these levels were sustained with no attenuation of student qualifications. A reversal of the trend of shrinking applications is projected for 2006-

2007 and enrolments are expected to be up sharply from 2005-2006, approaching 2004-2005 levels. While the numbers reflected in the graph above have shifted sharply compared to last year, they reflect a full time equivalent in the range of 2003 and 2004 admissions because a greater percentage of the newly admitted students are opting to study on a part-time basis.

PhD Program

Figure 5: Graduate Admissions: New PhD Students (Schulich)



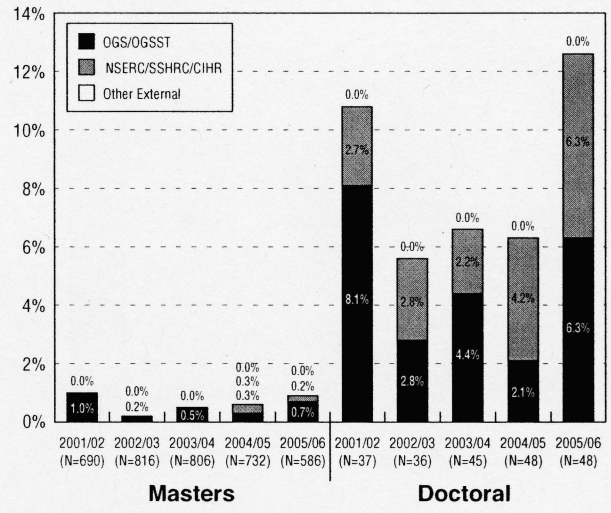
Source: AVP Academic Planninf Office and SSB Student Services

The PhD program reflects an important dimension of the Schulich School's academic culture. Schulich faculty share the conviction that the School's long-term commitment to providing leadership in management education is linked to research and to the presence of a strong doctoral program. The PhD program at Schulich now has an active enrolment of almost 50 students. Long an integral element in the School, the PhD program is now at a level that creates the critical mass needed for effective doctoral education. Schulich intends to increase the size of its PhD student cohort by a further 25 percent to 30 percent in support of its own plans and the University's overall plans to expand graduate education.

EXTERNAL AWARDS FOR GRADUATE STUDENTS

The School has committed more internal funds to doctoral student support in recent years, to compete effectively with the best management doctoral programs in Canada and internationally. This emphasis on highly qualified doctoral students is being executed in conjunction with increased levels of student support. Also supporting Schulich's plan to have a larger and stronger student body in the doctoral program is a more explicit set of expectations with respect to rate of progress toward degree completion that students are expected to achieve.

Figure 6: Percentage of Full Time Graduate Students with External Awards



Source: Office of Institutional Research and Analysis

University figures on the level of external support for our Master's and Ph.D. students (see Figure 6) provide a partial picture of external support for our students. At the Master's level, many students receive support from their employers either in the form of released time or in the form of tuition reimbursement. In addition, the statistics reflected in the chart do not capture any of the support students receive that is not mediated by the University. Professional graduate programs differ from more traditional academic disciplines in the nature and sources of financial and in-kind that students receive.

RESEARCH AND PROFESSIONAL CONTRIBUTION

The professional contributions of the Schulich School of Business are many and varied. As a professional School, it should be noted that many faculty play important roles in the professions with which their disciplines connect (such as accounting or human resource management). Editorial work, organizing and participating in conferences and the full range of professional review and collegial activities are widely represented in Schulich's faculty. Given the importance of research and full professional capabilities of all tenure stream faculty to the School's overall strategy, Schulich has only made tenure stream appointments to the Professional Stream and has not used the Alternate Stream. (See Figure 7.) However, Schulich does supplement its teaching resources with a number of qualified part-time instructors from the professional and managerial communities.

Figure 7: Tenure Stream Faculty by Home Faculty as of October 1st

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	1	0	1	0	0	0
		1.3%	0.0%	1.3%	0.0%	0.0%	0.0%
	Assistant Professor	22	1	23	22	1	23
		28.6%	1.3%	29.9%	26.2%	1.2%	27.4%
	Associate Professor	2	33	35	4	36	40
		2.6%	42.9%	45.5%	4.8%	42.9%	47.6%
	Professor	0	18	18	0	21	21
		0.0%	23.4%	23.4%	0.0%	25.0%	25.0%
Alternate	Assistant Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Associate Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Senior Lecturer	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tenure Stream Faculty		**25**	**52**	**77**	**26**	**58**	**84**

Source: Office of Institutional Research and Analysis

Over the last five years, the School has attracted external support and also has benefited from increased support from the University, allowing it to add a net 19 new tenure stream positions over the past five years, bringing the tenure stream complement to 84. The full-time Faculty FTEs (on site) have grown by some 20 over the past five years (an increase of 38 percent) and the Part-Time FTEs have diminished by about 12 (a reduction of 11 percent). (See Figure 8.) Yet the mix of part-time and full-time instructional resources still reveals the need move further in the direction of increasing the proportion of teaching available from full-time faculty.

It is still the case that compared to other business schools of similar standing that there continues to be a need for growth in the numbers of tenure stream faculty, both for teaching purposes and to further improve the faculty base for research and professional contributions.

RESEARCH

Research, in combination with the PhD program, is an indispensable element in the long run strategy of the School. Based on tracking by the Associate Dean – Research, Schulich faculty continue to produce research output at an annual average rate of

Figure 8: Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	66	67	73	77	84	
# of Contractually Limited Appointments	0	2	2	2	1	
Total # of FT Faculty	**66**	**69**	**75**	**79**	**85**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	15.0	15.0	8.5	12.0	11.0	11.0
# of Appointments Made	5.0	8.0	4.0	7.0	8.0	7.0*
(*appts made to date)						
Departures: Retirements, Resignations & Deaths (May 1 to April 30)	3	4	3	1	2	
Student/Faculty Ratios (FTEs)						
UG FTEs	615.8	629.6	750.4	880.7	970.0	
Grad FTEs	1174.2	1279.9	1263.7	1128.6	988.2	
Full-Time Faculty FTEs	62.1	70.0	71.9	76.0	82.1	
Full-Time Faculty FTEs *(on-site only)*	53.3	61.6	69.5	71.6	73.7	
Part-Time FTEs	114.0	111.5	112.6	120.5	101.8	
Total Faculty FTEs *(on-site only)*	167.3	173.1	182.1	192.1	175.5	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload

Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

Figure 9: Research Performance Chart 2005-2006

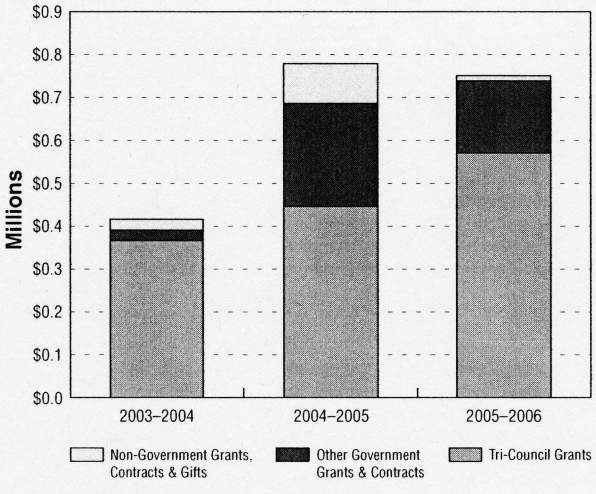
	Performance by Eligible Tri-Council Cohort			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at Oct. 1st)	1	4	79	84
Number of FT faculty members holding an external grant or contract	0	3	20	23
Percentage of FT faculty members holding an external grant or contract	0.0%	75.0%	25.3%	27.4%
Number of FT faculty members holding a tri-council grant	0	3	19	22
Percentage of FT faculty members holding a tri-council grant	0.0%	75.0%	24.1%	26.2%
Total FT faculty research income from all sources	$ 0.00	$57,785.00	$694,530.00	$752,315.00
FT faculty research income intensity	$ 0.00	$14,446.25	$ 8,791.52	$ 8,956.13
Total FT faculty research income from the tri-councils	$ 0.00	$57,785.00	$509,050.00	$566,835.00
FT faculty tri-council research income intensity	$ 0.00	$14,446.25	$ 6,443.67	$ 6,748.04
Number of tri-council applications by FT faculty members	1	0	10	11
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 0.00	$ 0.00	$ 0.00	$ 0.00
Number of tri-council applications by retirees, adjuncts and others	0	0	1	1

Source: OIRA and ORS from RPTS and FT faculty file

at least 250 publications, including books, chapters, journal articles and conference papers. The Schulich School of Business supports research organizationally and financially. Schulich's Associate Dean – Research is charged with responsibility for advancing research within the Faculty. A Faculty Council Research Committee provides a governance mechanism to advance the prospects for research productivity. The table in Figure 9 indicates the Tri-Council Funding for Schulich Faculty in 2005-2006. A total of 12 applications for funding were made to Tri-Council bodies.

As Figure 10 indicates, Schulich School faculty have steadily increased the amount of tri-council funding over the past three years and has in addition attracted a somewhat more variable (but substantial) amount of other contracts and grants.

Figure 10: Total Awarded Annual Externally-Sponsored Research Income by Source



Source: ORS from RPTS

To support faculty research, over the past several years the School has purchased (on a shared cost basis with the University library) a valuable set of databases crucial to business and management research.

Also, the School has added subscription to a multiple-database resource assembled by the Wharton School at the University of Pennsylvania, again on a cost-shared basis with the University library. Research is central to Schulich's strategy of establishing and sustaining a leadership role in management education. Schulich's standing as a strong and improving research school have been reflected in comparative analyses done by groups as disparate as the Aspen Institute's Beyond Grey Pinstripes survey which focuses on research productivity in corporate social responsibility and the Financial Times rankings with its focus on traditional 'main stream' research. A recent University of Alberta survey based on the ISI database indicates that the Schulich School of Business ranks second among the 57 Canadian business Schools in the number of publications per capita and in the numbers of citations of faculty members' research. Based on a range of indicators, it is evident that the School is establishing itself as a significant contributor to scholarship in management-related disciplines.

2005-2006 in Review

The past year's highlights provide a cross-section of the Schulich School's on-going activities and accomplishments as it pursues its chosen strategy. Following are several important elements in the School's record, indicators that the School has achieved a high standard even as it seeks ways of improving further.

- Schulich continues to be among the most active Faculties at York in terms of the internationalization of its student body. In addition to the substantial number of visa students and other Schulich-based students with an international background, the School has sent some 200 students from Schulich degree programs to exchange partners at 72 institutions in 32 different countries during the academic year 2005-2006. Schulich has also received a similar number from abroad, a process that enriches the experience of all our students whether they are studying here or abroad.

- The Seymour Schulich Building, jointly with the adjoining building – the Executive Learning Centre, was awarded a Governor-General's Medal for architecture as the School's still-new home enters its fourth year of service.

- The School has attracted highly qualified students, on a continuing basis. The students joining the BBA and iBBA programs have the highest OAC averages of any undergraduate program at York, and are unsurpassed at any other business School program in Canada. For MBAs, the average GMAT (Graduate Management Admissions Test, a benchmark indicator of student quality in graduate management education) has been higher than 600 for over a decade; for the past two years, the average for the entering class has been 660. These figures are among the highest in Canada and compare very favorably with most noted programs internationally.

- The Schulich School continues to be very well placed in the most recent rankings done by major publications. Schulich is the top-ranked Canadian School on international assessments done by the Financial Times of London, by The Economist (Economist Intelligence Unit), by The Wall Street Journal's ranking of 'Top International Schools', by Forbes, and by Corporate Knights. In another survey of the prevalence of social and corporate responsibility at some 100 top Schools around the world done by the Aspen Institute for the World Resources Institute, Schulich ranked first in Canada, second among all non-U.S. schools and third overall in the publication announcing those results (titled Beyond Grey Pinstripes). In the most recently available international assessments, Schulich is ranked 18th by the Financial Times of London, 27th by The Economist (Economist Intelligence Unit), 13th by The Wall Street Journal in its 'Top International Schools' survey, and 3rd among non-US Schools by Forbes.

- 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. Chairs and professorships in the School now total 19. These chairs and professorships represent crucial leadership resources within the School and important sources of visibility in the professional and academic communities.

- Although one of the School's main priorities remains the expansion of its tenure stream cohort to acceptable levels, there has been significant progress. As noted above, the tenure stream complement has been increased by some twenty positions (net of retirements and departures) during the past five years.

- Each year, most of the more than 900 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 exceeded those of most comparable programs.

- Numerous student-organized professional events and conferences occurred throughout the year, and a high level of student involvement in extracurricular activities continues to characterize the Schulich student community.

The Schulich School of Business is pleased with these and the numerous other indicators of having 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 leading business Schools internationally mean that quality and innovation will continue to be hallmarks of the planning process.

Budget

For fiscal 2005-2006, the school's revenues exceeded its expenses by approximately $950,000. The budget for 2006-2007 indicates expenses will exceed revenues by approximately $450,000. The reason for the change is that endowment revenue in 2006-2007 is budgeted to be approximately $1,000,000 less than the 2005-2006 actual revenue. As in prior years, expenditure increments are concentrated in those areas that are directly relevant to the school's teaching and research mission: the expansion of the tenure-stream complement, the expansion of career services and the continued support to student services and computing services. (It should be noted that significant student support expenditures resulting from the Ontario Government OSOTF programs and from the BBA/IBBA entrance scholarships are not included in the school's scholarships and bursaries line.)

Schulich School of Business

(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
	Operating Results by Expense Type		
DEGREE			
Revenue:			
External cost recoveries	969,255	1,797,051	1,399,450
Internal cost recoveries	581,987	672,512	488,781
Other revenues	6,993,259	9,908,860	8,381,439
Central allocations	31,237,973	30,578,239	32,751,945
Total Revenue	**39,782,474**	**42,956,662**	**43,021,615**
Expenses:			
Faculty - Administration	1,075,261	1,164,046	1,205,330
Faculty - Full-time	13,576,237	12,655,647	13,390,914
Faculty - Contract	2,884,852	3,655,044	3,860,541
Teaching assistants	398,972	269,158	360,308
Research	751,363	1,643,545	1,547,364
Support/Administration	8,396,598	8,808,926	9,655,470
Other	668,983	1,596,745	1,156,666
Total Salaries and Benefits	**27,752,266**	**29,793,111**	**31,176,593**
Operating costs	7,213,601	7,494,903	7,516,134
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	197,309	240,189	251,894
Scholarships & bursaries	4,444,000	4,463,801	4,501,000
Interest on long-term debt	-	22,958	23,000
Total Expenses	**39,607,176**	**42,014,962**	**43,468,621**
Total Revenue less Expenses	**175,298**	**941,700**	**(447,006)**
Previous Year's Carryforward	**(1,445,489)**	**(1,445,489)**	**(503,789)**
Carryforward to Next Year	**(1,270,191)**	**(503,789)**	**(950,795)**
Carryforward to Next Year	**(1,270,191)**	**(503,789)**	**(950,795)**
Funds in Special Purpose Trusts	**1,234,356**	**1,640,259**	**917,532**
Net Position	**(35,835)**	**1,136,470**	**(33,263)**
NON-DEGREE			
Revenue less Expenses before Interfund Transfers	**2,578,784**	**2,518,141**	**3,108,765**
Interfund Transfers	**2,600,000**	**2,517,000**	**3,110,000**
Total Revenue less Expenses	**(21,216)**	**1,141**	**(1,235)**
Previous Year's Carryforward	**5,338**	**5,338**	**6,479**
Carryforward to Next Year	**(15,878)**	**6,479**	**5,244**

Planning for 2006-2007 and Beyond

The Schulich School of Business' plans for the upcoming year are integral with the strategy described in this report. Those plans have two faces - the continual enhancement of the quality of current offerings and services and new initiatives to address anticipated challenges and opportunities:

IMPLEMENTATION OF A 'STAND-ALONE' GRADUATE DIPLOMA IN FINANCIAL ENGINEERING

The School will admit the first students to the recently created 'stand-alone' graduate diploma in Financial Engineering in 2006-2007. This extends the range of Schulich-based offerings which already include degree programs at the undergraduate, master's and doctoral level, as well as extensive non-degree offerings offered through the Schulich Executive Education Centre.

CONTINUING INTERNATIONALIZATION EFFORTS

The Schulich School has established representative offices in China, in India, and in Korea, and is in the porcess of doing the same for Latin America. These are countries in which the School needs to be able to recruit students, place graduates, support alumni through the creation of Schulich alumni chapters, establish executive education programs for executives, and manage media relations on behalf of the School. In addition, further work is being undertaken with regard to a significant new initiative in India.

QUALITY ENHANCEMENT

The School has used and will continue to use available resources to add to its tenure stream complement. The School has also increased and will continue to increase 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.

THE SCHOOL'S 40TH ANNIVERSARY

The Schulich School will use the academic year 2006-2007 to mark the 40th anniversary of the School's founding (originally known as the Faculty of Administrative Studies). A wide range of alumni, special lecture, conference and other events are being scheduled to celebrate the School's forty years and the accomplishments of those who are part of the Schulich community.

FACULTY OF SCIENCE AND ENGINEERING

Overview

The Faculty of Science and Engineering (FSE) currently serves over 5000 Science and Engineering majors in undergraduate and graduate programs, within a research-oriented environment, supported by excellent faculty and staff. It also provides general education courses to thousands of non-science students each year. During 2005-2006, the Faculty experienced significant activity in curriculum development, outreach and complement renewal, while continuing its strong commitment to research and fiscal responsibility.

Implementation of Objectives for 2005-2006

FSE objectives for 2005-2006 included enhancing and strengthening the Natural Science Program, improving links with the Faculty of Education, harmonizing Mathematics and Statistics, developing programs in areas of interest to students, and completing organizational changes to the Engineering program in preparation for accreditation. Significant progress was made in all areas.

Natural Science. The Division of Natural Science was restructured with the transfer of the Science and Technology Studies/Natural Science faculty members from Atkinson to FSE. Natural Science course offerings were rationalized to eliminate redundancy and new courses were mounted. A larger, unified Science and Technology Studies (STS) program was created in conjunction with the Science and Society Program in the Faculty of Arts, offering BA and BSc degrees with an STS major. The restructured Division is now well situated to optimally serve non-science students taking Natural Science courses to meet general education requirements, as well as to provide science students with the opportunity "to consider the social, historical and philosophical aspects of their science studies" (Source: STS Program Proposal, 2005).

Links with the Faculty of Education. The 2004-5 Report noted that FSE had not taken much responsibility to promote careers in education. During 2005-2006 the first steps were taken to address this concern. FSE approved a new B.Sc. Program entitled "Mathematics for Education", to meet the needs of students intending to teach mathematics at the secondary or senior elementary level. More laboratories were scheduled in the evening to respond to scheduling difficulties encountered by concurrent education students. Informal discussions have begun between FSE and science teaching faculty in the Faculty of Education to develop and improve science outreach. This renewed interest in joint ventures should result in additional funding for science outreach through programs such as YSTOP (Youth Science and Technology Outreach Program).

Harmonization of Mathematics and Statistics. FSE worked closely with Atkinson and Arts to develop a harmonization strategy which would result in a single Department of Mathematics and Statistics on the York Keele Campus, housed in FSE. The process is expected to be complete early in the 2006-7 academic year, and FSE looks forward to welcoming its new faculty and staff into a revitalized Department of Mathematics and Statistics.

New Programs. There continues to be strong student interest in the life sciences, especially health-related sciences. An FSE objective for 2005-2006 was to respond to enrolment trends by continuing to develop programs in areas of student interest. This goal can be achieved in two ways: by developing new programs in life and health science, and by developing new programs in physical and computer science that are relevant and attractive to students, as graduates in these fields will continue to be in demand by employers in all economic sectors.

Progress was made on both fronts. A new stream in Biomedical Science was approved for honours programs in Biology. The new stream already has 70 students and forms an excellent addition to the existing enrolment-robust programs in Biology, Biotechnology and Biochemistry. Faculty members from Biology, Computer Science and Mathematics and Statistics collaborated to develop a new interdisciplinary program in BioInformatics, and this work will continue into the next academic year. The Department of Physics and Astronomy, in cooperation with the Department of Biology, developed a new undergraduate program in Biophysics which will be attractive to students with an interest in Life and Health Sciences as well as Physics. The department also introduced a new senior undergraduate laboratory course in atom trapping which is unique in Canada. The Space and Communications Science program was restructured and renamed Space Science to better address the academic needs of students. Finally, a new Specialized Honours Program in Computer Security was approved, of obvious relevance to modern society.

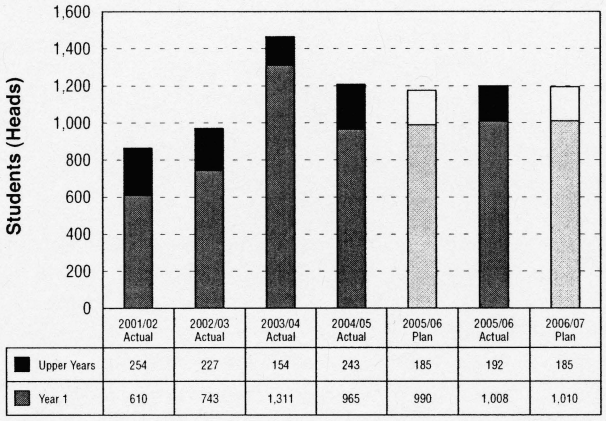
Engineering. In response to feedback from the Canadian Engineering Accreditation Board (CEAB), changes were made to the administrative structure of the engineering programs. The creation of the School of Engineering was approved by the Board of Governors in January, along with an Associate Dean for Engineering and a governing framework. The School's executive committee, the Engineering Management and Planning Committee, was created as a sub-committee of FSE Council. Similarly, an Engineering Curriculum Committee was approved to ensure that the engineering curricula are under the control of engineering faculty. Other structural changes include the addition to FSE student caucus of a student member from the School of Engineering, and the creation of the positions of program Director for each of the three engineering programs.

The second significant activity in 2005-2006 was the recruitment of six additional engineering faculty members. All six positions were filled with the top-choice candidates, three in space engineering, two in geomatics engineering, and one in computer engineering.

Performance Measures

ENROLMENTS, STUDENT QUALITY AND STUDENT EXPERIENCE

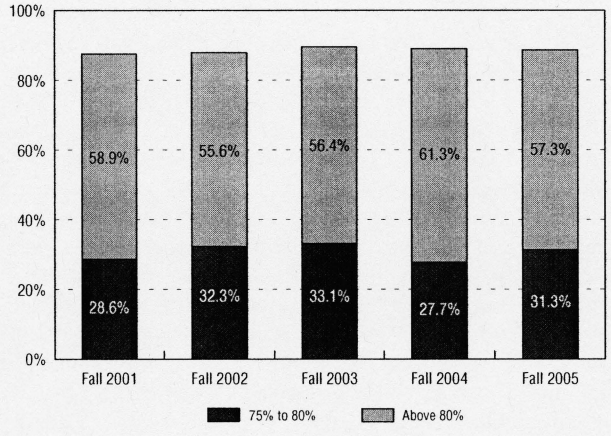
Figure 1: Admissions: New Eligible Fall Undergraduates on November 1st



	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Plan	2005/06 Actual	2006/07 Plan
Upper Years	254	227	154	243	185	192	185
Year 1	610	743	1,311	965	990	1,008	1,010

Sources: Office of the AVP Academic Resource Planning and Office of Institutional Research and Analysis

Figure 2: Admissions: Percentage of New Year 1 Registrants From Secondary School with Entry Average of 75 per cent or Better

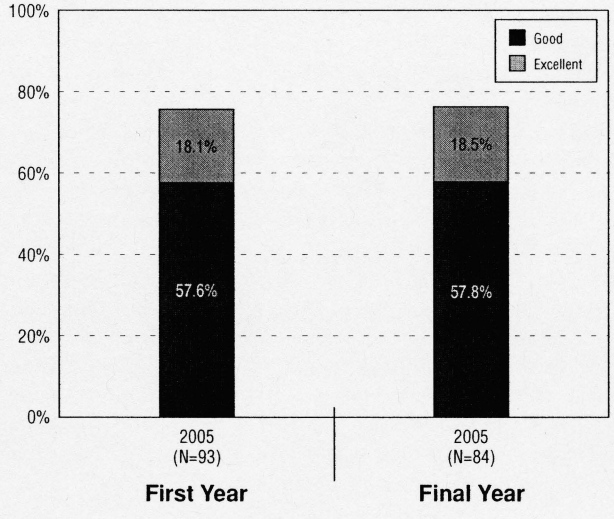


Source: Office of Institutional Research and Analysis

FSE met undergraduate targets in 2005-2006 (Figure 1). The quality of undergraduates as measured by entrance average remains steady with close to 90 per cent having entrance averages of 75 per cent or higher (Figure 2).

FSE is deeply committed to attracting the very best students into its undergraduate programs. This objective will be accomplished by continuing to offer and develop new, innovative and relevant programs that are attractive to strong students and meet the needs and demands of employers as well as graduate and professional schools. In addition, FSE recently established the "first-year research placement" awards which offer our top first-year students an opportunity to gain research experience as part of a research team. This award has attracted excellent students to York. FSE will continue to offer the Science & Engineering Entrance scholarship of $2000 to incoming students with average of 90 per cent or higher. Outreach projects will further increase the Faculty's visibility to prospective students. FSE was the proud recipient of a gift of $500,000 (over five years) from the Imperial Oil Foundation in the spring of 2006 to support science education and outreach. This new funding will support Speakers Bureau by funding equipment, supplies and other aspects of the program. FSE will also harmonize Speakers Bureau talks with high school science curricula and is investigating the possibility of taking Speakers Bureau "broad band" to reach classrooms all over Ontario. The Science Olympics will be improved to better showcase the Faculty and provide an even better student experience. Finally, with Imperial Oil support we launched a new outreach project this summer – "Science Explorations" summer day camp – directed at children between the ages of 8 and 11. The initial goal was to attract 20 campers for the pilot program, and the enthusiastic response has greatly surpassed expectations with 74 young "scientists" visiting our campus to date.

Figure 3: National Survey of Student Engagement: How Would You Evaluate Your Entire Educational Experience?

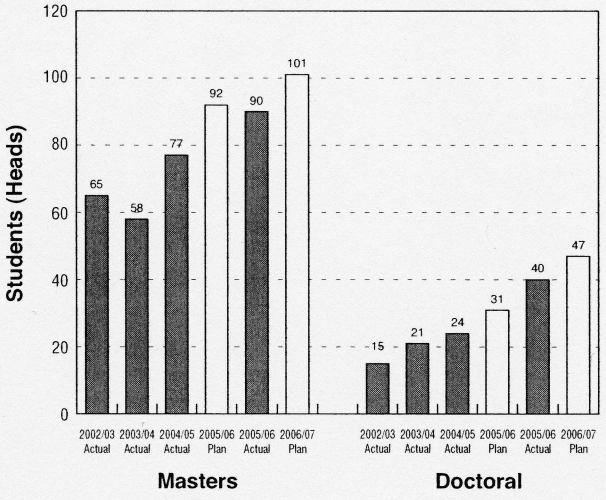


Source: Office of Institutional Research and Analysis

The 2006-2007 plans for enhancing the student experience will focus primarily on providing strong academic support for undergraduates. In 2005-2006, Science Academic Services began a more aggressive campaign to help students encountering academic difficulties. Over 400 letters were sent to newly admitted students who received a grade below C during the Fall session. Students were offered one-on-one advising sessions, and over 200 responded. This campaign will continue in 2006-2007. An undergraduate program director was added to the Chemistry administrative team this year in order to better support the growing numbers of Chemistry and

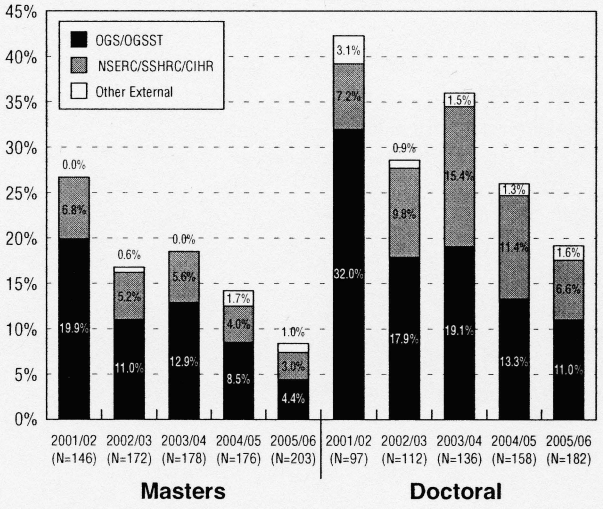
Biochemistry students. With the support of the VP Academic, FSE has established a series of intensive background tutorials to assist first-year students weak in trigonometry and/or algebra. Students are enrolled in free sessions in late August and there is good preliminary evidence that these tutorials significantly reduce first-year math attrition rates.

Figure 4: Graduate Admissions: Eligible New Graduate Students (Fall Term)



Source: AVP Academic Resource Planning and Office of Institutional Research and Analysis

Figure 5: Percentage of Full Time Graduate Students with External Awards



Source: Office of Institutional Research and Analysis

There has been substantial growth in graduate enrolments over the past 4 years, and the Faculty met its overall graduate targets for 2005-2006 (Figure 4). The apparent decrease in the percentage of full time graduate students with external awards (Figure 5) is largely a reflection of this graduate growth – more students in an environment of relatively constant numbers of awards. Nevertheless, this performance measure should be carefully monitored and analysed as graduate growth continues in order to ensure that the Faculty is not sacrificing quality for quantity.

When science students are deciding on a graduate program, their choice is often driven by a desire to work with a particular researcher in a particular field. Thus the best way for the Faculty to recruit the best graduate students and to ensure that the aggressive targets for graduate enrolments are met is to hire high

Figure 6: Tenure Stream Faculty by Home Faculty as of October 1st

Stream	Rank	2004-2005 Probationary	2004-2005 Tenured	2004-2005 Total	2005-2006 Probationary	2005-2006 Tenured	2005-2006 Total
Professorial	Lecturer	2	0	2	0	0	0
		1.3%	0.0%	1.3%	0.0%	0.0%	0.0%
	Assistant Professor	35	2	37	30	2	32
		23.3%	1.3%	24.7%	20.3%	1.4%	21.6%
	Associate Professor	2	44	46	0	53	53
		1.3%	29.3%	30.7%	0.0%	35.8%	35.8%
	Professor	0	54	54	0	51	51
		0.0%	36.0%	36.0%	0.0%	34.5%	34.5%
Alternate	Assistant Lecturer	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.7%	0.0%	0.7%
	Associate Lecturer	0	7	7	0	7	7
		0.0%	4.7%	4.7%	0.0%	4.7%	4.7%
	Senior Lecturer	0	4	4	0	4	4
		0.0%	2.7%	2.7%	0.0%	2.7%	2.7%
Total Tenure Stream Faculty		**39**	**111**	**150**	**31**	**117**	**148**

Source: Office of Institutional Research and Analysis

Figure 7: Faculty Complement

Faculty Data	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Full-Time Complement (Home Faculty Heads) at October 1st						
# of Tenure Stream Faculty	144	143	137	150	148	
# of Contractually Limited Appointments	1	1	2	3	3	
Total # of FT Faculty	**145**	**144**	**139**	**153**	**151**	
Tenure Stream Searches (Heads)						
# of Authorized Searches (New + Carry-forwards)	16	12	9	19	9	21
# of Appointments Made	10	7	5	16	4	19
(*appts made to date)						
Departures: Retirements, Resignations & Deaths (May 1 to April 30)	13	9	6	5	6	
Student/Faculty Ratios (FTEs)						
UG FTEs	3434.4	3581.6	4086.3	4182.9	4412.7	
Grad FTEs	254.2	290.0	316.7	339.5	375.0	
Full-Time Faculty FTEs	138.3	137.7	137.0	144.8	148.9	
Full-Time Faculty FTEs *(on-site only)*	121.1	124.9	123.4	133.8	137.7	
Part-Time FTEs	62.1	68.2	81.6	81.7	95.2	
Total Faculty FTEs *(on-site only)*	183.2	193.1	205.0	215.5	232.9	
Graduate Student/Full-Time Faculty FTE	1.8	2.1	2.3	2.3	2.5	
Undergraduate Student/Full-Time *(on-site)* & Part-Time Faculty	18.8	18.5	19.9	19.4	18.9	

Notes:

a) Full-Time Faculty FTEs includes Tenure Stream, CLAs and SRCs who are not on LTD or Leave Without Pay. It includes those on Sabbatical. These have been adjusted for joint appointments and reduced loads

b) On-Site FTEs adjusts for all types of leave including LTD, Paid Leaves, Unpaid Leaves, Sabbaticals and Reduced Loads. These have been adjusted for joint appointments

c) Part-Time FTEs includes Teaching Assistants (excluding Marker/Graders), CUPE2, CUPE Exempt, YUFA/OHFA Retirees ,YUFA/OHFA Overload

Sources: AVP Academic Resources Planning and Office of Institutional Research and Analysis

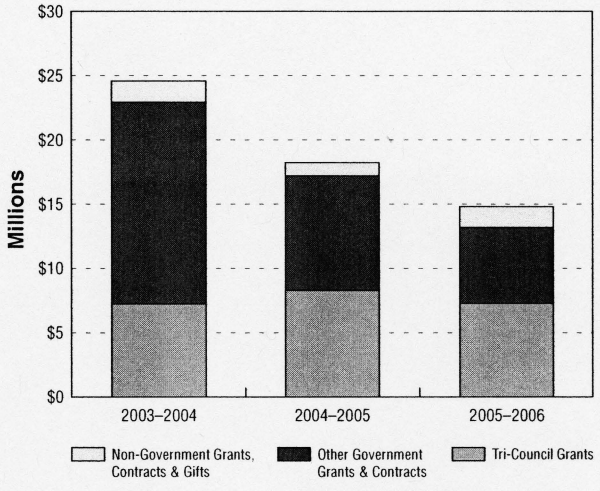
profile, high impact researchers. In addition to hiring the best researchers possible, departments are working on local recruitment strategies. For example, Biology will update and improve its graduate Web site and Computer Science will develop posters for distribution to other institutions. Physics will continue to aggressively woo senior undergraduates in Physics programs across the country through various avenues, including mailing a flyer to every final-year physics student in the country. Ultimately, for some programs, the greatest need is to increase the number of undergraduates and thus the size and quality of the applicant pool.

FACULTY COMPLEMENT

In 2005-2006 FSE conducted an unprecedented number of searches for new faculty members. 21 searches were approved, 19 of these were successful, 16 in the professorial stream, 2 in the alternate stream and 1 CLA. The new hires were to replace retirements and support undergraduate and graduate growth and the engineering program. The two unsuccessful searches were in Fitness/Cardiorespiratory Exercise Physiology (KINE), for which no qualified applicant was identified and in Organic Chemistry (CHEM), for which the top-ranked candidates did not accept the offer.

RESEARCH

Figure 8: Total Sponsored Research Income by Source



Source: Office of Research Services

FSE has always been a research-intensive Faculty with internationally-renowned researchers. 70 per cent of eligible faculty members hold external grants or contracts; the percentage rises to 76 per cent by excluding alternate stream faculty, who are not expected to engage in research. Research income has remained fairly constant over the past three years, with the exception of income from government grants and contracts. The lower income

Figure 9: Research Performance Chart

	Performance by Eligible Tri-Council Cohort			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at Oct. 1st)	18	123	7	148
Number of FT faculty members holding an external grant or contract	17	84	2	103
Percentage of FT faculty members holding an external grant or contract	94.4%	68.3%	28.6%	69.6%
Number of FT faculty members holding a tri-council grant	15	77	1	93
Percentage of FT faculty members holding a tri-council grant	83.3%	62.6%	14.3%	62.8%
Total FT faculty research income from all sources	$3,348,621.62	$9,502,497.76	$ 80,000.00	$12,931,119.38
FT faculty research income intensity	$ 186,034.53	$ 77,256.08	$ 11,428.57	$ 87,372.43
Total FT faculty research income from the tri-councils	$2,043,851.00	$3,995,571.50	$ 30,000.00	$ 6,069,422.50
FT faculty tri-council research income intensity	$ 113,547.28	$ 32,484.32	$ 4,285.71	$ 41,009.61
Number of tri-council applications by FT faculty members	25	44	0	69
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 91,600.00	$ 945,315.00	$ 0.00	$ 1,036,915.00
Number of tri-council applications by retirees, adjuncts and others	0	7	0	7

SOURCE: OIRA and ORS from RPTS and FT faculty file

from these sources in 2004-2005 is a reflection of fewer large-scale funding competitions being available to York researchers (for example from the Canada Foundation for Innovation and the Ontario Government). More of these funding opportunities were available in 2005-6; however the results of those competitions have not yet been released. Research in the Faculty will be further enhanced by the 16 new professorial stream faculty members, as they establish research programs and begin graduate teaching over the next two years.

Research in Science and Engineering requires space, for research laboratories, graduate student offices and support facilities. The Faculty hired 16 new researchers in 2005-2006, and while some of these hires replaced retirements, not all faculty members choose to close research programs upon retirement. The vivaria located in the Farquharson building is undergoing an expansion of almost 100 per cent in order to meet increased need from new and established researchers. The Executive Officer and Facilities Manager have been working to optimize the use of space across the Faculty, and will continue to do so, but there is a real need for additional research space.

Budget

The deficit accumulated prior to 2001 has been eliminated over the past five years through rigorous fiscal restraint and a more strategic approach to the question of automatically replacing positions upon retirement. Continued fiscal restraint will be necessary to ensure that a deficit does not accumulate year after year. A deficit is anticipated for the current budget year due to one time expenses related to new hires, but it is expected to be cleared within a two to three-year cycle.

Faculty of Science and Engineering

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	949,431	713,246	685,448
Internal cost recoveries	764,725	1,203,526	709,986
Other revenues	54,304	306,411	307,000
Central allocations	29,272,301	29,413,583	31,190,556
Total Revenue	**31,040,761**	**31,636,766**	**32,892,990**
Expenses:			
Faculty - Administration	1,064,965	947,868	1,160,719
Faculty - Full-time	16,468,979	15,015,009	16,236,470
Faculty - Contract	1,098,972	1,269,953	1,228,179
Teaching assistants	2,579,046	2,887,825	2,935,342
Research	618,657	1,786,472	1,210,013
Support/Administration	5,512,492	6,347,259	6,642,884
Other	-	33,034	36,430
Total Salaries and Benefits	**27,343,111**	**28,287,420**	**29,450,037**
Operating costs	3,634,110	2,525,179	3,168,878
Amortization of capital assets	-	-	-
Cost of goods sold	50,000	78,582	76,400
Taxes and utilities	244,450	258,957	266,505
Scholarships & bursaries	225,321	227,731	228,131
Interest on long-term debt	-	-	-
Total Expenses	**31,496,992**	**31,377,869**	**33,189,951**
Total Revenue less Expenses	**(456,231)**	**258,897**	**(296,961)**
Previous Year's Carryforward	**(77,700)**	**(77,700)**	**181,197**
Carryforward to Next Year	**(533,931)**	**181,197**	**(115,764)**

Priorities for 2006-2007

2006-2007 will be a year of change for the Faculty of Science and Engineering. The Faculty is anticipating the arrival of a new Dean on September 1, 2006 and have lost two departments with large undergraduate enrolments (Psychology and Kinesiology & Health Science) to the new Faculty of Health. The new Dean will play a pivotal role in setting the new priorities for the Faculty, and therefore it seems appropriate to keep the priorities outlined below as general as possible.

1. Develop a more robust, long term communications strategy for the Faculty. A new Communications Manager will be hired to help lead initiatives in this area. The Faculty will work closely with the Office of Research and Innovation as well as Marketing and Communications and Media Relations to improve our research profile and general visibility.

2. Improve and extend outreach activities.

3. Complete the harmonization process for Mathematics and Statistics.

4. Complete preparations for accreditation for the Engineering Programs.

5. Continue to move forward on the "internationalization" agenda, such as increasing international opportunities for students, with a focus on research.

6. Work with the Development Officer to seek out additional funding for FSE initiatives. Possibilities: endowed scholarship funds, entrepreneurial programs for students, support for new and innovative undergraduate and graduate programs, endowment fund for an annual visiting "Speaker's Series" to bring prominent scientists and engineers from around the world to York.

7. Explore ways to encourage and support faculty development, by taking advantage of existing opportunities such as the NSERC Industrial Chairs and by pursuing new opportunities through the creation of named Endowed Chairs.

8. Develop initiatives targeted to increasing enrolments in engineering, physical science and computer science.

9. Address the need for space.

YORK UNIVERSITY LIBRARIES

Mission

The mission of the library is to acquire, store, organize, preserve and provide access to the information that researchers need and to the knowledge they create and disseminate. The librarians and library staff assist in the discovery of knowledge by providing a mediated place for students to work, access information, and develop skills for independent learning. Under this mandate, the many strategic activities and ongoing programs at York University Libraries (YUL) serve to meet two broad goals:

York University Libraries strive to be the best place for learning outside the classroom – be it in the library building or through the library's Web site.

York University Libraries also strive to provide resources and services that are essential to the success of research and learning at York.

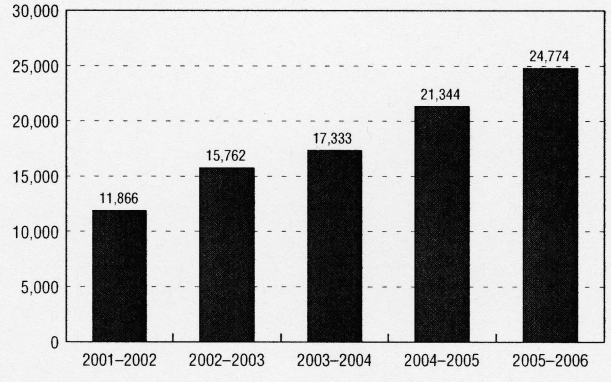
Report on Goals and Objectives, 2005-2006

LIBRARY SERVICES

Extend York University Libraries' Information Literacy Program and continue efforts to integrate information literacy instruction into program curricula in consultation with faculty.

- The number of students who attended the classes increased for the fifth year in a row.

Figure 1: Library Instruction – Number of Participants



Source: York University Libraries annual statistics

- York University Libraries were successful in having information literacy articulated as a priority within the University's new Academic Plan.
- The School of Nursing successfully nominated Ilo Maimets for the OCUFA Librarian of the Year Award in recognition of her contributions to the nursing program particularly in the areas of information literacy, distance education and research assistance.

Seek additional continuing stream appointments to support the increase in graduate programs, new areas of research, and growth of online activities.

- In a formal planning process three additional librarian positions were identified as hiring priorities for 2006-2007: Web Librarian, E-learning Librarian and, to support new programs in science, engineering and health, an additional liaison librarian.

Campus partnerships are simplifying library services.

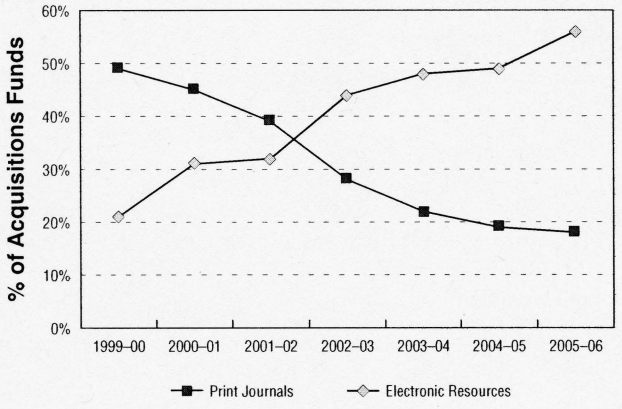
- Students will use a York identification card, the YU-Card, as their library card.

COLLECTIONS

Increase the scope of electronic resources particularly for the humanities and social sciences including image, media and data collections.

- For the first time, the percentage of acquisitions funds (56 per cent) spent on electronic passed the 50 per cent mark partly due to the purchases of large electronic book and image files.

Figure 2: Collection Expenditures



Source: York University Libraries annual statistics

- The requests for geospatial data increased for the third year to 3,942.

Provide environmentally controlled space for irreplaceable collections such as personal papers in archives, rare books, special collections, etc.

- Due to classroom renovation across campus this library project was delayed. The installation should be completed by September 2006.

Explore campus partnerships to create, publish, organize and preserve digital resources.

- York University Libraries is an active member of Synergies, a nation-wide initiative to increase Canadian content on the Web. The focus at York is Canadian scholarly journals.
- York University Libraries successfully loaded the back-files of TOPIA, a scholarly journal affiliated with York University.

LIBRARY AS PLACE

Improve study space for Graduate Students.

- In the fall of 2005 a dedicated fully wired study room in Scott Library became available for graduate students.

Develop long term plans to address shortfalls in study and collections space.

- See goals and objectives for 2006-2007.

Continue the development of York University Libraries' fundraising activities.

- While total donations remained modest, there was progress in the development of the Support the Library Web site, stewardship activities with a Donor Recognition in spring 2005 and advocacy efforts for library building space.

Budget

Expenditures in 2005-2006 for the Libraries were in three major categories: salaries & benefits for 161 full-time staff (count now includes sessionals) and 181 part-time student assistants (55.3 per cent); print and electronic collection resources (37.7 per cent); and general operating expenses (7.0 per cent). Included in the staffing complement were five contractually limited appointed librarians and several part-time librarians who provided valuable support during sabbaticals and other absences. The total librarian complement was 39.1 FTE. The hiring of an additional librarian was delayed until 2006-2007.

In support of new and growing programs, $700,000 in one-time funds was transferred from the operating into the collections budget. The Libraries continued to participate in various consortia which facilitated the expansion of on-line materials at competitive prices. York University Libraries is a member of the Ontario Council of Ontario Universities and thus cooperatively owns and operates Scholars Portal a $2M system which actively archives electronic resources purchased by its members. It may be the largest operation of its kind in the world. This year saw the end of five years of government funds. Consequently, the Libraries received an invoice for York's share of Scholars Portal costs in 2005-2006. Future increases are budgeted to ensure the robustness and increase the scope of Scholars Portal.

While several critical renovations were budgeted, campus priorities to complete classroom renovations delayed a great deal of activity. In 2005-2006 the Graduate Reading Room which officially opened in October 2005 was the only major accomplishment. Consequently, the carry forward is targeted towards a number of major and essential projects including the renewal of all public workstations ($800,000), completion of larger and environmentally controlled spaces for York University's archives and special collections, the installation of compact shelving units to accommodate York University's research collections, a multi-year plan to add 200+ study seats for undergraduate students, and several renovations to repurpose public spaces in Scott and Frost Libraries into modern, wired, engaged learning spaces.

University Libraries

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	941,550	937,404	912,350
Internal cost recoveries	44,000	28,288	132,203
Other revenues	28,495	10,467	26,251
Central allocations	21,990,988	22,634,157	22,858,731
Total Revenue	**23,005,033**	**23,610,316**	**23,929,535**
Expenses:			
Faculty - Administration	427,268	425,258	427,853
Faculty - Full-time	3,537,429	3,382,995	3,846,515
Faculty - Contract	205,424	205,181	169,999
Teaching assistants	-	6,929	5,700
Research	508,220	512,354	139,099
Support/Administration	7,345,293	7,476,963	7,720,176
Other	15,700	25,000	16,171
Total Salaries and Benefits	**12,039,334**	**12,034,680**	**12,325,513**
Operating costs	11,435,223	9,429,536	11,013,412
Amortization of capital assets	-	-	-
Cost of goods sold	136,352	137,881	142,000
Taxes and utilities	101,321	98,084	87,070
Scholarships & bursaries	-	-	-
Interest on long-term debt	-	-	-
Total Expenses	**23,712,230**	**21,700,181**	**23,567,995**
Total Revenue less Expenses	**(707,197)**	**1,910,135**	**361,540**
Previous Year's Carryforward	**1,697,070**	**1,697,070**	**3,607,205**
Carryforward to Next Year	**989,873**	**3,607,205**	**3,968,745**

Goals and Objectives, 2006-2007

York University Libraries strive to provide resources and services that are essential to the success of research and learning at York.

Collections are the heart of any library - Recognizing York University's status as a research intensive university, it is incumbent on the Libraries to acquire and ensure enduring access (stewardship) to scholarly resources that advance the research agenda of the University and enrich engaged learning activities of York's students.

Goal 1 - Stewardship: Research libraries are entrusted with the responsibility of ensuring that valuable knowledge resources are available for future generations. However, York University Libraries are reaching a critical point in the ability to house the University's collections. Unless action is taken, in five years as one volume is added to the collection, one volume will need to be removed from the shelves. Several strategies will be pursued in 2006-2007. The Libraries will:

- take full advantage of existing load-bearing space in Scott Library by striving each year to replace sections of regular shelving with compact shelving which will ultimately increase collection capacity up to 50 per cent while having the side benefit of releasing some space for additional study seating.
- collaborate with Ontario Council of University Libraries to develop a shared print storage program.
- build and sustain local permanent archives of electronic resources.

Goal 2 - Digital Collections: York University Libraries is partnering with other organizations on campus to create, organize and provide access to digital collections produced at York. Resources are allocated to support campus projects including:

- the publication of electronic journals produced at or affiliated with York
- the electronic archiving of York theses.

Goal 3 - Print Research Collections: Faculty and graduate students regard the development of excellent collections and access to them as the most critical library service. In 2006-2007 the Libraries will:

- enhance the Libraries' research collections through the use of one-time funds
- improve access to other campus collections through collaborations between York University Libraries and York's various resource centers

York University Libraries strive to be the best place for learning outside the classroom - be it in the library building or through the library's Web site.

It is the people who work in the Libraries that ultimately give value to the Library as Place making it the preferred learning place for students outside the classroom.

Goal 4 – Information Literacy: The Libraries are advancing engaged learning at York University through the Information Literacy Program. Librarians teach students to locate the information they need, to assess the value and integrity, to determine how best to use the information found and to understand its socio-political issues related to accessing information. By engaging students in the research process we engage them not only in the issues of the information society but in their overall learning as well. The Libraries will:

- collaborate with others on campus to incorporate information literacy competencies into the context of the undergraduate program review process.

Goal 5 – Library 2.0: The evolution of "Web 2.0" provides many opportunities to enhance teaching and learning. Web 2.0 is characterized by interactive social Web applications like wikis and blogs (Wikipedia, MySpace), the sharing of information using folksonomies, podcasts and RSS feeds (Flickr, del.icio.us) and the creative use of Web content by using mashups or remixes (Craigslist use of Google maps). In recognition of the new developments in the Web and IT, York University Libraries will:

- hire an E-learning Librarian and a Web Librarian, incorporate Web 2.0 and other new technologies into online services

Goal 6 – Library Building Spaces: York University Libraries are amongst the busiest in Canada with a gate count of over 3 million where students fill every available seat and use floor space to study. As noted last year, the Libraries' budget reserve continues to be an essential component of plans for completing library renovations that are related to accommodation of York's 50,000 students.

Strategy: Provide library research space: Graduate students, particularly in the humanities and social sciences, articulated a need for quiet library space for long periods of intensive reading.

- Plans are underway to convert the use of small offices in Scott Library assigned to graduate students from long-term (year) to short term (day) to provide access to more graduate students. Next steps would see a complete renovation of the area to better support graduate academic needs.

Strategy: Develop excellent learning spaces for students: Undergraduate student space has also been at a premium in the Libraries. While York University Libraries is one of the busiest research libraries in Canada with over 3 million visits a year, it also has one of the lowest ratio of library space per student in Ontario.

- A multi-year project will convert some existing staff space in Scott Library into urgently needed study space. Step one requires the creation of staff space on the first floor. Step two will create 200+ new study spaces for students on the second floor.

Strategy: Pursue building additional library facilities: As noted in the York University Libraries Master Space Plan, May 13, 2005 by Moffat Kinoshita, York University has less than half the recommended library floor space recommended for a student population of its size. It was estimated that 246,304 square feet of study space was needed to meet the requirements of 35,000 FTE. York's FTE now exceeds 40,000.

- York University Libraries will continue to lobby for additional library building space as a wing and/or detached building.

Division of the Vice-President Research & Innovation

Stan M. Shapson, VP
David B. Dewitt, AVP
K.W. Michael Siu, AVP

Introduction

Basic research is at the heart of the mission of universities. Through strong basic research universities create new knowledge for the benefit of Canadians, prepare the next generation of highly qualified people, and transfer knowledge that contributes to new scientific and technological discovery, to wealth creation, to social and cultural developments, and to enhancements in our quality of life. Because of this, research remains an important part of the innovation plans for governments at all levels and a core endeavour of York University.

By establishing that "*...the highest priority in this plan is the enhancement of the research culture at York*", the new University Academic Plan (UAP) provides York with an unprecedented opportunity to mobilize the University's energies and transform the institution into one that is more research intensive. York must now set in motion the implementation necessary to transform the University into one of Canada's top research universities. And it simply cannot wait. Institutions across the globe continue to make more investments into their research, and the gap between many of them and York continues to widen (see Figure 4). York is blessed with many assets that other institutions can only wish for – innovative faculty members, a location in the heart of the Greater Toronto Area (GTA), and close to 50,000 students. However, if York is to emerge as one of Canada's preeminent research universities it is crucial that the new UAP be acted upon to transform the future of the University and ensure York's opportunity to attract and retain the top faculty and students, to access all possible sources of financial support, and to be considered a major force by those whose decisions effect it. In the face of increasing competition, now is the time for decisive action.

The overarching goals of the division of the vice-president research & innovation (VPRI) are to intensify York University's research performance, to strengthen and promote a pervasive and sustainable research culture internally, and to develop a research capacity that increases the opportunities for York's researchers and enhances the reputation of York innovation worldwide. In support of these goals, VPRI has begun to undertake a comprehensive examination of the research capacities and cultures within the University, York's current and past performance, and the strategies that will be necessary to continue to improve upon performance and drive the successful implementation of the UAP.

Importance of Data

Since the creation of the office of the vice-president research & innovation (Office of the VPRI), the collection of data, comparative analysis of the University's research performance, and meaningful analysis of trends in that performance have been key objectives. In 2005-2006 the University took important strides forward in meeting this objective and much new data on research are available in this PBA.[1]

As well, the new UAP established an institutional objective to "*develop the means – both quantitative and qualitative – to measure and document York's research successes.*" The collection and analysis of research data – both input measures and output measures – will remain an important objective of the Office of the VPRI in 2006-2007 and beyond. This will ensure that research policies are informed both by goals and by evidence.

In 2005-2006, VPRI began to collect and analyze data on research output measures with a particular focus on publication and citation measures using the ***Thomson Canadian University Indicators Database***. Additionally, a new annual report on the efficiency and effectiveness of university publishing titled the ***Canadian University Publications (CUP) 2006*** was released in 2005-2006 by the same source that reports on national research income rankings. This report will also be reviewed as part of the output analysis by VPRI. In addition to publication and citation data, VPRI has also begun discussions on how best to measure socio-economic benefits resulting from research, scholarly activity, and creativity at York. An initial presentation on output data was made to Senate by VPRI in 2005. Further data will be presented in 2006 and reported in future editions of the PBA. In 2006-2007 VPRI will continue to discuss and develop valid research output performance measures with units across the University.

[1] In order to allow for institution-to-institution analysis, year-over-year comparisons, and our standing against national averages, the primary source of research income data used by VPRI in the 2005-06 PBA is the *Financial Information of Universities and Colleges (FIUC)*, an annual publication prepared by Statistics Canada for the Canadian Association of University Business Officers (CAUBO). The financial data in the publication are based on an annual return completed and submitted by each member institution and reflect actual money received in that fiscal year. CAUBO publishes the FIUC each May for the fiscal year one-year prior. In May 2006, for example, the data from the fiscal year 2004-05 are published. This lag in reporting means that comparisons for this PBA are only available through last year (04-05). Data supplied for the current fiscal year (05-06) are estimated by VPRI using internal data supplied from the Office of Research Services, the York Foundation, and the Finance Department. Estimates are made based on grant and contract money awarded (versus actual money received) and on gift pledges made. It should be expected that there will be some variance in these estimates from actual money received as reported by CAUBO. It should be noted that for the purposes of this PBA, only those institutions which have at least $1M in research income in the fiscal year 2004-05 have been included as part of the national 'system'. In 2004-05, 63 out of 104 institutions meet this minimum requirement and the total research income of these 63 institutions accounts for 99.9 per cent of all academic research income across the country. References in this document to the 'system' are to this 99.9 per cent.

Budget Context and Challenges

VPRI includes the budgets for the offices of the VPRI, the associate vice-presidents research, the Office of Research Services (ORS), the University-based Organized Research Units (ORUs), and a variety of research-related project accounts. Many of the budgets that fall within the division do not receive or rely on much base funding and, because they are funded from external sources, do not necessarily correspond with the University's fiscal year timelines.

Division of the VP Research & Innovation

(Dollars)	Operating Results by Unit 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Office of the VP Research & Innovation	4,361,835	4,010,504	4,101,707
Offices of the AVPs Research	378,385	273,128	353,025
Office of Research Services	1,050,549	1,067,915	1,284,765
Academic Support & Research Centres	3,127,738	3,268,416	2,883,110
Total Division of Research & Innovation	**8,918,507**	**8,619,963**	**8,622,607**

Division of the VP Research & Innovation

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	1,118,693	1,372,530	1,215,742
Internal cost recoveries	252,007	403,831	290,891
Other revenues	565,548	1,687,717	737,315
Central allocations	5,475,587	4,924,363	5,499,378
Total Revenue	**7,411,835**	**8,388,441**	**7,743,326**
Expenses:			
Faculty - Administration	769,489	982,217	799,032
Faculty - Full-time	19,668	18,360	13,112
Faculty - Contract	14,705	15,146	15,146
Teaching assistants	29,252	28,143	45,861
Research	986,063	865,163	1,017,529
Support/Administration	2,782,629	3,085,455	2,972,948
Other	343,518	238,184	374,649
Total Salaries and Benefits	**4,945,324**	**5,232,668**	**5,238,277**
Operating costs	3,860,050	3,234,637	3,249,255
Amortization of capital assets	-	-	-
Cost of goods sold	-	-	-
Taxes and utilities	113,133	152,658	133,075
Scholarships & bursaries	-	-	2,000
Interest on long-term debt	-	-	-
Total Expenses	**8,918,507**	**8,619,963**	**8,622,607**
Total Revenue less Expenses	**(1,506,672)**	**(231,522)**	**(879,281)**
Previous Year's Carryforward	**3,337,402**	**3,337,402**	**3,105,880**
Carryforward to Next Year	**1,830,730**	**3,105,880**	**2,226,599**

The divisional budgets for research are difficult to compare year over year because of the variation between external funding programs, the timing of the awards (i.e., not tied to the York fiscal year), and the fact that most research funding must be competed for, and negotiated with, government agencies on an annual basis. The awarding of funding is often done mid-budget year and therefore revenue and expenditures are not distributed evenly within or among budget years as is the case with most other divisions on campus. Because of the nature and timing of these research activities, carry-forwards often are earmarked for strategic allocations occurring in the following fiscal year. Consequently, it is misleading to attempt to analyze year-over-year comparisons based strictly on fiscal year budget figures.

In 2005-2006, the University used the Strategic Research Plan (SRP) to strategically invest funds received from the federal and provincial governments for indirect research costs. These funds were used to advance research support services at the local level and enhance specialized services, to maintain and upgrade infrastructure, and to address the University's capacity for knowledge transfer and industry liaison activities.

The new UAP identifies research as the top priority. As such, and in order to achieve the objectives of the UAP, to build upon the objectives of the SRP, and to position York as a leading research university, it is crucial to determine whether research across the University was being supported appropriately, and that expenditures and investments were in line with strategic research objectives. In 2005-2006, the Office of the VPRI requested a value-for-money audit be undertaken to determine levels of research support across the University. The results of this audit should be known by the end of 2006.

At the same time, York is undergoing a review of its budgeting allocations and processes. Budget pressures within the division continue to highlight historic under-funding of core services, especially direct research services delivered to faculty researchers at the local levels and through specialized services. To meet the objectives of the UAP and the SRP new resources and strategic investments into research will be of critical importance, and will help to ensure that York becomes a competitive force in advancing Canada's research and innovation performance.

Research Context and Challenges

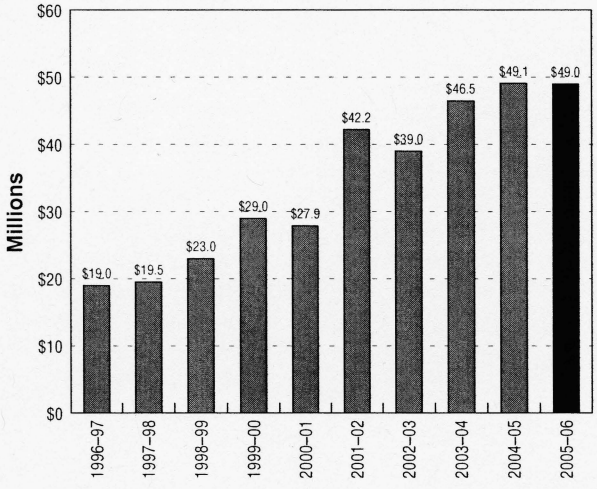
In past editions of the PBA and in presentations to Senate regarding the Strategic Research Plan, York's challenges have been discussed, including the challenge of gaining full recognition as a research university within external communities. While the University has been witness to increases in research income over the past several years, it is now - with its current structure and practices - at a position of having likely reached a plateau in growth. In addition, a number of external barriers remain in the way of York having the type of substantial growth in research income and activity necessary to be considered one of Canada's research-intensive universities.

Four key internal and external challenges have been identified below and are discussed in relation to recently collected and analyzed data.

TOTAL ANNUAL EXTERNALLY-SPONSORED RESEARCH INCOME

As illustrated in Figure 2, York's annual research income has grown steadily, but conservatively, over the past 10 years and is estimated at just under $50M in 2005-2006. The growth can be attributed to a number of factors that are both internal and external to the University. In recent years, however, growth has slowed and has likely reached a plateau given the current structure of the University.

Figure 2: York's Annual Externally-Sponsored Research Income from all Sources



Source: CAUBO through 04-05 and VPRI estimates from RPTS, Finance and Foundation for 05-06.

Regardless of this growth, York remains unable to increase its place in the national rankings of research income, fluctuating between the 23rd and 24th ranking over the past several years. These rankings remain one of the most important determinants of research stature in the minds of external stakeholders – government, donors, and the public.

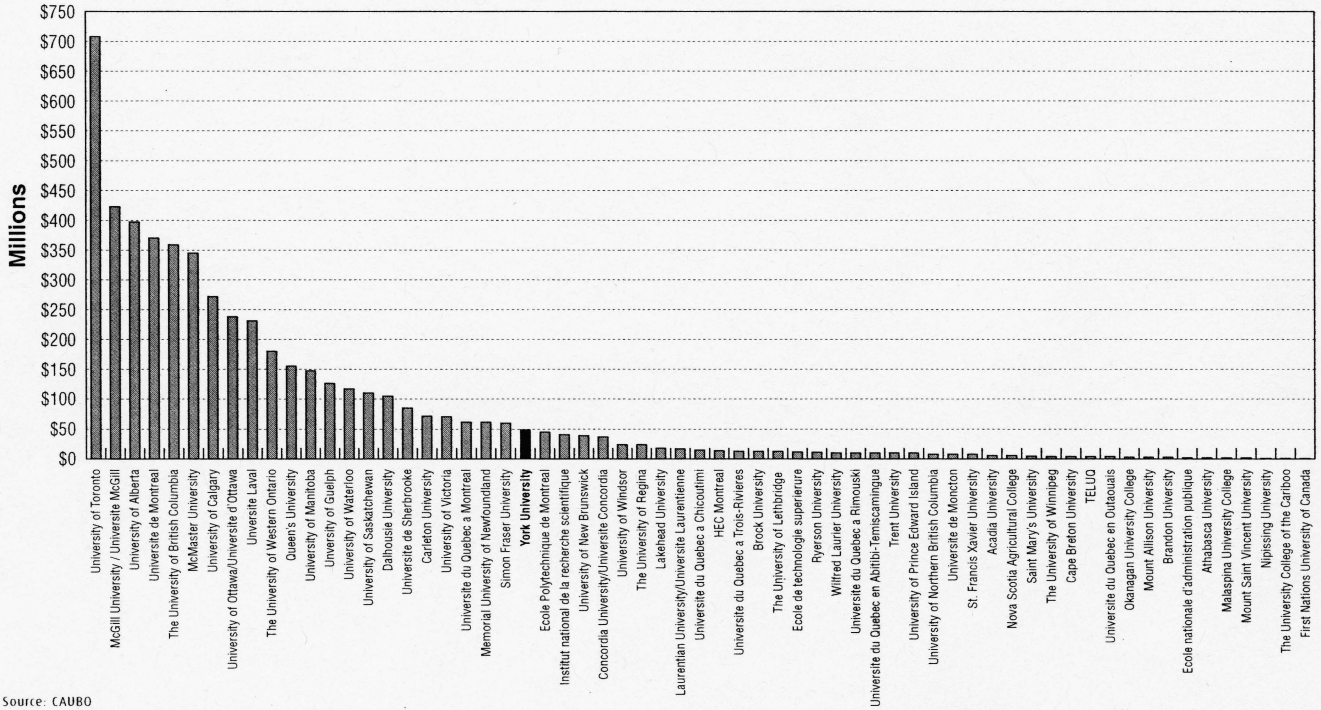
It is important, therefore, that York's research income, and its growth be compared and analyzed against other institutions and against the national system.

Figure 3 shows the position of York's annual research income in 2004-2005 relative to the other institutions within the system. In 2004-2005, York's share of the total research dollars within the system amounted to only just-under one percent (0.94 per cent).

Over the past 5 years (2000-2001 to 2004-2005) York has been outperforming the system, growing 76 per cent versus 57 per cent growth for the system. In 2004-2005, only 5 of the 22 institutions that ranked higher than York in total income had a 5-year growth rate higher than York. Percentage growth is somewhat deceiving, however, given that all of these institutions began with a much higher base than York. In terms of actual dollar growth in the same 5-year period, 20 out of those 22 institutions grew by more actual dollars than York. Similarly, most of the institutions ranked below York have had higher percentage growth than York but all have also had less actual dollar growth. The danger in these numbers is that York is only solidifying itself in its current position within the system.

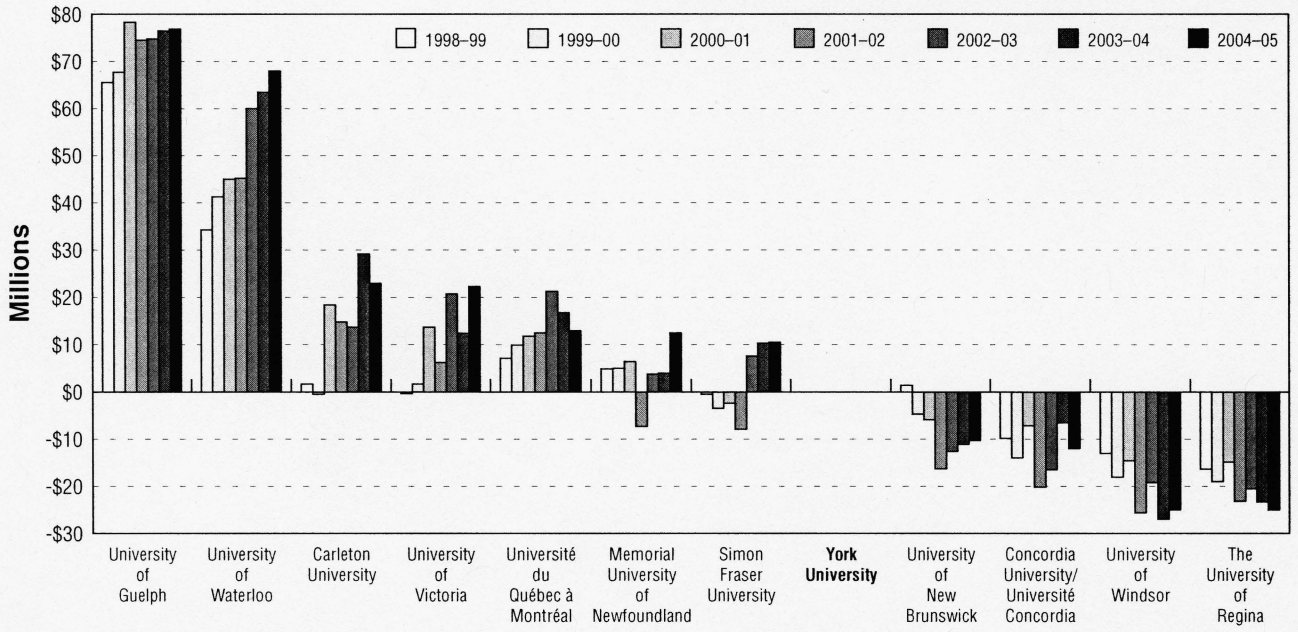
Dramatically increasing its annual research income and ranking are critical priorities for the University.

Figure 3: Total Externally-Sponsored Research Income (FY2005)



Source: CAUBO

Figure 4: Comparator Gap Analysis – Amount of Research Income that York is Behind or Ahead of Comparator Institutions



Source: CAUBO

It is clear that the research income gap between universities is growing every year and York continues to fall further behind its competitor institutions. Figure 4 demonstrates the widening gap using York's research income as the constant. The institutions above York in the rankings continue to pull further ahead in total research income, while those behind fall further away. Only in the case of UQAM does York seem to be catching up on a higher-ranked institution, while UNB seems to be the only lower-ranked institution catching-up to York. In 2006-2007 a more in depth analysis of several comparators will be undertaken to determine why there is a widening gap between them and York.

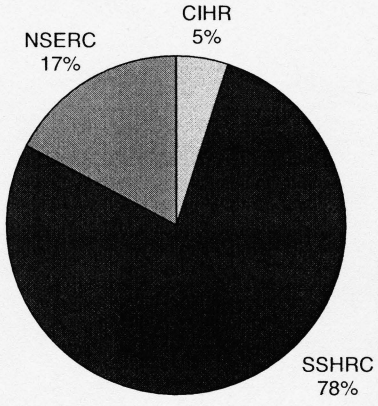
An initial assessment of total research income within York reveals that annual research income is on the rise in the majority of the Faculties [refer to the graphs provided within Faculty sections of this PBA]. While this is certainly a positive trend it must be qualified by the fact that the Faculty of Arts and the Faculty of Science & Engineering (York's two largest Faculties by total annual research income and among the largest by faculty cohort size) have shown declines or only nominal increases in research income over the past few years. A thorough analysis of research performance in both Faculties will be an important goal of 2006-2007.

DISTRIBUTION AND IMBALANCE OF THE FACULTY COMPLEMENT

Perhaps the greatest challenge for York in moving research intensity forward is the current distribution and imbalance of its faculty complement. When faculty complement is analyzed in relation to the three national granting councils (SSHRC, NSERC, and CIHR) instead of the normal Faculty or Departmental affiliations, and when these data are then compared against other institutions across the country, a troubling and anomalous picture emerges.

As Figure 5 shows, York's complement is heavily weighted towards faculty members who are SSHRC-eligible, creating a sizeable imbalance among the three granting council cohorts.

Figure 5: Distribution of York's FT Faculty Members by Eligible Granting Council (FY2004)



Source: VPRI from York U submission to Maclean's Survey

In fact, when compared in Figure 6 to the national averages York's anomalous distribution is magnified. While York's percentage of faculty members within the CIHR cohort is at the national average for non-medical universities, it is the discrepancy between the SSHRC and NSERC cohorts that is the biggest challenge.

Figure 6: National Distribution of FT Faculty Members by Eligible Granting Council (FY2004)

	Medical Universities	Comprehensive Universities	Undergraduate Universities	All Universities
SSHRC	43%	60%	69%	51%
NSERC	31%	35%	28%	31%
CIHR	26%	5%	3%	18%

Source: VPRI from Maclean's Survey information acquired by OIRA

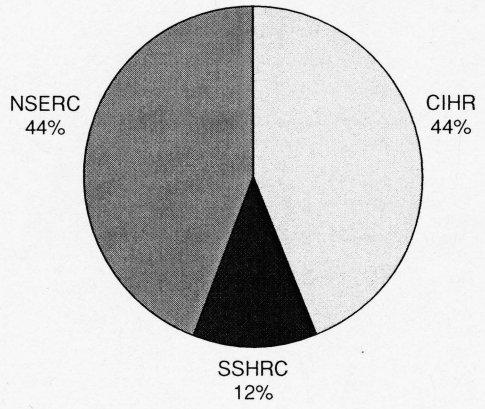
York maintains one of the largest SSHRC cohorts in the country as a percentage of overall faculty complement. However, as Figure 7 shows, its NSERC cohort as a percentage of overall complement (17 per cent) is the lowest in the country.

The 61 per cent gap between SSHRC (78 per cent) and NSERC (17 per cent) cohorts is among the largest in the country and far greater than the national average of 20 per cent (25 per cent for comprehensive universities). And the actual gap of 704 faculty members (902 SSHRC versus 198 NSERC) is by far the greatest difference in the country.

Even when absolute numbers of faculty members are examined, the picture remains troubling. York ranks only 20th in Canada and 9th in Ontario with 198 NSERC-eligible faculty members. And institutions like Windsor and Ryerson in Ontario, and Victoria and Concordia in other provinces, are quickly catching, and poised to surpass, York's total number of NSERC-eligible faculty members.

York's small NSERC cohort is a key challenge in growing research ranking and research performance for the University. Figure 8 provides a view of the allocation of research funding across the country and of the imbalance between funding for medical, science, technology, and engineering research (i.e. CIHR and NSERC) and social sciences/humanities research (i.e. SSHRC).

Figure 8: Approximate National Distribution of Federal Research Investments by Research Council (FY2005)

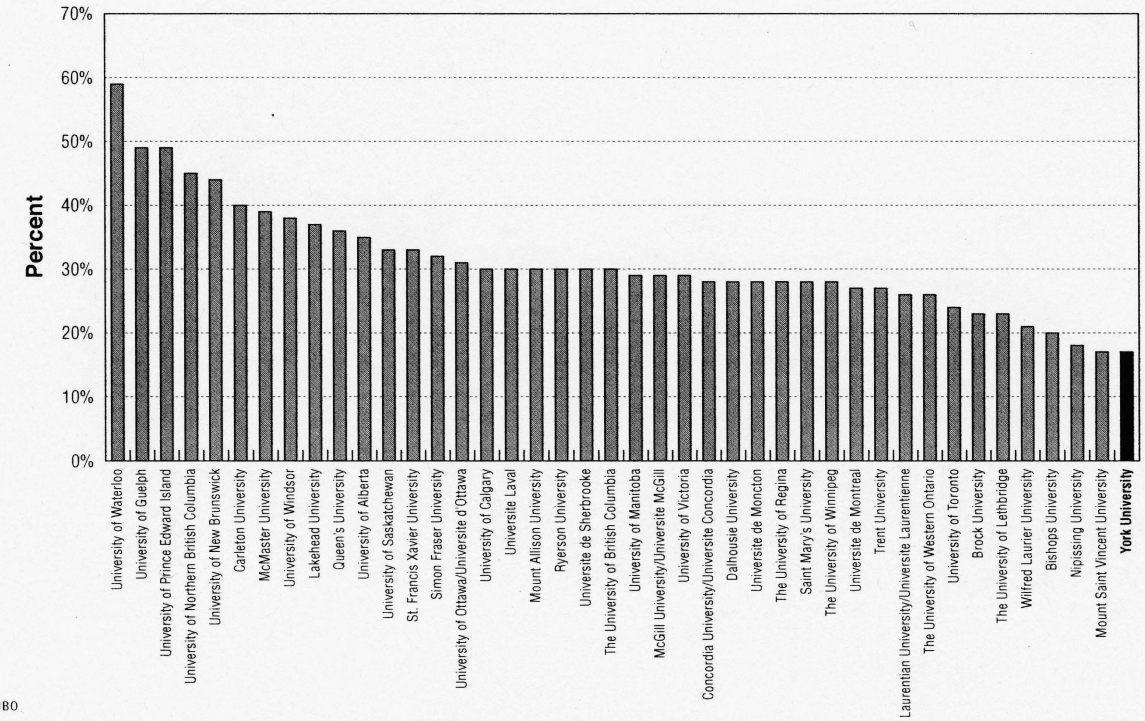


Source: VPRI from SSHRC data

Few signs point to governments making any radical policy changes to help correct this funding imbalance over the coming years. And with limited resources, governments and other funders will continue to focus research investments into areas they view as economically important. Many of these are in areas where York has traditionally not had strengths, and are in areas primarily within the NSERC cohort or available only to researchers within medical schools.

Closing this gap and increasing the NSERC cohort is a critical priority for the University.

Figure 7: NSERC Cohort as a Percentage of Overall FT Faculty Complement (FY2004)



Source: CAUBO

PARTICIPATION RATES AND PERFORMANCE IN EXTERNALLY-SPONSORED RESEARCH

The collection of data and analysis of York's research performance are key objectives to ensure successful implementation of the UAP. In working towards meeting UAP goals, VPRI is presenting new data on research performance in this PBA document, including, for the first time, consistent performance measures provided for each Faculty. Figure 9 presents the University-wide performance data for 2005-2006. Similar charts are provided for each Faculty within their sections of this document. These performance charts have been divided by the tri-council eligibility of each FT faculty member at the University in order to provide a deeper understanding of trends among the different research cultures associated with each of the three cohorts of researchers. In 2006-2007, VPRI will be undertaking a deeper analysis of participation and performance to reveal this type of information.

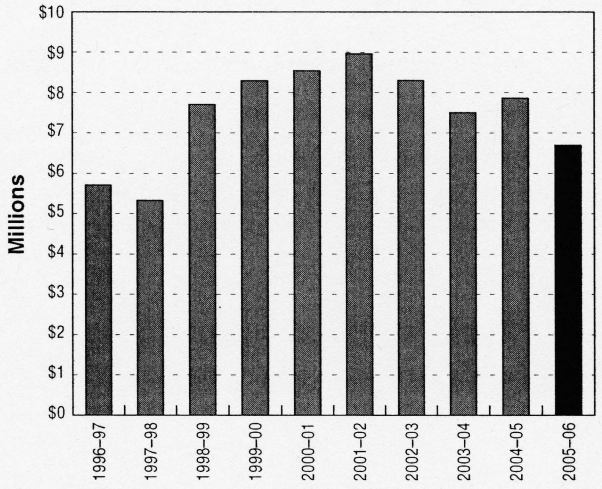
As Figure 9 shows, only 27 per cent of FT faculty at York held an external research grant or contract in 2005-2006 and research income intensity (calculated as total research income divided by total FT faculty members) was only $28K. Nationally, York University ranks only 40th among universities in research income intensity.

Increasing participation rates ('participation' is defined as holding a research grant or contract) in externally-sponsored research is a critical challenge in meeting the UAP objective of intensifying research performance. In fact, the UAP states the need to "cultivate increased research activity across the entire professoriate" and "consider new and better ways of increasing participation".

Natural Sciences & Engineering Research Council of Canada (NSERC)

As Figure 10 shows, York's total research income from NSERC has been declining for several years. This is a troubling trend given the large pool of funding available within the sciences and engineering, and the above discussion of York's relatively small cohort of scientists relative to other institutions across the country. In addition, in 2004-2005 York ranked only 25th in the country in total research income from NSERC, even though York is 20th in the country by the size of its NSERC-eligible faculty member cohort.

Figure 10: York's Total Annual NSERC Income



Source: CAUBO through 2004-2005 and ORS estimates from RPTS for 2005-2006

In examining NSERC trends at the University it is important to keep in mind that more than 90 per cent of the NSERC-eligible FT faculty at York reside within three Faculties (Science & Engineering, Arts, and Atkinson), with the Faculty of Science & Engineering accounting for almost 60 per cent of the University total.

Across the University, 59 per cent of NSERC-eligible FT faculty held a tri-council grant in 2005-2006. Both the Faulty of Science & Engineering and the Faculty of Arts had participation rates among their NSERC-eligible FT faculty members of slightly more than 60 per cent. The Atkinson Faculty of Liberal & Professional Studies, however, had a participation rate below 50 per cent. Among the

Figure 9: Research Performance Chart – York University Totals (All Faculties plus institutional numbers) for the year 2005-2006[2]

	Performance by Eligible Tri-Council Cohort			
	CIHR	NSERC	SSHRC	Total
Performance Measure (Full time faculty members)				
Number of FT faculty members (at Oct. 1st)	76	216	994	1286
Number of FT faculty members holding an external grant or contract	37	134	182	353
Percentage of FT faculty members holding an external grant or contract	48.7%	62.0%	18.3%	27.4%
Number of FT faculty members holding a tri-council grant	28	128	139	295
Percentage of FT faculty members holding a tri-council grant	36.8%	59.3%	14.0%	22.9%
Total FT faculty research income from all sources	$6,364,407.00	$12,646,160.00	$16,767,034.00	$35,777,601.00
FT faculty research income intensity	$83,742.20	$58,547.04	$16,868.24	$27,820.84
Total FT faculty research income from the tri-councils	$3,451,114.00	$ 5,219,675.00	$ 5,261,254.00	$13,932,043.00
FT faculty tri-council research income intensity	$45,409.39	$24,165.16	$5,293.01	$10,833.63
Number of tri-council applications by FT faculty members	43	70	171	284
Performance Measure (retirees, adjuncts and others)				
Total research income for retirees, adjuncts and others	$ 133,600.00	$ 1,124,747.00	$ 2,009,986.00	$ 3,268,333.00
Number of tri-council applications by retirees, adjuncts and others	0	7	12	19

SOURCE: OIRA and ORS from RPTS and FT faculty file

[2] When reviewing Figure 9 (or the similar tables within each Faculty section of this document), note that each council's column represents the tri-council results for that cohort of faculty members and not the results specifically of that council. For example, a CIHR-eligible faculty member might hold a SSHRC or NSERC grant. Recognition of that grant held and the associated income will be represented under the CIHR column since it is held by a CIHR-eligible faculty member. The intent is to present data showing the participation within the tri-councils among each of the three cohorts of faculty members, not to show whether or not a CIHR-eligible faculty member is specifically participating within CIHR.

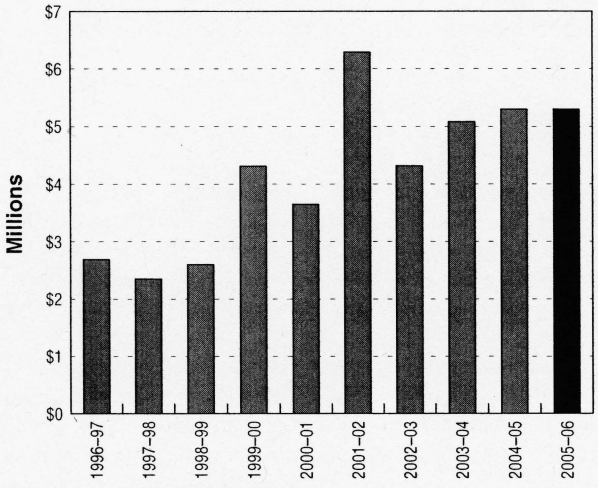
three Faculties, there was wide variation in the tri-council income intensity from their NSERC-eligible cohort ($32K in Science & Engineering, $14K in Arts, and $11K in Atkinson).

The decline in annual NSERC income may be a reflection of the relatively large number of senior faculty retirements in recent years. In 2006-2007 VPRI will work with Faculties to undertake a more thorough analysis of NSERC performance.

Social Sciences & Humanities Research Council of Canada (SSHRC)

As Figure 11 shows, York's total research income from SSHRC has increased only modestly over the past few years. Over the last 10 years, however, SSHRC income has tended to fluctuate far more than income from NSERC or CIHR, both of which have witnessed steadier trends. In 2004-2005 York ranked 13th in the country in total research income from SSHRC.

Figure 11: York's Total Annual SSHRC Income



Source: CAUBO through 2004-2005 and ORS estimates from RPTS for 2005-2006

In examining SSHRC trends at the University it is important to keep in mind that almost 80 per cent of the total FT faculty at York are SSHRC-eligible, and within 7 of 9 Faculties SSHRC-eligible FT faculty account for more than 85 per cent of the total Faculty complement. The Faculty of Arts accounts for approximately 44 per cent of the total cohort of SSHRC-eligible FT faculty at the University. When taken together with the Atkinson Faculty of Liberal & Professional Studies the two Faculties account for approximately 60 per cent of the total SSHRC-eligible population.

Across the University, only 14 per cent of SSHRC-eligible FT faculty held a tri-council grant in 2005-2006 and 7 of 9 Faculties were basically at or below this participation rate, including the two largest Faculties by cohort size, the Faculty of Arts and the Atkinson Faculty of Liberal & Professional Studies. Two of the smaller Faculties by cohort size, the Faculty of Environmental Studies (28 per cent) and the Schulich School of Business (24 per cent), had participation rates above the University average. Artist-researchers in the Faculty of Fine Arts are challenged by a traditional gap in funding available from the granting councils. However, a recent SSHRC pilot program in creation grants has started to address that gap.

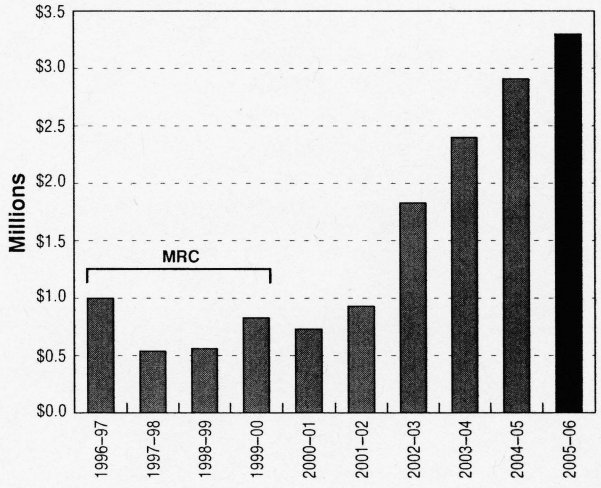
The low rate of participation in externally-sponsored research within the SSHRC-eligible cohort is a critical challenge for the University.

The extremely large size of the SSHRC-eligible cohort, combined with the low participation rate, means that tri-council research income intensity rates from among the SSHRC-eligible cohort were very low across the University and within each Faculty. While it has only a relatively small cohort, the Faculty of Environmental Studies did stand out in this performance measure, approximately doubling (at $13K) all other Faculties.

Canadian Institutes of Health Research (CIHR)

As Figure 12 shows, York's total research income from CIHR has been increasing consistently since the transition of CIHR from the former Medical Research Council (MRC), tripling in the past 5 years. This is a positive trend given the importance of health research to York and the growing pool of health research investments by all levels of government. However, it should be noted that even with consistent year-over-year growth, CIHR still accounts for only approximately 7 per cent of York's total research income. In 2004-2005 York ranked 20th in the country in total research income from CIHR.

Figure 12: York's Total Annual CIHR (formerly MRC) Income



Source: CAUBO through 2004-2005 and ORS estimates from RPTS for 2005-2006

In examining CIHR trends at the University it is important to keep in mind that more than 95 per cent of the CIHR-eligible FT faculty at York reside within three Faculties (Science & Engineering, Arts, and Atkinson).[3]

[3] In 2006-07 the University will create a new Faculty of Health into which many CIHR-eligible faculty members from Faculties including Arts, Atkinson, and Science & Engineering will be drawn. This structural change will mean that many of the Faculty-specific data presented for CIHR performance within the Faculties in the PBA will no longer be relevant in future analysis. Preliminary data will be provided by VPRI towards the end of 2006 in which this restructuring will be considered and a new analysis presented.

Across the University, only 37 per cent of CIHR-eligible FT faculty held a tri-council grant in 2005-05. Almost every CIHR-eligible FT faculty in the Faulty of Science & Engineering held a tri-council grant. However, CIHR participation in both the Faculty of Arts (32 per cent) and the Atkinson Faculty of Liberal & Professional Studies (19 per cent) was significantly lower.

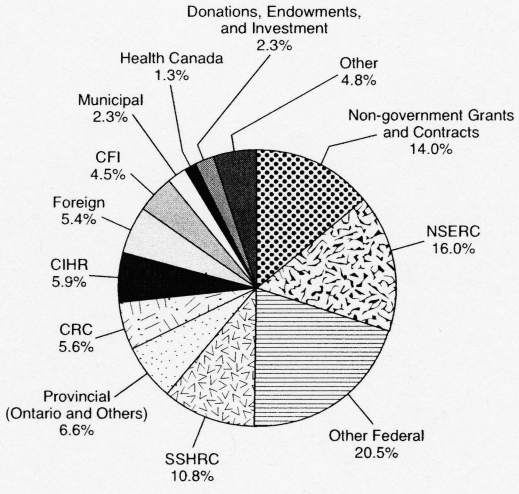
Among the three Faculties, there was wide variation in the tri-council income intensity from their CIHR-eligible cohort ($113K in Science & Engineering, $44K in Arts, and $14K in Atkinson), but in all three cases the intensity rate from the CIHR-eligible cohort was the highest of the three councils.

Tri-council application rates for CIHR-eligible faculty members exceeded the rates for both NSERC-eligible and SSHRC-eligible faculty members but varied across the Faculties. As with other CIHR performance and participation measures, the Faculty of Science & Engineering excelled in this measure submitting 1.4 tri-council applications per CIHR-eligible FT faculty member in 2005-2006 (versus 0.4 in Atkinson, and 0.2 in Arts).

SOURCES OF EXTERNALLY-SPONSORED RESEARCH FUNDING

As Figure 13 shows, York University researchers receive funding from a wide variety of external sources. Specific information regarding our performance within the tri-councils was presented above.

Figure 13: York University's Sources of Externally-Sponsored Research Income (FY2005)

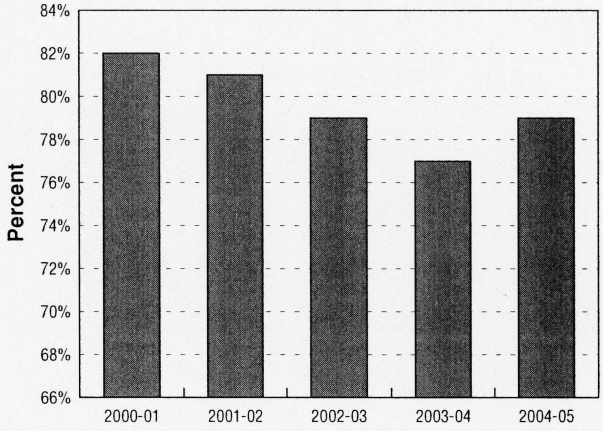


Source: CAUBO

Almost all universities in Canada are reliant on government sources (municipal, provincial, federal, foreign) of funding for the majority of their externally-sponsored research income. Only two universities receive less than 50 per cent of their income from government sources. Across the system, 75 per cent of funding stems from government sources.

As Figure 14 shows, however, York is more reliant on government sources than the national average, relying on government sources for 79 per cent of its sponsored research income in 2004-2005. Over the past 5 years there has been a small downward trend in York's reliance.

Figure 14: York's Annual Percentage of Total Research Income from Government Sources



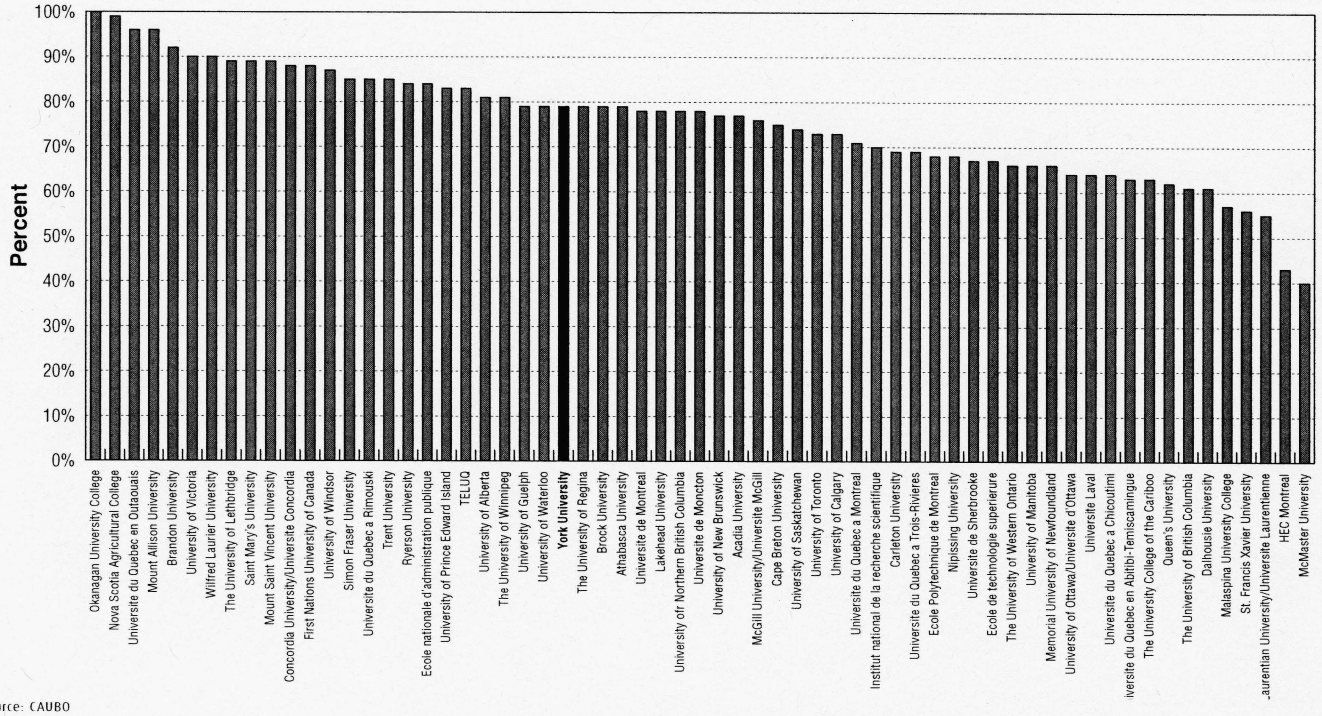
Source: CAUBO

A closer examination of the reliance on government sources for research funding reveals some interesting statistics. York's national position is shown in Figure 15. Of the 16 institutions in Canada with more than $100M in annual research income, 13 are less reliant than York on government sources, and together these 16 institutions have a reliance of only 68 per cent, thus possessing far more diversified portfolios of income than York. A more diversified portfolio allows institutions greater opportunity to tap into non-governmental sources, to spread their risk out, and to avoid many of the issues associated with government funding (i.e. fixed pools of available funding, imbalances between disciplines, short-term demands, and cuts).

The corollary of greater reliance on government sources of income is the lesser reliance on non-governmental sources of research income (i.e. private foundations, industry, individual donations and endowments). Unlike government sources with primarily fixed amounts of available investment, non-governmental sources can be viewed as having rather unlimited potential.

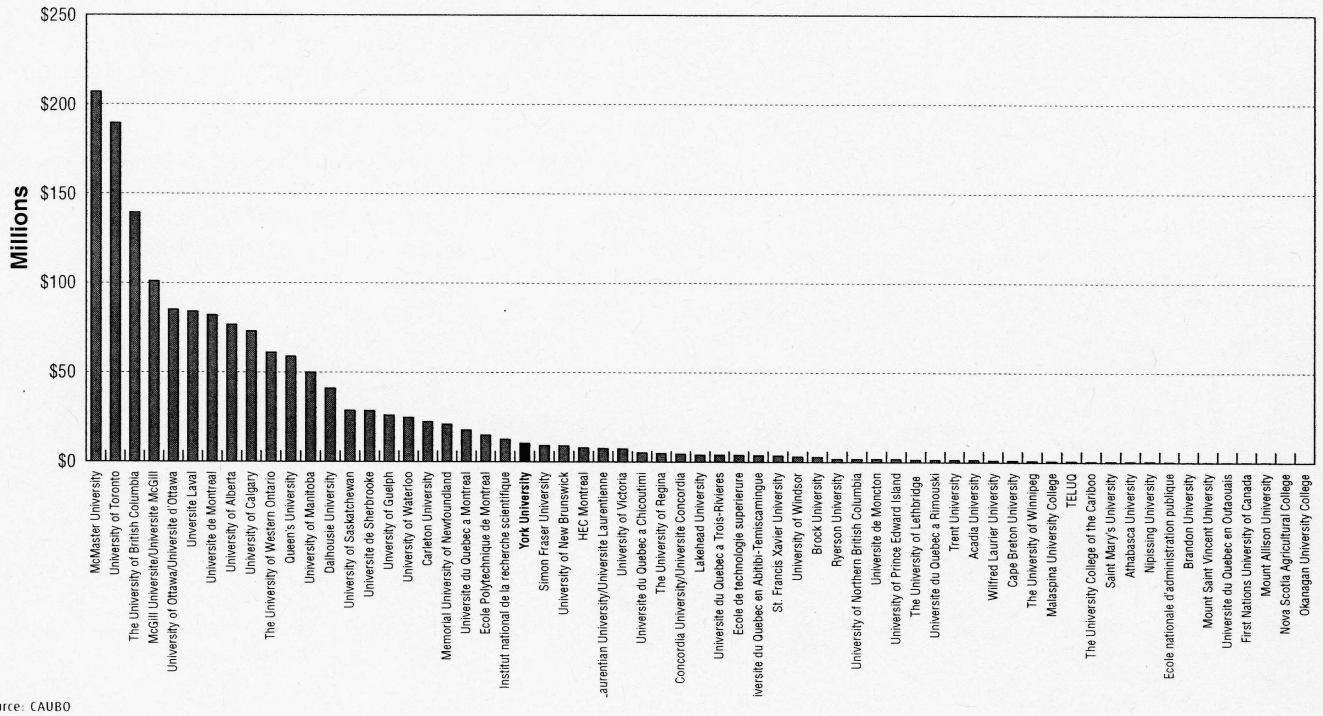
In 2004-2005 there was $1.6B reported in non-governmental research investment into universities across Canada. As Figure 16 shows, York captured only a very small share (0.66 per cent) of this funding. This, however, presents an important opportunity for future growth with the goal of increasing York's share.

Figure 15: Percentage of Total Externally-Sponsored Research Income from Government Sources (FY2005)



Source: CAUBO

Figure 16: Total Externally-Sponsored Research Income from Non-Government Sources (FY2005)



Source: CAUBO

Similar to total research income from all sources, the top-10 institutions have a dominant share, accounting for almost 70 per cent of the total non-governmental research dollars within the system.

While it remains important for York to continue to increase its research income from all available sources (including increasing tri-council income because of the associated allotment of Canada Research Chairs and indirect costs investments that increase as tri-council income increases), there is a concurrent need to diversify more fully its balance of sources. In future years, York should aim to ensure that non-governmental sources of research income account for at least 30 per cent of its overall research income.

At the Faculty level similar goals should be set. In examining sources of income across the Faculties [refer to the graphs provided within Faculty sections of this PBA], it is clear that some are accessing non-governmental sources better than others, however, only the Atkinson Faculty of Liberal & Professional Studies is currently at the 30 per cent target (38 per cent in 2005-2006). In fact, some faculties show little or no income at all from non-governmental sources. Currently, non-governmental sources of research income account for approximately 10 per cent of the Faculty of Science & Engineering's income. Given that a high percentage of the dollars from non-governmental sources include industry-sponsored chairs and contract research within areas of science and technology, the Faculty of Science & Engineering has an important opportunity to increase its research income in these areas. Likewise, the Schulich School of Business and Osgoode Hall Law School may have more opportunities through policy-related research contracts to increase their percentage of income from non-governmental sources.

Diversifying its sources of research income, reducing its reliance on government sources of funding, and increasing the amount of non-governmental investment into research at York is an important priority for the University.

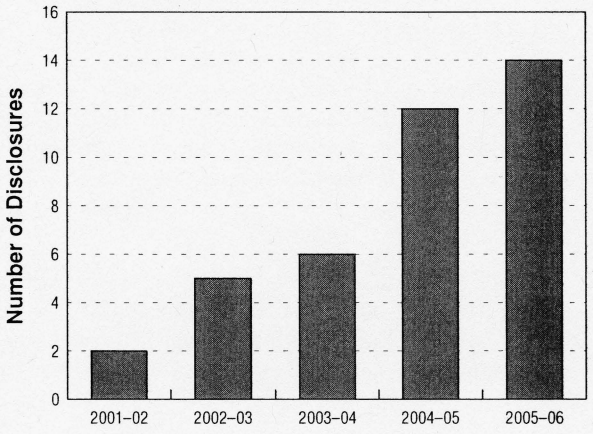
Additional Results from 2005-2006

Knowledge generated by York researchers is frequently disseminated to academic audiences in books, peer-reviewed journal articles, and through participation in academic conferences and symposia.[4] Where appropriate, and where desired by the researcher, new knowledge is also disseminated to other audiences.

Through ORS, York offers its researchers a fully integrated suite of technology commercialization services, which includes the assessment of commercial utility, patent filing and prosecution, and through partner organizations such as the Innovation Synergy Centre in Markham and YORKbiotech, a full range of commercialization services to assist in identifying investors and licensees for research technologies. Further enhancing York's commercialization capacity in 2005-2006, York was the lead institution (with Sunnybrook Health Sciences Centre, St. Michael's Hospital, Bloorview Kids Rehab and YORKbiotech) in a tri-council funded grant entitled "Medical Technologies Commercialization Consortium." This grant provides institutional support for the commercialization of technologies in the medical field including medical devices, diagnostics, assisted living devices and imaging technologies.

ORS received 14 invention disclosures in 2005-2006, a 17 per cent increase over the previous year [see Figure 17]. As well, York continued international prosecution of two patent applications. In consultation with external reviewers, York has reviewed its issued patents and will continue in 2006-2007 with an assessment and reorganization of its patent portfolio, returning maintenance of many older patents to inventors and allowing York to focus its commercialization efforts on new inventions with commercial potential. In a recent example of York's success in commercializing the results of research, Prof. Vincent Tao sold his York spin-off company, GeoTango Inc. to Microsoft Corporation.

Figure 17: Total Annual Invention Disclosures



Source: ORS

Social scientists and humanists can also benefit from a more systematic connection of the results of their research with diverse audiences who can employ research in the development of new policies and practices. In 2005-2006 York received Canada's first ever tri-council grant to develop knowledge mobilization (KM) services. In partnership with the University of Victoria, York's KM services will enhance the use of academic research in the formation of public policy, social programs and professional practice. In 2006-2007 a suite of KM services will be implemented that will enhance partnerships between York researchers and decision-makers in government, NGOs, labour, professional associations, and community agencies.

Objectives for 2006-2007

The new UAP provides York with an unprecedented opportunity to mobilize the University's energies and transform the institution into one that is more research intensive. In establishing objectives for 2006-2007, VPRI is focused on setting in motion the transformation of York into one of Canada's top research universities, to ensuring research intensification, and to addressing and overcoming the University's key research challenges. Meeting these objectives will require a concerted effort by all units across the University.

[4] VPRI has begun to collect and analyze data on research output measures with a particular focus on publication and citation measures, and has also begun discussions on how best to measure socio-economic benefits resulting from research, scholarly activity, and creativity at York. An initial presentation of output data was presented to Senate by VPRI in 2005 and a further analysis of publication and citation performance will be presented by VPRI towards the end of 2006.

1. INCREASE INVESTMENTS IN RESEARCH INFRASTRUCTURE (SPACE AND EQUIPMENT), INCLUDING SPECIFIC PRESSING PRIORITIES WITHIN AREAS OF SCIENCE RESEARCH

2. ENHANCE THE COLLECTION AND ANALYSIS OF RESEARCH DATA

- Continue to develop more comparative analyses of York's research performance (both participation and success), including York's position within the overall system and with comparator universities, and in relation to specific factors such as program mix and research expenditures (e.g. research services, research infrastructure);
- Work with the Faculties to develop discipline specific performance measures that will allow meaningful annual research performance reviews, along with the setting of Faculty-based strategic objectives and goals and the identification of comparator universities;
- Continue to collect and analyze information and valid data on research output measures, including publication and citation data and other measures of productivity, impact, and quality;

3. GROW RESEARCH INCOME, IMPROVE NATIONAL RANKINGS, AND INCREASE PARTICIPATION

- Increase research intensity and participation in externally-sponsored research;
  - Continue to enhance available services to all researchers so that they can pursue their research programs in the most efficient and effective way,
  - Increase participation, where appropriate, in all funding calls for large-scale research projects, networks, and infrastructure,
  - Continue to increase participation rates in externally-sponsored research within the SSHRC-eligible cohort,
- Increase the number of external research collaborations and enhance York's leadership position in such collaborations;
  - Increase industry liaison activities and specifically target potential areas for collaborative research with industry and NSERC,
  - Continue to expand York's international research linkages,
- Diversify York's sources of research income and increase the percentage of income received from non-governmental sources;
  - Implement the VPRI fundraising plan with the York Foundation to access more individual, private foundation and corporate support for research.

4. ENHANCE STRATEGIC PLANNING AND ENSURE THAT RESEARCH NEEDS, IMPACTS AND OPPORTUNITIES ARE AT THE FOREGROUND OF ALL ACADEMIC, BUDGET, AND ADMINISTRATIVE PLANNING ACROSS THE UNIVERSITY

- Work to intensify research at York and to develop policy and planning documents for related key areas such as research space planning and the future direction of ORUs;
- Establish stronger functional relationships between strategic research and academic planning, ORUs, graduate planning, and faculty appointments;
- Work to develop strategies to rebalance the faculty complement;
- Continue to enhance post-award research services and coordination with other divisions (e.g. Research Accounting, Facilities, and CNS);
- Undertake a research value-for-money audit in order to ensure that resources spent by the University on research are providing maximum benefit and return;
- Enhance the research opportunities for undergraduate and graduate students;
- Expand strategic areas of research, along with cooperative and interdisciplinary research opportunities;
- Establish plans, policies and procedures to ensure improved support for technology transfer, the commercialization of the results of funded research, and broader knowledge exchange activities, including a full suite of knowledge mobilization services for social scientists and humanists;
- Launch an independent Office of Research Ethics (ORE).

5. ENHANCE YORK'S RESEARCH OUTREACH ACTIVITIES AND INCREASE THE NUMBER OF EXTERNAL INNOVATION PARTNERSHIPS IN ORDER TO ASSIST IN DIVERSIFYING EXTERNAL SOURCES OF INCOME

- Continue to develop and implement a York Region Action Plan aimed at positioning York University as the research university of the Regional Municipality of York, including continued leadership in YORKbiotech and the Innovation Synergy Centre in Markham (ISCM);
- Building on the success of YORKbiotech and ISCM, continue to lead a strong consortium of partners to collaborate on and lobby for the creation of a National Research Council of Canada (NRC) facility in the Town of Markham, which will result in increased opportunities for regional research collaboration with industry (SMEs and MNEs) and hospitals;
- Continue to develop research relationships through the York Region Human Services Planning Coalition (HSPC) as a means of creating greater receptor capacity for knowledge mobilization of social sciences and humanities research;

- Lead the development of a Health Research Network (HRN) aimed at connecting York's health researchers with clinicians in area hospitals and providing a vehicle to allow for coordinated and strategic planning for health research and innovation within the region;
- Lead the development of a regional innovation network in the GTA (CONCERT) aimed at converging the arts, technology, and business as part of an overall Culture and Entertainment research strategy.

6. ENHANCE YORK'S RESEARCH REPUTATION AND COMMUNICATIONS EFFORTS

- Ensure that the appropriate resources are allocated annually to allow for the development of a strategic and ongoing marketing campaign, including continuing to develop promotional materials to increase awareness of York's research strengths;
- Increase York's government relations activities (e.g. lobbying for the creation of a local NRC facility);
- Engage the Board of Governors and other key stakeholders (including alumni) to assist in building our external research reputation.

Division of the Vice-President Students

Robert Tiffin, Vice-President

Divisional Overview

The Vice-President is responsible for the Division of Student Services, which has operating responsibilities for central student services (see www.yorku.ca/vpstdnts for organizational chart). The Division supports the university's academic mission primarily through servicing students and enhancing the student experience.

The Vice-President Students officially assumed his responsibilities on July 1, 2005 and has worked closely with all units to ensure that there is greater collaboration across units within the division. For example, the University Registrar assumed responsibility for the Office of Student Financial Services and the department of Student Client Services was amalgamated with Admissions. A new Director of Information Technology was hired to coordinate the Division's technological services and collaborate with York's central Computing Network Services.

DIVISIONAL RESULTS SUMMARY FOR 2005-2006

1. Enhance the learning environment and experience of York students through the establishment of programming that will promote engagement with the university community

- A new first-year experience seminar series was presented;
- York Day, a collaborative information fair and York spirit event, was launched;
- A new Student Elections Review Committee was founded and provided training for student CRO's and a peer-based appeals process;
- Working collaboratively with all of York's student governments the Student Issues Roundtable was revised to create a new consultative body, the Student Representative Roundtable, and a new group was established to provide a forum for student clubs, the Student Life Forum.

2. Revise key policies

- A working group consisting of students, faculty and staff was established to undertake a comprehensive review of Presidential Regulations 2 and 3 governing student code of conduct. Extensive consultations with the community have occurred;
- Participated in Senate review of sessional dates and Faculty restructuring;
- Played a key role in transfer of responsibility of alternative examinations to the Registrar's Office.

3. Establish a task force to review, consult widely, and make recommendations concerning the mission, role and future mandate of the Colleges on the Keele Campus

- The Task Force on Colleges was established with student, faculty Council of Master, decanal, and staff representation. A report will be prepared and submitted to the President in Fall 2006.

4. Maintain and enhance enrolment market share and the quality of our first year class

- Market share decreased slightly in our secondary school pool but this resulted primarily from a loss of applicants with lower academic grades. The quality of the first year class continues to improve as the mean average increased a full 1 per cent to 82.55 per cent.

5. Achieve enrolment targets

- Enrolment targets were met.

6. Maintain a student-focused service agenda

- Training continues to be a priority with front line staff and managers;
- Creation of new a Transition Council to bring together members across the University who are involved in assisting students in the period from acceptance of an admission offer to the first day of classes;
- On-line services continue to be enhanced, with the posting of more forms and services online.

7. Enhance Career Centre programming, profile and services

- Creation of new on-line services, including innovative "webinars";
- Launched signature Career events, including the Career Exploration Fair;
- Continued to develop close working relationship with programs on the delivery of internships and explored new opportunities for experiential education.

8. Review and Refine the Division's strategic plan

- Key performance indicators are being collected and reviewed with each unit;
- The strategic plan of the Division is aligned with the goals of the University Academic Plan.

DIVISIONAL STRATEGIC DIRECTIONS FOR 2006-2007

1. Achieve undergraduate enrolment targets while enhancing market share, diversity and quality of applicant pool

- Emphasis on the recruitment and support of aboriginal, first generation, low income and francophone students.

2. Develop new recruitment and conversion programs to achieve significant growth in applicants and enrolments in graduate studies

3. Support the University Academic Plan with a focus on student engagement and support through

- Implementation of the recommendations of the College Task Force;
- Analysis of student retention and factors affecting attrition;
- Work with academic and administrative units to identify new programming opportunities;
- Close working relationships with all student governments;
- Implementation of a new Student Code of Conduct;
- Enhancement of counseling and study skill development programming;
- Programming that supports the career development of students;
- Development and delivery of specialized leadership training;
- On-going, specialized support for students with disabilities;
- A student-focused orientation in the delivery of all services.

4. Develop student financial assistance programs that support the Research objectives of the University Academic plan.

5. Ensure that York's financial support programs meet the needs of our students by means of fundraising and the efficient evaluation and allocation of all forms of financial assistance.

6. Review and develop capital plans for the enhancement of student recreational, study and lounge space.

Divisional Budget

In 2005-2006, divisional revenue exceeded projections due to higher than anticipated fee revenue and changes to centrally allocated funding. As a result, the Division closed the fiscal year in a significantly improved year-end position than was projected. The Division expects to close the fiscal year in a negative year-end position in 2006-2007. Staffing expenses and operating costs are expected to increase considerably next year as the Division continues to expand upon the range and quality services to students. Carryforward funds will continue to be designated to support Divisional strategic priorities, particularly in the following areas:

Student Financial Support

The Division continues to pay down higher than projected costs associated with the admission scholarships awarded in the double cohort year. This has resulted in significant changes to the scholarship program and further modifications will be proposed to maintain York's competitiveness for the top students in the province. It is anticipated that scholarship and bursary spending will increase in 2006-2007. The introduction of the Student Financial Profile in 2005-2006 permitted the University to better understand the financial profile of our applicants and their families and further resulted in a more targeted bursary allocation and greater efficiencies with respect to disbursements. In 2006-2007 the functionality of the Student Financial Profile will to be enhanced to ensure maximum disbursement of student financial support and the successful implementation of the new Student Access Guarantee.

Counselling Services

Enrolment growth over the past four years continues to place even greater demands for personal counseling and learning skills workshops and advising. To meet this demand, additional resources will continue to be directed to these units. In 2006-2007 funds will be dispersed to support the relocation of Counseling and Development to an enhanced and more functional space in the Student Services Centre.

Accommodation for Student with Disabilities

The number of students registered with our services continues to increase at a significant rate. The range of disabilities now supported and the diversity of accommodations sought are very broad. In 2005-2006 a new unit within the Registrar's Office dedicated to alternative exam and test scheduling for students with special needs was created through the collaborative effort of Student Community and Leadership Development and the Registrar's Office. Funds will be directed to supporting additional staffing in the area and technology required to support the unit.

Student Engagement

This continues to be a significant area for the Division of Students as we attempt to better understand the issues and explore programming that will enhance the level of engagement of our students. Extensive use of surveys, additional staffing in specific areas, and innovative programming will be required across the Division.

Enhancement of Student Space

A review of student lounge space was conducted with a view to providing enhanced, desirable student space that will meet the needs of commuter and residence students. Consequently, over the past two years funds from the Division have been invested in the Colleges; e.g. in 2005-2006 Stong, Winters and Junior Common Rooms were renewed. Similar improvements are planned in the Colleges in 2006-2007 including new student club space in Founders and McLaughlin and improved student club space in Winters College. Funds will be allocated to support the

development of a new student computer lounge/lab in Complex One, which will be open to all undergraduate students. Financial support will also be provided for the renovation of the JCR in Calumet College.

Division of the VP Students

(Dollars)	Operating Results by Unit 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Office of the VP Students	1,395,160	2,044,835	1,711,454
Admissions, Communication, and Client Services	9,551,168	8,301,607	8,485,917
Office of the Registrar	30,938,479	31,245,286	34,040,256
Information Technology	-	-	856,558
Student Community Development	12,947,815	13,873,938	14,497,811
Colleges	2,105,032	2,431,294	2,326,705
Career Centre	1,237,309	1,153,850	1,513,355
Sport & Recreation	5,434,737	4,866,363	5,559,965
Total Division of VP Student	**63,609,700**	**63,917,173**	**68,992,021**

Division of the VP Students

(Dollars)	Operating Results by Expense Type 2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	4,311,350	4,865,899	4,779,166
Internal cost recoveries	1,226,011	1,258,402	1,320,961
Other revenues	600,311	465,000	704,295
Central allocations	57,325,525	59,890,192	61,029,891
Total Revenue	**63,463,197**	**66,479,493**	**67,834,313**
Expenses:			
Faculty - Administration	74,389	178,635	83,810
Faculty - Full-time	126,676	147,798	130,009
Faculty - Contract	109,064	101,696	109,912
Teaching assistants	58,340	69,134	62,005
Research	126,867	194,861	188,429
Support/Administration	25,683,857	24,453,222	27,207,572
Other	502,777	906,677	785,456
Total Salaries and Benefits	**26,681,970**	**26,052,023**	**28,567,193**
Operating costs	11,615,637	11,578,961	12,566,600
Amortization of capital assets	-	-	-
Cost of goods sold	78,356	164,771	134,000
Taxes and utilities	639,164	522,050	663,250
Scholarships & bursaries	24,194,573	25,069,913	26,501,523
Interest on long-term debt	400,000	529,455	559,455
Total Expenses	**63,609,700**	**63,917,173**	**68,992,021**
Total Revenue less Expenses	(146,503)	2,562,320	(1,157,708)
Previous Year's Carryforward	**6,868,377**	**6,868,377**	**9,430,697**
Carryforward to Next Year	**6,721,874**	**9,430,697**	**8,272,989**

Figure 2: Staff Complement, Division of the VP Students

	Professional/ Managerial	Staff	Total
Office of the VP Students	5	2	7
Career Centre	5	13	18
Admissions & Recruitment	16	57	73
Office of the Registrar	9	40	49
Student Community Development	36	13	49
Colleges	1	25	26
Student Client Services	3	18	21
Sport and Recreation	19	20	39
Office of Student Financial Services	9	28	37
Total	**103**	**216**	**319**

Source: Office of the Vice-President Students

Student Client Services

Student Client Services provides current students with customer service for most financial and registrarial services. A team of twenty staff and two managers and one director cover three service areas:

1) Reception area inside the doors to greet and clarify service needs;

2) Modular style suite, which provides privacy for one to one interactions, and;

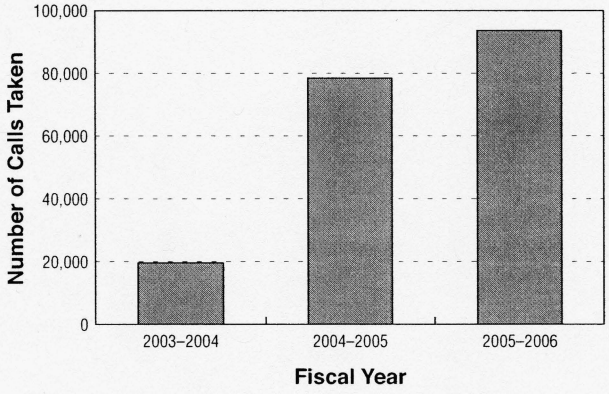
3) Call centre for current student's incoming calls.

The use of line management, call centre technology and a student relationship database called "Action History" complement the efforts of the cross trained staff. This year, Student Client Services assumed responsibility for in-person and call centre services for prospective undergraduate students and applicants. This has resulted in enhanced service training and coordinated business standards.

In collaboration with the Registrar's (RO) and Student Financial Services (SFS) offices, Student Client Services works to optimize communication and service delivery - on-line or in-person, electronic versus handwritten, to reduce administrative challenges for current students.

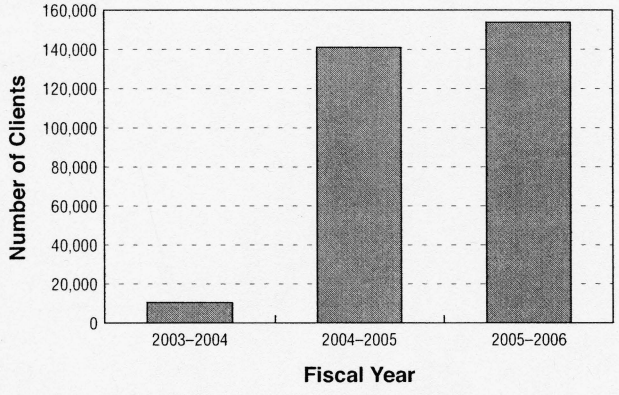
In the second year of business, the Call Centre answered more than 93,000 student calls while service representatives helped with more than 153,000 in person enquiries. This represents an increase of 8.4 per cent students served by phone enquiry and 9.2 per cent students served in person from 2004-2005. Service data can be seen in Figures 3 and 4.

Figue 3: Number of Calls taken by Student Client Services Call Centre



Note: Student Client Services Call Centre became operational in March, 2004

Figure 4: Number of In-person Clients to Student Client Services



Note: Student Client Services Front Desk became operational in March, 2004

STUDENT CLIENT SERVICES RESULTS FOR 2005-2006

1. Continue to improve service delivery through technological enhancements

- Fast tracked the turnaround of OSAP-related interest-free documentation and refined January protocols for OSAP distribution in Student Client Services.

2. Improve the quality of service delivered

- Continued to coach service representatives to improve call centre service delivery that resulted in delivering information in a shorter period of time;
- Launched outbound service calls for Convocation as a pilot service using call centre technology;
- Introduced a new level of training concerning the operational function of the program enrolment system (PES) that resulted in staff being able to better investigate a student's record to provide information such as the status of petitions and dropped courses.

3. Build stronger links with Faculties' academic advising office

- Student Client Services were an active partner in the development of the newly formed New Student Transitions Council. Consulted with each Faculty advising office to consolidate messaging and update on advising changes. Introduced a way-finding map to connect new students to advising offices and other key services.

4. Help enhance the first year student experience

- Coordinated a roster of more than 45 training sessions for new students in conjunction with college orientation and in partnership with Student Financial Services;
- Piloted a 'Parents Café' with a team of Faculty, students and staff representatives to give parents a unique introduction to the University.

STUDENT CLIENT SERVICES GOALS FOR 2006-2007

1. Introduce an on-line booking system to give students the ability to take advantage of Student Client Services at a time that suits their academic schedule.

2. Enhance response time for student financial enquiry by amalgamating the existing frontline service counter in Student Financial Services into the one-stop Student Client Service area. As part of an overall review of service provision, this will allow students to eliminate one further step and resolve financial service issues in one visit.

3. Measure student satisfaction with service delivery via an on-line customer service survey.

Admissions and Recruitment

Admissions and Recruitment works closely with both academic and administrative units, especially Marketing and Communications, across the university to attract and enrol an academically strong and diverse group of students in support of the academic mission of the University. York assumes a leadership role in undergraduate recruitment, admission and retention practices and continues to experience strong enrolment results in comparison to key competitors. This year, attention will focus on the graduate student market to enhance the practices and means used to attract and convert students.

ADMISSIONS AND RECRUITMENT RESULTS FOR 2005-2006

1. Maintain market share, especially in first choice applicants, and quality of first year students across all markets

- The academic standing of the first year class continues to improve. The mean average for direct entry students increased by a full 1 per cent to 82.55 per cent. Though the applicant base experienced a marginal drop of less than 1 per cent (See Figure 5), the decrease was found in the cohort with the lowest academic standing, namely the 70 per cent-75 per cent applicant group, while students admitted to York with an 80 per cent or greater average, now 58 per cent of our market, rose by 6.1 per cent in one year (See Figure 6).

2. Increase recruitment and marketing efforts with special markets including parents, top applicants and Ontario College transfers

- Expanded the 'admissions on the road' program through which York admission representatives provide immediate review of credentials and admission decisions on-site at local colleges;
- Implemented on-line 'self reporting of grades' for out of province students to facilitate the generation of timely offers of admission;
- Internationally expanded on-site visits with students offered admission and their families to augment the acceptance rate of this group of students;
- Co-hosted an international counselor day for representatives from six U.S. states.

3. Redefine our ability to address students in meaningful way

- Co-hosted on-line chats, organized special events for prospective students, e.g. a special Gairdner Lecture for secondary schools in the region, Faculty conversion events, coordinated contact with schools and guidance counselors and provided strategic guidance at the York Recruitment Council;
- Audited admission practices and protocol for admission assessment and document processing to ensure prompt evaluation and decision on applications;
- Upgraded the on-line event registration system for special events and tours;
- Introduced York Educational Adventures as a unique incentive for prospects. Each adventure exemplified York's interdisciplinary approach to teaching and research.

4. Continue to refine the integrated communications strategy that incorporates a logical progression of well-timed messages delivered in meaningful ways with each market

- Created a transition council consisting of faculty, student and staff representatives to identify the key messages and information to be delivered to applicants and to prepare them to undertake their studies at York;
- Audited admission practices and protocol for admission assessment and document processing to ensure prompt evaluation and decision on applications.

Figure 5: York Market Share

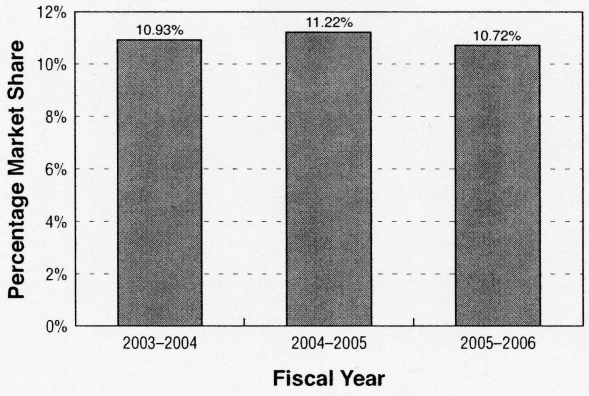
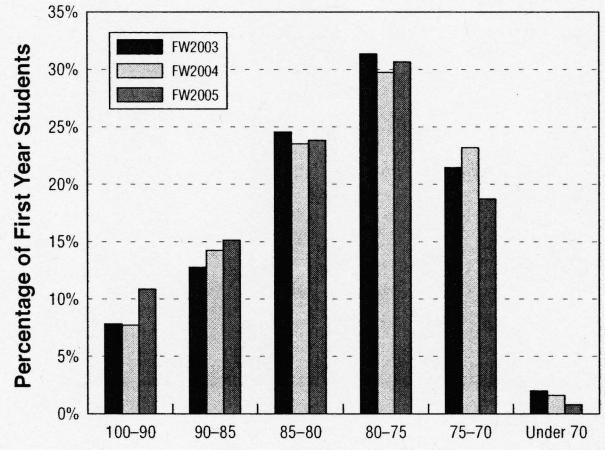


Figure 6: Final GPA Distribution of First Year Students Entering Directly from High School



ADMISSIONS AND RECRUITMENT GOALS FOR 2005-2006

1. Maintain the strong gains made in the academic standing of new students in the domestic undergraduate market while increasing applications in both the national and international markets through the following strategies.

2. Develop unique programming that promotes awareness of York to aboriginal, francophone and first generation students, and students with disabilities.

3. Develop new recruitment initiatives and work closely with the Faculty of Graduate Studies to increase applications and registrations.

4. Provide strategic and operational support to Faculties and graduate programs working to increase enrolment by enhancing York-wide and program-specific admissions, recruitment and conversion activities and procedures.

5. Continue to refine the integrated communications strategy that incorporates a logical progression of well-timed messages delivered in meaningful ways with each market from student recruitment to conversion to transition phases.

Offices of the Registrar and Student Financial Services

The Offices of the Registrar and Student Financial Services support York University's academic and enrolment management. The Registrar's Office plays a significant role in systems development and technological service enhancements related to the Student Information System (SIS). Both Offices maintain and preserve the integrity and accuracy of the official academic and financial student record, inform University policy discussions provide timely and efficient administrative infrastructure and support to Faculties and Departments, and support Student Client Services, the main frontline area of the Division of Students.

Examples of the functional activities of Student Financial Services include: government loans program administration, including OSAP (See Figures 7, 8 and 9), student accounts management; scholarships, bursaries and awards administration and disbursement (See Figure 10); financial petitions; management of the University WorkStudy program.

Examples of some of the functional activities of the Registrar's Office include: SIS systems development; degree audits; transcripts; grade reports; academic petitions; Faculty transfers; sessional and examination dates planning and execution; course enrolment as well as lecture and examination scheduling.

Figure 7: Value of OSAP Funds Disbursed to York Students

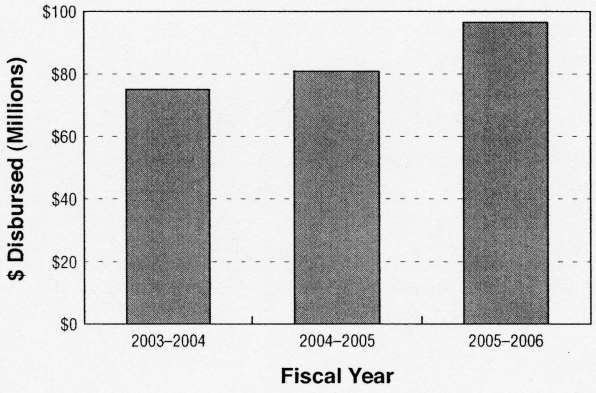


Figure 8: Number of OSAP Applications Assessed

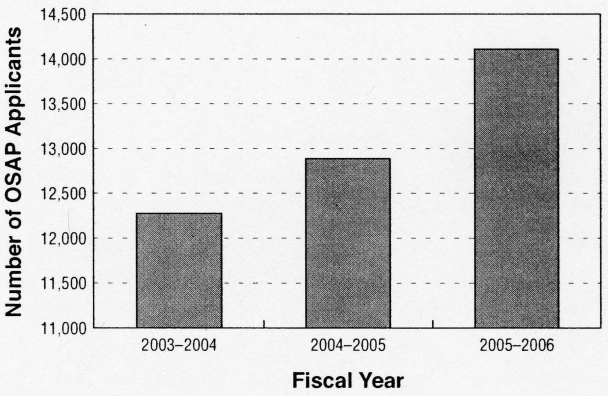


Figure 9: Percentage of Full-Time Undergraduate Students on OSAP

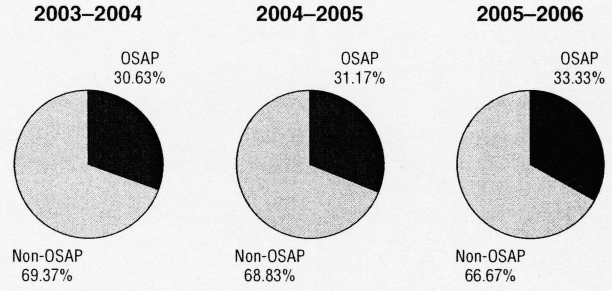
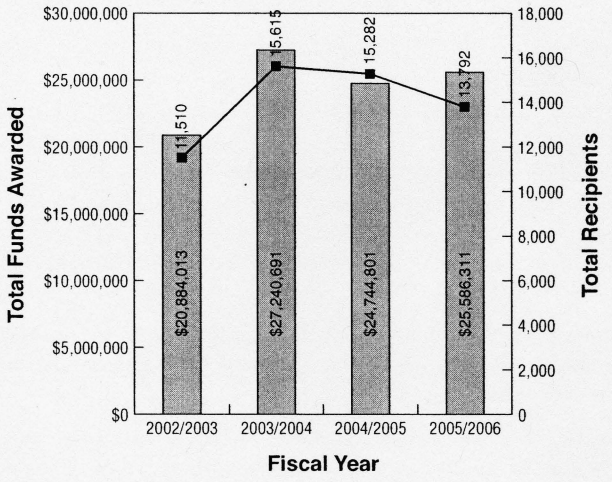


Figure 10: Total Undergraduate Scholarship, Bursary and Awards Funds Disbursed and Number of Recipients



STUDENT FINANCIAL SERVICES RESULTS FOR 2005-2006

1. Improved service delivery through technological enhancements

- Integrated Telecom charges for telephone and cable service into online Student Account statements which allows students to review and pay one statement rather than two;
- Promoted publication of account statements on the web by eliminating mailing of statements. The information on the net is current which allows students to ensure their transactions are accurate on a timely basis;
- Launched the on-line Student Financial Profile for continuing students, which allowed students to apply for bursaries and Work/Study and Service Bursary eligibility by completing just one application form;
- Implemented an online OSAP application for continuing summer students.

2. Improved service delivery to students and streamlined processing for staff

- Developed an escalation protocol with Student Client Services to enhance the student's experience in problem solving, and facilitating information flow between SFS/SCS.

3. Performance and Quality Measurement

- Collaborated with the York University Foundation on refining disbursement protocols and assisted Faculties, departments and colleges with improving annual award disbursements to students with a goal of a 100 per cent disbursement target.

STUDENT FINANCIAL SERVICES GOALS FOR 2006-2007

1. Implement the Student Access Guarantee for the University

- Develop and execute a comprehensive outreach plan to students (applicants, continuing and graduating students) to raise awareness regarding OSAP changes as well as increase participation rates in government assistance programs. Includes developing and delivering relevant workshops, event participation, and stakeholder presentations at York and in the local secondary schools.
- Enhance the functionality of the on-line Student Financial Profile to make it easier for students to complete and for administrators to assess.
- Launch the e-reports system to the York University community to ensure monitoring of disbursements with a goal of achieving the 100 per cent target. Deliver training and ongoing monitoring support to assist the Faculties with realizing this target.
- Identify and implement human resource organizational changes to ensure effective implementation of the Student Access Guarantee.

2. Support the goals of the University Academic Plan by enhancing the work-study program to provide research opportunities for undergraduate students.

3. Continue to improve service delivery through technological enhancements

- Enable the automated review of student accounts to efficiently release most of the 33,500 refund cheques. This will provide students with refund cheques faster, particularly for bursary exercises;
- Create an online application for students to request continuation of interest-free status on previous student loans.

4. Performance and Quality Measurement

- Develop new performance indicators for quality improvement (e.g. enhance system-generated OSAP diagnostic reports to support Ministry audit requirements and to continue to improve service delivery; enhance the summer OSAP online application for continuing students.

OFFICE OF THE REGISTRAR RESULTS FOR 2005-2006

1. Strategic Initiatives

- Established a senior level advisory group, the Registrar's Roundtable, to support strategic decision making related to systems priority development and other change initiatives in the Registrar's Office. Launch an administrative intranet site to provide current information to Faculties on service and system improvement projects within the Registrar's Office.

2. Technological/communication services improvements

- Launched Phase Two of a new automated on-line Grades Collection Module for Fall 2005;
- Began development of a new Graduate Enrolment Module ("GEM") to better serve institutional reporting needs in preparation for the anticipated increase in graduate enrolment;
- Increased use of the automated web degree audit system;
- Launched the automated production of graduate transcripts;
- Launched an automated registration system for collaborative nursing students to ensure timely and effective data-management and improved student service.

3. Organizational/Human Resource improvements

- Designed and mounted a series of customized professional development workshops for both management and staff focused on creating a student focused service environment;
- Developed a document processing unit and a project management unit to support the execution of the systems/work process projects;
- Finalized planning for providing a central coordinating role in the production and distribution of diplomas for Convocation.

4. Policy/Protocol service improvements

- Reduced time taken to release student grades by 10 days compared to Spring 05;
- Developed proposal to improve service for York exchange students by reviewing/revamping current protocols/policies in collaboration with York International and appropriate committees;
- A new initiative planned and implemented in 2005-2006 including collaborating with Student Community and Leadership Development on alternate exam and test scheduling for students with special needs (See Figure 11). This included the creation of an entirely new unit in the Registrar's Office specifically dedicated to assisting these students in addition to the design of a new Web site, online booking system, refining best practices and informing the community of the changes. The online booking system is in keeping with 90 per cent online service stretch targets. Whereas previously all scheduling requests were submitted in paper format, the Registrar's Office received 3,563 online requests between January to April 2006;
- Supported the University Counsel Office in a pilot document retention strategy and related privacy concerns (Freedom of Information and Protection of Privacy Act initiative).

Figure 11: Alternate Exams and Tests Scheduled

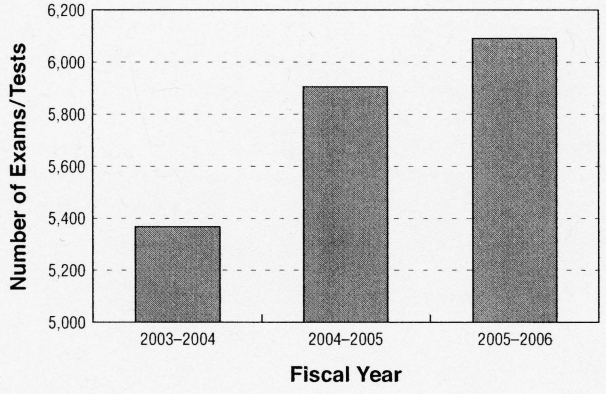
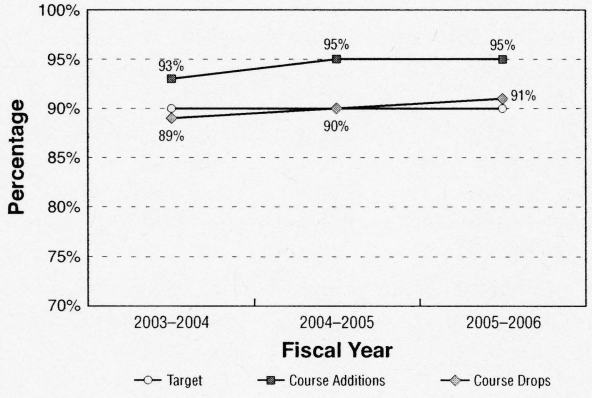


Figure 12: 90% On-line Service Target



REGISTRAR'S OFFICE GOALS FOR 2006-2007

1. Strategic Initiatives

- Improve administrative relations with Faculty of Graduate Studies, working cooperatively on opportunities for enhanced service and harmonization;
- Review fee assessment categories with a goal of clarity and harmonization, particularly regarding unique graduate programs and in light of the government and University tuition fee policy requirements;
- Enhance cooperation and mutual support between the Registrar's Office and Student Client Services in the delivery of student services such as calling campaigns, on-demand document production, and sharing of staff during peak demand.

2. Technological/communication services improvements

- Support the University's restructuring efforts: (a) Develop and implement the system requirements to create the new Faculty of Health; successfully complete the transfer of nearly 10,000 student records in the establishment of a new Faculty of Health (b) implement the ITEC merger (c) identify additional restructuring needs resulting from the Senate approval process and develop/implement related programming and student transfers (d) develop and deliver supporting communications and guiding procedures as appropriate;
- Launch additional phases of the online Grades Collection module (phase three = Winter 2006 grades exercise; phase four = Summer and Fall 2006); stretch target is to achieve a 40 per cent participation rate in the first year;
- Reprogram the SIS Fees system in light of changes in government policies;
- Increase the capability and use of the automated degree audit system, including the development of a student-view module;
- Develop online method for eligible students to reactivate their record;
- Investigate viability of online record verification system for external users;
- Increase use of automated letter production and email transmission of bulk letter requests.

3. Policy/Protocol Service Improvements

- Support the University Counsel office in the establishment of a viable records retention policy in keeping with new FIPPA legislation;
- Develop, in cooperation with the University Counsel, an action policy in response to forged documents and fraudulent claims regarding academic records.

STUDENT COMMUNITY DEVELOPMENT

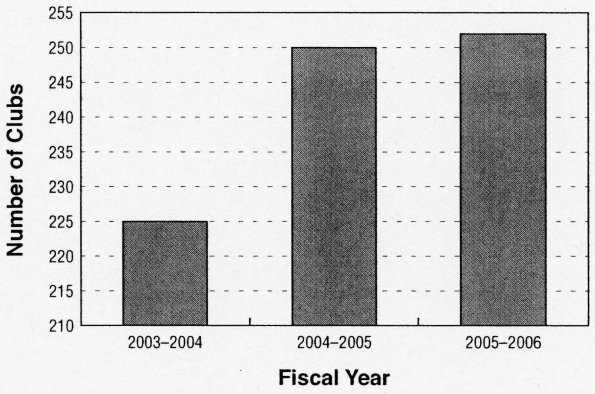
The Office of Student Community Development continues to focus on creating a transformational and enriching student experience. The changes to the office structure in 2004-2005 have been solidified and the goal remains to ensure an integrated approach across the university to guarantee student success.

Centre for Student Community and Leadership Development (SC&LD)

Moving into its second full year of operations, the Centre for Student Community & Leadership Development (SC&LD) is committed to continuously improve the quality of student life on campus. SC&LD enriches student life by, "promoting education, awareness and growth; celebrating diversity, encouraging collaboration and developing citizenship." It is responsible for the critical shaping of student community and culture on campus and includes eight specialized support units: Aboriginal Student Community; Health Education and Promotion; Off-Campus Housing; Orientation and First-Year Programs; Residence Life and the Pond Road Residence; York is U Student Alumni Program, Student Organizations and Student Leadership Programming.

SCLD is responsible for overseeing York University affiliated clubs and booking space for student activities (See Figure 13).

Figure 13: Number of Registered Student Clubs



STUDENT COMMUNITY & LEADERSHIP DEVELOPMENT RESULTS FOR 2005-2006

1. Orientation and First-Year Programs

- Orientation collaboration was increased through planning and organization with student groups, Colleges, Faculties and auxiliary service providers;
- The inaugural York Day was launched: a collaborative information fair and York spirit event that brought student and university groups together while serving as a culmination of a successful orientation period;
- A first year experience program was launched in conjunction with the Colleges. The program focused on a series of seminars targeting academic skills and campus engagement. The positive feedback will lead to a revamped program m the coming year;
- Two key documents, the Parent Guide and Student Guide were revamped and given a content and design overhaul.

2. York Student Leadership Initiative

- A Student Leadership Retreat was created;
- The York Leadership Conference was revamped to include more interactive sessions that appealed to student leaders;
- Under the direction of the Executive Director of Alumni and Vice-President Students, the "York is U Student Alumni Program" was merged into the SC&LD portfolio. Through a strategic visioning process, York is U condensed its program offerings from 38 broad events to 8 high focused university-wide activities. These 8 "core" York is U programs have been revamped and enhanced on every level to provide York students with higher profile, quality and contact community building opportunities.

3. Off Campus Housing

- A review of off-campus housing options was conducted and a plan was developed for implementation in summer 2006.

STUDENT COMMUNITY & LEADERSHIP DEVELOPMENT GOALS FOR 2006-2007

1. Increasing participation in Orientation

- Revamp the orientation web portal to provide greater orientation information to new students. Participate in the "New Student Transitional Council" and a student/parent information lounge located within the Student Services Centre.

2. Student Leadership Programming Tailored to York's Needs

- SC&LD remains focused on improving its student leadership programming and to the launching of a full student leadership program.

3. Aboriginal Student Community Operational Review

- Aboriginal Student Community will also be undergoing an operational review to explore increased service capacity and recruitment opportunities.

Office of Student Conduct and Dispute Resolution

The Office of Student Conduct and Dispute Resolution is responsible for administering the University's non-academic Code of Conduct for students and student governments. The office provides direction, leadership, and guidance to the University community in matters of policy interpretation regarding non-academic student conduct and governs the management of student conduct issues on campus. The office manages critical incidences at York and also complaints about student conduct by providing a complaint intake service, the investigation of complaints, and the management of a variety of dispute resolution processes to successfully resolve complaints.

STUDENT CONDUCT AND DISPUTE RESOLUTION RESULTS FOR 2005-2006

1. Student Code of Conduct

- The Office led a York University initiative to develop a new Student Code of Conduct. The draft Student Code of Conduct has been developed through extensive consultation with York University faculty, staff, students and alumni at the Glendon and Keele campuses. The consultation included several public forums, a web based survey and focus group consultations with students. A final report and implementation is expected in the 2006 academic year.

2. Developed and reorganized the Office of Student Conduct & Dispute Resolution

- Developed staffing and organizational structure to support the expanded mandate of the Office;
- Launched new Web site with dispute resolution information and an online Complaint Form which allows people to complete complaints online and forward them to the Office.

3. Reviewed training and educational practices

- The Office reviewed training and education practices for University stakeholders who are involved in administering the non-academic code and determined that a comprehensive training program is required which can address the differing training needs of York community members who deal with non-academic student conduct issues;
- The Office developed and delivered a training program for Residential Life staff;
- The Office developed and delivered training materials to the York community on the role of the Office and on the non-academic student conduct policies and procedures.

4. Developed policies and operating practices to work collaboratively with Security, Parking and Transportation Services

- Developed a communications plan to ensure that critical incidences and student conduct issues are reported and responded to in an efficient, collaborative manner;
- Initiated regular meetings to share information and to strategize to ensure coordinated responses to potential incidences;
- Developed a process for cooperatively managing critical incidences through the use of the new records management system (IRIMS).

5. Developed an Emergency Residential Relocation Procedure

- The Office organized and led a working group which included representation from several departments to develop an Emergency Residential Relocation Procedure protocol. This protocol ensures that students living in a campus residence, who are faced with an unsafe situation, can be quickly relocated from their current residence to another campus residence. The protocol provides students and staff with consistent guidelines and increases the level of safety provided to students living in residence.

6. Improved and strengthened connections with various departmental units

- The Office was highly engaged in the York community and participated in the development of several policies and protocols;
- The Office offered presentations to enhance the understanding of the role and mandate of the Office and to develop communication between the Office and members of the University Community. Communication between the Office and the University community members and stakeholders has resulted in higher visibility of the Office and a more efficient, expedient process to resolve student conduct issues.

STUDENT CONDUCT AND DISPUTE RESOLUTION GOALS FOR 2005-2006

1. Guidance of the draft Student Code of Conduct through to the approval and implementation stage

- Implement the new Student Code of Conduct.

2. Development of the new Tribunal Hearing Board

- Develop a recruitment plan for the new Tribunal Hearing Board;
- Train the Board in all aspects of overseeing hearings, rendering decisions, and considering appeals;
- Establish polices and procedures for the Board;
- Develop a hearing schedule and supporting documents;
- Develop a method of communicating decisions of the Board to the York community.

3. Develop and oversee a comprehensive training program for members involved in administering the Student Code of Conduct

- Address the current need for of training by developing and overseeing an ongoing training program for all University members who are involved in administering the non-academic code of conduct to ensure consistency and procedural fairness.
- Develop and deliver training that is tailored to the unique needs of faculty, staff, students, Hearing Officers, Local Adjudicators and Residence Life Staff.
- Develop a quarterly report to be circulated to the York community to publish the Hearing Board decisions and the types of complaints and dispute resolution resolved by the Office, to provide a "best practices" model for the York community and to be used in training.

4. Develop a Student Peer Mediation Program

- Improve and increase the services available at the Office by developing a student peer mediation program to offer dispute resolution services to students by students.

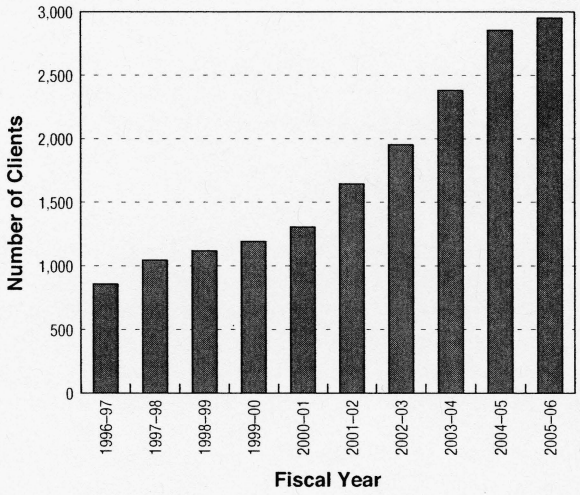
5. Enhance service delivery

- Develop a case management system to streamline scheduling arrangements and the reporting of Data;
- Develop a comprehensive process to monitor number of complaints received, types of complaints received, sources of referrals, outcomes of complaints and outcomes of hearings;
- Develop a comprehensive process to monitor all aspects of critical incident management for monthly review.

Counselling and Disability Service Providers

- The counselling and disability service providers consist of: Atkinson Counselling and Supervisions Centre; Counselling and Development Centre (CDC); Glendon Counselling and Career Centre; and the Office for Persons with Disabilities (OPD). They offer a variety of services to students of York University including personal counselling, group development workshops, learning skills training, and support for physical disabilities, learning disabilities and psychiatric disabilities (See Figure 14). They also facilitate alternate examinations.

Figure 14: Number of Students Registered with Disability Services



COUNSELLING AND DISABILITY SERVICE PROVIDERS RESULTS FOR 2005-2006

1. In collaboration with the Registrar's office, designed and implemented pilot phase of new alternate exam system for students with disabilities

- This provided more effective access to students with disabilities who require accommodated tests and exams as well as a more efficient system for faculty and staff.

2. Refined Case Management database system to track client contact and produce reports for analysis of trends and patterns.

3. Identified additional improvements to be made in provision of assistive technology for students with disabilities.

4. Liaised with Access York and other offices on campus to facilitate implementation of York's accessibility plan.

COUNSELLING AND DISABILITY SERVICE PROVIDERS GOALS 2006-2007

1. Review and harmonize services across counseling and disability services offices to ensure equitable treatment of students seeking those services.

2. Design and develop a more effective notetaking program for students with disabilities.

3. Improve and update Counseling and Disability Services Web site.

4. Relocate CDC to new space.

THE COLLEGE SYSTEM

York University has eight faculty-affiliated colleges on the Keele Campus. Norman Bethune; Calumet; Founders; McLaughlin; Stong; Vanier; and Winters, Atkinson (integrated within the Atkinson Faculty of Liberal and Professional Studies and the Master reports to the Dean). The colleges enhance the student experience for both residential and commuter students, providing an environment in which students have access to faculty and staff who can assist them with problems and provide academic and personal guidance.

The colleges collaborate with various partners in the University to provide services to students including orientation for first-year students, academic advising, foundations courses and program introductory courses, support for student life and the residence life system. The College Masters host many academic and social events with a goal of enriching the experience of students and to provide a sense of community among faculty members. The Academic Advisers in each college play a critical role in the delivery of general advising as well as serving as advocates for students, especially those in their first year.

COLLEGES RESULTS FOR 2005-2006

1. The College system welcomed Dr. Byron Wall from the department of Mathematics and Statistics as the new Master of Bethune College effective July 1, 2005.

2. The colleges, through the Council of Masters, worked closely with Admissions and Recruitment, Student Community and Leadership, and the York Orientation Directors to augment the level of co-ordination across the University in the delivery of orientation programming for first year students.

3. Facilities and Space Planning:

- The colleges identified numerous spaces in each college that required refurbishment. The primary focus is on student space in each of the Colleges, specifically Junior Common Rooms as they serve as meeting spaces for residential and commuter students. Space for College Council activities has also been targeted for development. A plan of action has been created and space needs are being addressed according to these priorities.
- A space committee, consisting of students and Fellows of Winters College was established by Master Rickard to identify space requirements to facilitate the move of the Faculty of Education to Winters.

COLLEGES GOALS FOR 2006-2007

1. Implementation of the College Task Force Report recommendations

- The Colleges will work collaboratively to implement the changes recommended by the Presidential Task Force.

2. Update College Web sites

- Update the College Web sites to be in compliance with university standards and review navigation to increase access to content.

3. Complete the move of the Faculty of Education into Winters College.

4. Refurbish the Junior Common Room in Calumet.

5. Maintain and expand the cooperative role that Colleges play in the delivery of orientation programming to first year students.

SPORT AND RECREATION

Sport and Recreation fulfills an important aspect of the broader university experience by providing opportunities for personal development through a wide range of program offerings and services. Sport and Recreation contributes to the University's educational mandate, individual student development, institutional image and affinity, and the quality of life on campus.

Sport York includes 24 interuniversity teams (13 women's, 11 men's), which compete in the OUA (Ontario University Athletics) and the CIS (Canadian Interuniversity Sport). More than 225 university sport competitions are staged at York annually.

Recreation York has seven program components including memberships, fitness, aerobics/cross training, instructional courses, intramural sports, sport clubs, and casual "drop-in" activities. (See Figure 15 and 16).

Sport and Recreation is also involved in operational management of the University's numerous sport facilities; in the operation of an athlete injury clinic; in fund raising (for student awards and University sport teams); and in outreach activities that include high school events, coaching clinics, and a summer sports camp for kids.

Figure 15: Fitness Centre Participants

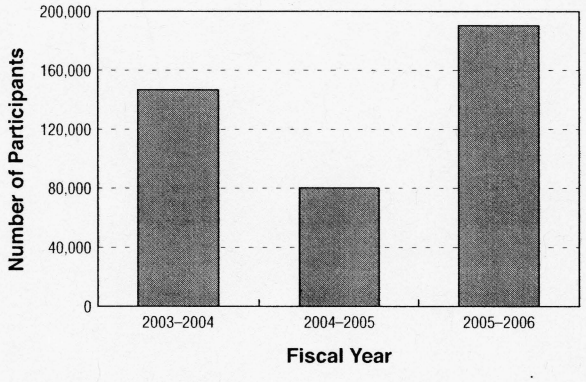
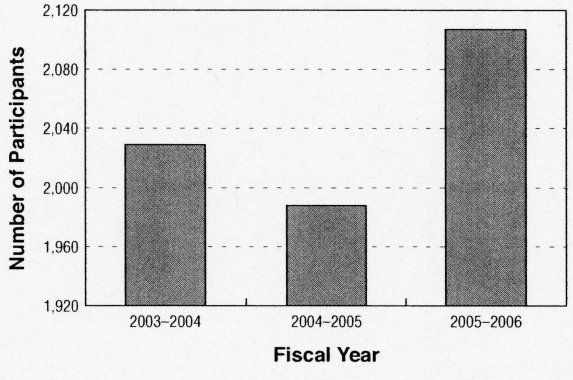


Figure 16: Number of Instructional Program Participants (aerobics, martial arts, dance etc.)



SPORT AND RECREATION RESULTS FOR 2005-2006

1. Improve student focused service delivery

- Training sessions for managers and staff were held throughout the year to focus on the delivery of student-focused service. A motto ("Taking 'Pride' in what we do"), vision and value system was developed that was used to guide the development of a user-focused on-line registration system, building card swipe access and other service focused delivery methods.

2. Address physical space needs

- In conjunction with University administration, a planned three year funding cycle was established for maintenance and renewal of the upper gymnasium floor, tennis courts, main gymnasium bleachers and squash courts. In 2005-06, the main gymnasium received a complete overhaul including bleacher replacement.
- Vacated academic laboratory space located in the basement of the Tait McKenzie Centre was renovated to include a new strength and conditioning centre and studio space for academic practica, sport and recreational use. State of the art equipment was purchased for the strength and conditioning centre.
- The York Arena (aka Ice Palace) was decommissioned as an ice surface and the building closed pending renovation into academic research space. A dedicated ice surface was rented at the Ice Gardens to allow expansion of fitness and lifestyle programs, intramurals and community service programming. The proposal to acquire net new sport and recreation activity space through a retrofit of the York Arena or Ice Gardens did not come to fruition. Activity space continues to be an issue.

3. Student Assistantship

- Thanks to the assistance of the Office of Student Financial Services, the value of renewable sport excellence awards was increased from $1,500 to $3,000 per person.

4. Continue to support, nurture and celebrate athletic excellence

- The men's tennis team won the OUA Championship and the women's soccer, men's ice hockey, women's basketball and track and field teams qualified for the CIS Championships. A full time assistant track and field coach was hired to assist the track and field program.

SPORT AND RECREATION GOALS FOR 2006-2007

1. Address physical space needs

- In conjunction with the Vice-Presidents, Finance & Administration and Students, confirm a capital sport and recreation facilities plan that addresses space requirements;
- Work with the York University Development Corporation to ensure adequate long term land use for sport and recreation is incorporated in the University master plan;

- Work with Facilities Services to develop a long term planned cycle of maintenance and renewal of sport and recreation facilities;

2. Enhance student assistantship and programming

- Through the Chief Development Officer responsible for Sport and Recreation, increase student assistantship through awards and scholarship donations. The goal is to increase the value of the sport excellence awards from $1,500 to $3,500 and the number of awards from 20 to 75.
- Launch the Adopt an Athlete program as a means of increasing interuniversity sport program enhancement dollars. This program has a goal of $125,000 per year for the support of sport teams.
- Sport Club Guidelines to include definitions and levels of support will be reviewed and approved in 2006-2007.

3. Head Coach and Support Personnel

- Coaches and non-union support personnel salaries are undergoing a full university review. The goal for Sport and Recreation is to ensure that coaches and support personnel salaries and workload become competitive within the GTA.

4. Program/Service Assessment

- As part of an ongoing assessment, Sport and Recreation will survey users of the Tait McKenzie Centre to assess client interest and satisfaction through a series of interviews, focus groups and surveys.

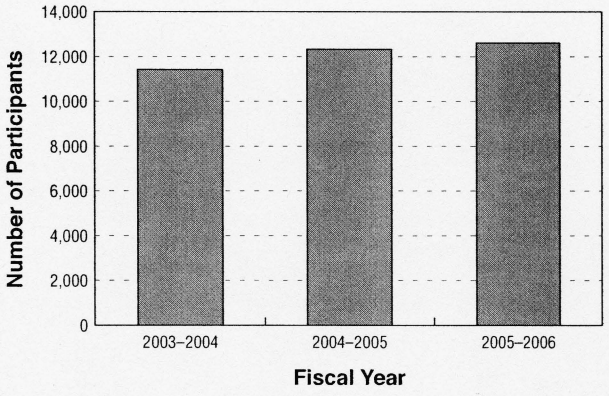
5. Continue to support, nurture and celebrate athletic excellence

- Continue to give student-athletes and coaches the support and recognition they need to inspire success on the playing field.

CAREER CENTRE

The Career Centre's purpose is to increase our students' confidence and abilities to construct meaningful careers. We do this by delivering job search, career development, and experiential education programs to help York students build success on their own terms. Our services to students are educational and process-oriented (See Figure 17).

Figure 17: Number of Student Participants in Career Centre Events and Services



CAREER CENTRE RESULTS FOR 2005-2006

1. Partnered with the Faculty of Science and Engineering to enhance and manage the Technology Internship Program. Streamlined and improved processes for students and employers including

- Clarifying eligibility requirements for each participating academic program to encourage broader participation;
- Expanding the program to include Geomatics and Space Engineering streams;
- Increasing outreach to students resulting in a record 52 new enrollments and 73 students in internships for the May 2006 term.

2. Implement a technology solution that improves student and employer relationship management and services

- Completed a needs analysis for the Career Centre and consulted with other units on campus;
- Investigated possible technology solutions and contracted a service provider to implement new technology for fall 2006.

3. Improve the Career Centre's program planning

- Researched and created a new service delivery model that will provide more individualized and customized services to students;

- Piloted a campus wide career event, Possibilities Week: Career Fest 2006 to help students explore career options after graduation. The event featured a series of 14 panels of alumni speakers presenting their career stories to over 500 students;
- Expanded student-centred online career support by creating two new web tools, one to support students looking for work on campus and the second for graduating students, and updated a third web tool for summer job search support (See Figures 18 and 19).

4. Increase the profile of the Career Centre within the York community

- Developed a new visual identity for the Career Centre in collaboration with the Communications Department;
- Expanded outreach through a variety of electronic tools resulting in a 52 per cent increase in Web site visits (see Figure XX).

Figure 18: Career Centre Web site Hits

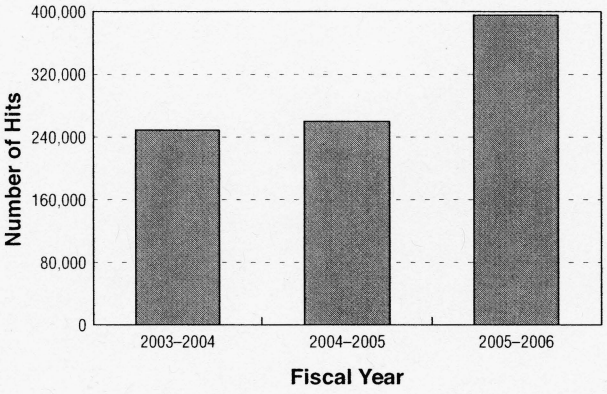
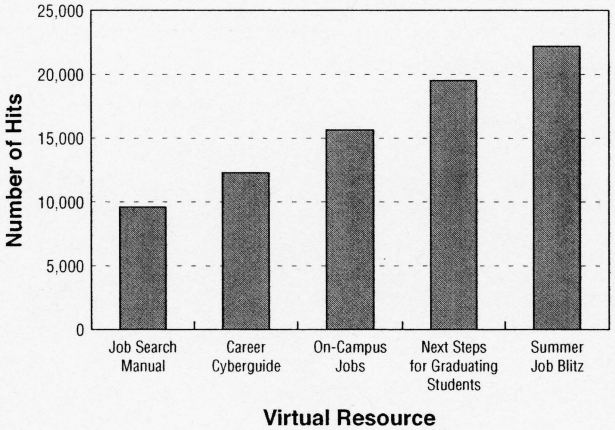


Figure 19: Number of Hits to Virtual Resources on Career Centre Web site, 2005-2006



CAREER CENTRE GOALS FOR 2005-2006

1. Focus our service delivery model to provide more individualized and customized services for students that support their development of career self-management skills

- Launch a comprehensive career counseling service that will assist students in acquiring a richer understanding of self, work preferences, barriers to work, etc. to help them reach the next step in their careers;
- Utilize web services to deliver career workshops including online seminars (webinars) and a Virtual Career Centre.

2. Expand experiential opportunities for students to develop skills and learn about career possibilities

- Define a partnership model for co-managed internship programs and continue expansion discussions with interested Faculties by December 2006;
- Develop a work/study program that links to York's research activities and enhances students' experiences, in partnership with Student Financial Services.

3. Increase the visibility and community awareness of the Career Centre as a centre of career development expertise

- Apply the new visual identity to the Career Centre's communications materials, physical space and Web site;
- Coordinate meetings of the Student Advisory Team to provide input on the Career Centre's community outreach and marketing strategies.

4. Increase the operational/management efficiency and effectiveness

- Relocate the centre to McLaughlin College with minimal disruption in services to students through effective communication and planning;
- Improve the framework for evaluating the effectiveness of services by formalizing a standard scale across programs and services and introducing assessment of learning outcomes as part of the structure.

Division of the Vice-President Finance and Administration

Gary Brewer, Vice-President

The budget summary for the Division of the Vice-President Finance and Administration is presented in the following tables. The "Operating Results by Unit" table is presented in the same format as in previous years and includes results and budgets for all units within the VPFA Division. The "Operating Results by Expense Type" table excludes the data for the Department of Facilities Services which is presented in a separate "Operating Results by Expense Type" table in the Facilities Services section that follows.

Within the Division's budget planning, the 2005-2006 budget for Facilities Services reflects increased operating and overhead costs associated with the addition of (13,655 net assignable square meters of space in) the Accolade East and West Buildings. The Office of the Vice-President indicates a planned increase in one-time expenditures during 2005-2006 associated with implementation of strategic initiatives that have emerged from the 2003-2004 Human Resources review and to support scheduled special projects and initiatives, particularly in Facilities Services and Security Services. These additional, planned expenditures will be drawn from previous years' carryforward.

Division of the VP Finance & Administration

	Operating Results by Unit		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Office of the VP Finance & Administration	1,981,650	1,954,052	1,586,672
Internal Audit	520,563	497,682	530,000
Facilities Services	51,721,614	51,463,207	58,410,409
Occupational Health and Safety	698,123	633,158	694,449
Security Services	3,428,565	3,661,776	4,200,382
Finance	9,746,753	10,836,184	9,740,410
Human Resources and Employee Relations	5,644,244	5,181,800	5,498,722
Total Division of VP Finance & Administration	**73,741,512**	**74,227,859**	**80,661,044**

Division of the VP Finance and Administration (Excluding Facilities Services)

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	200	55,996	-
Internal cost recoveries	52,812	451,526	145,000
Other revenues	665,000	3,317,960	1,170,850
Central allocations	20,205,665	20,558,865	20,220,064
Total Revenue	**20,923,677**	**24,384,347**	**21,535,914**
Expenses:			
Faculty - Administration	-	-	-
Faculty - Full-time	-	-	-
Faculty - Contract	-	-	-
Teaching assistants	-	-	-
Research	-	-	-
Support/Administration	16,424,806	15,994,551	17,653,399
Other	702,262	963,654	521,900
Total Salaries and Benefits	**17,127,068**	**16,958,205**	**18,175,299**
Operating costs	4,620,936	5,527,910	3,796,136
Amortization of capital assets	-	-	-
Cost of goods sold	538	-	-
Taxes and utilities	271,356	278,537	279,200
Scholarships & bursaries	-	-	-
Interest on long-term debt	-	-	-
Total Expenses	**22,019,898**	**22,764,652**	**22,250,635**
Total Revenue less Expenses	**(1,096,221)**	**1,619,695**	**(714,721)**
Previous Year's Carryforward	**4,065,154**	**4,065,154**	**5,684,849**
Carryforward to Next Year	**2,968,933**	**5,684,849**	**4,970,128**

Office of the Vice-President, Finance and Administration

OFFICE OF THE VPFA: OBJECTIVES MET 2005-2006

Accommodating the Double Cohort

The Office of the VP played an oversight role in ensuring completion of construction of the two new Accolade Project buildings in time for scheduled occupancy as well as institutional space planning and renovation priorities, including the development of the Accolade "Ripple" program (i.e., the backfilling of space vacated by occupants of the new Accolade buildings).

Review Budget Allocation Framework and Processes

A comprehensive review was initiated in early 2006 to identify and address current issues and problems, as well as emerging requirements or issues that are foreseen with University budgeting processes and allocation framework.

Develop an Integrated Capital Plan

York's first multi-year capital plan was developed to outline the University's overall requirements in terms of new construction, major renovation, infrastructure and deferred maintenance needs. The capital plan, which was presented to the Finance & Staff Resources Committee of the Board of Governors, focuses on projects in excess of $1 million, links to the University's academic and research plans and sets out the major projects to which the University has assigned priority. The plan also includes provisional estimates of overall costs, sources of funds (if available), and critical timelines.

Comprehensive Multi-Year University Budget Plan

Based on the new tuition fee framework announced by the Provincial government as well as both undergraduate and graduate enrolment plans, VPFA developed a new tuition fee framework and institutional budget plan that extend through the 2008-2009 year.

Initiatives Related to the Subway Extension

VPFA played a role in discussions and negotiations with government officials in regard to the proposed extension of the TTC subway through the Keele campus to York Region, including participation on task forces and committees. One-third of the subway funding cost was committed by the Province of Ontario in its 2006 budget.

Ice Gardens

VPFA managed the University's involvement and interests in the bankruptcy of the Ice Gardens at York University and the subsequent appointment of a receiver to seek a new owner for the facility to assume the land lease with the University.

Archives Project

VPFA played an important role in preparing York University's submission to the Ontario Realty Corporation in regard to the Keele campus being the possible site for the construction of a new building for the Archives of Ontario.

Pension Complaint

VPFA worked with employee groups to seek resolution to a pension complaint filed with the Financial Services Commission of Ontario.

Accountability Performance Measures and Reporting

VPFA contributed to institutional efforts related to multi-year accountability agreements with the Ministry of Training, Colleges and Universities.

Temporary Use of University Space

The Office of VPFA provided support to the President's Working Group tasked with reviewing and making recommendations on the University's policy and procedure on Temporary Use of University Space. A revised policy and procedure were approved and issued to the University community early in 2006. In addition, a framework for regulating and managing postering within the core of central campus buildings was developed and implemented.

Pandemic Influenza Planning

The Office of the VPFA provided leadership and support to a cross-divisional steering committee charged with the mandate of developing a Pandemic Influenza Plan for York University.

Update of Policies, Guidelines and Regulations

The Office of the VPFA continued to facilitate and coordinate the development and approval of new or updated policies, procedures and guidelines related to the functional responsibilities of the Division. During 2005-2006, approval was given to new policies on Access Control and Emergency Preparedness as well as a new Postering guideline. Consultation continued on the development of a comprehensive Signing Authority procedure and register, a new Food Service policy and procedure, and procedural framework documents for Access Control and Emergency Preparedness. The drafting of a policy and procedure on Capital Expenditure Management was completed and approval is anticipated early in the 2006-2007 year.

Continue presentations to the University Community

To promote better understanding of the University's finances and other resources (e.g., space, land use, staff resources) and to foster closer integration with enrolment and academic planning, the Vice-President provided a number of informational presentations during 2005-2006. These included presentations to Deans, the University Administrative Forum (UAF), the Senior Administrators Group Exchange (SAGE), the Senate Academic Policy and Planning Committee (APPC), Senate and the Board of Governors.

OFFICE OF THE VPFA: GOALS FOR 2006-2007

Review of Institutional Budget Allocation Framework and Processes

The Office of VPFA will continue to engage the University community in the transformative budget review project initiated in 2005-2006, with the goal to establish transparent, rigorous and accountable budget processes at York, with a consistent planning context that clearly links to institutional strategic objectives. The budget review will be completed in late fall 2006 with implementation of recommendations anticipated for the 2007-2008 budgeting process.

Development of a Capital Financing Plan

During 2006-2007, a financing plan will be developed to support the 2006 Update to the University Capital Plan, which identifies the University's priorities and focus for future capital projects in excess of $1 million. The financing plan will identify available sources and potential constraints in funding capital projects through 2009-2010 and will provide a context for capital and financing decisions.

Accommodating the Graduate Enrolment Growth Plan

The Division of the VPFA will provide support to the University's overall graduate enrolment growth plan, particularly in areas of financial planning, resource allocation, space planning and development, support for faculty recruitment and campus services.

Update of Policies, Guidelines and Regulations

The Office of the VPFA will continue to facilitate and coordinate the development and approval of new or updated policies, procedures and guidelines related to the functional responsibilities of the Division. During 2006-2007, approval will be sought for new or updated policies and procedures relating to Procurement, Food Services, Reimbursement of Expenses, Capital Projects and Capital Expenditure Management.

Access Control: Revitalize Key Management Program

A review of current practices relating to key control will be completed in order to improve processes and controls. An inventory software program will be acquired for the recording of key production and distribution data and a web application will be developed to facilitate key requests, authorization and production. A common electronic record-keeping template will also be developed for use where keys are managed at the local unit level.

York's Bid for Ontario Archives

The VPFA will continue to represent the University in its bid to construct a building for the Archives of Ontario and, if successful, will provide leadership to the project planning, development and integration with University stakeholders and operations.

Continue Presentations to the University Community

The Office of the VPFA will continue to provide informational presentations to Deans, Executive Officers, Faculty Councils, Senate and other groups in order to promote better understanding of the University's finances and other resources (e.g., space, land use, staff resources) and to foster closer integration with enrolment, academic and research planning.

FINANCE

Trudy Pound-Curtis,
Assistant Vice-President & Chief Financial Officer

During the 2005-2006 fiscal year, there were no additional base or OTO funds provided and each unit experienced a 1.75 per cent budget cut. The planned budget cut of 2.5 per cent for 2006-2007 is being managed by the Vice-President Finance and Administration at the divisional level, and hence individual units within Finance may not all face the 2.5 per cent cut.

FINANCE: OBJECTIVES MET IN 2005-2006

Approval of Updated Plan for the Deficit (Net Assets Balance)

An updated long-term net asset plan was prepared to 2010-2011 to reflect the significant changes that have occurred to the University's key planning assumptions, particularly with enrolment levels and capital projects. The new plan reflects the impact on capital, operating, and ancillary budgets and the actions taken to accommodate the growth in enrolment triggered by the double-cohort and other assumption changes. The plan was reviewed and endorsed by the Board Finance and Staff Resources Committee.

University Capital Plan, 2000 to 2010

An integrated capital plan was completed in the Fall 2005. It identified the University's priorities and focus for capital projects in excess of $1 million for the period to 2010, as well as projects being contemplated for the longer term. The capital plan is linked to the University's academic plan and includes provisional estimates of overall costs and sources of funds.

Enhancement of Finance System Procedures

Finance focused on the available technologies to adopt the best practices for its many processes. Some of the quality improvements included the development and implementation of a data integrity plan, the completion of a comprehensive monthly plan in order to improve year-end processes, the increased use of electronic invoicing (eInvoicing) and purchasing card (PCard) transactions.

Financial Management Plan – Graduate Growth

A multi-year operating plan to support the University's academic plan to grow its graduate enrolments was developed. The plan provides the necessary framework to support the operating, complement and student support costs, as well as the necessary capital financing model to support the increase in these enrolments.

Enhanced Performance of Administrative Systems

Information Technology Services continued to enhance the capability and performance of administrative systems. The projects for the past year included the new YorkCard Campus ("one-card"), the completion of the Smart Call Technology for the new Advance System, an upgrade of Facilities Services maintenance system (Maximo), the completion of eApplications for the Human Resources System, a new residence and hospitality system, as well as a new security system.

Development of Finance Policies, Procedures and Guidelines

During 2005-2006, significant work was undertaken to complete the following reviews: the procurement policy and its related procedures, the business expense reimbursement policy, and endowment funding. A framework was also developed to assist the community in assessing the insurance requirements to mitigate the University's risk associated with the engagement of consultants.

Implement Best Practices in Procure-to-Pay Process

During the year, the Office of the Comptroller and Procurement Services developed a strategic plan to implement more efficient and effective procurement and payment processes, improve policy compliance and internal controls, and increase communication and training to the community. The plan is scheduled to be implemented over a two-year period. Significant progress was made during the current year on the plan.

Enhance Linkages with York University Foundation

The linkages with the Foundation were strengthened during the year with the recruitment of a new University Treasurer, who is providing leadership on a number of critical investment-related issues that are benefiting both the University and the Foundation.

Develop Electronic Document Management Strategy

During the year, the terms of reference were developed to engage the services of a consultant. It is anticipated that the consultant will be engaged in the Fall of 2006 to outline an appropriate strategy to be implemented across the institution.

FINANCE: KEY PERFORMANCE INDICATORS

The primary objective for the Department of Finance is to ensure the long-term financial health of the University. The following key performance indicators are used to measure the University's financial health:

1. Deficit (Unrestricted Net Assets Balance).
2. University endowment (Investment Performance and growth of the fund).
3. University Pension Plan (Investment Performance and funded status).

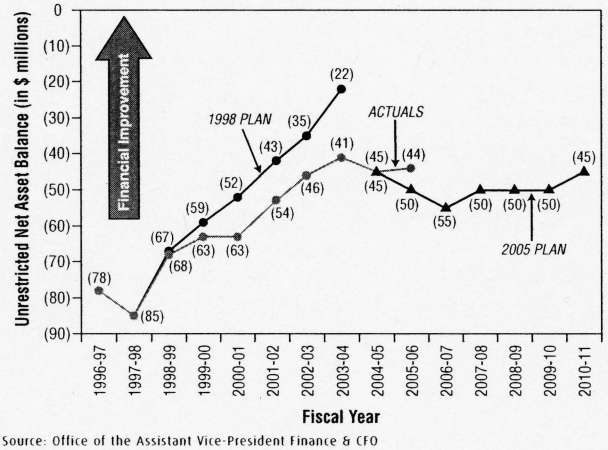
Deficit (Unrestricted Net Assets Balance)

The deficit 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.

The net asset plan was updated to 2010-2011 to reflect significant changes that have occurred with respect to the University's key planning assumptions, particularly enrolment levels and capital projects that were impacted by actions taken in order to accommodate the growth in enrolment caused by the double-cohort and other assumptions changes.

Figure 1 below details the Deficit (Unrestricted Net Assets Balance) and performance to date against the plan.

Figure 1: Deficit (Net Assets Balance)



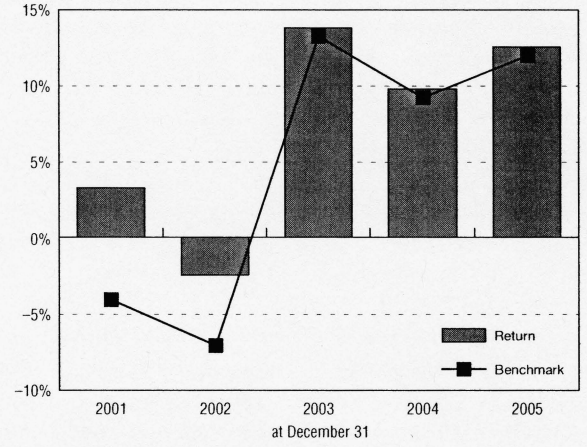
Source: Office of the Assistant Vice-President Finance & CFO

The positive performance to plan in 2005-2006 resulted from improved performance relative to budget for ancillary operations for the year. The University will continue to manage this responsibly.

University Endowment

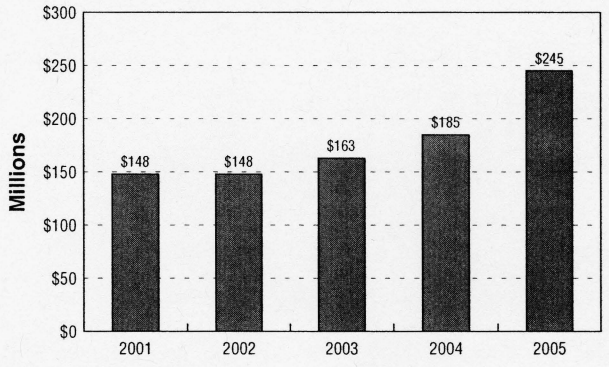
Endowments include restricted donations received by the University and internally-designated donations. Investment returns generated from endowments are used in accordance with the various purposes established by the donors or by the Board of Governors.

Figure 2: Investment Performance Results (Return vs. Benchmark)



Source: Office of the Assistant Vice-President Finance & CFO

Figure 3: Fund Value at December 31



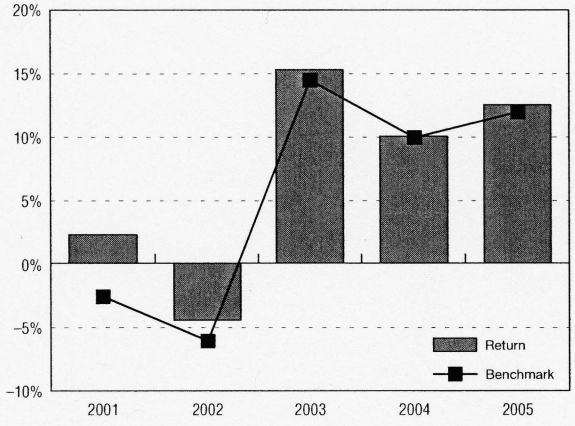
Source: Office of the Assistant Vice-President Finance & CFO

Over the past five years, the value of the endowments, at December 31, has increased from $148 million in 2001 to $245 million in 2005, representing a 65 per cent increase over that period. This growth is the result of fundraising efforts, internally restricted contributions, and investment performance. Over that time period, the investment performance of the endowment has consistently exceeded the policy benchmark, which is a weighted composite of market indexes made up of target indexes representing the main asset classes selected for investment exposure.

University Pension Plan

The York University Pension Plan was established by York University to provide pension benefits to its faculty and staff. The Plan's purpose is to provide a high standard of pension benefits, at a reasonable cost, which is an essential element of the University's compensation policy.

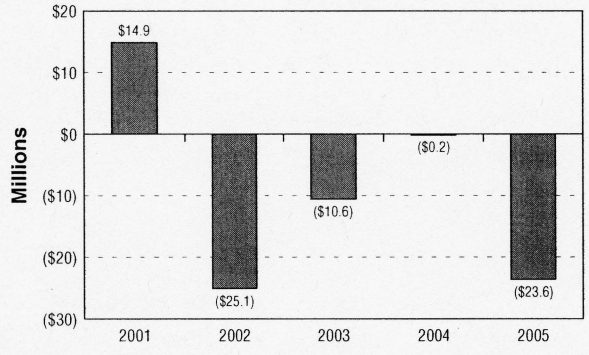
Figure 4: Investment Performance Results (Return vs. Benchmark)



Note: Returns consistently exceeded benchmark.

Source: Office of the Assistant Vice-President Finance & CFO

Figure 5: Funded Status of Pension Plan



Source: Office of the Assistant Vice-President Finance & CFO

The University engages the services of an actuary to determine annually the funded status of the plan and identify whether the assets in the fund are sufficient to meet the pension obligations. These actuarial calculations are based on a number of assumptions deemed to be reasonable at the time of each valuation.

The funded status for the Pension Fund is significantly impacted by the annual investment performance, as well as changes required to the actuarial assumptions.

In the past five years, the funded status of the plan has been impacted by changes to the following actuarial assumptions:

2002 – Investment returns

2003 – Adoption of new mortality tables

2004 – Changes to the Income Tax Act maximum pension limits

2005 – A reduction in the valuation interest rates and an increase in the non-reduction reserve requirements

The investment performance in each of the last five years has exceeded the performance of its policy benchmarks, which is a weighted composite of market indexes made up of target indexes representing the main asset classes selected for investment exposure.

FINANCE: GOALS FOR 2006-2007

Enhance Finance System Procedures

Finance will continue to focus on the opportunities to utilize available technologies better by adopting best practices for its many processes. The focus will be on policy compliance, financial forecasting and cash management.

Multi-Year Capital Financing Plan

Finance will play a key role in the development of a multi-year capital financing plan, which will identify sources of funds for future capital projects and future financing plans, as well as determine the University's total debt capacity.

Enhance Performance of Administrative Systems

Information Technology Services will continue to enhance the capability and performance of administrative systems. This includes projects such as a new Advancement and Alumni system, the completion of eApplication and development of a Time and Attendance system for Human Resources, a new system for Parking, and a new Fleet Management program.

Pension Administration System

The existing EDS Canada pension administration system is being replaced with a new in-house-managed pension administration system. An independent audit will be conducted to ensure the adequacy of the data generated by the EDS Canada system, ensure the accuracy of the new in-house system, and verify the accuracy of the system conversion.

Endowment Asset Review

An overall fund review of the University Endowment Fund will be conducted and focus on the investment structure of the fund. The review will incorporate a study of the risk/return objectives, asset mix, performance benchmark, manager mandates and manager selection, and will pay attention to global equity exposures, currency exposures, and the potential role and appropriateness of alternative asset strategies in the fund. The study will incorporate strong elements of risk budgeting into the process.

Budget Allocation Framework and Processes

Recommendations from the Budget Advisory Group are scheduled for release in the Fall of 2006. Implementation of these recommendations will be phased-in over the next three years. The Office of Budgets and Planning will focus on implementing these recommendations.

Initiatives for Better Service Delivery to University Researchers

The University academic plan has identified research as a critical priority for the University. A number of new initiatives aimed to improve the administrative support provided to individual faculty members include the creation of new research administrator positions within faculties, as well as specialists in Human Resources and general administrative areas.

HUMAN RESOURCES & EMPLOYEE RELATIONS

Norman Ahmet, Assistant Vice-President

During 2005-2006, in addition to its base budget allocation, HR&ER received designated one-time funding of $244,000 toward strategic projects that support the thirteen recommendations of the HR Review of 2003-2004 to be developed and implemented over a three-year period, including new job evaluation systems for CPM and YUSA employees.

HR&ER: OBJECTIVES MET IN 2005-2006

Collective Bargaining

Eight 3-year agreements were successfully negotiated with YusApuY Unit 1, CUPE 1356, CUPE1356-1, CUPE 1356-2, IUOE Local 772 and CUPE 3903Units 1, 2 & 3. One of the highlights of this round of bargaining was the establishment of maximums (caps) on some benefits coverage for these employee groups which, in the long term, will help contain the University's cost of employee benefits.

Job Evaluation and Compensation Plans for CPM Employees

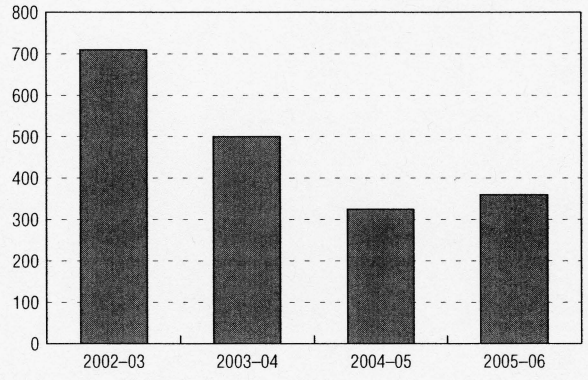
The design and development were completed for new job evaluation and compensation programs for the CPM employee group. The new job evaluation system improves the University's ability to identify and measure both effectively and equitably the universe of work performed by CPM employees. It also provides the framework for a new CPM compensation program, in which internal and external salary market factors were used to develop new salary ranges for CPM positions. The new compensation system allows for merit-based salary increases within a framework of consistent and equitable salary administration practices across the CPM employee group and supports the strategy designed to make York an employer of choice. This compensation program will be supported by a new performance management process, which will be developed during 2006-2007.

Pension Administration

To improve service delivery to current and retired employees of the University, a process was enacted to facilitate the transfer of the administration of York's pension plan from a third party (EDS, formerly Towers Perrin) to the University. This process, which entailed the procurement of a pension software provider and a review of all current processes against plan text and the conversion of pension data by September 2006, will improve the service delivery of pension services while significantly reducing the administrative cost component of the Pension Fund.

WSIB Claims/Lost Time

Figure 6: WSIB Lost Time Tracking (Days), 2002-2005



Source: Department of Human Resources & Employee Relations

The impact of lost time owing to employee injury and sickness continues to be mitigated through effective case management and return-to-work protocols coordinated by the Employee Well-Being Office (EWO) in HR&ER. During the period from May 1, 2005 to April 30, 2006 the number of lost days from work owing to injury or sickness was 352, a slight increase from 330 during the same time frame in 2004-2005, but a significant overall decline when compared to 480 in 2003-2004.

Recruitment

Additional sourcing capability was developed, including external candidate database searches and the use of more "niche" sources in certain recruitment strategies created in partnership with hiring managers. On-line application capabilities were enhanced as the development of the eRecruit tool proceeded. Additionally, Web site job postings for CUPE 1356 and IUOE were introduced. Relocation Services had a successful first (full) year start-up, and assisted 128 new Faculty and senior CPM hires and short-listed candidates. A relocation brochure was developed and a full handbook will be available for distribution and online by the fall of 2006.

Human Resources Information Management (HRIM)

The pilot release of the employee self service module is now in place, with the subsequent deployment to the broader community scheduled for early fall 2006. The evaluation of the eRecruit module was completed and it was concluded that certain technical limitations necessitate the delay of the project until an upgrade of the HR Management System is completed in the third quarter of 2007.

HR&ER: GOALS FOR 2006-2007

Implementation of the Job Evaluation and Compensation Plans for CPM Employees

With appropriate institutional approval, the new job evaluation and compensation plans and guideline will be rolled out to the CPM community.

Performance Management

Ancillary to the new compensation system is the development of a performance management process that is intended to achieve excellence in employee and organizational performance. This process will establish individual goals that align with organizational objectives and provide essential and timely feedback to improve and enhance performance. Upon implementation, the performance management process will be the basis on which managers recognize staff contributions and recommend changes to individual employee's compensation levels, and will enable staff to plan for their own learning and development.

Training and Development

One of the thirteen major initiatives of the HR&ER Review (completed during 2003-2004) was the introduction of new programs to train and develop University staff in acquiring specific job skills sets, managerial skills and leadership skills. This initiative is to improve staff retention rate and to support the University's resource planning and long-term strategic goals.

Freedom of Information and Protection of Privacy Act (FIPPA)

As part of the overall University effort to fully implement this Act, HR&ER has an integral role in developing the template for personnel files and determining the nature of the information that files should contain. In conjunction with other University offices, this exercise will provide clarity and ensure the University's compliance with this legislation.

Negotiations

Strategic Plans have been developed for the upcoming negotiations for the renewal of collective agreements with the York University Faculty Association (YUFA), YusApuY Unit 2 and the Instructors at the York University Language Institute (YUELI) represented by the Ontario Public Service Employees Union (OPSEU).

Human Resources Information Management (HRIM)

With the upgrade of the HRMS system, HR&ER will fully deploy the Employee Self Service module and explore, as well as recommend, an alternate solution that will provide for an automated time and attendance capture. In addition, a University-wide guideline on Employee Records Management and Retention will be developed to ensure compliance with FIPPA.

Pension Administration

The initiative to convert pension administration from a third party to in-house administration will be implemented. It is expected that the Pension and Benefits Office in HR&ER will assume pension administration fully as of September 1, 2006.

Recruitment

HR&ER will continue to develop and enhance Recruitment protocols and adopt 'best practices' and the Recruitment Services Web site information will be fully developed and updated. Automated recruitment tools will be added to capture additional process efficiencies. The development and implementation of a 'Hiring Manager Toolkit' including standard operating procedures will be executed in 2007. A training session for hiring managers will also be offered.

EMPLOYMENT EQUITY

While the University is regarded as having a generally representative workforce, practices are in place across the University to ensure the application of affirmative action principles in all hirings. Overall, York presently exceeds all external levels of representation for the four targeted groups: Women, First Nations/Aboriginal Peoples, Racial/Visible Minorities, and Persons with Disabilities.

Women

Overall, the representation of women has always been high. It has risen steadily from 53.0 per cent in 1998, to 55.3 per cent in 2003, to 56.8 per cent in 2004. In 2005, it remained stable at 56.6 per cent, with a very slight 0.2 per cent decrease.

Representation has increased among faculty and librarians by 0.5 per cent in 2005, building upon the 9.2 per cent increase from 1998 to 2004. Women now account for 44.6 per cent of faculty and librarian positions, up significantly from 34.9 per cent in 1998.

First Nations/Aboriginal Peoples

York's overall representation of First Nations/Aboriginal Peoples doubled from 0.6 per cent to 1.2 per cent from 1998 to 2004, then remained stable at 1.2 per cent in 2005.

Representation among faculty and librarians increased by 0.6 per cent since 1998, to make up 0.8 per cent representation in 2004. Representation remained stable at 0.8 per cent in 2005.

Visible/Racial Minorities

There has been a substantial increase from 16.4 per cent to 24.9 per cent in Visible/Racial Minority members of the York workforce since 1998 – up 0.8 per cent in 2005.

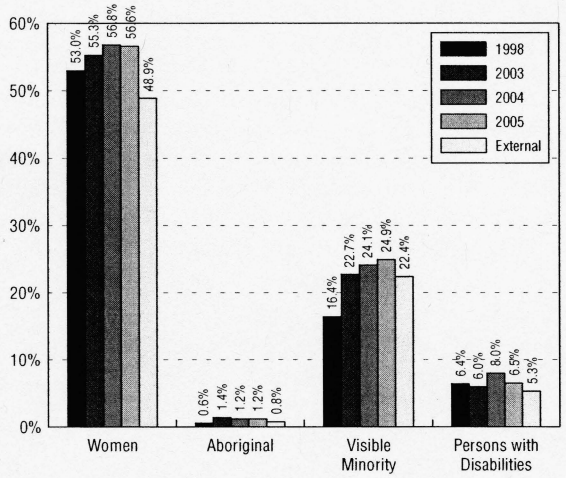
This group presently makes up 15.8 per cent of the faculty and librarian group – up 7.0 per cent since 1998, and up 1.4 per cent from 2004.

Persons With Disabilities

Representation of Persons with Disabilities fluctuated between 6.4 per cent in 1998 to 6.5 per cent in 2005, reaching 8.0 per cent in 2004. Since 1998, York has consistently exceeded the external levels of representation of the Persons with Disabilities group (5.3 per cent). Efforts to break out of the 6-8 per cent range in this important area are ongoing, including the introduction of an Employment Equity Officer, and additional outreach measures.

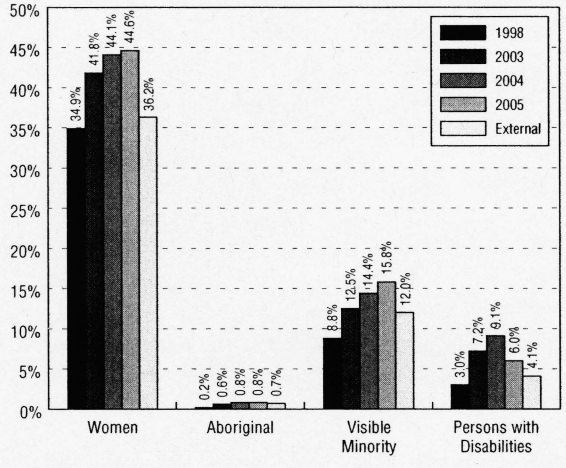
This group now makes up 6.0 per cent of faculty and librarian positions – an increase of 3.0 per cent since 1998, with a 3.1 per cent decrease over the past year. Representation of the Persons with Disabilities group in Faculty and Librarian positions has consistently exceeded the external levels of representation of the Persons with Disabilities group since 2003.

Figure 7: Representation of Designated Employment Equity Groups among all York Employees – per cent



Source: Department of Human Resources & Employee Relations

Figure 8: Representation of Designated Employment Equity Groups among Faculty and Librarians – per cent



Note: The external data for persons with disabilities is available only for the occupational group 'Professionals' which includes 'University Professors' as one of many professions.

Source: Department of Human Resources & Employee Relations

Employment Equity: Goals for 2006-2007

Although York presently exceeds all external levels of representation for the four targeted groups, there is a continued focus on employment equity initiatives to increase the representation of these groups in all areas of the workforce. The accompanying charts show the representation of the designated employment equity groups among all York employees, and among faculty and librarians in 1998, 2003, 2004, 2005, and the external workforce based on the 2001 Canada Census.

Clear priorities, best practices, and an effective employment equity strategy continue to be further fostered. As demonstration of York's commitment to Employment Equity, an Employment Equity Officer will be hired in September 2006 to further support these initiatives. In the year ahead, employment equity efforts will build upon the solid representation the University has established, and will seek to further improve the response rate to York's workforce surveys and re-surveys. York will also continue to pursue the possibility of implementing voluntary online surveys to facilitate the improved electronic capture, accessibility, and reporting of employment equity statistics. York University Temporary Agency (YUTA) will continue its focus on opening additional candidate avenues by liaising with a wide range of external outreach agencies that support equity groups.

FACILITIES SERVICES

Michael P. Graham, Assistant Vice-President

Facilities Services (FS) received a base increase of $2,275,000 in its annual operating budget to support the operations of the two new Accolade Buildings. These funds were allocated to hire additional maintenance and custodial staff, and also to support annual building operation and energy costs.

An additional $596,000 base increase was received to cover inflationary increases in operating costs. This was offset by the return of $165,000 to the University centre for the York Ice Arena operations that were discontinued at the close of the 2004-2005 fiscal year and the transfer of $257,000 to the Information Technology Services (Finance Department) into which the former IT group within Facilities Services had been merged.

Facilities operations also received an additional one time only funding of approximately $265,000 to support the development of the Energy Management Program, to accelerate the implementation of the interior signage program and to launch a new access control program which commenced in 2005-2006.

In addition to the annual allotment of $2,400,000 for the Facilities Renewal Program, one-time funding of $3,499,000 flowed to Facilities during 2005-2006 to address deferred maintenance (from the one-time MTCU allocation received at the end of the 2004-2005 fiscal year). Facilities Services utilized these funds to implement a number of upgrade and renewal projects related to electrical distribution and infrastructure, fire alarm systems, HVAC (heating, ventilation, air conditioning) systems and roadways/pathways.

Budget

The budget represents the combined operating budgets for the functional areas within Facilities Services and does not include capital and renovation budgets for major building and alteration projects. The budget plan also assumes those revenues for cost recoverable services provided to the University as well as the projected expenses for those services. The $7 million increase in total budget allocation in 2006-2007 reflects the increased costs associated with a full-year of operating the two new Accolade Buildings (opened in mid-2005-2006) as well as the projected increase in energy costs that the University will face in 2006-2007.

Facilities Services

	Operating Results by Expense Type		
(Dollars)	2005-2006 Budget	2005-2006 Actuals	2006-2007 Budget
Revenue:			
External cost recoveries	2,643,732	2,823,127	2,699,940
Internal cost recoveries	8,927,393	10,159,252	10,319,817
Other revenues	-	66,361	-
Central allocations	39,786,059	38,861,694	45,540,268
Total Revenue	**51,357,184**	**51,910,434**	**58,560,025**
Expenses:			
Faculty - Administration	-	-	-
Faculty - Full-time	-	-	-
Faculty - Contract	-	-	-
Teaching assistants	-	-	-
Research	-	-	-
Support/Administration	24,450,479	23,041,905	26,202,728
Other	75,000	221,601	75,000
Total Salaries and Benefits	**24,525,479**	**23,263,506**	**26,277,728**
Operating costs	9,831,162	9,971,281	7,576,708
Amortization of capital assets	-	-	-
Cost of goods sold	2,000	-	2,000
Taxes and utilities	17,362,973	18,228,420	24,388,141
Scholarships & bursaries	-	-	-
Interest on long-term debt	-	-	165,832
Total Expenses	**51,721,614**	**51,463,207**	**58,410,409**
Total Revenue less Expenses	**(364,430)**	**447,227**	**149,616**
Previous Year's Carryforward	**393,478**	**393,478**	**840,705**
Carryforward to Next Year	**29,048**	**840,705**	**990,321**

FS: OBJECTIVES MET IN 2005-2006

Complete Accolade Buildings for Occupancy

The construction and fit-up of the Accolade West Building, including installation of state-of-the art teaching equipment, was completed. This new facility providing an additional 3,420 net assignable square meters (NASM) of space was available for use by academic classes beginning in September 2006. The Accolade East Building, a larger and more complex structure of 14,100 NASM, was completed in time for classroom and studio use for winter term classes beginning in January 2006. Completion of several specialized performance facilities and occupancy of faculty offices in the building were achieved by mid-term.

Utilities Infrastructure Upgrades

Numerous upgrades to the central utilities plants and associated distribution networks were completed. All high pressure safety valves were tested and recertified; structural upgrades were completed on the cooling towers; the high voltages substations were thermographically scanned and corrections made based on the results; and work continued on replacing critical isolation valves on the steam and chilled water distribution network.

Deferred Maintenance Program

During 2005-2006, the facility condition audit (VFA) undertaken during 2004-2005 was extended to the most recent buildings added to the Keele campus, including Technology Enhanced Learning, Seymour Schulich, Student Services, The Pond Road Residence, and Accolade East and West. Once audit results are received and Facilities Renewal Program funding confirmed, FS will plan and prioritize renewal projects and work items. The planning of major deferred maintenance items will be integrated into the University's Capital Plan, which is updated annually. For 2006-2007, a Capital Funding Plan will be developed by the Finance Department in consultation with the VP Finance and Administration to provide the structure, time frame and means for major deferred maintenance items to be implemented in a more predictable manner.

Energy Sustainability

FS has developed a strategic Energy Management Plan for York University that will reduce energy consumption and costs; renew capital infrastructure; address some of the deferred maintenance backlog; improve teaching, learning and working environments; and advance the University's broader environmental sustainability objectives. A key component of the Plan is the development and implementation of an Energy Performance Contract (EPC) with a professional Energy Services Company that performs audits of buildings and facilities to establish energy and cost savings potential; plans and project-manages the implementation of approved Energy Conservation Measures to achieve targeted savings; monitors and verifies that savings have been achieved, once measures have been implemented; and provides training and maintenance procedures to ensure that savings are sustained over time. MCW Custom Energy Solutions was selected, through an RFP process, to assist the University in developing and managing this multi-year program that will improve infrastructure and building systems and promote campus stewardship.

Customer Focused Service Delivery and Service Improvement

The principles of customer focused service delivery and service improvement continue to be developed across the FS organization through a series of seminars, retreats and training programs for all staff. Faculty and departmental facilities managers continue to meet on a regular basis with FS senior managers to address community facilities related issues. The web based "Maximo" maintenance database was implemented in the fall of 2005 with a roll-out scheduled for community users within the next year. A new and more extensive FS Web site was launched during 2005-2006 that provides community members with clear, concise communications.

Landscape Master Plan

Significant progress was made on the development of a Landscape Master Plan and a draft plan completed. The planning process, which is ongoing and iterative, involves consultation with University members. The York University Landscape Master Plan arises out of the need to advocate, guide, direct and inspire the stewardship of York University's Keele and Glendon campus landscapes. Stewardship involves the integrated management of the University landscape through responsible planning, design, development, renovation and maintenance in order to achieve a sustainable landscape. During 2005-2006, a notable stewardship project at the Glendon campus was initiated: the Glendon Forest Stewardship Plan is a landscape rehabilitation and management plan to address the deterioration of the Glendon forest ecology that has resulted from recreational use of the Don River valley forest within the Glendon campus.

Accolade Ripple Plan

Planning is complete and renovations underway in areas vacated by the relocation of Faculty of Fine Arts departments of Music and Dance into the new Accolade Buildings. Phase I focuses on extensive renovation of interior spaces in McLaughlin and Founders Colleges. As well, former Art Gallery of York University space on the first floor north Ross Building is being converted to classrooms and additional accommodation exam rooms. The second phase of the Accolade Ripple will focus on the move of the Faculty of Education into Winters College. Throughout Complex 1, the ripple is the catalyst for revitalizing office, student and teaching spaces in some of the first buildings on the Keele campus, constructed in the mid-1960s.

Within existing Faculty of Fine Arts buildings, areas vacated by relocation to Accolade buildings are planned to suit expansion of other departments, to create new homes for several researchers, and to construct a passenger elevator in the Joan & Martin Goldfarb Centre for Fine Arts.

After a major study of spaces and future requirements of the Faculty of Arts, projects are beginning in the Ross Building as part of a functional reconciliation. Changes will continue within Ross, Vanier College and Complex II.

University Capital Plan

FS contributed to a five-year capital plan developed to forecast the University's need for new buildings, additions, infrastructure and facilities renewal, in support of York's academic and research plans,. The plan includes projects in excess of $1 million required for academic, administration, research or ancillary purposes and includes items on the deferred maintenance backlog of approximately $100M.

FS: GOALS FOR 2006-2007

Accolade Colonnade

The Accolade colonnade was deferred from the original construction as a value engineering exercise. Now that the Accolade East and West are completed a request was made to the BOG for the approval of a project to complete the colonnade. This was approved in late February 2006 and work commenced with the design and approval process for the implementation in March 2006. Construction is not anticipated to start until Fall 2006 and completion is anticipated in the late summer of 2007.

Roadway Upgrades

Two significant roadway upgrades will be initiated during 2006-2007. During summer 2006, a dedicated left-turn lane from eastbound York Boulevard to northbound Keele Street will be created; this entire roadway will be resurfaced; and improvements will be made to the adjacent streetlights and grounds. This project will alleviate longstanding traffic problems outbound from the campus and will improve pedestrian safety in this area.

A construction project will be initiated in the fall to re-align and upgrade The Pond Road west (from Sentinel Road) and Shoreham Drive in order for these roadways to be conveyed to the City of Toronto, in accordance with an earlier agreement between the City and the University. The upgrade will include the elimination of the traffic circle at The Pond Road and Shoreham Drive, the signalization of The Pond-Sentinel and The Pond-Shoreham intersections, landscape and walkway improvements to the adjacent Campus Arboretum, and enhancements to storm water management on the west side of the Keele campus.

Utilities Infrastructure

To meet the University's demand a number of infrastructure upgrades are required to renew, improve and expand utility services. Projects will include the installation of a new turbine engine in cogeneration unit #2; the replacement of the main transformer at the Glendon campus; installation of a new 700 horsepower chilled water pump; and the replacement of the cold magnetic electric relays with new digital electronic relays at both Keele and Glendon campuses.

Accolade Ripple Plan

FS will continue with the planning and execution of renovation projects that are part of the Accolade ripple and Faculty of Arts reconciliation, and will develop conceptual plans for spaces to suit increasing research needs and graduate program enrolment growth.

Deferred Maintenance/Facilities Renewal Program

The external firm hired to undertake the facility condition audit (VFA) will complete the project, the scope for which includes all buildings on both campuses. FS will use the inventory created by the consultant to prioritize the use of its annual Facilities Renewal Program funding and other envelope funding, as it may become available, to address the most critical projects.

Environmental Sustainability

Sustainability projects will include phased implementation of the strategic Energy Management Plan targeted to reduce energy consumption at the Keele and Glendon campuses by 25% within the next five years. Among the energy conservation measures to be initiated during 2006-2007 – that will also improve both performance and capabilities – are chilled water modifications to the central cooling system; improvements to the heating, ventilation and air conditioning (HVAC) systems in Ross and 11 other large buildings; lighting retrofits in 11 buildings; and control

system improvements in the central plant. Additionally, an awareness program will be launched to encourage student, staff and faculty involvement and participation in energy conservation.

Campus Planning will continue the iterative processes associated with developing a landscape master plan to guide the stewardship of the Keele and Glendon campuses. Waste Management will continue to improve and evolve in response to wider community initiatives such as co-mingling and other recycling innovations. A focus within the custodial group has been classroom litter and a campaign to promote and encourage stewardship of classrooms by students is to be launched.

Customer Focused Service Delivery and Service Improvement

Facilities Services will continue to provide its employees with training programs on customer service. To improve service to the user community, a web-based module of the 'Maximo' system, that will allow managers to view the status of work/service requests will be rolled-out for community testing in Fall 2006. Additionally, FS will complete the development of an on-line Project Notification form for usage in Maintenance and Renovation projects that will improve timely communication with employees who may be affected. Meetings of the AVP Facilities Services with faculty/department facilities managers will continue to be held quarterly to discuss facilities related issues. FS working with the Department of Human Resources and Employee Relations will continue to explore and develop the concept of a Customer Service Centre. The review of a number of operational processes within FS will be initiated with a view to improving efficiency and service.

Glendon

On the Glendon campus, plans are underway to enclose the ground floor of "B" Wing of York Hall to create additional teaching and student space as well as to provide an interior link between "A" and "C" Wings. Temporary space is also to be developed at the Glendon campus to house teaching and administrative space for Collège Boréal as part of York's collaborative venture to create a Centre of Excellence in Francophone and Bilingual Education at Glendon.

Benchmarking Service Standards

Standards for Maintenance, Custodial Services and Planning (Space) will be developed to serve as guidelines for the University community.

OCCUPATIONAL HEALTH AND SAFETY

Patricia Yu, Director

OHS: OBJECTIVES MET IN 2005-2006

WSIB 2005 Safety Groups Program

York University, with 15 other Ontario universities, participated in the WSIB Safety Groups Program by committing to implement five accident prevention initiatives. The following are the objectives met in 2005-2006.

- Reviewed and updated the University asbestos inventory and management program to include more comprehensive inspection, reporting and tracking procedures.
- Developed written guidelines for managers on how to conduct workplace inspections to complement training workshops.
- Developed laboratory decommissioning guidelines to ensure proper clean-up and disposal of hazardous materials when occupants vacate laboratories.
- Completed and distributed to all employees an information pamphlet for computer users that promotes workstation ergonomics.
- Developed a procedure for the application, approval, renewal and cancellation of a biosafety certificate for workers to use biohazardous materials.

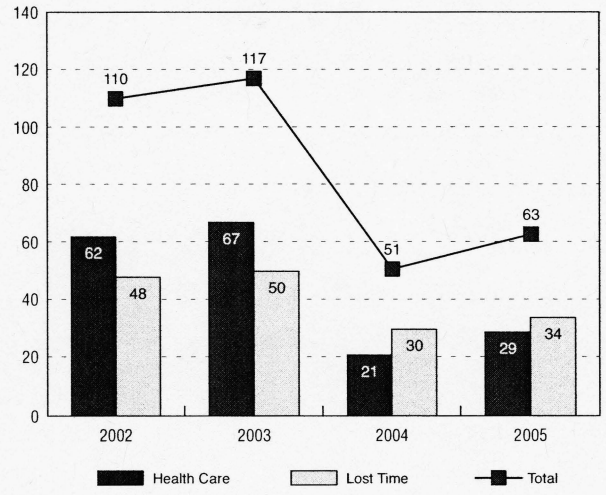
OHS: PERFORMANCE INDICATORS

Figure 9: Work Days Lost Annually

	2001	2002	2003	2004	**2005**
Number of Work days lost annually	455	1,002	492	408	**408**
Full time Employee Population	3,211	3,331	3,468	3,644	**3,755**
X260 paid work days	834,860	866,060	901,680	947,440	**976,300**
Work days lost per 1000 employees	**0.55**	**1.18**	**1.18**	**0.43**	**0.42**

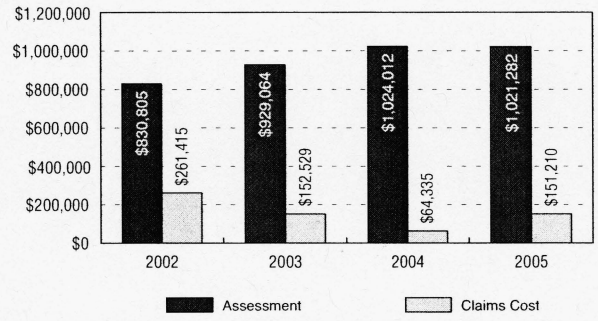
Source: Department of Occupational Health & Safety

Figure 10: Number of WSIB Claims



Source: Department of Occupational Health & Safety

Figure 11: WSIB Costs



Source: Department of Occupational Health & Safety

OHS: GOALS FOR 2006-2007

WSIB 2006 Safety Groups Program and Objectives

York University, with 15 other Ontario universities, will again participate in the WSIB Safety Groups Program by committing to implement five accident prevention initiatives. The following are York's objectives:

- Review the newly amended asbestos regulations and develop implementation plan.
- Develop ergonomics guidelines for the purchase of office chairs.
- Review the new Confined Space Regulation and develop a communication plan.
- Develop a Biosafety Laboratory Worker Safety Orientation checklist.
- Develop a new building inspection protocol and checklist.

INTERNAL AUDIT

Bruno A. Bellissimo, Director

Departmental expenditures of $497,700 were somewhat below planned expenditures of $520,000 due to a number of hiring lags that occurred during the year.

INTERNAL AUDIT: OBJECTIVES MET IN 2005-2006

Enterprise-Wide Risk Management Initiative

Over the last three years, York University has been conducting Enterprise-Wide Risk Management assessments to identify, prioritize, and monitor the key risks impacting the University.

In summary, the assessments identified fifteen strategic, first-tier risks and ten second-tier risks. During the year Internal Audit assisted management in monitoring and reporting these risks to the Board Audit Committee. A report outlining the results of the risk assessment is found in the earlier President's Message and Report Overview.

Internal Audits Completed

A number of audits covering compliance, financial, value-for-money, and other internal processes were completed in 2005-2006. The work included audits in the following areas:

- Art Gallery Financial Statements,
- Atkinson Continuing Education,
- Glendon College,
- IT Security – Student Information System (SIS),
- IT Security – PeopleSoft/HRMS System,
- Marketing Function,
- PCard Review – Faculty of Fine Arts,
- Sodexho Contract, and
- Student Grade Controls.

In the regulatory compliance area, completed audit files were provided to the University's external auditors supporting their audit opinions and the required regulatory audit reports on Student Enrolment, Access to Opportunities (ATOP), Capital Spending, SuperBuild Modernization, and U.S. Federal Family Education Loan Programs. In addition, support for the year-end financial audit was provided to the external auditors. The following table summarizes the audit activities for the fiscal year 2005-2006.

INTERNAL AUDIT: PERFORMANCE INDICATORS

By April 30, 2006, some 76 per cent of the planned audit engagements for the year had been completed, 13 per cent were underway, and 11 per cent were deferred. Internal Audit continued to track management actions on recommendations from completed audits, working with the departments or Faculties concerned, and prepared semi-annually a detailed tracking report of corrective actions taken for the Audit Committee of the Board of Governors. A total of 46 of 73 (63 per cent) corrective actions were reported completed during 2005-2006.

Additionally, Internal Audit has helped to implement Enterprise-Wide Risk Management across the University, to encourage continuous improvement in management processes and to introduce value-for-money concepts.

Figure 12: Audit Activity for the Year ended April 30, 2006

Audit Areas	Number of Projects	Completed	Underway	Deferred
Contract Administration	3	1		2
Financial Management	7	5	1	1
Information Technology	4	3		1
Operations	6	3	3	
Regulatory	6	5	1	
Risk Management	4	4		
Other	7	7		
Total	**37**	**28**	**5**	**4**
Percentage		76%	13%	11%

Source: Department of Internal Audit

INTERNAL AUDIT: PLANS FOR 2006-2007

Internal Audit Plan

In April 2006, the Board Audit Committee approved the York University Internal Audit Plan for 2006-2007. The risk-based Internal Audit Plan identifies audit activities in the areas of compliance, financial, value-for-money, and other internal processes including information technology. In addition, continuous support to the Enterprise-Wide Risk Management Initiative is also to be provided.

Internal Audit will continue to provide periodic, independent assurance that management has mitigated the University's organizational risks and that management systems are operating effectively. Internal Audit's primary deliverables include:

- A recommended annual Internal Audit Plan,
- Regular reports summarizing the state of risk management and management control,
- Identification of system deficiencies with suggestions for improvement, and
- Assessment of corrective management actions.

CAMPUS SERVICES AND BUSINESS OPERATIONS

Michael Markicevic, Assistant Vice-President

CSBO: OBJECTIVES MET IN 2005-2006

Implement the CSBO Strategic Plan

CSBO commenced the implementation of the action plans for the goals and objectives identified in the 3-year strategic plan developed in 2004-2005.

Development of a Capital Budget

CSBO developed a comprehensive capital budget in conjunction with the Ancillaries Long Term Plan that identifies capital and funding requirements for major maintenance and improvements for housing units, parking lots and garages, vehicles and equipment.

Implementation of the "YU-card" System

The new "YU-card" one-card system went live in January 2006 with the successful conversion of the meal plan system, the integration of the library card and the distribution of 2,500 new cards to residence students. Distribution of YU-cards to all new and returning students, representing approximately 57,000 cards, continues and is expected to be completed by October 2006.

Implementation of the Campus Emergency Preparedness Program (EPP)

The Emergency Preparedness Office was established, and an Implementation Framework developed that provides program elements to prepare for, mitigate, respond to and recover from hazards that may pose a threat, namely natural/human-caused events, accidental hazards, and technical and infrastructure disruption. The program encompasses four distinct areas, including: Planning; Operations (organizing, equipping and maintaining an institutional-level Emergency Operations Centre); Training; Exercises/Drills; and Community Awareness.

The Office has established a base-line budget for the program; an Emergency Preparedness Advisory Committee has been created; and an emergency management response structure based on Provincial standards has been developed. Additionally, the Office has launched the implementation of an Emergency Response Warden Program within site-specific facilities and supported the risk-specific institutional Pandemic Influenza Planning Committee.

Operational Reviews of Housing and Hospitality

The completed operational review is currently being studied and options are being explored in regard to actions recommended: to reduce the level of accumulated deferred maintenance; to improve maintenance responsiveness; to improve custodial service levels; to develop a marketing plan for graduate apartments; and to develop closer working relationships and processes between Housing and Residence Life functions.

Food Service Strategy for the University

CSBO has initiated conceptual discussions with campus internal and third party food service operators regarding the development of a food service strategy, a Food Service Advisory Board and a Food Network (of operators) for the University. Through the exchange of ideas and discussion of strategies, the ultimate objectives would be to enhance the quality of service and products, to improve capability to respond to the changing demands of York's diverse campus population, and to maintain competitive pricing and self sustaining food operations.

Parking and Transportation Advisory Council

The Parking and Transportation Advisory Council (PTAC) was created in 2005-2006, to replace the former Presidential Advisory Committee on Parking (PACOP). A broader mandate was given to this forum to encompass transportation services and related issues. PTAC reviews policy items and serves as a means to communicate issues related to parking and transportation to and from the various constituencies within the University community.

Revised Policy Framework for Security, Parking and Transportation Services

Security Parking & Transportation Services (SPTS) developed a comprehensive policy framework that encompasses the review and improvement of existing processes. This includes the development of related standard operating procedures that support the processes; and linked to this is a formal training process based on a quantifiable needs assessment to support employee development relative to operational needs. SPTS has also initiated a process to collect data on key drivers to support the decision-making process that allows for the proactive monitoring of performance to standards.

CSBO: PERFORMANCE INDICATORS, 2005-2006

CSBO Financial Performance

The financial operating results for CSBO's revenue generating operations that appear in Figure 13 below, reflect a total actual deficit of $1.4 million, which is $2.1 million favourable to the budgeted result. Housing revenues exceeded plan by $265,000; TTC Metropass sales by $977,000; parking revenues by $569,000, primarily due to daily parking revenues; and Bookstore revenues by $1.5 million mainly due to higher textbook and course kit sales. Overall, CSBO expenses were $817,000 unfavourable to the budget – due to the increased cost of sales for the TTC Metropass, textbooks and course kits, as well as a $2 million dollar contribution to the capital reserve for future capital expenditures (contributed $1.5 million by Parking & Transportation, $300,000 by Printing Services and $200,000 from Housing).

CSBO: GOALS FOR 2006-2007

Continued Development of Policy Framework for CSBO

Following the lead that Security, Parking and Transportation Services initiated in 2005-2006, the remaining CSBO will complete the process of examining, revising and documenting policies and practices that govern their operations. The comprehensive policy framework will further enhance CSBO's ability to provide consistent and accountable services to the York community.

Further Implementation of the "YU-card" Program

The roll-out of the YU-card program will be expanded to include the issuance of cards to faculty, staff and the remainder of the student body in Fall 2006. The expansion will also integrate additional services including enhanced Web-based account management for cardholders, access to recreational facilities, additional retail services and cardholder and event access validation. Quantitative performance measures for the YU-card program will be developed and data collected during 2006-2007 for reporting purposes.

Continuous Improvements in Printing Services

Printing Services will continue to improve operations, particularly in the production of course kit materials, through process improvements and software solutions. Aspects of the business will be streamlined to focus on services of greatest demand in the community. Processes to submit jobs, including course kit production for the Bookstore shelves, will continue to be enhanced to take full advantage of print on demand capabilities.

Figure 13: CSBO Ancillary Operations, Financial Results for the Twelve Months Ending April 30, 2006

	2006-2007 Budget			Year End Actual		
	Revenue	Expenses	Surplus (Deficit)	Revenue	Expenses	Surplus (Deficit)
Housing and Hospitality	24,211,465	26,844,449	(2,632,984)	24,476,835	25,930,535	(1,453,700)
Food and Vending Services	1,180,169	1,014,661	165,508	1,223,577	1,236,892	(13,315)
YU Card Program	435,000	435,000	—	742,260	733,975	8,285
Lease & Agreement Management	174,933	72,996	101,937	200,145	54,884	145,261
Bookstore	20,413,030	19,664,356	748,674	21,876,536	21,120,682	755,854
Printing Services	4,137,733	3,982,445	155,288	3,439,373	3,188,216	251,157
Parking & Transportation Services	16,004,774	18,085,036	(2,080,262)	17,551,274	18,650,309	(1,099,035)
Grand Total	**66,557,104**	**70,098,943**	**(3,541,839)**	**69,510,000**	**70,915,493**	**(1,405,493)**

Source: Department of Campus Services and Business Operations

Campus Emergency Preparedness Program

The department will begin the development of an Emergency Preparedness Master Plan at the institutional level and the set-up of the Emergency Operation Centre, including standard operating procedures and training for staff.

Bookstores: Retail and Inventory Space Requirements

The Bookstores will undertake and complete a detailed plan to address the lack of usable retail and inventory space to mitigate operational concerns.

Housing and Hospitality: Integrated Strategy

Housing and Hospitality will develop an integrated strategy to optimize the supply and demand balance of both the apartments and residences. Within this context, in conjunction with the Vice President Students, strategies will be developed to increase the appeal of 'on campus' living for undergraduate students and long-term relationships nurtured to enhance Housing's role as an integral component of campus life.

Food Services Strategy for the University

Work on the food service strategy will continue in 2006-2007 with the establishment of community based outreach programs including formulation of a Food Service Advisory Board and Food Network (of food service operators). Marketing initiatives, including a new food service Web site and Healthy Eating brochure, are to be developed and launched for the upcoming year.

Revamp Parking Violations System

Parking and Transportation Services will implement a revamped parking violations system to improve issuance and collection processes, effectively utilize resources and enhance quality of communication with York community members.

goSAFE – A Program to Safely Transport the York Community

Parking and Transportation Services will launch goSAFE, formerly known as Student Security Escort Service, that will provide a consistent and predictable coordinated service, with scheduled pick-up and departure times from specific locations throughout the campus. This re-vitalized service will enhance community safety and improve resource utilization.