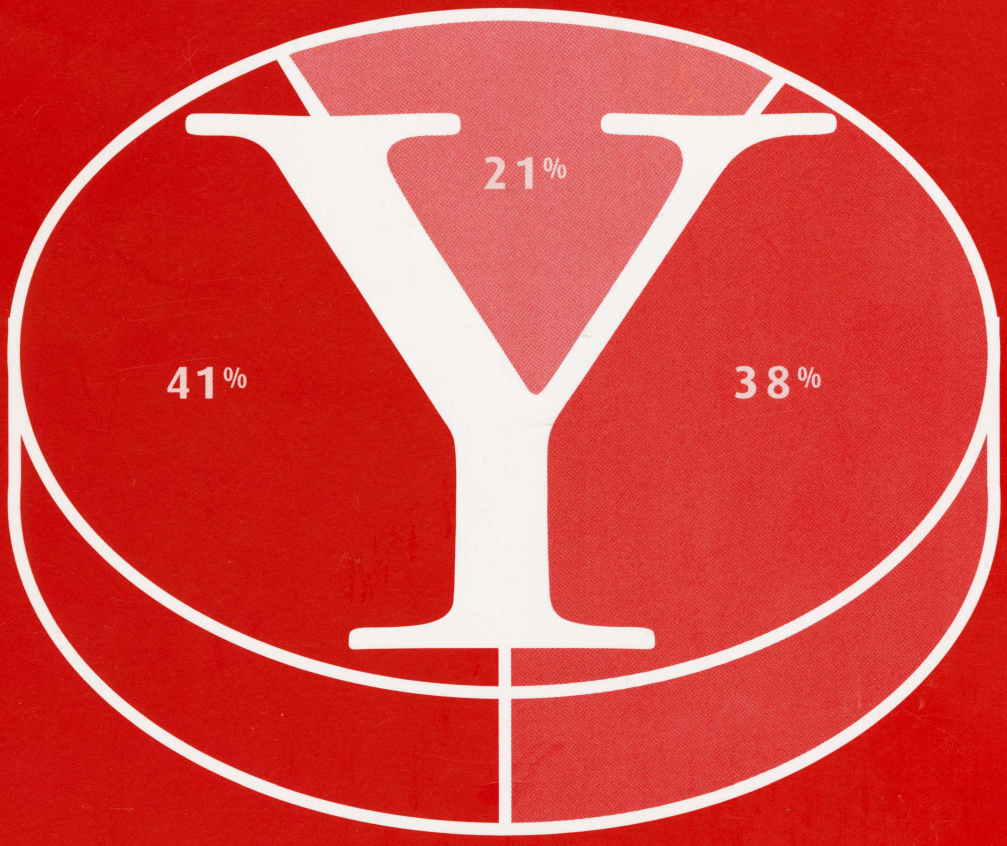


PLANNING, BUDGET AND ACCOUNTABILITY REPORT

2003 - 2004

YORK
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redefine THE POSSIBLE.

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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 is the 6th annual edition of York University's Planning, Budget, and Accountability Report (PBA). It is designed to provide coherent information from the University's administrators for the York University community about the key units of the University on an annual basis. The financial numbers contained herein are based on our fiscal year (May 1-April 30); the enrolment numbers are the November 1st count except where noted; and appointments, promotions and other inclusions are based on the academic year (July1-June 30).[1]

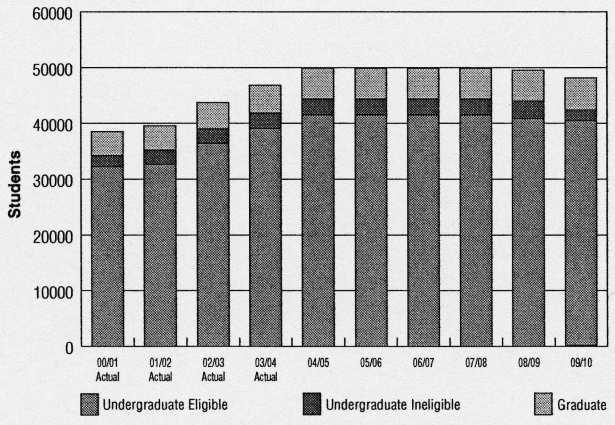
The year in brief

The past year was focused on the double cohort effect. Thanks to the hard work and forward planning of people in every part of the University, thanks to the good relations with the Ministry of Training, Colleges and Universities at Queen's Park, and thanks to the care that secondary schools took in preparing students to make their decisions, York University was more than prepared for the double cohort.

Wonderful students arrived at York and we had almost none of the problems we expected. People were patient and plans unfolded almost perfectly. It showed us the immense value of long-term thinking and planning. Our enrolment targets were met and the academic averages of entering students rose, with all that that implies for future student retention, graduation rates and other key issues.

We have since begun to think in terms of the "post-double cohort" which is a more complex issue. Student behaviour post-double-cohort is less predictable as you will see in reports from the VP Academic and the Deans. Throughout 2003-2004, long term enrolment planning including graduate enrolment planning has been a key focus. The current strategic enrolment plan to 2009, adjusted for actual enrolments up to and including 2003-2004, is presented in Figure 1.

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



Source: Office of Institutional Research and Analysis, September 2004

The search for a Chancellor to succeed Chancellor Bennett was successful. After a very fond farewell to Chancellor-emeritus Bennett, Chancellor Peter Cory was installed during June convocation at York's Glendon campus. Following his installation, Chancellor Cory inaugurated York University's new convocation site and did a remarkable job in officiating at eight convocation ceremonies. He is already a very popular person on campus and in the community.

During 2003-2004, work continued to refine and implement the University's strategic plans, and involved the close working of all divisions of the University. Plans presented last fall to the University have been moving forward and are reviewed for the past year in this document.

Government relations

After the provincial election in the fall of 2003, the new Government was plunged into legislative business and only in the spring of 2004 did we begin to see the shape of their thinking. Good relations have been established with the Minister and other members of the Government and we are grateful that a number of troublesome university funding issues have been solved.

In addition, the Government has delivered on its promise to increase funding for international relations and this will be worked through in the coming year. The funds are modest but real.

An equally serious problem in matching research funds has been solved in the short-term pending a funding review for the long term.

Most important, the Minister has established a Review of Post-Secondary Education under the leadership of the Honourable Bob Rae with a group of distinguished panelists. This review seeks to make recommendations on developing a more coordinated, collaborative and differentiated post-secondary system; and developing a sustainable funding framework, including operating grants, tuition and student assistance, in support of the newly designed system. In 2004-2005 we will focus much of our efforts on participating in the Rae Review and the on analyzing and implementing their findings. We will brief all members of the University on the progress of this review. The outcomes will no doubt reshape the Ontario university system and the future of York.

At the federal level of government, changes have also occurred since the change in leadership of the Government. On copyright, the negotiations did not advance the cause of universities and fees have been raised significantly. In 2003, the federal government continued to acknowledge the importance of supporting the indirect costs of research for researchers and universities in Canada.

At the municipal level we continue to work closely with the governments in York Region and in the City of Toronto. Significant progress in establishing research links and in advancing the case for improved rapid transit to York is reported on elsewhere in this document.

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 2003-2004 fiscal year, as well as budget amounts for 2004-2005 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 Access to Opportunities (ATOP) grants, Fair Funding or additional enrolment growth revenues.

The University's Budget Plan 2001-2005 was approved by the Board Finance, Property and Staff Resources Committee in March 2001, following considerable deliberation and discussion amongst

Figure 2: Operating Results – Summary

(Dollars)	2003-2004 Actuals	Per cent of Total	2004-2005 Budget	Per cent of Total
Division of the President	24,612,031	4.4%	29,835,241	5.2%
Faculties	290,154,970	52.1%	304,750,576	52.8%
Libraries	23,248,884	4.2%	22,808,903	4.0%
VP Academic – Other	30,134,068	5.4%	34,514,375	6.0%
Division of VP Academic – Including Faculties and Libraries	343,537,922	61.7%	362,073,854	62.8%
Division of VP Research and Innovation	9,362,142	1.7%	8,318,939	1.4%
Division of VP Students	63,391,378	11.4%	65,139,627	11.3%
Division of VP Finance and Administration	66,254,842	11.9%	69,070,063	12.0%
General Institutional	49,311,957	8.9%	41,950,713	7.3%
Total	**556,470,272**	**100.0%**	**576,388,437**	**100.0%**

Figure 3: Budget Cuts

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
OTO – All Divisions	0.25%					
OTO – Faculty/Library (from lagging a portion of the 3.7% cut)		($4.8M spread over 4 yrs – plan to be developed)				
BASE – Faculties/Library		2.75%	3.50%	3.00%	1.45%	1.75%
BASE – Administrative Divisions		4.20%	3.00%	2.50%	1.00%	1.75%

the University Executive Committee and the Deans. While the plan supports the achievement of strategic academic and enrolment objectives, it also requires budget cuts, largely driven by assumptions of limited incremental fee and grant revenue over the period combined with significant cost increases associated with compensation, inflationary and strategic budget pressures.

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

The Budget Plan initially approved in March 2001 was subsequently updated in February 2003 and June 2004 in response to additional enrolment growth beyond that originally anticipated, as well as additional cost pressures that have emerged.

The base budget cuts for the Budget Plan 2001-2006 are provided in Figure 3.

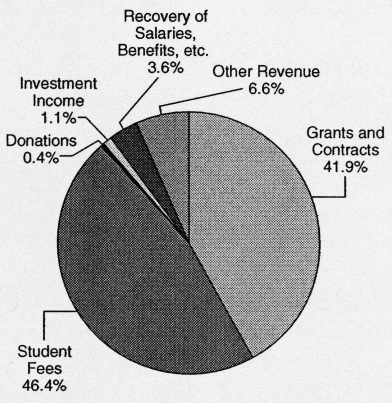
The base budget cuts for 2004-2005 were applied to Faculty and Divisional budgets and are therefore reflected in the detailed budget plans prepared by each unit for the 2004-2005 fiscal year.

Longer-term budget levels, particularly for the Faculties, will be determined not only by the cuts, but also by expected revenue flows from fee income allocations from deregulated programs, and potential grant funding flows associated with planned double cohort enrolments and the Provincial government's Quality Assurance funding.

A budget allocation framework has been developed by the University to project incremental revenues and associated budget allocations arising from enrolment growth. This framework has been presented widely throughout the University, including to Senate, Deans and Faculty Councils. Budget allocations associated with the enrolment growth are included in the 2004-2005 columns in the tables of this document.

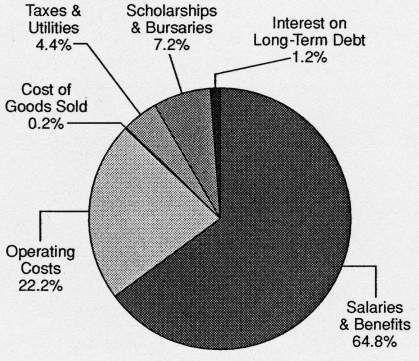
Figure 4: York University Revenue 2003-2004 and York University Expenses 2003-2004

Total Operating Revenue = $570,045,261



Source: Vice-President Finance and Administration

Total Operating Expenses = $556,470,272



Source: Vice-President Finance and Administration

[1] The goals of the PBA are to report to the community on the relationships among the strategic objectives set in the University's plans, the plans of each division, how the budgets moved the plans forward (or not) and explanations about the year past; to report in a clear fashion that is useable by faculty, staff, governors and other interested parties; and to ensure that resource use in the University is fully accounted for by each administrative division.

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 5) has been prepared which takes the University's organizational structure in 2003-2004, restates each previous year, and adjusts for the impact of any allocated but unspent budget carry forwards.

Among significant organizational changes restated in the table are the move of VP Research & Innovation from the VP Academic budget; the transfer of Student Affairs and Colleges from the VP Academic to the VP Students; Internal Audit moving from the President's division to the VP Finance & Administration; and the transfer of Academic Employee Relations from the VP Academic to the VP Finance & Admin & General Institutional. 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. Additionally, in 2003-2004, the University adopted a reporting format which 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.

Enterprise-Wide Risk Management Initiative

Risk Management Framework and Objectives

In 2003, York University implemented an Enterprise-Wide Risk Management program, the objectives of which are to:

- Gain a better understanding of the risks facing York University.
- Identify opportunities that can be explored to improve the achievement of York's strategic objectives.
- Identify threats to strategies that need to be managed.
- Assess how well the strategic risks, critical to York's success, are being managed.
- Assist senior management and the Board of Governors in meeting institutional governance requirements.

To formalize York University's expectations and requirements in the area of Enterprise-Wide Risk Management, the Board of Governors approved a Risk Management Policy. Additionally, to provide guidance on the implementation of this initiative, a risk management framework (Figure 6) was developed, consisting of three main phases: Risk Assessment and Identification, Risk Management Strategy Development, and Risk Monitoring and Reporting.

Figure 5: York University Expenditure Analysis – Expenditures Based on 2003-2004 Organizational Structure and are Adjusted for Carryovers

(in millions of dollars)	2000-2001 Actuals	% of Univ*	2001-2002 Actuals	% of Univ*	2002-2003 Actuals	% of Univ*	2003-2004 Actuals	% of Univ*
VP Academic	$248.4	61.9%	$262.9	62.9%	$286.6	60.2%	$331.1	60.8%
VP Research & Innovation	10.1	2.5%	6.5	1.5%	8.5	1.8%	9.4	1.7%
Academic Subtotal	**258.5**	**64.4%**	**269.4**	**64.4%**	**295.1**	**62.0%**	**340.5**	**62.5%**
Non Degree Programs	20.4		22.3		23.5		23.7	
Academic Total	**278.9**	**64.4%**	**291.7**	**64.4%**	**318.6**	**62.0%**	**364.2**	**62.5%**
Operating Costs	30.4	7.6%	30.3	7.3%	32.8	6.9%	34.9	6.4%
Scholarships & Bursaries	16.5	4.1%	17.0	4.1%	20.1	4.2%	27.2	5.0%
VP Students	**46.9**	**11.7%**	**47.3**	**11.4%**	**52.9**	**11.1%**	**62.1**	**11.4%**
VP Finance & Administration	**53.3**	**13.3%**	**51.9**	**12.4%**	**58.7**	**12.3%**	**65.6**	**12.0%**
President (No CNS)	**9.0**	**2.2%**	**8.0**	**1.9%**	**8.6**	**1.8%**	**10.9**	**2.0%**
President: CNS	**12.0**	**3.0%**	**14.4**	**3.4%**	**15.1**	**3.2%**	**16.7**	**3.1%**
General Institutional	**21.5**	**5.4%**	**27.2**	**6.5%**	**36.3**	**7.6%**	**42.7**	**7.8%**
Debt Servicing – New Buildings	—	**0.0%**	**0.0**	**0.0%**	**9.2**	**1.9%**	**6.6**	**1.2%**
Total University Net of Non Degree Programs	**401.2**		**418.2**		**475.9**		**545.1**	
Total University	**421.6**		**440.5**		**499.4**		**568.8**	
Net Carryover Adjustment	7.5		(0.5)		7.9		12.3	
Total University Net of Carryovers	**$414.1**		**$441.0**		**$491.5**		**$556.5**	

*To Determine 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.

Figure 6: Risk Management Framework



Risk Assessment and Identification

The Risk Assessment exercise was the initial phase in which the twelve most critical risks (first-tier risks) facing York University over the next six-to-eight years were identified, evaluated and prioritized.

The definitions of the resulting twelve strategic risks (first-tier risks) are as follows:

1. Reputation/Brand Name: The failure to establish or maintain the University's reputation or brand name, impacting York's ability to achieve its goals and objectives.
2. Government Policy: Changes in funding, regulations and accountability requirements that affect strategic goals and objectives, or create new opportunities or obligations requiring management and response.
3. Student Satisfaction: The risk that the University does not focus on its students and does not address issues surrounding student satisfaction both from an academic and social standpoint.
4. Change Readiness: 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.
5. Human Resources, Non Academic: The risk that the University will not be able to attract and retain appropriate non-academic staff with management and specialized skill sets.
6. Strategic Labour Relations: The risk that management of labour relations and related issues will impede achievement of strategic objectives.
7. Competitor: The risk that actions of competitors, including other universities, colleges and new market entrants, affect York's ability to achieve its goals and objectives.
8. Financial: The risk that the University is unable to meet its financial commitments because funding levels are outpaced by the costs to operate the University.
9. Human Resources, Academic: The risk that the University will not be able to attract and retain required 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.
10. Physical Capacity (Space): The risk that inappropriate or inflexible capacity threatens the University's ability to meet enrolment, academic and research plans, or that excess capacity threatens the University's ability to offer programs and services within budget.
11. Infrastructure: The risk of a decline in functionality/quality or loss of availability of the University's technology and physical infrastructures, so that both continue to be available to serve the operating needs of the University.
12. Enrolment Targets: The risk that the University fails to meet its enrolment plans and targets, both overall and by program and Faculty, and that all students admitted are of an acceptable quality.

Risk Management Strategy Development

Figure 7 provides a summary of the First Tier Risk Assessment as well as management acceptance of the residual risks.

The "Impact" and "Likelihood" columns indicate the inherent significance or impact that the risk would have on the University in achieving its objectives if it were to arise, and the probability of its occurrence if there were no controls in place to manage the risk. The "Control Effectiveness" column indicates the effectiveness of the existing controls and programs in place to manage the risk. The "Residual Risk" column is the net level of risk after considering the perceived mitigating controls. The "Target Level" indicates the level of residual risk that management intends to achieve/accept by applying risk management techniques.

Risk Monitoring and Reporting

To ensure that risks are properly managed, management is continuously 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 twelve strategic First-Tier Risks facing York University.

The April 2004 Risk Monitoring Report concludes that the risk exposures remain relatively the same as last year for most areas. Financial and Government Policy risks have tended to increase due to external factors. For Reputation/Brand Name, Change Readiness and Physical Space risks, the risk exposures have tended to decrease due to the successful implementation of mitigating controls and initiatives.

The report also stated that there has been significant changes in the environment affecting York's risk exposure, including the change in the provincial government, the growing provincial deficit and the government's freeze on domestic tuition fees. In addition, the post double cohort situation is becoming more uncertain with a greater than anticipated decline in applications across the Ontario system. Overall, the drop in student applications has been significantly less for York University than it has been for other universities. While York's position has

Figure 7: Risk Ranking and Residual Risk Acceptance

Risk	Risk Impact	Risk Likelihood	Control Effectiveness	Residual Risk	Target Level
Reputation/Brand Name	High	High	Medium	High	Medium
Government Policy	High	High	Medium	High	Medium
Student Satisfaction	High	High	Medium	High	Medium
Change Readiness	High	High	Medium	Medium	Low
HR – Non-Academic	Medium	High	Medium	Medium	Low
Strategic Labour Relations	High	High	Medium	Medium	Low
Competitor	Medium	High	Medium	Medium	Medium
Financial	High	High	High	Medium	Medium
HR – Academic	High	Medium	Medium	Medium	Medium
Physical Capacity (Space)	Medium	Medium	Medium	Medium	Medium
Infrastructure	High	High	High	Low	Low
Enrolment Targets	High	High	High	Low	Low

improved in the number of first choice applicants, competition from other universities, colleges and other new entrants remain significant concerns.

During 2003-2004, within the University, progress has been made towards mitigating a number of risks including:

- Implementation of a new marketing strategy to communicate consistent messages about York University.
- Completion of new buildings and parking facilities to address physical capacity, construction of an additional residence, and the planned expansion of recreational facilities to improve the student experience.
- The undertaking of a significant number of improvement initiatives covering a wide range of processes, systems and units including the ongoing re-engineering of student services.
- The completion of a Human Resources Review, intended to improve the effectiveness of human resource programs in supporting the University.
- The successful recruitment of new faculty and qualified individuals for managerial positions.
- A variety of infrastructure upgrades including improvements to hydro, roadway and sewer systems; an additional co-generation plant; upgrades to building networks and cabling as well as to classrooms and classroom equipment; and expansion of wireless networking.

This 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 risks. 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.

Summary

The chapters in this PBA provide comment on the issues raised in last year's introduction, especially with respect to student services, alumni, communications and the raising of the York profile. 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 PBA Report is a way of bringing together these three key aspects of our work for the information of community members.

Many thanks to the students, staff and faculty members, as well as members of the Board of Governors, who have commented on the PBA report since 1999. This year, the sixth year of publication, the report again reflects in detail the year-over-year performance and planning of each of the major units of the University, relating more closely to key priorities and budgeting. We will always welcome feedback and suggestions for the improvement of the PBA Report. These should be forwarded to:

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Financial Year-End in Review

This section of the Planning, Budget and Accountability Report discusses York University's financial results for the 2003-2004 fiscal year. These results are reported in York's audited Financial Statements for the year ended April 30, 2004.

The 2003-2004 fiscal year presented challenges and opportunities for the University. The University was successful in reducing its deficit position (See Figure 1). In addition, the University was successful in concluding a $100 million debenture offering on May 4, 2004. The proceeds from the offering will be used to finance the University's capital program to meet the needs of planned enrolment growth.

The University managed its finances in an environment characterized by significant enrolment growth and limited opportunities for revenue growth in the area of tuition fees and operating grants. New grants from the Province for increased enrolments and Quality Assurance initiatives provided some additional operating grant opportunities. However, cost pressures created by salaries and benefits continued to grow.

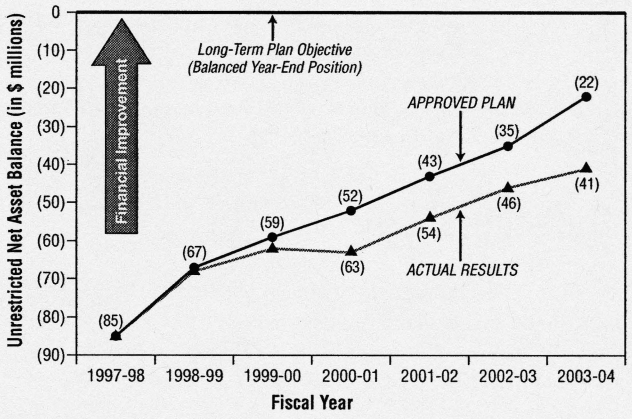
Since the University's approach to financial planning is multi-year and an essential element of this plan is a sound financial position, the University has maintained the multi-year cuts to all Faculties and administrative units, over the period ending 2004-2005, that were initiated as part of the approved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

As a result of significant increased pressures that were experienced during the year caused by rising compensation and benefit costs, the University identified budget cuts for 2005-2006 and beyond that were incorporated in the multi-year budget plan to remain on target.

Highlights

- The net assets deficit represents the accumulation of all surpluses and deficits since the University's inception. The University's cumulative deficit position decreased from $45.8 million in fiscal 2002-2003 to $40.6 million by the 2003-2004 fiscal year-end. The primary elements of the net assets deficit include the liabilities associated with providing post-employment benefits other than pensions to employees, as well as the capital and ancillary deficits from the late 1980s and early 1990s that are required to be paid down as part of the University's budget plan.

Figure 1: Deficit (Net Assets Balance)



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

- The year-over-year improvement in the net assets deficit for 2003-2004 is consistent with annual results achieved over the past few years.
- Total expenses increased by 11.7 per cent while total revenues grew by 13 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 benefits and operating costs. A more detailed analysis is included later in this Year-End in Review.
- The market value of York's endowments increased to $163.3 million at fiscal year-end largely as a result of gifts from donors and capital protection. The size of York's endowment fund ranked 12th among Canadian universities at the end of calendar 2003.
- Overall, spending on scholarships and bursaries increased to $45.7 million, reflecting an $8.1 million or 21.5 per cent increase over 2002-2003.
- Grant income increased by $40.6 million to $280 million. The increase was primarily attributed to funding for the enrolment growth.
- Revenue from student fees (including compulsory ancillary fees for student services) increased by $30.4 million. This reflects increases to regulated and deregulated fees implemented for 2003-2004, as well as higher domestic and international enrolments.

I. Introduction

York University's Financial Statements are subject to external audit. Ernst and Young LLP expressed an unqualified opinion on the statements for fiscal 2003-2004. This means the Financial Statements present fairly, in all material respects, the financial position of the University at April 30, 2004, 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, 2004 and 2003.)

ASSETS

Total assets increased by $58.3 million to $924.9 million in 2003-2004.

The most significant changes in the composition of the Balance Sheet were the liquidation of investments and the increase in capital assets. Investments decreased from $285 million on April 30, 2003 to $230 million on April 30, 2004, a decrease of $55 million. Capital assets increased by $131.4 million net of depreciation.

The conversion of investments to cash provided the majority of the financing for the University's capital expansion program, in support of the double-cohort. During the year, the University expended $160 million in capital projects. The most significant projects included the Seymour Schulich Building and Executive Learning Centre, the Technology Enhanced Learning Building, the Student Services Centre and Parking Garage, The Pond Road Residence, and the Accolade Project.

The Pension cost deferral is an accounting-related item. It reflects the difference between actual employer contributions to the pension plan and the amount of pension expense reported on the Statement of Operations and Change in Deficit, in accordance with Canadian generally accepted accounting principles. The pension cost deferral increased by $6.5 million in 2003-2004 as the University made additional (employer) contributions in part to pay down a relatively small pension fund deficit.

LIABILITIES AND NET ASSETS

Total liabilities increased from $653.0 million at the end of fiscal 2002-2003 to $661.3 million at the end of fiscal 2003-2004, an increase of $8.3 million. Accounts payable and accrued liabilities decreased from $81.6 million at April 30, 2003 to $65.7 million at April 30, 2004. The decrease is attributable to a reduction in capital construction holdbacks from the prior year.

As determined by external actuaries, long-term liabilities for other post-employment benefits, other than pensions, increased by $2.5 million to $44.3 million at the end of fiscal 2003-2004.

Long-term debt decreased to $268 million at April 30, 2004 from $275.9 million at April 30, 2003, as the University repaid a portion of principal on a number of debt instruments.

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 $172.0 million on April 30, 2003 to $174.2 million on April 30, 2004. During the year, the University received $8.7 million in contributions and amortized $6.5 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 $213.5 million in 2002-2003 to $263.6 million in 2003-2004. The overall increase of $50.1 million resulted from the combined effects of:

- a decrease in the deficit of $5.1 million, consistent with the University's deficit reduction plan;
- the $20.1 million increase in the investment in capital assets resulting primarily from the use of internal funds to finance capital assets;
- the $14.7 million increase in endowments, mostly attributable to contributions and investment income.

Figure 2: Internally Restricted Net Assets 2003-2004 (millions of dollars)

Departmental carryforwards	$40.0
Progress through the ranks	(33.4)
Computing systems development	1.9
Contractual commitments to employee groups	2.1
Pension cost deferral	12.2
Sinking fund	4.9
Capital reserve	27.8
Balance, end of year	**$55.5**

Source: York University Financial Statements April 30, 2004.

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

- Departmental carry forwards decreased from $41.9 million to $40.0 million. Under Board policy, Faculties and divisions are entitled to carry forward the net unspent funds from previous years' allocations to encourage prudent budget management and provide a measure of flexibility to respond to budget pressures.
- The PTR deficit increased from $27.4 million last year to $33.4 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 $1.4 million last year to $1.9 million this year. The University continues to budget for computing system development to upgrade major administrative computing and information systems. This internally restricted amount, which is embedded in departmental budgets, is to support future commitments for the systems work in progress as well as planned future stages of system implementation not yet contracted at fiscal year-end.
- Contractual commitments to employee groups of $2.1 million represent the net carry forward of funds from accounts that are defined under collective agreements with various groups.
- Sinking fund represents funds set aside for the retirement of debentures in 2042.
- The Capital reserve increased to $27.8 million. This represents funds restricted for deferred maintenance, capital emergencies and major capital projects.

III. Statement of Operations and Changes in Deficit

The Statement of Operations and Changes in Deficit records the University's revenue from all sources, expenses, the excess of revenue over expenses and the change in the University's deficit position. (Appendix 3 sets out the Statement of Operations and Changes in Deficit for the fiscal years ended April 30, 2004 and 2003.).

REDUCTION IN THE DEFICIT

The deficit decreased by $5.1 million to a cumulative $40.6 million by the end of fiscal 2003-2004 (see Figure 1). The 2003-2004 result is consistent with the plan of deficit reduction approved by the Board.

The University's multi-year budget plan reflects budget cuts for the 2001-2002 to 2005-2006 period to help ensure that operating budgets are balanced and the Board approved plan is achieved.

REVENUE

Total revenue increased by $75.2 million or 13 per cent to $653.3 million in 2003-2004.

Grants and contracts increased to $280.0 million from $239.4 million last year, an increase of 17 per cent. The growth in grant revenue primarily reflects the increased funding from the Province for enrolment growth.

Revenue from student fees increased from $237.0 million last year to $267.4 million. Regulated tuition fees increased by 2 per cent, the maximum allowed under provincial regulation. Increased tuition revenue was also attributable to increased domestic and international enrolments, and fee increases in deregulated programs. Also included in student fees are ancillary and referenda fee-related amounts designated for student organizations and student services.

In 2003-2004, tuition set-aside (for student financial assistance) increased as a result of the tuition fee increase. The tuition set-aside that is required to be provided to students, as student financial assistance, is included in fee income.

Investment income decreased by $3.8 million as substantially all the proceeds from the debenture, issued in 2002, were spent during the year. In the previous year, debenture proceeds not used for capital financing were invested on a short-term basis.

Revenue from sales and services increased by $5.0 million in 2003-2004 or 9.4 per cent on a year-over-year basis. The increases occurred in parking, bookstore sales and printing services.

EXPENSES

Total expenses increased by $64.5 million or 11.7 per cent to $617.7 million in 2003-2004.

The University devotes the largest proportion of its spending to salaries and benefits. Spending on salaries and benefits increased by 9.1 per cent to $393.5 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 increased by $16.6 million or 21.7 per cent to $92.8 million for fiscal 2003-2004, largely due to the significant amount of renovations being done to existing facilities.

Taxes and utilities increased marginally from $25.9 million last year to $26.2 million this year due to the increase in the number of buildings and inflationary costs for utilities.

Increased spending on student financial assistance continues to be a noteworthy aspect of the Financial Statements. Total spending on scholarships and bursaries increased by $8.1 million in 2003-2004 or by 21.5 per cent mainly due to support to students in need, as a result of tuition reinvestment required by the government.

Total interest on long-term debt decreased from $14.6 million to $11.8 million. The reason for the decrease is that a greater portion of interest expense on the debenture was capitalized in 2004, relative to 2003. The interest cost of the debenture during 2003-2004 was $13 million of which $6.9 million was eligible to be capitalized as part of the cost of the new buildings.

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 will be 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 2003-2004 the year-end Deficit (Unrestricted Net Assets Balance) of $40.6 million was less than the previous year's level of $45.8 million, but above the approved plan level of $22 million. The improvement in the Deficit was consistent with the annual results achieved over the past few years.

Since the deficit reduction plan was developed and approved six years ago, a number of significant changes have occurred with respect to the University's key planning assumptions, particularly enrolment levels and capital projects. The plan to manage the Deficit will be assessed and updated in the current year to reflect the impact on capital, operating and ancillary budgets of the actions taken to accommodate the growth in enrolment due to double-cohort, and other assumption changes.

The University will continue to manage its finances responsibly. The challenges of balancing the combined pressures of increased enrolments, limited tuition fee flexibility, an increasingly competitive market for faculty, increased pressures for salary and benefit costs, and the need to bring on stream new facilities are expected to continue to impact through fiscal year 2004-2005.

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.

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

	2002	2003	2004	2005	Total Project Costs
William Small Centre & Arboretum Parking Garage	20	9	3	–	32
Technology Enhanced Learning Building	14	50	26	–	90
The Pond Road Residence	–	3	20	12	35
Seymour Schulich Building	13	36	31	3	83
Executive Learning Centre	1	12	14	–	27
Student Services Centre and Student Services Parking Garage	5	30	37	4	76
Accolade Project, East and West Buildings and "ripple" costs	–	–	11	89	100
	53	**140**	**142**	**108**	**443**

Other Post-Employment Benefits other than Pension: The value of the future benefits earned by employees to the end of the 2003-2004 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 $44.3 million as of the end of 2003-2004, an increase of $2.5 million over last year. These amounts were actuarially determined.

APPENDIX 2

Balance Sheet

(thousands of dollars)

As at April 30	2004 $	2003 $
ASSETS		
Current		
Cash and cash equivalents	59,048	90,649
Accounts receivable	45,336	39,066
Prepaid expenses	11,572	10,734
Inventories	7,721	8,133
Total current assets	**123,677**	**148,582**
Pension cost deferral	12,233	5,742
Investments	230,148	284,815
Capital assets, net	558,843	427,400
	924,901	**866,539**
LIABILITIES AND NET ASSETS		
Current		
Accounts payable and accrued liabilities	65,686	81,611
Current portion of long-term debt	7,844	7,436
Deferred contributions and income	67,767	56,998
Total current liabilities	**141,297**	**146,045**
Long-term liabilities	44,329	41,801
Long-term debt	268,016	275,860
Deferred contributions and income	33,467	17,341
Deferred capital contributions	174,226	172,007
Total liabilities	**661,335**	**653,054**
NET ASSETS		
Deficit	(40,647)	(45,773)
Internally restricted	55,470	45,298
Investment in capital assets	108,052	87,952
Endowments	140,691	126,008
Total net assets	**263,566**	**213,485**
	924,901	**866,539**

APPENDIX 3

Statement of Operations and Changes in Deficit

(thousands of dollars)

Year ended April 30	2004 $	2003 $
REVENUE		
Grants and contracts	280,041	239,392
Student fees	267,375	236,955
Donations	5,236	5,313
Investment income	12,331	16,099
Sales and services	58,015	53,016
Amortization of deferred capital contributions	6,504	5,228
Recovery of salaries, benefits and other expenses	21,243	19,026
Other	2,599	3,058
	653,344	**578,087**
EXPENSES		
Salaries and benefits	393,476	360,723
Operating costs	92,762	76,204
Amortization of capital assets	28,780	22,660
Cost of goods sold	18,971	15,469
Taxes and utilities	26,216	25,941
Scholarships and bursaries	45,692	37,623
Interest on long-term debt	11,806	14,605
	617,703	**553,225**
Excess of revenue over expenses	35,641	24,862
Change in internally restricted net assets	(10,172)	(263)
Change in investment in capital assets	(20,100)	(16,010)
Internally restricted additions to endowments	(243)	-
Change in deficit in the year	**5,126**	**8,589**
Deficit, beginning of year	**(45,773)**	**(54,362)**
Deficit, end of year	**(40,647)**	**(45,773)**

Environmental Sustainability Report

Introduction

In 1999, President Lorna Marsden initiated a Presidential Task Force on Sustainability at the Keele campus of York University. The Task Force report, submitted to the President in June 2001, assessed York University's performance with respect to a number of key sustainability issues and included a series of recommendations on how to improve the University's performance. President Marsden addressed these recommendations in her Executive Response to the report, identifying areas in which action was already being taken and plans for future action. Both of these reports are available on the Office of the President Web site at http://www.yorku.ca/president/initiatives/sustainability report.htm.

One of the Task Force's major recommendations was that York should make a public commitment to sustainability and that the President should begin by signing the Talloires Declaration, which is "a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities. It has been signed by over 275 university presidents and chancellors in over 40 countries."[1] On March 1, 2002 York University became an official signatory when President Marsden signed the Declaration at a ceremony at York's new, environmentally friendly Computer Science and Engineering Building.

The challenge is to implement the Talloires action plan and the related specific recommendations of the Task Force. To that end, one of the Task Force's key recommendations was Recommendation S4:

There should be further work undertaken on the development of indicators of sustainability, based on the work of the Task Force, and a reporting system should be established to track York's progress towards sustainability.[2]

Sustainable Approaches to Plant Development and Management

The University's Department of Facilities Services is committed to integrating principles of sustainability in building maintenance, retrofits, pest management, solid waste management and other aspects of its daily operations. Activities aimed at reducing the negative impact on the environment include reductions of grass cutting, use of fertilizers, and pest applications; and increases in 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 groundwater infiltration.

York places a heavy emphasis on efficiency in its space planning and, by MTCU and COU standards, is the most efficient university in Ontario in utilization of built space. Sustainable materials and products are incorporated wherever possible in facility construction, maintenance and retrofit. Over the past six years, new exterior lighting standards have reduced power consumption by up to 36 per cent. All laboratory fume hoods have been retrofitted to conform to CSA standards and improve both interior air quality and reduce exterior air contamination. Additionally, effective storm water management practices are evolving by integrating, in the development of the exterior plant, sustainable concepts such as storm water storage ponds; parking lot run-off through long-grassed swales, into super pipes and underground catch-basins; and installation of "stormceptor" manholes in parking lots to intercept and store grit and contaminants.

As a community, York University has established a leading edge solid waste diversion program. Between 1987 and 2000 more than six million kilograms of recyclable materials were recovered, and York achieved nearly a 70 per cent waste diversion level, diverting thousands of kilograms of waste through reuse and various reduction initiatives.

An Energy Management Working Group in the Department of Facilities Services meets monthly to identify, assess and implement energy savings initiatives through lighting system modifications, fixture replacements, integrated approaches to install energy efficient fixtures in renovations, and annual relamp and reballast of systems. This group also oversees environmentally friendly storage and disposal of polychlorinated biphenyl (PCB) ballasts and capacitators, in accordance with provincial and federal statutes. Since 1999, York has disposed of 44,000 kilograms of PCB ballast waste.

Included in new building design are "green" approaches including natural light in offices; operable 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 a low, embodied energy coefficient; utilization of recycled construction materials where possible; 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.

These sustainable features and others have been incorporated in recently constructed facilities at the Keele Campus. The Computer Science and Engineering Building (CSEB), opened early in 2002, has been described as the most advanced "green" cold-climate building constructed by an academic institution in Canada. There are already some initial indicators of the impact of this facility's sustainable design. A study of the performance of the garden roof validated its effectiveness in filtering or reducing precipitation borne pollutants and observed a 55 per cent reduction in overall storm water run-off, although seasonably more effective during the spring and

summer.[3] Additionally, an analysis of actual energy demand, undertaken between January 2002 and January 2003, indicated that the CSEB demand is about two-thirds of comparable buildings.[4]

The section that follows is a series of tables and graphs with explanations tracking sustainability performance in a number of categories. These indicators are being updated annually to allow members of the York community to track the University's real progress on the implementation of the Task Force's sustainability recommendations.

ENERGY CONSUMPTION

Management of energy consumption is critical to sustainability in society at large, so it is at York University. Energy efficiency at the Keele Campus is assessed by measuring energy consumed per square meter of built space and changes in this metric over the last several years (Figure 1). Energy is required for heating, cooling and electricity. York University uses natural gas for heating, cooling and in the University's cogeneration plant. The two cogeneration units have a combined capacity of 10.3 megawatts.

The cogeneration plants represent a cleaner, more efficient and less costly means of producing electricity. It also recycles waste heat into the production of steam that is used for heating and cooling. York's peak demand for energy is during the summer and it peaks at 19.8 megawatts. With the expanded cogeneration capacity, the University is able to meet 65 per cent of the average annual electrical load. Additional energy management initiatives are being pursued to improve energy consumption and cost efficiencies.

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 (Figures 2 and 3). Adopting cogeneration as a means of producing in-house electricity has increased York's 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 (i.e., who use a mix of coal, oil and natural gas).

Figure 3: Annual Atmospheric Emissions – Carbon Dioxide Emissions Per Capita (Student Population)

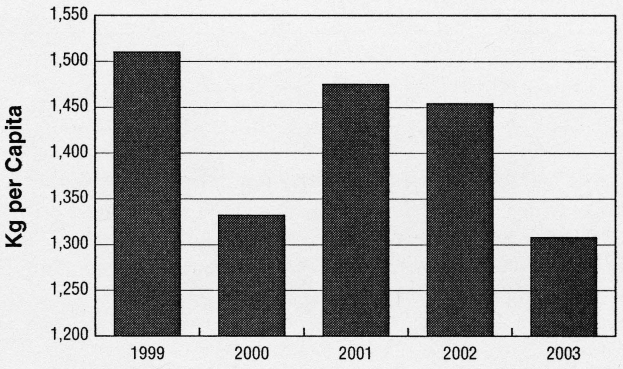


Figure 1: Energy Consumption

	Unit	1999	2000	2001	2002	2003
Ratio of total amount of energy used						
Electricity (purchased from Toronto Hydro)	megajoules	369,618,150	371,773,650	399,526,700	255,809,710	262,809,533
Natural Gas (heating, cooling and co-generation)	megajoules	897,085,210	801,544,550	846,752,540	995,860,710	1,016,492,000
Oil (used only when gas is not available)	megajoules	-	3,627,797	60,733,324	-	25,910,447
Total		**1,266,703,360**	**1,176,954,997**	**1,307,012,564**	**1,251,670,420**	**1,305,211,980**
Student population at York		37,856	38,527	39,578	43,635	46,794
Consumption per student (megajoules per capita)		**33,461**	**30,549**	**33,024**	**28,685**	**27,893**
Ratio of enery used per square metre						
Electricity	MJ/Sq.M	747.1	751.4	807.5	506.4	398.00
Gas	MJ/Sq.M	1,813.2	1,620.1	1,711.5	1,971.5	1,539.20
Oil	MJ/Sq.M	-	7.3	122.8	-	39.20
Total		**2,560.3**	**2,378.8**	**2,641.8**	**2,477.9**	**1,976.40**
Total Gross Square Metres (GSM), Keele Campus Plant		**494,746**	**494,746**	**494,746**	**505,127**	**660,394**

Figure 2: Annual Atmospheric Emissions

	Unit	1999	2000	2001	2002	2003
Total amount of carbon dioxide emitted	Kg/year	57,145,180	51,324,575	58,382,460	63,437,273	61,196,115
Student population at York		37,856	38,527	39,578	43,635	46,794
Carbon dioxide emissions per capita	**Kg/capita**	**1,510**	**1,332**	**1,475**	**1,454**	**1,308**

[1] Association of University Leaders for a Sustainable Future (ULSF) "Talloires Declaration," ULSF. Online. Internet. 02 May 2003. Available: http://www.ulsf.org/programs_talloires.html

[2] President's Task Force on Sustainability, *Sustainability on the Keele Campus: The Story so Far* (Toronto: York University, 2001), 52.

[3] Source: Toronto and Region Conservation Authority

[4] Source: Department of Facilities Services

Figure 4: Annual Water Use

	Unit	1999	2000	2001	2002	2003
Total amount of water used	Litres/year	1,147,262,700	1,072,539,100	1,177,959,500	1,331,574,600	1,129,803,636
Student population at York		37,856	38,527	39,578	43,635	46,794
Water used per capita (student population)	**Litres/capita**	**30,306**	**27,839**	**29,763**	**30,516**	**24,144**

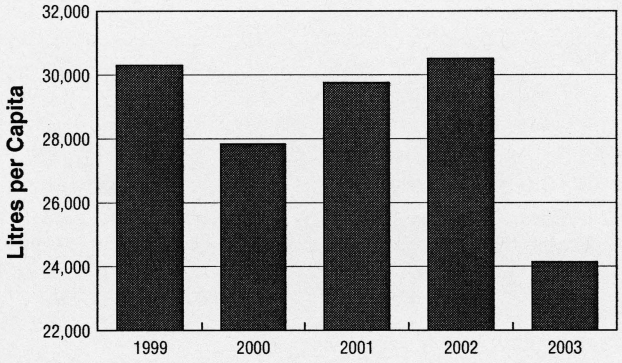
Figure 5: Waste Production & Recycling

	Unit	1999	2000	2001	2002	2003
Solid waste produced (excl. 3 Rs Initiatives)	Kg	1,798,000	2,044,00	2,330,000	2,188,000	2,236,000
Recyclables produced	Kg	965,000	1,340,000	1,287,000	1,200,000	1,320,000
Student population at York		37,856	38,527	39,578	43,635	46,794
Solid waste produced per capita		**47.50**	**53.05**	**58.87**	**50.14**	**47.78**
Recyclables produced per capita		**25.49**	**34.78**	**32.52**	**27.50**	**28.21**

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 (Figures 4 and 6).

Figure 6: Annual Water Use – Water Used per Capita (student population)



WASTE PRODUCTION & 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, corrugated cardboard and packaging and organic waste. The data reflects an increasing trend in solid waste generated per student prior to 2002. Awareness initiatives within the University community introduced during 2002-2003 are starting to change this trend (Figures 5 and 7). Research will continue into ways of possibly further reducing solid waste generation.

Figure 7: Waste Production & Recycling

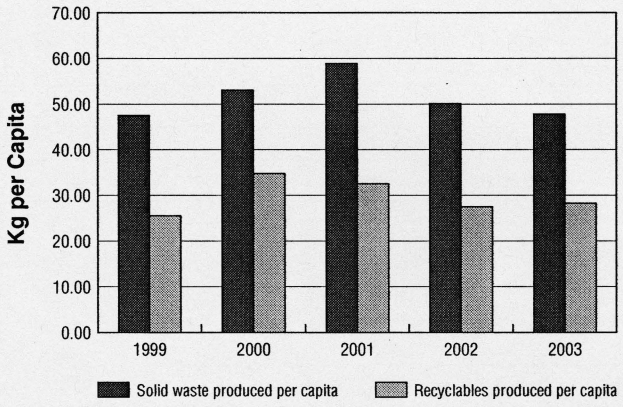


Figure 8: Number of Native Species of Trees and Shrubs Planted for Each of the Past 5 Years Estimated at:

	Unit	1999	2000	2001	2002	2003
Trees		50	50	50	100	110
Shrubs		250	250	250	400	425
Total amount of fertilizers used	Kg	19,857	19,857	19,857	18,857	18,450
Total amount of herbicides and pesticides used	Kg	250	50	5	2	2

BIODIVERSITY

There has been a significant reduction in use of pesticides and herbicides over the last three years for environmental reasons and to minimize potential harm to research work conducted on campus. Current practice is to use only what is minimally required to maintain sport fields to standard.

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

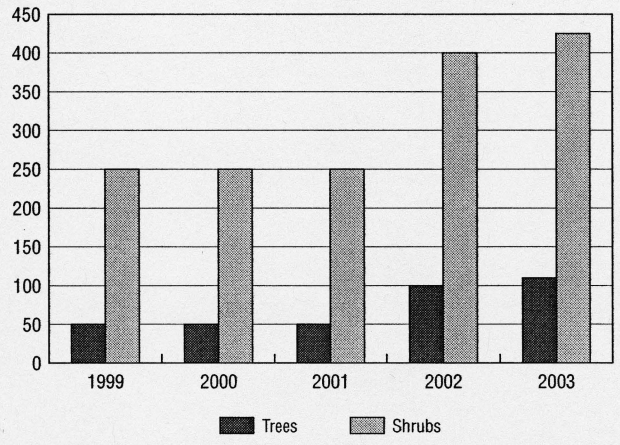


Figure 10: Total Amount of Fertilizers Used

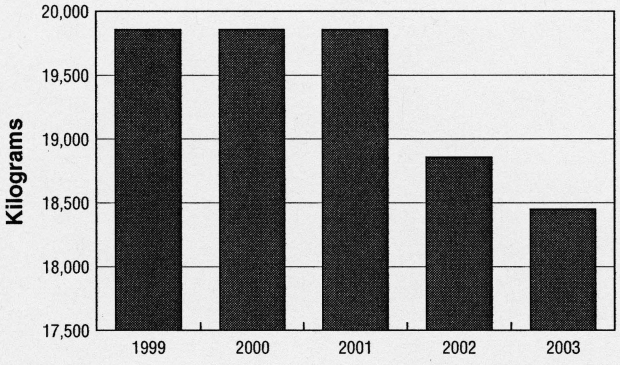
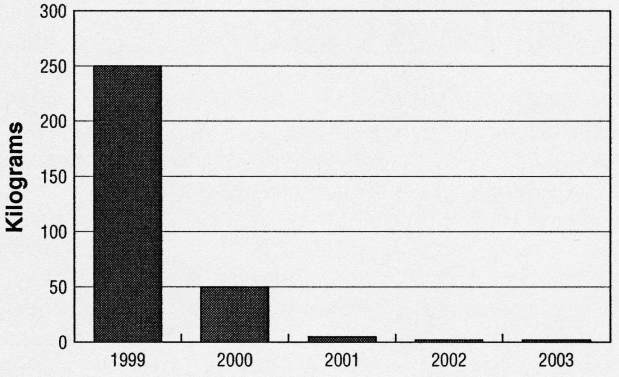


Figure 11: Total Amount of Herbicides and Pesticides



TRANSPORTATION

In 2002-2003, while the population of the University grew by 10 per cent, York University successfully restricted the growth of the number of vehicles coming onto campus to less than 1 per cent. The growth was almost wholly absorbed by other modes, including transit, carpooling and cycling. As a result of the reduction in vehicles on campus, it is estimated that York has reduced 68.37 tonnes per day in vehicular air pollutants and greenhouse gas emissions. In 1998-1999 York University established a goal of achieving, by 2007, a shift from a modal split of 70 per cent cars and 30 per cent transit, to 50 per cent transit. During 2002-2003, the number of single occupant vehicles was reduced to 55 per cent of the commuting population. Further detail is provided under Campus Services and Business Operations, Division of the Vice-President Finance and Administration – as is Security Services benchmark information that illustrates the safe and peaceful environment of the University campus, relative to the surrounding city community.

Information about Workplace Health and Safety – also important to a sustainable community – is presented under Occupational Health and Safety, Division of the Vice-President Finance and Administration.

Figure 12: Transportation

	1999	2000	2001	2002	2003
Number of Parking permits issued	23,026	21,552	19,984	17,282	16,086
Number of Car pool permits issued annually	746	1,187	920	617	436
Student population at York	37,856	38,527	39,578	43,635	46,794
Number of parking permits per 1,000 students	**608.25**	**559.40**	**504.93**	**396.06**	**343.76**
Number of car pool permits per 1,000 students	**19.71**	**30.81**	**23.25**	**14.14**	**9.32**
Number of buses serving campus daily	**575**	**605**	**688**	**843**	**1,000**

President's Task Force: The Pink Lungs Project

York University has embarked on a long-term plan to make the York community a non-smoking campus in time for its 50th anniversary in 2009. To move progressively toward this target, a presidential task force has been formed that includes the Director of Occupational Health and Safety as well as representative students, faculty and staff. The goal is to develop a long-term health promotion and health protection strategic plan that contains a number of steps toward reducing exposure to second-hand smoke and assisting campus members with the introduction of smoking cessation programs. This critical York community health project has been initiated in anticipation of further law and by-law reform at the provincial and municipal levels, and parallels similar efforts launched at several Canadian universities.

Summary and Next Steps

The University will continue to use the indicators presented above as sustainability benchmarks against which to measure future performance.

Significant progress has been made in heightening awareness of and adopting more sustainable approaches to managing plant and facilities and conducting University business operations. Ongoing consultation with student leaders through a Student Issues Roundtable as well as re-organized, re-focused grounds and care-taking services are starting to positively impact the issue of litter on campus as well as the trend in solid waste generation per capita. These types of approaches will continue to be promoted in student life initiatives and management operations.

Division of the President

Dr. Lorna R. Marsden, President

Overview

The Office of the President provides support to the President in all her duties and responsibilities.

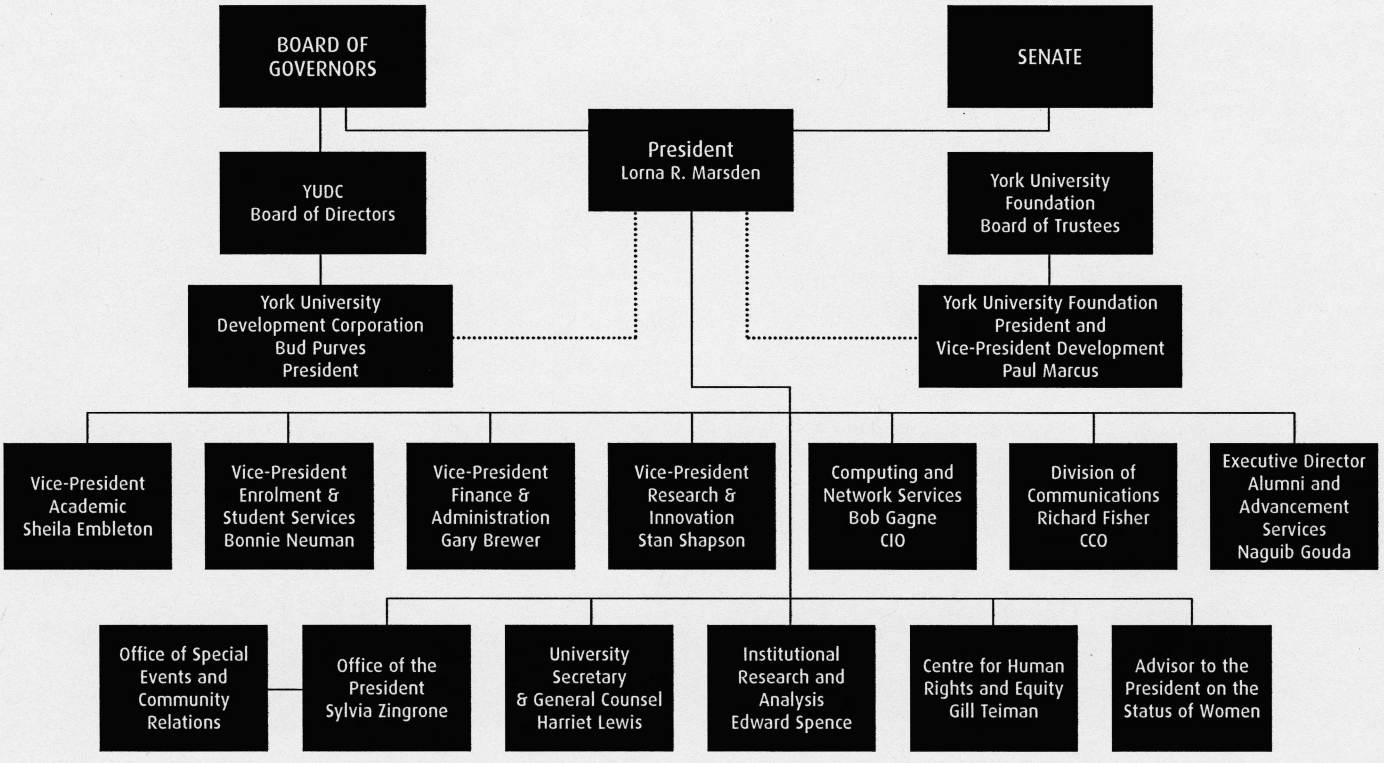
The Division of the President also includes responsibility for a number of university offices identified in the following organizational chart (Figure 1) and whose reports are included in this section. During the 2003-2004 year Alumni Affairs was reorganized under new leadership and was moved from the Division of the Vice-President Students to the Division of the President, becoming Alumni and Advancement Services. The activity report and plans for the alumni unit are contained in this section of the PBA.

The budget summary for the Division of the President 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 in the Division of the President. The "Operating Results by Expense Type" table excludes the data for both the Communications Division and Computing and Network Services (CNS) which are presented in separate "Operating Results by Expense Type" tables in the Communications and the CNS sections of this report. All budget plans for 2004-2005 incorporate the reductions associated with the planned base budget cut. Further commentary on the budgets of the units making up the president's division is provided in the following sections.

Division of the President

(Dollars)	Operating Results by Unit 2003-2004 Actuals	2004-2005 Budget
Office of the President	1,189,964	1,601,241
President's Awards and Prizes	73,128	234,768
Office of Special Events and Community Relations	193,669	247,314
Convocation	87,001	127,769
Computing & Network Services	15,569,736	18,435,049
Office of the University Secretary and General Counsel	1,335,406	1,586,656
Office of the Presidential Advisor on the Status of Women	43,792	79,423
Centre for Human Rights and Equity	485,986	414,976
Office of Institutional Research and Analysis	944,923	1,040,355
Communications Division	2,591,373	3,095,216
Alumni & Advancement Services	2,097,053	2,972,474
Total Office of the President	**24,612,031**	**29,835,241**

Figure 1: Division of the President Organizational Chart 2003-2004



Division of the President – Excluding the Communications Division and Computing and Network Services

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	1,038,029	1,289,300
Internal cost recoveries	86,290	64,501
Other revenues	–	–
Central allocations	7,103,763	6,114,639
Total Revenue	**8,228,082**	**7,468,440**
Expenses:		
Faculty – Administration	43,866	47,626
Faculty – Full-time	7,352	33,822
Faculty – Contract	–	–
Teaching assistants	12,513	16,962
Research	27,752	24,800
Support/Administration	5,041,480	5,817,821
Other	215,626	441,601
Total Salaries and Benefits	**5,348,589**	**6,382,632**
Operating costs	999,440	1,798,494
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	101,893	105,850
Scholarships & bursaries	1,000	18,000
Interest on long-term debt	–	–
Total Expenses	**6,450,922**	**8,304,976**
Total Revenue less Expenses	**1,777,160**	**(836,536)**
Previous Year's Carryforward	**1,602,317**	**3,379,477**
Carryforward to Next Year	**3,379,477**	**2,542,942**

Reaching our Objectives

The President continues to spend a significant portion of her time championing York University in the community. The Office of the President aids her in these essential external relations with governments and outside organizations.

To further University priorities, the President continued to meet with politicians and public officials at all three levels of government. During the year, elections were held at all three levels of government, and much of the President's government relations was oriented to briefing members of the new governments and oppositions on York University's key issues and challenges. At the provincial level, York's priorities continued to focus on managing the double cohort enrolment, operating funding, capital funding, research funding and transportation.

The President met with several federal ministers and deputy ministers, separately and through the Association of Universities and Colleges of Canada (AUCC). At the federal level, research funding, including the indirect costs of research, and student assistance have continued to be areas of high priority for the University, as was the issue of copyright fees. The President has worked closely with the Vice-President Research and Innovation on the research file. Additionally, the University continues to advocate federal investments in public transportation targeted to York's need for a subway extension to the Keele campus.

Active involvement at the municipal level was maintained through meetings with representatives of the City of Toronto and York Region with a particular focus on transportation planning issues. A number of significant events were held at the University to foster a healthy dialogue with municipal leaders.

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

The President continues as a member of the MTCU/COU Joint Working Group on University Capacity. This group undertook the planning for the double cohort enrolment growth and continues to assist the government in addressing enrolment planning, funding and capital program issues.

The President remains active with many organizations external to the University. In 2003-2004, she completed her terms as a member of the board of the Institute for Work and Health, and CEDPA (The Centre for Development and Population Activities). She continued as a member of the steering committee of the Toronto City Summit Alliance, Canada World Youth, and the Justin Eves Foundation. The President also joined the board of the Canada-Japan Forum and most recently the Woodrow Wilson International Centre for Scholars.

PROGRESS ON 2003-2004 PRIORITIES

The past year in the president's division has been very busy and many planned changes have been implemented. In last year's PBA, six specific priorities were identified for the president's division and progress on each of those specific priorities is reported below.

1. Strategic Planning

During 2003-2004, strategic plans were presented in detail to the University. While plans are always under review and evaluation, strategic plans have now been created in all major divisions with the addition this past year of the alumni strategic plan. See the President's Web site for more information (www.yorku.ca/president).

2. Communications, alumni relations and fundraising

The strategic plans for these areas are now completed, with separate and highly expert leaders functioning in each of the areas. The details of the activities and plans for communications and alumni affairs are presented in subsequent sections of this report. The President and the staff in the president's office will continue to provide support to the ongoing initiatives in communications, alumni affairs and the York University Foundation.

3. Preparing for the 50th Anniversary

The process of planning for the 50th anniversary celebrations (26th of March 2009) is ongoing. A University Historian, Professor Michiel Horn, was appointed in 2002 and his preliminary work is underway. Strategic plans for the University take into consideration the approaching anniversary.

4. Master Planning and Construction

A review of the Master Plan is still in progress, although some major decisions were taken by the Board of Governors with respect to the future locations for sports and recreation facilities and plans to expand the bus only precinct of the campus. A completed, revised Master Plan is anticipated in 2005.

Construction on the Accolade project is proceeding on time and on budget. No additional new buildings are planned at this time although the ripple construction program involves extensive renovations in several buildings to accommodate new user groups.

Work is underway with various public transit providers to better deliver their services on the University's Keele campus.

5. Community Relations

Through the work of various areas strong contacts have been made in our local community, the City of Toronto, and York Region, and this will continue through the University's work in research, transportation, and government relations. A study of York's geographic and economic impact in the Greater Toronto Area was completed in the spring of 2004, and work continues on the study of York's social and community impacts. In August 2003 and May 2004, major meetings were held involving the mayors or their representatives and senior members of the bureaucracy of every municipality in York Region and the Regional municipality itself. Through the Office of the Vice-President Research and Innovation close working relationships are being established with businesses and research organizations in our surrounding communities, particularly in York Region.

6. Further government relations

The University has made contact with newly elected governments and opposition leaders at all three levels of government. The strategic plan in government relations includes focusing on research funding, formula financing and the subway extension. We are using our limited access to political and public service leaders in a strategic fashion.

Several key briefings and consultations have taken place with government and public service leaders related to the University's transit agenda. During the year the environmental assessment study for the subway was launched by the Toronto Transit Commission with support from all three levels of government, and a plan to improve bus links from the subway to York as an interim measure was also advanced. The University continues to work with all levels of government to advance this essential file.

President's Awards and Prizes

The Office of the President administered the following awards during the 2003-04 academic year:

STUDENT AWARDS

- President's Dissertation Scholarships are awarded to five outstanding students in the final year of doctoral study in order to allow them to concentrate exclusively on their dissertation research. The president gave awards to the following graduate students on the recommendation of the Scholarship and Grants Committee of the Faculty of Graduate Studies:
  - Elizabeth Asante, Graduate Programme in Sociology
  - Mariana Candido, Graduate Programme in History
  - Frederick Dufour, Graduate Programme in Political Science
  - Bill Kapralos, Graduate Programme in Computer Science
  - Ljiljana Radenovic,Graduate Programme in Philosophy
- The President's Prize for Creative Writing was awarded to five remarkable submissions from undergraduate students:
  - Trang Cao – Co-winner, Poetry
  - Rosemary Lorimer – Co-Winner, Poetry
  - Matt Shaw, Prose Fiction
  - Hugh Gibson, Screenwriting
  - Melissa Major, Playwriting

STAFF RECOGNITION AWARDS

- The Ronald Kent Medal was established by President Emeritus Ian Macdonald in 1979, in memory of Ronald Kent. The award is given periodically to an individual who demonstrates remarkable service to the University in ways which strengthen and promote collegiality. The 2003 Ronald Kent Medal was given to Cheryl Colman, Administrative Assistant, Office of the Dean, Faculty of Science and Engineering.
- The President's CPM Award is given annually to an individual in the Confidential, Professional and Managerial association who has gone beyond the call of duty in their commitment to the University and whose professionalism is a role model to other CPM employees. The 2003 President's CPM Award was given to Olivia Petrie, Associate Director, Centre for the Support of Teaching.
- The President's Voice of York Award was established and is personally funded by President Marsden. The Award is given to an individual who is employed as a receptionist or is a first-line-of-contact person at York University. This individual demonstrates exceptional interpersonal skills and knowledge of the University. S/He deals with situations effectively, goes beyond the call of duty in their commitment to the University, is enthusiastic and exemplifies the positive spirit of York. The 2003 President's Voice of York Award was given to Carla Zaffino, Switchboard and Mail Clerk, Office of the Dean, Osgoode Hall Law School.
- The long career of former Vice-President Enrolment and Student Services, Deborah Hobson is characterized by her energetic commitment and boundless enthusiasm for York University and its particular vision of higher education. The Deborah Hobson York Citizenship Award has been established in her honour. This award is funded by the Office of the Vice-President, Students. The 2003 Deborah Hobson Citizenship Award recipient was Lori Sgarbossa, Academic Advisor, Department of Economics, Faculty of Arts.

- The Phyllis Clark Campus Service Award has been established in honour of Phyllis Clark, former Vice-President Finance & Administration. This award is funded by the Office of the Vice-President Finance & Administration. The Award will be presented annually to a non-academic employee of York University who has made exemplary contributions to the operations of either of York's campuses in terms of efficiency, cleanliness, safety, security and/or other campus or plant services. The 2003 Phyllis Clark Campus Service Award recipient was Rebecca Muyal, Planner, Facilities Planning – Facilities Services.

Convocations

The three honorary degree recipients at the four fall convocation ceremonies in 2003 were Dr. Guy Vanderheghe, Dr. Jutta Limbach, and the Hon. Dr. James Bartleman. The chancellor and president hosted two dinners for the honorary degree recipients. One thousand two hundred students received their degrees at the fall convocation.

For spring 2004, convocation ceremonies on the Keele campus were moved because of the construction of the new Accolade building on the east side of York's Centre for Film & Theatre. The new site is located on the green between Atkinson and Osgoode Hall Law School.

Site development included changes in the size of the tent and in the design and flow of the ceremonies to accommodate the increased size of graduating classes. The new tent is 43,000 square-feet, seats 5,100 people and has no internal posts or supports to interfere with movement of people and the view of the stage. The stage is significantly larger and the graduates are seated behind the platform party, facing the audience. In addition, to ensure that guests and graduands are able to watch the progression of the ceremony, television screens were positioned throughout the tent to provide maximum visibility. Other changes to the positioning on stage and choreography of the ceremony were also implemented. Future ceremonies will be further refined and improved following this initial experience. Post-event celebrations for the graduates and guests for most of the ceremonies were centralized in the new Technology Enhanced Learning Building.

The Honourable Peter Cory, former Justice of the Supreme Court of Canada, was installed as the University's 11th chancellor at the June 2004 convocation ceremonies at Glendon, replacing Avie Bennett, who had held the post since 1998.

At the June convocation eight honorary degrees were granted in recognition of the contributions of outstanding individuals in the arts, academe, public service and business. The honourary graduands were Dr. Avie Bennett, Dr. Dave Brubeck, Dr. Richard Falk, Dr. Saul Feldberg, Dr. John Hunkin, Dr. Fumiko Ishioka, Dr. Tak Wah Mak, and Dr. Amartya Sen.

This year four University-wide Teaching Awards were given to: Saeed Rahnema, Tom Cohen, Tanya Taylor, and Sarah Parsons. University Professorhips were awarded to Ronald Pearlman and Robert Prince. John McConnell and Stuart Shanker were awarded the honour of Distinguished Research Professor. The chancellor and the president hosted four lunches and two dinners associated with the convocation events.

Seven thousand students were eligible to graduate at the spring convocation.

Office of Special Events and Community Relations

COMMUNITY RELATIONS

The Community Relations function of the Office of Special Events and Community Relations (OSECR) became operational in June 2003 when the Community Relations Officer was hired. The immediate focus for the Community Relations Officer, as indicated in the previous PBA, has been to discover and become knowledgeable with established community relations projects already underway campus-wide and to become familiar with the University organization, its stakeholders and methods of operation.

In addition, the Community Relations Officer is responsible for establishing a strategic plan for community relations for the University which encompasses both internal and external groups. A preliminary draft of this plan is complete and further work on it is underway. The responsibilities of the position also include overall management of the York Youth Connection day camp, the York University United Way Campaign, and many other community relations initiatives. The addition of the Community Relations Officer in 2002-03 resulted in an increase in donations from York University for the United Way, increased funding for the York Youth Connection summer camp through corporate and individual donations, engagement in Jane-Finch community initiatives, and a more co-ordinated effort in the University's involvement in hosting events during the Tennis Canada tournament.

SPECIAL EVENTS

The plans for the Special Events Office have not materialized as expected in our previous report. This is due in large part to insufficient space in the existing Hospitality York Offices to accommodate the complete team for Special Events and Community Relations and the delay in obtaining completion of further renovation work to squeeze our staff into the space only recently vacated by the York Card operation. It is anticipated that our operation will be fully housed in 4 Assiniboine by the end of Fall 2004. In the interim, special events and protocol are still housed in the Office of the President. There are two support positions to be hired when we have space for them. The need to have the Special Events and Community Relations team in place together and operating smoothly is very important for the support role this office plays in the President's ongoing work in building our links and our reputation with so many communities, including our own and an increasing number of institutional events. In addition, we have now added Convocation to this office with an increase in the number of sets of ceremonies from two to three per year. The integration of this office with special events and community relations will be our priority for the coming year with emphasis on improving quality of service.

Priorities for the President's Division for 2004-2005

1. The Rae Review

The Rae review of post secondary education in Ontario will be our major focus in the area of government relations. The results of this review will have a profound effect on all universities. We will be working with all segments of the University to state our viewpoint and to try to shape the outcome of this review. This will include our goals of accessibility, keeping tuition as low as possible, increasing public and private support of universities, making accountability more efficient, achieving equity in the University system, and clarifying the distinctive roles of colleges and universitites.

2. Academic proof points

We know that learning, teaching and research are all very strong at York. How do we prove this to ourselves and others? We will work on developing accountability measures appropriate to York and our mission.

3. Students of the Future

Student tastes are changing in programs, lifestyles and career directions. Through enhancing student services, measuring student interests and experiences, we will prepare for the students of the future.

4. The subway

After the Rae Review the next focus of government relations will continue to be getting the subway extension to York. During 2004-2005 the environmental assessment (EA) for the project is being undertaken by the TTC, and York will play an active role and make every effort to see the process expedited. We will work with all levels of government to explore strategies that will allow this project to proceed to construction as soon as the EA is complete.

5. Serving the community

York is an important part of the larger community. We are employers and providers of future workers. The University's impact is more than $3 billion each year directly and indirectly in this economy. We are focused on the York Region and local neighbourhoods in this regard. Our economic impact study will be updated and our social impact study will be completed this year. This includes the study of our alumni and our friends and donors. It includes our giving back to the community in volunteer work and charitable donations.

THE OFFICE OF THE UNIVERSITY SECRETARY AND GENERAL COUNSEL

Harriet Lewis, University Secretary and General Counsel

Overview

The office of the General Counsel and University Secretariat discharges a variety of functions on behalf of the University:

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 when required and works with operational divisions in the development of policies and procedures .

The University Secretariat administers the governance of the University and supports the Senate and the Board of Governors. Secretariat staff organize and attend meetings of the Senate and Board and their committees, provide analytical and research support to these bodies, record their proceedings, and communicate their decisions. The Secretary and Assistant Secretaries also provide advice to the community on Senate and Board policies and governance. The Secretariat maintains the University's corporate records.

The office also administers the licensing of the University's names and marks through the Licensing Board.

In the current year the office has had an operating budget of $1,317,876 of which approximately 48 per cent was allocated to the duties of the Office of the Counsel and 52 per cent to the Secretariat.

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 plan and implement ways of building confidence, pride and participation in University governance;
- to generate and support reviews of the statutes and bylaws of governance of the University;
- to improve the communication, publications and storage of the records of the proceedings of the University's governing bodies; and
- to develop as professionals within the university community and externally and to benchmark progress against these objectives.

Office of the Counsel

The counsel, and two assistant counsel, (one full time and one four days per week) as well as two support staff comprise the Counsel's office.

PROGRESS IN 2003-2004

In 2003, a total of 470 new files were opened, an increase of 158 from the previous year.

Figure 1: Paid to External Counsel Year-over-Year

2001-2002	$ 841,000
2002-2003	$1,010,617
2003-2004	$1,217,390

Figure 2: (Estimated) Distribution of Legal Work: Internal Counsel by time and subject area

Area	Internal Counsel
Grievances/arbitrations	3.0%
Employment/Human resources	6.5%
Real Property/construction	8.7%
Contracts/commercial transactions	28.6%
Research and IP	21.7%
Litigation/other	31.5%

Figure 3: Distribution of Legal Work: External counsel, by fees

Grievances/arbitrations	$383,438
Employment/Human resources	$ 18,627
Real Property/construction	$624,346
Contracts/commercial transactions	$ 75,888
Research and IP	$ 86,377
Litigation/other	$ 26,956

Support to the Office of the Vice-President Research and Innovation remained a priority due to a heightened level of activity, specifically a number of patent applications, strategic alliances, and grant proposals, all requiring legal oversight.

The sale of lands to Tribute Homes and the conclusion of arrangements for the relocation of the National Tennis Centre necessitated substantial title and municipal law work and it is anticipated that the appeal of the Toronto Official Plan and further transactions on the south lands will continue this work into the next year. An updated survey of the Keele Campus showing all easements has been prepared.

Commercial activity requiring legal work was substantial. Included in the transactions were the issuance of a second debenture, the arrangements for the operation of the Schulich Executive Learning Centre and the rental of a portion of the TEL Building to Seneca College.

Numerous grievances and arbitrations required the advice and assistance of counsel, particularly with respect to the York University Staff Association. As in previous years, a number of human rights complaints were received and answered satisfactorily. A number of litigious matters were resolved or determined in the courts in the University's favour.

A number of policies, guidelines and procedures were developed and approved. Among these were : Policy on the Sale, Service and Use of Alcoholic Beverages on Campus; Jury and Witness Duty Leave for CPM Employees; Statement of Investment Policies and Procedures; Access to Information and Protection of Privacy; Records and Information Management Policy; Policy on Insurance.

The Records and Information Management Initiative proceeded as planned with the creation of a policy framework and will continue through pilot projects to implementation over the next 18 months. Guidelines and Procedures on Access to Information and Protection of Privacy have been drafted and are expected to be approved by the President in May and implemented over the next six months.

The office participated in the preparation of the University's plan pursuant to the Ontarians With Disabilities Act, and in co-ordinating York's compliance with the Personal Information and Protection of Electronic Documents Act (PIPEDA).

PRIORITIES FOR 2004-2005

Specific objectives for 2004-2005 include the following:

- Continued support for the University's real property matters including the appeal of the Toronto Official Plan as it relates to the York University Secondary Plan,
- Implementation of the Guidelines and Procedures on Access to Information and Protection of Privacy,
- Implementation of pilot projects for the Records and Information Management Initiative, and
- Support for a review of Presidential Regulations II, III, and IV.

University Secretariat

The Secretariat is comprised of the Secretary, four Assistant Secretaries and four full-time support staff.

PROGRESS IN 2003-2004

Both of the University's governing bodies successfully completed a full agenda of academic and business items in 2003-2004, many of which are reported in other sections of this document. The allocation of resources towards the major functions of the Secretariat has not changed year over year. Support to Senate and its committees absorbs approximately 60 per cent of the allocated budget and the Board of Governors approximately 15 per cent and this is expected to remain stable.

The governing bodies maintained a regular meeting schedule. Some committees of Senate met less often than in previous years as a result of instituting a number of streamlining measures which increased their effectiveness, consonant with plans to do so.

A successful search for a new chancellor was mounted and completed during the year.

Figure 4: Number of Meetings Supported by the Secretariat – Academic Year 2003-2004

Chancellor's Search Committee	4
Senate	10
Senate Committees/Sub-Committees	176
Board of Governors	5
Board Committees	29
Other formal meetings and forums	15
Total	**239**

Staff of the University Secretary and General Counsel participated in the new faculty orientation sessions and made numerous presentations inside and outside the University on topics related to governance.

In support of the priority of communications the Secretariat published or revised brochures on copyright, student appeals, curriculum development, licensing and the amended tenure and promotions procedures.

The final stages toward implementation of new tenure and promotions procedures were completed as planned during the year, and, despite an increase in their overall number, applications were processed more quickly.

In keeping with the priority of records management, the Office took a leading role and is serving as a pilot site for the records and information management initiative. Policies and procedures were reorganized in anticipation of a redesigned and expanded Web site. Taking advantage of technologies and in furtherance of goals associated with effective communication documentation for many Senate committees is now distributed by electronic means only. This has resulted in a significant reduction in the volume of hard copy material, cost savings and the faster circulation of material.

Senate has approved amendments to the method of election to Senate and its committees which are intended to encourage involvement and enhance communication between Senate and Faculty Councils.

Proposals to reduce the size and change the composition of Senate have been developed and were approved in June 2004. The changes are intended to promote participation and pride, and will take effect in 2005 after further consultation with Faculties.

An expanded Sub-Committee on Equity held its first meetings under a new mandate in 2003-2004. In conjunction with the Vice-President Research and Innovation, the Senate Committee on Research held a well-attended forum on the future of research at York. Secretariat and Counsel staff led training sessions for faculty members and staff in other offices on appeals tribunals and on the new tenure and promotions procedures.

The work of the investment committees of the Board and the York University Foundation were coordinated as planned, with the adoption of common policies and guidelines and the holding of joint meetings with investment counsel.

The Board again sponsored an event to recognize outstanding researchers, and the Secretariat also organized site visits to research centres by Governors and joint meetings of Senate and Board committees.

The name of the Board's Advancement Committee was changed to Communications Committee, and its meetings focused on strategic initiatives designed to enhance the University's profile and reputation.

Nine vacancies on the board arose or were anticipated to arise before the end of the governance year and were filled or plans made to have them filled. A detailed orientation session will be held in Fall 2004.

PRIORITIES FOR 2004-2005

Specific priorities for 2004-2005 include the following:

- Implementation of the approved plan to reduce the size of Senate,
- Completion of the implementation of the new tenure and promotions procedures,
- Revision of the Senate Policy on Academic Honesty and subsequent implementation, and
- Review and revision of the procedures for a presidential search.

Licensing Board

In 2003-2004 as several new marks were registered and a new visual identity established, licensing activity was substantial. The licensing income in 2003 remained steady despite increased enrolments 2002-2003 ($44,696.96), 2003-2004 ($44,665.89) and an assessment of possible problem areas is underway. Profits were again directed to student awards, to the annual student leaders' transition conference and to promotional items.

PRIORITIES FOR 2004-2005

- Review of licencees, and
- Identification and support of promotional projects.

CENTRE FOR HUMAN RIGHTS AND EQUITY AND OFFICE OF THE ADVISOR ON THE STATUS OF WOMEN

Gill Teiman, Special Assistant to the President (Equity)

Overview and organizational changes

In 2003-2004, President Marsden engaged an external group to review the Centre for Human Rights and Equity and the function of the Advisor on the Status of Women. This review was to ensure that these offices and functions were appropriately organized and aligned to support the University's strategies and commitment to leadership in the field of human rights.

During 2003-2004 the possibility of significant organizational change affected both the Centre for Human Rights and Equity and the Office of the Advisor on the Status of Women in the past year. At the end of 2002-2003, the Advisor on the Status of Women concluded in her report that many offices and advisors were serving a range of needs and that the terms of reference for the Advisor position needed to be changed. For 2003-2004, the Office operated without an Advisor while possible changes were considered. The reporting line for the Office's Administrative Assistant was transferred to the Special Assistant to the President (Equity).

Within the Centre for Human Rights and Equity, two Advisors specializing in sexual harassment left during the year. Because of uncertainty about future staffing roles and needs, only one of these positions was filled on a full-time basis while the other was replaced on a part-time, short-term basis. Towards the end of the year, an Advisor specializing in race and ethnic relations as well as sexual and gender diversity announced that she also would be leaving. Again, it was decided not to fill this position in the immediate future, but to rely on short-term and part-time support.

Despite the changes and staff shortages, the Centre maintained much of its regular activity in human rights but reduced its work in employment equity. In part, this was to respond to the fact that over two thirds of the Centre's budget is from student ancillary fees and it is only fitting that the Centre focus on student needs; over 80 per cent of the Centre's activities were devoted to the needs of students this year.

Human Rights

WORKSHOPS AND SPECIAL EVENTS

Once again this year, the Centre co-sponsored the activities for December 6, Women's Remembrance Day, in concert with the Office of the Advisor on the Status of Women. As in previous years, however, the main activities were concentrated in March in celebration of the international days for women and the elimination of racial discrimination. For both series of events, the Administrative Assistant of the Office of the Advisor on the Status of Women performed much of the coordination. This year, the March 8/21 Coalition organized around the theme: "Profiling Human Rights; Human Rights Profiling." The series of events was launched with a well-attended reception featuring a poetry reading by Professor Rishma Dunlop. Other events included panel discussions: *The Role of Women and the Future of Africa*, *Remembering Sharpeville*, and *Muslims: the Silenced Victims of September 11*; a poetry showcase, *Without Women . . . a Night of Appreciation, Love and Resistance*; film screenings: *Rape: a Crime of War* (introduced by the producer, National Film Board Director Silva Basmajian), *Backlash to Change: Moving Beyond Resistance*, and *Voices of Change*; three yoga classes and one street proofing session for women. Coalition members also participated in campus radio programs and external community events sponsored by the Jane/Finch Community and Westview Secondary School. All costs associated with these events were covered by raised funds.

As well as participating in many regular workshops such as dons' training, Centre staff also participated in all sessions in a series of anti-harassment and discrimination workshops for members of CUPE 1356 and CUPE 1356-1. The Centre co-sponsored "Reading with Miss Lou" with CHRY featuring Mrs. Louise Bennett-Coverley, who received an honorary degree from York in 1998.

INVOLVEMENT WITH THE COMMUNITY

The Centre established greater contact with the Glendon campus this past year; and starting in January, staff were on site at Glendon most weeks. Centre staff worked closely this year with the Campus Relations Office in the Department of Safety and Security, specifically in informal meetings of campus groups and offices that provide service to survivors of sexual assault. As in previous years, the Centre worked closely with student groups and with external organizations including, for example, the 15th All African Students' Conference coordinators, the Jane and Finch Family and Community Centre, and diverse Afro-Canadian communities.

SEXUAL ASSAULT SURVIVOR SUPPORT LINE (SASSL)

SASSL has now been independent for a full year, but the Centre maintains a link by having a staff member serve on its advisory board.

SEXUAL AND GENDER DIVERSITY

The growth in activity experienced in 2002-2003 continued this past year. York's participation in Toronto's Pride events was bigger than ever, and that planned for the summer of 2004, the fifth anniversary for York, promised to be the biggest yet with the active participation of departments such as Communications, the Office of Student Affairs, and Facilities, and the help and support of many others.

Positive space sessions were offered to dons and other campus groups. Three sessions are planned for the coming year in addition to dons' training sessions. Glendon campus convened its own positive space committee with the assistance of Professor Didi Khayatt. The sub-committee on gender diversity compiled the list of unisex washrooms provided by Facilities and this has been made widely available as a bookmark. York's positive space program continued to attract attention from other institutions wishing to establish something similar. As always, all activities stressed the intersection of sexual and gender diversity with other identities.

MEDIATE @ YORK

The goal for last year was to maintain the service at its current level. However, much more was achieved. In fact, the steering committee developed a new objective of moving beyond a service limited to the provision of mediation to one that aims to help the wider York community gain facilitation and conflict resolution skills. To this end, two workshops were provided: one was for in-house mediators and focused on the group conflict resolution process; the second was on group facilitation or dealing with difficult situations in a group setting and was provided to student leaders as part of the York Transitional Conference. The first of these workshops contributed to discussions led by the Chair of Senate on ways of promoting a culture of conflict resolution on campus. In the coming year, mediate@york hopes to continue in this direction. In January, a new Advisor in the Centre took over as co-ordinator, freeing the mediation intake advisor from this additional role, and this allowed for more attention to be given to mediation.

In the past year, there were several requests for mediation, one involving group conflict and one individual.

RESOLVING COMPLAINTS/SOLVING PROBLEMS

There were fewer complaints filed with the Centre this year than in the past: 95 compared with 216. Possibly, this was the result of staff shortages and changes, especially of staff specializing in sexual harassment. As usual, nearly all cases were resolved informally, and were closed by the end of the year. Two formal cases were filed. As always, several cases required extensive liaison with other offices such as Financial Aid, Security, Housing, Human Resources, and the police.

CENTRE FOR RACE AND ETHNIC RELATIONS (CRER)

CRER worked with 39 complaints this past year, a decrease from 47 the previous year. Of these complaints, 23 were resolved informally and closed; eight resulted in referrals; six were single contacts; and two were in the process of being resolved informally at the time of writing.

The complaints were almost evenly divided between racial harassment (21) and racial discrimination (18). The majority of complainants were students: 27 were undergraduate students or student organizations, ten were staff members, and two were non-community members. Respondents included four student groups or organizations, four faculty members, three staff members, nine academic and 13 administrative departments, and six external respondents. As the statistics suggest, many complaints were not of one individual against another, but involved student groups and academic or administrative offices. Many of these complaints reflected systemic rather than individual concerns. In addition, CRER received from the Department of Safety, Security, and Parking Services: five reports of racist, anti-Semitic or hate literature, five reports of incidents of racial harassment, and four reports of racist or anti-Semitic graffiti.

SEXUAL HARASSMENT EDUCATION AND COMPLAINT CENTRE (SHEACC)

There were 56 complaints filed with SHEACC this past year. This is considerably lower than usual (169 last year). The majority of these cases were resolved informally; two went through the formal complaint process and two were referred to mediation although one was subsequently resolved informally.

A significant number of complaints involved multiple incidents and/or multiple types of incidents. A majority (39 per cent) involved sexual harassment, followed by complaints of sexual assault (14 per cent), and stalking or threatening behavior (13 per cent). There were also complaints involving non-sexual harassment (13 per cent) and chilly climate/systemic harassment issues (8 per cent). Overall, the student complainants' foremost needs dealt with finances, housing and counseling. The emergency shelter was used when there was risk of violence, and there was frequent coordination with Student Financial Services, York Housing, and the counselling centres.

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

Figure 1: Types of Sexual Harassment

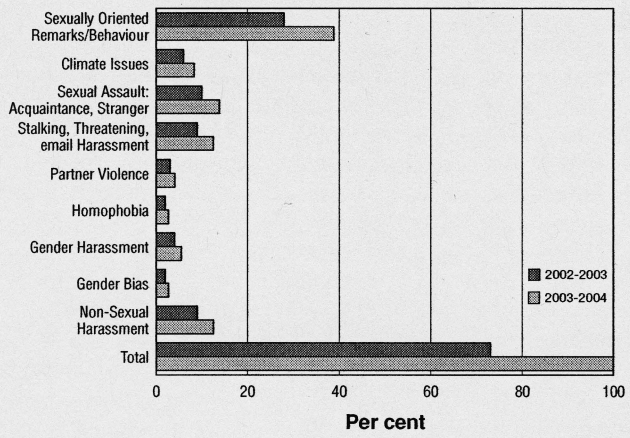
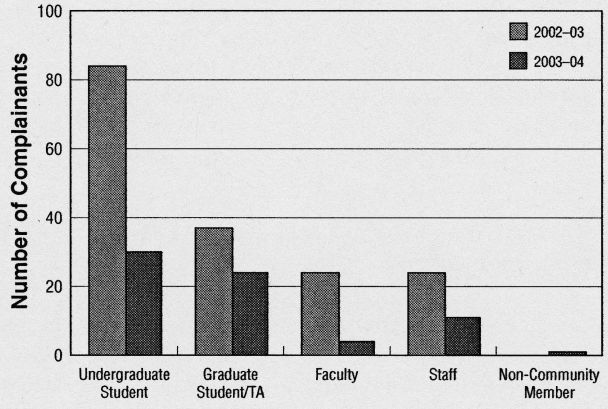


Figure 2: Status of complainants



COMPLAINT PROCEDURES

The revised complaint procedures are now well established. The Centre held one session for new investigators and plans another for the coming year. The plan to convene a small working group to explore preventative measures and creative responses to concerns that may involve systemic discrimination was not fulfilled due to the staff shortage.

Employment Equity

In early 2004, the University was notified of being selected for audit by the Federal Contractors Program for employment equity. This was York's third audit, and required a review of progress made since the previous one in 1998. A report was drafted, a campus visit scheduled, and the audit was nearing completion at the time of writing.

York has made significant progress in the five years since the previous audit. In 2003, York had 3,326 full and regular part-time employees, an increase of 210 people or 6.7 per cent since 1998. Of the 3,326 total employees in 2003, 1,305 were faculty members and 2,026 were non-academic staff. Overall, York exceeds the external levels of representation for all four groups: Women, First Nations/Aboriginal Peoples, Racial/Visible Minorities, and Persons with Disabilities. It is only when specific kinds of jobs are examined, that some few areas of under-representation can be identified. The University has set numerical goals for these areas to bring the internal level of representation at least up to the external level.

WOMEN

Overall, the representation of women has always been high, but in 2003, women made up over 40 per cent of faculty, compared with 35 per cent in 1998. Among non-academic employees, women consolidated their excellent representation at senior levels, including the non-traditional professional and middle management levels of computing-related positions. The only areas of under-representation for women are among the 15 skilled crafts and trades positions, and the 59 user-support technicians in computing-related work.

FIRST NATIONS/ABORIGINAL PEOPLES

York has achieved substantial increases in the representation of First Nations/Aboriginal Peoples. Since 1998, the University workforce has increased by 6.7 per cent while the representation of First Nations/Aboriginal Peoples has increased 200 per cent (from 13 people to 39). Among faculty, there has been an increase to seven people from two, a 250 per cent increase compared to a 12 per cent growth in the faculty body. York's level of representation exceeds the external level. However, the University maintains its general goal of striving to continue to increase the representation of this group in the overall workforce.

VISIBLE/RACIAL MINORITIES

There has been substantial growth in the past five years in the numbers of Visible/Racial Minorities among the York workforce: from 379 to 648, an increase of 71 per cent. They now make up 22.7 per cent of the total employee population of 3,326. Among faculty, the increase is more dramatic: from 73 to 138 or 89 per cent. Visible minority faculty make up 12.5 per cent of the 1,305 faculty. As a result, Visible/Racial Minorities exceed the external levels of representation overall and are adequately represented in most areas of the workforce. Some remaining areas of concern where there is a slight gap between the internal and external representation levels are senior managers, faculty, and all levels up to and including supervisor in clerical and administrative support positions.

PERSONS WITH DISABILITIES

In 2000, 10 years after its first employment equity census, the University conducted a "catch up" survey of all employees. The intent was to bring up to date its data on Persons with Disabilities which had become inaccurate over time due to the high correlation of disability with age. It is difficult, therefore, to compare the representation of this group in 2003 with that of 1998. A further complication is that in 1998, people on disability leave were included while in 2003, they were not. The data show that the representation of Persons with Disabilities remains much the same overall, despite the complications of different methods of count-

ing, while for faculty, there has been a substantial increase. Both in 1998 and in 2003, York exceeded the external levels of representation. Despite this, the University maintains a goal of increasing the representation of this group in all areas of the workforce.

The accompanying charts show the representation of the designated equity groups among York employees in 1998, 2003 and the external workforce based on the 2001 Canada Census.

Figure 3: Representation of Designated Equity Groups among All York Employees – per cent

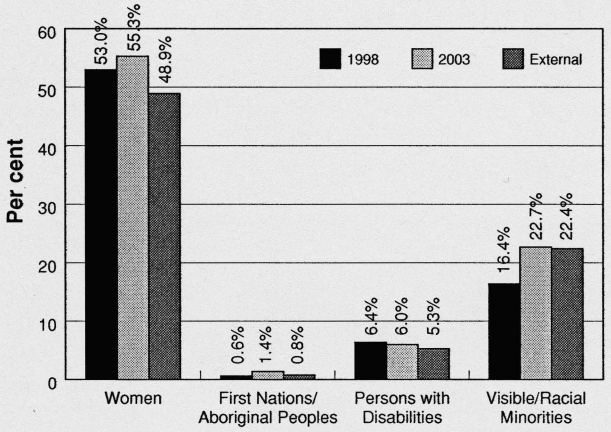
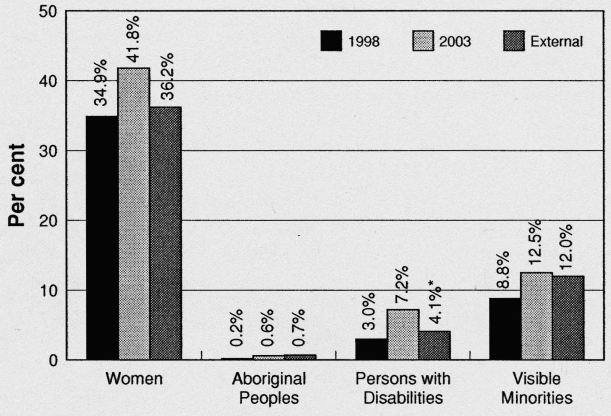


Figure 4: Representation of Designated Equity Groups among Faculty and Librarians – per cent



* The external data for persons with disabilities is available only for the occupational group, "Professionals" which includes "University Professors" as one of many professions.

The faculty body is becoming increasingly diverse quite rapidly. This trend is indicated by the representation among the junior ranks. Among the 283 probationary faculty in 2003, the level of representation is considerably higher than among the faculty body as a whole for three of the groups: Women – 50.2 per cent, and First Nations/Aboriginal Peoples – 2.6 per cent of 232 respondents, and Visible/Racial Minorities – 23.1 per cent of 234 respondents. Given the strong correlation of disability with age, it is also encouraging to see that the level of representation of Persons with Disabilities among probationary faculty, at 6.0 per cent of 283 respondents, is only slightly lower than among all faculty, suggesting that York has been hiring new faculty with disabilities at rates not far below their current overall representation.

Affirmative Action

While the diversity of the workforce is a quantifiable measure, improvements are not easily achieved without considerable organizational and individual commitment and effort. The affirmative action policies and procedures for both faculty and non-academic staff demonstrate a high level of good will and creative, positive thinking. This past year, the Centre contributed to workshops for members of faculty search committees, which had been made mandatory; and they were well received.

In keeping with the objective of the past few years to encourage planning and ownership of affirmative action by each large area in non-academic staff hiring, this past year saw the Division of the Vice-President Academic complete the task of meeting with each Faculty to review their individual affirmative action plans. These plans will be presented both individually and in consolidated format to the Affirmative Action Review Committee for approval in the Fall. Divisions that have already completed their first round will be asked to review and update their plans, and the remaining Divisions will be asked to start the process of plan development. In support of affirmative action, the Department of Human Resources continued its proactive outreach initiatives. In particular, the York University Temporary Agency (YUTA) made some outreach contacts with organizations that work with persons with disabilities and aboriginal peoples. The Department of Human Resources, including YUTA, together with the Centre for Human Rights and Equity and the Aboriginal Counsellor also organized a full-day affirmative action session for the external agencies related to the equity groups to which York sends its non-academic job postings.

ONTARIANS WITH DISABILITIES ACT

During the past year, York completed its report for submission under the Ontarians with Disabilities Act. It included a description of measures taken to improve accessibility and accommodate employees, and goals to redesign and improve the return to work process for ill/injured employees and to enhance communication with faculty members relative to accommodation.

Plans for 2004-2005

As discussed above in 2003-2004, President Marsden engaged an external group to review the Centre for Human Rights and Equity and the function of the Advisor on the Status of Women.

As a result of the review, a number of functions will be strengthened, integrated and clarified through organization changes. A York Human Rights Office and Resource Centre will be established and led by a Director, who will report to the President. This Office will have a clear mandate as an advisory, information/education and program delivery centre in respect to issues concerning all designated groups under the Ontario Human Rights Code, serving all communities of York – students, faculty and staff.

The new Director will also serve as Ombudsperson for the University, acting as an advocate for fair process within the

University according to York's mission and values, and providing impartial, independent advice to the President's office on human rights matters.

The employment equity functions currently performed by the CHRE will be transferred to Human Resources under an Associate Director, Recruitment, Employment Equity and Diversity.

The functions that were previously performed by the Advisor on the Status of Women will be split between the new Director and Associate Director positions.

Recruitment for the new leadership positions will occur in the fall with the goal of staffing them by the end of October.

Once the new positions are filled a top priority will be to establish clear priorities going forward in these areas.

ALUMNI AND ADVANCEMENT SERVICES

Overview

The Alumni Office supports the academic enterprise by creating strong friendships and enhanced reputation amongst York students and alumni through strategic initiatives to encourage a high level of alumni pride, engagement and support for York University. Advancement Services provides services in support of the University's fundraising, alumni relations and other friend raising programs through electronic and hard copy information management and systems.

ORGANIZATIONAL CHANGES

In January of 2004, the alumni office moved from the Division of the Vice-President, Students and Alumni to report directly into the President's office. At the same time the new executive Director of Alumni and Advancement services, Naguib Gouda, joined the University. This restructuring highlights the renewed focus on alumni programming at York University. The organizational chart for the new Alumni and Advancement Services unit is presented as Figure 1.

Progress in 2003-2004

Since the reorganization in January, the Executive Director, Alumni and Advancement Services has focused the group's efforts on the development of a new strategic plan for alumni and advancement services. This plan will be presented to the University executive in the summer of 2004 and to the Board of Governors in October 2004.

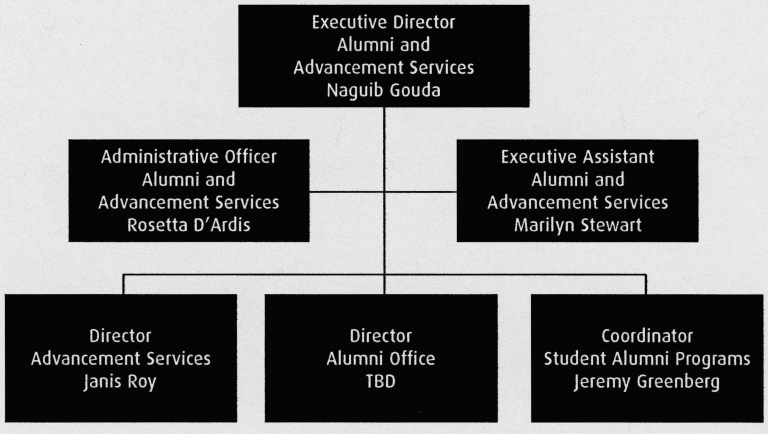
During the same time period a number of alumni events continued to be held, including a very successful Bruce Bryden Awards Dinner in May 2004.

In the 2003-2004 PBA report the Vice-President Students and Alumni identified a number of specific objects for 2003-2004 which were to focus on improving quality of spirit and reputation building in key areas. Progress on the specific priorities for 2003-2004 for the alumni office are reported below.

1) Establish a monthly e-mail newsletter to increase communications with alumni and carry reputation-enhancing University news and alumni information.

A new regular monthly e-newsletter, *Alumni Matters*, is being sent to all alumni for whom we have an email address. This newsletter covers reputation-enhancing University news, with input from all Faculties as well as University-wide news. The focus of the newsletter is on alumni information, both in terms of profiles or news coverage pertaining to alumni or upcoming events and updates. It currently reaches over 25,000 monthly.

Figure 1: Alumni and Advancement Services Organizational Chart



2) Replace Profiles magazine with a more frequent print communication.

Profiles magazine has now been replaced by YorkU magazine which always features a prominent and comprehensive section on and for alumni. The majority of current distribution is to alumni.

3) The York is U student alumni team will build on the success of Multicultural Week by continuing and improving that success and launching another theme week for campus spirit-building, and introducing a new service ("Stress Relief Care Packages") for residence students.

Building on the success of the first Multicultural Week, York is U (our student alumni program) ran another even more successful event during the winter 2004 term – in terms of attendance, participation, coverage and feedback.

Over 30 other events were staged by York is U throughout the year. Several new events and programs were launched, including: Campus Cleanup Days, Green Team Mug Program, York U Day at Skydome, Frosh Frenzie-Homecoming, Terry Fox Run, Stress Buster Carnival and Cricket Challenge. All were quite successful and are being continued again for the year ahead.

- The Student Stress Relief package flourished and over 400 parents participated, sending notes of encouragement from home with each package of goodies York is U delivered.
- In September 2003, the Frosh Frenzie – Homecoming was wildly successful and drew one of the largest crowds in ten years to the York stadium.
- York Day at Skydome included nearly 3,000 York students, and a first pitch cheque presentation to York.

Planning Priorities for going forward

By York University's 50th anniversary in 2009, our goal is to have:

- A sustainable alumni office and program,
- High quality systems and practices,
- Gained the attention of our alumni,
- A high level of alumni pride, engagement and support,
- Created an alumni community at York University, and
- The reputation as a leader among Canadian universities for our alumni program.

In order to achieve our goals, key objectives over the coming years include:

Infrastructure:

- development and ultimate implementation of a viable database and a University-wide surrounding process to support it (resulting in exceptional recordkeeping).

Advancement Services:

- Review of structure, capacity, and needs required to support alumni office, York University Foundation, Faculties, units and other clients.

Communications:

- A strategy addressing corporate branding and protocol alongside development of an internal and external communications plan.

Superstructure:

- Building a series of social events leading up to the clear knowledge of how alumni want to be involved in our 50th anniversary celebrations.

Alumni Centricity:

- Continued focus on our Student Alumni Program (York is U) and the encouragement of alumni to support York and its reputation through a variety of activities.

Research:

- A detailed/solid understanding of what our alumni want and what attracts them and,
- An ongoing compilation of competitive intelligence + key learnings/best practices (including from other sectors).

SPECIFIC PRIORITIES FOR 2004-2005

Infrastructure:

Database:

- RFP completed,
- Vendor selected, and
- Documentation of current processes complete.

Communications:

- Creative brief leading to branding, materials and an evolution of the current Web site, and
- Formation of a University-wide alumni council.

Superstructure:

- Continued pilots with colleges, departments, Faculties, branches and chapters, and
- Evolution of the Bryden Dinner.

Alumni Centricity:

Evolution of Student Alumni Program by putting staffing, infrastructure and processes in place, and

- New definition of alumni vs. graduate.

Research:

- Begin to look at who our alumni are and what their needs are (initial GTA focus), and
- Review of comparator universities and best practices from other sectors.

Business Processes:

- A review of affinity relationships,
- Process in place to manage evolution of branches and chapters, and
- Office infrastructure in place.

OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Edward Spence, Executive Director

David Smith, Director

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 group, 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 2003-2004

In last year's PBA, six specific priorities were identified for the OIRA and significant progress was made on all but one of the priorities.

1. The completion of a study of York's economic and social impacts in the GTA.

This was the most significant special project undertaken by the OIRA in 2003-2004. The study of the geographic and economic impact of the University, based on data extracted from the student, alumni, human resource and finance databases, was completed in the spring of 2004 and the results have already been used extensively in York's advocacy work with governments. The key impact maps and a summary of the economic impact study are presented below. The study of York's social and community impacts requires intensive data collection at the level of academic and research units and as a result is still underway.

2. Further development of performance indicators for use in reporting progress on the implementation of the strategic plan and in the PBA.

This 2003-2004 PBA report contains additional information presented in the form of performance indicator time series. In particular an agreed method of calculating student faculty ratios has been adopted and comparable measures are now available year over year. The financial data for the 6 years of PBA reports have been rationalized for organizational changes in order to produce valid time series comparing divisional allocations. This analysis is presented as part of the President's message and report overview section of this report.

In 2003-2004 York participated in a national survey of first year students and an international survey of first year and graduating year students. Both surveys are intended to measure students' levels of engagement and satisfaction with their university experience. The results from these surveys will be analyzed when received in fall 2004 and will be reported in next year's PBA. It is hoped that participation in these surveys will provide a basis for establishing time series measures of student engagement and satisfaction.

In addition the institutional research group is continuing to consider institution specific accountability measures that may be appropriate in response to the expected call from the Ministry of Training, Colleges and Universities (MTCU) for measures in support of institutional accountability and funding agreements.

3. Finalization of York's Enhanced Student Information System (ESIS) reporting for Statistics Canada.

Refinements to York's enrolment reporting procedures which will allow us to report to Statistics Canada in their new formats have not yet been implemented and there are now some issues related to privacy considerations which need further consideration. Similar delays have occurred at other Ontario universities and the institutions are now working through COU and MTCU to clarify procedures and privacy considerations involved in meeting the needs of MTCU as well as Statistics Canada.

4. Provision of data and analysis in support of the Faculty of Graduate Studies' self study review.

The Management Information group worked closely with the Faculty of Graduate Studies (FGS) and provided data and analysis in support of the FGS self study. As part of this work a major study of financial support to York graduate students was completed and a new Web-based module for tracking the funding eligibility status of graduate students was developed for use in FGS.

5. Work with Human Resources to re-write the Full Time Faculty File and to automate the feed from the Financial and Human resource System (FHRS).

Progress on this priority was limited during the year partially because of staffing changes in Human Resources. In addition the scope of the issues involved is greater than originally identified.

The rewrite requires collaboration among personnel from Human Resources, OIRA and the Office of the Vice-President Academic. It is hoped that during 2004-2005 this project can be completed to the satisfaction of all parties.

6. Continuing work towards improved data integrity across the institution.

In collaboration with the Chief Information Officer and the Vice-President Finance and Administration, the Executive Director of IR&A is launching a review of roles and responsibilities of OIRA which will extend to considerations of data integrity and access across the range of institutional data which are developed stored and accessed centrally.

In 2003-2004, 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 Committee. These projects have included the following:

- university-wide planning for enrolment growth in collaboration with the Vice-President Academic,
- student retention analysis,
- classroom needs and utilization analyses, and
- the creation of a Web-based application for tracking research project applications in support of the Vice-President Research and Innovation (VPRI)
- the creation of a Web-based application for tracking Awards and Honours received by full time faculty in collaboration with staff in the Office of the VPRI.

The Geographic and Economic Impact of York University in the Greater Toronto Area

In 2003-2004 the OIRA team undertook to analyze the geographic and economic impact of York with particular reference to its impact on the Greater Toronto Area (GTA). In undertaking the analyses the most up to date information has been utilized. The information on York in comparison to other Ontario universities, and for the distribution of York's international students and alumni were from 2002-2003. The information on current enrolments and the geographical distribution of York students, faculty and staff, and alumni in the GTA reflect the data for the 2003-2004 academic year just completed. The data used for the economic impact analyses were all drawn from records for the 2002-2003 fiscal year, the most recent period for which full records were available.

It is anticipated that the analyses will be updated regularly in future years.

GEOGRAPHIC IMPACT

In 2002-2003, the most recent year for which system-wide data were available, York had 38,927 undergraduate students and 4,708 graduate students enroled. This meant that 12 per cent of all university students studying in Ontario were studying at York and 33 per cent of all university students studying in the GTA were studying at York.

Data on the home addresses of students who studied at York during the 2002-2003 academic year were analyzed and the home countries of international students were mapped. In total nearly 3,000 international students from 132 countries studied at York in 2002-2003 with the largest groups coming from China, South Korea, India the United States and Pakistan.

A similar analysis was undertaken of the distribution of York's alumni living outside of Canada. In 2002-2003 York had more than 175,000 alumni of whom 9,500 lived outside of Canada in 133 countries. The most significant foreign concentrations of York Alumni were in the United States, China, Singapore, Malaysia and Australia.

The main focus of the geographic impact analysis was on York in the GTA. It was documented that 83 per cent of York students, 91 per cent of York faculty and staff, and 76 per cent of York alumni had home addresses in the GTA. The addresses inside the GTA of current York Students, faculty and staff, and alumni were mapped. The resulting maps are reproduced in the following Figures 1, 2 and 3, respectively.

The following maps clearly document the intensity of York's impact across all regions of the GTA.

ECONOMIC IMPACT

The goal of the economic analysis was to estimate the overall economic impact of York University in the GTA. The analysis included all of York's direct expenditures, as well as estimates of spending by York students and the wage premium earned by York's alumni.

Spending by York University in the GTA through its payroll and pension payments, its direct purchases of goods and services, and its capital construction program was calculated on the basis of a detailed analysis of the University's financial records. Expenditures by York students were estimated based on recent survey data collected at both York and the University of Toronto documenting spending by students in residence, students living away from home and off campus, and students living at home. The wage premium estimated for York alumni was a calculation based on Statistics Canada census metropolitan area data for the Toronto area relating earnings levels for university graduates to earnings levels for high school graduates adjusted for the actual gender and age distributions of York alumni in the GTA.

The summary data presented in Figure 4, document York University's annual impact for 2002-2003 in the GTA of $3.4 billion including the University's direct impacts adjusted for a multiplier effect, plus the alumni wage premium estimates. York's direct

Figure 1: The Geographic Distribution of the Home Addresses of York Students in the GTA

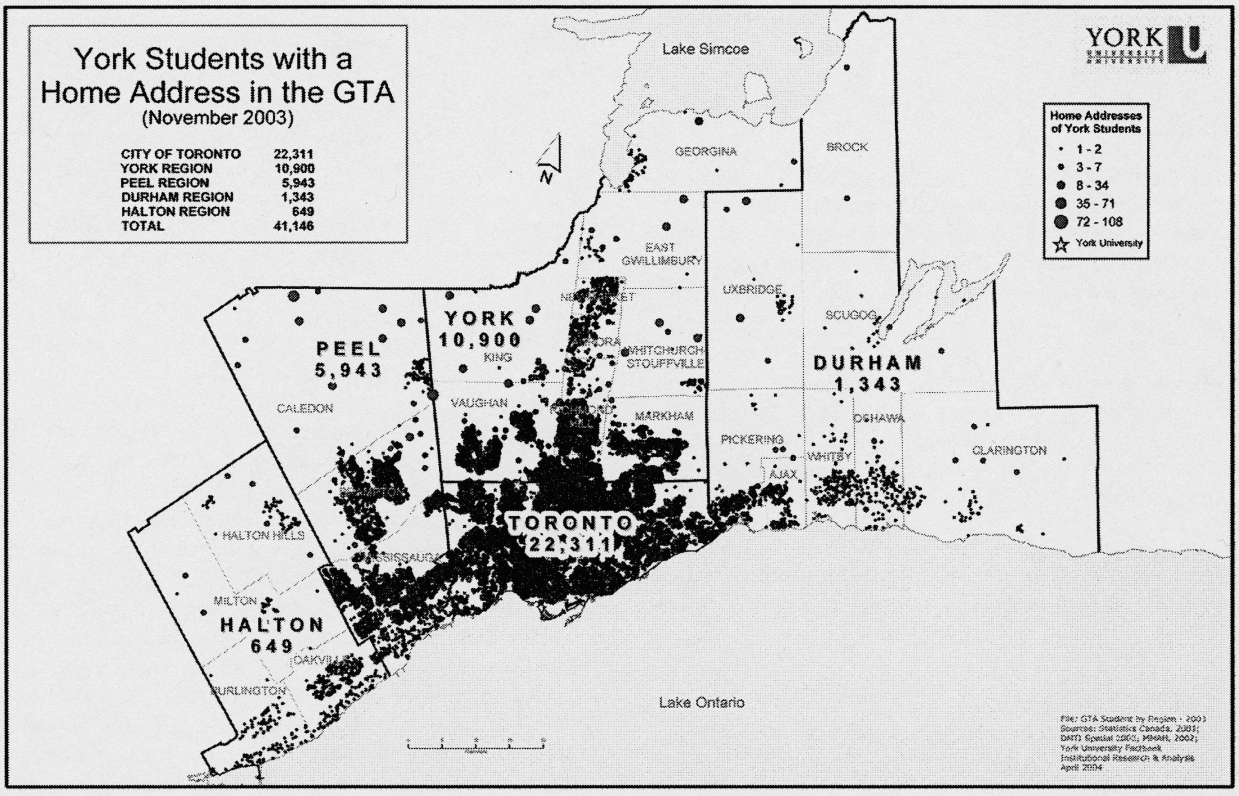


Figure 2: The Geographic Distribution of the Home Addresses of York Faculty and Staff in the GTA

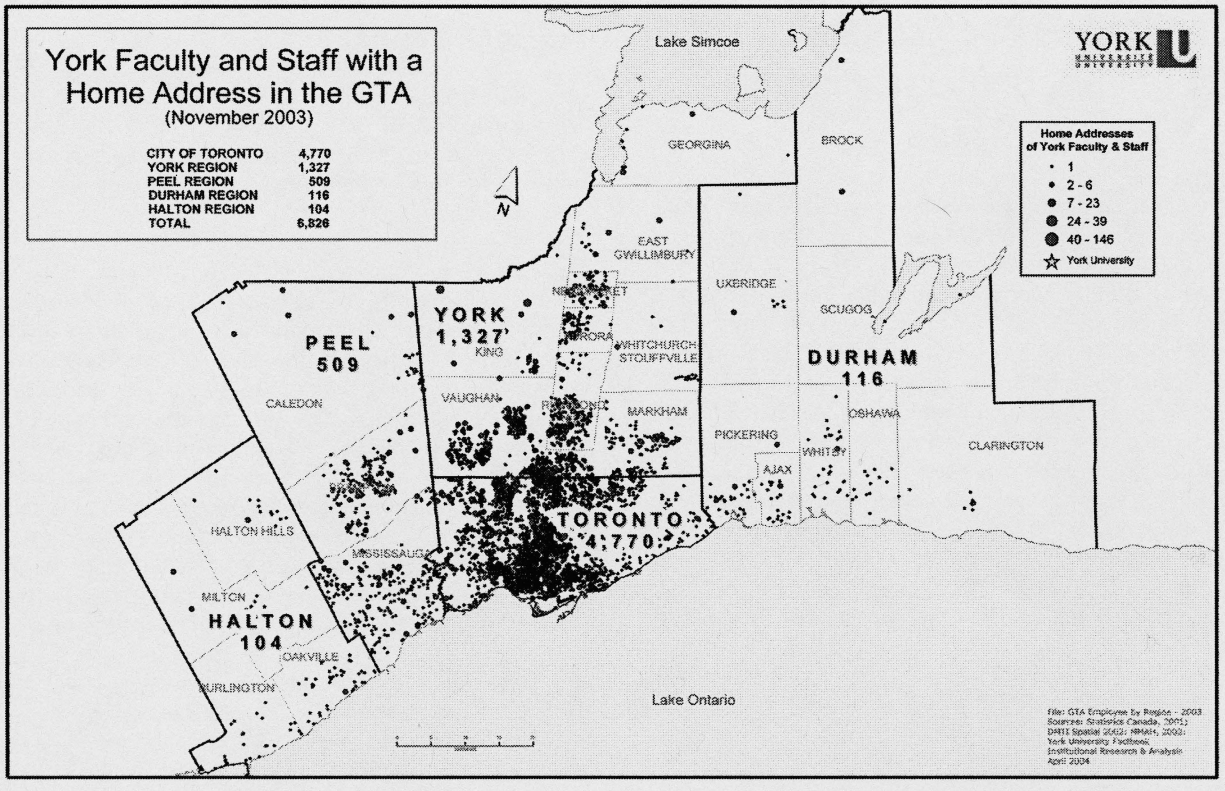
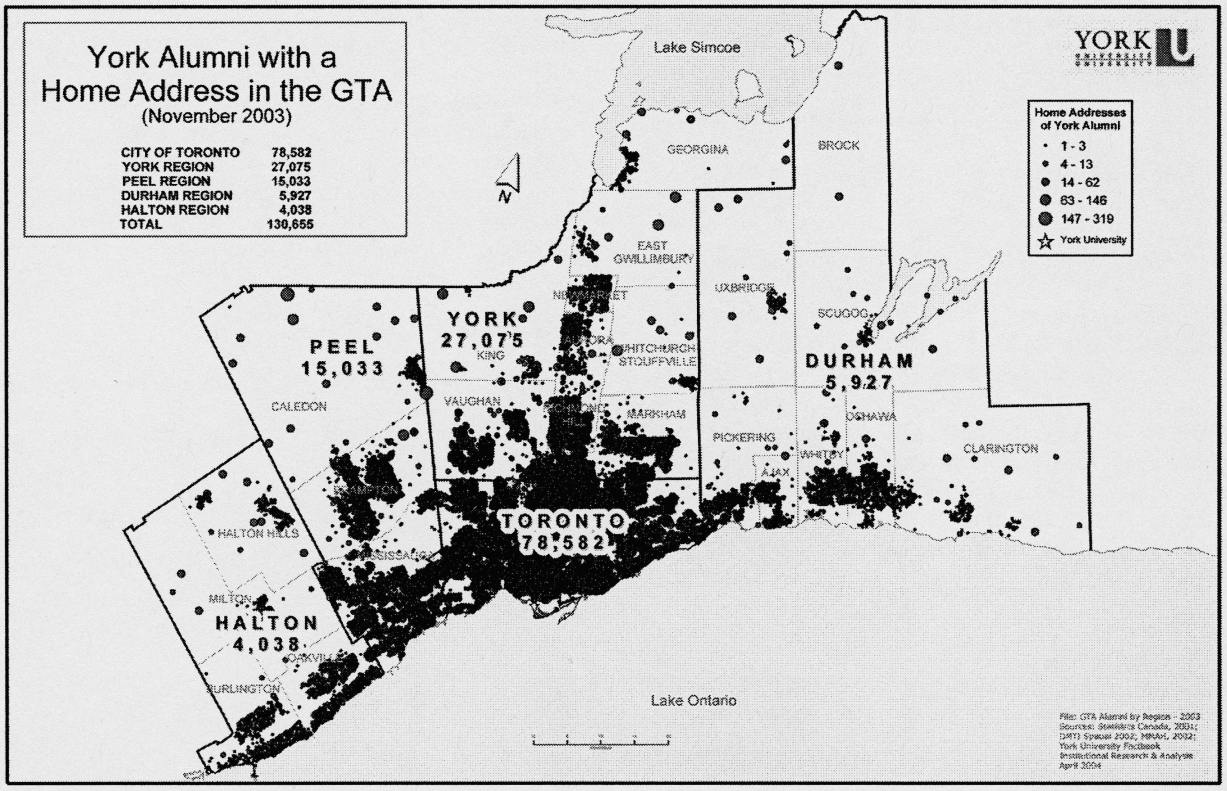


Figure 3: The Geographic Distribution of the Home Addresses of York Alumni Living in the GTA



unadjusted impact in the GTA is $815 million. A conservative multiplier of 1.5 has been used to estimate the total impact of those direct expenditures by the University and its students to be $1.2 billion in the GTA economy. The addition of the estimated alumni wage premium for York's 120,000 alumni living in the GTA brings the overall estimate of York University's economic impact in the GTA to $3.4 billion in 2002-2003.

Figure 4: York University's Economic Impact on the Greater Toronto Area (GTA)

	2002-2003 (Actual)	2005-2006 (Projected)
Direct Economic Impacts:		
Payroll	$ 290.3 million	$ 330.5 million
Pensions	$ 19.0 million	$ 21.6 million
University Operating Expenses	$ 97.0 million	$ 110.5 million
Capital Expenditures	$ 140.2 million	$ 159.7 million
Student Expenditures	$ 268.5 million	$ 305.7 million
Total Direct Economic Impact	**$815.0 million**	**$928.0 million**
Estimated Total Economic Impact (with Multiplier of 1.5)	**$ 1.2 billion**	**$ 1.4 billion**
York Alumni Wage Premium	$ 2.2 billion	$ 2.5 billion
Overall Annual Economic Impact	**$ 3.4 billion**	**$ 3.9 billion**

Note: the 2005-2006 projections are based on York University's enrolment growth plan which is forecasts a 14% increase over 2002-2003 levels.

OIRA Priorities for 2004-2005

In 2004-2005 the priority for IR&A 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 2004-2005 will include the following:

1. Further development of institution specific performance indicators including analysis of our student survey results from 2003-2004.
2. Finalizing York's ESIS reporting procedures for Statistics Canada.
3. The annual updating of the geographic and economic impact study and the completion of the social and community impact study.
4. In collaboration with the Vice-President R&I, completion of the research Projects Tracking System for Research and Innovation.
5. In collaboration with human resources and the VPA, complete the re-write of the full time faculty file database.

COMMUNICATIONS DIVISION

Richard Fisher, Chief Communications Officer

Overview

In late 2002 the new Communications Division was revised and consolidated based on a thorough analysis and review, followed by the appointment in January 2003 of Richard Fisher as Chief Communications Officer (CCO). The drive is continuing to give York a coherent look in the public domain and to ensure that our strategic focus as the interdisciplinary university is represented in the ways we market, recruit and advertise under the 'redefine the possible' banner. The work of this division becomes increasingly important as we approach the crucial milestone of York's 50th anniversary in March 2009.

The role of the Communications Division is to bring clarity to what York stands for among its many target audiences and to enhance the reputation of York by communicating York in a strategic and consistent way. The branding effort falls out of that overall goal.

The Communications Division was set up in January 2003 to meet the specialized communications needs of the University in the highly competitive education marketplace. It is encouraging to see quite how much has been achieved in that short time in terms of raising the overall quality and professionalism of the University's communications output.

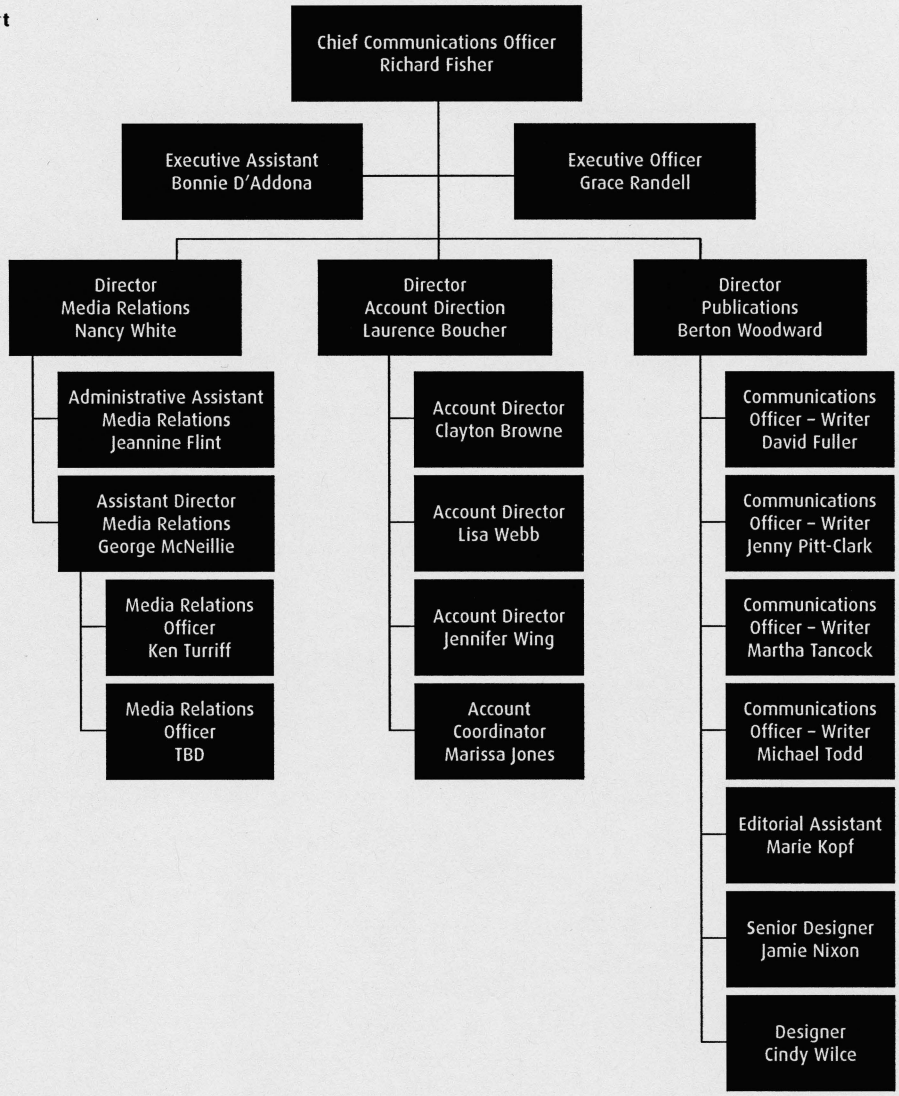
ORGANIZATION

The organization chart for the division is presented in Figure 1.

The Communications Division comprises three specializations, with around 20 staff in total:

- Account Direction – branded marketing materials
- Publications (formerly Institutional Marketing) – *YorkU* magazine and YFile

Figure 1: Communications Division Organizational Chart



- Media Relations – strategic communications externally and internally

Each unit is headed by a specialist Director with long experience in their specific field. This fledgling Division saw remarkable success in 2004, winning a cluster of gold, silver and bronze awards at the national CCAE conference in Halifax and at the CASE II conference in Philadelphia. The Division has also begun in earnest its strategic positioning of York as 'the interdisciplinary university' across all communications channels.

The Communications Division also plays a key role in representing York's professional communications voice to our partners in the wider university community as a member of the COU's communications committee (OUPAC) and as a resource to the COU's government relations group (GCRC). The CCO played a significant role in helping to develop the ongoing 'A strong Ontario needs strong universities' COU campaign to promote awareness of the parlous state of government funding for universities in Ontario.

BUDGET

The details of the Communication 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 directs hundreds of communications projects on behalf of other partners within the University.

Communications Division

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	51,307	50,000
Internal cost recoveries	6,180	–
Other revenues	–	–
Central allocations	2,516,384	3,046,719
Total Revenue	**2,573,871**	**3,096,719**
Expenses:		
Faculty – Administration	–	–
Faculty – Full-time	–	–
Faculty – Contract	–	–
Teaching assistants	–	–
Research	6,155	12,750
Support/Administration	1,542,937	1,803,905
Other	306,199	175,000
Total Salaries and Benefits	**1,855,291**	**1,991,655**
Operating costs	714,362	1,082,361
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	21,720	21,200
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**2,591,373**	**3,095,216**
Total Revenue less Expenses	**(17,502)**	**1,503**
Previous Year's Carryforward	**146,182**	**128,680**
Carryforward to Next Year	**128,680**	**130,183**

Account Direction

Jessie-May Rowntree, Director, succeeded in August 2004 by Laurence Boucher.

ACCOUNT DIRECTION PROGRESS IN 2003-2004

- Unit's purpose is to drive the brand strategy and develop and execute marketing and publicity initiatives for the University as a whole and for academic and non-academic units across the University.
- Comprising one Director, three account directors from the advertising and marketing industries and one account coordinator to partner with academic and administrative units to produce compelling, consistent and integrated communications.
- Developed and implemented York brand advertising campaign, focusing on York as the interdisciplinary university. This was a multi-media campaign featuring national and local press, PR activity and the takeover of St. George subway station! Total audience reach for 18-49 adults in the GTA was in excess of 1.25M with a total frequency of up to 30 over a concentrated four-month period. This does not take into account the PR generated on the launch day itself (see Media Relations below).
- Instituted framework to provide strategic guidance for working with central administrative units, faculties, the York University Foundation and external partners as required.
- Received Gold Prix d'Excellence Award from CCAE for Best Student Recruitment Program for work produced for Admissions; International Admissions brochure received Silver Award and Admissions Acknowledgement brochure received Bronze Award; Tennis 30-sec PSA received Bronze Award from CASE.
- Produced integrated communications solutions for Arts, Education, Osgoode Hall Law School, Centre for German and European Studies, Convocation, in addition to ongoing programs for Admissions, Research, Atkinson, Alumni, Tennis, among others. The Account Direction unit now produces the vast majority of the marketing output of the University.
- In total this year, well in excess of 1,500,000 marketing pieces have been produced by the Account Direction unit alone and in tandem with its university partners.
- Reviewed, evaluated and contracted through a formal request for proposals process a roster of suppliers for strategic planning, advertising, graphic design, Web design, copy writing, and Mac artist services.

GOALS FOR ACCOUNT DIRECTION FOR 2004-2005

- Further communicate York's brand strategy through implementation of the brand campaign in innovative media vehicles.
- Produce new, integrated communications solutions for Environmental Studies, Science and Engineering and Sport York among others.
- Recruit an additional account director to handle the increasing demand for the unit's services across the institution, to maintain high quality and service standards.

- Continue to increase collaboration with all areas of the University in order to provide consistent and professional communications for all and leverage the brand impact through a consolidated marketing approach.
- Re-launch York's Web site focusing on marketing to external audiences.

Publications

Berton Woodward, Director

PUBLICATIONS PROGRESS IN 2003-2004

- The Publications unit produces the daily York electronic newsletter YFile, which is e-mailed to 3,800 faculty and staff each working day. Content includes news and features about York, a daily events listing, a survey of references to York and its people in the media, reports on senate and board of governors meetings, weather information, snow days and useful bulletins about road closures, transport changes, etc. YFile is the University's journal of record.
- The popularity of YFile became evident in the workload it generated. In November, 2003, YFile welcomed a second full-time staffer, Jenny Pitt-Clark, who took over the editorship.
- In September 2003, the unit began publishing five issues of *YorkU* per academic year. *YorkU* is a new, high-quality magazine for the wider York community issued bi-monthly during the academic year to raise the reputation of York among its target groups. All issues circulate on campus, and three of the issues go to alumni, spaced throughout the year and culminating in a pre-convocation Summer edition in May/June. The purpose of *YorkU* is to showcase a more strategic and focused view of York University to students, staff, faculty, alumni, donors, media, the research community and government. Circulation in individual alumni issues reached 175,000 for the Summer issue; this equates to a readership total of around 250,000. Over the past academic year about 530,000 copies of *YorkU* were distributed to our various audiences.
- The new magazine was a clear hit on campus: each issue was completely depleted on campus racks, which were supplied with up to 13,000 copies per edition.
- *YorkU* also received two Prix d'Excellence Awards from the CCAE, including a silver in the Best Magazine category. (The other was a silver in the Best Photograph category.) This is a particularly encouraging achievement as only two issues fell in the calendar year to qualify for entry.

GOALS FOR PUBLICATIONS 2004-2005

- Continued upgrading of YFile, which has become York's daily e-newspaper and a highly successful and efficient medium of campus communication. YFile is scheduled to have over 900,000 impacts in the 2004-2005 fiscal year.
- Continued improvement of *YorkU* magazine, maintaining its high production standards, showcasing the University in a sophisticated and strategic way.

Media Relations

Nancy White, Director

MEDIA RELATIONS PROGRESS IN 2003-2004

In 2003-2004 the Media Relations unit shifted to a more proactive and strategic approach aimed at enhancing the University's reputation and increasing its visibility with the media and public. In particular, this ambitious program sought to increase media mentions of York and heighten awareness of the innovative achievements and expertise of its faculty and researchers.

Key elements of this program have included:

- media "mining" for and emphasis on high quality "signature" stories and information of genuine interest to a media;
- proactive pitching of these stories to maximize media coverage;
- media relations support, service and training to faculty and administrators;
- organization of news conferences/special events to increase awareness and bring initiatives to the attention of the media and the public;
- the development of strategic communications tactics and messaging for major issues affecting the University.

Top York News Stories of the Year

Stories promoted by media relations ranged from scientific discoveries (York scientists involvement in the NASA Phoenix Mars mission and the discovery of a new black hole) to business and the environment (York's Las Nubes coffee launch) to innovative research on human health and behaviour (research on how women compete for men and on perfectionism).

A key media and public relations highlight this year involved the official public launch of the University's reputational campaign. This landmark campaign, which introduced a clearly-defined York brand into the public domain, was backed by a strong public relations program, which involved student volunteers at St. George subway station and featured a news conference in downtown Toronto. (See media report results below.)

New Media Measurement and Tracking

For the first time, the results of actively promoting high profile media stories and campaigns have been assessed using industry standard measures. While by no means inclusive of all media activity during this period, the selected reports listed below begin to provide a year-long overview of some of the leading York-related stories that were promoted and generated coverage in the news media in 2003-2004. Many more campaigns were undertaken but not measured externally for cost reasons.

Combined totals of 13 measured campaigns:

- Audience "Hits": 204 million (overall gross audience size)
- Estimated Total Ad value: $1.05 million (the conservatively estimated cost of buying comparable ad space)

- Estimated Total PR value: $3.180 million (an industry-standard multiple of three times ad value)

The campaigns featured in order of greatest audience size were:

- "York researcher Maryanne Fisher's study shows women 'diss' their competitors" (55 million)
- "York U. team finds evidence of new black hole or neutron star (Michael Bietenholz and Norbert Bartel)" (50 million)
- "York U. researcher Gordon Flett finds that perfectionism can lead to imperfect health" (29 million)
- "Craig Heron's new book 'Booze' uncorks Canada's drinking habits and attitudes" (19 million)
- "York U. celebrates 2007 Phoenix Mars Mission win" (12 million)
- "York launches public campaign highlighting interdisciplinary studies, research" (11 million, not including advertising activity)
- "Osgoode Hall Law School hosts candidates for Mayor of Toronto" (7 million)
- "York U. professors Daniel Drache and Seth Feldman hold mirror to media's coverage of SARS" (5 million)
- "Cheaper drug testing comes at a cost: York U. professor Mary Wiktorowicz" (4 milllion)
- "York U. research by Leah Vosko shows growing labour market insecurity" (3 million)
- "Timothy's to market York U.'s Las Nubes sustainable coffee (Howard Daugherty)" (3 million)
- "York U. Professor Joel Lexchin studies drug advertising" (2 million)
- "Report calls on Ontario to reform welfare system to better protect abused women (Janet Mosher)" (1 million)

Other New Initiatives in 2003-2004:

- Introduction of "Hot Topics", a new form of media advisory distributed to newsrooms that identifies York expertise and commentators on a vast array of news stories, ranging from election commentators to space exploration. The response from reporters has been very positive and has resulted in more York commentators in the news.
- Establishment of the first media relations Web page as a resource for journalists, featuring news releases, "Hot Topics", past media coverage and other searchable data.
- Internal development of infrastructure to form the basis of an electronic "Red Book" of voluntary York experts for media commentary.
- Introduction of a media relations refresher course, a 1-hour overview presented by the Director of Media Relations for staff and faculty to increase understanding of the importance of media relations.

GOALS FOR MEDIA RELATIONS FOR 2004-2005

In 2004-2005, the Media Relations unit will:

- Build on last year's success to increase news coverage of pioneering research at York, consistent with strategic research themes and York's reputational campaign;
- Continue to foster a proactive media relations culture and provide professional media relations services using the most advanced tools and best practices in the industry;
- Provide ongoing strategic communications counsel, products and support to University administrators and Faculty on issue and crisis management;
- Populate the on-line Red Book of York expert commentators and make this valuable resource available to media;
- Provide annual and interim media reports measuring the reach and impact of major campaigns and initiatives in the news;
- Recognize and promote outstanding spokespersons and newsmakers from within the York University community.

Strategic Priorities for the Communications Division in 2003-2004

- To drive the York brand through all University communications and in all media.
- To clearly position York to our target groups as the interdisciplinary University under the 'redefine the possible' banner.
- To move the perception of the University from passive awareness to active, positive awareness within the broader GTA community.
- To establish York as the best practice player in the Communications area among Canadian universities.
- To launch The Accolade Project as the future of fine arts in Canada.
- To begin preparation in earnest for York's 50th Anniversary campaign culminating in 2009.
- We will achieve all of the above via:
  - Professional branded materials worthy of a world-class university
  - Newsstand-quality *YorkU* magazine editions
  - Compelling internal communications via YFile
  - Proactive media relations campaigns with quantifiable results in the marketplace.

COMPUTING AND NETWORK SERVICES

Overview

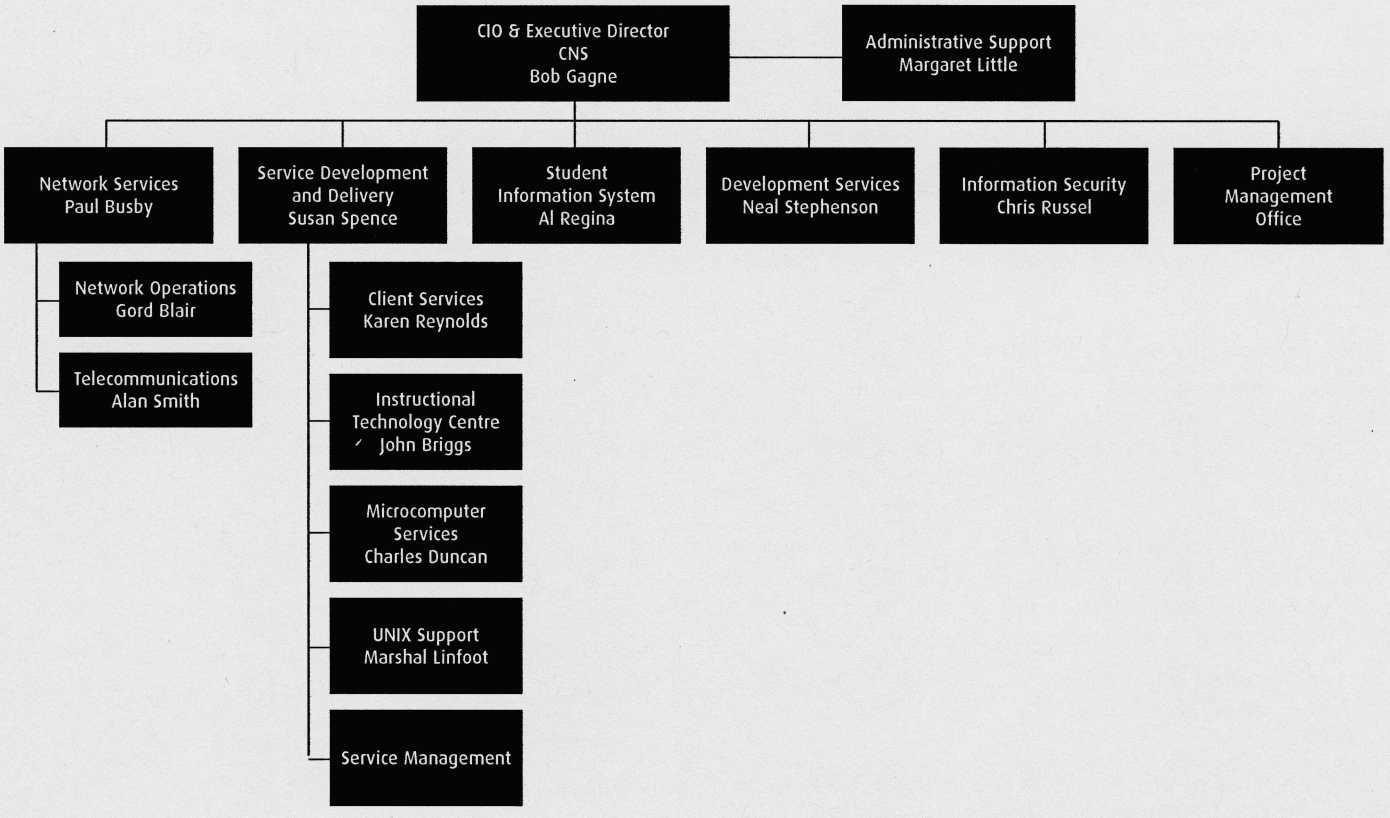
The fundamental mission for information technology within the University is to support the overall University's goals and mission. As the University's central information technology organization Computing and Network Services' role is:

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

Budget

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

Figure 1: Computing and Network Services Organizational Chart

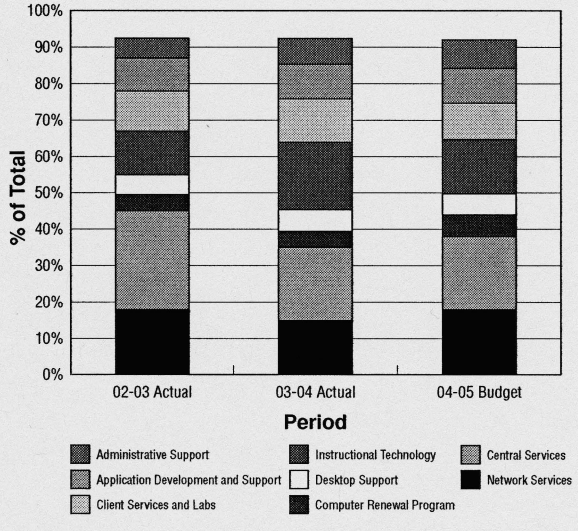


Computing and Network Serivices

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	802,680	762,812
Internal cost recoveries	911,555	1,014,265
Other revenues	-	-
Central allocations	15,009,223	16,517,049
Total Revenue	**16,723,458**	**18,294,126**
Expenses:		
Faculty - Administration	-	-
Faculty - Full-time	-	-
Faculty - Contract	-	-
Teaching assistants	-	-
Research	-	-
Support/Administration	8,469,050	9,350,399
Other	126,132	371,000
Total Salaries and Benefits	**8,595,182**	**9,721,399**
Operating costs	6,491,786	7,915,362
Amortization of capital assets	-	-
Cost of goods sold	7,016	53,059
Taxes and utilities	475,752	380,006
Scholarships & bursaries	-	-
Interest on long-term debt	-	365,223
Total Expenses	**15,569,736**	**18,435,049**
Total Revenue less Expenses	**1,153,722**	**(140,923)**
Previous Year's Carryforward	**(188,191)**	**965,531**
Carryforward to Next Year	**965,531**	**824,608**

The CNS budget has increased from 2002-2003 to 2003-2004 in large part due to a further $2.5 million dollars of strategic technology infrastructure funding. This strategic funding is in support of the implementation of the University information technology strategy and particularly directed at expansion and renewal in the four key technology infrastructure areas: the University network, classroom technology, faculty computers and student computing support.

Figure 2: CNS Expenditures by Type



As would be expected the majority of CNS's direct expenses relate to the provision of common central technology services. Costs related to network services, instructional (classroom) technology services, the computer renewal program and core central services (email, central backups, Web site hosting etc.) together directly account for approximately 70 per cent of the CNS expenses. Growth in the application development area reflects a shift in resources over the past two years to respond to increasing demand for common applications in both administration, service delivery and teaching and learning. The rise in administration support reflects the establishment of the project management office and one time budget related to renovations and other capital projects.

York's Information Technology Strategy

In September 2001 the University completed a process that set out a strategy for the use of information technology at York. The I.T. Strategy reinforced the views expressed in the University Academic Plan and set out a vision for information technology and its use that has at its core an accessible, highly connected common infrastructure:

> Our vision for technology at York is *to embrace the communications revolution - to create a connected campus and through it develop a connected community*. The connected campus will extend what we do within the physical campus providing a vital environment for discovery, investigation and interaction, all freed from the bounds of time and place.

For the past two years the priorities within the CNS computing plan have been set within the context of the University I.T. Strategic Plan. The implementation of the I.T. strategy is roughly at its halfway point. There has been very significant progress (detailed in the accomplishments below) over the past two years: of the 27 actions set out in the strategy, five are complete or substantially so and fifteen are in progress. The remaining seven actions have seen no progress or only limited progress.

A key initiative for 2004-05 will be to engage in a process to revisit and refocus the I.T. Strategy based on the progress to date and changes in the University and its environment.

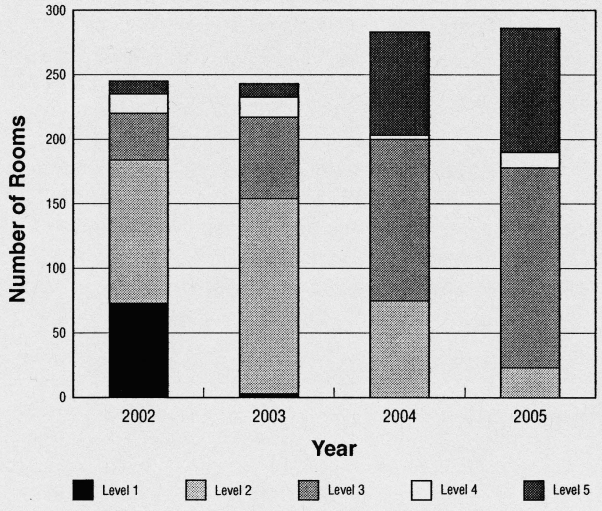
Planning and Implementation 2003-2004

SUPPORT FOR TEACHING, LEARNING AND RESEARCH

Classroom Technology

This year is the second of the three-year plan for the upgrade of classroom technology. The goal of the plan is to equip all centrally managed lecture halls, classrooms and seminar rooms to an appropriate level of technology within a structure of five technology levels (simplified from six in order to assist comparison with other universities).

Figure 3: York Classrooms by Technology Level 2002-2005



The combination of the upgrade efforts and the addition of new "level 5" (data projector(s) and built-in PC, VHS etc and typically a control system) in new buildings (TEL and SSB) have resulted in over a quarter of York classrooms having data and presentation technology built-in.

Improvements to Student Computing Facilities

The Technology Enhanced Learning (TEL) Building, which opened in September 2003, includes a new computer facility as a complement to the Computer Commons in the William Small Building. This new facility contains 70 workstations providing additional capacity for general student use as well as a new student "destination" in the southeast precinct of the campus.

The 75 workstations in the "Glade Lab" located in the Chemistry building were also replaced during the summer 2003.

Advanced Broadband Enabled Learning Project (ABEL)

The CANARIE sponsored ABEL project for which CNS provided technical leadership and support and help desk, videoconferencing and e-learning resources was completed on March 31, 2004. The ABEL project used CANARIE's CA*net4 research network to develop a model for an innovative, collaborative means of online professional development for teachers and expanded learning opportunities for students.

One deliverable of the project was the implementation at York of two "Access Grid" installations – in the Stedman video suite and in TEL. Each of these installations consisting of multimedia displays, presentation and interactive environments, is used to support large-scale distributed research, knowledge "collaboratories" across the grid of nodes over the high-speed network. CNS will continue to explore this technology and it's relevance to the York research community.

SERVICES FOR STUDENTS AND STUDENT INFORMATION SYSTEMS

Integrated Services for Students

As an outcome of the I.T. strategy and a study of Web-based student service delivery done in the summer of 2002 a project, sponsored by the VP Students and VP Finance and Administration was initiated in late 2002 to increase and integrate Web-based services for students. In the summer and fall of 2003 the project delivered a number of new applications for student self-service, along with a re-architected, integrated student service Web site.

This project represents the first phase of a larger initiative that aims to support the emerging vision within the division of students to take a student centric view of student services and to use this view to enhance the University's overall relationship with its students and alumni.

Student Services Call Centre

As part of its move into the new Student Services Centre, the division of students worked with CNS Telecommunications and the SIS development team to implement an integrated student services call centre and service desk. The call centre was implemented co-incident with the move into the new building in the spring of 2004.

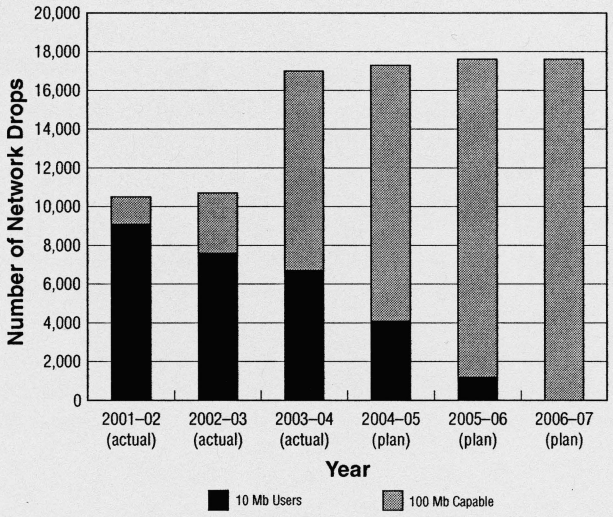
INFRASTRUCTURE SERVICES AND OPERATIONAL SUPPORT

Efforts in the area of infrastructure growth and renewal continued to be a priority for CNS over the past year. The initiatives arose both from strategic priorities and the increase in University physical space and enrolment.

Network Renewal and Expansion

2003-2004 represented the second year of the four year plan to upgrade the campus network and telecommunications infrastructure to a standard of switched 100 mb network speed with the potential for future upgrades to gigabit speed. The combination of network renewal and growth in new buildings has put the network infrastructure at over 50 per cent to standard.

Figure 4: Network Upgrade Progress

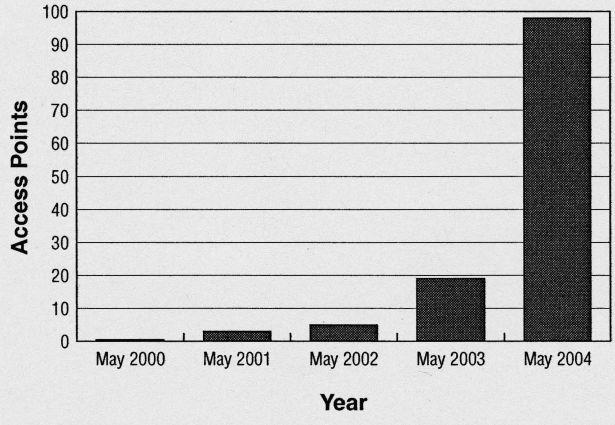


In 2003-2004 the network infrastructure was upgraded in the following buildings: Scott Library, Centre for Fine Arts/Film and Theatre, the East Office Building, Stedman, Winters College and the Burton auditorium. New buildings, the TEL building and the new Schulich School of Business and Executive Learning Centre, and the Student Services Centre, added significantly to the size of the supported network at York.

Wireless Network (AirYork)

The availability of "wi-fi" (802.11b) wireless networks is fast becoming a standard feature of many University campuses. Wireless at York was introduced beginning in 2001 with a pilot and expanded with a limited implementation in 2002. 2003-2004 was the first year of a more extensive deployment of our "AirYork" service.

Figure 5: Wireless Access Progress



The addition of almost 80 access points now provides extensive coverage within two new campus buildings (TEL and SSB) and broad coverage in common areas where students study and gather (e.g. near total coverage with Libraries).

GTAnet and ORION Implementation

York's access to the Provincial high-speed optical research and education network, ORION, was implemented in 2004 with the installation of the ORION point-of-presence at York in January 2003. This has provided the University with expanded general Internet access but more significantly, dedicated gigabit access to other Ontario Universities and research and education institutions.

Telecommunications Improvements

CNS Telecommunications in 2003-2004 put in place the final elements of the University's comprehensive agreement with Telus Corporation. This resulted in lower costs to the University enabling Telecommunications to reduce tariffs to the community.

The provision of an online application service to allow campus residents to order telephone, cable TV and Internet services facilitated the closing of the Telecom York retail outlet in York Lanes and subsequent relocation of residential customer services back to Steacie.

Disaster Recovery Planning

In 2003-2004 CNS completed phase one of a disaster recovery planning process as part of the University's risk management program. The plan that is now in place provides for the orderly recovery of key I.T. infrastructure and applications in the event of a significant disaster resulting in a loss of the University's core data centre. The plan also provided for a number of operational improvements and has set the ground-work for the subsequent phases of disaster recovery planning.

Planning Priorities for 2004-2005

SUPPORT FOR TEACHING, LEARNING AND RESEARCH

Computer Renewal Program and other support for faculty

2004-05 is the fourth year of the computer renewal program and as such it is the first "renewal" year wherein computers obtained in the first year of the program can be renewed. In 2001-2002, 533 computers were obtained through the program and the expectation is that the vast majority of these machines will be replaced. The CNS objectives for the program this year are to facilitate the smooth redeployment or disposal of computers while at the same time coordinating the purchase of the new machines with the Faculties.

TEL Tool Set

The TEL Coordinating Committee (TELCC) led by the Centre for the Support of Teaching has been working to identify low threshold applications that could be of broad benefit to faculty using technology in their teaching. CNS will work with the CST, the TELCC and other technology support units to prioritize, specify, select or develop and implement/deploy these applications. Potential applications that have been identified include: a standard "grade book"; online course evaluations; online quiz and student self assessment (in progress, deploy over 2004-2005); online discussions (synchronous and asynchronous); and the display of course and University information in calendar format.

Student Computing Facilities

One of the actions in the IT Strategy urged taking measures to improve the access to technology for off-campus uses. A "Virtual Lab" project will see the implementation of a facility to allow students off-campus to gain access to the application environment that is currently available in the central "Acadlabs" server. The goal of this project would be to reduce pressure on the on-campus labs as well as improve the experience of commuter students by reducing their travel needs.

Classroom Technology

This year is the third of the three-year plan for the upgrade of all centrally managed York lecture halls, classrooms and seminar rooms to a level of technology appropriate to each location.

The goal for 2004 is to continue the project to equip seminar and classrooms with TVs and a VHS/DVD "combo" moving 60 more rooms to level 3. Also, lecture halls in Chemistry, Vari, Osgoode, Ross and at the Glendon campus are slated for significant technical upgrades or the installation of LCD projection technology.

SERVICES FOR STUDENTS AND STUDENT INFORMATION SYSTEMS

Student Services/SIS Priorities

The division of the Vice-President for Students along with Faculty units that serve students have set key directions and priorities for the enhancement of student services using I.T. and the ongoing development of the Student Information System (SIS).

A key driver of these priorities continues to be to provide online services for students. CNS will continue to support the Division of Students in the implementation of additional online services including: addition of online transcript ordering; creation of a student/applicant financial profile application that will provide information on eligibility for bursaries and awards; expansion of Web-based payment capability for more online services.

Beginning in the fall term of 2004 the Division of Students will also put into use a new facility for communication with students that will allow for the distribution of broadcasts or targeted messages to students.

Support for the "Ycard" project

Action 3.4 in the I.T. Strategy identifies the implementation of an integrated card system as a priority. In 2003 a project was initiated to begin the planning, selection and implementation of this system with leadership coming from the Finance and Administration division. CNS will support this initiative providing input and integration services as needed.

INFRASTRUCTURE SERVICES AND OPERATIONAL SUPPORT

Network Infrastructure Upgrades Year Three

The multi-year initiative to upgrade the University's network is expected to bring the University to having approximately 75 per cent of its network at standard (100mb with gigabit capability). The upgrades will leverage parallel renovation projects (Steacie Library, West Office building, Atkinson, Lumber, HNES, Tait-McKenzie) as well as several other independent upgrade projects (Curtis, Central Square and Bethune College teaching and office spaces).

In addition to the building upgrades, there will also be network core equipment upgrades done at both the Keele and Glendon campuses in order to accommodate bandwidth and capacity growth.

Wireless Network (AirYork) Expansion

The use of the University wireless network has grown significantly, particularly in the past year as its ease of access has been improved. In 2004-05 we will be implementing additional access points – extending access to additional locations where students study, increased concentration in buildings and introducing more access points in meeting spaces used by staff and faculty. We will also run a campaign for incoming students promoting the availability of the wireless network and implement a signage program to increase awareness.

Central Back-up Service and Data Storage Strategy

As the cost of data storage has dropped the University, like most organizations, has seen a sharp rise in the use of online data. The scale of data storage and the technology used for it have combined to make our current backup processes and systems reach their limits. This project will identify and implement a data back-up solution that will meet current and growing requirements. This initiative is closely related to the progress of the Disaster Recovery project in as much as our recovery capability has a significant dependency upon our data backup/recovery capabilities.

This project will also require us to set some future directions for data storage growth (i.e. use of NAS, SAN and storage service providers) though a replacement of existing storage facilities is not anticipated this year.

Disaster Recovery Planning – Phase Two

The second phase of the plan development will build upon the vulnerability assessment and other work done in the initial stages of disaster recovery planning. The goals of the second phase are to: finalize system priorities and related recovery time objectives; identify resources and infrastructure changes necessary to meet those objectives; implement the changes and put in place business continuity plans as necessary. Work on this phase is expected to extend into fiscal 2005-06.

Communications and Collaboration Tools (Central Support for Lotus Notes)

The messaging and calendaring capabilities of Lotus Notes have been in use at York within four Faculties for a number of years. In 2004 CNS will introduce central support for Lotus Notes creating an enterprise wide platform for email, calendaring and instant messaging.

This initiative will replace Synchronize calendaring and introduce an integrated personal productivity suite for those that elect to use it. Standards-based IMAP email will remain a service supported primarily for students but also for staff and faculty for whom simple email is adequate. The Lotus instant messaging tool will be made widely available to faculty, staff and students.

As a logical extension of the introduction of Lotus Notes, Telecommunications will facilitate the introduction of Blackberry Wireless Handhelds (RIM) that will integrate with our voice/data services and allow for a more flexible, distributed and mobile workplace.

Telecommunications Improvements

In 2004-2005 Telecommunications will continue to focus on improving the way services are delivered to the community. Among the initiatives: a new bundled telephone package to all undergraduate residence rooms; investigation of a unified messaging service in conjunction with the Lotus Notes implementation; implementation of a new Telecommunications management system which will provide a number of operational efficiencies and the introduction of an e-commerce application to allow residential customers to make payments online.

Telecommunications "E911" Implementation

Telecommunications will be implementing a new system for students living in residence and for faculty and staff. The new system will give external emergency service agencies, Toronto Fire Service, Emergency Medical Services and Toronto Police Services improved access and location information. As well the University's security personnel will receive immediate notification of an emergency 911 call, the location of the call and that emergency personnel have been dispatched.

Application Architecture

Opportunities for improving services or streamlining internal processes through the application of technology will increasingly require a greater level of integration of applications that are rooted in specific units or functional areas. This project will aim to analyze the current state of the relationships that exist between key applications used at York. The aim will be to identify opportunities to improve application interfaces/data exchange (e.g. SIS to the Alumni Development System), laying a foundation for improving internal services and processes.

A secondary goal of this work will be to identify opportunities for standardization in a number of areas including – data formats/use; data interfaces; underlying technology and development tools.

External Web site and improved content management

The "re-architecture" of the University's Web presence is carried forward from 2003-2004. With a lead vendor partner selected through an RFP process completed in spring of 2004, CNS will continue working with Communications, the VP Students Division and others within the University through the design/development and implementation with a target launch of September 2004.

This new Web site will be implemented using a content management system. This application will be centrally supported by CNS and made available to units within the University to ease Web site creation and maintenance.

ITIL Project Implementation

Over the past eighteen months CNS has been working with ITS to design and implement improved processes particularly related to the incident and change management elements of the Information Technology Infrastructure Library (ITIL). Implementation of these processes will extend into 2004-2005.

An element of the ITIL project is the implementation of a new version of the system (ARS) used by CNS to manage its helpdesk and support. This new version will be more easily deployed to other units should they wish to make use of it in conjunction with the CNS helpdesk service. We will also be introducing functionality within ARS that will allow users to make and track service request on the Web.

Division of the Vice-President Academic

Sheila Embleton, Vice-President

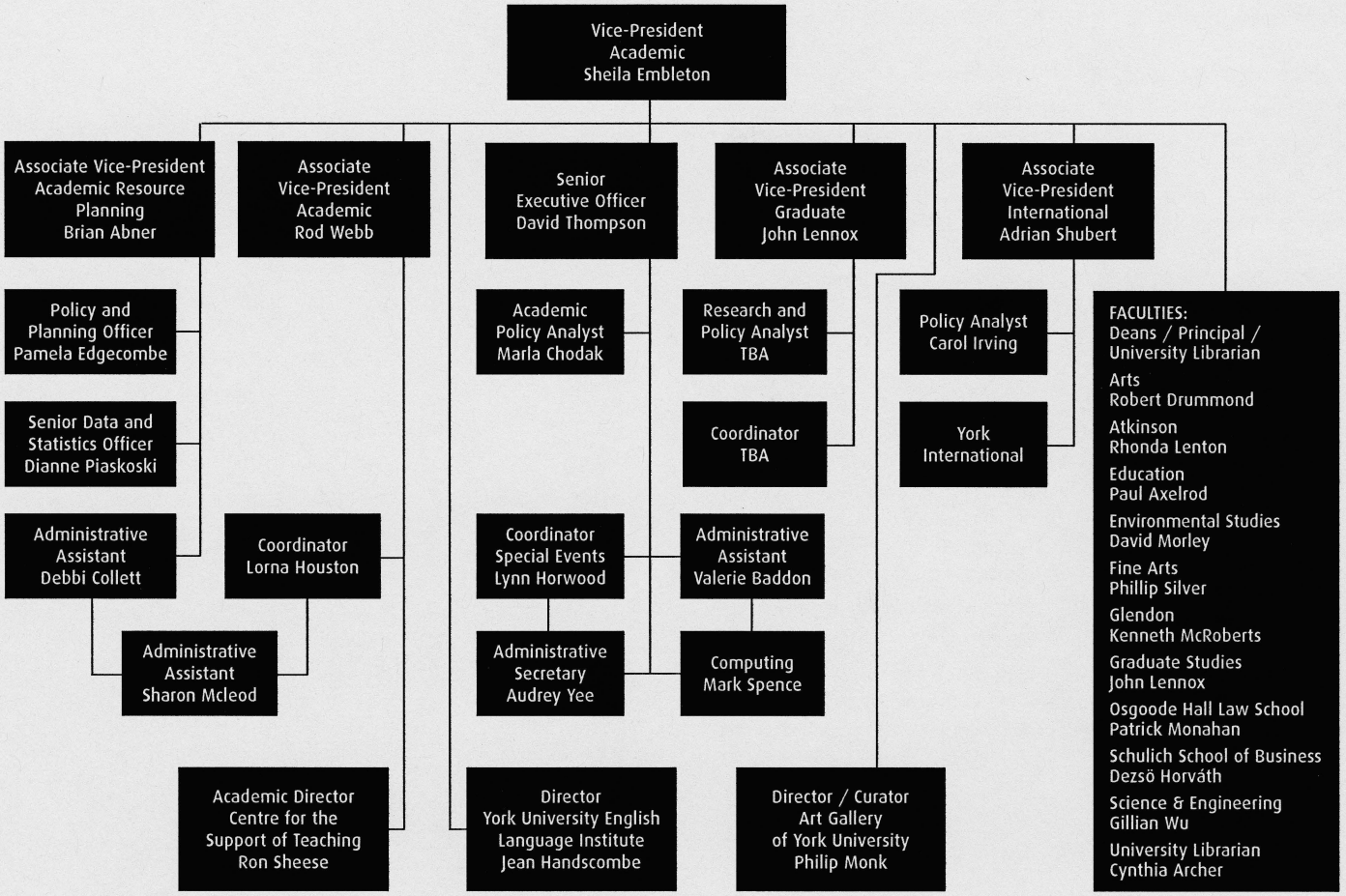
Overview

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

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

These responsibilities are carried out by the Vice-President Academic in cooperation with the associate vice-presidents, and deans/principal and University librarian as illustrated in Figure 1.

Figure 1: Division of the Vice-President Academic 2003-2004 Organizational Chart



The 2003-2004 year saw little turn-over at the senior administrative levels of the Division; only one new Dean was appointed: Professor Patrick Monahan in the Osgoode Hall Law School. As of April 15, 2004, a new associate vice-presidency, responsible for graduate studies, was established, held by Professor John Lennox, who also maintains his position as Dean of the Faculty of Graduate Studies. The establishment of the position of Associate Vice-President Graduate in the Division of the Vice-President Academic recognizes the growing significance of graduate studies at York and in Ontario, and is intended to facilitate enhanced coordination in the planning and management of graduate programming, enrolments, and resources. In 2003-2004, the University also welcomed a new director/curator of the Art Gallery of York University, Philip Monk.

On July 1, 2004, a new Dean of the Faculty of Environmental Studies, Professor Joni Seager, will take office. During the six-month leave of Principal Kenneth McRoberts commencing July 1, 2004, Professor Françoise Boudreau will serve as Acting Principal of Glendon College. In addition, two academic support units within the Division will welcome new directors in 2004-2005: Calum MacKechnie in the York University English Language Institute and Rosamund Woodhouse in the Centre for the Support of Teaching.

Finally, a noteworthy name change occurred following approval by the Board of Governors in June of 2004: the name of the Faculty of Pure and Applied Science was changed to the Faculty of Science and Engineering (FSE). References to the Faculty reflect the new name in the VPA section of this PBA, but references to the former name may appear elsewhere in the document.

Taken together, in 2003-2004 the Division comprised the following community of faculty, students, and staff in ten Faculties and the Libraries (all numbers represent numbers of individuals rather than FFTEs):

Figure 2: Statistical Overview 1999-2000 to 2003-2004

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Undergraduate students	33,749	32,248	35,181	38,881	42,021
Graduate students	4,107	4,279	4,397	4,754	4,773
Full-time faculty (tenure stream and contractually limited)	1,149	1,204	1,144	1,226	1,279
Contract faculty	N/A	N/A	1,449	1,453	1,584
Teaching assistants	N/A	N/A	1,377	1,354	1,470
Staff (including operating and ancillary funded staff in the division)	870	774	810	853	869

*Note: Changes in staffing levels 1999-2000 to 2000-2001 reflect restructuring of Divisions

Source: Office of Institutional Research and Analysis

ACADEMIC PLANNING FRAMEWORK:

Academic planning at York is shaped by a number of internal and external factors.

The Office of the Vice-President Academic provides leadership in the articulation and implementation of strategic academic priorities, whose underlying assumptions are a continuing commitment to a front-ranking profile in the liberal arts and to innovation and excellence in research and teaching, together with objectives relating to a re-balancing and diversification of enrolments and programming towards areas of increasing student interest and growth potential.

In the spring of 2000, the Strategic Priorities section of the University Academic Plan was revised to focus more sharply on planning directions for a three- to five-year period commencing in 2000-2001, consistent with the re-balancing and diversification of programs and enrolments. Identified academic priorities are:

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

These priorities shape the planning for all aspects of academic activities in relation to complement, enrolments, and program development, as well as space planning, and it is against these directions and priorities that progress can be measured. Throughout the planning period since the approval of the strategic priorities, the Vice-President Academic has reported to Senate and its Academic Policy and Planning Committee at least annually (and frequently twice per year) on progress towards plans. In accordance with the stipulations of the UAP, a review of these priorities will be undertaken by APPC, in consultation with the Vice-President, during the 2004-2005 academic year. This will be an opportune time, then, to reflect upon whether these priorities continue to reflect institutional objectives; whether priorities have been met over the planning period, and if not why not; if they have been met, should they be extended; and whether there are new directions which should be pursued.

A longer-term planning framework is provided by *2020 Vision: The Future of York University*, endorsed by Senate and the Board of Governors in 1992. The report envisioned the growth and diversification of the University towards its configuration as a "comprehensive" university, through both building on existing strengths and development of new initiatives, the latter potentially in the health, design and communications, and information technology areas. All of these areas have been pursued.

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

- government policy initiatives, including a continuing emphasis on targeted funding to advance public policy objectives, which limits flexibility to direct funds to internally-determined objectives; limits on tuition fee increases, including a two-year freeze affecting regulated and deregulated fees commencing May of 2004; funding tied to growth in undergraduate domestic enrolments; and emphasis on key performance indicators as a basis for funding allocations;

- demographic factors, including growth in the university-aged population, changes in participation rates, York's location in the greater Toronto area, and the impact of the "double cohort" resulting from the elimination of Grade 13 from the Ontario secondary school program; and

- the opening up of opportunities for other post-secondary institutions, including private universities, institutions from other jurisdictions, and colleges of applied arts and technology, to enter the degree-granting market, thereby increasing competition for students and faculty.

Within this overall planning context, two main "pillars" guide academic and associated budget planning at York:

- allocation of resources to support the academic complement (the attraction and retention of outstanding teachers and researchers) and support staff; and

- provision of academic and administrative space in which to carry out teaching and research.

PROFILE:

The year 2003-2004 was a very successful one for York University in terms of the honours and awards received by members of faculty and by the University. These acknowledgements of the quality and impact of colleagues' contributions enhance the University's reputation and profile in the community, as well as nationally and internationally.

Faculty Honours:

- Professor Isabella Bakker, Political Science, Arts, was named a 2004 Fulbright New Century Scholar.

- Professor Ian Balfour, English, Arts, received two prizes for his book, *The Rhetoric of Romantic Prophesy:* the Aldo and Jeanne Scaglione Prize for Comparative Literary Studies from the Modern Language Association of America, and the Jean-Pierre Barricelli Prize from the International Conference on Romanticism.

- Professor emeritus Hédi Bouraoui, French Studies, Arts, was named an Officier de l'Ordre des Palmes Académiques by the French government, and received the Emmanuel Robles International Poetry Award.

- Professor Linda Briskin, Social Science/Women's Studies, Arts, was one of six recipients of 2003 OCUFA (Ontario Confederation of University Faculty Associations) teaching awards.

- Professor Rosemary Coombe, Social Science, Arts, held the Mackenzie King Chair of Canadian Studies at Harvard University for 2003-2004.

- Professor Jonathan Edmondson, History, Arts, was elected a Corresponding Member of the Real Academia de la Historia (the Royal Academy of History of Spain).

- Professor Thomas Gallant, History, Arts, was awarded the 2003 Best Book Prize of the Modern Greek Studies Association for *Experiencing Dominion.*

- Professor Stephen Gill, Political Science, Arts, was the recipient of a Canada-US Fulbright Fellowship.

- Professor Elinor Melville, History, Arts, will be honoured for her contributions to environmental history of Latin America and the Caribbean by the Second Symposium of American Environmental History.

- Professor Jan Rehner, Centre for Academic Writing, Arts, received the Arthur Ellis Award from the Crime Writers of Canada for her novel, *Just Murder.*

- Professor John Saul, Political Science, Arts, was elected a Fellow of the Royal Society of Canada.

- Professor Deanne Williams, English, Arts, received a 2003 John Charles Polanyi Prize.

- Professor Michael Herren, Classics, Atkinson, received the Konrad Adenauer Research Award for 2003.

- Professor Patrick Solomon, Education, was the recipient of the first annual Exemplary Multicultural Educator's Award from the Canadian Council for Multicultural and Intercultural Education.

- Professor Patricia Keeney, Fine Arts, won the Prix Jean Paris of the Société des Amis de la Poésie for *Nager seule.*

- Professor Joyce Zemans, Visual Arts, Fine Arts, was awarded an Honorary Doctor of Letters from the University of Waterloo.

- Professor Colin Coates, Multidisciplinary Studies, Glendon, received the Lionel Groulx-Yves Saint-Germain Foundation Prize of the Institut d'histoire de l'Amérique française for his co-authored book, *Heroines of History: Representations of Madeleine de Verchères and Laura Secord.*

- Professor Kenneth McRoberts, Principal of Glendon College, received the prestigious honour of Officier de l'Ordre des Palmes Académiques from the French government.

- Professor Harry Arthurs, Osgoode, was elected a Corresponding Fellow of the British Academy.

- Professor emeritus Jean-Gabriel Castel, Osgoode, received the David W. Mundell Medal for Excellence in Legal Writing.

- Professor Allan Hutchinson, Osgoode, was elected a Fellow of the Royal Society of Canada.

- Professor Mary Jane Mossman, Osgoode, was selected to receive an honorary Doctor of Laws degree by the Law Society of Upper Canada, and was awarded the 2004 Award for Academic Excellence by the Canadian Association of Law Teachers.

- Professor Obiora Okafor, Osgoode, was awarded a Canada-US Fulbright Fellowship, which he will hold from September to December 2004.

- Professor Robert Wai, Osgoode, was awarded a Jean Monnet Fellowship for 2004-2005.
- Professor Garry Watson, Osgoode, was awarded the Samuel E. Gates Litigation Award by the American College of Trial Lawyers.
- Professor Eric Hessels, Physics and Astronomy, FSE, was a recipient of a 2004 Steacie Fellowship.
- Professor emeritus Gordon Shepherd, Earth and Space Science and Engineering, FSE, received the Alouette Award from the Canadian Aeronautics and Space Institute and the John H. Chapman Award of Excellence from the Canadian Space Agency.
- Dean Dezsö Horváth, Schulich, was named 2004 Dean of the Year by the Academy of International Business.

Institutional Honours:

- York University placed fourth in the comprehensive category in terms of national awards to full-time faculty in the 2003 *Maclean's* magazine survey of Canadian universities. York also ranked fifth in the reputational Leaders of Tomorrow category. It ranked fifth in social science and humanities grants to faculty, and fourth in medical/science grants.
- The Schulich School of Business earned a number of honours: Schulich ranked 22nd in the 2004 *Financial Times* global survey of the top MBA programs in the world; the School, which was ranked 45th in 2000, has demonstrated consistent year-over-year improvement. On the same survey, Schulich ranked 8th in the category of international mobility and first among two-year MBA programs in the "value for money" category. The School received a national award for outstanding leadership in the field of corporate social responsibility as the result of a survey of MBA programs titled "Engaging Tomorrow's Business Leaders." Schulich was named one of six elite business schools in the world in an international MBA survey by the Aspen Institute and the World Resources Institute in recognition of its preparation of graduates with leadership skills for a changing world. *Forbes* magazine ranked the Schulich MBA sixth in the world among non-U.S. schools, and first in Canada.
- Osgoode Hall Law School was ranked second among law schools in Canada, and first in Ontario, in a survey of graduates by *Canadian Lawyer Magazine*.

Congress of the Humanities and Social Sciences:

York's selection to host the 2006 Congress of the Humanities and Social Sciences, sponsored by the Canadian Federation for the Humanities and Social Sciences, was reported in the 2002-2003 *Planning, Budget and Accountability* report. Congress will bring 6,000-8,000 faculty, students, and administrators from more than 70 academic associations to the campus, providing a significant opportunity for York to highlight its interdisciplinary strengths in the social sciences, humanities and fine arts, and to draw in the local communities. The efforts of all areas of the University will be increasingly directed over the next two years towards the planning for this conference. The objectives set for 2003-2004 have been achieved:

- The academic coordinator, Professor John Lennox, has been appointed, and an academic planning group has been established to oversee planning in relation to the conference theme and academically- and culturally-oriented activities (speakers, panels, readings, etc.), beyond those managed by individual associations.
- The planning group has begun to meet and has identified an interest in cities as an overarching theme for Congress. This theme is subject to approval by the Federation in Fall of 2004, and the sub-themes and implementation plans will be developed in consultation with the associations and colleagues at York.

Planning activities will intensify in the coming year, with milestones to be set in all areas: academic activities, cultural activities, entertainment, logistical arrangements, financing, and community relations. Particular efforts will be undertaken to showcase York's artistic and creative strengths, through performances and shows, as well as the research of individual scholars (especially Canada Research Chairs) and organized research centres; and to involve local (particularly multicultural groups and the "905" region) and international communities.

Planning and Implementation: Strategic Directions for 2003-2004

1. 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. Planning for faculty complement addresses:

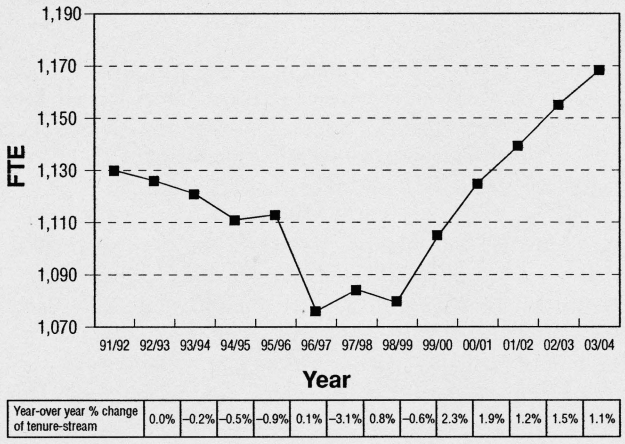
- growth to accommodate increases in enrolments experienced in the Ontario university system as a result of demographic changes and the double cohort;
- need to redress significant losses of tenure stream faculty through retirements and other departures;
- plans to diversify enrolments and programs in response to changing priorities; and
- commitment to provide an excellent educational experience for undergraduate and graduate students.

The University remains committed to its employment equity objectives as it moves through this period of complement revitalization.

Restoring and Enhancing the Complement

From the mid-nineties until 2000-2001, the direction of complement planning was to recover from the consequences of the severe budget cuts experienced by institutions in Ontario. As Figure 3 depicts, in large measure that recovery had been achieved by 2000-2001. The challenge more recently for the faculty complement is, first, to restore complement losses that came about from more recent budgetary restrictions (this was in the face of fairly flat enrolment) and increased numbers of faculty retirements, and, second, to meet the enrolment growth through the end of the decade.

Figure 3: Full-Time Faculty Tenure Stream Complement



Year-over year % change of tenure-stream	0.0%	-0.2%	-0.5%	-0.9%	0.1%	-3.1%	0.8%	-0.6%	2.3%	1.9%	1.2%	1.5%	1.1%

Source: Office of the AVP Academic Resource Planning

In the 2003-2004 reporting period, York made 83 new faculty appointments, including six conversion appointments, compared to a total of 74 in 2002-2003. In total, 110 tenure-stream faculty and librarian searches were authorized. Figure 4 indicates the final status of authorized searches by Faculty for appointments taking effect in 2003-2004. (There were, in addition, two external Canada Research Chair appointments to the tenure stream.) All searches do not ultimately result in appointments for a variety of reasons: the search may fail to produce an appropriate candidate; promising candidates may decline the offer of appointment; or the hiring priorities of the unit may change. In all such cases, Faculties are required to request authorization if they wish to continue the search the following year. In addition, in some instances, candidates may defer the start date of their appointment to the following year. The number of appointments not made is a reflection of the extremely competitive hiring environment for the University, particularly in some disciplines, as well as the determination to continue to appoint only outstanding candidates.

As a result of appointments over the last year, the tenure-stream complement increased in 2003-2004 to 1,168 as seen in Figure 3, above. This is a net increase of 12 from the previous year. Authorized appointments are expected to exceed retirements and other terminations in 2004-2005, furthering the growth in the tenure stream complement. For positions effective 2004-2005, 170 searches have been authorized.

It should be noted that plans are in place for corresponding increases in support staff complement.

Strategic Investment in New Appointments

In December of 2003 the Vice-President Academic embarked upon a Complement Recovery Program (CRP) to address the complement losses due to restrictive budgets. Funding for this program came from the province's Quality Assurance Fund (QAF), supplemented with other funding sources available to the division of the Vice-President Academic. In total, 21 appointments were authorized, and the resulting appointments are included in reported statistics; in June 2004 a second round of the CRP was initiated. It is expected that 15 to 18 new appointments will result from this round.

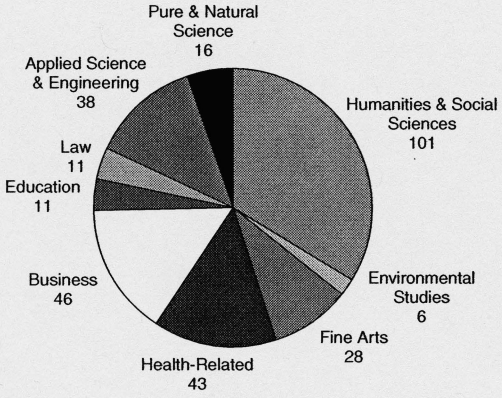
While addressing increased enrolments and retirements, and building on strengths in the core liberal arts and sciences, new appointments must be made in areas of strategic priority so as to achieve the diversification and introduction of new program areas mandated in the University's strategic planning. It is imperative as new appointments are made that resources are allocated in a direct way and steered by the strategic plan. These commitments can be seen by looking at new appointments in nine strategic areas over the past four years (2000-2001 through 2003-2004), as depicted in Figure 5. These appointments reflect strategic priorities relating to health, applied science and engineering, professional programs (law, business, and education) and areas of strength in humanities and social sciences, sciences, fine arts, and environmental studies.

Figure 4: 2003-2004 Tenure Stream Faculty and Librarian Appointments Process

	NEW TENURE STREAM APPOINTMENTS					OTHER NEW FULL-TIME FACULTY		
Faculty	# Authorized Appts 2003-2004	# Appts Filled; to start 2003-2004	# Appts Filled; start delayed to 2004-2005	Total Appts Filled 2003-2004	# Appts Unfilled; delayed or failed searches	CLAs 2003-2004	SRCs 2003-2004	True Visitors 2003-2004
Arts	32	27	1	28	4	19	3	5
Atkinson	31.5	25	0	25	6.5	10	1	-
Education	2	1	0	1	1	0	-	-
FES	2	2	0	2	0	1	-	-
Fine Arts	11	8	0	8	3	4	-	-
Glendon	7	6	0	6	1	2	1	1
Osgoode	4	3	0	3	1	-	-	-
FSE	9	4	1	5	4	2	-	-
Schulich	8.5	4	0	4	4.5	1	-	-
Libraries	3	1	0	1	2	1	-	-
TOTAL	**110**	**81**	**2**	**83**	**27**	**40**	**5**	**6**

Source: Office of the AVP Academic Resource Planning

Figure 5: Faculty Appointments Made in Areas of Strategic Priority 2000-2001 to 2003-2004



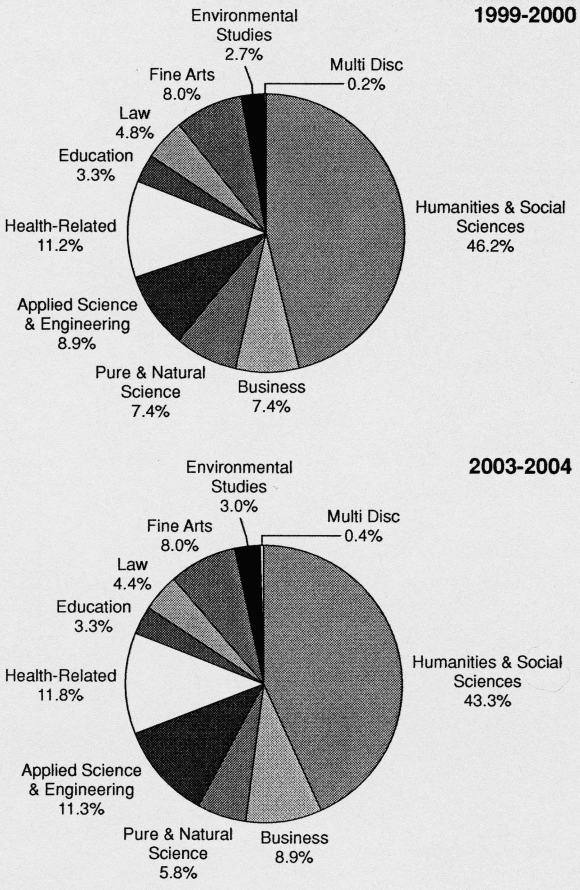
Source: Office of the AVP Academic Resource Planning

Within these strategic areas, appointments have ranged across a variety of subject areas; the following list provides selected examples for 2003-2004 appointments:

- humanities and social sciences: South Asian religion; cultures of Americas; law and society; public law; criminology; health and society;
- environmental studies: regional planning; geographic information systems;
- fine arts: film & video (historical, critical and theoretical; production); theatre (creative ensemble/acting; lighting); music (classical vocal performance; musicology); visual arts (print media);
- health-related: clinical/health psychology; exercise physiology; nursing (acute/critical care; community/public health);
- professional areas: business (management information/ management science; human resources management; finance; marketing); education (inclusive education); and law (corporate/commercial; civil procedure and dispute resolution; intellectual property);
- sciences: applied science and engineering (geomatics engineering; space engineering and atmospheric science); and pure and natural science (population genetics; animal physiology; science and technology).

As a result of appointments in strategic areas over several years, the distribution of the complement has begun to shift, as illustrated in Figure 6.

Figure 6: Distribution of Full-Time Faculty by Discipline between 1999-2000 and 2003-04



Source: Office of Institutional Research and Analysis

Affirmative Action

As it proceeds with its expansion of the tenure stream faculty in areas of strategic importance, the University plans to continue to proactively search for new tenure stream appointments under its affirmative action program and to diversify the representation of employment equity groups in the faculty population. The success of affirmative action for women candidates can be seen in Figures 7, which records new hires, and 8, which charts for the past ten years the breakdown of the total full-time faculty complement (including tenure stream and contractually limited appointments) by gender. In 2003-2004, 41 per cent of all new appointments were women. The percentage of new appointments at the lecturer and assistant professor level that were taken up by females was 50 per cent.

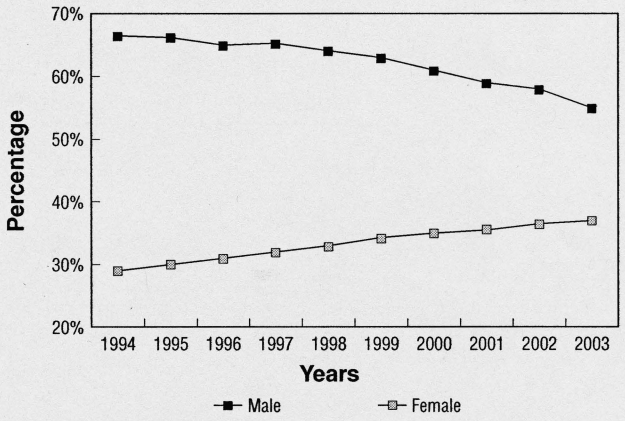
Figure 7: Distribution of New Tenure Stream Appointments by Gender 1999-2000 to 2003-2004

Appt. Year	Male	Female	% of Females	# of Appts. Per Year
1999/00	33	36	52%	69
2000/01	39	36	48%	75
2001/02	35	25	42%	60
2002/03	41	33	45%	74
2003/04	46	37	45%	83

Note: includes professional librarians and conversions

Source: Office of the AVP Academic Resource Planning

Figure 8: Ten-Year Gender Distribution of Total Full-Time Faculty Complement



Note: Data includes tenure stream and contractually limited faculty.

Source: Office of Institutional Research and Analysis (based on data as reported October 1 annually)

Over the last four years, the University has been diligently promoting its expanded affirmative action program for women faculty as well as for racial/visible minorities, persons with disabilities and aboriginal peoples. Applicants who self-identify as being members of one or more of these groups are considered within the priorities of the affirmative action program. As indicated in Figure 9, of the 83 appointments (including conversions) that were made in 2003-2004, 37 positions were taken up by women, 11 were taken up by candidates who self-identified as being a racial/visible minority, and one was taken up by a candidate who self-identified as being aboriginal. It is important to point out that these statistics do not fully portray the diversity of the new tenure stream faculty population, since only those applicants who chose to participate in the program (i.e., self-identified) are captured.

Student/Faculty Ratios

The University's objective is to at least maintain the student/faculty ratio. The academic appointments planning process is directed towards achieving this objective. In practice, not all positions are filled in a given year due to the competitive academic hiring market. Further, budget constraints have meant that some authorized appointments could not be made.

Figure 10: Undergraduate Student/Faculty Ratios

Year	UG Student/Faculty Ratio	Year-to-Year Change
2000-01	15.37:1	—
2001-02	16.04:1	4.4%
2002-03	17.43:1	8.7%
2003-04	17.66:1	1.3%

Source: Office of Institutional Research and Analysis

The University's undergraduate student/faculty ratio is an average of Faculty-specific student/faculty ratios. The numerator is undergraduate Full-Time Equivalents (FTEs), and is based on the enrolment in all courses taught by a Faculty. The denominator is a Faculty's teaching resources, and is based on all on-site full-time faculty equivalents in a fiscal year (adjusting for sabbaticals, leaves, long-term disability, or reduced loads), as well as all part-time teaching resources (including CUPE 3903: Unit 1, Unit 2, exempt, YUFA retirees, YUFA overload, and secondee positions) which are weighted into course director equivalents and converted to FTEs.

Recruitment and Retention of Outstanding Faculty

Competition: The recruitment of the best and brightest of new faculty members, and their retention at York, has become and will remain for the foreseeable future, a significant challenge. The attraction to York of outstanding faculty members is critical, both for the University's reputation and to ensure that students continue to receive the highest quality education. Failure to do so represents a significant risk for the University, both in relation to its responsibility to teach the students admitted, but also in relation to institutional quality and profile. York must compete with other universities, not only in Ontario, but internationally, for faculty. The city of Toronto and York University remain attractive locations for faculty, but the pressures from the academic labour market and the higher cost of living in the GTA mean increased pressure on salary budgets.

Figure 9: Distribution of New Appointments Who Self-Identified During the Hiring Process

Year	Appts Made*	Male	Female	Canadian	Non-Canadian	Visible Minority (self-id.)	Disability (self-id.)	Aboriginal (self-id.)
2001-02	60	35	25	53	7	10	1	1
2002-03	74	41	33	55	19	12	2	—
2003-04	83	46	37	68	15	11	—	1
Total	**217**	**122**	**95**	**176**	**41**	**33**	**3**	**2**

*Includes two conversion appointments in 2001-2002, five in 2002-2003 and six in 2003-2004.

Source: Office of the AVP Academic Resource Planning

In this competitive environment it is particularly important that hiring processes be in place which are both efficient and respectful of collegial decision-making. The Senate Academic Policy and Planning Committee, in concert with the Vice-President Academic, circulated guidelines for appointment processes which articulated the need for appointments to flow out of collegial planning processes, and identified a number of suggestions to expedite hirings including: establishing realistic standards in criteria, striking a single committee for multiple positions, setting schedules well in advance, developing a good sense of "market parameters" in the field, and maintaining files of promising but unsuccessful candidates for future searches. The University has introduced a more expeditious search and hiring process, including earlier authorizations for searches and the use of Web-based postings for all academic appointment opportunities. Experience with the very large number of searches (170 for tenure stream positions) undertaken in 2003-2004 for positions to take effect in 2004-2005 indicates that searches have reached conclusion earlier this year. The number of completed searches as of mid-June was 10 per cent higher than at the comparable date last year. As of June 30, 2004, 127 appointments had been made, with 25 still in progress (18 will carry forward until next year). These successful conclusions have been possible only as a result of the enormous efforts of colleagues in hiring units.

Compensation: An important component in recruitment and retention of faculty is compensation levels. York recognizes the significance that compensation has for the successful profile, reputation and operations of the University in its research, teaching and scholarly pursuits. Therefore, York continues to maintain competitive compensation levels. The university has also adopted the use of a new piece of computer software on purchasing power parity that enables York to compare and assess the competitiveness of its salary offers in relation to other institutions around the world.

Merit, Anomalies and Marketability: In the past several years, the University has taken other steps to ensure that excellent faculty stay at York. Most notably, the collective agreement with the York University Faculty Association provides for merit awards to York's most outstanding faculty and librarians. In 2003-2004, $707,000 was awarded to 316 faculty members. In addition, the University has made salary market adjustments to 21 faculty members and librarians to retain faculty who had competing offers from other universities, and the University is currently in the process of conducting an anomaly adjustment exercise for 2002-2003 and 2003-2004. With a highly competitive salary market, the flexibility to make salary adjustments in areas of high demand has afforded the institution the means to avoid greater losses during a period of significant change.

Benefits: York's benefits packages (health, dental, and vision care, vacations, etc.) for its employees and their families compare very favourably with other universities and employers in Canada.

It should be recognized that while compensation, along with other monetary considerations, is an important factor, it is not the only one which influences a faculty member's decision to come to York and to remain here. Efforts have been made in recruitment and retention to emphasize, for example, the attractiveness of Toronto, the strong research culture at York, opportunities to work with some of Canada's leading scholars, and York's commitment to innovation.

Mentoring: York provides support and training for new faculty, aimed at successfully acclimatizing them to York, thereby ensuring retention. For example, since 2001-2002 a mentoring program has been offered on a voluntary basis, to give new faculty the opportunity to link with a more senior faculty member who provides advice and support during the first year of appointment. Some Faculties have implemented similar programs. Mentoring is also an important component of support for graduate students in order to prepare them to be the next generation of academics.

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

Canada Research Chairs

The introduction of the Canada Research Chairs program, described in the 2001-2002 PBA, in the 2000 federal budget has both increased the competitive environment and provided new opportunities to attract outstanding faculty to York. York's CRC allocations and appointments, as of June 30, 2004, are detailed in Figure 11. A total of 30 appointments (of the total of 32 available to the University) have now received approval from the CRC secretariat. Universities have recently been given enhanced flexibility in the distribution of Chairs among granting councils and tiers, enabling York to direct the allocation of Chairs to build significant strategic capacity.

The following faculty took up appointments as Canada Research Chairs during the 2003-2004 academic year:

- Professor Colin Coates (SSHRC tier 2, Multidisciplinary Studies, Glendon): Canadian Cultural Landscapes (external appointment)

Figure 11: York University Canada Research Chairs

Granting Council	Tier 1 Chairs Available	Tier 1 Appts Approved	Tier 2 Chairs Available	Tier 2 Appts Approved	Total Chairs Available	Total Chairs Approved
SSHRC	7	7	8	8	15	15
NSERC	7	5	8	8	15	13
CIHR	1	1	1	1	2	2
Total	**15**	**13**	**17**	**17**	**32**	**30**

Note: The total number and distribution of Chairs may vary from year to year as allocations are recalculated.

Source: Office of the Vice-President Academic

- Professor Gordon Flett (SSHRC tier 1, Psychology, Arts): Personality and Health
- Professor Eric Hessels (NSERC tier 1 – formerly held tier 2, Physics and Astronomy, FSE): Atomic Physics
- Professor Sergey Krylov (NSERC tier 2, Chemistry, FSE): Bioanalytical Chemistry
- Professor Janine Marchessault (SSHRC tier 2, Film and Video, Fine Arts): Art, Digital Media and Globalization
- Professor Catriona Sandilands (SSHRC tier 2, Environmental Studies): Sustainability and Culture
- Professor John Tsotsos (NSERC tier 1, Computer Science and Engineering, FSE): Computational Vision
- Professor Jim Whiteway (NSERC tier 2, Earth and Atmospheric Science, FSE): Space Engineering and Atmospheric Remote Sensing (external appointment)

Appointments of four new CRCs were approved by the CRC secretariat in June, 2004 to take effect during 2004-2005, and are included in the totals in the table above.

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

Three priorities were identified for 2003-2004, the fifth and final year of the CRC allocations:

- identification and appointment of outstanding women candidates, so that the proportion of women among CRCs more closely approximates the proportion of women in the tenure stream faculty. Two of the eight Chairs appointed in 2003-04 were women, and three of the four Chairs approved in June are women.
- appointment of external candidates, including those from other Canadian universities and in particular those who have left Canada to take up positions in other countries. Two of the eight appointments above are external candidates – Canadians returning from institutions in the United Kingdom. Of the four recently approved Chairs, three were from outside York (two from outside Canada) and one held a contractually limited appointment here. Efforts have been made to recruit larger numbers of external candidates, but these efforts have been hampered, particularly in the case of those from U.S. institutions, by limited funds from CRC to support the appointments and the relatively weak Canadian dollar.
- advancement of the University's strategic plan, particularly in relation to sciences (biotechnology and atmospheric chemistry), humanities and social sciences (international studies), and the professions. All of the appointments taking effect and approved in 2003-2004 have been consistent with these strategic objectives, advancing the sciences and the humanities and social sciences. During 2003-2004, an objective was identified specifically in relation to the appointment of a senior scholar to lead the development of Asian research at York, and a search was undertaken in this field. It is anticipated that the resulting nomination will be submitted for CRC approval in the fall term of 2004, with an appointment to be taken up in 2005-2006.

Endowed Appointments

The endowment of a number of chairs and professorships over the last several years has supported the appointment of outstanding scholars of international stature. In 2003-2004:

- The Board of Governors gave approval to the establishment in the Schulich School of Business of a Chair in Business History, the Gordon Charlton Shaw Professorship in Management Science, the Hewlett-Packard Chair in Corporate Social Responsibility, and the Newmont Mining Chair in Business Strategy. Professor Wade Cook has been appointed to the Shaw professorship, and searches are under way for the other endowed positions.
- An endowed professorship in Broadcast Management in the Schulich School of Business and the Faculty of Arts, funded by CTV, was approved by the Board of Governors; the position is currently held by visiting Professor Trina McQueen (January 1, 2004 to December 31, 2004).
- Professor Marcel Martel (History, Arts) took up the Avie Bennett Historica Chair in Canadian History on July 1, 2003; and a search was undertaken for the Chair in Canadian Literature. Professor Barbara Godard (English, Arts) will take up this Chair on July 1, 2004.

2. STUDENTS

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

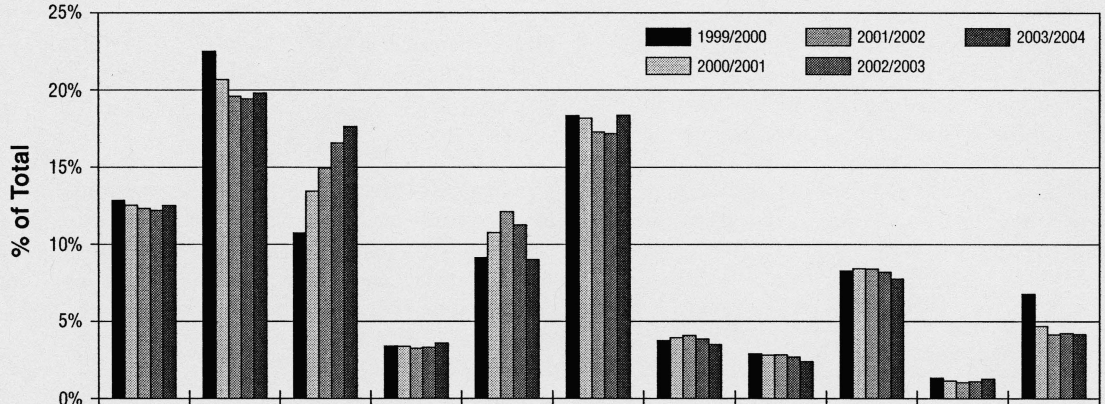
Enrolment Planning

Enrolment planning is mainly guided by two considerations. One is a determination of the total enrolment the University wishes to maintain. The second is the distribution of that enrolment across the Faculties and programs so as to meet the re-balancing and diversification objectives of the University's strategic academic plan.

With respect to re-balancing and diversification, the general planning framework is to achieve:

- slower growth in the core liberal arts so that, while still growing, the liberal arts' share of total university undergraduate enrolments is reduced, and a larger share of enrolments go towards strategic areas (e.g., applied areas);
- growth in specific areas of the sciences such as applied mathematics, biology/biotechnology, and collaborative programs;
- expansion of the range of professional programs;
- growth in computer science and information technology programs;
- growth in applied sciences and engineering;
- growth in the health area;

Figure 12: Distribution of Undergraduate FFTEs by Discipline of Student 1999-2000 to 2003-2004



	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%

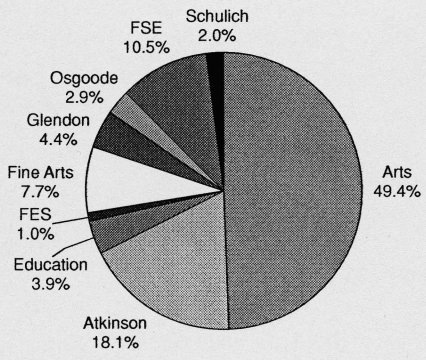
Source: Office of Institutional Research and Analysis

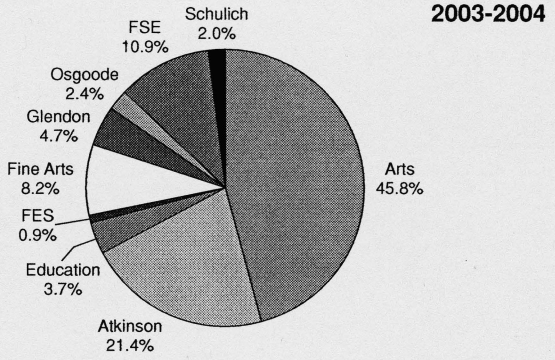
- growth across a variety of programs with an international focus;
- collaborative program growth and distance education opportunities across the curriculum;
- at steady-state a constant proportion of graduate to undergraduate enrolments.

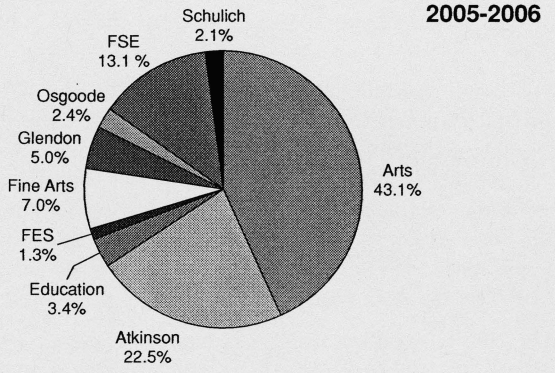
The University cannot move in these directions without a solid underpinning of programs and courses that support the strategic directions. The Academic Programs section details these initiatives, including undergraduate and graduate programs, joint programs with Colleges of Applied Arts and Technology and other institutions, certificates, and diplomas.

The strategic academic plan represents a long-term vision of the University. Figures 12 and 13 show that, at this early stage, progress has been made towards achieving the plan's objectives:

Figure 13: Diversification and Rebalancing of Undergraduate FFTEs by Discipline of Student Between 1999-2000 and 2003-2004: Progress Towards 2005-2006 Plan







Source: Office of Institutional Research and Analysis

Enrolment Planning for 2003-2004 Forward

The guiding principle for total enrolment planning for the University is that York will maintain its share of enrolment in the Ontario system. Growth in the population aged 18 to 24, increases in participation rates, and changes in workplace requirements will mean long-term enrolment growth for Ontario universities. The 2002-2003 PBA reported that the double cohort phenomenon

appeared a year earlier than expected, with the demand for 2002-2003 entry into Ontario universities higher than originally anticipated. This higher-than-expected demand held true at York for 2003-2004 as well. Once the growth in applications was apparent in the spring of 2003 the University raised its entry targets and was able to meet the new goals. The two year burst in demand for first-year places has, however, had an impact on applications for the 2004-2005 academic year. For all Ontario universities the applications for fall 2004 are considerably down. While York has seen a drop in its applications, the decline was less than the average for all universities.

Figure 14: Enrolment Plans and Actual Enrolments by Responsible Faculty, 2003-2004

	UNDERGRADUATE/ PROFESSIONAL		GRADUATE	
FACULTY	Planned Enrolment (FFTEs)	Actual (FFTEs)	Planned Enrolment (FFTEs)	Actual (FFTEs)
Arts	17,364	16,957	2,706	3,174
Atkinson	7,820	7,919	187	168
Education	1,365	1,379	382	380
Environmental Studies	321	334	846	976
Fine Arts	2,794	3,023	358	372
Glendon	1,723	1,743	85	65
Osgoode	882	883	553	571
Science & Engineering	4,070	4,037	820	950
Schulich	666	750	2,596	2,597
Total	**37,005**	**37,026**	**8,534**	**9,254**

i) these numbers do not include Sheridan design and external undergraduates such as exchange students (i.e., 190.96 and 100.65 FFTEs respectively).

ii) these numbers do not include those graduate enrolments that are not assigned to a Faculty, but are attributed to graduate studies, e.g., students in the joint York-Ryerson program in Communications and Culture (i.e., Planned = 235.3, Actuals = 237.3 FFTEs)

Source: Office of the AVP Academic Resource Planning and Office of Institutional Research and Analysis

Report on the Double Cohort: The Enrolment Target Agreements

The unanticipated growth in demand for university spaces for September 2003 led to a series of discussions between the provincial government and the universities regarding admissions and funding for the double cohort. Beginning in the summer of 2002 there were several rounds of negotiations culminating in spring 2003 in Enrolment Target Agreements (ETAs) between each university and the Ministry of Training, Colleges and Universities. These ETAs were contracts in which there were two key features:

- Each university agreed to provide, at a minimum, spaces for a specified number of eligible, first-year, direct-entry students from Ontario high schools (known as 101 students);
- The government agreed to provide additional grant funding for eligible enrolment growth above the base year 2000-2001. There is a maximum of total funding to be made available by the government to support double cohort growth. This maximum is expressed in terms of BIUs, which are "weighted" full-time enrolments.

In addition, the government committed to providing capital funding for another round of the SuperBuild competition for colleges and universities. York's SuperBuild submission was successful. The third SuperBuild project, approved in spring 2003, will house general academic space as well as facilities for fine arts, and will be completed for 2005.

The ETA contracts define the boundaries for York's enrolment planning. The ETA 101 target intake plus intake from other cohorts of students (e.g., transfer students from CAATs and from other universities; mature students; first-year students who do not come directly from Ontario high school) plus the flow-through of continuing students must be planned so as not to exceed the total enrolment funded through the ETA.

In the spring of 2004 the MTCU asked universities to review the ETA submissions for 2004-2005. The reason for this request was that the applicant pool for fall 2004 was considerably lower than forecast a year ago. The sum of all universities' ETA targets exceeded the applications. York's ETA submission had already anticipated a decline in demand for university places; consequently no change in York's 101 and 105 (non-101) targets was required.

York's ETA with the Ministry of Training, Colleges and Universities was formally initiated in 2002-2003, with 2000-2001 being the historical base year from which growth is counted for double cohort funding purposes. The growth at York for this period is illustrated in Figure 15.

Figure 15: Double Cohort and Demographic Enrolment Projections for York

Enrolment Funding Categories Based on Head Counts	Actuals 2000-01	Actuals 2001-02	Actuals 2002-03	Planned 2003-04	Actuals 2003-04	Planned 2004-05
101 Confirmed Registrants	4,791	4,506	6,013	8,118	8,593	6,845
105 Confirmed Registrants	1,611	1,748	1,854	1,755	1,245	2,114
Total New Year 1 Registrants	**6,402**	**6,254**	**7,867**	**9,873**	**9,838**	**8,959**

Source: Office of the AVP Academic Resource Planning

Curriculum and Student Support

Plans were also put in place to address curricular and student support issues associated with the double cohort:

- the need for additional orientation and supports (both academic and personal) resulting from students' university entry with one year less preparation and maturity;
- the need for adjustments to York curricula in response to changes in the high school curriculum, particularly in areas, such as mathematics and sciences, where a specific level and kind of preparation is assumed to enable students to proceed in university study;
- the need to deal simultaneously with students from two "streams" (the old and new high school curricula) in classrooms over several years;

- the impact of changes in compulsory credits in the new high school curriculum on students' familiarity with other areas in the university curriculum, e.g., fine arts, languages, environmental studies, and the implications for recruitment and level of preparation; and
- the future of the 90-credit degree.

The fact that the majority of double cohort students appear to have made the transition from high school to university very smoothly is testament to the quality of this planning. There will continue to be a need for ongoing monitoring and adjustment as appropriate. In order, for example, to provide concrete evidence about the level of preparation and success of Grade 12 graduates as against OAC students, a number of studies are being carried out. Preliminary results, for example from the chemistry program, indicate that there is little difference in success and retention for these two groups.

International Enrolment Planning

The University has a long-standing commitment to welcoming international students. Plans have been in place for growth in numbers of international students based on the assumption of annual increases of five per cent in international student intake. In earlier years intake has significantly exceeded planned growth, with the result that international enrolment targets have been exceeded. Figure 16 shows the extent of this effect in 2002-2003. International student targets established for 2003-2004 and beyond allow the University to return to its international enrolment plan over the next several years, and to accommodate domestic growth in accordance with the ETAs described above. Careful management of international admissions and enrolments is critical to ensure that targets are met and not exceeded.

Figure 16: International (Visa) enrolments (FTEs) by Home Faculty

Faculty	2002-03 target	2002-03 actuals	2003-04 target	2003-04 actuals	2004-05 target
Arts	884.7	891.5	952.1	839.5	825.1
Atkinson	578.1	805.9	903.4	820.2	855.5
Education	6.3	0.7	1.8	1.2	1.8
Environmental St.	16.7	22.2	26.9	30.4	38.7
Fine Arts*	83.4	86.3	96.2	83.6	82.0
Glendon	66.5	78.3	97.4	96.6	108.7
Osgoode**	4.4	3.3	4.6	13.6	4.6
Science & Eng.	197.5	209.5	210.1	205.3	203.4
Schulich	37.1	43.3	64.7	47.1	6.0
Total Undergraduates	1,874.7	2,141.0	2,357.2	2,137.5	2,125.8
Graduate Studies	935.5	1,064.0	1,050.4	1,157.6	1,299.2

Notes:
* excludes Design program, for which the actuals were 22.27 for 2003-2004
** includes the Law Professional Development program

Source: Office of the AVP Academic Resource Planning

Figure 17 presents the historical picture of international student enrolment at York.

Figure 17: International (Visa) Students by Faculty (number of students), 1999-2000 to 2003-2004

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Undergraduate Students					
Arts	770	919	987	1,060	928
Atkinson	244	386	659	1,028	975
Education	1	0	6	2	2
Environmental St.	23	18	20	29	32
Fine Arts	76	86	103	106	106
Glendon	63	94	95	111	138
Osgoode	1	5	13	27	36
Science & Eng.	173	199	249	265	255
Schulich	48	51	62	73	97
Total Undergraduate	**1,399**	**1,758**	**2,194**	**2,701**	**2,569**
Graduate Students*	343	427	427	499	529
Grand Total	**1,742**	**2,185**	**2,621**	**3,200**	**3,098**

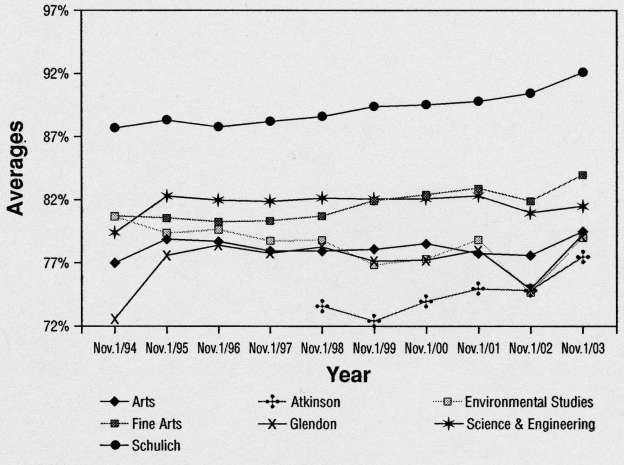
* Note: All international graduate students, regardless of discipline or Faculty, are included in this category.

Source: Office of Institutional Research and Analysis

Attraction and Retention of Outstanding Students

Attraction of Outstanding Students: Applications to York remain robust, and the University's efforts have resulted in the attraction of outstanding students despite an increasingly competitive recruitment environment (Figure 18). As indicated, in 2003-2004 all Faculties experienced increases in their entry averages, achieved enrolment targets, and enhanced the quality of the incoming class.

Figure 18: Mean OAC Averages of Year 1 Registered Students



Source: Office of Institutional Research and Analysis

Accessibility: Accessibility has always been a hallmark of York University. This does not mean a diminution in quality, but the provision of flexibility in relation to course scheduling, full- and part-time study, and increasingly the availability of distance education opportunities. A number of Faculties also have in place programs to ensure that students from backgrounds reflecting systemic disadvantage have access to university education and appropriate supports once they get here. Maintaining accessibility will be important as enrolment pressures increase.

Retention: The provision of high quality, interesting and relevant curricular options (see the section on Academic Programs), and ongoing supports for their learning and overall educational experience are elements of the University's commitment to retain and help students successfully complete their programs. The University provides a variety of academic supports (e.g., academic advising, English as a second language assistance, writing centres), personal supports (e.g. time-management and study skills, financial counseling), and financial support, career guidance, and support for special needs, as well as access to extracurricular activities (student clubs, sports, student government, cultural activities).

Retention has been identified as an important issue by the Faculties and several have developed specific strategies to retain students, through enhanced orientation and advising processes, improved clarity in degree requirements, restructuring of degrees, and supports for vulnerable students. Particularly noteworthy in this regard is a Faculty of Arts initiative, "Fundamentals of Learning", which was offered for the first time in 2002-2003 to help students who have been required to withdraw to develop the skills which will enable them to be successful at university. Follow-up studies are being undertaken of these students' ongoing success, and early indications are that the pilot project has been very well received and successful. A number of other Faculties have introduced similar initiatives. A course providing an introduction to career planning and management in Fine Arts is also intended to improve retention. These initiatives are described in greater detail in Faculty sections.

Key Performance Indicators

In 1998-1999 the Ministry of Education and Training (now the Ministry of Training, Colleges and Universities) initiated reporting of several indicators of institutional success: degree completion rates, employment rates, and OSAP (Ontario Student Assistance Program) default rates for all Ontario universities. Since a portion of government funding is now dependent upon the University's comparative success rates in relation to key performance indicators (KPIs) for degree completion and employment rates, it is critical that the University take steps to improve its standing, particularly in relation to retention of students to graduation, where it falls significantly below the provincial system average. In 2003-2004, York received KPI funding of $651,106 based on six-month employment rates, $653,249 based on two-year employment rates, and $223,441 based on degree completion rates, for a total of $1,527,796. This represents 6.6 per cent of the system-wide KPI funding total of $23,160,000, lower than last year's share (8.1 per cent), and still not matching York's "share" of the system, which is about 10 to 11 per cent on most measures.

The York results, as provided by MTCU, in 2003 are as follows:

- Degree Completion Rates – Of the entering class of 1994, York's overall degree completion rate within a seven year period was 68.7 per cent, down slightly from the previous year. (The system average on this factor is 73.1 per cent.) It should be noted that this rate does not include students who study at York for their first and second years and transfer to other postsecondary institutions to study professional disciplines unavailable here or students who enter a degree program and finish with a certificate. It also does not capture those students who choose to stop out and subsequently return to complete a degree or those who complete a degree after transferring to York in the upper years of undergraduate study.

Figure 19 provides further detail by type of program; information on degree completion rates is also available on the University's Web site.

- Employment Rates – York University graduates are doing exceptionally well in the job market, with an overall employment rate for 2000 graduates of 93.8 per cent six months after graduation, and 94.0 per cent two years after graduation. These numbers compare well to the system averages of 95.9 per cent and 96.1 per cent, respectively. Figure 20 provides further programmatic

Figure 19: Degree Completion Rates*, 1990, 1991, 1992, 1993, and 1994 Entering Cohorts

	Data Reported 1999	Data Reported 2000	Data Reported 2001	Data Reported 2002	Data Reported 2003
Agricult/Bio Sci	49.30%	57.10%	59.80%	64.60%	59.40%
Other Arts & Science	57.70%	61.10%	63.20%	61.80%	63.60%
Business & Commerce	65.40%	69.00%	66.80%	70.60%	72.70%
Computer Sci	61.60%	64.30%	62.80%	63.30%	67.50%
Education (teacher tr.)	97.70%	98.30%	97.50%	98.10%	99.10%
Fine & Applied Arts	57.40%	57.60%	58.50%	59.30%	58.70%
Humanities	59.60%	66.90%	65.10%	68.40%	64.30%
Law	95.40%	96.40%	93.60%	94.40%	94.20%
Mathematics	63.70%	71.70%	63.00%	71.80%	70.20%
Nursing	NA	NA	**	**	**
Kinesiol, Rec., Phys. Ed.	NA	63.80%	58.70%	71.80%	60.80%
Physical Sci	60.10%	64.00%	58.30%	67.90%	66.30%
Social Sciences	60.10%	67.40%	66.00%	67.10%	64.70%
Total	**64.60%**	**69.40%**	**68.10%**	**69.50%**	**68.70%**

* Per cent of year 1 students in bachelors or first degree programs in 1990, 1991, 1992, 1993, and 1994 respectively, who subsequently received a degree in the next 7 years in any program area.

** No data reported

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

Source: Ministry of Training, Colleges and Universities

detail regarding employment rates six months and two years following graduation, for students graduating in 2000 and in previous years; this information is also available on the University's Web site. These employment rates have remained stable over the periods for which data have been collected. The data indicate York graduates find employment at a high rate in all fields and confirm, in particular, that there is a high employment rate for liberal arts graduates. The fluctuations in employment rates of computer science graduates is likely reflective of the general trends in the technology industry in recent years. It should be noted that these data are reported by program type, rather than by Faculty, so, for example, the "business and commerce" category includes a variety of business-related programs.

Figure 20: Employment Rates – Six Months and Two Years After Graduation*

	Data Reported 1999	Data Reported 2000	Data Reported 2001	Data Reported 2002	Data Reported 2003
Agri/Bio					
6-months	82.6%	NA	NA	NA	81.3%
2-years	93.3%	NA	NA	NA	95.2%
Arts & Science					
6-months	88.2%	92.2%	92.2%	95.3%	96.0%
2-years	92.5%	95.7%	94.3%	95.1%	92.6%
Bus/Com					
6-months	94.1%	92.2%	97.8%	96.2%	97.4%
2-years	98.0%	94.9%	99.2%	96.1%	96.8%
Computer Sci					
6-months	87.1%	91.2%	93.8%	89.7%	94.3%
2-years	98.5%	94.6%	97.9%	93.0%	83.0%
Education					
6-months	92.1%	99.2%	98.7%	100.0%	100.0%
2-years	97.4%	100.0%	98.7%	98.9%	100.0%
Fine Arts					
6-months	91.5%	91.6%	93.8%	96.9%	90.5%
2-years	97.1%	94.4%	93.9%	92.6%	96.2%
Humanities					
6-months	92.2%	NA	NA	NA	96.1%
2-years	95.7%	NA	NA	NA	93.0%
Law					
6-months	95.0%	95.4%	100.0%	100.0%	97.6%
2-years	97.7%	100.0%	98.1%	100.0%	92.9%
Math					
6-months	85.7%	NA	NA	NA	100.0%
2-years	97.2%	NA	NA	NA	100.0%
Nursing					
6-months	NA	100.0%	100.0%	100.0%	100.0%
2-years	NA	100.0%	100.0%	100.0%	100.0%
Kinesiology					
6-months	NA	97.6%	91.3%	98.2%	98.2%
2-years	NA	94.1%	96.2%	100.0%	98.1%
Physical Sci					
6-months	87.5%	NA	NA	NA	NA
2-years	88.9%	NA	NA	NA	NA
Social Sci					
6-months	89.5%	NA	NA	NA	91.2%
2-years	95.7%	NA	NA	NA	93.4%
Total					
6-months	**90.6%**	**92.9%**	**93.8%**	**96.0%**	**93.8%**
2-years	**96.2%**	**96.0%**	**95.4%**	**95.7%**	**94.0%**

* Per cent of 1996, 1997, 1998, 1999, and 2000 graduates, respectively, of bachelors or first professional degree programs employed six months and two years after graduation.

Source: Ministry of Training, Colleges and Universities

- OSAP Default Rates – The third indicator, OSAP default rates, is not one which falls within the operational or budgetary purview of the division; however, further information on this indicator is available on the University's Web site.

Teaching and Learning

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

Excellent Teaching:

The *Maclean's* magazine 2003 survey reported that 61.9 per cent of York's first-year classes are taught by tenure stream faculty. The significant decline in this number since the 2002 survey (72.2 per cent) reflects an increase in teaching of first-year classes by contractually limited faculty and contract faculty during the double cohort period. Large numbers of full-time faculty continue to teach in the "foundations" courses offered by several Faculties, intended to introduce students to university study and the critical skills (e.g., reading, writing, research and analysis) associated with success in university. The same Maclean's survey reports that 93 per cent of York faculty members hold a PhD (holding steady against 2002), indicating a high level of scholarly capability in teaching and graduate supervision. York enjoys an outstanding reputation for its teaching, as demonstrated by its impressive record of external teaching awards, such as the Ontario Confederation of University Faculty Associations (OCUFA) teaching awards, CASE Canadian Professor of the Year awards, and 3M Fellowships. In 2003, Professor Linda Briskin, Social Science and Women's Studies, Arts, received an award for outstanding teaching from OCUFA.

Support for Teaching:

The Centre for the Support of Teaching provides support for excellence and innovation in teaching and assists individuals, units and Faculties to improve student learning at York University. The Centre offers a range of programs and resources designed to initiate and facilitate dialogues in support of the renewal and development of effective teachers and teaching. Its professional development activities are available to the full continuum of university instructors from beginning teaching assistants and faculty members through to the most accomplished educators.

Current Activities of the Centre for the Support of Teaching:

- Technology support coordination and collaboration – Over the past year, the Centre has worked to finalize the integration of the faculty development component of the former Computer Assisted Writing Centre which has facilitated the development of several collaborative projects that are technology based:
  - The Centre continues to chair the TEL Coordinating Committee, which is comprised of faculty and staff from technology support units across the campus. The Committee offers an opportunity for discussion and exchange on technology issues related to teaching and learning and facilitates technology considerations that are pedagogically-based. Committee discussions have prompted the development of a number of

collaborative projects this year, including a Low Threshold Applications project and the TEL Workshop Days (see below).

- TEL Workshop Days – a two day event held immediately following the Course Design Institute, the first day at the Keele campus and the second day at Glendon campus. The event involved over 100 facilitators and participants and the program featured a range of sessions and demonstrations to encourage exchange and exploration about innovative approaches to technology use and specific computing applications and options.
- A series of workshops were offered to support faculty relatively new to the use of computer technology in examining the possibilities such technology offers for their teaching.
- A second series of workshops were offered to faculty to design and develop a specific TEL project for a course they are teaching, with a focus on the creation of Web-based enhancements.
- Over the month of April, the Centre in collaboration with the Arts Dean's Office, mounted a course designed to assist faculty members in integrating technology-enhanced teaching and learning in their courses. The course was designed in modular format with the intent that the full course, or specific components of the course, can be adapted and offered to small groups of faculty in other units across the university.

• Professional development for new faculty members – The New Faculty Teaching at York (NFTY) program offers a year-long program of teaching development for newly appointed faculty members. Program components include:

- Summer Institute for New Faculty – In August, the Centre welcomed its fifth cohort of newly appointed faculty members at the four-day Summer Institute for New Faculty at York, with 52 new faculty participants, and 26 faculty, librarian and student facilitators and discussants. The Institute offers participants many new ideas and strategies for refining their course outlines and engaging students in the course material.
- Five NFTY associates were appointed to provide individual consultation, mentoring and ongoing assistance with the problems and issues that arise among new faculty through the year.
- Sessions were held during the fall and winter terms to provide participants an opportunity to discuss teaching challenges and exchange ideas. Specific sessions focusing on tenure and promotions documentation and on development of a teaching philosophy were also held for interested participants.

• Continuing professional development for experienced faculty members – In 2003-2004, the Centre undertook several projects to address specific teaching and curriculum concerns of experienced faculty:

- A video series is being developed based on the curriculum diversity/equity workshops offered in the Faculty of Environmental Studies in 2003-2004. The video series is designed to be used in a variety of forums as a springboard to discussion on issues related to diversity and equity. Portions of the video were successfully used in introductory FES courses and at meetings of university educators, including the annual conference of the Society for Teaching and Learning in Higher Education in June, and the annual Transformative Learning Centre Conference at the University of Toronto in October.
- Over 75 instructors participated in the Symposium on Teaching and Learning – a day-long event held during Reading Week on the theme of Evaluating and Assessing Student Learning.
- Approximately 50 instructors participated in the Course Design Institute – a two-day event held at the end of term aimed at helping instructors rethink aspects of their existing courses or develop new ones.

• Preparing future faculty – The Centre coordinates the University Teaching Practicum, a comprehensive program of certification in university teaching and learning for graduate students; the program is offered in collaboration with the Faculty of Graduate Studies. In 2003-2004:

- Enrolment in the University Teaching Practicum increased by 28 per cent, and involved 697 graduate students across 30 graduate programs.
- Seventeen students successfully completed the program requirements and received certification from the Dean of Graduate Studies.
- Twenty-six Teaching Development Graduate Assistants in 16 departments provided discipline-specific programming for TAs in their units.
- Approximately 360 TAs participated in the 21st annual TA Day. The program featured two plenary sessions and 35 concurrent workshops focusing on the needs of TAs in broad discipline areas and providing opportunities for more advanced TAs to study particular issues in depth.
- Twenty-four workshops and discussion group sessions were held over the 2003-2004 academic term, attended by 45 or more TAs at each session. Each session explored a specific teaching and learning issue and could be credited towards the University Teaching Practicum.
- Two sections of the eight week, non-credit course "TA-ing in English at York: A Course for International TAs with ESL Backgrounds" were offered during the academic year, one for TAs in the sciences and a second for TAs in the humanities. This course focused on improving the communication skills of non-native English speaking graduate students who are or seek to be TAs, and it provided opportunities for development of both English and teaching skills along with support group discussion.

• Resources on Teaching and Learning – The Centre offers a wide variety of print and media resources in its Resource Centre to allow faculty and TAs to engage in research on a broad range of teaching and learning issues:

- In March, the Centre launched a new CST Web site centered on "Ideas about Teaching." The new site is designed to make it easy to use, both for learning about the Centre's programs and for finding useful resources to aid in teaching issues and concerns. An important aspect of this site is that it represents efforts to comply with the WWW Consortium's Web accessibility standards to make it easier for all to use, especially those with visual disabilities.
- New books and articles continue to be added to the print resource collection and faculty and TAs are using the library to explore teaching and learning concerns, read journals, borrow books and copy articles.

Technology Enhanced Learning (TEL):

The new Technology Enhanced Learning Building, developed with Seneca College to accommodate more than 4,000 FTE students from the two institutions, opened in the Fall of 2003. As reported in earlier PBA documents, this state-of-the-art building draws together in one location a number of TEL-related teaching, research, and academic support programs, creating opportunities for interface and synergies.

TEL-related teaching support activities across the Faculties have been coordinated through the TEL Coordinating Committee chaired by the Director of the CST (see above for further details).

Arts and Atkinson have operationalized TEL Roundtables to coordinate and advance activities at the Faculty level; details of these initiatives are provided in Faculty sections.

3. ACADEMIC PROGRAMS

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

Program Innovation and Development

Program development continues to follow the strategic directions established in institutional planning documents, particularly the *University Academic Plan*. Following is a summary of recent developments in relation to each of these strategic priorities, whose planning and/or implementation was signaled in the 2002-2003 Planning, Budget and Accountability report (including updates on major new initiatives introduced in recent years), and of programs now in the planning stages. Further details may be found in Faculty sections. Some of the initiatives noted below as under consideration reflect a longer-term horizon, and several advance multiple planning objectives. As noted earlier, as APPC is poised to undertake a review of the University Academic Plan, the time is right to examine the continuing relevance of these objectives. It is important to observe that enormous progress has been made in many areas and to recognize how much has been accomplished through careful management and redirection of resources, despite a difficult and uncertain financial situation. This planning has been undertaken at the same time as the planning to accommodate the double cohort. The achievement of full average funding for the additional enrolments associated with the double cohort has been an important component of the University's ability to plan and implement objectives, in relation to both preserving and building on traditional strengths and advancing in new and innovative directions.

Building on Strengths in Liberal Arts, Fine Arts, Sciences and Environmental Studies: The focus has been on the development of programs grounded in the arts and sciences, to encompass a professional or applied focus, responding to student demand. It is important to note the importance, not just of entirely new initiatives, but of the expansion of degree options and/or repackaging of courses to offer new opportunities to students. The highlighting of "streams" or concentrations within students' degrees indicates areas of strength and enhances students' "marketability;" similarly, the offering of certificates (e.g., of language proficiency) highlights skills or specialized knowledge acquired as part of students' study.

- Several initiatives reported in earlier Planning, Budget and Accountability documents, introduced in response to student interest and building on or consolidating existing strengths, continue to thrive. These programs include Business and Society and a new program in Criminology, introduced in 2003-2004; the latter program attracted 284 majors (and over 1000 applicants) in its first year of offering, against a planned intake of 200, and indications are that it will continue to grow.
- The new Arts program in cognitive science, introduced in 2003-2004, had four majors in its first year of offering. This program is not expected to be large (about 45 students at steady state) but it is an important interdisciplinary initiative for the Faculty.
- Plans for a cross-disciplinary certificate in Community Arts Practice, involving Fine Arts and FES, came to fruition in 2003-2004 with the approval of the certificate by Senate; it will be launched in 2004-2005.
- Graduate diplomas in Environmental/Sustainability Education, developed by the Faculty of Environmental Studies and the Faculty of Education, were submitted to Senate in 2003-2004.
- The Specialized Honours BA program in Applied Geography was discontinued in 2003-2004; students with interests in this area are now accommodated in other programs.
- The Faculty of Science and Engineering created a BSc degree with no major, in order to provide greater flexibility for its students.
- Other approved proposals to increase flexibility or expand options included an Honours Minor in Creative Writing, a Specialized Honours BA in English and Professional Writing, a 90-credit BA in Humanities, a Specialized Honours program in Information Technology and Communications, a Specialized Honours program in Geography and Urban Studies, a 90-credit program in Urban Studies, Russian studies options, and an Honours degree in Interdisciplinary Social Science.
- The introduction of a Specialized Honours program in Biochemistry, approved in 2002-2003, provides an excellent example of how existing courses can be drawn together in an attractive and innovative program package, with minimal resource requirements. This program attracted 500 applicants in its first year of availability.
- A stream in Communication Studies was established in Atkinson's School of Social Sciences, replacing a Communications theme in Liberal Studies, which will be closed; and a concentration in Work and the Workplace was established in the School.
- An interdisciplinary program in Sexuality Studies, to be offered through Arts, Atkinson and Glendon, is now in the approval process.
- Consideration is being given in Environmental Studies and Schulich to a combined MES/MBA program.

- Diplomas in Mathematics Education are under consideration.
- A program in Children's Culture remains in development in Arts. A degree program in American Sign Language, noted in the 2002-2003 PBA, has not progressed further, but may be pursued at some future date.
- The Atkinson Faculty has plans to expand its graduate offerings, and with other Faculties is working to develop a Master's program which would encompass interests in justice studies, public administration, and social justice.

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

- The Bachelor of Human Resource Management program in the Atkinson Faculty of Liberal and Professional Studies grew to 576 majors in 2003-2004, up from 161 and 528 in its first two years of availability. The Masters program in HRM attracted 29 students in its first year.
- The Schulich School of Business' innovative joint Executive MBA program with the Kellogg School of Management, which was launched in January 2002, graduated its first class of students in 2003-2004.
- The first cohort of students in the School's International BBA program also completed the program in 2003-2004.
- Atkinson had been developing a two-year MSW program, intended to serve the needs of students who do not hold the BSW qualification; this has been put on hold for the present.
- Education has been developing an Aboriginal education program in cooperation with FES; this project has experienced some delays, but is now expected to be presented for Senate approval in 2004-2005.
- Following Senate approval in principle in 2003 for the establishment of a bilingual graduate School of Public Affairs at Glendon College, fund-raising has been undertaken to support further development, and plans continue to be refined.
- Several initiatives reported in the 2002-2003 PBA as in development in the Osgoode Hall Law School – an LLB/PhD with the Department of Political Science, joint LLB/BA and LLB/MA programs with other York Faculties, and a joint LLB/MD with McMaster University – remain under consideration.
- A Masters program in quantitative finance remains under development in the Schulich School.
- The School is also moving forward with its plans to develop new courses and/or concentrations in the area of health industry management.

Interdisciplinary Health Studies: Health is an area in which great strides have been taken towards the establishment of York as a more "comprehensive" university (in the words of *2020 Vision*), and where there are opportunities for further development and consolidation. The Faculty of Science and Engineering has enormous strengths in health-related areas across the Faculty, but particularly through kinesiology and biology. Development of the social scientific and policy aspects of health has been focused in the Atkinson Faculty, particularly its new School of Health Policy and Management.

- Atkinson's School of Health Policy and Management has experienced significant growth. In 2001-2002, its first year, the program enrolled 23 majors; in 2002-2003 enrolments grew to 100; and in 2003-2004, total enrolments were 261, with 36 in health informatics, 215 in health management, and 10 in health policy.
- The Nursing program in Atkinson, offered collaboratively with Seneca and Georgian Colleges, will grow to 585 by 2005 in order to meet demand for nurses with baccalaureate training. The program grew to 498 students in 2003-2004.
- Plans for an MSc in Nursing, noted in the 2002-2003 PBA, proceeded, and in May 2004, the York Senate approved this new degree program; the program is awaiting OCGS approval. Like the undergraduate program, the MSc reflects Atkinson's distinctive approach to nursing education.
- A Masters program in Critical Disability Studies was approved by Senate in 2001-2002 and in 2002-2003 was granted OCGS approval; with 12 students, the program exceeded its enrolment target in its first year of availability in 2003-2004. This program – the first of its kind in Canada – addresses an area of increasing attention.
- As reported in the 2002-2003 PBA, Atkinson is engaged in discussions with Osgoode about the possibility of an MA/LLM program in Health Policy; those discussions continue. Consideration is also being given in Atkinson to a graduate program in Health Management and Health Informatics.

Health represents an area in which there are important opportunities for further development to be explored over both the short and longer-term. Despite enhancement in both the strength and profile of York's health-related activities, those activities remain scattered and not well coordinated. In the short term, the intention is to further develop and consolidate programming, but consideration must also be given to building on York's significant teaching and research strengths in the health area, taking advantage of its involvement in networks in the health community, to move in innovative directions which will reflect institutional strengths and contribute to health care in Canada. The exploration of these opportunities will be an important component of planning for the future. This planning should include consideration of the establishment of a Faculty of Health Sciences (which might at some time in the future include a medical school) to draw together and advance York's research and teaching activities in the health field, and propel York to the leadership position in this area to which it aspires.

Applied Science and Engineering: This is another area where enormous progress has been made, and where significant opportunities for further development exist. Development over the past several years has focused on the establishment of the new Bachelor of Applied Science in Engineering program, introduced in 2001-2002 in the Faculty of Science and Engineering.

- As the program has become better known, its enrolments have grown: from 74 majors in its first year, to 111 majors in 2002-

2003, and 174 majors in 2003-2004. Thus far, only three of the four streams originally proposed have been introduced (computer engineering, space engineering, and geomatics engineering) and the Faculty has plans to introduce the fourth stream (engineering physics) in subsequent years; other streams, such as biological engineering, may also be considered. With the graduation of its first class in 2005, the program will be eligible to seek all-important professional accreditation. In anticipation of this review, the program undertook a "mock" accreditation review in 2003-2004 – a review which was very positive, and will prove extremely helpful in guiding preparation for the full review in 2004-2005.

- In order to recognize and highlight the importance of engineering within the sciences at York, in May 2004, the Senate approved a change of name of the Faculty of Pure and Applied Science to the Faculty of Science and Engineering. The Faculty name change was preceded by changes of names of two departments, which are heavily involved in the engineering program: the Department of Computer Science to the Department of Computer Science and Engineering, and the Department of Earth and Atmospheric Science to the Department of Earth and Space Science and Engineering. The names of several buildings housing engineering activities (including the Steacie Library) have also been changed to incorporate the new emphasis on engineering.
- The BA and BAS programs in information technology (ITEC), introduced in the Faculty of Arts, Atkinson and Glendon College in 1999-2000, experienced great success and very strong enrolments in their initial years, growing from 469 majors registered across the three Faculties in 1999 to 1,896 in 2002-2003. In fact, targets associated with ATOP (the Ontario government's Access to Opportunities Program, intended to support growth in computer science and engineering) were met and surpassed a year early. However, in 2003-2004, the number of majors declined to 1,677, likely a reflection of the downturn in the technology industry. Similar decreases have been seen in Computer Science enrolments: from 2,050 in 2002-2003 to 1,473 in 2003-2004. A pattern of enrolment declines has also been experienced in other universities. This illustrates the volatility of enrolments and the challenges of program-related long-term enrolment planning, and the risks of rapid growth in areas of potentially transitory interest, as well as the importance of flexibility in planning, particularly in relation to tenure stream appointments. Ways are being considered to increase enrolments in computer science and information technology programs, for example through the creation of specialized streams in computer science.
- In light of concerns at the undergraduate level about enrolments and faculty support for ITEC, plans for a pan-university Masters program in information technology will have to be reconsidered.

Expansion of International Programs and Activities: Internationalization is an objective which permeates many areas of teaching and research, and development in this area affects a range of programs across the university.

- The International BBA program continues to be very successful, and graduated its first class of students in 2003-2004.
- The program in international development studies grew to 126 majors in 2003-2004, up from 66 in 2002-2003.
- A number of new languages have been introduced to the curriculum: Yiddish, Korean, Arabic, and Hindi.
- Plans for an Institute of Languages and Culture at Glendon College, reported in the 2002-2003 PBA as having been given initial consideration by APPC and other bodies, have not yet been submitted to Senate for approval.
- Other initiatives currently under development are a degree program in Foreign and International Service and an international stream in conservation ecology. The latter initiative has recently been broadened to include consideration of an International BSc degree.
- Based on the premise that students' international experience need not and should not be limited to the classroom, the Associate Vice-President International has been working to develop internship opportunities, which allow students to reach out to the local multi-cultural or international communities, thereby enriching their studies. These internships were introduced in 2003-2004 and are expected to be expanded in 2004-2005; see the section on Internationalization for further details.

Collaborative Programming/Technology Enhanced Learning: TEL enrolments and opportunities for distance education are spread across the curriculum. TEL is of particular benefit in planning for collaborative programming with other institutions as a means of bridging physical distance, and has been a component of planning to accommodate the double cohort. The opening of the new TEL Building brought together a number of programs with particular interests in communications and technology, providing a hub for these areas and a base for the development of synergies.

York has worked very productively in collaborative relationships with the Colleges of Applied Arts and Technology (CAATs) for many years. The York Senate has put in place principles for the development and assessment of collaborative initiatives, which include provisions that quality must be paramount in the development of these initiatives; the initiative should respond to student demand, creating new opportunities for study; it should be consistent with the missions and plans of the participating institutions; the requirements of the York degree will be respected and strengthened; the initiative should be one that cannot be pursued by either institution individually; and it should be mutually beneficial.

- The number of majors in the highly successful Fine Arts Bachelor of Design program, offered jointly with Sheridan College, has continued to grow, from 237 in 1999, when the program was introduced, to 443 in 2003-2004. The program has earned an outstanding reputation in Canada and beyond.
- A new joint Honours BA program in professional writing with Seneca College, offered for the first time in 2003-2004, attracted much interest, and applications greatly exceeded the 125 spaces available.
- The possibility of a graduate program in design, and a collaborative MFA in Film and Video Production with Sheridan College, was signaled in the 2003-2004 PBA. In June 2004, the York Senate approved the new Masters of Design degree program,

subject to approval by OCGS. The program will expand the range of York's fine arts-related graduate programs, and will be the first such program in Ontario.

- A Consecutive Honours BFA program in Theatre (Acting) between York and the Humber College Institute of Technology and Advanced Learning was approved in 2003-2004; and revisions were made to the existing York/Sheridan joint degree-diploma program in Film & Video and Media Arts.
- In 2003-2004, Senate also approved a new Bachelor of Science in Technology degree, and a program in Applied Biotechnology, to be offered jointly with Seneca College, the first program to offer this new degree. The program takes advantage of the particular strengths of the two institutions and responds to demand for graduates to work in the rapidly growing biotechnology field.
- In 2003-2004, Senate approved proposals to discontinue two joint programs with CAATs, the York/Seneca Early Childhood Education and Gerontology programs; chronically low enrolments indicate that these programs no longer meet student needs or that those needs are being addressed in other ways.

Discussions of potential collaborative programs continue in several Faculties with Seneca, Sheridan, Centennial, Georgian, George Brown, and Humber Colleges though progress has been slow, sometimes because mutually beneficial affinities are difficult to identify or because of the complexities of program coordination. Furthermore, there remain uncertainties about the provincial government's policy stance in relation to collaborations with CAATs; in general there appears to be continuing encouragement for them and for expanded transfer opportunities. The University has maintained its position that such programs must meet York's needs, and the needs of its students, and be of high quality. The question of the relationship of applied degrees offered by CAATs to university degrees, as well as the matter of the success of applied degrees, remain to be resolved.

Some of the collaborative programs have been in place for a number of years, and there had until now been no systematic assessment of their success in meeting students' needs and attracting enrolments, and whether their structures and curricula are appropriate. The 2002-2003 PBA document reported the plan of the Vice-President Academic to initiate for 2003-2004 a pilot project to review internally and informally York's existing collaborative arrangements. A pilot review process and a review team were established, and the pilot phase has been completed. The following programs were reviewed: Seneca/Arts General Arts and Science Articulation Agreement, Centennial/Arts Communication Arts (Book and Magazine Publishing and Corporate Communications), and three programs offered in the Faculty of Environmental Studies (Urban Sustainability with Seneca, International Project Management with Humber, and Ecosystem Management with Sir Sanford Fleming). The reviews are intended primarily to identify strengths and weaknesses in the programs and to consider ways of enhancing them. The review team has prepared or will be preparing reports to the Vice-President Academic on the reviews specifically and on the process in general. Programs to be reviewed in 2004-2005 will be identified early in the year.

A number of joint programs have also been developed with other universities in order to offer students a wider range of options. The joint graduate program (MA and PhD) in Communication and Culture with Ryerson University has been operating very successfully for several years. In 2003-2004, a new joint collaborative doctoral program in Ancient Greek and Roman History with the University of Toronto was approved. This program provides a model for inter-institutional cooperation, at a time when resources are limited, for the benefit of students who gain access to a broader range of courses and faculty.

In addition to collaborations with other institutions, there are also opportunities for collaborative – and interdisciplinary – program development across York Faculties, which have not yet been fully explored. For example, over the past year colleagues from several Faculties offering relevant curricula have been engaged in discussions aimed at the development of a pan-Faculty Master's program in Public Policy, Administration and Law. In addition, colleagues in the Faculty of Science and Engineering, the Atkinson Faculty of Liberal and Professional Studies, and the Faculty of Environmental Studies have begun to consider the possibility of developing a program in disaster response/emergency management. Not only is this initiative timely, but it illustrates opportunities for two or more Faculties to work together to create a truly innovative program and approach. Such a program would draw together the sciences, environmental studies, health policy, health psychology, and kinesiology and could also be extended to Arts, Schulich and Osgoode in order to include aspects of communications, management, and law.

Program Development Challenges

Planning for new program development presents a number of challenges:

- the need to balance program development to respect the traditional mission of universities while responding to demand and changes in interests from students, society, and government, particularly at a time when the entry of Colleges of Applied Arts and Technology into the degree-granting arena threatens to blur the distinctions between universities and CAATs;
- unpredictability of demand: is demand really there and will it be sustained in the longer term?
- competition with other institutions developing similar programs, some of which are prepared to offer demand-driven programs and which, because of their legislative structures, can get programs up and running very quickly;
- in the competitive environment, the ability to appoint outstanding faculty to teach new programs;
- sufficiency of resources to support new programs while maintaining quality in existing programs;
- the impact on demand for and enrolments in various kinds of university programs of the entry of CAATs and private universities into the degree-granting "market", which has not yet been fully felt or analyzed.

Role of General Education

The commitment to general education has always been a hallmark of York programs, but it has also been a challenge in relation to the maintenance of the currency and relevance of general education requirements. In 2003-2004, the Vice-President Academic initiated a process involving a group of relevant Deans to explore issues relating to: the skills, knowledge, qualities, and experiences students should gain from an undergraduate degree program; the distinctiveness of the York degree; how these skills/experiences, etc. can be incorporated in the curriculum; the role of general education in this regard; how to present the skills and qualities as "value added;" and how to measure their achievement. Future PBA documents will report on the progress of these discussions.

In some cases, similar discussions have been undertaken at the Faculty level; see for example Atkinson's references to its Task Force on Student Learning. Arts is also engaged in a review of its Foundations courses in order to ensure that they continue to meet learning objectives.

Non-Degree Studies

Non-degree studies offer an opportunity to offset the effects of budget limitations and to offer innovative programming geared to needs of particular audiences. The Office of the Vice-President Academic is responsible for the monitoring of these activities and for reporting annually on them to Senate. Activities in the non-degree area continue to be centred primarily in the Schulich Executive Development Program, Osgoode's Professional Development Program, Atkinson's Division of Continuing Education, and Education's In-Service Program.

Program Quality Assessment

All of York's undergraduate programs are subject to Senate-mandated periodic review, which is regularly monitored by the Senate Committee on Curriculum and Academic Standards and the Associate Vice-President Academic. These reviews are intended to be formative rather than summative. In 2003-2004, reviews were undertaken of the following programs, and reports filed: Chemistry, Design, Earth and Space Science and Engineering, and Economics. No reviews are scheduled in 2004-2005 (several reviews scheduled for this year have been deferred for various reasons), but preparations will begin for reviews in the following year. A new eight-year rota for program reviews has been developed, replacing the current seven-year rota, and will go into effect for 2005-2006.

The University participates in graduate program reviews through the Ontario Council on Graduate Studies. These reviews are summative; that is, the program's commencement or continuation is dependent upon a successful result. In 2003-2004, the Faculty of Graduate Studies received results from appraisals conducted in 2002-2003: the programs in English and Psychology were found to be of good quality; the programs in Social Work, Biology and Philosophy were found to be of good quality with a report due. The graduate program in Education was the only program to undergo appraisal in 2003-2004; results are pending.

A number of programs (e.g. in education, social work, computer science, nursing, administrative studies, law, psychology, and engineering) are additionally required periodically to undergo rigorous external evaluations as part of professional accreditation processes. The Faculty of Education's pre-service program and additional qualifications courses were subject to review by the Ontario College of Teachers in spring 2004; results are pending and recommendations will be taken up in 2004-2005. The new Engineering program is scheduled to undergo its first accreditation review in 2004-2005, and preparations are under way for this critical step in the program's development.

4. INTERNATIONALIZATION

Internationalization is a key academic priority for the University. As a major university with an ethnoculturally diverse community, in an environment increasingly shaped by globalization, York is committed to internationalization, and has set itself the objective of consolidating and enhancing international research, curriculum, and the student experience. The Office of the Vice-President Academic, through the Office of the Associate Vice-President International, continues to play a key role in the development of the international agenda.

Activities of Associate Vice-President International

The Associate Vice-President International set several goals for the 2003-2004 academic year. These have been met in whole or in part:

- Establish 25 internationally-oriented student internship placements abroad and/or with Canada-based institutions that work internationally. In May, 26 York students left for three-month internships in fifteen countries on every continent except Australia. The York model is unique in Canada as it arranges the placements (in most other instances, students are expected to find their own placements), funds the program through university resources, and provides a wide range of placements both in Canada and abroad.
- Work with relevant colleagues to create a Languages Across the Curriculum program. A working group was established.
- Work with relevant colleagues to establish an international stream in the Conservation Ecology program in FSE. This objective was expanded to discussing the desirability and feasibility of an International Bachelor of Science degree, and conversations have taken place with a number of colleagues in the Faculty of Science and Engineering.
- Work with relevant colleagues to establish an interdisciplinary program in Foreign and International Service. A number of discussions took place and a draft proposal for such a program has been prepared.
- Work with the Office of the Vice-President Students to diversify the sources of international students at York. Discussions took place with the Vice-President Students and the Registrar, and a committee on international enrolment management was established. The increase in tuition for the international undergraduate students approved by the Board of Governors in December 2003 included a commitment to use some of the revenue to provide financial assistance for students from parts of the world from which York gets relatively few students: Africa, the Caribbean and Latin America.

- Develop a searchable database of the international contacts and collaborations of the members of the University faculty. Preliminary discussions on the database design took place, and information categories were developed.

International Projects

For the fourth year, funding was provided by the office of the Vice-President Academic and the Office of the Vice-President Research and Innovation to support pilot projects to further York's international agenda in relation to teaching/curriculum, research, and/or the student experience, and to contribute to the University's visibility as a leader in the area of innovative international work. A total of 31 applications from individuals and groups of faculty and students from across the University were submitted in response to the Vice-Presidents' call in September 2003. Funding totaling $99,000 was awarded to support the following twelve projects:

- **York University Participation in South Africa High School Science Outreach Program, 2004-2005** (Sampa Bhadra, Physics and Astronomy, Science and Engineering);
- **Development of a Course in Canadian Literature and Culture** (Nick Elson and Brenda McComb, Languages, Literatures and Linguistics, Arts);
- **Support to Establish Courses in Korean Language and Culture in the Department of Languages, Literatures and Linguistics** (Nick Elson and colleagues, Languages, Literatures and Linguistics, Arts);
- **Studying the Mediterranean** (Tom Gallant, History, Arts and Daphne Winland, Anthropology, Arts);
- **Urbanization and Privatization: A Transnational Research Project Workshop of the International Network for Urban Research and Action** (Roger Keil, Environmental Studies);
- **Missing in Karelia** (Varpu Lindström, History/Women's Studies, Atkinson);
- **York Health and Society Summer International Field Research Institute** (Jaime Llambias Wolff, Social Science, Arts and Marcia Rioux, Health Policy and Management, Atkinson and York Centre for Health Research);
- **Merkaz i.t. L'Morim** (Martin Lockshin, Humanities, Arts and York Centre for Jewish Studies).
- **An Honours Thesis Research Project on Tropical Bee Biodiversity** (Laurence Packer, Biology, Science and Engineering);
- **Humanitarian Assistance as a Field of Teaching and Research at York** (Peter Penz, Environmental Studies and Centre for Refugee Studies);
- **International Online Course: Understanding Civil Society-State Relations** (Richard Saunders, Political Science, Arts);
- **International Projects in the Faculty of Education** (Harry Smaller, Stephen Gaetz and colleagues, Education).

All recipients of funding are expected to provide a report to the Vice-Presidents' offices on the utilization of the funds and success of their projects.

International Forum

The Associate Vice-President decided that the value of the International Forum would be enhanced by giving it a clearer focus. This year, the Forum took the form of a conference on "Science and Internationalization" which brought together a number of scientists from York and from universities in Canada and the United States who have been integrating international components into their teaching. In 2004-2005, the Forum will be devoted to "Experiential Education and Internationalization," enabling the York community to build on the experiences of the new internship program and encourage discussion on how to internationalize the different experiential education models offered across York's academic and administrative units.

Awards and Recognition

The Office of the Associate Vice-President International actively seeks to promote recognition of innovative international initiatives. York students and others were widely recognized for their contributions towards internationalizing the life of the University. The student organizers of the Glendon College Student Annual International Studies Symposium received the national Student Leadership in Internationalization Award from the Canadian Bureau for International Education (CBIE). York International gave its Awards to Chad Craig, a second-year Glendon College student; Patrick J.J. Phillips, contract faculty member and Adviser in the Learning Disabilities Program; and York Is U, the student group responsible for organizing Multicultural Week. All three recipients this year of the Deborah Hobson Student Leadership Awards, sponsored by the Student Centre, were international students, including final-year international student Bither Tomen. The office also facilitated the Killam Fellowship nomination process at York. Two York students received these prestigious Fellowships to study in the United States.

International Partnerships and Mobility

In 2003-2004 the emphasis was placed on strengthening and/or renewing York's institutional partnerships around the world, particularly in China, Japan, Latin America, and India. Vice-President Embleton's participation in the Canada-China Mentoring Program, which took her to China in November, led to a new relationship with Fudan University (Shanghai) and to discussions about a relationship with Peking University. The Fudan relationship has already developed substance: a summer session Chinese language course was taught in Shanghai using Fudan University facilities. Vice-President Embleton's earlier trip to Japan in January 2003 led to university-wide agreements with Waseda and Keio Universities. York also established its first university-wide partnerships in Latin America: the University of São Paolo (Brazil), the University of Monterrey (Mexico), and the University of Havana (Cuba). Discussions were also initiated with the University of Madras (India). In 2004-2005, work will continue on strengthening institutional ties in Latin America and in Asia, particularly Korea and India.

Visitors and Community Outreach

The number of visitors to the University during any particular time is largely unpredictable. In seeking to accommodate visitors, the office works closely with many other areas of the University to offer an appropriate set of meetings, depending on the nature of the visit.

In 2003-2004, several international groups and individuals, both official and unofficial, visited the University. Some represented current institutional exchange partners; others sought new partnerships. There were also several groups seeking to learn about various aspects of the University's academic and administrative policies and processes. In this connection, the Office of the Associate Vice-President International organized a second ten-day study tour for managers from Meiji University in Japan, one of York's institutional partners. This proved to be as successful as the first program offered the year before.

Student Programs and Services

The goals for international student programs and services for 2003-2004 related to policy and process and to the strategic objectives of the Associate Vice-President International. Most of these goals were met in whole or in part. Staff changes and reorganization as well as unanticipated external developments made it necessary to postpone or redefine some items.

Student Mobility – As planned, participation in study or work abroad increased in 2003-2004 through the development of alternatives to the traditional exchange programs. The 26 new international internship placements alone increased the number of students applying for an international experience by close to 60 per cent. In addition, eleven faculty-led study abroad programs were offered.

Recruitment – In accordance with the international strategy, the number of international graduate students at York increased from 499 in 2002-2003 to 529 in 2003-2004, bringing the per centage up slightly, to 17 per cent of the total number of international students.

Credit Transfer – Because improved policies and procedures for credit transfer are necessary as study abroad opportunities increase and York's international partners develop new degree and credit transfer systems, a background report on issues and problems in this area was prepared and discussions are ongoing with the Admissions and Registrar's Offices.

Student Survey on Study Abroad – This survey was replaced by the development of a Web-based returned-student evaluation. The office also participated in the development and conduct of a survey by the Ontario Association of International Educators (OAIE) to gather information on the 'state of the art' of international education in Ontario. The survey results were presented to the CBIE and at the OAIE regional conference in the spring of 2004.

Science and Study Abroad – Staff made special efforts to promote study/work abroad among Science students. While the numbers are small, the number of Science students applying to go on exchange increased significantly, from three in 2002-2003 to seven in 2004-2005. Also, six of the 26 internship placements were developed for students in the Science and Engineering programs.

Support to Faculty – The office supported 10 faculty-led study-abroad programs through the provision of information sessions, the management of logistical arrangements with the host institution, the facilitation of pre-departure training and an emergency support program, and the management of the York International Mobility Awards for the participants.

Returning Exchange Students – The office continued to develop re-entry sessions for returned students, including a session run by a communications expert to help students identify skills gained through an international education opportunity and transfer that information to employers.

Alumni – To reach out to the growing international alumni body, staff held discussions with Alumni Office representatives to establish possible partnerships and linkages between the two areas. International student alumni were invited to participate in international student programs.

Funding – The office revamped and expanded the Emergency Bursary program for international students in collaboration with the Office of Student Financial Services. The changes have resulted in a more clearly defined application process, including mandatory advising sessions for applicants, an appeals process, and clearer guidelines for the decision-making committee. Emergency funding is now offered in the fall/winter and summer semesters.

Training – The office provided cross-cultural skills training sessions as part of programs coordinated by the York University English Language Institute (YUELI) and the Office of Student Services. It provided in-house training offered to staff and students working in the frontline operations of the office. Two focus group sessions were conducted to determine the needs for cross-cultural training across the university community, and a comprehensive plan is now being developed.

Profile – Efforts to highlight the value of international students as resources to the university community as a whole included the development of a new program for the Department of Languages, Literatures and Linguistics that used international students from Italy as language models for domestic students enrolled in Italian language classes. International students also continued to serve as mentors in the high school version of the Emerging Global Leaders Retreat. In addition, the office encouraged the hiring of international students by other departments in the University. To further York's profile internationally, an Emerging Global Leaders Retreat for high school students in Barbados was designed, to be held in Barbados in the fall of 2004. As a prelude to this event, 15 Barbados high school students traveled to Toronto in spring 2004 to take part in the local EGLR for high schools. The Consul General of Barbados, who has taken an active interest in this initiative, held a reception for EGLR participants and members of the Toronto community of Barbadian heritage, which served to highlight both York and the Barbadian community.

Goals for 2004-2005

The goals of the Associate Vice-President International for 2004-2005 are the following:

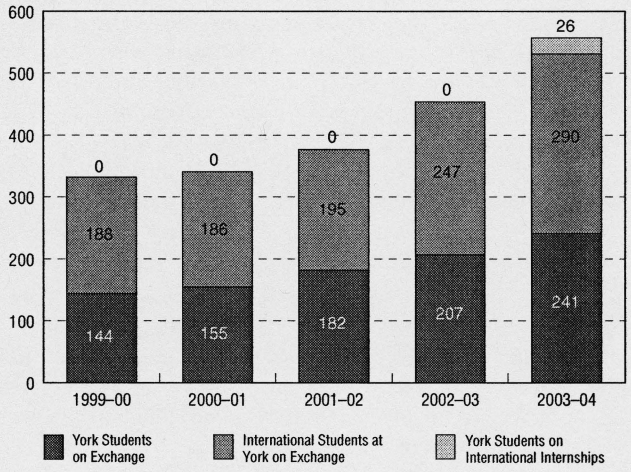
- Continue and possibly expand the internship program by increasing both the total number of funded placements and the disciplinary areas in which they will be offered.

- Develop a proposal for a Languages Across the Curriculum program.
- Develop a proposal for an International Bachelor of Science degree.
- Work with relevant colleagues towards the submission of a proposal for Foreign and International Studies to the collegial decision-making process.
- Complete the design of and data collection for the searchable database of international contacts and collaborations of members of the University faculty.
- Increase the number of students gaining a curricular or co-curricular international experience – for example, studying, working or volunteering abroad; enrolling in a language or area studies program or course at York; working or volunteering in an international setting locally – and develop a means of formally recognizing the curricular and co-curricular international experiences of York students.
- To support the aim of increasing access to international opportunities for students, a) review the criteria for the York International Mobility Award and recommend changes as appropriate; b) work with the Assistant Vice-President Enrolment Management and Services/University Registrar to develop a policy for credit transfer for exchange activity; and c) review the process for study-abroad programs at York and identify the areas in which this office might play a useful role.
- Establish new models of advising for international exchange students, in order to be able to provide improved services to the growing international student body.
- Set up a new schedule of student programming (for example, orientation sessions), to ensure that all international students, who now enter York at three different times during the year, receive the same level of service.
- Continue to identify opportunities to offer cross-cultural training in the York community, in order to build the international "ethos" of the community.

Study Abroad: Student Statistical Profile

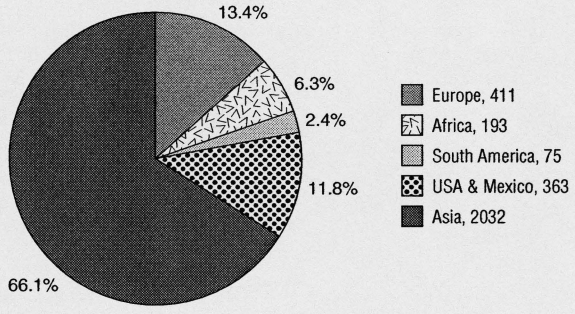
In 2003-2004, a total of 3,098 international students were registered at York, a slight decline from 2002-2003, in accordance with plans to return to targets; this represented 7.2 per cent of the total York student population. The number of international graduate students increased by six per cent over 2002-2003, from 499 to 529. (See the section on International Enrolment Planning for further details.) In 2003-2004, of the international students, 290 or approximately nine per cent were participating in formal York exchange programs; and 241 York students went on exchange, a 16 per cent increase over the previous year (Figure 21). The regional representation of international students remained relatively constant (Figure 22).

Figure 21: Students on Formal Exchange Programs and Internships



Source: York International

Figure 22: Regional Representation of International Students, 2003-2004



Source: Office of Institutional Research and Analysis

York University English Language Institute

YUELI provides ESL courses designed to improve English language skills for university entrance and professional advancement, through its three divisions. In its *Academic* division, the core program is YUELI Academic, a full-time program offered at six levels of proficiency in eight week blocks all year round, intended primarily for students who wish to enter an English-medium university. In addition, there are a number of custom-designed programs that combine English language development and culture learning or methodology for teachers of English to speakers of other languages (ESOL). In YUELI's *Professional* division, the core program is an eight-week pre-MBA course offered twice a year in collaboration with the Schulich School of Business. Professional also offers a range of custom-designed courses for mid-career professionals that focus on a particular area of professional knowledge while developing associated English skills. Supporting both Academic and Professional programs is YUELI's *Independent Learning* division that provides high quality and up-to-date materials for self-access use and manages the operation of NEXUS, the multi-media resource centre for YUELI students and the ESL Open Learning Centre for York degree students. Independent Learning also has an instructional role, helping

students learn how to access information using today's technology and how to use that information for research purposes.

The provision of non-credit ESL programs that attract mainly international students is quickly impacted by world events – economic, political and health-related. In 2003-2004, YUELI saw a decline in its annual revenues of over one third as a result of SARS. Several programs were cancelled entirely and others had lower enrolment than anticipated. This past year has largely been spent slowly rebuilding enrolments though they are not yet back to pre-SARS numbers. Expenditures have been carefully monitored to ensure that all contractual commitments were met without running a deficit. Flow-through into York has also been affected with a 20 per cent decline between 2003 and 2004. YUELI continued to support York students financially through the provision of work opportunities; this year, a number of tuition scholarships awarded to York graduate students were added.

Coping with the fall-out from SARS meant that less time was spent on the other objectives set for the year, namely, raising the professional profile of YUELI externally and the administrative profile of the unit within York. However, considerable progress was made in diversifying populations served and locations where programs are offered, as seen in the examples below.

During 2003-2004, work has continued to refine the six level YUELI Academic program and develop the University Life program that exposes YUELI Academic students to a range of activities to increase their familiarity with what is expected of a university student. Adhering to a strict *language mix* policy has created a more diversified student body and thus more opportunities for using English as a *lingua franca*. In conjunction with York Centre for Asian Research, the Academic area hosted a group of over 30 college and university teachers from Jiangsu province in the PRC who came for a six-week program of ESOL methodology. In addition, YUELI welcomed a group from Dokkyo University in Japan who spent a month in February developing their English skills and learning about Canada in winter.

Collaboration with the Faculty of Education and the Department of Languages, Literatures and Linguistics has resulted in a number of joint projects that include: supporting MATAL student classroom-research; acting as an official practicum site for the York TESOL Certificate; helping establish an overseas practicum site at Meiji University, Japan, for TESOL Certificate students; and bringing to fruition an agreement with Cuba that paves the way for YUELI to offer both English language and ESOL methodology courses at the University of Havana. A new on-line journal has been established for the purpose of publishing and making widely available some of the ideas and expertise of YUELI instructors and their colleagues in other similar institutes; Vol. 1 No. 1 is due out in September 2004.

In the Professional area, the short courses in Business Writing and Business Presentation Skills are now fully developed, each with its own comprehensive materials kit, and have been proving quite popular with the local market. With several custom-designed programs now offered on a repeat basis, considerable effort this year has gone into looking for new opportunities. In partnership with the Schulich School of Business, YUELI Professional has just signed a memorandum of understanding with Meiji University for the implementation of a graduate-level International Accounting and English language training program to begin in 2006. With the support of York's School of Nursing, YUELI is responding to a Request for Proposals from the Korean government for the development of a program for Korean health-care professionals. Plans are also in the final stages to provide workplace specific English training on site at a large Toronto-based financial services company.

A new program, in conjunction with the Faculty of Environmental Studies, is scheduled to run in August 2004. It is designed to equip non-native speakers of English – already accepted into the Master's Program in that Faculty – with the linguistic and study tools they need to participate successfully in a graduate program that relies heavily on self-directed and interdisciplinary learning.

YUELI is continuing its long-standing tradition of mounting courses for International Teaching Assistants in conjunction with the Centre for the Support of Teaching and the Faculty of Graduate Studies. For 2004, a new approach will be taken, developing a course for a specific discipline – Natural Sciences – in an effort to make the material and activities as relevant as possible for participants and immediately applicable to the demands of their teaching context.

The planning for an innovative centre in Colombo, Sri Lanka, is almost complete. The centre, scheduled to open in September 2004, will cater primarily to students wishing to attend a Canadian university. Students will take *YUELI Academic* and computer literacy courses and can access advice on selecting a university or college program and applying for a visa. The second stage of programming at the centre will add courses for local professionals seeking English development for specific work environments.

2003-2004 has also been a year of transition at YUELI. The full-time instructors in the Institute have chosen to be represented by OPSEU and a first contract is currently under negotiation. Mr. Calum MacKechnie from the University of Wisconsin-Milwaukee will take over as Director in July 2004. One of his first tasks will be to work with the YUELI team to shape the next five year plan for the Institute, building on the successes of the past.

5. INFRASTRUCTURE

Provision of infrastructural support (libraries, computing and other equipment, teaching, research and academic office space) is fundamental to the achievement of York's teaching, learning and research objectives. This is an issue of continuing import in light of the substantial enrolment growth, with associated expansion of faculty and staff complements and student services, described in this PBA document.

Libraries (see the Libraries section following)

The Libraries provide important support for students' learning in the University's intellectual milieu. York Libraries are leaders in the development of access to new knowledge through digitization and collaborative information sharing. See the Libraries section, following, for further details.

Art Gallery of York University

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

The Art Gallery of York University's 2003-2004 program explored and analyzed the contemporary visual arts through its goals: 1) to present one-person exhibitions of emerging artists, artists at mid-career, and critically neglected artists; 2) to present histories of Toronto art in group exhibitions; 3) to introduce the York and Toronto audiences to important foreign artists as well as artists from outside Ontario; 4) to provide a range of educational initiatives in conjunction with the exhibition program; 5) to foster the development of Canada's future artists and museum professionals through MFA/MA Thesis Exhibitions and Internship Programs.

- The AGYU offered its resources to future professionals enrolled in graduate programs in art history and visual arts.
- The gallery forged connections among disciplines through publications, lectures, panel discussions, and film/video screenings.
- It continued initiatives to collaborate with other local, national, and international institutions.

For 2004-2005, the AGYU looks to:

- revitalize the association with the Toronto art community;
- further develop the gallery's downtown presence;
- foster closer ties with the York Foundation and the Media Relations Department;
- work towards opening of the new gallery space;
- continue to reach out to the York and greater Toronto communities; and
- build on the gallery's excellent reputation to help in the recruitment of excellent students and prospective donors.

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

Space

Shortages of space in many of its areas of strategic academic and research focus, including library and study space, have challenged York's ability to engage in enrolment growth and program improvements. In 2003-2004 York continued to focus its energies on improving the serious deficit it has traditionally faced with respect to classroom, laboratory, library, research and general office space.

Construction on the new Schulich School of Business building and the Technology Enhanced Learning building (the latter built in cooperation with Seneca) continued through the summer of 2003 but the complexity of these projects resulted in the need to continue work on both facilities past the opening dates. Nevertheless, students, faculty and staff took up occupancy at the beginning of the fall term as planned and classes were held on schedule. The Seymour Schulich Building provides all of the necessary classrooms, labs and offices for the academic programs of the Schulich School of Business as well as the Bronfman Business Library. The Executive Learning Centre, which accommodates the SSB professional development activities, was completed in spring 2004. The TEL Building accommodates more than 4,000 FFTEs, of which approximately 2,000 will be York students, and serves as the focal point for the University's activities in technology enhanced learning. In addition to housing units from the Faculties of Arts, Atkinson, Education and Fine Arts, the TEL building provides space for academic support units and research activities, including the Centre for Support of Teaching and the Institute for Social Research.

In order to further improve classroom facilities, a major refurbishment of the Curtis Lecture Halls (improvement of lighting, acoustics, instructional technology, writing surfaces and seating capacity in many of the lecture halls) was concluded in 2003-2004. As well, improvement of classroom facilities in the Health, Nursing, and Environmental Studies Building was commenced early in 2003 and will continue into the summer of 2004. This classroom renovation is being conducted in concert with the renovation of the entire HNES building, commenced in the fall of 2003, to accommodate the School of Nursing, the School of Health Policy and Management and the Faculty of Environmental Studies in time for September 2004.

With respect to the specialized needs of the Faculty of Science and Engineering, renovations continued in Farquharson and in the Chemistry Building (in space vacated after the opening of the Computer Science and Engineering Building). In anticipation of the return to FSE of the FES portion of the Lumbers Building in 2004-2005, the Faculty has initiated planning for additional laboratory and research space that will be required by its growth. Major improvements to the Steacie Science and Engineering Library were also commenced in 2003-2004 and are scheduled to be completed in time for full use of the library in September 2004.

As reported in the 2002-2003 PBA document, York was successful in its bid under Superbuild for a general academic building to accommodate overall enrolment growth as well as to provide the specialized facilities to consolidate and expand activities in the Faculty of Fine Arts. The project, known as the Accolade Project, will take new students beginning in September of 2005 and will provide lecture halls of 500, 400, 300 and 200 seats, a music recital hall, a proscenium arch theatre, and approximately three 125-seat, nine 80-seat and nine 40-seat classrooms as well as specialized studio and lab space for Fine Arts programs.

The facilities that opened in 2003 provided all the additional space necessary for the growth in 2003-2004 and for some of the additional growth expected in 2004-2005. In order to accommodate all of the enrolment growth between 2003-2004 and 2005-2006, when the Accolade Project will come online, the University has planned for the renovation and special use of areas such as the Moot Court at the Osgoode Hall Law School and has arranged for the sharing of classrooms situated in the Seneca spaces on campus. During 2004-2005 in particular, it will be critical for the University to make the fullest and most efficient possible use of the space available.

Strategic Directions for 2004-2005

The division's goals for 2004-2005, many of which are in fact multi-year or ongoing objectives, will relate to continuing articulation, implementation, and review of the directions identified in the *University Academic Plan*. As noted earlier, the UAP itself will be reviewed in the 2004-2005 year, and the Vice-President Academic will contribute to that review. New directions and priorities may emerge as part of that process.

Plans for 2004-2005 are described in greater detail in the relevant foregoing sections and will focus in particular on the following areas:

FACULTY

- The division will continue to implement plans for renewal of the tenure stream faculty complement, in order to respond to growth and retirements, in areas which will build on strengths and support programming in strategic areas.
- The complement recovery plan, introduced in 2003-2004 to begin to restore positions lost to budget restrictions, will continue in 2004-2005.
- Searches will be undertaken to appoint outstanding candidates to authorized positions, within a highly competitive hiring environment; for positions to take effect in 2004-2005, 170 searches were authorized and the results will be reported in the 2004-2005 Planning, Budget and Accountability document.
- Efforts will continue to position York effectively in order to meet the challenges of recruitment and retention of excellent faculty in highly competitive times.
- Completion of implementation of the final year of the Canada Research Chairs program will focus on an appointment furthering internationalization, specifically Asian studies, and an appointment in science, with continued attention to attraction of women and external candidates.
- Planning will proceed, involving all areas of the University, for York's 2006 hosting of the Congress of the Humanities and Social Sciences, including establishment of budgetary parameters and timelines.

STUDENTS

- The division will continue to work closely with Faculties to define enrolment plans, and associated resources, to achieve the diversification of enrolments mandated in the University's planning documents.
- Planning will also continue specifically to define, monitor, and achieve enrolment levels, programming, staffing, infrastructure and student services to support the significant additional enrolments projected for the remainder of the decade, including the continuing effects of the double cohort:
  - planning and implementation to meet enrolment targets contracted with the government;
  - planning for graduate enrolment growth proportionate to that at the undergraduate level;
  - development of plans to meet continuing critical needs for faculty, staff and teaching and research space associated with growth;
  - completion of the Accolade project, and planning relating to implications for other academic space on campus;
  - provision and monitoring of supports for students' learning and overall educational experience; and
  - ongoing assessment of the need for and implementation of adjustments to the university's curriculum as a result of high school curricular changes.
- Significant attention must be paid to the attraction of outstanding students to the university in a highly competitive environment in the post-double cohort period.
- Attention must continue to be paid to means of enhancing student retention.

ACADEMIC PROGRAMS

- The division will continue to work with Faculties and units to foster development of new academic programs in strategic areas of anticipated growth and demand, and the enhancement of areas of strength, as described in the Academic Program section, in particular:
  - working with the Faculty of Science and Engineering to prepare for and complete the Engineering accreditation review;
  - consolidation and advancement of health-related activities;
  - consideration of programmatic responses to enrolment declines in computer science and information technology.
- It will continue to support and facilitate the development of collaborative programs, both among Faculties and with other institutions, including Colleges of Applied Arts and Technology and universities.
- Discussions of the role of general education in relation to learning objectives for undergraduate degrees will continue.
- The Vice-President will assess the results of, and refine the process for, a pilot project for the review of existing collaborative programs.

- The division, through the office of the associate vice-president academic, will coordinate completion of undergraduate program reviews undertaken in 2003-2004 and begin to prepare for those in 2005-2006.

INTERNATIONALIZATION

- The division will work with other areas of the University to facilitate the enhancement and coordination of international activities, and the provision of support to the development of new international initiatives.

- Through the office of Associate Vice-President International, the division will continue to advance the strategic approach to internationalization, including several components:
  - expansion of international student internships;
  - proposal for a languages-across-the-curriculum program;
  - proposal for an International Bachelor of Science degree;
  - proposal for an interdisciplinary program in foreign and international service;
  - recognition of students' international curricular and co-curricular experiences and increase in number of students participating in such experiences;
  - completion of development of a searchable data base of international contacts and collaborations;
  - enhancement of access to international opportunities, including through advising and credit transfer policies; and
  - pursuit of opportunities for cross-cultural training.
- A forum on experiential education and internationalization will be held.

INFRASTRUCTURE

- The division will continue to work with other areas of the University to address critical space shortages to meet teaching and research needs associated with planned growth and diversification, in particular:
  - completion of the move of the School of Health Policy and Management, the School of Nursing, and the Faculty of Environmental Studies into the Health, Nursing, and Environmental Studies Building;
  - renovation of the Lumbers Building for use by the Faculty of Science and Engineering;
  - classroom renovations and upgrades at Glendon College;
  - completion and opening of the Accolade project buildings, scheduled for completion in 2005; and
  - redesign and renovation of existing classroom, office and laboratory space to accommodate growth and to meet associated needs for library and study space.

Budget

The budgets within the responsibility of the Division of the Vice-President Academic, displayed below, include the budgets of all Faculties and the Library. The activities supported by these budgets have been discussed above and will be discussed further in the sections devoted to the Faculties and the Library. 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. Some units are currently in a deficit position with approved plans for resolving the deficit, and accumulated debts, through budget restructuring and growth. Other units have built up carryforwards to assist in their restructuring. 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.

Some budgets within the academic division increased in 2003-2004 despite the cuts, due to the increase in funding flowing from the government's increase in grant funding and the overall increase in enrolments. Of course, additional students mean a concomitant increase in costs. Other budgets will show additional funding in 2003-2004 only, for exceptional expenditures relating to renovations and restructuring. Cost-containment and, where possible, mitigation of the impact of the cuts through reorganization, growth, development of new academic programs and other revenue generation activities remain critical aspects of the overall strategy.

As discussed in earlier PBA documents, the University developed a four year budget plan (Budget Plan 2001-2005) that called for a series of annual base budget cuts and allowed Faculties to elect a differently staged cut schedule than the administrative units, in order to provide some accommodation for academic planning schedules. Of course, the overall cut is the same by the end of the period and the Faculties have to provide an estimated $4.8 million OTO shortfall due to the staging of the cuts, by the end of 2004-2005. For 2003-2004 the Faculties following the "academic cut scenario" made a 3 per cent base cut and will be expected to make a 1.45 per cent base cut in 2004-2005. Some Faculties elected to pay their portion of the $4.8M OTO charge in 2003-2004 rather than waiting until 2004-2005.

The budget of the Office of the Vice-President Academic supports the cost of overall administration of the academic division. Base cuts in this budget, as in all administrative budgets within the academic division, follow the administrative cut schedule as set out in the "Budget Plan 2001-2005". Changes to this budget include changes in benefits costs, additional temporary 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 Centre for Support of Teaching, the Computer Assisted Writing Centre, the Art Gallery of York University and York International. The Office of the Associate Vice-President Graduate was added at the end of fiscal 2003-2004. Additional funds added in 2003-2004 reflect unallocated general support from central budgets as well as government funding that will be used to support activity in the Faculties and the Library. These funds include general allocations that are being carried forward to support the Faculties and Library in 2004-2005 and beyond, including the Complement Recovery Program, a fund of over $4.5M OTO to be distributed to the Faculties in support of tenure-stream bridging appointments. These changes in funding account for some of the difference between central allocations anticipated in the 2003-2004 budget and the amounts recorded in the actual results.

In order to provide additional information about some of the activity in the academic division, a category has been added to display Non-Degree Programs activity. These funds are gathered under this rubric in the VPA section but income from these activities is used by the home units to support academic programming. This includes the Schulich Executive Education Centre activity, Osgoode's Professional Development Program, non-degree credit offerings in Atkinson, Education and FES as well as the York University English Language Institute. In some cases, these units are carrying forward funding to support planned activity in these areas in 2004-2005 and beyond, including costly but necessary renovation programs, or to assist with deficit reductions. The inclusion of these activities here accounts for significant differences to the budgeted statements for 2003-2004 which did not include these activities.

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. A rationalization of the reporting of these accounts is underway so that they will appear in the budgets of the responsible Faculties. This accounts for the reduction in activity in this area as compared to previous PBA documents.

Division of VP Academic

(Dollars)	Operating Results by Unit 2003-2004 Actuals	2004-2005 Budget
Faculties		
Atkinson Faculty of Liberal and Professional Studies	38,910,384	43,272,331
Faculty of Arts	91,307,868	97,734,628
Faculty of Science & Engineering	29,482,435	30,083,407
Osgoode Hall Law School	16,690,005	16,263,968
Glendon College	18,136,542	16,911,165
Faculty of Graduate Studies	15,942,664	19,109,711
Faculty of Environmental Studies	7,498,762	7,421,388
Faculty of Fine Arts	20,758,078	23,098,987
Faculty of Education	14,605,569	13,787,568
Schulich School of Business	36,822,663	37,067,423
Total Faculties	**290,154,970**	**304,750,576**
Libraries	**23,248,884**	**22,808,903**
Division of VP Academic – Other		
Office of VP Academic	758,442	847,253
Academic Support	5,126,815	3,663,268
Non Degree Programs	22,419,496	29,787,991
Special Academic Projects and General Institutional for Faculties	1,829,315	215,863
Total Division of VP Academic – Other	**30,134,068**	**34,514,375**
Total VP Academic – Including Faculties and Libraries	**343,537,922**	**362,073,854**

Division of the VP Academic

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	29,666,153	31,016,485
Internal cost recoveries	7,034,856	6,478,055
Other revenues	14,611,019	14,725,798
Central allocations	306,600,376	303,034,711
Total Revenue	**357,912,404**	**355,255,049**
Expenses:		
Faculty – Administration	7,229,007	6,700,625
Faculty – Full-time	121,609,345	135,887,471
Faculty – Contract	29,464,502	28,594,870
Teaching assistants	20,794,179	24,411,855
Research	19,428,094	20,248,255
Support/Administration	60,142,930	65,139,129
Other	11,711,647	10,812,869
Total Salaries and Benefits	**270,379,704**	**291,795,074**
Operating costs	56,704,709	53,016,585
Amortization of capital assets	–	–
Cost of goods sold	2,098,569	1,859,763
Taxes and utilities	2,928,518	2,950,588
Scholarships & bursaries	11,426,422	12,451,844
Interest on long-term debt	–	–
Total Expenses	**343,537,922**	**362,073,854**
Total Revenue less Expenses	**14,374,482**	**(6,818,804)**
Previous Year's Carryforward	**12,332,786**	**26,707,268**
Carryforward to Next Year	**26,707,268**	**19,888,463**

Division of the VP Academic – Other

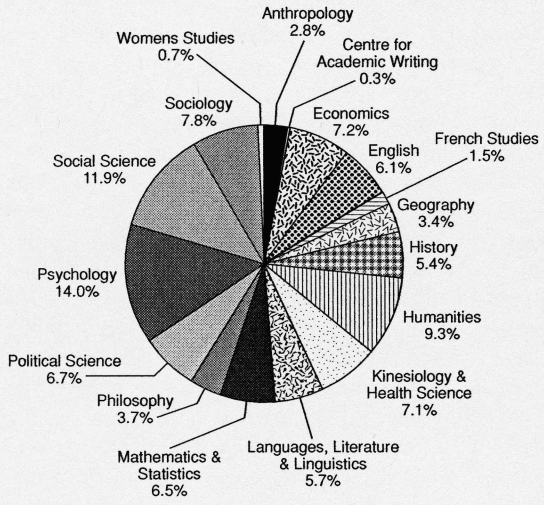
	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	21,671,098	24,457,252
Internal cost recoveries	162,617	327,005
Other revenues	4,006,691	6,562,413
Central allocations	13,234,978	1,832,088
Total Revenue	**39,075,384**	**33,178,758**
Expenses:		
Faculty – Administration	589,849	708,891
Faculty – Full-time	817,501	1,420,514
Faculty – Contract	559,082	750,430
Teaching assistants	115,531	120,584
Research	217,647	191,200
Support/Administration	6,282,990	7,128,665
Other	5,915,852	6,352,266
Total Salaries and Benefits	**14,498,452**	**16,672,550**
Operating costs	14,690,852	17,016,531
Amortization of capital assets	–	–
Cost of goods sold	74,581	–
Taxes and utilities	688,984	701,295
Scholarships & bursaries	181,199	124,000
Interest on long-term debt	–	–
Total Expenses	**30,134,068**	**34,514,376**
Total Revenue less Expenses	**8,941,316**	**(1,335,618)**
Previous Year's Carryforward	**10,153,967**	**19,095,283**
Carryforward to Next Year	**19,095,283**	**17,759,665**

FACULTY OF ARTS

Overview

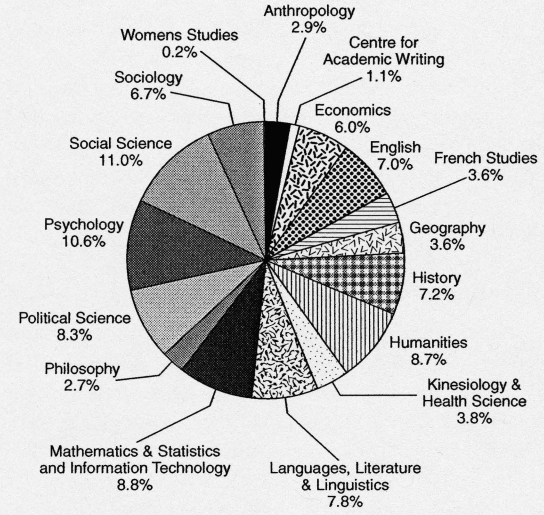
The Faculty of Arts is the largest arts Faculty in Canada, offering a comprehensive range of undergraduate disciplinary and inter-disciplinary programs of study, and is the major contributor to York's arts-related graduate programs. It is also the largest York Faculty. The Faculty of Arts is home to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

Figure 1a: Faculty of Arts FFTE Distribution FW03



Source: Faculty of Arts

Figure 1b: Faculty of Arts FT Faculty Distribution FW03



Source: Faculty of Arts

Over the past four years, Arts had:

Figure 2: Faculty of Arts Overview

	2000-2001	2001-2002	2002-2003	2003-2004
Undergraduate Students	17,349	17,097	18,316	19, 363
Full Time Faculty Members	490	492	520	531
Contract Teaching Faculty Members	253	245	239	286
Teaching Assistants	763	745	732	772
Administrative Support Staff	152	159	158	162
Alumni	65,079	68,095	70,978	74,222

Sources: Office of Institutional Research and Analysis, Office of Alumni and Advancement Services

Planning Process and Implementation 2003-2004

Senate Academic Policy and Planning Committee, having received five-year plans from Faculties in 2002-2003, asked in 2003-2004 that Faculties reflect on their most significant achievements to date relating to the five-year plan, to say what significant obstacles they had encountered, and to make suggestions for revising the University Academic Plan. As a consequence, units of the Faculty were not asked to prepare comprehensive planning documents. As usual, however, they were called on to produce their annual computing plans and this year, they were also asked to submit projections of space requirements. The latter contributed to a Faculty-wide space inventory and plan – still being developed – to help inform space allocation decisions to be made by the University Executive Committee. The rolling budget of the Faculty was prepared in the context of local unit appointment priorities, budget cuts, and enrolment targets/capacities. The plans made in 2002-2003 for the arrival of the double cohort were implemented, providing additional classes, instructors and staff. Assessment of success in that exercise is ongoing. Faculty planning occurred as always within the context of University-wide plans such as the *University Academic Plan, 2020 Vision, Strategic Planning for the New Millennium*, and the *Strategic Research Plan*. Regular undergraduate program reviews and OCGS (Ontario Council on Graduate Studies) graduate program appraisals also provide opportunities and processes for academic planning.

REPORTING ON FACULTY GOALS FOR 2003-2004

The goals articulated for the Faculty in the 2002-2003 PBA document included improving the research culture in the Faculty, developing a new communications strategy, enhancing fundraising capacity and success, establishing new initiatives in technology enhanced learning, sustaining the tenure-stream complement, addressing the advent of the double cohort, working on a space inventory and plan for the Faculty, assisting departments in developing better alumni relations, and cooperating in structural reassessment. In most of those areas, the Faculty has concentrated on the creation of infrastructure that will permit progress in the near future.

Research Culture

With the assistance of the Vice-President Research and Innovation, the Faculty appointed a Research Officer to assist the Associate Dean responsible for research. They have worked to rebuild the network of research coordinators in the departments and to develop tools and facilities to make it easier for faculty members to identify and apply for research funding opportunities. Since her appointment in October, the Research Officer has worked with the Associate Dean, the Office of Research Services and the Office of the Vice-President Research and Innovation to improve several aspects of the Faculty's research activity and support. In particular, efforts were made to bring Arts practice, with respect to research involving human participants, more fully into line with Senate and Tri-Council policy. In addition, improvements have been pursued in the Arts Web site pages for research, with the goal of better informing faculty members about opportunities. The Research Officer has begun collecting information for the Faculty Web site detailing external funding opportunities related to each discipline (in calendar format). As well, the Web site will provide user-friendly instructions on applying for grants, improved access to information on internal funding opportunities, and institutional processes related to research (the information on ethics processes was made available in 2003-2004), as well as a forum for publicizing research activity in the Faculty. The consultation on restructuring undertaken by the Social Sciences and Humanities Research Council afforded the Faculty an opportunity to articulate some goals and concerns to the University and thence to the Council. The Associate Dean and Research Officer have participated actively in that process. [See detailed section on Research 2003-2004 in *Noteworthy Achievements of Faculty and Students*.]

Additionally, both the Associate Dean and the Research Officer attended the forum "Enhancing the Research Culture at York" – hosted by the Senate Committee on Research – and collected comprehensive feedback on the research-related needs of faculty. This information continues to inform the strategy for enhancing the research culture in the Faculty, through support service development, increased recognition for research activity, and an overarching goal of improving the quality of related administrative services (within the Faculty purview).

The number of successful applications made to the SSHRC Standard Research Grant competition remains steady, although the number of NSERC Discovery Grant holders is down. However, both competitions saw a decrease in the number of applicants. The experience gained in 2003-2004 has generated a clear strategy: in order to achieve the goal of increasing the number of research grants held by faculty members, extensive support service foundations must be laid and process streamlining must be undertaken. Currently, researchers do not have adequate information or training to identify resource needs and to seek out funding opportunities, and their experience of some internal processes deters research activity. Research strategies will address these problems in 2004-2005.

Communications

The Faculty appointed a Communications and Public Relations Manager this past year and gave her the task of developing a new communications strategy, in cooperation with the Communications Division and in consultation with departments. The first steps in that process included the development of a more standard design treatment for communications in the Faculty, with an initial focus on internal messages. This summer will see progress on a plan to overhaul completely the Arts Web site to make it more attractive, useful and easily navigable for user constituencies. In collaboration with the Vice-President Students and the Admissions Office, the Faculty will work over the near future to improve student recruitment publications.

Fundraising

The appointment of a new Chief Development Officer for the Faculty was unavoidably delayed until January 2004. Now that the new Chief Development Officer is in place, the Faculty is moving to revitalize the fundraising area. A Case for Support for the Faculty has been developed and efforts are underway to abstract from that document shorter, more project-specific subsidiary cases. The Chief Development Officer is working to establish contact with prospects and to expand the membership of the Dean's Advisory Council. Efforts have been made in the meantime to identify sources of support that may be exploited in the short term, recognizing that major gifts will require more relationship-building. In spite of the interruption in the availability of a Chief Development Officer dedicated to Arts, with the aid of the York Foundation's senior staff, the Faculty has been able to maintain considerable success. The total of paid gifts and new pledges was 89 per cent higher in 2003-2004 that in 2002-2003; however the total of new pledges was 18 per cent lower. A promising result – in terms of future success – can be found in the fact that the annual fund appeal raised 119 per cent more this year than last, with an increase of 118 per cent in the number of donors. The Ontario Student Opportunities Trust Fund established by the provincial government has provided an opportunity to expand student aid, and efforts are underway to take maximum advantage of that opportunity.

Technology Enhanced Learning

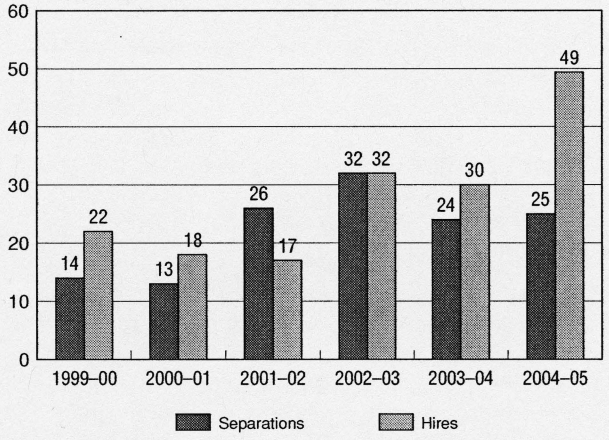
The Faculty appointed an Advisor to the Dean on Technology Enhanced Learning in the late summer. Since that time, he has put in place two programs recommended by the TEL Roundtable, whose report was delivered last year. The first group of faculty members to take advantage of the Faculty Development Program ("Arts Do TEL") was recruited and completed the initial stage of their projects. A program has been developed to employ the first group of Student Technical Assistants who will provide enhanced service to faculty members intent on using technology more effectively in their courses. [Refer also to the section on TEL in Key Areas of Continuing Activity.]

Sustaining the tenure-stream complement

Thanks to the cooperation of the Vice-Presidents Academic and Finance and Administration, the recovery policy for deploying the salaries of departing faculty members has been considerably improved. The Faculty has thus been able to contemplate both appointments to take account of growing enrolments and appointments to replace retirees. The capacity to make such appointments is still dependent on meeting enrolment targets, with the associated revenue. In 2003-2004 the Faculty conducted searches for over 50 new tenure-stream faculty members to take effect July 1, 2004 in a year that saw 25 retirements or other

departures. In addition to probationary/tenured appointments, the Faculty enhanced the full-time faculty complement with three SRC appointments commencing July 2003 and 2.33 SRC appointments commencing July 2004.

Figure 3: Faculty of Arts – Appointments Planning



Source: Faculty of Arts (includes Conversion and SRC appointments)

Enrolment

The Faculty succeeded in providing sufficient space in courses to make room for the double cohort of high school leavers, as well as a smaller, but still significant, number of other new year one students.

With respect to new students the Faculty, in conjunction with the Office of the Vice-President Academic, established the following intake targets for 2003–2004.

Figure 4: Faculty of Arts Intake Targets 2003-2004

2003-2004	Nov. 1 Target	Actual
New Year 1 Intake	5,103	5,014
Domestic 101's*	4,008	4,235
Domestic 105's**	958	642
VISA	137	137
New Upper Year Intake	1,134	1,014
Domestic	1,075	956
VISA	59	58

*101's: Ontario high school graduates, direct entry
**105's: All other Canadian students

Source: Office of the AVP Academic Resource Planning

Not unexpectedly in the critical year of the double cohort, the Faculty considerably exceeded the target for new Ontario high school graduates. This allowed Arts to achieve 97 per cent of its overall intake target despite lower than planned registrations from other groups.

Efforts are now underway to assess the success of new students in adapting to university study and to determine whether there were significant performance differences between those students who completed OACs and those who entered mainly with Grade 12 courses from the new high school curriculum. Issues of retention will occupy the attention of enrolment planners in the coming year.

Space

The Faculty has been involved with Facilities and with the Office of the Vice-President Academic in seeking suitable space for Faculty activities as new buildings come on stream. The "ripple" effects of the TEL Building and the new Schulich Building have occupied attention of planners this year, as have projections of space to be made available when the Accolade project comes on line. Plans have been developed to move the Arts Advising Centre to the first floor of Central Square, where it will be more easily accessed by newly admitted students. A proposal to move the Office of the Dean to the third floor of the Ross Building is under consideration, as it will allow the consolidation of functions now located on the first, third and ninth floors. Other efforts are ongoing to improve available space for the expansion of teaching units and to make safer the storage and work space for Academic Technology Services.

Alumni

This area remains rather underdeveloped. However the recent appointment of a new Executive Director of Alumni and Advancement Services promises to make the development of activities for alumni easier to contemplate. As in other areas, the opportunity to advance in alumni relations is dependent on available resources.

NOTEWORTHY ACHIEVEMENTS OF FACULTY AND STUDENTS

Research

Fiscal 2003-2004 introduced exciting new changes to research activity in the Faculty. In accord with both York's service quality and research enhancement goals, the Associate Dean (Research and Faculty Relations) spearheaded a strategy, with resources provided by the Office of the Vice-President Research and Innovation, to implement a new research support service structure. A new position was created, the Research Officer, who has the primary responsibility of forming and operating services that can effectively support a variety of research-related activities. Such support is intended to more easily enable research activity in general, to improve opportunity for collaboration, and to ensure that researchers have the resources they need to conduct research by increasing success in external grant competitions.

The position was filled in October and the last six months of the fiscal year saw the creation and deployment of services to support researchers:

- seeking resources for projects;
- writing grant applications; and
- navigating institutional authorization and financial administration.

The development of these services continues and new services are in development to support additional research activities, such as:

- finding collaborators;

- having project designs/applications peer reviewed; and
- documenting/publicizing research activity.

Pre-existing information services (mainly on internal and external funding opportunities) continue to be expanded and developed in concert with the Office of Research Services. A plan for comprehensive deployment of information services via a greatly enhanced Faculty of Arts Research Web site was formed and presents a key objective for 2004-2005.

In previous years, the primary means of support (and the key objective of research service provision at the Faculty level) was the exceptional array of internal grant opportunities, now administered by the Research Officer. The year 2003-2004 again saw internal support for faculty (48 grants), totaling $117,601.25; four Faculty of Arts Fellowships were also awarded to José Curto, Christopher Green, Joann Jasiak, and James Rives. The Dean's Award for Outstanding Research recipients are Paul Lovejoy and Vinod Goel. However, while the objective of continuing extensive internal support programs was met, even exceeded, given the increased number of grants, a review process was also undertaken which has identified some potential for improvement in this area.

In order to effect easier access by faculty, streamlining of the internal grant process is underway and several target objectives for 2004-2005 relate to these processes. Additionally, the 2003-2004 Committee on Research, Grants, and Scholarships, which adjudicates these grants, has formed several recommendations on the internal grant programs in order to ensure that they offer the most effective support possible. Several of these recommendations are designed to address a disparity between the program specifications and researcher needs. Efforts to improve information services regarding grant opportunities should also increase awareness and thereby the demand for the various opportunities offered by these programs.

The decline in NSERC awards reflects a number of factors, including cyclical trends, demographic changes, and slightly increased competition for the agency's funds. As key competition results are received, an analysis of the Faculty's activity is produced and a strategic response for the next round is plotted by the office; typically this response includes an information campaign to increase awareness of a given competition and easy-to-use competition-specific support tools (as outlined in the planning section).

Figure 5: Faculty of Arts Research Grants

	SSHRC Standard Research Grants		NSERC Discovery Grants	
	Number Awarded	Value	Number Awarded	Value
Fall 2003 Competition	16	$1,473,434	6	$120,110
Fall 2002 Competition	16	$1,332,490	11	$163,000
Fall 2001 Competition	19	$1,551,754	10	$204,360

Source: Office of Research Services

Figure 6: Faculty of Arts External Grants and Contracts Held

	Number Held	Revenue Generated
2003-2004	256	$14,038,837
2002-2003	214	$11,275,571
2001-2002	276	$14,978,654

Source: Faculty of Arts

In 2003-2004, Gordon Flett, psychology, was awarded a Tier 1 Canada Research Chair in Personality and Health. Deanne Williams, English, was named the 2003 recipient of the John Polanyi Prize for Literature and Isa Bakker, political science, was named a 2004 Fulbright New Century Scholar.

Teaching

The Faculty has continued vigorously to support innovative teaching and course development through the Dean's Awards for Outstanding Teaching and the Arts Do TEL Course (described in *Academic Technology*). In the Faculty of Arts, Teaching Development Grants of up to $1,000 are available to assist teaching development projects such as new courses, new programs and new initiatives within the established curriculum. Arts faculty also received prestigious internal and external teaching awards in 2003-2004. Some teaching highlights include:

- The Dean's Awards for Outstanding Teaching, 2003-2004, were won by Doug McCann, psychology; Jennifer Mills, psychology; and Walter Perchal, social science.
- Two of the four Parents' Association University-Wide Teaching Awards were won by Faculty of Arts faculty: Tom Cohen, history (Senior Full-time category) and Tanya Taylor, humanities/English (Teaching Assistant category).
- The recipients of the Faculty of Arts Teaching Development Grants are: Katherine Bischoping, sociology; Marcus Boon, English; Jonathan Edmondson, history/humanities; Lesley Jacobs, social science; Molly Ladd-Taylor, history.
- The Ontario Confederation of University Faculty Associations (OCUFA) has selected Faculty of Arts member, Linda Briskin (social science) as one of six recipients of the 2003 OCUFA Teaching Awards. Professor Briskin is a previous winner of the prestigious 3M Teaching Fellowship.

Articles by members of the Faculty of Arts regularly appear in Core, the journal of the Centre for the Support of Teaching.

Students

Convocation

The total number of Faculty of Arts students graduating at Convocation November 2003 was 901. Of those 901, 364 were enrolled in Honours programs and 537 were enrolled in BA programs.

Several students graduated as Members of the Dean's Honour Roll (MDHR) as follows:

Member of Dean's Honour Roll: 59

MDHR with Merit: 9

MDHR with Distinction: 8

MDHR cum Laude: 20

MDHR Magna cum Laude: 6

MDHR Summa cum Laure: 10

Source: Office of Institutional Research and Analysis

The total number of Faculty of Arts students graduating at Convocation June 2004 was 2,269. Of those 2,269, 1,402 were enrolled in Honours programs and 1,005 were enrolled in BA programs.

Several students graduated as Members of the Dean's Honour Roll as follows:

Member of Dean's Honour Roll: 242

MDHR with Merit: 29

MDHR with Distinction: 11

MDHR cum Laude: 83

MDHR Magna cum Laude: 52

MDHR Summa cum Laure: 59

Source: Office of Institutional Research and Analysis

Legend of Distinctions (on a 9-point scale):

Member of Dean's Honour Roll – cumulative grade point average 7.0 and higher

cum Laude – cumulative grade point average 7.5-7.79

Magna cum Laude – cumulative grade point average 7.8-7.99

Summa cum Laude – cumulative grade point average 8.0 and higher

Awards

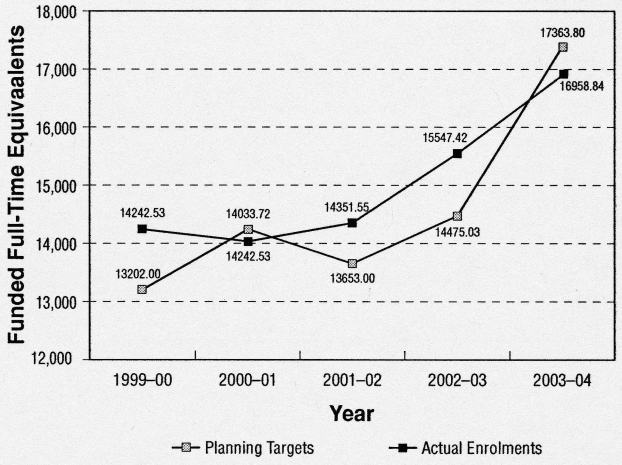
In 2003-2004, the Faculty of Arts distributed a total of 2,434 entrance awards. In addition, 259 continuing awards were distributed. A total of six new student awards were established in the Faculty of Arts in 2003-2004 and approved by the Senate Committee on Admissions, Recruitment and Student Awards (SCARSA) over that year.

KEY AREAS OF CONTINUING ACTIVITY

Enrolments

The overall enrolment continued to grow in the Faculty in 2003-2004, but fell short of the overall enrolment target.

Figure 7: Faculty of Arts – Responsible FFTEs

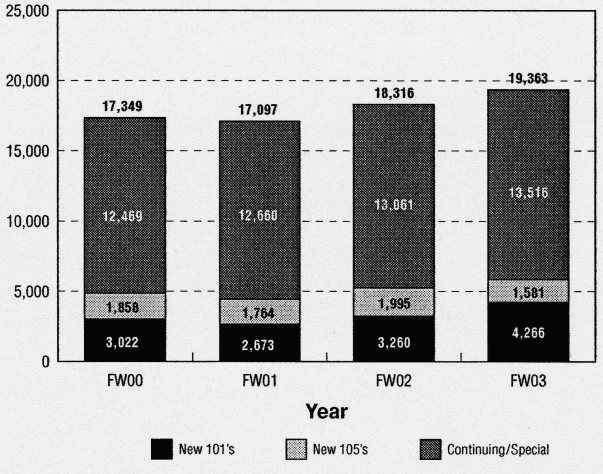


Source: Office of Institutional Research and Analysis (FFTEs shown as per University Management Information)

Double Cohort

The Faculty had established a target of 4,008 new domestic Ontario high school graduates in the key year of the double cohort. This target was exceeded by 6 per cent and allowed the Faculty to accommodate the substantially increased demand among Ontario high school graduates.

Figure 8: Faculty of Arts Total Number of Registered Undergraduate Students

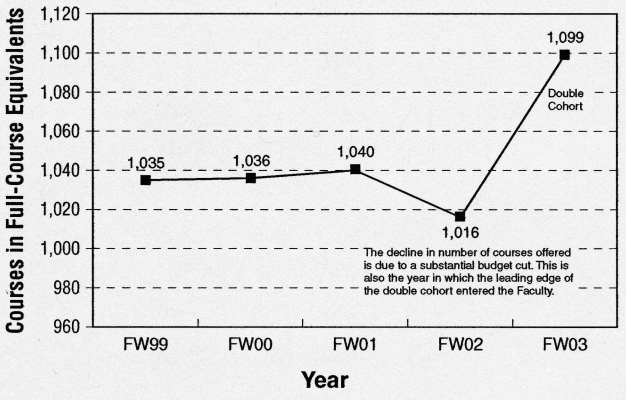


Source: Office of Institutional Research and Analysis

Of the 4,266 "double cohort" students entering Arts in 2003-2004, 59 per cent were OAC graduates and 41 per cent were graduates of the new Ontario high school curriculum.

Careful planning allowed the Faculty to grow and to meet the academic needs and requirements of this entering class. Increased resources for contract Faculty, along with new full-time faculty appointments, allowed for the necessary curriculum expansion.

Figure 9: Faculty of Arts Total Number of Full-Course Equivalents



Source: Faculty of Arts

New programs in Criminology and Professional Writing also assisted in accommodating the increased enrolment numbers.

Members of the dean's office will be working closely with the Office of the Vice-President Academic and the Office of Institutional Research and Analysis to review the achievement levels of this cohort of students over the coming months.

Recruitment and Retention

The Faculty's efforts in achieving its enrolment targets were supported by various successful recruitment, conversion and retention activities throughout the year.

- Faculty and staff actively participated in various recruitment events held throughout the year including the Ontario University Fair, Fall Campus Days and the March Break Gala Event.
- In collaboration with the Faculty of Graduate Studies, a pilot project in which graduate students assisted with the advising of newly enrolled Arts students over the summer months was continued. This was successful in providing new students with additional advising support.
- The Faculty of Arts' six new Entrance Awards, valued at $4,000, for Arts applicants with a minimum average of 85 per cent, were awarded for the first time to students commencing an Arts program in 2003-2004.
- Steps to Arts, the Faculty's access program for economically and/or socially disadvantaged students, continued.
- "The Fundamentals of Learning: essentials for a successful university experience," designed to enable students whose grade point average is low for reasons other than personal crisis to continue their studies without interruption and to progress towards successful completion of their degrees, has now completed its second year. The students' academic progress has been monitored from the beginning. The 102 students surveyed significantly increased their GPA by the end of the first year of the program in May 2003, and they have been able to maintain their increased academic performance as of May 2004, a full two years after entering the program.
- Arts worked in conjunction with the Colleges to promote and enhance orientation activities for incoming students.
- The Foundations Computer Assistance Project, a three-year pilot to provide additional support to students in Arts Humanities and Social Science Foundations courses, was launched in January 2004. The Project is housed in Calumet College, and offers both computer literacy training and computer-assisted support for critical skills development.

Academic Programs

The following new degree programs were offered for the first time in the 2003-2004 academic year:

- Cognitive Science (Specialized Honours BA)
- Criminology (Honours BA)
- European Studies (Honours Minor BA)
- Hellenic Studies (Honours BA)
- Professional Writing (Honours BA)
- Science and Society (Honours Minor BA)

Noted as a Faculty goal in the 2002-2003 PBA was the development of degree programs which enhance and expand existing programs in response to changes within disciplines and student demand, and which reflect the Faculty's continuing commitment to inter- and multi-disciplinary scholarship. In 2003-2004 the Faculty developed a number of new degree programs and certificates, including:

- Creative Writing (Honours Minor BA)
- English and Professional Writing (Specialized Honours BA)
- French Studies (Basic, Intermediate, and Advanced Certificates of Language Proficiency)
- Geography and Urban Studies (Specialized Honours BA)
- Humanities (90-credit BA)
- Information Technology and Communication Studies (Specialized Honours BA)
- Russian Studies (Honours BA and 90-credit BA)
- Urban Studies (90-credit BA)

Several new degree programs are currently in the approval process, including:

- Computer Science (Honours BA Streams in Intelligent Systems, Interactive Systems, and Communication Networks)
- Sexuality Studies (Honours Minor BA and Cross-Disciplinary Certificate)

Following recommendations made in Undergraduate Program Reviews, and in response to student demand and disciplinary changes, a number of departments and programs made significant curricular changes in 2003-2004, including:

- Anthropology (changes to the department's 2000-level requirements)
- Communication Studies (program requirements restructured to better reflect the program's four sub-fields in interpersonal and organizational communication; critical technology studies; politics and policy; and media, culture and society)
- Creative Writing (the Honours Major BA program requirements were restructured in conjunction with the development of an Honours Minor BA program)
- French Studies (changes to the department's 2000-level requirements)
- Geography (discontinuation of the Specialized Honours BA in Applied Geography)
- Psychology (discontinuation of the York-Seneca Joint Program in Psychology and Early Childhood Education and the York-Seneca Joint Program in Gerontology)
- Russian (changes to the Russian program requirements and creation of an Honours BA and 90-credit BA in Russian Studies)
- Sociology (addition of the department's 2000-level introductory theory and introductory methods courses as specific requirements to its Honours Minor BA and 90-credit BA programs)

As part of the University-College Program Review Pilot Project initiated by the Office of the Vice-President Academic, the Faculty conducted internal reviews of the Joint Seneca GAS (General Arts and Science)-York (Arts) Articulation Agreement, and the Centennial-York (Arts) Joint Program in Communication Arts (Book & Magazine Publishing and Corporate Communications).

The ongoing review of the Foundations Program by the Faculty of Arts Committee on Curriculum and Academic Policy Sub-Committee on Foundations continued throughout 2003-2004. A proposal to limit the number of Foundations courses that students may complete for degree credit was approved by Senate in 2003-2004. As well, the Foundations Computer Assistance Program pilot project was officially launched in January 2004.

A number of Arts Undergraduate Program Reviews took place between July 1, 2003 and June 30, 2004, including:

- The Division of Humanities and Division of Social Science reviews were successfully concluded.
- The Senate Committee on Curriculum and Academic Standards (CCAS) submitted summary reports on the completed Undergraduate Program Reviews for Anthropology, Computer Science, French Studies, Geography, German, Italian, Kinesiology, Linguistics, and Russian. The final stage of the process involves a review by CCAS of the eighteen month follow up reports submitted by the programs that describe the progress made towards the goals set for program development.

Internationalization

In 2003-2004, the Faculty set in motion plans to provide language and culture courses in Korean, Hindi, Arabic and Yiddish. In addition, while the Bologna summer school was suspended in 2003-2004 owing to low demand, it was resuscitated for summer 2004, and thanks to the assistance of the Vice-President Academic, a summer course was established on a trial basis at Fudan University in China.

Faculty Complement

In July 2003, 30 probationary/tenured faculty members took up positions in the Faculty. One of those appointments was an endowed Chair, assisted by a Fair Funding allocation; one was a Fair Funding appointment (the last available); three were junior appointments bridging to the retirement of internal Tier I Canada Research Chairs; four were conversions from the CUPE Affirmative Action Pool; three were Special Renewable Contracts under the provisions of the CUPE 3903 and YUFA contracts; and eighteen were replacement or net new appointments. Twenty-four tenure track faculty members retired or otherwise left the University during the year ending June 30, 2003. Eight Contractually Limited Appointments were renewed for July 2003, and eighteen more were appointed. The large number of CLAs reflected a degree of uncertainty about the Faculty's capacity to make longer-term commitments for budgetary reasons. It was anticipated that some of those CLAs could be replaced by probationary appointments if the budgetary uncertainty were reduced during 2003-2004.

It was expected that 23 faculty members would retire/resign by July 2004. With that fact in mind, and with the enrolment projections associated with the double cohort, the Faculty sought and received authorization for 45 probationary appointment searches in 2003-2004. When the newly elected government announced the provision of Quality Assurance Fund allocations on a one-time-only basis, a further eight probationary appointment searches were authorized, bridged for the time being against retirements anticipated three years hence. The QAF allocation also permitted the addition of three CLAs. The Faculty renewed 13 CLAs and searched for 12 new CLAs, in addition to the three QAF-funded ones noted above. It did not prove possible to terminate as many of the existing CLAs as had been expected, though an enrolment shortfall (if not reversed in 2004-2005) makes it likely that such terminations will be necessary next year.

Staff

The Double Cohort had an impact on staffing across the Faculty. Plans were made for Limited Term (to April 2006) Floater positions to assist with student and faculty support in the academic departments. The creation of these positions (and their corresponding schedules) and the recruitment was conducted to have staff in place for September. During the year, a survey was conducted of departmental supervisors to assess the effectiveness of these newly designed positions. The feedback indicated that it was useful to have the flexibility of additional staff who could be assigned where needed during periods of high volume or peak demands.

In addition to these positions, there were six other new positions created and filled last year due to new or emerging academic programs; two remaining positions will be recruited in 2004-2005. In the administrative areas there were also some new priorities which necessitated creation and recruitment of positions to support initiatives in the areas of Research, Communications & Public Relations, Interdisciplinary programs, and expanded Web expertise. Additional recruitment in 2004-2005 includes plans for a new Student Technology Assistant (STA) program in Academic Technology Services (ATS) and student outreach initiatives coordinated between the Advising Centre and the Office of the Dean. As a result of this and other staff turnover, it was a particularly heavy year for recruitment activity. There was a 64 per cent increase in postings as compared with the previous year.

Given this particularly challenging year, it was important to acknowledge the contributions of employees at annual Faculty-level events such as the Staff Barbeque, Staff Appreciation Day, and an end-of-year team celebration in recognition of Professional Assistants' Day. University-wide recognition continued as several staff members were nominated for President's Staff Recognition Awards celebrating achievements in 2003. The recipient of the Deborah Hobson Citizenship Award for student service is Lori Sgarbossa, an Advisor in the department of economics.

Technology Enhanced Learning (TEL)

The Faculty of Arts TEL Roundtable met during the 2002/2003 academic year to provide informed discussion, debate and advice around TEL initiatives. The September 2003 Final Report of the Roundtable recommended two initiatives: a Faculty Development Course (Arts Do TEL), and a Student Technology Assistant (STA) Program. Avi J. Cohen was appointed as Dean's Advisor on TEL Initiatives, with responsibility for delivering these programs, in conjunction with the Centre for the Support of Teaching and Academic Technology Services (ATS).

Arts Do TEL provides course release to five faculty members each term for accepted proposals to transform an existing face-to-face course to take advantage of the learning and accessibility possibilities afforded by the Web. The participants in the April 2004 inaugural course were Christiane Dumont, French Studies; Frances Flint, Kinesiology; James Sheptycki, Social Science; Ian Greene, Political Science; and Luin Goldring, Sociology. The STA Program, coordinated by Larry Turkish in ATS in conjunction with Human Resources and the Career Centre, provides technical support for faculty members with TEL projects, and improves the training and educational experiences of the participating students. A pilot STA program launched in Spring 2004, and the full program begins in September 2004. These voluntary programs provide interested faculty with training, resources and ongoing assessment for the effective use of technology to enhance learning.

Computing Plan

The Faculty of Arts Computing Plan is managed by Academic Technology Services, an administrative unit within the Office of the Dean. In 2003-2004, the Faculty identified approximately $1.3 million towards academic technology equipment and services. In addition to the strategic goals defined in the 2003-2004 Faculty computing plan, the following additional achievements were accomplished during the course of the academic year.

- *Implementation of the third phase of the Computer Renewal Program for faculty members.* The pan-university sponsored Computer Renewal Program facilitated distribution of 65 computers to faculty members in 2003-2004, for a total of 481 computers since the program's inception in 2001-2002.
- *Development and implementation of Technology Enhanced Learning (TEL) curriculum initiatives.* Under the auspices of the TEL strategy, the Faculty Development Program was developed and faculty members who received TEL grants were provided instructional technology training in order to equip them with the necessary skills to pursue their respective TEL projects.
- *Renewal of computing facilities in undergraduate labs.* Renewal of computing facilities in undergraduate labs entailed refreshing the Geographical Information Systems lab, Kinesiology lab, Multi-Media Language Centre lab, Communications Collaborative lab and the ITEC lab, for a total of 266 computer stations.
- *Renewal of computing equipment for administrative staff.* A program to renew computing equipment for administrative staff was originally initiated in 2002-2003 and resulted in 78 PCs provided to staff, on a priority basis. The program continued in 2003-2004 and was concluded by providing an additional 82 PCs to remaining administrative staff.
- *Launching the Arts/Atkinson ITEC program in TEL building.* In 2003, The Faculty of Arts and Atkinson agreed to jointly administer the ITEC program. As a result, both Faculties used the opportunity to carefully plan in the development and implementation of 149 computers in a total of three separate labs in the new TEL building.
- *Establishing the Collaborative Communications lab in TEL building.* The Faculty of Arts undergraduate Communications Studies Program began in 1980. Today there are approximately 890 students registered in the program, including 130 masters students and 35 PhD candidates. The Faculties of Arts and Fine Arts collaborated to create a state of the art "Collaborative" lab in the new TEL building by installing 24 high-end Apple computers and electronic music equipment hosted by two Apple servers.
- *Technical training for faculty members.* In 2003-2004, a total of 35 faculty members were trained in the use of Contribute, a software tool that empowers faculty members to update their Web content without having to know HTML code, broadening the scope of participants' technical skills and yielding positive post-training user results.

Summary of Strategic Directions for 2004-2005

In the past few years, the Faculty has concentrated on putting in place the infrastructure that will permit advances in several areas – complement restoration and enhancement, communications, fundraising, alumni relations, research expansion, and the use of technology in teaching. Strategic directions remain much the same, with attention now to be paid to building on the infrastructure set in place. In these areas, goals include maintaining (and to the extent possible expanding) the tenure-track complement, improving the frequency and quality of external communications, expanding the funds secured for Faculty priorities from donors, developing programs in departments for alumni relations, raising the number of research grant applications and success rates, and increasing the number of faculty members who are taking advantage of instructional technology.

Attention will also have to be paid to the effective use of space for research and teaching, as new construction leads to "ripple" effects in space available to Arts.

Academic Planning

In general, the Faculty will continue to support initiatives that build upon existing strengths, and which contribute to the Faculty's commitment to inter- and multi-disciplinary scholarship. As well, the Faculty will continue to explore options for the development of additional or complementary degree options, including inter-Faculty initiatives.

A number of curricular initiatives are currently under consideration, including:

- Children's Studies (Honours BA)
- Information Technology (Honours Minor BA)
- Law and Society (introduction of additional degree options)
- The Faculty is continuing to explore, albeit cautiously, possible arrangements with various Colleges of Applied Arts and Technology including changes to existing joint programs and articulation agreements.
- The Faculty is considering how it may encourage and support initiatives that focus on the study of aboriginal communities.
- The Faculty is exploring the possibility of inter-Faculty initiatives that would provide opportunities for Faculty of Arts students to combine their liberal arts studies with 'applied' business-related programs.
- The Sub-Committee on Foundations is exploring the Foundation-College (Arts-Affiliated) relationship, as well as ways to enhance training and support for Foundations teaching assistants.

Research

A plan for comprehensive deployment of information services such as finding collaborators, having project designs/applications peer reviewed, and documenting/publicizing research activity via a greatly enhanced Faculty of Arts Research Web site was formed and presents a key objective for 2004-2005.

The entire support service structure must rest on a comprehensive foundation of accurate, easy to access and easy to use information. Information is particularly important as the success of much research activity depends on correctly identifying the resource needs associated with the project, correctly identifying a matching funding opportunity, and correctly identifying what is required in an application made to the funding agency. Success rates can be increased by identifying what differentiates a successful application from one that is not, and by providing a tool/service that allows for effective peer-review of project-designs/applications.

Collection and systematic organization of this information is an ongoing, indeed, long-term goal. However, in 2003-2004 the information system was designed so that once collected, almost all information can be immediately deployed in some way. Objectives related to the information system in 2004-2005 include:

- *Continued development of the information system structure* to enable the greatest immediate usefulness of the information and to enable management towards a goal of greater future potential of information assets. The system will allow for the creation of interactive Web-based tools in the future. These tools will include the budget builder (scheduled for completion in 2004-2005), the research project builder, and the CV development tool (both objectives to be met within 3 years).
- *Maintenance of information collected* thus far.
- *Continued collection of information on* funding opportunities, application instructions, internal administrative processes, and research activity. Target: complete opportunity calendars, produce and archive application instructions as requested by researchers, coordinate support service information with other offices for distribution via the Web, collect information on research grants held, research projects undertaken, and research review committee service.
- *Continued deployment of this information* via easy-to-use hard-copy formats. Target: a wider audience.
- *Increased deployment of this information via Web-based formats*. Targets: HTML calendars listing funding opportunities, PDF downloads of application instructions via the Web site, some interactive database functionality regarding research activity information.

Overall, in order to reach the objective of increasing the number of grants held (through an increase in both the success rate and the number of applications) through support development requires a system that is responsive and flexible to user needs. The support system is a new, but integral, component of the research culture in the Faculty. It is a keystone in the strategy to enhance research culture by ensuring faculty are confident they can achieve their research program goals and are able to obtain the resources needed to engage in research activity.

Academic Technology

The following are Faculty of Arts' strategic information technology goals as identified in the 2004-2005 Computing Plan:

- Implement the first three-year renewal cycle of the Computer Renewal Program originally launched in 2001-2002.
- Migrate all administrative staff to Microsoft Office XP and train them in its effective use.

- Renew and upgrade all Academic Support Labs (formerly graduate resource labs) in response to emerging needs of graduate students.
- Upgrade the YorkArts Server Network in order to adequately serve needs of 1,200 faculty and administrative staff and 6,800 students who access it.
- Launch the Student Assistant Program in order to provide one-on-one support to faculty members' TEL projects and assist in on-line curriculum development.
- Continue renewal of computing equipment in selective undergraduate teaching labs, namely Gauss lab, Kinesiology lab, Multi-Media Language Centre and Academic Support Labs.

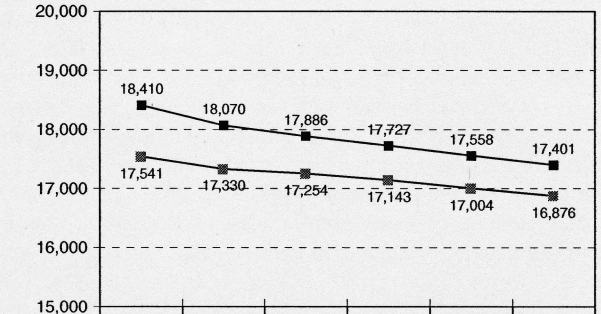
Budget

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 2003-2004 the largest category of expenditure is academic salaries, which represented 82 per cent of the total. Staff salaries represented 11 per cent and operating costs 7 per cent.

In 2003-2004, the Faculty experienced an in-year surplus of $546,784. The Faculty base budget was reduced by university-required cuts in the amount of $1.9 million. A base amount of $1.0 million from the salaries of retiring faculty was removed to cover PTR costs of continuing faculty. Further non-base cuts of $0.3 million were absorbed also.

The Faculty enrolment income was lower than had been projected when the Budget was set up in May of 2003. While the double cohort increased the intake of high school leavers (OUAC 101 category), the Faculty fell slightly short of target in new Year I admissions from the non-high school group (OUAC 105 category) and in upper-year admissions.

Figure 10: Faculty of Arts Total U/G Responsible Faculty FFTEs – Planning Targets



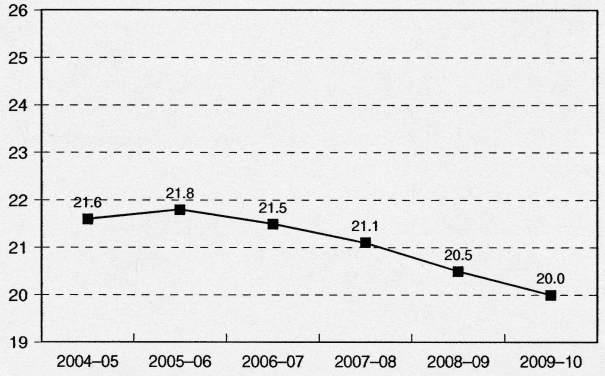
	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
2003-04 Plan	18,410.2	18,069.6	17,885.5	17,727.2	17,558.0	17,400.8
2004-05 Plan	17,541.3	17,329.7	17,254.2	17,142.8	17,004.3	16,876.1

Note: FFTEs shown as per University Plannig Models

Source: Office of AVP Academic Resource Planning, Faculty of Arts

Buoyed by the enrolment projections of last spring, and heartened by the commitment to improve the prospects for new appointments, the Faculty had elected to request authorization for searches in an aggressive manner that sought to borrow from future expectations. The consequence is that Arts has markedly improved the quality of its faculty complement with some very promising hires and has begun to redress the complement losses of the late 1990's.

Figure 11: Faculty of Arts Projected Enrolment Income (dollars shown in millions)



Source: Office of AVP Academic Resource Planning, Faculty of Arts

Regrettably the revenue problem arising from enrolment shortfalls means that the Faculty may have taken too bold a risk. If future hiring is constrained as a result, the losses of the 1990's will not be restored and the complement will indeed begin to decline again. It is to be hoped that government funding commitments and greater success in enrolment will allow the Faculty to stabilize its budget. Then at least further decline in faculty numbers can be avoided.

In 2004-2005, the Faculty faces a base cut of 1.45 per cent or $0.8 million, and a further $1.2 million reduction from faculty retirement. An additional $2.4 million is planned as additional enrolment income over 2003-2004.

An in-year deficit of $1.9 million is projected for 2004-2005, owing to the reduced enrolment income received in 2003-2004 and the significant number of new faculty hired for July 2004 in anticipation of enrolment growth.

Faculty of Arts

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	782,088	627,672
Internal cost recoveries	2,700,346	2,623,136
Other revenues	320,355	224,927
Central allocations	88,051,862	92,354,143
Total Revenue	**91,854,651**	**95,829,878**
Expenses:		
Faculty - Administration	1,243,166	1,113,717
Faculty - Full-time	46,987,364	51,409,979
Faculty - Contract	9,635,247	7,131,604
Teaching assistants	8,891,682	12,516,519
Research	7,981,998	8,038,593
Support/Administration	10,107,387	10,909,136
Other	87,170	90,620
Total Salaries and Benefits	**84,934,014**	**91,210,168**
Operating costs	5,550,255	5,681,998
Amortization of capital assets	-	-
Cost of goods sold	173,225	180,000
Taxes and utilities	647,174	659,712
Scholarships & bursaries	3,200	2,750
Interest on long-term debt	-	-
Total Expenses	**91,307,868**	**97,734,628**
Total Revenue less Expenses	**546,783**	**(1,904,750)**
Previous Year's Carryforward	**2,585,542**	**3,132,325**
Carryforward to Next Year	**3,132,325**	**1,227,575**

ATKINSON FACULTY OF LIBERAL AND PROFESSIONAL STUDIES

Introduction

The Atkinson Faculty of Liberal and Professional Studies is York's second largest and most diverse Faculty in terms of the breadth of the programs and degrees it offers, and the student body it serves. Its eight Academic units - the Schools of Administrative Studies, Analytic Studies and Information Technology, Arts and Letters, Health Policy and Management, Nursing, Social Sciences, Social Work, and the Department of Psychology - confer seven different Baccalaureate degrees, including 26 distinct major programs within the Bachelor of Arts degree alone. The Faculty is also now home to three Masters programs - a Masters of Social Work, and the recently approved MA in Critical Disability Studies and Masters of Human Resources Management, with more in development. In addition, the Faculty's Division of Continuing Education offers a wide variety of certificate, non-degree, and bridging programs as well as a course designed to support student retention.

The Atkinson Faculty is distinguished by its commitment to provide flexible and accessible learning opportunities to students who combine work and study. Many of Atkinson's students continue to be mature or part-time students for whom this is essential. At the same time, as a result of the planned expansion of York University as a whole and the demographic shift in demand for higher education, Atkinson is host to a growing proportion of direct-entry high-school and full-time students who are attracted by the quality of the Faculty's programs as well as its flexible, accessible, and innovative approach to learning. To serve this varied student community, Atkinson offers courses year-round, in the late afternoon, in the evening, and on the weekends, during the day-time in the Faculty's professional programs as well as via correspondence and the internet. The expanded role of the Faculty - to fulfill its historic mandate to serve non-traditional students while providing an increasing spectrum of professional programs for both part-time and full-time students - builds on the Faculty's historic responsiveness to student needs.

The 2003-2004 planning year was characterized by a dual emphasis on planned expansion to accommodate the double cohort and the introduction of a series of measures designed to improve the quality of the Faculty's programming and service to students. The Faculty's commitment to meeting its 101 (direct entry from Ontario high school) target was instrumental in the University's success in accommodating its share of the double cohort applying to Ontario Universities for the fall of 2003. At the same time as managing this growth, the Faculty has taken significant steps in the implementation of its Five Year Academic Plan, 2003-2008 which are meant to consolidate and build on the structural and strategic changes of the past. The new Atkinson is distinguished

by a commitment to quality and innovation in teaching, research, and service to students – a strategy which guided the Faculty in 2003-2004.

Figure 1: Summary of Faculty, Staff and Student Complement

	2000-2001	2001-2002	2002-2003	2003-2004
Full-Time Faculty (Heads)				
(Oct 1)	146[1]	153[2]	159[3]	185[4]
Contract Faculty† (April 30)	222	256	324	373
Teaching Assistants† (April 30)	126	144	138	159
Staff (Positions) (Oct 1)	68[5]	88[6]	89[7]	91[8]
Enrolment				
Total Undergraduate Students				
(Nov 1)	6,988	7,829	9,550	10,455
Full-time	3,194	4,062	5,575	7,076
Part-time	3,794	3,767	3,975	3,379
Summer Session	4,166	4,229	5,224	5,710
Graduate Students (Nov 1)	84	89	94	131
Full-Time	30	30	27	36
Part-Time	54	56	64	66
Visa Students (Nov 1)	386	659	1,028	975

Source: York Fact Book, Office of Institutional Research and Analysis [OIRA]

[1] Total FTEs were 144.8

[2] Total FTEs were 153.4

[3] As of April 30, 2003 full-time faculty heads were 164 [which represented 153.2 FTEs].

[4] As of April 30, 2004 full-time faculty heads were 188 [which represented 177.4 FTEs].

† NOTE: The heading Contract Faculty includes CUPE 3903 Unit 2 and Exempt. Contract Faculty and Teaching Assistant numbers represent *heads* not positions.

[5] The Faculty did not collect April 30 data prior to 2001-2002

[6] As of April 30, 2002, Atkinson staff complement was actually 96

[7] As of April 30, 2003, Atkinson staff complement was actually 105 [which represented 102.4 FTEs].

[8] As of April 30, 2004, Atkinson staff complement was actually 129. This represented 124.4 FTEs

Source: Atkinson Dean's Office

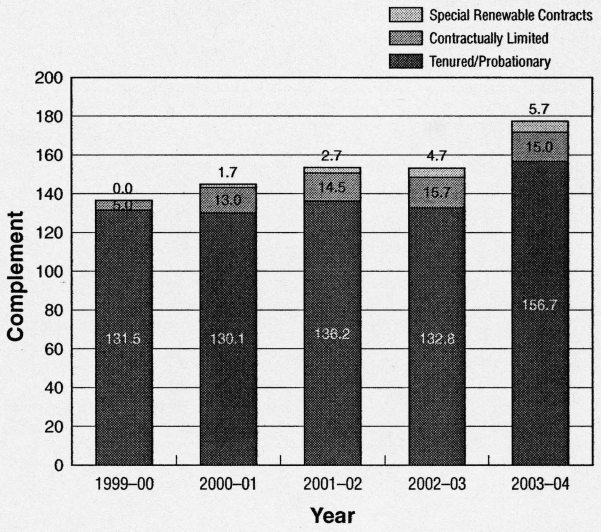
Planning and Implementation, 2003-2004

A. FACULTY COMPLEMENT

In 2003-2004 the Faculty's total full-time complement (including tenure stream, CLAs and SRCs) was 177.4 FTEs in comparison with 153.2 in 2002-2003. The Faculty was authorized to conduct 37 searches for tenure stream faculty in 2003-2004, of which 34 were successful, one failed and two were deferred to 2004-2005. These positions were targeted to growth areas and strategic directions, including Administrative Studies, Nursing, and the School of Analytic Studies and Information Technology, and to begin to address planned faculty retirements.

The chart below shows the categories within the full-time faculty complement and how they have changed over time. It is notable that CLAs and SRCs combined constituted 11.7 per cent of the Faculty's full-time complement in 2003-2004 as opposed to 15.4 per cent in 2002-2003. In addition, Atkinson continues to employ a significant number of part-time course-directors to deliver curriculum.

Figure 2: Full-time Complement



Source: Atkinson Dean's Office

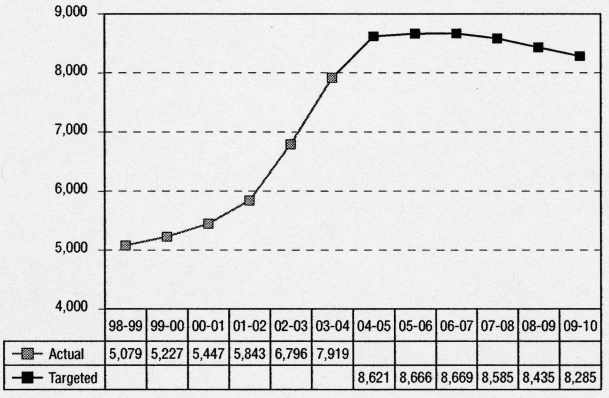
The Faculty's complement growth in 2003-2004 maintained the student to full-time faculty ratio levels of 2002-2003 while accommodating double cohort fueled enrolment growth.

B. UNDERGRADUATE EDUCATION

Enrolment

The careful balancing of the Faculty's various enrolment commitments ensured the Faculty's success in meeting its overall enrolment target in 2003-2004: 7,919 FFTEs actual as compared to a target of 7,820 FFTEs. Atkinson's total undergraduate enrolment went from 9,550 students at November 1, 2003 to 10,455 students at November 1, 2004. This represented a 16.5 per cent increase and a rise of 55.9 per cent over the last five years. Atkinson's undergraduate population in 2003-2004 represented 24.9 per cent of the undergraduate student population at York (York Fact Book).

Figure 3: Targeted and Actual FFTEs 1998/99 – 2009/10



	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Actual	5,079	5,227	5,447	5,843	6,796	7,919						
Targeted							8,621	8,666	8,669	8,585	8,435	8,285

Source: February 2004 Enrolment Plans, Associate Vice President (Academic Resource Planning)

In 2003-2004, York committed to an increased direct high school enrolment target with the Ministry of Training, Colleges, and Universities to help accommodate Ontario's double cohort. Within that York-wide goal, Atkinson's own target for students entering directly from Ontario high schools was 1,447 heads. The Faculty met and slightly exceeded this target, admitting 1,657 101 students which represented 19 per cent of the University's total 101 target and was instrumental in the University meeting its goal. As a result of the number of Ontario high school students admitted to the Faculty, Atkinson had to decrease its intake of year one 105 students (which includes all those domestic year one students not directly out of high school), admitting 278 students as opposed to a target of 394 heads. The Faculty admitted fewer new upper level students than targeted. This was necessary in order for the Faculty to avoid exceeding its overall FFTE target. The upper level target was based on an estimate of an average course load per student that was lower than the actual course load of the Faculty's new and continuing students in 2003-2004. The Faculty also admitted a total of 231 international students compared to a target of 294 students. Although the number of students admitted was less than the number targeted, the FFTEs generated by new and continuing international students produced the targeted international component of the Faculty's total responsible FFTEs. This success in meeting its goal was directly attributable to the series of measures, reported in the 2002-2003 PBA Report, implemented to help ensure that Atkinson met and did not exceed its international student target.

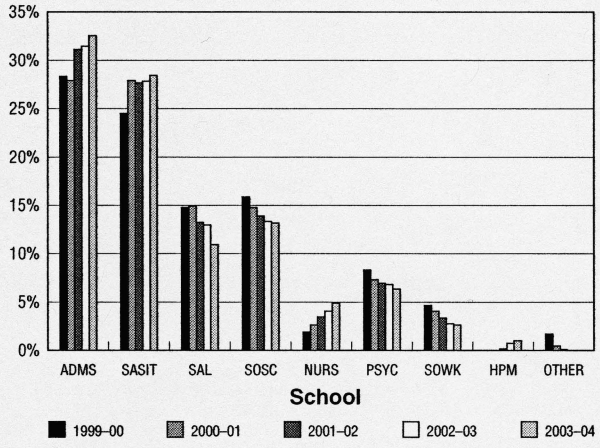
Figure 4: Breakdown of Admits by new 101s, 105s and Upper Year for domestic and international students in 2003-2004

Cohort	Target	Actual
Domestic – New 101s	1,447	1,657
Domestic – New 105s	394	278
Domestic – New Upper Year	1,138	710
International – New Year 1	146	109
International – New Upper Year	146	122
Total	**3,271**	**2,876**

Source: February 2004 Enrolment Plans, Associate Vice President (Academic Resource Planning)

In the 2002-2003 PBA Report, the Faculty committed to maintaining the balance among its academic units, while noting that this would be a difficult task as incoming student demand is weighted towards business, and health-related programs. By setting internal program specific targets, the Faculty has consciously attempted to maintain the proportional enrolment in its programs as the chart below demonstrates.

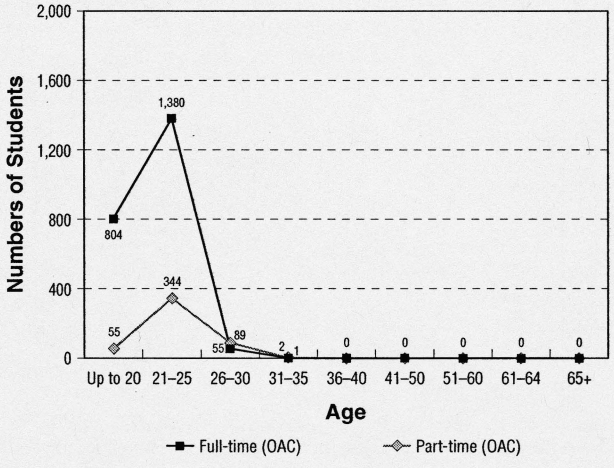
Figure 5: Percentage of Enrolment by School in FFTEs



Source: Course Analysis, Management Information, OIRA

The imperative for the Faculty to meet its intake and enrolment targets has led to a shift in the Faculty's demographics over time: an increase in the number of direct entry students and a rise in the proportion of students studying full-time. Despite the rise in the proportion of younger, direct entry students enrolled at Atkinson, 32 per cent of the Faculty's year one students are 21 years of age or over, while the average age of the Faculty's students is 26. The table below reflects the continued strength of Atkinson's mature student cohort and the fact that a significant portion of mature students study full-time.

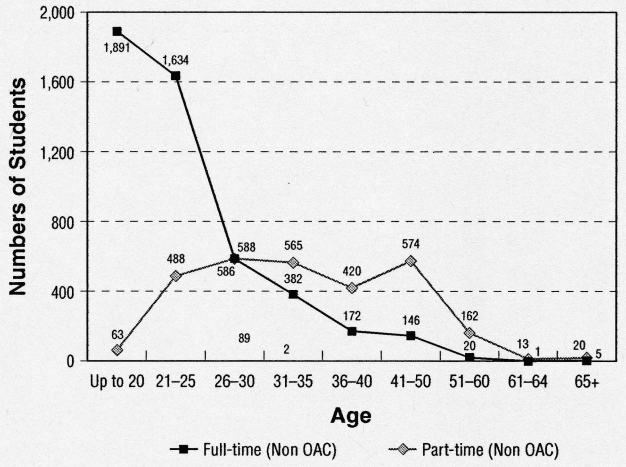
Figure 6a: Age Distribution: Full-time and Part-time OAC* Students Registered at Atkinson November 1, 2003



* OAC students include only 101s.

Source: Management Information, OIRA

Figure 6b: Age Distribution: Full-time and Part-time Non OAC* Students Registered at Atkinson November 1, 2003



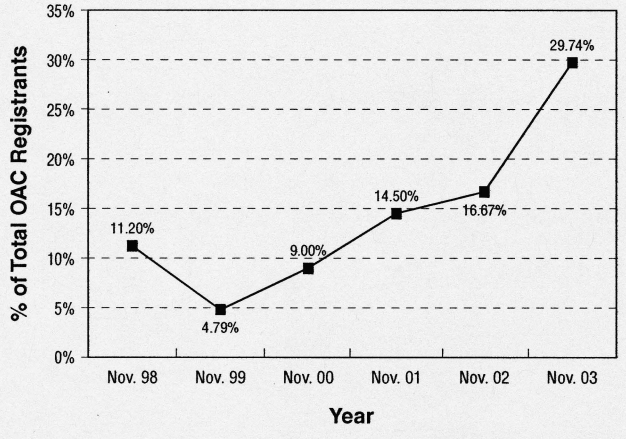
* Non OAC students include 105s and all other categories of students.

Source: Management Information, OIRA

An important component of the Faculty's ability to meet its overall enrolment target and to provide flexible programming throughout the year to York students is the summer session. Atkinson's summer enrolments, as governed by the terms of the pan-Faculty summer treaty, contributed 1,529 FFTEs to Atkinson's total FFTEs in 2003-2004.

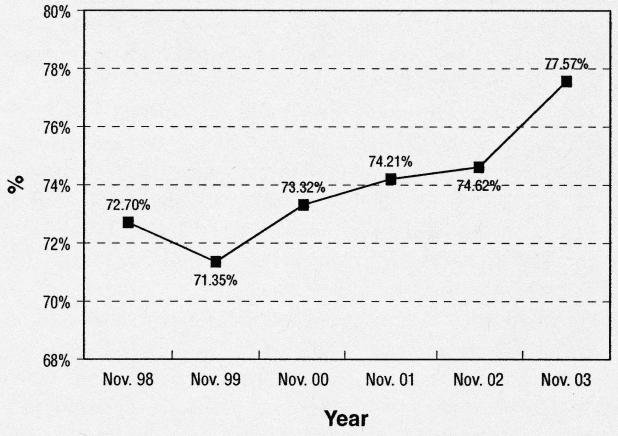
The Faculty has been successful in attracting increasing numbers of academically strong students as the charts below indicate.

Figure 7: New First Year Registrants with OAC Averages of 80 per cent or Better



Source: York Fact Book, OIRA

Figure 8: Mean OAC Averages of Year 1 Registered Students



Source: York Fact Book, OIRA

The Faculty's active recruitment and conversion activities have significantly contributed to the success of the Faculty's enrolment planning and to the improved quality of Atkinson students. In 2003-2004 the Faculty conducted an extended conversion campaign which was designed to help maintain this trend. In addition to the usual range of recruitment fairs and events the Faculty has participated in heretofore, the Faculty held an expanded March Break event staffed by more than 40 volunteers, sent an electronic newsletter to all applicants, arranged for chairs and directors to call top applicants, hired students to call specific cohorts of applicants, committed increased resources to contacting in-Faculty and inter-Faculty switches, and will be holding a reception for the best students applying to the Faculty's programs. Part of reaching out to students has involved a vibrant new communications strategy embracing York's internal and external campaigns.

Student Counselling and Retention Efforts

In 2002-2003 the Faculty developed new academic penalty regulations designed to give students experiencing academic difficulties an opportunity to raise their academic standing rather than immediately lose their status. These regulations were put into effect in 2003-04 and extended to cover students in the School of Social Work as well as students in the Schools of Nursing, Health Policy and Management, and Administrative Studies for whom they were designed. An analysis of the impact of this new policy on retention will be conducted as data become available from this pilot group. In its first year, 25 students completed the "University 100" course developed in 2002-2003 and offered by Atkinson's Division of Continuing Education, in partnership with the Office of Student and Academic Services (OSAS) and Counselling Services. Of the students in the course, three students were in academic difficulty and 20 were new or applying students who felt their chance of academic success would be improved by developing their time management, critical thinking, writing, and analytical skills.

In a continued effort to improve service to new students, the Office of Student and Academic Services extensively revised its Handbook for New Students. The revised Handbook has been designed to supplement the university information that is now only available on-line. The Handbook will support the work of OSAS staff and help new students by providing a single source for essential information concerning enrolment and registration, policies, regulations, and program requirements.

In the 2002-2003 PBA Report, OSAS committed to improving the quality of service available to continuing students in collaboration with faculty and staff in the schools and units across the University. In 2003-2004, OSAS worked with the Council and the Registrar's Offices to prepare clearer information for unit staff concerning regulations and academic procedures; improved liaison with faculty advisors within the Schools; and provided training to School personnel. The improved level of service at the School level has freed OSAS to focus on troubleshooting the most complex student cases.

Academic Programs

In its *Five Year Academic Plan, 2003-08*, the Atkinson Faculty committed itself to the revision of its degree structure including the introduction of double-major and major/minor options. In 2003-2004, a proposal in principle describing the changes was developed and a number of Schools began consideration of how they might bring their programs in line with this change which will harmonize Atkinson's degree framework with those of other Faculties.

In September 2003, the Dean established a Task Force on Student Learning with the goal of enhancing the standard of excellence in undergraduate programming within the Faculty. The Task Force has conducted a broad-based review of current practice and theory on teaching outcomes, met with specialists, and consulted extensively with internal stakeholders. Its goal in this information gathering stage has been to promote debate about teaching and the design of the Faculty's programs with an aim of developing a consensus around the importance of change and the direction it should take. At the very close of the 2003-2004 reporting year, the Task Force began to formulate specific recommendations, particularly in regard to the role of general education courses in meeting learning objectives for students. Its work will continue into 2004-2005.

The Faculty's Five Year Academic Plan committed Atkinson to extending experiential education approaches across the Faculty. Experiential education fosters student-centred learning linking theory, experience, reflection and action. In a significant step toward promoting experiential pedagogy, the Faculty hired an experiential education coordinator who will support current activities and develop a concrete plan over the next year for the development and expansion of experiential approaches within the Faculty.

In 2003-2004, Dean Lenton played an active role in the Toronto Region Immigrant Employment Council [TRIEC]. A primary goal of TRIEC is to assist internationally-educated professionals in their efforts to find relevant employment in the Toronto labour force. Post-secondary institutions play a key role in helping to ensure that such individuals are able to acquire the educational credentials they need for various occupations, especially those governed by regulatory bodies. Dean Lenton has represented York University specifically, and post-secondary institutions more generally, as a member of the Occupation and Licensing Bridge Working Group. In particular, she has taken a lead role on the Health Sector subcommittee which is working on the development of a compressed BScN program for internationally-educated nurses, and has, more recently, been chairing a York University Committee to create internships for internationally-educated professionals at York.

Distance Education

In 2003 the Atkinson Faculty, in collaboration with Glendon College, was chosen to host the 2004 Conference of the Canadian Association for Distance Education (CADE) and the Education Technology Committee of the Association of Applied Arts of Ontario, "Pioneers in a New Age." This conference, which is being managed by Atkinson's Division of Continuing Education, will bring together some 400 researchers, teachers, administrators, public and private sector workers and technology experts committed to e-learning. The Faculty's active support for the event is a direct extension of the commitment it made in its Five Year Academic Plan to supporting the development of technology enhanced learning within Atkinson.

In 2003-2004 the Faculty made a substantial capital investment in support of technology enhanced learning, opening six state of the art computing labs within the new TEL building. These projects were collaborative efforts between Atkinson and the Faculty of Arts, partially funded by the University's Academic Equipment Fund.

As noted in the 2002-2003 PBA Report and in its Five Year Academic Plan, the Faculty is committed to enhancing the quality of its distance programs and the role of TEL within Atkinson. To this end, the Faculty hired a consultant in September 2003 to conduct a review of its distance education program and TEL. The consultant's report, submitted in late December, has been under the consideration of the Faculty's TEL Roundtable. This group has conducted a broad-based consultation with key stakeholders and has formulated a series of comprehensive recommendations for improving the quality of the Faculty's distance and TEL program delivery.

The Atkinson Centre for Distance Education's total course offerings in 2003-2004 remained comparatively constant with previous years as the table below indicates. Totals included five newly developed internet courses and one correspondence course. The Faculty's distance course offerings are essential to its commitment to accessibility; accommodating 1156.0 undergraduate FFTE's of a total of 7910.0 FFTE's in 2003-04.

Figure 9: Summary of Distance Education Offerings

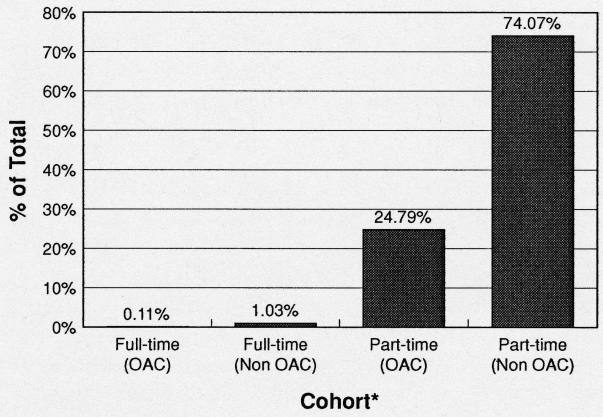
Year	Number of Courses: Correspondence	Internet	Mixed-Mode	Total
1999-2000	25	27	0	52
2000-2001	26	51	0	77
2001-2002	22	76	0	98
2002-2003	19	90	4	113
2003-2004	16	93	2	111

* Included in each year are Summer and Fall/Winter offerings.

Source: Course Analysis, Management Information, OIRA

The Faculty's distance education offerings play an important role in reducing the pressure for space on campus, while students benefit from access to technology-enhanced learning, as well as the flexibility and convenience of such courses. This is reflected in the fact that 95 per cent of students enrolled in Atkinson's distance education programs come from the GTA. As the table below demonstrates, the greater portion of Atkinson distance enrolments is part-time B-Pool students (non-OAC and mature students as well as students transferring from other post-secondary institutions).

Figure 10: Percentage of Students Registered in Distance Courses for 2003-2004



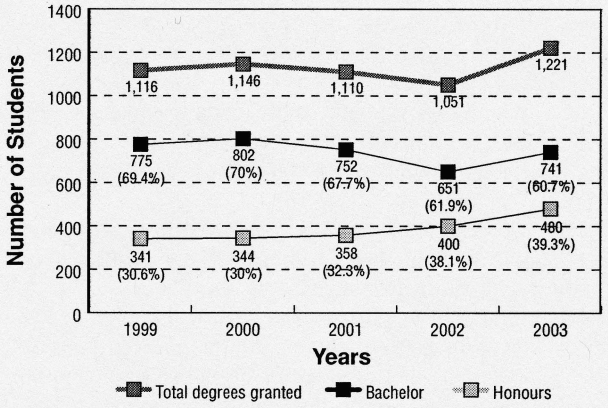
* OAC students are 101s, Non OAC students include 105s and all other categories of students.

Source: Management Information, OIRA

Students

In 2003-2004, Atkinson granted more than 1,221 degrees to graduating students. As in the past, the larger portion of these degrees were 90-credit, although the proportion of Honours degrees granted by Atkinson is significant and continues to rise gradually.

Figure 11: Degrees Granted 1999-2003



Source: York Fact Book, OIRA

Awards

In 2003-2004, the Atkinson Faculty Council distributed $359,000 in student awards, bursaries, prizes, and scholarships to 568 students. This represented more than double the sum of the year before and allowed the Faculty to provide support and recognition to two and a half times the number of students. This was made possible through revisions to award terms of reference and the availability of one time only accrued interest: the late receipt of expected funds meant that the anticipated increase in the number of awards, bursaries, prizes, and scholarships offered by the Faculty has been postponed until 2004-2005.

The automation of the awards application process improved accessibility, resulting in a three-fold increase in applications for the Faculty's awards, bursaries, prizes, and scholarships.

Support for Students

The Atkinson Student-Alumni Mentorship program linked 45 alumni with 71 students in its first year. The program provides alumni with a channel to maintain contact with their alma mater while helping students develop professional skills and personal goals that will contribute to their long-term success.

A variety of special units provide support to Atkinson's students. The Counseling Centre under the VP Students provided support to 670 Atkinson students and 1,292 Atkinson students attended Centre workshops. Atkinson's essay tutoring centre, writing programs and ESL courses also provide support to the Faculty's students contributing significantly to their academic success.

Teaching

The Faculty Council established a new Committee on Teaching and Learning designed to foster the coordination of resources in the faculty for the support and promotion of teaching and learning.

Teaching honours were awarded to Claudio Duran who was the recipient of the 2003 Atkinson Alumni Teaching Award and to Saeed Rahnema who was the 2003-04 recipient of the University-wide Teaching Award for contract and adjunct faculty.

Faculty Support

In 2003-04 the Atkinson Faculty Council was completely reorganized: new membership regulations were established, a new committee structure created, and the mandates of committees refined. This work was intended to improve the functioning of Faculty Council and to ensure wide and school-based representation on a number of key standing committees.

Using available technology to improve the quality of service to the faculty, the Atkinson Faculty Council Office, with support from Atkinson Computing Services, also introduced a Web-based records management system. The system serves as an accessible, searchable, transparent repository for public documents.

In addition, the portfolio of one of the Associate Deans in the Faculty was re-defined as *Faculty Support and Graduate Education* in order to enhance support for faculty. One activity organized in 2003-2004 was an orientation and lunch for new faculty in order to introduce them to the various offices within the Faculty as well as Atkinson's policies and procedures.

C. GRADUATE EDUCATION

In 2003-2004 the Atkinson Faculty was home to three graduate programs –the Masters in Social Work, the MA in Critical Disability Studies, and the Masters of Human Resources Management. The latter two are new programs which both slightly exceeded their projected intake in their first year. The chart below shows total enrolments in graduate programs housed at Atkinson.

Figure 12: Graduate Students Registered in Programs housed within Atkinson

	Full-time/Part-time Graduate Students Registered Nov 1				
Graduate Program	1999-00	2000-01	2001-02	2002-03	2003-04
Social Work	86	84	89	94	90
Critical Disability Studies					12
Masters in Human Resource Management					29
Total	**86**	**84**	**89**	**94**	**131**

Source: York Fact Book, OIRA

A proposal for a Masters of Science in Nursing was approved by the Faculty of Graduate Studies and in May 2004 by Senate. The Faculty has also been closely involved in the preparation of a new proposal for a pan-Faculty Masters in Public Policy, Administration and Law. This professional development program will build on the Faculty's strengths in social justice, as well as public policy and administration. The School of Health Policy and Management also continues to be involved in discussions with Osgoode Hall Law School regarding a possible LLM/MA in Health Policy.

Prioritization of the hiring process within the Schools of Social Science and Social Work, and a focus on undergraduate program reform within the Schools of Administrative Studies and Analytic Studies and Information Technology's ITEC program have resulted in delays regarding the development of graduate proposals there.

D. CONTINUING EDUCATION

Atkinson's Division of Continuing Education plays an essential role in helping the Faculty maintain its original mandate and meet its academic and fiscal objectives. The Division offers five main categories of programming as shown in the chart below. These include the University 100 course developed to support student retention and a pre-university studies program. Enrolment in the DCE's courses in 2003-2004 was 3,032 students, many of whom are mature and returning students. The Division launched one new program: an Advanced Certificate in Dispute Resolution offered in collaboration with the Small Claims Courts in Toronto, Newmarket and Richmond Hill and the three others identified in the 2002-2003 PBA have been approved.

Figure 13: Division of Continuing Education – Enrolment Numbers by Program Category

Program Category	Enrolment
Admission Credential and University Preparation	422
Exam Administration	580
Exam Preparation	18
In-House, Contract Training	60
Professional Development Courses/Programs	1,952
Total	**3,032**

Source: Atkinson, Division of Continuing Education

The Division of Continuing Education offers many of its programs in collaboration with other Atkinson units and external organizations. In 2003-2004 the Division successfully renewed all but two of its joint venture programs. One of these two joint venture partners, Education Wife Assault, in collaboration with DCE successfully secured funding through the Trillium Foundation to complete a provincial needs assessment on violence against women prevention education, using technology enhanced delivery options. In addition, DCE is involved in new collaborations and joint venture associations with the Interactive Advertising Bureau of Canada – to offer the Certificate in Interactive Marketing and Online Advertising; the Catholic Children's Aid Society of Toronto and Toronto and Peel Children's Aid Societies, and the School of Social Work to develop and deliver a professional development training program focused on the interface between domestic violence and child protection; and with Field Development, Faculty of Education, and the School of Social Work, on a course in Harm Reduction.

The Division of Continuing Education has taken the lead role in preparing for the CADE and This is IT 2004 Conference: *Pioneers in a New Age*. In preparation for the conference, the Division successfully implemented an online registration system, with e-commerce (online payment) capability which will have long-term benefits for the unit. This large-scale cooperative effort between the DCE, ACS, CNS, Hospitality York, and ITC, Atkinson and Glendon is now being promoted by Hospitality York as a model of collaboration amongst units.

In the 2002-2003 PBA report, the Division of Continuing Education committed to meeting or exceeding revenue targets established in 2002-2003. Although the Division generated revenue in specific

areas, the Division failed to meet its revenue targets in 2003-2004. These reasons included, in particular, the significant time and resource commitment to administering the "Pioneers 2004" Conference. In addition, a number of internal and external factors negatively impacted DCE's program development and revenue generation capacity. Some of these factors are: high staff turnover and long-term disability leave; the impact of SARS on enrolment; program cancellation following the initial investment point; delays in the implementation of DCE's TEL strategy resulting from the need to wait for the completion of the Faculty's TEL review; and delays in program launches due to workload and competing priorities. A full review of the impact of these factors on DCE's operations was undertaken by the Dean and Director in 2003-2004, and the Director has been asked to develop a strategic plan for addressing revenue generation.

E. FUNDRAISING

In the Faculty's second year with the support of a chief development officer, Atkinson concentrated on cultivating potential donors, laying the necessary groundwork for a strong advancement strategy. As part of this, a Faculty Advisory Council was created which will be instrumental in helping with fundraising and will offer strategic advice. In 2003-2004 the Faculty was particularly successful in increasing donations to its annual alumni campaign, and it secured a generous research grant from the Toronto Dominion Bank on behalf of the School of Social Work.

F. RESEARCH

As planned for in the 2002-2003 PBA Report, the Faculty has made a concerted effort to enable and promote increased research activity. Funded by the VP Research and Innovation and Atkinson, the Faculty hired a Research Officer in July 2003 whose role it is to facilitate and support the development of research proposals, liaise with the Office of Research Services, promote research activities, and raise the internal and external profile of Atkinson research. In September 2003, a Research Secretary was also hired who assists faculty with research grant budget administration. This emergent research infrastructure has allowed Atkinson to provide increased support to internal research networks including the newly established Atkinson Social Policy Network which brings together 22 social policy researchers, and to promote linkages with existing external centres and networks. The Faculty has also supported research through increased funding for faculty participation in scholarly conferences.

The Faculty's research profile is stronger in 2003-2004. A number of faculty received prestigious research awards including Michael Herren who was the recipient of the Konrad Adenauer Award for medieval history, Stuart Shanker who was appointed Distinguished Research Professor at York, and Joel Lexchin who was the recipient of the SWAB Award, given by the Netherlands Working Party on Antibiotic Policy. In addition, the Faculty has specifically targeted active researchers in its full-time hires. The success of this effort is reflected in the fact that two new faculty hold SSHRC Standard Research Grants and others are heavily engaged in research programs and seeking external funding. The Atkinson Faculty has supported several key conferences including "Women's Voices from the Middle East" and the Howard Adelman Conference, "The Public Intellectual", as well as the very successful Brown Bag series and Canadian Writers series. For information on Atkinson research projects, please see www.atkinson.yorku.ca/research.

G. STAFF

Atkinson's total support staff complement in 2003-2004 was 129 positions or 124.4 FTEs, up from 102.4 FTEs in 2002-2003. This significant increase in staff complement was a reflection of the Faculty's growth and its commitment to support key initiatives targeted in the Faculty's Five Year Academic Plan including research support, experiential education, and academic program change as well as capital expansion. As outlined in the 2002-2003 PBA Report, a number of new appointments were of a contractual nature, in order to provide the Faculty with budgetary flexibility. Beyond the net new increase in staff complement, 2003-2004 saw a tremendous amount of hiring activity within the Faculty, with 59 positions recruited.

The Faculty's Citation Training Program, initiated in 2002-2003, continued in 2003-2004 with courses available through Human Resources. As a result of the pressure of high recruitment levels no internal courses were offered during the year.

H. SPACE AND PHYSICAL RESOURCES

The move of three Atkinson units into the new TEL building in July 2003 made it possible for the Faculty to accommodate new faculty appointments and staff growth in 2003-2004. Planning for the capital expansion of the Faculty continued through 2003-04, designed to provide a long-term solution to Atkinson's spatial challenges. The retrofitting of the Health, Nursing, and Environmental Studies (HNES) building, while behind schedule, will shortly accommodate two further Atkinson units (the School of Health Policy and Management and the School of Nursing, as well as the Nursing Resource Centre). Plans for phase one of the redesign of the main Atkinson building have also been finalized. The Faculty's Office of Student and Academic Services continues to suffer from a significant space shortage. For the second summer in a row, OSAS will use Atkinson's major meeting room for student intake and advising sessions. Student volume continues to cause traffic flow problems outside OSAS offices and the office still lacks an adequate records room.

I. COMPUTING SERVICES

Through a year of significant growth, Atkinson Computing Services was able to meet the challenges of faculty and staff growth, physical expansion to TEL including the establishment of six state of the art computing labs, changes in management, and the requirements of supporting and responding to the TEL review. In this context, it is particularly remarkable that ACS was able to introduce significant improvements in the overall level of service, including hiring a help desk coordinator who has begun the process of integrating the various technological help service units within Atkinson.

Faculty Goals 2004-05

A. FACULTY COMPLEMENT

Throughout 2003-2004 the Faculty has expended unprecedented energy on recruitment for the 2004-2005 reporting year affecting every School within the Faculty. The extraordinary number of hires is being made to support growth and to begin to address the 43.01 FTE faculty retirements that will occur between June 30, 2004 and June 30, 2008. The Faculty's short-term goal is to keep pace with enrolment growth in order to maintain the student to faculty ratio, while in the longer-term working to improve that balance. Atkinson will focus particularly on hiring full-time faculty who are also in a position to contribute to the Faculty's research agenda.

B. UNDERGRADUATE EDUCATION

Enrolment planning

In 2004-2005 Atkinson's primary goal continues to be to meet both its intake and enrolment targets. The Faculty will work with the VPA to set targets that are both achievable and in line with the Faculty's Five Year Academic Plan. Atkinson looks forward to a stream-lined process for the enrolment planning and management cycles and the establishment by the VPA and VPS of an accountability framework for these processes.

To help the Faculty meet its enrolment targets, Atkinson will work to develop its recruitment activities including targeting diverse types of students as well as specific cohorts within the Faculty's traditional "B" Pool. The Faculty will also focus on strengthening its volunteer base in support of recruitment and conversion events.

Student Counselling and Retention Efforts

In 2004-2005 OSAS will begin to assess the impact of the new academic penalty regulations in effect in its four professional Schools and work with the Division of Continuing Education and the Counselling Centre to measure the effectiveness of the new University 100 course.

OSAS will also work to build on the improvements already made in service to continuing students: establishing policies and structures to create even closer coordination between OSAS and faculty advisors, providing drop-in hours, supporting unit efforts to manage retention issues within their own Schools, meeting regularly with Undergraduate Program Directors, and ensuring the consistency and accuracy of information to students.

Academic Programs

Early in 2004-2005 it is expected that the Atkinson Task Force on Student Learning will bring forward a set of recommendations touching on every aspect of undergraduate education from the design of the Faculty's programs, degree requirements, the design and functioning of the Faculty's General Education program, support for students and faculty, academic regulations, and teaching.

In 2004-2005 the Faculty will bring forward a proposal in principle to revise its degree program structure. Over the next two years, 2004-2005 and 2005-2006, the Faculty intends to revise its existing BA degrees, bringing them in line with the new harmonized standard. This is an enormous undertaking but the Faculty is confident that it will provide greater flexibility and expanded options for students while providing the Faculty with a rationalized and transparent degree structure.

The Faculty also intends to move forward rapidly with the development of its plans for experiential education. In 2004-2005, the newly hired coordinator of experiential education will complete a strategic plan for experiential education and learning at Atkinson; identify or create the infrastructure required to implement that plan; and establish an operational plan outlining the steps the Faculty will concretely take toward the realization of its vision.

In addition, Atkinson intends to further develop its interdisciplinary programs building on the links between its liberal and professional programs. The Faculty is expanding on its existing programs in Public Administration and Management, Forms of Cultural Expression (currently the Liberal Studies theme in Creative Arts and Cultural Expression), the Certificate in Refugee and Migration Studies, and the Certificate in Anti-Racist Research and Practice. New areas of interest include public safety and emergency management, social justice, and journalism/media studies where the possibility of connections across Schools and with other Faculties will be pursued.

Distance Education

The Faculty's emphasis in 2004-2005 will be on beginning to implement the recommendations of the TEL Roundtable group consistent with the timeline they have proposed, and in cooperation with other relevant stakeholders on campus, including, in particular, CNS and CST. The goal of the changes the Faculty will undertake will be to provide greater support to faculty in the design, development and delivery of distance education courses and the incorporation of new technology into Atkinson's programs.

Students

Service to students

The Atkinson Faculty Council Office intends to improve the quality of service to students by embarking upon a project that will reduce the time required to process student petitions.

The Faculty also intends to create a unified student-alumni relations unit in the interests of integrated planning and service around student-alumni affairs. This unit will combine the Office of the Master, as well as the Communications and Alumni team.

The Faculty is also developing a survey to be distributed to a sample of Atkinson students including those who will be entering Year One in 2004-2005. The survey will explore educational objectives as well as students' reasons for choosing Atkinson. The information will be used for academic planning and student service development purposes.

Teaching

The Faculty will continue to support teaching through the Experiential Education initiative, the Task Force on Student Learning, and the Committee on Teaching and Learning. Specifically, a sub-committee comprised of representatives from every School/Department will be working with the new EE Coordinator to focus on the enhancement of pedagogical strategies through experiential learning.

As part of its efforts to recognize the many superlative teachers at Atkinson, the Faculty will work to ensure that more faculty are nominated for external teaching grants and awards. The Faculty also intends to establish a new Dean's award for outstanding teaching.

C. GRADUATE EDUCATION

Having been approved by Senate in May 2004, the proposal for a Masters of Science in Nursing will be under consideration by OCGS in 2004-2005. Similarly, the proposal for a professional development Masters program in Public Policy Administration and Law will go forward to the Graduate Faculty Council in 2004-2005 and should reach OCGS before the end of the year.

Work will begin on the development of a graduate level program in Health Management and Health Informatics. In addition, consultation with other Faculties and units over the development of new programs will continue, including concerning a Masters degree in E-Commerce.

D. CONTINUING EDUCATION

Atkinson's Division of Continuing Education will develop its infrastructure in a number of important respects. With the support of ACS the Division intends to develop an in-house registration and student and financial records system. Further, building on the investments made as part of its extensive work for the Pioneers 2004 conference, the Division will extend the on-line conference registration system to the Division's programs, to provide for on-line course registration and payment. The Division also intends to investigate the possibility of collaborating with Hospitality York to use its on-line registration system for future events. Following the completion of the Faculty's TEL review, DCE intends to implement its own TEL strategy.

As a result of the experience of DCE in 2003-2004 and the consequent review of its affairs, the Division will develop a new business model in 2004-2005. It will work to increase the return on investments already made, and will review its revenue-sharing model. As part of this process, the Division also intends to explore the opportunity to enter into fee-for-service teaching contracts. As an important measure of accountability, DCE will report to the Dean on a quarterly basis on fiscal and programmatic issues. In turn, the Dean will provide a summary of these quarterly meetings to the VPA.

E. FUNDRAISING

In 2004-2005 the Faculty expects to experience additional fundraising success coming from the development efforts of the previous year. The Atkinson Advisory Council will continue to meet and will form a series of sub-committees in order to provide a concentrated focus on specific areas.

F. RESEARCH

The development of the Research Office will set the stage for an expansion of the Faculty's research activities. In particular, the Faculty hopes to see a gradual increase in the rate of application for external research grants. The Research Office will work actively with unit chairs to target faculty eligible to apply for specific external grants. In further support of research, the Faculty intends to reinstate the Atkinson research fellowship which will provide course release for research and to establish the Dean's Award for Outstanding Research.

It is anticipated that the division of the former Council Committee on Research and Teaching into a Committee on Research and a Committee on Teaching and Learning will ensure a more intense focus on research. It is hoped that the second committee will promote research on teaching.

G. STAFF

In line with the Faculty's Staffing Plan, Atkinson will continue to manage the staff complement to support growth and the academic and development priorities of the Faculty. Certain staff appointments will continue to be contractual in order to provide flexibility and support the Faculty in meeting its base budgetary commitments.

H. SPACE AND PHYSICAL RESOURCES

In 2004-2005, the Faculty will progress with the implementation of its long-term capital renewal plan. The Faculty will complete the process of moving units into new buildings with the relocation of the School of Nursing and the School of Health Policy and Management to the HNES building. This move will involve a substantial capital outlay for the creation of a permanent and state-of-the-art Nursing Resource Centre. The Faculty will also embark on phase one of the redesign of the main Atkinson building. Planning will begin on subsequent phases of the Atkinson renovation and to address the space needs of the Division of Continuing Education and the Office of Student and Academic Services.

I. COMPUTING SERVICES

The major focus of Atkinson Computing Services in 2004-2005 will be on the response and implementation of the changes and policies coming from the TEL review. At the same time, ACS will pursue its own internal goals. These include establishing specialized labs within the HNES building to accommodate students with disabilities and the needs of the Nursing program and supporting the refurbishment of the main Atkinson building; increasing the quality of service to students and faculty through the completion of the centralization of all technical help functions; and working in close collaboration with CNS to integrate the Faculty's use of Lotus Notes with the University's direction in Notes implementation.

Budget

As is the case for all Faculties at York University, Atkinson has experienced 10 per cent base budget cuts over the past three years. In Atkinson's 2003-2004 budget report these cuts are masked by the Faculty's carryforward. This carryforward has accumulated and will be used expressly to fund faculty hiring, infrastructure development in research and distance education, capital expansion, and the costs associated with new programming (both graduate and undergraduate) specified in the academic plan. The Faculty has developed and is implementing a comprehensive plan to spend the carryforward over the next three years (see Table below).

Once the carryforward has been spent the structural challenges associated with replacing faculty retirements and addressing the student to faculty ratio within the context of an eroded base budget will become apparent. As the Faculty moves toward steady state enrolment, there will therefore be an increased reliance on strategic budget allocation exercises and fundraising efforts.

The budget table below is a summary of 2003-2004 actuals and 2004-2005 planned revenues and expenditures. For the first time the Faculty budget includes 2003-2004 revenues and expenditures from Special Academic Projects (SAP) affiliated with the Faculty. This represents $261,843 in restricted assets tied to specific SAPs.

The 2003-2004 actual bottom line closely reflects the planned results. For fiscal 2003-2004, the actual operating revenues generated and expenses from degree programs resulted in a relatively small increase in the planned carryforward: $1,608,844 planned versus $1,672,798 actual – a difference of $114,331.

In 2003-2004, the Division of Continuing Education (DCE) had an in-year deficit of $129,521. DCE has a plan to pay off the majority of the deficit in 2004-2005 and generate revenues for the Faculty in 2005-2006. A portion of DCE's carryforward is targeted to support the Faculty's research infrastructure and the balance is a set-aside for a business reserve for the unit.

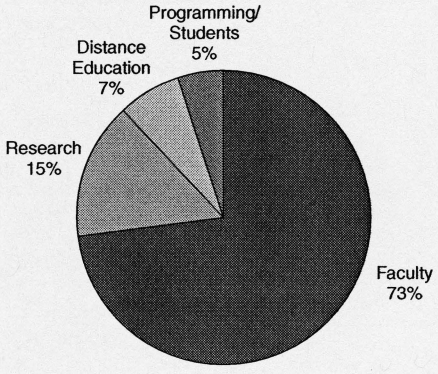
Atkinson Faculty of Liberal and Professional Studies

	Operating Results by Expense Type	
	2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	667,530	574,452
Internal cost recoveries	713,617	584,141
Other revenues	28,441	–
Central allocations	39,173,594	40,419,923
Total Revenue	**40,583,182**	**41,578,516**
Expenses:		
Faculty – Administration	788,843	788,130
Faculty – Full-time	16,987,004	20,728,657
Faculty – Contract	6,628,618	9,483,222
Teaching assistants	880,795	–
Research	1,531,782	2,246,797
Support/Administration	6,147,650	7,156,744
Other	520,886	443,660
Total Salaries and Benefits	**33,485,578**	**40,847,210**
Operating costs	5,183,393	2,149,951
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	241,413	275,170
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**38,910,384**	**43,272,331**
Total Revenue less Expenses	**1,672,798**	**(1,693,815)**
Previous Year's Carryforward	**8,030,568**	**9,703,366**
Carryforward to Next Year	**9,703,366**	**8,009,551**

The Faculty's in-year surplus in 2003-2004 will contribute to the overall carryforward. The roots of this carryforward were addressed in the 2002-2003 PBA report and include in particular the necessity for the Faculty to develop an academic plan to guide its expenditures and the challenges associated with addressing faculty and staff complement growth. With the Academic Plan in hand in 2003-2004, Atkinson has developed the priorities for the Faculty and will be focusing on the majority of the implementation in 2004-2005 and forward. The table and graph below illustrate the planned expenditures associated with the carryforward over the next three years, 2004-2005 to 2006-2007.

Figure 14: Atkinson Planned Expenditures for Carryforward: 2004-2005 to 2006-2007

Faculty	$7,037,507
Research	1,472,000
Distance Education	721,395
Programming/Students	451,375
Total	**$9,682,277**



Source: Atkinson Dean's Office

The budget for fiscal 2004-2005 is projected to have a $1,693,815 deficit in-year as part of the planned spend-down of the carryforward to support new faculty (both full-time and CLA) and staff appointments, increased operating and staffing costs, and PTR costs for growth appointments ($849,240 to base in 2004-2005, $1,678,320 in 2005-2006, and $1,886,040 in 2006-2007).

After a number of fiscally conservative years, the Faculty is well positioned to make a substantial investment in its future. Guided by the Five Year Academic Plan, which provides a framework for programming, in 2004-2005 the Faculty budget will mark a transition from revenue accumulation to a period of dependence upon its carryforward in support of expansion and development.

FACULTY OF EDUCATION

Overview

York's Faculty of Education is strongly committed to providing a rigorous, multifaceted and provocative learning experience for pre-service and practising teachers. Its faculty and graduate students are engaged in innovative scholarly work. The principles which infuse its programs include equity, diversity, collaboration, interdisciplinarity, and social justice. Students can pursue a bachelor of education degree full-time through a one-year consecutive program or a three-year concurrent program, and a three-year part-time consecutive program. Non-degree studies are offered through the Office of Field Development. The Faculty has two specialized teacher education programs, one in deaf and hard of hearing education, and the other in Jewish teacher education. The PhD and the MEd are research degrees that focus on the study of language, culture and teaching in relation both to social, historical and cultural contexts of education and to contemporary practices of pedagogy, learning and curriculum.

The academic year 2003-2004 witnessed the preparation for and conduct of several program reviews, all of which encouraged the Faculty to focus intensively on the issue of academic quality, a current strategic priority for the university. As the following report indicates, the Faculty has assessed its programs, introduced changes designed to improve the teaching and scholarly environment, and set in place processes that will continue to enhance academic quality in the year ahead.

Figure 1: General Statistical Data

	1999-00	2000-01	2001-02	2002-03	2003-04
Number of undergraduate students	1,442	1,532	1,567	1,601	1,681
Number of graduate students	247	244	269	288	297
Field Development enrolment	2,205	2,733	1,981	2,797	3,919
Full Time Tenure Stream Faculty	39	42	44	42.5	43
Seconded Faculty	28	29	30	30	30
Contract Faculty	43	54	65	70	70
Teaching Assistants	22	26	32	38	38
Number of support staff	42.8	42.8	50	51	51
Number of Alumni	15,236	16,200	17,180	18,186	19,218

Planning and Implementation 2003-2004

FACULTY COMPLEMENT AND RECRUITMENT

The Faculty was authorized to conduct searches for two tenure-stream positions in 2003-2004 in the areas of Language Arts and Deaf and Hard-of-Hearing Education. The Language Arts appointment has been made, and the search for a qualified candidate for the Deaf and Hard-of-Hearing position, extended from 2003, was, again, unfilled (see below). Apart from the Deaf and Hard-of-Hearing position, the Faculty is not scheduled to make any other tenure-track appointments in the coming academic year.

In its 2003 Five-Year planning document, the Faculty expressed its intention of developing a long-term faculty recruitment strategy. It is in the process of completing this task, and expects to finalize the document early in the 2004-2005 academic year.

CURRICULUM RENEWAL AND REFORM

As planned last year, the Faculty of Education completed the first phase of curricular reform in the Bachelor of Education program. The process of curriculum renewal began in advance of the 2002-2003 Undergraduate Program Review, and continued in the wake of the reviewers' report. Council passed nine motions on December 4, 2003 designed to reform and reinvigorate the Concurrent Program, and Senate approved the proposed changes in January 2004. New courses have been developed both to establish greater consistency in core subjects and to provide students with course options in specialized areas. The practicum course has also been reconfigured, and will now be assessed on a pass-fail basis, a practice common to Faculties of Education elsewhere. The curriculum renewal process will continue with the generation of new course proposals for the second and third years of the Concurrent Program and with the development of a proposal for renewing the Consecutive program.

The Faculty's draft proposal for an Aboriginal Teacher Education Program is expected to be completed early in the coming academic year. Progress on this initiative has been delayed by the implementation of curricular reforms referred to above, and by curricular reorganization in the Faculty of Environmental Studies, which is a key partner in this project.

ONTARIO COLLEGE OF TEACHERS ACCREDITATION REVIEW

By law, the Ontario College of Teachers has the power to accredit Faculties of Education, and accreditation reviews are to be conducted every five years. The first formal review conducted by a panel of seven took place March 29-April 1. In preparation for the review, the Faculty assembled an extensive report on its various programs, activities and partnerships in the educational community. The panellists met faculty and students, and examined teaching, resource and research materials in an Exhibits room. The Faculty was expecting the OCT report in early June 2004. Its recommendations, if any, will be taken up in the coming academic year.

GRADUATE PROGRAM

The Ontario Council of Graduate Studies conducted a review of the graduate program in Education on April 27 and 28, as part of a cyclical assessment of all graduate programs in Ontario. The Faculty provided OCGS and the reviewers with an extensive report on the graduate program, which has grown significantly in recent years (Figure 1). The OCGS reviewers met with the Dean of the Faculty of Graduate Studies, the Dean and Graduate Program Director in the Faculty of Education, and with many faculty and graduate students. The Faculty is awaiting the reviewers' report to which it will respond over the next academic year.

A record number of degrees was awarded in 2004, including 42 Master's and two doctorates. Both doctoral graduates have full-time academic appointments. A notable initiative this past year was the creation of a prize for the best MEd major research paper.

DEAF AND HARD-OF-HEARING EDUCATION

The Deaf and Hard of Hearing Education Program is engaged in an internal review of its academic offerings as it seeks to respond to changes in the educational needs of the deaf and hard of hearing community. In light of this review, a current tenure-track position which has not been filled will be reconceptualized, redrafted, and posted in the coming year.

COMMUNITY-BASED EDUCATION, AND NEW MISSION STATEMENT

In last year's PBA report, the Faculty noted its intention to develop a "clearer conceptual and programmatic framework for community-based education, and [determine] the degree to which this theme should inform a new mission statement for the Faculty of Education..." This process is continuing and is not yet complete. A task force report on community-based education is in the final stages of preparation; the final version of the report will be informed in part by the graduate and undergraduate program reviews (discussed above) which have yet to be submitted.

ENROLMENT PLANNING

The Faculty of Education achieved an enrolment of 1,379 FTE in 2003-2004. Over the course of the year, enrolment targets were adjusted to reflect changes in government funding and in the University's overall target agreement with the government. The Faculty of Education (and others in the province) received a one-year extension of funding from the special envelope designated for teacher education, a decision that will make it possible to maintain current enrolment levels in 2004-2005. The Government has indicated its intention of extending this program through 2005-2006. There is uncertainty about whether expansion funding will be continued beyond these years, though the proposed capping of class size up to Grade 3 in Ontario may lead to the extension of the program in order to maintain the current level of

teacher education enrolments. Last year the Faculty resolved to develop enrolment planning scenarios in the event that the funding is not continued, and this has been done. The Faculty believes that so long as adequate funding is sustained, the current undergraduate enrolment level is manageable and appropriate, and consistent with the goal of maintaining a high level of academic quality among those admitted to the program. Were enrolment levels to shrink as a result of funding changes, the admission bar would, of necessity, be raised.

Figure 2: Undergraduate Admissions Data

	1999-00	2000-01	2001-02	2002-03	2003-04
Applications to the Consecutive Program					
Number of applications	3,069	6,362	4,726	5,658	5,512
Number of admission offers	885	937	1,105	1,019	1,254
Total enrolled	587	644	724	781	804
Percentage of enrolled to applications	19%	10%	15%	14%	15%
Applications to the Concurrent Program					
Number of applications	781	805	858	969	1,082
Number of admission offers	310	315	318	304	331
Total enrolled (new ED1 admits)	302	310	315	287	314
Percentage of enrolled to applications	39%	39%	37%	30%	29%

RESEARCH

The research officer, newly appointed in March 2003, has enabled the Faculty to lend support to research activities of both faculty and graduate students. Among a variety of endeavours, the research officer has improved the circulation of internal and external information with respect to research opportunities; assisted faculty in the preparation of grant applications; conducted seminars for faculty and graduate students on the use of the Endnote bibliographic system; worked as a liaison among the Faculty and the office of the Vice-President Research and Innovation and the Office of Research Services; and established fruitful connections with the research departments of boards of education.

As last year's report noted, the Faculty was especially successful in obtaining external research grants (for allocation in 2003-2004). One new SSHRC grant was obtained in this year's competition (for 2004-2005), and two faculty members are collaborators in successful applications elsewhere (Figure 3). Notably, a Faculty of Education professor was awarded a significant grant by the federal government to organize a national conference on homelessness.

New books were published by Sharon Todd, Collette Granger (a current doctoral student), Kathleen Gould-Lundy, Patrick Solomon with Cynthia Levine-Rasky and Jordan Singer, and Charles Leskun.

In the coming year, the Faculty intends to focus especially on the research needs and interests of pre-tenure faculty, with whom the research officer will work individually in an effort to improve upon this year's success rate in external competitions.

The Faculty also intends to improve access to information about research on the Web site. It expects to mount individual profiles of all faculty members and improve the way in which it highlights research activities.

Wayne Urban, Professor of Education at Georgia State University, and a distinguished historian of education, was awarded a Fulbright Fellowship to teach and participate in the academic life of the Faculty of Education in the Fall term, 2004. He will teach in the Graduate Program and offer open lectures and seminars on his scholarship during his time here.

The York Seneca Institute for Mathematics, Science and Technology Education (YSIMSTE, formerly YSISTE) added mathematics to its mandate this year, thereby enhancing its research and support of teaching in these areas.

The table below indicates the extent of external funding support for research in the Faculty over the past five years.

FIELD DEVELOPMENT

2003-2004 was a period of dynamic growth in Field Development. Enrolments in Additional Qualifications increased significantly and show potential for additional growth (Figure 1). As anticipated in a business plan of two years ago, the Faculty has improved its share of the pool of AQ enrolees in the Greater Toronto Area. The more flexible schedule of course offerings continues to account for the success of the program. This year the Faculty introduced a number of "tailored" Additional Qualifications courses with several boards, including those beyond the GTA, in special education, mathematics, and design and technology. The program, in partnership with the Jewish Board of Education, is also planning to offer a Principal's certification programme, and a special education AQ.

Of special note is Merkas i.t. L'morim, a Web-based program for professional development, which continues to expand. It is supported by the Pincus Fund and by a new five-year donation from the Silver family. Six on-line courses for Jewish teachers are in preparation. Also, in partnership with the Board of Jewish

Figure 3: Summary of Grant Submissions

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
No. of Proposals	13	15	17	22	22
Total Requested	$1,537,474	$1,208,615	$4,314,336	$6,500,702	$1,855,512
Successful Proposals	11	13	9	15	12
Total Awarded	$1,413,203	$1,023,793	$1,504,104	$1,179,342	$416,000
Per cent Proposals Success	85%	87%	53%	68%	55%

Education, the Faculty began work on the development of an Additional Qualifications course for special education in Jewish day schools.

The Faculty received funding from the Ministry of Education to develop five on-line Additional Qualifications courses which have now been designed. They are in the areas of science, computer education, ESL, Mathematics, and special education. A combined face-to-face and on line pedagogy will be used when these courses are introduced in the coming year.

A new collaborative initiative with the Atkinson Faculty of Liberal and Professional Studies is the creation of a "Harm Reduction" course which will be offered in the coming year.

A variety of other seminars and colloquia were presented by Field Development, including "On the Cutting Edge" for Deaf and Hard of Hearing teachers; a "new teacher" seminar series with Durham District School Board; an early childhood education seminar "Inspired by Regio Emilia"; and a seminar series on Social Justice at Regent Park.

Two major all-day colloquia were also held, one on "Closing the Achievement Gap," and a second on the "Implementation of the Safe Schools Act." More than 100 teachers, administrators, legal experts, faculty and researchers attended each of these events.

Because of the revenue generated through Field Development, the Faculty is in a position to support some new initiatives that will serve the scholarly and teaching needs of Education as a whole. These include the appointment of a seconded faculty member in international programs (see below); the funds to support the new research initiatives (mentioned above); and the possibility of appointing an external relations and alumni manager.

Field Development is at a crossroads. Having improved its capacity and developed new professional development programs in the past two years, it has the potential to grow again or achieve stability. The important question of how large the professional development component of the Faculty of Education's activities should be will be taken up in the coming year.

INTERNATIONALIZATION

As planned, international work in the Faculty of Education has continued to expand and consolidate over the past academic year in response to increased faculty involvement, and in accordance with the University's stated focus on internationalization.

The International Advisory Group (IAG) meets regularly to discuss current initiatives and to give advice and support to the International Programs Coordinator. The participation in all of its meetings by a representative from York International has enhanced communication between the Faculty and the broader university community, a relationship that will continue to develop in the next year.

The Faculty held a colloquium on International Education and Globalization designed to support the development of an agenda for future research and teaching initiatives. The colloquium was moderated by Professor Fazal Rizvi (University of Illinois, Urbana-Champaign) and included a graduate student workshop, faculty panels, and presentations. The discussions arising from the colloquium, combined with a York Internationalization Award, led to the development of a new pre-service concurrent elective entitled *Comparative and International Education* and to initial work on a Certificate Program in International Education to be offered through Research and Field Development.

The Faculty has further supported the internationalization of its programs by creating a new seconded faculty position which will, among other things, help establish internationally focused placements in the first year community-based practicum beginning fall 2004, and support the development of the Certificate Program in International Education.

There are several international initiatives in the pre-service program. A small number of students continue to participate in Exchange and Study Abroad programs and there was an excellent response to York International's new and highly successful International Internship program. Of the twenty-eight internships awarded across the university, five were awarded to Faculty of Education students. All Education placements support existing international links in Hong Kong, Peru and Nicaragua. Twelve Education students participated in the *Learning from the Past, Teaching for the Future* holocaust education program which was offered for the second time this academic year.

The Faculty of Education supported the Wikondiak School in Kenya through FESA's (the student association) backpack initiative, a project begun after last year's Convocation at which an honorary doctorate was presented to Phoebe Asiyo, founder of the Wikondiak School. FESA's involvement in the Kenya project was profiled in Y-File and in a Ministry of Education e-newsletter this spring.

Two professional programs for international educators from Hong Kong and Peru were delivered since August 2003 and more are planned for 2004-2005. Three program offerings are confirmed for 2004 (Hong Kong) and there are three additional programs currently under negotiation (Kuwait, Peru, U.S.A.), all of which build upon previously successful projects. The PROMEB project in Peru, in partnership with other organizations, offered professional programs for educators on site to a Spanish-speaking audience.

In the next year the advisory group will move forward in a number of areas including: completing the pre-service elective course; evaluating this year's YI internship placements and completing a small research study on the students' internship experience; creating a new internship to support the FESA project with the Wikondiak school; establishing a relationship between our pre-service program and the international work at WH Day school, Bradford; developing and piloting a summer in-service course for teachers who also wish to improve their English language in collaboration with YUELI; and launching an international component on the new Education Web site.

FUNDRAISING

As indicated last year, the Faculty, in consultation with the York Foundation, has refined its fundraising priorities. Several new bursaries, with matching grants from OSOTF, are currently in process and the terms of the awards are being finalized. Individual donations to the Faculty, through Telemail, Direct Mail, and the Annual Fund campaigns have increased significantly, from $7,540 in 2002-2003 to $20,892 in 2003-2004. Over the course of the coming year, the Faculty will move towards the creation of an Advancement Council for fundraising, and continue to work with the Foundation to identify potential donors.

COMMUNICATIONS AND EXTERNAL RELATIONS

In collaboration with the York Communications Department, the Faculty authorized (as planned) the development of a new Web site which will be initiated in the Spring of 2004. This change will lead to a better organization and display of pertinent material and to improved access to information about the Faculty by visitors and York members alike. A major innovation this past year was the introduction of on-line registration for Additional Qualifications courses, a practice that has improved efficiency, and, in all likelihood, contributed to the growth of AQ enrolments noted earlier.

Much remains to be done in the area of external relations, particularly with respect to the cultivation of the Alumni area, and the development of a sophisticated strategy for communicating the work and identity of the Faculty beyond the university. The most effective way of achieving this goal will be the subject of discussion and planning in the coming academic year.

Summary of Strategic Directions for 2004-2005

- finalizing and implementing a long-term faculty recruitment strategy;
- implementing the second phase of Curriculum Renewal in the Concurrent Program;
- developing a plan for the renewal of the Consecutive Program, following further consultations among faculty;
- production of a draft plan for an Aboriginal Teacher Education Program;
- responding in the Pre-service Program to the report of the Ontario College of Teachers Accreditation Review;
- responding in the Graduate Program to the Appraisal conducted by the Ontario Council of Graduate Studies;
- developing a plan for determining the growth and future range of activity in Field Development;
- completing a review of the Deaf and Hard-of Hearing Program with a view to enhancing its ability to respond to the changing educational needs of the deaf and hard-of-hearing community;
- completing the development of a clear conceptual and programmatic framework for community-based education and determining the degree to which this theme should inform a new mission statement for the Faculty of Education;
- enhancing the Faculty's research capacity and profile by working individually with pre-tenure faculty members in the development of research plans; developing research profiles of the faculty individually and collectively on the Faculty Web site;
- continuing the development of international activities as opportunities and resources permit, and strengthening Faculty collaborations with York International and the Office of the Associate Vice-President International;
- moving towards the establishment of an Advancement Council to facilitate fundraising;
- developing a strategy for refining communications and external relations practices and directions.

Budget

The financial resources for the Faculty have changed significantly over the past few years. Base budget reductions and increasing enrolments have been augmented by a separate funding envelope from the Ministry of Training, Colleges and Universities to cover the increased number of teacher candidates. The Ministry recently announced that this special funding would be extended for 2004-2005 and 2005-2006. At least for the next two years, the Faculty will be able to sustain its current undergraduate enrolment.

For 2003-2004 the Faculty sustained a small deficit, due to increased operating expenses as a result of equipment costs related to the move to the Technology Enhanced Building of the Education Resource Centre, and relocation of the largest off campus Consecutive site to TEL.

The Research and Field Development expanded its non-credit course offerings during the past year, resulting in additional revenue for the Faculty. These funds assisted in offsetting unexpected operational expenses and will provide much needed support for Faculty wide initiatives.

Faculty of Education

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	397,887	367,500
Internal cost recoveries	728,446	457,617
Other revenues	397,863	500,000
Central allocations	13,068,970	12,462,451
Total Revenue	**14,593,166**	**13,787,568**
Expenses:		
Faculty - Administration	481,849	483,516
Faculty - Full-time	3,386,227	3,405,195
Faculty - Contract	1,316,115	1,161,616
Teaching assistants	310,764	252,432
Research	945,095	892,969
Support/Administration	2,838,258	2,961,438
Other	3,728,840	3,239,062
Total Salaries and Benefits	**13,007,148**	**12,396,228**
Operating costs	1,215,670	1,043,520
Amortization of capital assets	-	-
Cost of goods sold	55,713	45,000
Taxes and utilities	295,755	268,820
Scholarships & bursaries	31,283	34,000
Interest on long-term debt	-	-
Total Expenses	**14,605,569**	**13,787,568**
Total Revenue less Expenses	**(12,403)**	**-**
Previous Year's Carryforward	**997,366**	**984,963**
Carryforward to Next Year	**984,963**	**984,963**

FACULTY OF ENVIRONMENTAL STUDIES

Overview

The Faculty of Environmental Studies was created in 1968, one of the first units of its kind in Canada. For twenty years, FES operated as a graduate Faculty based on its unique master's (MES) program. In the early 1990s, doctoral (PhD) and undergraduate (BES) programs were added as new expressions of the Faculty's distinctive approach to environmental education as "thinking, learning and acting environmentally," addressing the boundary-crossing complexity of environmental issues from a holistic and transdisciplinary perspective. In support of this broad objective, faculty members and staff drawn from numerous disciplines and fields have together responded to the challenge of educating generations of students to address rapidly changing environmental issues and to practise in the expanding environmental professions.

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

In the short-term, these events formed the context for declining enrolments in the Faculty's BES program. However, at the same time, enrolments in the PhD and MES programs grew; the Faculty's MES program is the second-largest graduate program at York.

A strategic planning process involving all elements of the Faculty began in July 2001 and a Strategic Plan was completed in December 2001. The proposed major changes in graduate and undergraduate programs, achieved by restructuring the BES curriculum and overhauling the MES requirements, were accepted by Senate in May 2002. The Plan also established an enrolment growth strategy which aimed not only at the recovery of the Faculty's fiscal balance, but also at putting it into a position from which it would be able to handle future base budget cuts.

Currently, circumstances such as those relating to environmental incidents like that at Walkerton, and the growing debate on climatic change and the Kyoto Agreement, suggest a return to public awareness and engagement in areas that are at the core of FES programs. There is some evidence that public engagement in the environment is refocusing around such notions as sustainability, environmental security, and social justice - also important aspects of the Faculty's programs. In addition, continuing public

attention to turbulent environments – terrorism, environmental disasters, global health threats, and war – is increasing interest in effective and relevant means to prepare society to address such issues. One long-term outcome of these developments will be the growing importance of environmental education in the form provided by FES, and continuing growth in the occupations requiring people trained to analyze and respond to such situations.

In the face of these challenges, FES continues to provide a unique approach to a university education that encourage students to pursue their interests, build on their own experience, and explore ideas and issues from a variety of perspectives. Through its BES program and its highly successful MES program, the Faculty provides diverse educational opportunities for students to acquire the knowledge and develop the skills needed to think and act environmentally in creative and innovative ways. Through its PhD program, the only one of its kind in Canada, the Faculty is training the next generation of teachers and researchers in transdisciplinary environmental studies.

Despite the increase in public and governmental awareness and concern for the environment, and the significant growth in undergraduate applications to the BES program in 2002-2003 and 2003-2004, the challenge of creating sustainable bridges between high schools and this transdisciplinary university program, which is not mirrored directly in high school curricula, remains a significant one. But it is such continuing connections that will lead to the Faculty achieving its undergraduate targets over an extended period. Similarly, the maintenance of the MES program's level of operation will depend on an increase in the funding available for its students. At present they receive levels of support in funding and assistantships significantly lower than many other graduate programs at York.

The table below provides information on the Faculty's core statistics.

Figure 1: Core statistics – faculty, students, courses

FES	1999-00	2000-01	2001-02	2002-03	2003-04
Full-time faculty	30	33	34 (incl. CLA)	36 (incl. 4 CLA)	40 (incl. 4 CLA)
BES students	422	325	297	362	450
MES students	348	350	353	331	345
PhD students	44	37	41	36	40
Teaching Assistants	36	29	28	26	35
Graduate Courses	63	73	73	74	68
Undergraduate Courses	46	42	48	48	61

Source: Faculty of Environmental Studies

Planning and Implementation

The following goals were listed in the 2002-2003 York University Planning, Budget and Accountability Report. This is an account of what has been achieved against these stated objectives.

1. LAUNCHING OF THE REVISED BES PROGRAM

In September 2003 the BES program admitted 176 first-year students, exceeding the target of 158. This satisfactory result demonstrated the effectiveness of an intensive Faculty recruitment campaign marketing the revised BES program as well as the obvious impact of the Double Cohort. This large group of students (up by 39 per cent over the previous year) entered a BES program significantly changed through the revisions which had accompanied the 2001 FES Strategic Plan. While many of these program changes will only be fully implemented over the next four years, 2003-2004 saw a number of important shifts in the operation of the program. They include the new Areas of Concentration, second-year foundation courses, and the new course-based option for senior honours work.

The double cohort increase in student numbers was effectively absorbed in FES. The demand for increased space, numbers of teaching assistants, and increased staff and faculty support have been provided. All the indicators suggest that the Faculty is making a successful adjustment to these larger numbers, as reflected in the academic standards achieved by the younger double cohort generation, the retention of these larger numbers of students, and the successful incorporation of the revised BES program.

2. IMPLEMENTATION OF THE FES STRATEGIC RESEARCH PLAN

The Faculty's Strategic Research Plan addresses the need to create a vibrant research culture in the Faculty that emphasizes inter/transdisciplinarity, research diversity, integration with teaching, inclusivity and broad collaboration. Major strides were made in this regard in 2003-2004, beginning with the appointment of a Faculty Research Coordinator in July 2003. Towards the end of the year, a full-time Research Officer position was established to support the work of the Faculty Research Coordinator. Although FES for many years has provided substantial administrative support to researchers in the Faculty, the new staff position corresponds to the role of Research Officers in other Faculties.

The Faculty Research Coordinator worked closely with the Dean's office and the FES Research and Awards Committee to explore ways in which the research culture at FES could be supported. This included extensive consultation among faculty and students about the achievement of the goals set out in the Strategic Research Plan. During the winter and spring terms, the Faculty initiated discussions towards a re-assessment of its research agenda through a series of research cluster and FES community meetings. These meetings were intended to explore the possibilities of tying FES research directions to those of the wider York community. In

addition, Vice-President Shapson attended a special FES Council meeting on research on April 8. These meetings have identified possibilities for internal and external cross-disciplinary collaboration around York's strategic themes. They have also provided a forum in which faculty have articulated issues that can be addressed through research support.

The appointment of a Canada Research Chair in Sustainability and Culture, awarded in fall 2003 to Catriona Sandilands in FES, has enhanced the Faculty's research profile. This is a first CRC for FES. Sandilands' work will focus on the integration of cultural and environmental studies as a crucial step in ensuring a sustainable future for Canadians.

The Faculty's active pursuit of research funding has resulted in new grant commitments being received totaling approximately $700,000. This resulted in large part from an approximately 40 per cent increase over last year in the number of funding proposals directed towards larger external competitions (such as SSHRC Standard, and CURA – Community-University Research Alliances). Of seven applications submitted in fall 2003 to the SSHRC Standard Grant program, four were successful and the remainder was ranked as fundable. A major CURA application on conservation and sustainability in Dufferin County, though it was unsuccessful in the recent competition, has given increased focus to ongoing community based research and teaching by faculty members in this area. Another successful grant was received from the Canadian Centre for Philanthropy, for a research project exploring the impact of congregational involvement on immigrant integration. For a full list of FES research projects, visit www.yorku.ca/fes/research/current.asp. For a list of recent FES faculty publications, visit www.yorku.ca/fes/publications/recent.asp.

The number of applications submitted to internal programs such as the SSHRC Small Research/Travel Grants program doubled over last year, reflecting a high level of participation in scholarly conferences and an increase in preparatory research activities that will lead to the development of full proposals. Currently, FES faculty members and graduate students are preparing innovative research proposals in areas as diverse as waterfront development on the Great Lakes, spirituality and the environment, and food security and sustainability.

The Faculty's external research profile continues to encompass several major international projects. They include civil society capacity building for water resource management in Brazil (funded by CIDA/AUCC); the Las Nubes biodiversity protection and sustainable communities program in Costa Rica; an ecosystems and urban health action research program in Chennai, India; climate impact studies in Mexico; a comparative examination of popular education and community arts practice in North and South America; and studies of tourism policy and planning in the Caribbean. As part of York University's internationalization initiative, FES hosted a workshop of the International Network for Urban Research and Action that brought scholars from abroad to work on developing new strategic directions for urban research.

Within the University, FES faculty and students have been active participants in supporting the establishment of the Institute for Research and Innovation in Sustainability (IRIS), successor to the FES-based York Centre for Applied Sustainability. FES faculty remain centrally involved in the University's strategic research groups on internationalization, urban issues and sustainability. The latter group has proposed the development of a new program proposal for a pan-Canadian research plan for Sustainability and the Environment in conjunction with four other universities, the three federal research councils, and Environment Canada. If successful, this proposal, under the leadership of an FES faculty member, could have a dramatic impact on the future of such research in Canada, offering support for innovative, cross-community, interdisciplinary projects.

Activities designed to make research a more visible and accessible part of FES culture included the following:

- In conjunction with its 35th anniversary, the Faculty organized a research conference with the title *The Praxis of Participatory Research: Diversity, Creativity and Chaos*, celebrating the scholarly work of its outgoing Dean, David Morley. This was envisioned as the first of a series of annual research conferences on themes related to faculty research interests.
- A FES-sponsored seminar series invited elders and scholars from across Canada to discuss questions of leadership from Aboriginal/First Nation/Metis/Inuit perspectives.
- The Research and Awards Committee initiated a series of lectures that will provide an ongoing platform for bringing the work of individual FES scholars to the community. A comparable initiative by graduate students, called *Work in Progress-Progress in Work*, has offered a more informal forum in which students and faculty present, discuss and develop their work with peers.
- Student engagement in research has been supported through workshops on proposal writing, publication in academic journals, and research-related skills.
- The Faculty continues to showcase international scholars of note by bringing in visiting lecturers such as David B. Brooks, Director of Friends of the Earth – Canada, speaking on water in the Middle East, and Maarten Hajer, from the University of Amsterdam, addressing environmental politics.

Publications resulting from FES research include Gene Desfor and Roger Keil's book *Nature and the City: Making Environmental Policy in Toronto and Los Angeles* (The University of Arizona Press, 2004) and journal articles by several faculty members and students. In addition, FES is home to editors or members of editorial boards of several scholarly journals, including: *Capitalism, Nature and Socialism; Topia; the International Journal of Urban and Regional Research;* and *Undercurrents*.

3. ACHIEVEMENT OF THE 2003-2004 FINANCIAL/ENROLMENT OBJECTIVES OF THE FES STRATEGIC PLAN

As with all academic plans of the current generation, the association of student enrolment and Faculty growth income forms the primary generator of the wide range of program, student service, faculty and staff support, and research objectives of the FES Strategic Plan. However successful the efforts to generate additional funding from endowments, projects, and research support are, the central source

of income in the modern university is student enrolment. The 2001 FES Strategic Plan established a decade-long undergraduate and graduate enrolment trajectory aimed at producing sufficient income for the Faculty to establish a balanced in-year operating budget by 2004-2005 and to pay off its debt and achieve an overall positive budgetary balance by 2006-2007.

The Faculty's enrolment performance in 2003-2004 once again demonstrates its capability to achieve these objectives. The year one undergraduate intake reached 178 as against the target of 158. The principal reason for the over-achievement of this target was clearly the double cohort situation. However, this intake alone will generate a significant flow-through effect for the coming four years and assist the Faculty as it attempts to sustain its enrolment success in what will become a much more competitive situation. Similarly, the increased intake of MES students, reaching a total of 162 in comparison with the target of 140, helped create a significant growth income spike for the year.

Comparison between the projected FES budget for 2003-2004 (calculated in April 2003) and the actual budget calculated in April 2004 shows that total revenue was 7.8 per cent above that expected, largely as a result of the "actual growth fund and cost recoveries line" being 26.8 per cent greater than that expected, all an outcome of the enrolment success described above.

The successful achievement of the Faculty's enrolment and financial targets in 2003-2004 establishes a valid basis for reaching the future targets over the coming six years. This by no means implies that FES has finally met the underlying challenge of creating a sustainable flow of undergraduate students as a result of the successes of 2003-2004. It is FES' greatest challenge to reach out in the context of its forward-looking and alternative style to a secure niche "market" in the high schools. This is the Faculty's task, and it must be paralleled by the University's recognition of the validity and legitimacy of this objective, and its continuing support of the Faculty over the coming two to three years during which it will establish itself at a new and sustainable steady state position.

4. ADDRESSING THE WORKLOAD IMPLICATIONS OF ENROLMENT GROWTH AND BUDGETARY CONSTRAINTS

To achieve the targets of the FES Strategic Plan, specifically the growth in enrolments alongside continuing adjustments to its renewed programs and the constant demand to increase the quality of service to students, significant efforts will be demanded of the staff and faculty. It is clear that such efforts have workload implications for all members of the Faculty. Taking steps to address this issue was identified as a Faculty goal for 2003-2004, one which has been addressed throughout the year and which will continue to be a critical objective over the coming years.

The primary direction of addressing the workload implications of the Faculty's strategic plan has involved reducing the complexity of student program managing, removing overlapping faculty roles in program management, maintaining the flow of students through the programs, reducing the numbers of students extending their programs beyond the normal program length, and generally organizing student needs in ways aimed at reducing demands on members of the Faculty. These changes are often in themselves small scale in effect, but the objective is to integrate such changes in ways that have a measurable effect without reducing the levels of support for students.

The implementation of such changes is demanding and requires sustained assistance and support to faculty members. In this respect the impact of such a process on staff workloads also has to be carefully monitored. It is still too soon for the effectiveness of these changes in program delivery to be assessed. There is no doubt that the process will continue over the coming years as student numbers continue to increase. It is vital for FES that this attempt to manage resources and improve the quality of working life in the Faculty involves faculty, staff and students in an open and participatory manner.

5. MOVE TO THE HNES BUILDING

The Faculty has worked intensively with the University planners on all aspects of the renovations undertaken in the Health, Nursing and Environmental Studies (HNES) Building by way of preparation for the move of FES from Lumbers to HNES in summer 2004. Cuts to the University's "ripple" budget eliminated two key features planned for the new building: the completion of a new central staircase between the first and second floors, and significant "greening" innovations.

Within the limits of these budgetary constraints, the first and second floors of the old Administrative Studies Building, formerly home to the Schulich School of Business, have been extensively renovated to accommodate the programs, students, staff and teaching faculty of FES. The additional floor area available in HNES has made it possible to:

- house all FES teaching faculty under one roof;
- provide better teaching facilities (an up-dated planning studio, an Environmental Landscape Design lab, a Planning lab, improved GIS and computer labs;
- establish an improved and centrally located student work area with adjacent offices for the three FES student bodies;
- create a well-outfitted PhD student study/research area;
- provide a significant increase in the space allocated for research activities, including office space for research assistants associated with FES research projects; and
- provide a large assembly room appropriate to the current size of FES.

Of particular importance is the capacity of the new space to accommodate all members of the Faculty, including classrooms, lab space, and common working areas for both undergraduate and graduate students, within the same building. This has not been possible since the creation of the BES program in 1991 because of the serious space limitations in the Lumbers Building. As FES is an integrated Faculty without separate departments, the HNES Building provides the opportunity for significant increases in contact and collaboration between the different constituencies within the FES community.

Plans are being developed to undertake landscaping of the areas adjacent to HNES with native species of trees and shrubs and to enhance the external appearance of the building in a manner consistent with York's commitment to sustainability.

6. RESPONDING TO THE REQUIREMENTS OF THE EXECUTIVE RESPONSE TO THE FES STRATEGIC PLAN 2001

Following the completion of the FES Strategic Plan in December 2001, the President defined a set of targets which the Faculty would achieve through the successful implementation of the Plan's objectives during the academic years 2002-2003 and 2003-2004. These objectives included the achieving of all enrolment targets, implementing major program changes, moving towards the balancing of Faculty income and expenditures, and working strictly within the funding arrangements for Faculties currently in place at York.

In particular, the following specific elements were defined for the Faculty:

- development of a recruitment/marketing plan implemented by a Faculty team working in close liaison with York Admissions;
- attraction and retention of undergraduate students with a cut-off level equal to that of other direct entry programs;
- development of close ties with high schools as a basis for undergraduate recruitment;
- presentation of the form of the new BES program in a manner that is accessible to high school and college and mature candidates – in this way reaching out to a broader applicant base;
- achieving undergraduate and graduate enrolment targets set within the Strategic Plan;
- devising a budget strategy through which the Faculty carries its own costs and in a manner that balances the in-year operating budget by 2004-2005 and pays off the accumulated operating debt by the end of fiscal year 2006-2007 (N.B. the current rolling budget calculations made in Spring 2004 indicate that these basic budgetary requirements will be achieved);
- maintenance of a faculty hiring plan which sustains faculty:student ratios in line with current University policy;
- development of a FES Research Plan and expansion of research activity in close association with university-based activity (see item 2);
- establishing an on-going fundraising plan in close association with the York University Foundation (see item 7); and
- developing a physical space plan which balances enrolment growth needs (see item 5).

The Faculty's capacity over a three-year period to successfully respond to the demands of its own Plan and the definition of critical aspects of it by the President reflects a sterling performance by all members of the Faculty. A Faculty of such distinctive scale and design requires constant adaptation and development. Many tasks remain to be addressed, but the status of FES at the end of the 2003-2004 academic year suggests that the future of the Faculty is assured, assuming that it is able to maintain the Strategic Plan's guidelines and sustain a continuing contingency watch over its own performance, and that the University continues to support the existence of such a distinctive and unique Faculty form.

7. ACHIEVEMENTS OF FUNDRAISING PLAN, INCLUDING THE ROLE OF FES WORKS! AND THE ALUMNI STRATEGY

For FES, 2003-2004 marks an important year in the development of the interconnected relationship between fundraising, career planning, and alumni organization. The Faculty has an excellent developing relationship with the York University Foundation which has assisted in this process. The following table indicates that in actual fundraising results 2003-2004 has been a very successful year for the Faculty.

Figure 2: FES fundraising

	2002-2003	2003-2004	% Change
Annual Fund	$ 6,813	$ 10,335	+52%
Number of Donors	99	163	+65%
Average Gift	$69	$63	-7.86%
Other Annual Fundraising	$37,110	$219,285	+490%
Major Gifts	$ 9,000	$396,806	+4,398%
Han Shan Sih Gift	—	*$344,306**	—
Fisher Fund	*$28,901*	*$255,835*	*+785%*
Total Fundraising	**$52,923**	**$626,426**	**+1,084%**

* With the addition of matching funds from the Ontario Student Opportunities Trust Fund, this donation will establish an endowment worth over $615,000.

N.B. Italicized amounts are included in Total Fundraising. They have been isolated to show their individual impact.

Source: York University Foundation

The table shows there were dramatic increases over the previous year in alumni giving (annual fund), other annual fundraising, major gifts and contributions to the FES-managed Fisher Fund for Neotropical Conservation.

The Fisher Fund, which supports a wide range of research and conservation projects involving FES faculty and students in the Las Nubes Rainforest and adjacent area in southern Costa Rica, was created in honour of Toronto physician Dr. Woody Fisher, who in 1998 donated the Las Nubes Rainforest to York University. Through an agreement with the Canadian retail chain Timothy's World Coffee, coffee grown on farms adjacent to the rainforest went on sale during the year in over 140 stores in Canada. The coffee is certified as "sustainable" by the Costa Rican Ministry of Agriculture, indicating that it is produced in an environmentally, economically and socially responsible way. Approximately $1 per pound of Timothy's Las Nubes coffee sales is directed back to support conservation and sustainable development through the Fisher Fund. The coffee is the product of a joint effort by researchers from FES working with the Tropical Science Centre in San Jose centre and the local growers/farmers cooperative. Las Nubes coffee is also sold on the campus by York Food Service.

The Faculty was honoured during the year to receive a unique gift from the Han Shan Sih Buddhist Society of North York in the form of a home that had served as the society's temple for 15 years. The Society chose to make this donation to the Faculty because it perceived a strong connection between the Society's spiritual approach to the environment and the Faculty's unique holistic, transdisciplinary approach to environmental education. The proceeds from the sale of the house and matching funds from the provincial government will be used to establish an endowment of over $615,000 to support bursaries for needy students.

The improved results from alumni fundraising can be directly related to the expanded operations of the FES Works! and Alumni Office during 2003-2004. Created the previous year by combining the functions of alumni relations with the development of career and internship opportunities for FES students, the Office has continued to build relationships with alumni, with the dual aim of increasing their participation within FES and the wider York community, and increasing their satisfaction through the provision of relevant services. This strategy responds to the results of a survey conducted in 2002-2003 which indicated a strong interest among alumni to participate in student-oriented services and Faculty events.

Over the course of the year, the FES Works! and Alumni Office provided an expanded range of opportunities for alumni participation and engagement that included the following:

- Creation and implementation of an Alumni Mentorship program, in which 22 alumni mentors were matched with master's students based on their career and professional experience.
- Development and distribution of an Employer Kit to facilitate alumni recruitment of FES students and graduates for internships, field experience and employment opportunities.
- Continued participation of alumni in FES Works! career centre initiatives, including participation of 30 alumni professionals at the annual FES Networking Breakfast (co-hosted with York Career Services).
- Continued participation of alumni as guest speakers in the Faculty, at both FES Works! and student recruitment events. For example, alumni often take part in FES recruitment events at both graduate and undergraduate levels. Alumni panels are also integrated into information sessions for first-year master's students.
- Inclusion of alumni in Faculty and University events, such as the inaugural FES annual research conference and the evening on environmental education run in association with the "Change Your World" student recruitment conference.

Service delivery to alumni was also improved. Two areas that the alumni survey had identified as being of particular importance were: provision of career and employment services, particularly for recent graduates, and access to information regarding faculty news, research highlights and alumni profiles. During 2003-2004, the Office's services included:

- Circulation of over 2,000 employment, volunteer, and field experience placement opportunities for FES students and graduates through an Electronic Listserv and Opportunities Board (over 1,100 students and alumni are registered with the Electronic Listserv). The FES Alumni Electronic Listserv also included notices of local alumni events in Montreal, Ottawa and Toronto.
- Provision of one-on-one employment and career counselling for recent graduates. These services are marketed to graduating students as part of their convocation package.
- Addition of new alumni profiles to the FES Web site.
- Inclusion of FES news in York Alumni Matters e-Newsletter.

8. FIVE-YEAR TASKS FACING FES AND ITS NEW DEAN

The planning task given to Faculties in 2003-2004 by the Senate Academic Policy and Planning Committee focused on the "achievements and obstacles" experienced during the first year of the 2003-2008 Five-Year Plans that had been developed in the previous years. In many respects, the listing of obstacles and difficulties presented to APPC in this context provides a summary of the tasks being handed on by the current administration of the Faculty to the new Dean who is taking up her position in July 2004.

The following list summarizes these tasks:

- The need to engage all members of the Faculty in the continuing strategic planning process and to avoid the tendency for Faculty planning responsibilities to be borne by academic administrators and non-academic managers and staff.
- During the current period of uncertainty, it is particularly necessary for FES to establish an understanding and acceptance among members of the Faculty that they need to be directly engaged in the process of implementing changes, in order that the responsibility for them be recognized and shared by the whole Faculty.
- The promotion of the BES program in the high school system remains a vital and continuing task closely connected with creating an ability to transmit the distinctive and attractive qualities of the Faculty in ways that are recognized and understood among the wide-ranging group drawn to FES. This demands a constant testing and reworking of the branding and image projection of the Faculty and underlies the importance of external relations to the Faculty.
- The maintaining of the critical graduate student component of the Faculty, both in numbers and quality, demands intensive recruitment and a drive for increasing the funds available for students in FES. The increasing competition from other graduate programs with greater financial resources to draw on is making it increasingly difficult for the Faculty to maintain the large scale of the MES program. This issue must be addressed in the near future.
- The highly successful first year of the FES Strategic Research Plan needs to be sustained over the coming years. There is a serious lack of research support funding in FES which is directly linked with the decline in access to projects generating overhead. The potential of FES as a major generator of research is significant, but increased support for researchers, including encouraging research leaves, must be generated.

- There are many areas of development emerging in FES: new courses, projects, research clusters, collaborations with students and colleagues throughout the university, as well as the implementation of new diplomas and certificates which enrich the faculty's offerings and reputation. The cost of supporting such development activities in a situation of already strained resources is significant. Budgetary management, applied as FES emerges from its indebted situation, must provide support to reduce the pressure on members of the Faculty that results from the creative and energized development environment of the Faculty.

In many respects these tasks which will need to be addressed over the coming five years of tenure of the new FES Dean are present, to a greater or lesser extent, in all Faculties. The set of goals outlined for the coming year indicates the extent to which they are a continuing presence in the life of this particular Faculty.

Faculty Goals for 2004-2005

1. **External Relations**. The Faculty's external relations strategies will be extended, with the objective of further establishing the Faculty's image and awareness of FES among wide-ranging constituencies.

2. **Student Recruitment/Enrolment**. The Faculty will reinforce its strategies for increasing student recruitment and enrolment. This will include increased integration of graduate and undergraduate activities and broadening the base of faculty involvement.

3. **FES Strategic Plan**. The Faculty will continue to adapt the FES Strategic Plan, emphasizing the Faculty's wider academic and financial objectives. FES will explore ways to manage the workload increase implications of the Plan.

4. **Research Plan**. The Faculty will continue to implement its Strategic Research Plan, which features an increased role for research in the life of the Faculty and increased support for research activities.

5. **Faculty-based graduate studies**. The Faculty will increase the financial resources to support FES graduate programs and expand the pool of funding to increase financial support for graduate and undergraduate students.

6. **Move to the HNES Building**. The Faculty will implement its move to the Health, Nursing and Environmental Studies Building, resulting in an enhancement of overall FES operations.

7. **Fundraising**. The Faculty will expand on the successful fundraising activity within FES.

Budget

The Faculty of Environmental Studies' budget for 2004-2005 reflects its ongoing commitment to fulfilling the objectives of the FES Strategic Plan as originally developed in 2001 and revised in 2004. More specifically, it builds on strong financial performance in 2003-2004 (wherein the Faculty recorded a surplus of $389,204) to achieve balanced in-year performance in its operating account for 2004-2005, and repayment of the Faculty's operating debt by 2006-2007.

Faculty of Environmental Studies

	Operating Results by Expense Type	
	2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	31,828	10,000
Internal cost recoveries	35,528	38,320
Other revenues	17,595	22,826
Central allocations	7,803,016	7,360,104
Total Revenue	**7,887,967**	**7,431,250**
Expenses:		
Faculty - Administration	439,378	340,106
Faculty - Full-time	3,404,544	3,315,753
Faculty - Contract	238,704	220,580
Teaching assistants	970,306	1,019,993
Research	395,022	442,010
Support/Administration	1,562,815	1,544,689
Other	765	13,000
Total Salaries and Benefits	**7,011,534**	**6,896,131**
Operating costs	421,507	467,900
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	61,153	52,457
Scholarships & bursaries	4,568	4,900
Interest on long-term debt	-	-
Total Expenses	**7,498,762**	**7,421,388**
Total Revenue less Expenses	**389,205**	**9,862**
Previous Year's Carryforward	**(121,550)**	**267,655**
Carryforward to Next Year	**267,655**	**277,517**

FACULTY OF FINE ARTS

Overview

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, while advancing the development and teaching of the various arts disciplines at all levels. The Faculty's programs aim to reflect current professional and scholarly practices and technologies, preparing graduates for the many career options in the fine arts fields.

Through its work, the Faculty also serves the local, national and international cultural communities, conducting research, educating arts audiences, and promoting and enlivening the fine arts in Canada and abroad. York Fine Arts faculty and alumni play a leadership role in the Canadian and international arts community. They are major contributors to Canada's cultural industries, the development of public policies for culture and arts education, and the establishment and maintenance of national standards for competency and accreditation within various fine arts professions.

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

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

Figure 1: Number of Faculty, Staff, Students and Alumni

	2001-2002	2002-2003	2003-2004
Undergraduate students	2,335	2,450	2,650
Graduate students	167	166	171
Full-time tenure-stream faculty	92	97	100
CLAs	10	10	8
Contract faculty	116	123	166
Teaching and research assistants	133	114	130
Administrative and technical support staff	59	62	68
Alumni	8,487	9,001	9,490

Source: York Fact Book and Internal Fine Arts Data Collection

Planning and Implementation 2003-2004

ENROLMENTS

The Faculty has grown significantly in the past five years, with most of this planned growth taking place since 2002-2003 (see Figure 2 below). The spurt in enrolment in 2003-2004 was spurred by the increase in teaching space provided by the new Technology Enhanced Learning (TEL) Building which opened September 2003, and anticipation of new SuperBuild facilities scheduled to open in fall 2005. The number of spaces for new first-year majors was increased by almost 25 per cent to accommodate growth associated with the double cohort and demographics. As of November 1, 2003, the Faculty of Fine Arts reported 805 new students, 45 short of its target of 850 new incoming students. However, most Fine Arts major first-year required courses were fully enrolled, due to internal student transfers.

Across all years, the Faculty reached the undergraduate FFTE enrolment goals it had set as part of its planned growth strategy (see Figure 3). Studio courses for non-majors continued to be popular, but studio capacity is limited, restricting growth in these areas. Graduate FFTEs in 2003-2004 were higher than those achieved in the previous year, partly due to the fact that the Graduate Program in Theatre has a biennial intake and had an entering class in 2003-2004.

Figure 2: Percentage Change in Undergraduate FFTEs since 1999-2000

Year	Per cent Change
1999-00	0.0%
2000-01	2.4%
2001-02	9.8%
2002-03	16.7%
2003-04	39.2%

Figure 3: Target and Actual FFTEs 2003-2004

Enrolment Category	2003-04 Target	2003-04 Actual
Undergraduate	2,594	2,824.3
Design	200	198.5

Source: York Fact Book and Internal Fine Arts Data Collection

FACULTY GOALS FOR 2003-2004

In the 2002-2003 Planning, Budget and Accountability report, the Faculty of Fine Arts set the following goals for 2003-2004 and is pleased to report on the results:

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

Reflecting the pressures associated with the arrival of the double cohort class, the ratio of 101 (direct entry from Ontario high schools) to 105 (all other) new first-year registrants in Fine Arts

rose in 2003-2004. The percentage of high school registrants entering Fine Arts with an average of 80 per cent or better rose to 75 per cent, up from 68 per cent of entering students in 2002 and 47 per cent of entering students in 1999. In 2003, Fine Arts proudly attained the second-highest mean high school entering average (83.74 per cent) for year one registered students at York.

Fine Arts continued to work on improving its recruitment and admission procedures and materials. Prospective students appreciate the ease of access to information provided by the FFA Web site, which offers information on evaluation procedures and application deadlines, and downloadable supplementary application packages. The new 2003-2004 recruitment publication featured images of current Fine Arts students involved in various class activities, and provided prospective students with a realistic and welcoming view of the Faculty and its energy.

The Faculty continued to seek donor support for student assistance. Two new named awards were established, one Faculty-wide and one in Music. The renewed OSOTF envelope resulted in additional funding being made available through existing awards. The Faculty distributed $204,752 in Fine Arts-specific awards to students.

To address student retention rates

The Faculty is pleased to report continued strength in its retention of first-year students, the 84.3 per cent rate of 2002 year one Fine Arts students returning in 2003 being the third best rate at York. Several factors likely contributed to this success. In winter 2003, the Office of Student and Academic Services (SAS) offered "re-orientation" sessions to students in their first year of study, reminding them of degree requirements and providing them with information about certificates, exchanges and BEd options. In summer 2003, selected FFA students applied to and were accepted into the Fundamentals of Learning program, enabling students who had experienced academic difficulties to continue their university studies. Finally, a third student advisor was hired in SAS, whose role as Student and Alumni Relations Coordinator is to improve the services available to current students as well as to build contact and communications with alumni.

To expand and upgrade Fine Arts facilities

2003-2004 was a year of selected small renovation and renewal projects, accompanied by the major planning related to the Fine Arts facilities in the Accolade Project. Following the Department of Design's move into the TEL Building, the third-floor studios in the Joan & Martin Goldfarb Centre for Fine Arts were reconfigured to include an undergraduate Computer Lab with up to 30 work stations and a shared Modular Computer Lab and shared Experimental Performance Lab with 15-20 stations distributed between them. Additionally, Visual Arts New Media facilities were expanded to include a lighting grid and chroma key wall. A Graduate Student Computer Lab was also created. A planned Senior Digital Project Room was not completed, pending further curricular consideration. Phase One of renovations in the Print Media area was completed in the summer of 2003, with further work to be done in summer 2004.

Throughout 2003-2004, representatives from the Music, Dance, Theatre and Film & Video Departments contributed to the planning of the Faculty's areas in the Accolade Project, which was given a $23.4-million SuperBuild grant in April 2003. The Fine Arts facilities in the project will address the Faculty's longstanding highest-priority need – a dedicated, state-of-the-art home for the Department of Music – as well as new facilities for the Departments of Dance, Theatre, Visual Arts and Fine Arts Cultural Studies. In addition, the Accolade Project will add over 3000 student places in general academic space for units across the University.

Amid all these positive initiatives, regrettably the Faculty is not able to report progress with respect to another longstanding need: a passenger elevator in the Goldfarb Centre for Fine Arts. The Goldfarb Centre – a five-storey building housing the Faculty's student services and administrative offices as well as several academic departments with many classrooms and studios – remains one of the few facilities on campus not fully accessible to students, faculty, staff and visitors with mobility disabilities.

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

The Faculty has enjoyed considerable success in integrating digital technologies into the curriculum, and it is expected that these initiatives will continue to thrive. Several courses with a strong digital emphasis will continue to be offered, including FACS 1900 and FILM 1701.

The reconfiguration of the third-floor teaching spaces in the Goldfarb Centre as well as in the new TEL Building has increased access to courses featuring digital technologies. The new Flexible Performance Studio promotes innovative and interdisciplinary work by both faculty and students.

To actively pursue fundraising initiatives in cooperation with the York University Foundation

The Faculty continued to work with the York Foundation on a number of initiatives, with support for the Accolade Project being a major focus. Several significant gifts were received and planning was begun for a public capital campaign. Gift-in-kind were received for several Fine Arts departments and the Faculty and the Foundation worked together to improve the processing and recognition of such gifts. The Foundation-Faculty partnership also led to several gifts in support of specific project initiatives, including the Department of Film & Video's downtown showcase screening, CineSiege, and expanded support for the artist-in-residence program in Visual Arts.

To continue to aggressively pursue Faculty renewal

York Fine Arts' strong reputation has always been based on the high standards of its faculty. In 2003-2004, the Faculty continued to seek net new hires in areas of program growth and to replace retirees with new faculty of similar high calibre. Several new tenure stream appointments were made, but the significant short-term double-cohort impact was mainly addressed with CLAs and the hiring of additional contract faculty and teaching assistants.

To continue to work towards enhancing the overall experience of students

Many individual and group student artistic projects as well as extra-curricular activities and cultural events for the larger York community were made possible through funding provided by the Cold Beverage Agreement. Additionally, the Creative Arts Student Association (CASA) organized several events on campus and downtown showcasing the work of Fine Arts students.

The Faculty again hosted a Fine Arts Career Networking Breakfast to help students learn about career opportunities by meeting practising professionals.

In the third and final year of the Faculty's European Union exchange project, four Fine Arts students went to Holland or Finland for one term of study in winter 2004. The course affiliated with this exchange, Cultural Production in an International Environment, proved to be very popular with York students, doubling its enrolment from 2002-2003 to 2003-2004. Due to financial constraints it cannot be offered in the coming year (EU-Canada program funding for this project ends December 2004), but the Faculty hopes to able to reinstate the course, and the exchanges associated with it, in the future.

Throughout the year, students in the Goldfarb Centre for Fine Arts and the Centre for Film and Theatre were affected by the surrounding construction of the Accolade Project. Ongoing and open communication – particularly related to information and progress reports on the Accolade Project – was achieved through letters and presentations to the students by the Dean.

To pursue partnership opportunities to expand the range and quality of the Faculty's programs and career options for its students

The Faculty and individual departments continued to make progress in developing new partnerships and fine-tuning existing collaborations. The Consecutive Honours BFA Program in Theatre (Acting), an articulated program between York and the Humber College Institute of Technology and Advanced Learning, was recently approved. So too was the long-anticipated Cross-Disciplinary Certificate in Community Arts Practice, a cooperative venture between FFA and FES, which is set to launch in 2004-2005 with second-year students from both Faculties declaring their interest. Revisions to the York/Sheridan Joint Degree-Diploma Program in Film & Video and Media Arts were completed in fall 2003, enabling students who have completed three years of study in Sheridan's Media Arts program to complete an Honours BA or BFA at York in two additional years of study.

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

In summer 2003, Fine Arts hired a Research Officer mandated to support the Faculty's efforts to improve its research culture, including by pro-actively assisting faculty members in seeking research funding from external agencies. In 2003-2004, the Faculty began to see tangible, positive results from these efforts, notably a significant increase both in the quality and quantity of applications submitted to funding agencies, and the number and value of grants awarded. The amount of external funding applied for by Fine Arts faculty increased twelve-fold from 2002-2003 to 2003-2004, and the total amount of funding received more than doubled.

The introduction of the new Research/Creation Grants pilot program by SSHRC was enthusiastically received by Fine Arts faculty, who responded by submitting 15 applications. The total funding awarded to the Faculty in this program – almost $400,000 over three years for the two successful grants – placed York second in the national ranking. Twelve of the 13 unfunded applications were ranked "AAAA"; thus the obstacle to success was not the quality of the research projects, but insufficient funding available for distribution by SSHRC. The two Fine Arts faculty members who applied for SSHRC Standard Research Grants were both successful, with a total of $184,621 awarded.

There were other signs of achievement and promise in 2003-2004: a second Canada Research Chair was awarded in the Faculty of Fine Arts, a Visual Arts professor won the 2004 University-Wide Teaching Award for full-time faculty, one faculty member was nominated for the Canada Council Molson Prize, and two faculty members submitted applications for Canada Council Killam Fellowships, with results for the latter due in 2004-2005.

Several other research initiatives were undertaken in 2003-2004, including the design of a Fine Arts Research Web site, the creation of a faculty research survey, and the implementation of clearer guidelines and processes for the reporting of ethics in research involving human participants.

Starting in summer 2003, the Dance Department inaugurated a non-credit program leading to professional accreditation in Laban/Bartenieff Movement Analysis, the only such program offered in Canada. The program continues in the summer of 2004, as does the Department of Music's not-for-credit Summer Opera Workshop.

The Faculty continued to actively promote and profile the professional work and achievements of Fine Arts faculty and students through its own media relations work and news and events Web sites, as well as in conjunction with the University's Media Relations and Communications divisions. These efforts have increased the external community's awareness of York Fine Arts.

Figure 4: External Research Grants

Academic Year	1999-00	2000-01	2001-02	2002-03	2003-04
Number Applied	9	25	39	30	34
Number Successful	3	18	34	26	16
Amount Requested	$621,825	$1,685,296	$1,068,142	$736,038	$9,321,874
Amount Awarded	$120,360	$ 605,053	$ 586,149	$447,581	$1,028,801

Source: Internal Fine Arts Data Collection

To develop a focused strategy for the revitalization of alumni relations with the Faculty

The Faculty worked with the University's newly restructured Alumni Relations, Communications and Media Relations units and the Faculty's Chief Development Officer to begin to revitalize its alumni outreach. Components of this approach included stepped-up efforts to help update the central alumni database and targeted invitations to Fine Arts alumni to participate in major University initiatives such as the Bruce Bryden Alumni Awards dinner and the first ever York Fine Arts tennis marquee. Most significantly, the Faculty has added a staff member with dedicated responsibilities in the area of alumni relations.

To continue to address academic problems relating to growth

As one strategy for attracting and accommodating more students while preserving pedagogical quality and expanding the curriculum into new areas, the departments of Dance, Film & Video and Visual Arts reinstated, developed and/or enhanced their BA Honours studies programs effective September 2003. Dance and Film & Video plan continued growth in their BA programs over the next few years. The double cohort presented particular challenges associated with keeping lower than average student/faculty ratios in studio classes. Theatre and Dance both were able to accommodate added classes in 2003-2004 with the additional studios in the TEL Building.

Increased curricular programming in the evenings and in the summer is the other avenue through which Fine Arts has achieved and managed some of its growth. Summer courses have proven popular with students, offering them greater timetabling flexibility and thus more options as they attempt to balance their academic pursuits with work and family responsibilities.

To improve administrative processes for managing growth

Additional support staff continued to be hired on an as-needed, temporary basis through YUTA to assist departments in processing the growing number of applications and admissions.

To address the increasing complexity and scope of specialized facilities and equipment used in Fine Arts, coupled with the new capital projects that were initiated in 2003-2004, the Faculty hired its first Facilities Manager to ensure departments, faculty and students continue to be well served. Responsibilities of the position include facilities management, overseeing renovations and moves, health and safety policy development, and compliance, security and insurance/liability issues.

Increased growth and pressure within academic units was addressed through the creation of several new positions. A Studio Manager position was created with the Department of Visual Arts, and planning was initiated for increased technical support within the Department of Visual Arts and the Department of Film & Video.

A realignment of staff resources and reconfiguration of two existing management positions within the Dean's Office and Student & Academic Services took place, resulting in better coordination between the two areas and greater operational efficiencies for the Faculty.

Faculty Goals for 2004-2005

Building on results in 2003-2004, the Faculty of Fine Arts will pursue the following initiatives in 2004-2005:

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

The Faculty of Fine Arts has been increasingly successful in attracting students with strong academic records and notable talent in their chosen disciplines. In the coming year, the Faculty will continue its efforts in this regard through improved recruitment strategies, including print publications, on-campus events, contacts with high-school counselors and Web site improvements. The use of online supplemental application questionnaires has proved both popular and convenient, and will be expanded in 2004-2005.

The Faculty has noted that students have not been taking full advantage of the support available to them through scholarships and bursaries. In the coming year, Fine Arts students will be offered more pro-active advising in this area, as well as workshops to assist them in effective preparation of award applications.

To address student retention rates

Building on last year's success, the Fundamentals of Learning program will once again be offered to selected students in 2004-2005. To give students a wider, more flexible range of opportunities to pursue their interests, the Faculty has been working to broaden its curriculum with new courses and specific streams within disciplines and through linkages with other institutions. It is expected that these efforts will result in improved retention rates as students move into the upper-year options in these areas. However, it is worth noting that the undergraduate experience leads many students to reassess their career goals as they learn more about the diversity of professional paths open to them, and fully realize the high demands that many fine arts disciplines make on practitioners.

To expand and upgrade Fine Arts facilities

The year 2004-2005 will see final planning with respect to the interiors and equipment requirements of the Accolade Project, slated to open in September of 2005. In the fall of 2004, detailed analysis will continue on the "Accolade ripple" – the renovation and transformation of spaces being vacated by units moving to Accolade so that those spaces can serve the expansion plans of other Fine Arts units. In general terms, this will create new teaching spaces for Film & Video, Theatre, Visual Arts, and Fine Arts Cultural Studies, as well as some additional faculty and staff offices.

The Faculty will continue to seek a solution to the "accessibility deficit" caused by the lack of a passenger elevator in the Goldfarb Centre for Fine Arts.

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

Acting on the recommendation of the Fine Arts Committee on Arts and Technology, Fine Arts Computing Services has put in place a Technology Assistance program that is rolling out in summer 2004. This program is designed to provide technology assistance to faculty members who are taking advantage of the learning and accessibility possibilities afforded by the Web. It is hoped that by providing this assistance, the Faculty can introduce more successful Web-enhanced courses to join the ranks of FACS1900 and FILM1701.

To actively pursue fundraising initiatives in cooperation with the York University Foundation

In 2004-2005, the Faculty will be working closely with the York University Foundation on the public campaign in support of the Accolade Project. The Accolade Project presents many funding needs in both the general academic and fine arts areas, many of which offer significant opportunities to recognize donor support. The Faculty and the Foundation will work together to identify potential supporters and secure their participation in the project.

To continue to aggressively pursue Faculty renewal

Departmental search committees have expressed general satisfaction with the number and excellence of candidates who have applied to the Faculty of Fine Arts in recent years. At time of writing, a large portion of planned hires for 2004-2005 have been accomplished. Two searches are likely to result in appointments which may not take effect until July 2005. Failed searches will be renewed for hirings in 2005-2006. In addition, pending approval, searches will be held to replace retiring faculty and for up to four net new appointments, all planned to take effect July 2005.

To continue to work towards enhancing the overall experience of students

Additional initiatives in the area of career planning for Fine Arts students will be introduced in 2004-2005, including informing students about York's Career Centre and its resources in their advising sessions as well as during Orientation Week. A new Student Services section will be added to the Fine Arts Web site, offering the opportunity for better and more timely communication with students relating to academic initiatives, opportunities and timelines. The Faculty will explore the feasibility of establishing an annual awards celebration to recognize exceptional students. Throughout the year, students will be kept apprised of progress surrounding the Accolade Project in preparation for the various moves that are anticipated to take place in the Faculty in the summer/fall of 2005.

To pursue partnership opportunities to expand the range and quality of the Faculty's programs and career options for its students

In 2004-2005, the Faculty will continue to seek partnerships with discipline-related external organizations or industries with the goal of improving students' sense of post-graduation opportunities. A formal internship program for upper-year production students entailing co-op placements with industry partners will be launched in the Department of Film & Video in summer 2004. The Faculty will continue to work towards new partnerships with George Brown College and the School of Toronto Dance Theatre, with a view to inaugurating these programs in 2005-2006.

Several departments are working with the Faculty of Graduate Studies to offer new programs in fine arts at the graduate level. York University hopes to launch the first Masters of Design program in Ontario in September 2005.

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

In 2004-2005, Fine Arts will continue to develop and promote its research culture and the achievements of its faculty. Fine Arts faculty members are being encouraged to refine applications not funded last year for re-submission to SSHRC in 2004-2005. Preliminary preparation is underway for a CFI proposal to be submitted in 2005. Acknowledgement of faculty contributions to teaching and scholarship will continue through nominations of FFA faculty for teaching and other prestigious awards. The Faculty's public and media relations area will continue to profile the professional work of faculty members within the arts and entertainment industries and the wider community through print, Web and broadcast media and its own publications.

The Faculty of Fine Arts remains concerned that Key Performance Indicators that are unsuitable to its unique disciplines and the way in which the fine arts industries work, may be applied in external assessments of the excellence and relevance of its programs. In the upcoming year, the Faculty will be conducting research to establish appropriate criteria for measuring excellence in these fields, based on a national and international perspective.

To develop a focused strategy for the revitalization of alumni relations with the Faculty

Having established a support staff position whose mandate includes alumni relations, the Faculty is well-positioned to begin developing a strategic plan and concrete, pro-active initiatives to improve its communications and interactions with alumni. Building a strong, mutually supportive relationship with York's revitalized Alumni Affairs division, contributing to institutional projects such as a new alumni database, and integrating Fine Arts alumni outreach with York-wide alumni initiatives, will be a cornerstone of these efforts. The Faculty will also explore the feasibility of launching a publication aimed at Fine Arts alumni.

To continue to address academic problems relating to growth

Although it appears that the fine arts departments were successful in addressing the pressures of the double-cohort year 2003-2004 with only a modest increase in student/faculty ratio, a review of growth over the past ten years indicates that the Faculty has incrementally increased the average number of students per full-time equivalent faculty. Learning in the fine arts normally requires a lower student/faculty ratio than the university average, particularly in studio courses and associated labs. In the coming year, the Faculty will examine initiatives to address this concern within budget limitations.

Fine Arts undergraduate student enrolment is projected to continue to increase over the next few years. Some of this growth will be accommodated through access to new facilities provided by the Accolade project. Additional growth will be achieved through continued expansion of BA programs, and maximizing the use of studio facilities by offering evening and summer courses.

Now that SAS has reached its full complement of three advisors, students will have improved access to advising throughout the year, including "re-orientation" sessions for students entering their second year of study.

To improve administrative processes for managing growth

Additional support staff will be hired on an as-needed, temporary basis through YUTA to assist departments in processing applications and admissions.

The hiring of new technical support staff to address increasing demands in Visual Arts and in Film & Video will take place by fall 2004. Planning the Faculty's move into the new Accolade facilities will also begin, with a view to addressing the management and operation of new performance facilities. It is anticipated that this will result in the establishment of several new staff positions and realignment of some existing technical positions within Fine Arts departments.

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

The 2003-2004 actual budget results were more positive than the original budget submission partly due to some surplus carry-forwards in academic unit operating budgets, but largely because some unanticipated additional income was received through a variety of sources. The unanticipated income is earmarked for several specific projects that are scheduled to occur in 2004-2005; therefore the funds cannot be directed towards other anticipated expenses.

Even with the most optimistic forecasts, the Faculty of Fine Arts has a structural budget deficit. The significant cuts that all units in the University have undergone, and which are expected to continue, combined with escalating costs, have made it difficult for the Faculty to improve its financial profile. In 2004-2005, the Faculty is continuing with its growth strategy which, if successful, will bring in approximately $1.4 million in additional funds. The strategy includes significant growth in the Faculty's undergraduate programs and a smaller degree of growth in its graduate programs. It also assumes increased double cohort funding. Some progress has been seen with the assistance of the Complement Recovery Program (CRP), the revised recoveries policy, and the Twin Pillar funding formula; however, the Faculty continues to struggle to replace appointments following retirements, add new full-time and part-time faculty and staff positions, and deal with escalating costs.

The Faculty's 2004-2005 budget submission reflects an optimistic view of enrolments in its programs, balanced by a conservative estimate of revenue in other areas. Two non-credit programs are taking place in the Faculty this year; however revenue projections are very modest. The Faculty's expenses in 2004-2005 were projected as realistically as possible with information available at the time of the budget submission. Once the 2003-2004 surplus carry-forward is factored in, the budget submission for 2004-2005 shows a small surplus carry-forward, but the Faculty is nevertheless actually anticipating a deficit in this year. This is largely because the necessity to remain competitive in a high-demand market has resulted in higher than anticipated starting salaries for new incoming faculty. Additionally, the number of sabbaticals in 2004-2005 has increased along with contract faculty costs since the time of budget submission.

Faculty of Fine Arts

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	980,229	711,105
Internal cost recoveries	372,168	164,618
Other revenues	4,200	-
Central allocations	19,995,244	21,675,093
Total Revenue	**21,351,841**	**22,550,816**
Expenses:		
Faculty - Administration	464,674	424,387
Faculty - Full-time	8,690,505	10,047,686
Faculty - Contract	2,835,604	3,104,702
Teaching assistants	963,965	1,018,970
Research	1,209,131	1,181,820
Support/Administration	4,094,557	4,655,052
Other	42,073	38,900
Total Salaries and Benefits	**18,300,509**	**20,471,517**
Operating costs	2,300,788	2,460,754
Amortization of capital assets	-	-
Cost of goods sold	8,826	27,763
Taxes and utilities	144,705	135,453
Scholarships & bursaries	3,250	3,500
Interest on long-term debt	-	-
Total Expenses	**20,758,078**	**23,098,987**
Total Revenue less Expenses	**593,763**	**(548,171)**
Previous Year's Carryforward	**55,294**	**649,057**
Carryforward to Next Year	**649,057**	**100,886**

GLENDON COLLEGE

Overview

Glendon College is York University's bilingual Faculty, offering high quality liberal arts programs in both English and French. Its curriculum has developed over time to reflect both the Canadian perspective and its international context. Small in size and separate in location, Glendon has a strong community ethos that is reinforced by relatively small classes and high interaction between students and instructors. Surveys of Glendon's students consistently reveal a high level of student satisfaction with their courses. Glendon instructors are devoted to quality teaching and the Principal's Teaching Excellence Award recognizes teaching excellence annually; the winner for 2003-2004 is History professor Donald Pilgrim.

Glendon hosted a series of high profile Canadians and foreign figures such as His Excellency John Ralston Saul; Greg Sorbara, the Ontario Finance Minister; Madeleine Meilleur, Ontario Minister of Culture and Minister Responsible for Francophone Affairs; York University alumnus and CNN Anchor Jonathan Mann; Kathleen Wynne, parliamentary assistant to the Ontario Minister of Training, Colleges and Universities; the Romanian Ambassador; the Consuls-General of Brazil, France, Germany and Japan; and more. The Glendon College Student Annual International Studies Symposium received the Student Leadership in Internationalization Award of the Canadian Bureau for International Education. Internationally renowned champion of linguistic human rights Tove Skutnabb-Kangas, of Roskilde University, Denmark, lectured on language diversity, biodiversity and linguistic human rights. Glendon also signed an agreement with the Théâtre La Tangente, making it the first ever theatre company-in-residence at Glendon.

Along with all other York Faculties, Glendon has worked to increase the support for faculty members seeking grants from external funding agencies. It also worked with the Office of Research Services and the Office of the Vice-President Research and Innovation to identify areas of need, establish priorities, and create a new research officer position.

Glendon's core quantitative descriptors are summarized in the following table.

Figure 1: Core Quantitative Descriptors

	2000-2001	2001-2002	2002-2003	2003-2004
Undergraduate Students	1,699	1,710	1,959	2,169
Graduate Students	38	38	50	39
Full-Time Faculty	82	85	89	91
Contract Faculty (heads)	88	81	86	104
Teaching Assistants	9	12	8	9

Planning and Implementation 2003-2004

Glendon's goals during 2003-2004 were to:

- Successfully restore Glendon Hall, in collaboration with the Junior League of Toronto;
- Secure funds and support for the establishment of a bilingual graduate School of Public Affairs;
- Give greater priority to recruiting Francophone students;
- Continue with the pursuit of a development campaign; and
- Plan for continuing faculty renewal.

SUCCESSFULLY RESTORE GLENDON HALL, IN COLLABORATION WITH THE JUNIOR LEAGUE OF TORONTO

The Junior League of Toronto and Glendon collaborated to successfully renovate Glendon Hall. In preparation for the Junior League of Toronto Showhouse 2004, which lasted from May 8 to June 6, over 50 of Toronto's finest designers were mobilized. In all, including tradespeople and suppliers of all sorts, about 1,500 people were involved in the Showhouse, transforming the building into an upscale residence open to the public for the occasion. Around 15,000 people visited the Glendon campus and the Showhouse presented the College with an opportunity for a successful fundraising evening. The refurbished Glendon Hall will now be used to provide needed classroom space and public events facilities, as well as to house key administrative offices.

SECURE FUNDS AND SUPPORT FOR THE ESTABLISHMENT OF A BILINGUAL GRADUATE SCHOOL OF PUBLIC AFFAIRS

At its June, 2003 meeting, Senate approved establishment of the School in principle, subject to sufficient funding. During 2003-2004, efforts proceeded to secure funding for the School. An advisory committee of major public figures was established. Finally, plans for the School itself were further developed and refined.

GIVE GREATER PRIORITY TO RECRUITING FRANCOPHONE STUDENTS

Glendon has extended its reach with in-school visits to all of the francophone regions of the province. Coordinated special mailings to guidance counsellors in first term and to applicants in second term came in support of school visits. A newly created Entrance Bursary for Ontario French First Language High School Graduates was aggressively promoted in print materials, school visits and open house activities. Glendon intensified its ties with schools, particularly in the GTA through a variety of means such as hosting a mock-university lecture as a supplement to high school students' literature curriculum.

CONTINUE WITH THE PURSUIT OF A DEVELOPMENT CAMPAIGN

Glendon began implementing strategies in conjunction with York University Foundation to enhance its reputation and public profile at the provincial and national levels. The first and second parts of the feasibility study have been completed with internal and external audiences. The College now has a powerful tool to target and increase private financial support.

Glendon has maintained close links with the York University Foundation, and created a positive collaborative environment particularly in the areas of Alumni Affairs, Media Relations and Communications. The Office of Advancement has been working with departments to increase private financial support. Important results include a new OSOTF award from The Honourable David Collenette and another scholarship made possible by a generous gift from philanthropist Milton Harris. Other donors include the McLean Foundation and the Scotia Bank.

A new fund-raising sub-committee of the Advisory Committee was established to provide support and advice on soliciting for major gifts. In 2004-2005 Glendon will be included for the first time in the next York University Capital Campaign. Much progress has been made to ensure that Glendon benefits from a share of potential donors and funding befitting its history and cultural significance.

PLAN FOR CONTINUING FACULTY RENEWAL

Glendon hired seven new tenure-stream faculty members in 2003-2004, one in each of the following departments: Economics, English, French Studies, Hispanic Studies, History, Political Science and Psychology. Colin Coates was also appointed as Canada Research Chair in Canadian Cultural Landscapes.

Glendon is currently working at filling a series of seven tenure-track positions for 2004-2005 in the following academic departments: Drama Studies, French Studies, International Studies, Mathematics, Philosophy, Political Science, and Translation. Competitions were launched under guidance from departmental selection committees and the process has gone rather smoothly. For a number of years in a row, Glendon has had to replenish its faculty complement due to a significant number of retirements.

Glendon's Goals for 2004-2005

In 2004-2005, Glendon will aim to:

- Continue building support for the establishment of a bilingual graduate School of Public Affairs. Significant efforts were expended in the past year toward this objective and the Faculty will enlist key supporters for this important project.
- Increase the quality of the incoming class while achieving the enrolment target of 1829 fftes. As the Faculty increases the number of applicants, it is in a better position to develop strategies to attract a larger proportion of academically strong candidates.
- Broaden nationally the recruitment of Glendon students. Glendon's Recruitment and Liaison Department plans to send representatives to various provincial school fairs and increase Glendon's visibility outside of Metropolitan Toronto.
- Improve support for research. With the assistance of the Office of Research Services, Glendon aims to increase the participation of its faculty members in research activities by giving them the tools and support to identify and apply for grants.
- Continue with the pursuit of a development campaign. Using the recently completed feasibility study for a Glendon campaign, the Faculty will work with the York Foundation to increase the money raised for Glendon projects.

Budget

Glendon College's total budget is aligned to meet the various components of its teaching and research commitments. In particular, around 90 per cent of total expenditures covers the salaries and benefits of full-time and contract faculty, part-time academics, teaching assistants and staff. The College's bilingual commitments are fully met within this budget. As in the previous three years, the 2003-2004 budget plan included a base budget cut. The effect of past enrolment deficits at Glendon continues to create a negative impact on the carryforward figures. However, Glendon follows a recovery strategy approved by the University Senate and the Board of Governors and was over the enrolment target set for 2003-2004 by 145 fftes. This is the second year in a row with a significant increase over the anticipated enrolment (88 fftes over recovery target last year).

Glendon College

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	784,177	827,200
Internal cost recoveries	421,495	347,464
Other revenues	497,071	–
Central allocations	18,264,622	15,630,457
Total Revenue	**19,967,365**	**16,805,121**
Expenses:		
Faculty – Administration	605,431	656,050
Faculty – Full-time	7,615,740	8,886,912
Faculty – Contract	2,916,316	1,956,350
Teaching assistants	162,820	61,750
Research	1,569,706	968,798
Support/Administration	3,243,502	3,079,601
Other	90,110	17,777
Total Salaries and Benefits	**16,203,625**	**15,627,238**
Operating costs	1,768,008	1,133,027
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	164,909	150,900
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**18,136,542**	**16,911,165**
Total Revenue less Expenses	**1,830,823**	**(106,044)**
Previous Year's Carryforward	**(2,422,409)**	**(591,586)**
Carryforward to Next Year	**(591,586)**	**(697,630)**

COLLÈGE UNIVERSITAIRE GLENDON

Vue d'ensemble

Le Collège universitaire Glendon est la faculté bilingue de l'Université York. Il offre des programmes d'arts et lettres de grande qualité, en français et en anglais. Son cursus s'est développé au fil du temps et reflète à la fois la perspective canadienne et son contexte international. Plus circonscrit que le campus de York et géographiquement distinct de celui-ci, il règne à Glendon un esprit de corps très marqué. Ce sentiment est renforcé par le haut niveau d'interaction entre enseignants et étudiants et la taille relativement petite des classes. Les sondages menés auprès des étudiants révèlent qu'ils sont très satisfaits de leurs cours. Les professeurs de Glendon se consacrent à un enseignement de qualité et le Prix d'excellence en enseignement décerné par le principal reconnaît chaque année cet excellent travail. Le lauréat de l'année 2002-2003 est M. Donald Pilgrim, professeur d'histoire.

Glendon a invité toute une série de personnalités canadiennes et étrangères très en vue, notamment Son Excellence John Ralston Saul; Greg Sorbara, ministre des Finances de l'Ontario, Madeleine Meilleur, ministre de la Culture et ministre déléguée aux Affaires francophones; Jonathan Mann, diplômé de l'Université York et présentateur du réseau CNN; Kathleen Wynne, adjointe parlementaire du ministre de la Formation et des Collèges et Universités de l'Ontario; l'ambassadeur de Roumanie; les consuls généraux du Brésil, de France, d'Allemagne et du Japon. Les étudiants du Collège universitaire Glendon ont gagné le prix du leadership en internationalisation du Bureau canadien de l'éducation internationale pour leur Symposium annuel en études internationales. Mme Tove Skutnabb-Kangas, de l'Université de Roskilde, au Danemark, championne de réputation internationale en matière de droits linguistiques, a fait une conférence sur la diversité linguistique, la biodiversité et les droits linguistico-humains. Glendon a également signé une entente avec le Théâtre La Tangente, ce qui constitue une première pour une compagnie théâtrale en résidence à Glendon.

De même que toutes les autres facultés de York, Glendon s'est efforcé d'appuyer davantage les membres du corps professoral qui recherchent des subventions auprès d'organismes de financement de l'extérieur. Glendon a également collaboré avec le Service de la recherche et le Bureau du vice-président à la recherche et à l'innovation pour identifier les secteurs où existe un besoin, fixer des priorités et créer un nouveau poste de responsable du soutien à la recherche.

Tableau 1: Glendon en chiffres

	2000-2001	2001-2002	2002-2003	2003-2004
Étudiants de premier cycle	1 699	1 710	1 959	2 169
Étudiants de deuxième cycle	38	38	50	39
Professeurs à temps plein	82	85	89	91
Professeurs à contrat	88	81	86	104
Assistants à l'enseignement	9	12	8	9

Planification et mise en oeuvre en 2003-2004

En 2002-2003, les objectifs de Glendon ont été les suivants :

- Restaurer le manoir Glendon, en collaboration avec la Junior League de Toronto,
- Fournir le soutien et les fonds nécessaires à la création d'une École bilingue d'affaires publiques de deuxième cycle,
- Donner la priorité au recrutement d'étudiants francophones,
- Poursuivre la campagne de développement, et
- Continuer d'assurer le renouvellement du corps professoral.

RESTAURER LE MANOIR GLENDON, EN COLLABORATION AVEC LA JUNIOR LEAGUE OF TORONTO

La *Junior League of Toronto* et Glendon ont collaboré en vue de rénover le manoir Glendon en profondeur. En préparation du *Showhouse 2004* de la *Junior League of Toronto*, qui a eu lieu du 8 mai au 6 juin, on a fait appel à plus de 50 des meilleurs décorateurs de Toronto. Si l'on compte les ouvriers et les fournisseurs de toutes sortes, environ 1500 personnes ont participé à la réalisation du *Showhouse*, consistant à transformer le bâtiment en une opulente résidence ouverte au public pour l'occasion. Environ 15 000 personnes ont visité le campus Glendon et le *Showhouse*, ce qui a donné au Collège l'occasion d'organiser une soirée de collecte de fonds couronnée de succès. Le manoir Glendon, entièrement rénové, abritera désormais des salles de classe dont le Collège a besoin de toute urgence, des salons qui pourront être utilisés pour des réceptions publiques, de même que des bureaux pour des services administratifs clés.

FOURNIR LE SOUTIEN ET LES FONDS NÉCESSAIRES À LA CRÉATION D'UNE ÉCOLE BILINGUE D'AFFAIRES PUBLIQUES DE DEUXIÈME CYCLE

Lors de sa réunion de juin 2003, le Sénat a approuvé en principe la création de l'École, sous réserve d'un financement suffisant. Au cours de l'année 2003-2004, des efforts ont été déployés pour assurer le financement de l'École. Un comité consultatif composé de personnalités publiques de marque a été créé. Enfin, le développement des plans de réalisation de l'École a été poursuivi et perfectionné.

DONNER LA PRIORITÉ AU RECRUTEMENT D'ÉTUDIANTS FRANCOPHONES

Glendon a étendu son champ d'influence en organisant des visites d'écoles dans toutes les régions francophones de la province. Ces visites ont été accompagnées de l'envoi d'une documentation spéciale aux conseillers d'orientation au cours du premier trimestre et aux postulants au cours du deuxième. Une bourse d'entrée nouvellement créée pour les diplômés d'école secondaire francophone de l'Ontario a fait l'objet d'une promotion dynamique sous forme d'imprimés, de visites d'écoles et de journées « portes ouvertes ». Glendon a intensifié ses relations avec les écoles, surtout celles du Grand Toronto, par divers moyens, notamment en organisant une pseudo-conférence universitaire à titre de supplément du programme d'études de littérature des élèves du secondaire.

POURSUIVRE LA CAMPAGNE DE DÉVELOPPEMENT

Glendon a commencé à mettre en oeuvre, conjointement avec la Fondation de l'Université York, des stratégies visant à rehausser sa réputation et son profil public aux niveaux provincial et national. Le premier et le deuxième volet de l'étude de faisabilité ont été achevés par des audiences internes et externes. Le Collège possède désormais un outil puissant pour cibler et augmenter le soutien financier du secteur privé.

Glendon a conservé des liens étroits avec la Fondation de l'Université York et a créé une ambiance de collaboration positive, surtout dans les domaines du Service de presse, de communications et de relations avec les diplômés. Le Bureau de la promotion a collaboré avec les divers départements pour augmenter le soutien financier de la part du secteur privé. Parmi les résultats les plus importants, on peut citer une nouvelle bourse du Fonds fiduciaire d'initiatives pour les étudiantes et étudiants de l'Ontario, accordée par l'honorable David Collenette dans le cadre d'un effort pour contrebalancer à part égale les dons en espèces versés aux établissements postsecondaires, ainsi que d'autres bourses qui ont été rendues possibles grâce à un don généreux du philanthrope Milton Harris. Parmi les autres donateurs, on compte la Fondation McLean et la Banque de Nouvelle-Écosse.

Un nouveau sous-comité de collecte de fonds du Comité consultatif a été mis sur pied pour assurer le soutien nécessaire et donner des conseils sur la sollicitation de dons importants. En 2004-2005, Glendon sera inclus pour la première fois dans la prochaine campagne de capitalisation de l'Université York. Des progrès considérables ont été réalisés pour assurer à Glendon la part du financement et des donateurs qui lui revient de par ses antécédents et son importance culturelle.

CONTINUER D'ASSURER LE RENOUVELLEMENT DU CORPS PROFESSORAL

En 2003-2004, Glendon a engagé sept nouveaux professeurs à des postes conduisant à la permanence, dont un dans chacun des départements suivants : Science économique, Anglais, Études françaises, Études hispaniques, Histoire, Science politique et Psychologie. Colin Coates a également été nommé titulaire d'une Chaire de Recherche du Canada sur les Paysages culturels canadiens.

Glendon s'efforce actuellement de pourvoir une série de sept postes conduisant à la permanence pour 2004-2005 dans les départements suivants : Études d'art dramatique, Études françaises, Études internationales, Mathématiques, Philosophie, Science politique et Traduction. Des concours ont été organisés sous l'égide de comités de sélection des départements respectifs et ce processus s'est déroulé avec un minimum de heurts. Depuis plusieurs années consécutives, Glendon a dû engager de nouveaux professeurs en raison du nombre considérable de départs en retraite.

Objectifs de Glendon en 2003-2004

En 2003-2004 Glendon travaillera à :

- Continuer d'augmenter le soutien en faveur de la création d'une École bilingue d'affaires publiques de deuxième cycle. À cet effet, Glendon misera beaucoup sur les personnalités publiques de marque qui ont accepté de prêter leur service.
- Relever le niveau des étudiants nouvellement arrivés, tout en atteignant l'objectif d'effectifs étudiants de 1829 EFTP (équivalents fiscaux à temps plein). Glendon profitera de l'augmentation de ses effectifs étudiants pour développer une stratégie pour recruter en plus grand nombre des étudiants de haut calibre.
- Étendre le recrutement des étudiants de Glendon à l'échelle nationale. Le Bureau de recrutement et de liaison planifie d'envoyer des représentants de Glendon dans divers salons de l'éducation organisés dans les autres provinces pour augmenter la visibilité de Glendon à l'extérieur du Toronto métropolitain.
- Améliorer le soutien à la recherche. En misant sur les nouveaux services mis sur pied à cet effet, Glendon à l'intention d'augmenter la participation de ses professeurs à la recherche en offrant les outils et le support pour identifier et faire les demande de subvention à la recherche.
- Poursuivre la campagne de développement. La nouvelle étude de faisabilité pour une campagne de financement à Glendon permettra au Collège et à la Fondation de York de mieux concentrer ses efforts de levée de fonds et d'assurer de meilleurs résultats de financement pour les projets de Glendon.

Budget

Le budget total de Glendon est capable de satisfaire ses engagements au niveau de l'enseignement et de la recherche. On notera qu'environ 90 p. 100 des dépenses totales est consacré aux salaires et aux avantages sociaux des professeurs à temps plein et à contrat, des universitaires à temps partiel, des assistants à l'enseignement et du personnel. Les engagements bilingues du Collège sont pleinement satisfaits dans le cadre de ce budget. Comme pour les trois années précédentes, le plan budgétaire 2003-2004 comportait une réduction du budget de base. Le report des déficits en effectifs étudiants des années précédentes sur les exercices ultérieurs continue de gêner la progression de Glendon vers l'objectif souhaité. Néanmoins, Glendon poursuit sa stratégie de rétablissement, approuvée par le Sénat et le Conseil d'administration de l'Université. En 2003-2004, le Collège a dépassé de 145 EFTP (équivalents fiscaux à temps plein) la cible prescrite dans le plan de redressement. C'est la deuxième année que l'on assiste à une augmentation considérable par rapport aux effectifs prévus. (L'an dernier, les chiffres étaient supérieurs de 88 EFTP à ceux de l'objectif souhaité.)

Collège Glendon

(dollars)	Résultats d'exploitation 2003-2004 actuels	2004-2005 budget
Recettes :		
Recouvrement des frais externes	784 177	827 200
Recouvrement des frais internes	421 495	347 464
Autres revenus	497 071	–
Enveloppe budgétaire	18 264 622	15 630 457
Recettes globales	**19 967 365**	**16 805 121**
Dépenses :		
Corps enseignant – Administration	605 431	656 050
Corps enseignant – plein temps	7 615 740	8 886 912
Corps enseignant – contractuels	2 916 316	1 956 350
Assistants à l'enseignement	162 820	61 750
Recherche	1 569 706	968 798
Soutien et administration	3 243 502	3 079 601
Autres	90 110	17 777
Total des salaires et avantages sociaux	**16 203 625**	**15 627 238**
Coûts de fonctionnement	1 768 008	1 133 027
Amortissement des immobilisations	–	–
Coûts des produits vendus	–	–
Impôts et commodités	164 909	150 900
Bourses d'études et d'entretien	–	–
Intérêts sur dettes à long terme	–	–
Dépenses globales	**18 136 542**	**16 911 165**
Recettes moins dépenses	**1 830 823**	**(106 044)**
Report des exercises antérieurs	**(2 422 409)**	**(591 586)**
Reporté en l'an prochain	**(591 586)**	**(697 630)**

FACULTY OF GRADUATE STUDIES

Overview

The mission of the Faculty of Graduate Studies is twofold:

(i) to promote and enhance the quality of its graduate programs, and (ii) to attract and support outstanding students for those programs. Since it was founded in 1963, the Faculty has established an impressive array of excellent graduate programs in both traditional core disciplines and innovative interdisciplinary areas. As the second largest graduate school in Ontario for a number of years now, the Faculty of Graduate Studies plays a central role in York University's national and international stature in research and scholarship.

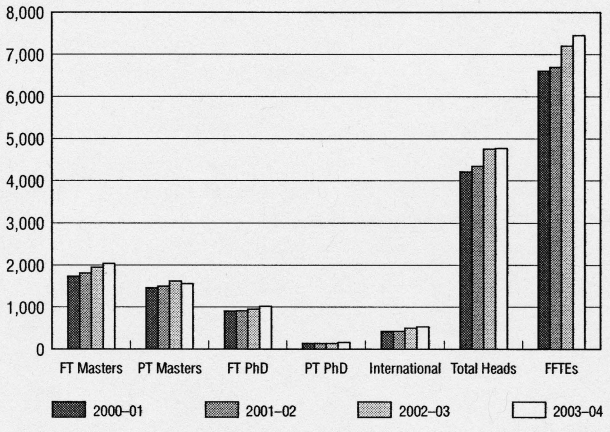
Effective April 15, 2004, the position of Associate Vice-President Graduate was created. The current Dean of the Faculty of Graduate Studies, Professor John Lennox, was appointed to the position. Professor Lennox continues as Dean of the Faculty and the current administrative structures of the Faculty remain in place. The establishment of the position of Associate Vice-President Graduate in the Division of the Vice-President Academic recognizes the growing importance of graduate studies at York and in Ontario, and is intended to facilitate enhanced coordination in the planning and management of graduate programming, innovation and enrolments.

GENERAL STATISTICS

Programs

- 43 graduate programs (including all the professional business programs and the Osgoode Professional Development LLM Program) and 22 unique graduate diplomas (three of which are stand-alone). This is an increase of three diplomas since the last report.

Figure 1: Enrolments



Source: York fact Book, Office of Institutional Research and Analysis

Number of full-time faculty

- 995 York faculty appointed to the Faculty of Graduate Studies, compared to 954 in 2002-2003.

Number of support staff

- 13 support staff in the Faculty office (12 in 2002-2003); also supported by 44 Graduate Program Assistants

Planning and Implementation: 2003-2004 Goals

The following specific Faculty strategic directions for 2003-2004 were described in the 2002-2003 Planning, Budget and Accountability Report:

1) ACADEMIC PLANNING EXERCISE: EVOLUTION AND RENEWAL

The Faculty is facing some key challenges, including the federal government's call for universities to expand their graduate student body by five per cent annually; the impending retirements of large numbers of faculty members; the prospect of substantial growth in the undergraduate population which will eventually translate to a larger graduate student base; and the ever-present possibility of a two-tiered categorization of universities. A list of priorities will be established for a self-study exercise to be conducted over this year.

Realization: The Faculty of Graduate Studies began its self-study with an opening planning forum on May 15, 2003. The guest speaker was Lawrence Martin, Dean of the Graduate School and Vice-Provost Planning at the State University of New York at Stony Brook. Between October 2003 and February 2004, FGS's Academic Policy and Planning Committee met with eighteen groups representing all parts of the University that are connected with graduate education. At the same time, statistics and data were being collected and analyzed. The report coming out of the consultations is being drafted for presentation to Faculty Council in Fall 2004.

2) FEASIBILITY STUDY FOR THE CANADIAN RESEARCH-DOCTORATE QUALITY ASSESSMENT SURVEY

FGS will collaborate with the Canadian National Steering Committee and with appropriate members of the offices of the President and Vice-President Academic to play its full part as an institution which will be included in the feasibility study.

Realization: The feasibility study has been delayed by the National Research Council in the U.S.A. because it is seeking additional funding. Therefore, this project has been delayed here in Canada.

3) CANADA GRADUATE SCHOLARSHIPS

York will work with the federal granting agencies and graduate program directors to improve the administration and publicizing of these scholarships.

Realization: The Canada Graduate Scholarships are offered through SSHRC, NSERC, and CIHR to both masters and doctoral students and are a prestigious national award. Beginning in 2003, the program is designed to provide 2,000 additional masters awards and 2,000 additional doctoral awards by the time it is fully rolled out in 2006-2007. While the lion's share of these awards are for the SSHRC-funded disciplines, graduate education across the board has received a very welcome infusion of student support. The Faculty of Graduate Studies consulted with Graduate Programs and engaged in dialogue with SSHRC, NSERC and CIHR with respect to administration of the new Canada Graduate Scholarships at both the masters and doctoral level. The new scholarships were advertised widely at both the graduate and undergraduate fourth year level, resulting in the successful meeting of York's quota. The scholarships have been a particular boost to masters students in the Social Sciences who, unlike NSERC, were ineligible for any of the national awards offered by SSHRC. York received the second highest number of these scholarships in each of the first two years of the program.

4) APPRAISALS

FGS will continue to work with graduate programs to enable successful outcomes of the OCGS appraisals process. In 2002-2003, English, Psychology, Philosophy, Biology, and Social Work underwent appraisal, with only one result obtained to date. In 2003-2004, only the Graduate program in Education will undergo appraisal.

Realization: Results have been obtained for appraisals conducted in 2002-2003. The graduate programs in English and Psychology were both found to be of Good Quality. The graduate programs in Social Work, Biology and Philosophy were found to be of Good Quality with a Report due in 2005 for Social Work and in 2006 for both Biology and Philosophy. The graduate program in Education underwent appraisal with consultants visiting in April, 2004. The result is pending.

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

Figure 2: Status of OCGS Appraisals

Program and year of appraisal	Good Quality	Good Quality with Report	In Progress
2003-04			
Education			X
2002-03			
English	X		
Psychology	X		
Biology		X – due July 2006	
Social Work		X – due October 2005	
Philosophy		X – due May 2006	
2001-02			
Social Anthropology	X		
Chemistry		X – due April 2005	
Economics		X – due July 2005	
Mathematics & Statistics	X		
2000-01			
Law		X – due November 2004	
Geography		X – due April 2005	
Political Science	X		
Environmental Studies		X – submitted May 2004 (result is pending)	
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		
1998-99			
Physics & Astronomy	X		
Earth & Space Science	X		
1997-98			
Etudes françaises		X – submitted December 2001, resulting in Conditionally Approved; subsequent Report submitted May 2003, resulting in Good Quality	
Translation		X – submitted June 2001, resulting in Good Quality	
Business	X		
Linguistics	X		
Kinesiology & Health Science	X		

5) UPDATE AND REVISE THESIS GUIDELINES

This is one of the first steps in realizing one of the 2002-2003 goals of reviewing the need for, and use of, print-based publications. The Thesis Guidelines were last revised in 1998. The recommendations from the Dean's Task Force on Electronic Theses and Dissertations will be incorporated. The guidelines will likely continue to be printed as well as put on the Web.

Realization: This revision is in the final stages of completion for presentation in Fall 2004.

6) CREATE AN ADMINISTRATORS' HANDBOOK FOR PETITIONS

This will be another actualization of a 2002-2003 goal of reviewing the need for, and use of, print-based publications. The Handbook will serve to assist graduate program directors and assistants in the proper policy and procedures for student petitions.

Realization: This has been completed.

7) REVIEW APPEALS AND ACADEMIC HONESTY LEGISLATION

These policies are some years old and should be reviewed in consultation with appropriate bodies.

Realization: These have been revised and were approved at Faculty Council in June 2004.

8) CONTINUE TO REVIEW EXISTING PUBLICATIONS AND FORMS

Implementation of consistent styles for forms used by FGS and its Graduate Program offices incorporating the new York brand will be phased in. The FGS Calendar, Web site, and various forms will also be reviewed as to their need/format/style.

Realization: A revised Ethics form and Oral Examination Form were devised. The FGS print Calendar for 2004-2006 has been streamlined and reformatted.

NOTEWORTHY ACHIEVEMENTS

Student Honours and Awards

- In 2003-2004, FGS students received 32 SSHRC doctoral fellowships, the second highest number in Ontario, and the third highest in Canada. This number compares to 38 received in 2002-2003. In 2003-2004, the Canada Graduate Masters Scholarships program was inaugurated and York received 48 of these awards, the second highest number in Canada.
- FGS students continued to remain competitive and at the national average in NSERC post-graduate competitions. In 2003-2004, FGS students received 17, compared to 22 in 2002-2003.

- In 2003-2004, 223 Ontario Graduate Studies Scholarships (OGS) were awarded to York applicants.

FGS Annual Master's Thesis Prize Winners:

Mikhail Fomitchev, Graduate Programme in Computer Science, "Lock-Free Linked Lists and Skip Lists"

Daniela Kraemer, Graduate Programme in Social Anthropology, "In the House but Not at Home: House-girls in Vanuatu"

Bora A. Isyar, Graduate Programme in Sociology, "Marching Toward Turkism: The Origins of Turkish Republican Citizenship"

FGS Annual PhD Dissertation Prize Winners:

Sophia L. Stone, Graduate Programme in Biology, "Characterization of the Brassica napus ARC1 Protein and its Role in Self-Incompatibility"

Gábor Lukács, Graduate Programme in Mathematics & Statistics, "c-Compactness and Generalized Dualities of Topological Groups"

Manuel Poitras, Graduate Programme in Political Science, "Engineering Genomes, Engineering Societies? Genetic Imperialism and the Politics of Biotechnology in Mexico"

Governor-General's Gold Medal (for the highest academic achievement in the Faculty of Graduate Studies):

Gábor Lukács, Graduate Program in Mathematics & Statistics

Jason Bielas, Graduate Program in Biology

Many of the Faculty's students attain honours and awards from external agencies, at the local, provincial, federal and international levels. Two noteworthy examples from this past year are Ayse Keyce Uskul, a doctoral student in Psychology, who received for the second consecutive year a $20,000 scholarship award from the Ontario Women's Health Council, funded by the Ontario Ministry of Health and Long-Term Care, and Egla Martinez-Salazar, a doctoral student in Sociology who was one of the first three recipients of the prestigious new SYLFF (the Ryoichi Sasakawa Young Leaders Fellowship Fund Program) Prize from the Tokyo Foundation.

Faculty Honours and Awards

The Faculty offers an annual Graduate Teaching Award to a maximum of two faculty members who display excellence in the multifaceted aspects of teaching and supervision at the graduate level. In 2003-2004, the recipients were Professor Livy Visano (a member of the graduate programs in Sociology, Social and Political Thought, and Social Work) and Doug Crawford (a member of the graduate programs in Psychology, Kinesiology & Health Science, and Biology.)

ENROLMENTS

The November 2003 COU report "Advancing Ontario's Future Through Advanced Degrees" calls for a significant increase in graduate enrolments at Ontario universities over the next decade. The report echoes similar calls at the federal level for graduate expansion. These developments informed the Faculty's decision to undertake its self-study in 2003-2004. In fact, the self-study plan will also address the issue of long-term quality and enrolment planning. In addition, in light of several factors – provincial and federal expectations, the Faculty self-study exercise, the growth in undergraduate enrolments – University planners, in consultation with the Faculty of Graduate Studies, are currently assessing what resources (teaching, supervision, student financial support, facilities, and space) would be required to mount and sustain increased levels of graduate enrolments. Annual planning will continue to be done in a university context through ongoing consultation with directors, deans, and chairs.

ACADEMIC PROGRAMS

Programs approved or introduced in 2003-2004:

A new joint collaborative PhD program in Ancient Greek and Roman History with the University of Toronto was approved to commence in September 2004.

Program quality – OCGS review

All graduate programs in Ontario undergo periodic appraisal by the Ontario Council on Graduate Studies every seven years. In 2003-2004, only one appraisal was conducted, for Education. The result is pending.

In 2004-2005, periodic appraisals will be conducted for the graduate programs in Business, Etudes françaises, Kinesiology & Health Science, Linguistics and Translation.

New programs for 2004-2005

The following degree programs are undergoing the final approval process:

- Masters of Design – this program was approved by Senate on June 24, 2004. It has been submitted to OCGS.
- Masters of Science in Nursing – Senate approved this program on May 27, 2004. It is currently at OCGS awaiting appraisal.

New Type 2 (degree concurrent) and Type 4 (stand-alone) graduate diplomas in Environmental/Educational Sustainability and in Mathematics Education are at the Senate approval stage.

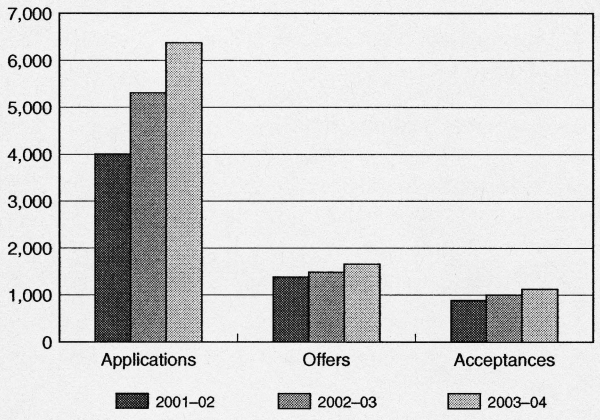
INTERNATIONALIZATION

The numbers of international graduate students continue to grow and there are 100 additional international students registered compared to the year 2000. At that time, there were 427 international students and that figure has grown to 530 in 2003-2004. The Faculty will continue to recruit high quality international students in all of its graduate programs and provide a reasonable level of support for those students it admits. Graduate programs participate in several longstanding exchange programs and at least one new exchange is planned for next year.

RECRUITMENT AND RETENTION OF STUDENTS

The Faculty of Graduate Studies continues its policy of focusing on the admission of the best applicants and matching them with the appropriate program and supervisor. Not including the part-time law professional programs and the Schulich School of Business programs, the Faculty received 6,372 applications and admitted 1,658 in 2003-2004. This was an increase of over 1,000 applications and over 160 offers of admission from the previous year. The number of acceptances also rose from a previous 1,003 to 1,127. Students are retained by the academic calibre of the program, by the mentoring relationship, and by financial support. The Faculty is proud that many Masters students, along with all eligible PhD students, receive favourable funding opportunities by virtue of strong assistantship programs. York's Teaching Assistants are the highest paid in Canada, with a guarantee of six years of funding for eligible PhDs. It is the intention of the Faculty to maintain its share of graduate enrolments within the Ontario system.

Figure 3: Admissions Statistics

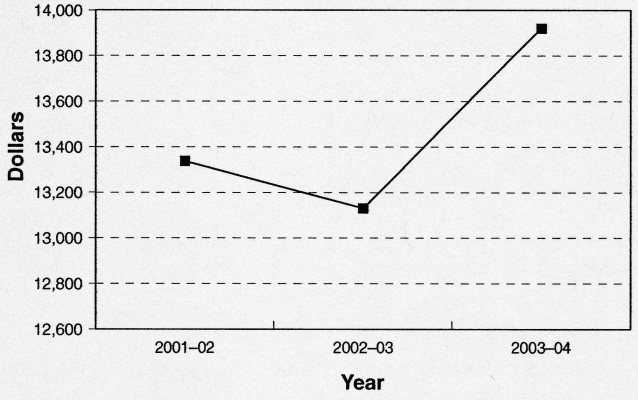


Source: Admissions Office

Financial Support

Financial support is critical not only for attracting the best students nationally and internationally, but also for supporting progress to degree completion. During 2003-2004, York University and the Faculty of Graduate Studies increased internal levels of support for new and continuing students from $31.2 million in 2002-2003 to $33.7 million. Over the past two years, a fund-raising Advisory Committee has been established and has laid the foundation for increased fund-raising activity in the future for graduate students. The group is active in raising new monies with particular attention to funding Ontario Graduate Scholarships. With respect to national and provincial competitions for fellowships and scholarships, FGS is proud of its record and will continue to submit excellent applications for these awards with a view to remaining competitive and to work towards enhancing the success rate of its students.

Figure 4: Average Funding Per Student



Source: Faculty of Graduate Studies Administrative Office

Teaching Skills

In order to develop the teaching skills of the professoriate of the future, the Faculty continues to collaborate with York's Centre for the Support of Teaching and with the Office of the Vice-President Academic to fund a University Teaching Practicum, a TA Day, Teaching Development Graduate Assistantships, and two graduate positions attached to York's Centre for the Support of Teaching. Each year the numbers of enrolled and successful students have increased; this year, there were 697 students enrolled in the University Teaching Practicum from 30 different graduate programs. Most students involved in the Practicum are content to attend the teaching development workshops and participate in the TA discussion groups on a regular basis. It is only a very small group of dedicated TAs who put in the significant time, energy and effort required over a minimum of two years to assemble a dossier which completes the Practicum requirements; 21 received this certification in 2003-2004, and this number rises each year.

It is noteworthy that 26 Teaching Development Graduate Assistants (TDGAs) working in 16 departments provided discipline-specific programming for TAs in their units. This is a unique aspect of the York University teaching practicum program, much admired by sister institutions.

Strategic Directions for 2004-2005:

1) SELF-STUDY

The self-study report will be presented to Faculty Council in the Fall of 2004 for discussion and approval. The recommendations contained in the report will outline strategic directions for the Faculty.

2) ASSOCIATE VICE-PRESIDENT GRADUATE

As Associate Vice-President Graduate, the Dean will be working closely with the Office of the Vice-President Academic to enhance the presence of the Faculty of Graduate Studies within the University as new opportunities for enhancement and development of graduate education present themselves.

3) RESEARCH OPPORTUNITIES

The Faculty will be working with the Office of the Vice-President Research and Innovation to assess and assist interdisciplinary research opportunities for graduate students. With the Director of the Office of Research Services, the Faculty will work to mount a series of seminars directed toward graduate students on issues like ethics, intellectual property, and technology transfer.

4) CANADA GRADUATE SCHOLARSHIPS

FGS will continue to work with the granting agencies as the administrative details are rolled out until the program reaches its steady state. At that time, the full impact on funding for York graduate students will be evaluated.

5) STUDENT FINANCIAL STUDY WITH GSA AND VPA

Together with the Vice-President Academic and the Graduate Students Association, the Faculty will undertake a financial survey to assess the financial situation of graduate students at York.

6) WEB DESIGN

The Faculty will work on redesigning its Web page.

7) FEASIBILITY STUDY FOR THE CANADIAN RESEARCH-DOCTORATE QUALITY ASSESSMENT SURVEY

FGS will continue to collaborate with the National Steering Committee and with appropriate members of the offices of the President and Vice-President Academic to play its full part as an institution which will be included in the feasibility study.

Budget

Over 80 per cent of the budget in the Faculty of Graduate Studies is devoted to support for graduate students. In 2003-2004, the Faculty continued to work with the FGS Development Officer in the York University Foundation to identify new sources of student support and funding for Ontario Graduate Scholarships. This year, nearly $500,000 was raised in new scholarships to support the OGS program which requires a matching amount from the University. The Faculty continues to monitor its level of student support compared to the competitive offers of other universities. Entrance scholarships were increased by $1000 each to meet the increased competition, while assistantships were retained at the previous year's levels.

Faculty of Graduate Studies

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	1,945	22,500
Internal cost recoveries	32,598	155,500
Other revenues	235,144	184,491
Central allocations	16,519,775	18,608,625
Total Revenue	**16,789,462**	**18,971,116**
Expenses:		
Faculty – Administration	306,792	432,398
Faculty – Full-time	20,606	–
Faculty – Contract	156,637	286,099
Teaching assistants	5,795,953	6,649,980
Research	1,734,414	2,160,020
Support/Administration	905,211	1,028,084
Other	10,522	–
Total Salaries and Benefits	**8,930,135**	**10,556,581**
Operating costs	490,609	740,136
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	17,828	21,800
Scholarships & bursaries	6,504,092	7,791,194
Interest on long-term debt	–	–
Total Expenses	**15,942,664**	**19,109,711**
Total Revenue less Expenses	**846,798**	**(138,595)**
Previous Year's Carryforward	**1,456,537**	**2,303,335**
Carryforward to Next Year	**2,303,335**	**2,164,740**

OSGOODE HALL LAW SCHOOL

Introduction

Osgoode Hall Law School of York University is committed to setting the standard for excellence in legal education and legal scholarship. We take pride in our internationally renowned faculty, outstanding students, dedicated staff and dynamic alumni. Our innovative teaching program fosters a strong foundation in legal reasoning, diverse perspectives on law, and an understanding of law's transformative role in promoting a just society. Osgoode produces original and significant legal scholarship, and prepares its graduates for leadership and service within the profession and beyond.

— Osgoode Introductory Statement

Overview

Osgoode Hall Law School was founded in 1889 by the Law Society of Upper Canada. It became affiliated with York University in 1968. Osgoode offers a bachelor of laws (LLB) degree comprising three years of full-time study.

Osgoode also offers a full graduate program, including the degrees of master of laws (LLM) and doctor of philosophy (PhD). The LLM degree is offered in a research stream with a thesis requirement, and on a part-time basis through the professional development program in a program-based, non-thesis stream. The professional development program also offers non-credit continuing legal education courses, including a variety of programs that are recognized throughout Canada for providing outstanding educational experiences to those who wish to broaden, deepen or become more current in their understanding of the law.

The Law Library is the largest law library in the Commonwealth. It provides a depth and diversity of legal research materials that is unequalled in Canada.

Osgoode's core quantitative indicators for 2003-2004 included:

Figure 1: Osgoode Quantitative Indicators

	2002-2003	2003-2004
Full-time faculty members	50	52
Part-time faculty members	84	84
Librarians	3.5	3.5
Full-time managerial and support staff	76	78
LL.B students	868	873
International students	27	36
LL.M and Ph.D students	71	95
LL.B/MBA students	33	27
Part-time graduate students	455	410

Source: Osgoode Hall Law School and Office of Institutional Research and Analysis.

Planning and Implementation 2003-2004

Osgoode's academic plan for 2003-2004 articulated the following goals:

- combining educational excellence with access;
- delivering high-quality teaching reinforced by professional career support;
- linking Osgoode's research culture to student learning and professional development;
- providing students with relevant, unique and innovative programs;
- completing implementation of *The Plan for the Law School (2000)*.

1. COMBINING EDUCATIONAL EXCELLENCE WITH ACCESS

Undergraduate Enrolment

Osgoode has a student body in which 60 per cent are women and 40 per cent are men in 2003-2004. Osgoode is committed to maintaining a diverse student body through its special admissions program. Each year, up to 30 per cent of the incoming LLB class is made up of applicants from special applicant categories that include mature students, aboriginal students and persons with disability. As well, increasing numbers of those who meet the Faculty's demanding standards for regular admission are members of visible minorities or mature students.

Osgoode received 2,405 applications in 2003-2004 for the 290 first-year places, a 6 per cent increase over the previous year. This was the largest number of applications received by any law school in Canada. Because of the high ratio of applications to admissions, 12:1, Osgoode maintains a very high standard in its admissions. The median undergraduate grade point average for regular admission to the entering class in 2003-2004 was 3.69 on a four-point scale. Once students are admitted, the retention and completion rates are over 95 per cent. Osgoode annually receives many more applications for transfer into the second and third years of the program than there are places available.

There are approximately 15,000 Osgoode alumni worldwide. Osgoode has more graduates in the large Toronto law firms than any other law school, and has large numbers in New York City, Los Angeles and Hong Kong, as well as the major Canadian cities. Osgoode graduates are well represented in all branches of the profession, including the judiciary and university law faculties. As well, many graduates hold positions in government and in business.

Graduate Program Enrolment

Graduate enrolments have increased sharply in a very short time. The number of active research-stream graduate students has grown from 41 in 1994-1995 to 95 in 2003-2004. Growth has been most significant in the doctoral program. The Osgoode graduate program attracts students from across Canada and around the world. Applications for the graduate program have nearly doubled in the past three years, reaching approximately 200 in 2003-2004.

Professional Development – Part-time LLM

The part-time LLM program has grown from three specializations in 1995-1996 to 12 specializations in 2003-2004. The program now has over 400 students enrolled in part-time studies. Three specializations are taught using distance education technology, in several Canadian cities, in addition to Toronto.

2. DELIVERING HIGH-QUALITY TEACHING AND STUDENT SUPPORT

Teaching

Osgoode is committed to high-quality teaching. All courses and seminars are evaluated by the students, and the evaluations are available in the library. They are used by the Dean's office to guide teaching assignments and to require remedial work if necessary. The students use the evaluations to guide their selection of courses and seminars. A number of teaching seminars for faculty focusing on the use of technology were held in 2002-2003.

In 2003-2004, with 1 retirement and 3 recruitments, Osgoode has a total complement of 52 FTE faculty members. Each year the Faculty Recruitment Advisory Committee up-dates a three-year rolling recruitment plan which identifies the hiring priorities, taking into account resignations, retirements and emerging areas of legal research. In this way the law school ensures that its faculty can meet the needs identified for teaching and research.

Teaching legal research skills to LLB students is a high priority. All first-year students are enrolled in a full-year legal research and writing (LRW) program. The program is conducted by a faculty director, with the assistance of eight graduate students acting as LRW instructors. The program includes a high level of cooperation between the law school and the law library, including the use of reference librarians on the teaching staff, and the use of the new LRW computer-equipped classroom as a training facility.

Osgoode's extensive offering of clinical, skills and intensive programs incorporates a variety of innovative teaching methodologies, including videotaped simulations, practicum, computer-assisted instruction, mooting and outside placements. Students are familiar with the latest technology and have had opportunities not only to engage in legal research and writing, but also to develop lawyering skills such as trial advocacy, appellate advocacy, interviewing, negotiation, mediation and other forms of dispute resolution. An additional administrative position was created in 2002-2003 to support these programs.

Technology Enhanced Learning

Osgoode has four state-of-the art electronic classrooms with built-in audio-visual and computer equipment. The Goodmans Classroom opened in 1998; the McCarthy Tétrault Classroom opened in 2000; the Fasken, Martineau, DuMoulin LLP Classroom opened in 2001; and the new J. Edward Thompson, Q.C. electronic classroom opened in the 2003-2004 academic year.

Osgoode has 3 computer laboratories located in the Law Library: the LRW lab, the Smalley-Baker Lab and the Graduate Student Lab. In the 2003-2004 academic year, a dedicated teaching computer lab for the Legal Research and Writing Program (LRW) and the Law Library was completed. This new teaching facility has 21 workstations and is being used for hands-on research, legal database training and small group teaching. The Smalley-Baker Lab provides students with 40 workstations fully connected to the legal research databases of the Law Library, the York library and the Internet. There are also many word processing and other applications to assist students with their academic work. The Graduate Lab is located on the fourth floor of the Law Library. Individual graduate student carrels are also equipped with computers. Students may also borrow a laptop from the circulation desk for use in the Law Library.

In 2003-2004, wireless Internet access coverage was extended to include all floors of the Law Library and every Osgoode classroom, allowing students and faculty members with laptops to connect to the Law School network and the Internet from practically anywhere in the building. In addition, in 2003-2004, all students were given the option of writing their exams electronically, using their personal laptops or a lab computer. As the number of students with laptops increases, so did the demand from students to write their exams electronically. Approximately 260 students wrote their exams electronically in December 2003.

The MyOsgoode portal, which was initiated in 2000-2001 and continues to be expanded, provides students with Web-based access to online audio-recordings of in-class lectures and events, course Web sites, course information and assignments. MyOsgoode also provides opportunities for both synchronous and asynchronous communication between faculty and students, and among students in each class.

The Legal Education Technology Centre (LETC), established in 2000-2001, continues to develop its program of providing research, training and support to faculty in the development and use of technology in teaching. LETC organized and hosted the first Canadian conference on Legal Education and Technology in June 2002.

3. ENHANCING THE RESEARCH CULTURE

Research

The Osgoode faculty is acknowledged to include the finest legal scholars in Canada and, in some cases, the world. Recognition of their excellence includes the appointment of seven faculty as Fellows of the Royal Society of Canada. Three faculty have been appointed to the Order of Canada for their academic accomplishments. Two are University Professors and one is a Distinguished Research Professor.

In 2003-2004, Osgoode faculty have received numerous prestigious fellowships and awards including the Canada-US Fulbright Fellowship awarded to Professor Obiora Okafor, the Jean Monnet Fellowship awarded to Professor Robert Wai, the Samuel E. Gates Litigation Award to Professor Garry Watson, the Walter Gordon Fellowship awarded to Professor Mary Jane Mossman, the Bora Laskin Award to Professor Harry Arthurs, and the Canadian Association of Law Teachers Prize for Academic Excellence awarded to Professor Mary Jane Mossman. In terms of grants, Osgoode faculty were awarded seven Standard Research Grants, one Health Canada Grant, one Virtual Scholar Grant and one Schulich School of Business Grant. In addition, Professor Harry Arthurs received an honorary doctorate of Civil Laws from the Faculty of Education at the University of Windsor and Professor Mary Jane Mossman received an Honorary Doctor of Laws from the Law Society of Upper Canada.

In 2003-2004, members of faculty published 10 books and over 90 articles and chapters in books. Osgoode publishes the Osgoode Hall Law Journal, one of the leading scholarly journals in Canada and one that is well known throughout the common-law world. The journal is edited by students working for academic credit under the supervision of a faculty member. Osgoode is also the home of the Canadian Journal of Women and the Law. Faculty and student research is supported by the law library, which is the pre-eminent legal research facility in Canada.

Osgoode is home to three research centres:

- The York University Centre for Public Law and Public Policy has a mandate to pursue interdisciplinary research on the role and impact of law in the formation and expression of public policy. With an emphasis on the constitutional, institutional and legal aspects of public policy, the centre conducts and sponsors research, hosts conferences and seminars, and publishes an assortment of papers and reports. The centre runs an annual conference on the constitutional decisions of the Supreme Court of Canada and publishes the highly regarded *CanadaWatch*, a newsletter on national affairs.
- The Nathanson Centre for the Study of Organized Crime and Corruption focuses on a cross-disciplinary agenda of research and project initiatives to broaden knowledge of the legal, operational, law enforcement, social, political, and economic issues related to organized crime and corruption.
- The Institute for Feminist Legal Studies sponsors and initiates research and publications on issues of importance to women and the law.

To emphasize the importance of research at Osgoode, and to provide administrative support for the Associate Dean (research and graduate studies), the position of research coordinator was created in 2002-2003.

In 2003-2004, Osgoode faculty were awarded research grants totalling over $730,000.

4. PROVIDING RELEVANT, UNIQUE AND INNOVATIVE PROGRAMS

Program Innovation

The Professional Development Program delivers a part-time LLM program for working lawyers. Specialization in one of 12 program areas is offered through a two-year, evening curriculum taught at the law school's Professional Development Centre in downtown Toronto. This 11,000 square foot facility includes classroom space, a video conferencing facility and administrative offices for the program. The classrooms are also available for use by other York Faculties. This program, unique within Canada, has attracted over 1,400 students since 1995, and began offering several national programs through distance education beginning in January 2001.

Osgoode's LLB curriculum offers a large selection of clinical and intensive programs for credit, including:

- The Intensive Program in Poverty Law: Each term 20 Osgoode students work and study at the Parkdale Community Legal Services Clinic, which is located in the Parkdale district of Toronto.
- The Community and Legal Assistance Services Program (CLASP): CLASP is a student legal aid clinic located in the law school building.
- The Intensive Program in Aboriginal Lands, Resources and Governments: This program offers students from Osgoode and other law schools across Canada opportunities to study in the field the development and negotiation of land, resource and governmental structures among First Nations.
- The Intensive Program in Immigration and Refugee Law: This program offers students clinical placements and supervised research work to study the role of lawyers in the immigration and refugee process.
- The Intensive Program in Criminal Law: This program provides students with clinical placements with judges, prosecutors and defense counsel.
- The Innocence Project: This is a project in which students investigate cases of suspected wrongful conviction. The success and importance of this innovative program was underscored recently when one of their clients, Romeo Phillion, was released after 31 years in prison for a murder he always maintained he didn't commit.
- Advanced Business Law Workshops I and II: These programs offer simulations and problem-solving opportunities, in the corporate-commercial setting.
- The Osgoode Business Clinic: This project gives students an opportunity to provide legal assistance to small business, under the supervision of faculty and volunteer lawyers from the private bar.
- The Intensive Program in Business Law: This program exposes students to the law, practice and theory of advanced business law transactions.

Osgoode offers two joint degree programs in cooperation with other York Faculties: the joint LLB/MBA degree, with the Schulich School of Business; and the joint MES/LLB degree, with the Faculty of Environmental Studies.

In September 2001, Osgoode Hall Law School introduced a further innovation in Canadian legal education: the opportunity for students to graduate with a concentration in some of Osgoode's many areas of teaching and research strength. Three curricular streams have been created: the International, Comparative and Transnational Law Program; the Program in Litigation, Dispute Resolution, and the Administration of Justice; and the Tax Law Program. In June 2003, the first students completing the academic requirements of the curricular streams graduated. Student demand for these programs is very strong.

Osgoode also offers opportunities for national and international study through exchange programs with l'Université de Montréal, the University of Bologna (Italy), Kobe University (Japan), l'Université d'Aix-Marseilles (France), Southwest University of Political Science and Law (China), Nanjing University (China), and Monash University (Australia). As part of an internationalization initiative new exchange agreements have been established during the past two years with Trinity College and University College, Dublin (Ireland); Warwick University (England); the Free University of Amsterdam and the University of Amsterdam (Holland); Bucerius Law School, Hamburg and Mannheim University (Germany); Waseda University (Japan); the National Law School of India; the National University of Singapore; Sheffield University (England); the University of Strathclyde (Scotland); and the University of Copenhagen (Denmark). Osgoode participated with other York University departments and research centres in a new exchange agreement with the National University of Colombia, finalized in 2002-2003. In the 2003-2004 year, over 25 Osgoode students studied abroad and 30 foreign students attended Osgoode, under these exchange programs.

Osgoode also provides research-for-credit opportunities for undergraduate students within Collaborative Research Teams (CRT) on themes related to international, comparative and/or transnational law. Students based at Osgoode work as members of research teams linked to global partners with the goal of producing interlocking research papers on pressing or on-the-horizon problems and policy issues.

5. IMPLEMENTATION OF *THE PLAN FOR THE LAW SCHOOL*

The Plan for the Law School, approved by Faculty council in April 2000, set out three strategic objectives to advance the primary goal of excellence and innovation in legal education:

1. To improve student satisfaction with the curriculum, the building and the learning environment by taking steps that will make the Law School a more pleasant, more demanding, and more interesting place to learn law;
2. To prepare the Law School for the future, by becoming the leading Law School in the use of computer technology, and by strengthening teaching and research in areas affected by developments in computer technology, globalization, economic restructuring, the aging of the population, and other societal changes; and
3. To make the Law School more financially self-sufficient and increase its resources so that we are in a position to provide the highest quality of teaching, research, and support for students.

From this central vision and these strategic objectives flowed 88 different recommendations for innovation and improvement. Every level of academic and administrative decision-making has been focussed on the refinement and implementation of those recommendations. A full report on the implementation of the Plan has been prepared by the Dean and was presented to Faculty Council in September 2003. Almost all of the recommendations have been implemented. The most significant areas of achievement include: the development of the strongest information technology infrastructure, and program, of any Canadian law school; the creation of a talented advancement department combining alumni relations, fund raising and communications; a dramatic expansion of the law school's international presence through new exchanges, international partnerships and global collaboration opportunities in teaching, learning, and research; a significant increase in the number of full-time faculty; and a two-year Memorandum of Agreement with the Osgoode Hall Faculty Association was signed.

Goals for 2004-2005

July 1, 2003 marked the completion of the deanship of University Professor Peter W. Hogg, and the beginning of the five-year term of Professor Patrick Monahan as Dean of Law. One of the main goals for this year is to revise and update the 2000 Plan for the Law School.

Two important objectives from the 2000 Plan that have been delayed in implementation are the start of a major capital campaign and a building renewal and expansion project. Each of these projects is expected to go ahead in 2004-2005. Osgoode is actively pursuing private sector funding to further develop its resources and sustain Osgoode's reputation as Canada's leading law school. The capital campaign will also have a focus on developing resources to enhance student financial aid, library resources and faculty support. Osgoode has thus far received stage two approval on the building renewal and expansion plan and will proceed to retain an architect for the project. Through Facilities Services, Educational Consulting Services was recruited to revise the 2000 Program and Design Brief, which will be used in the selection process of the architect. It is anticipated that a draft plan by the architect will be completed before the end of fall 2004.

In addition to the revision of the 2000 Plan for the Law School, Osgoode will be conducting reviews this year on Curriculum, the Library, and Admissions Policy, as well as the Student Financial Assistance Program. A $1.2 million renovation project of the Moot Court is slotted in for this summer. Finally, an Internal Audit Program is also scheduled to be conducted this year, with the aim to affirm Osgoode's internal control framework, to review management practices around resource allocation, and to confirm local procedure/practice consistency with University policies and obligations.

Budget

The budget of Osgoode Hall Law School is allocated in support of its core teaching, learning and research mission. Expenditures reflect existing activities, as well as new appointments and academic initiatives described in this report. Substantial revenue from the Professional Development Program supports other academic programs within the law school. The budget for 2004-2005 reflects higher income from new tuition levels. The Law School also undertook a comprehensive budget review in 2003-2004, which resulted in the identification of approximately $750,000 in annual savings, as reflected in the reduced expenditure forecast for 2004-2005. The deficit is the result of an investment in complement, alumni and development activity that will be dealt with 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) the income from an endowment that has been raised from private donors and that now exceeds $17 million, and (ii) a holdback of a portion of the deregulated portion of tuition. In 2003-2004, $2.3 million was provided to undergraduate law students in the form of scholarships, awards, bursaries and prizes.

Osgoode Hall Law School

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	1,434,160	943,000
Internal cost recoveries	109,886	115,500
Other revenues	322,148	558,500
Central allocations	13,146,250	14,019,728
Total Revenue	**15,012,444**	**15,636,728**
Expenses:		
Faculty - Administration	63,916	48,970
Faculty - Full-time	6,928,180	7,517,268
Faculty - Contract	285,015	181,571
Teaching assistants	182,772	110,000
Research	921,540	926,419
Support/Administration	4,908,885	4,720,295
Other	175,671	98,701
Total Salaries and Benefits	**13,465,979**	**13,603,224**
Operating costs	2,677,146	2,194,944
Amortization of capital assets	-	-
Cost of goods sold	375,155	341,000
Taxes and utilities	134,225	124,800
Scholarships & bursaries	37,500	-
Interest on long-term debt	-	-
Total Expenses	**16,690,005**	**16,263,968**
Total Revenue less Expenses	**(1,677,561)**	**(627,240)**
Previous Year's Carryforward	**(5,590,612)**	**(7,268,173)**
Carryforward to Next Year	**(7,268,173)**	**(7,895,413)**

SCHULICH SCHOOL OF BUSINESS

Overview

York's Schulich School of Business offers two undergraduate degrees (the BBA and the iBBA, which accepted its first students in September 2000, students who will graduate in June 2004); several master's degrees (MBA, IMBA, MPA, MBA/LLB, MBA/MFA, and the executive MBA, launched in January 2002 with the first class graduating in January 2004, and offered jointly with Northwestern University's Kellogg School of Management); and the PhD. The MBA is offered 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, management and leadership of not-for-profit organizations, and arts and cultural management, the MBA provides specialization options that deal with management issues such as entrepreneurship, international business, ethics, 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 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. These themes take the following basic forms:

Globalization

Perhaps the single greatest transformation within the Schulich School of Business during the past decade has resulted from its increasingly international orientation. It is reflected in the School's research, teaching programs and growing network of international partners. The International MBA (IMBA), the first such degree in Canada, was launched in the early 1990s. During the past decade the number of exchange partner universities around the world more than tripled to the current total of 64 institutions. The school has continued to add course offerings with an international focus, and successfully launched the international BBA (iBBA) in Fall 2000, a program that produced its first graduates this June (2004).

Innovation

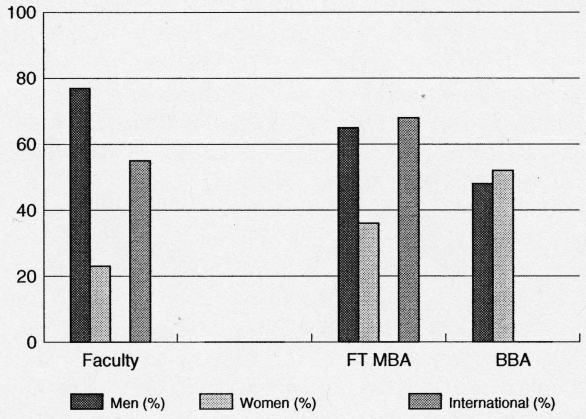
Both the field of management and post-secondary education are embedded in an environment of rapid and accelerating change. This environment demands innovation – a demand which, if ignored, would lead to decline and diminished relevance. Schulich's innovation has been accomplished and will be advanced both through its existing programs and through extending its range of programs and degrees, engaging in innovative teaching collaboration with other units at York and elsewhere, widening the range of international relationships and developing "life-long learning" options in degree and non-degree offerings. The concept of life-long learning is indispensable to an overall approach to management education. The school has become heavily involved in organizing and offering educational opportunities to meet this growing need. The wide range of offerings each year range from two days to two weeks in length and are used to meet individuals' and employers' preferences for something that may be referred to as "just-in-time" training and education. In many of its specializations and degrees, the Schulich School has been the first in Canada and often among the first internationally to initiate areas of study. In addition to the part-time MBA program that allows students to pursue their careers and their education concurrently, the school has also added a PCAM (Post-MBA Certificate in Advanced Management) that allows individuals already holding MBA degrees to return to MBA studies, focusing on a specialized area for development or to open new career options.

Diversity

The Schulich School of Business is the largest graduate school of management in Canada. This scale allows the school to offer diversity of offerings in the form of a wide range of specializations. Diversity also is reflected in both students, including growing numbers of international students, and faculty in terms of cultural/national groups and in terms of gender.

For example, some 53 per cent of the tenure stream faculty are international (hold a citizenship other than Canadian, although some may be Canadians as well because of dual citizenship) and nearly a quarter of the full-time faculty are women, both among the highest levels among Canadian business schools. The strong presence of international students in the MBA program represents a combination of visa students and Canadian students with dual citizenship. Both large full-time student groups – the full-time MBA cohort and the undergraduate cohort have proportions of students who are women (36 per cent and 52 per cent, respectively) that surpass the levels found in comparable programs elsewhere in Ontario.

Figure 1: Citizenship and Gender: Full-time Faculty and Full-time Students



Source: Division of Student Services and International Relations, SSB.

Schulich Goals and Performance Indicators

The mission of the school articulated above embodies its overall goals and the three themes reflect the school's judgements made about how those goals can best be pursued. Although the school's goals are qualitative, there are both constraints and indicators of progress that can be quantified. The review below treats quantitative measures of success as indicators rather than as objectives. Clear and unambiguous information is essential to overall evaluation, but needs to be used in the context of the qualitative aspirations that are being pursued.

RELATIONSHIP TO THE UNIVERSITY ACADEMIC PLAN

The Schulich School's goals are articulated in slightly different terms from the University Academic Plan, but those sets of goals clearly share many common elements. Among the elements of the UAP most clearly supported by Schulich's objectives are the following:

- *Increasing the profile of professional programs.* Clearly, all of Schulich's academic programs at the undergraduate and master's level are professional programs. Anything the School does to strengthen these programs supports this UAP objective.
- *Expand international activities.* The creation and strengthening of the IMBA and iBBA degrees, the creation of international exchange opportunities (a total of over 60 agreements are now in place), the involvement of the School with various international bodies (PACIBER [Pacific Asian Consortium for International Business, Education and Research], PIM [Partners in International Management], *efmd* [European Foundation for Management Development]), and the internationalization of the faculty and student body all reflect the School's heavy emphasis on internationalization. The School is also a member of AACSB (the Association to Advance Collegiate Schools of Business), the largest association of business and management schools internationally. The pioneering IMBA program and the jointly offered (with Northwestern University's Kellogg School) executive MBA program are important examples of the School's international orientation and involvement.
- *Increasing the capacity for technology-enhanced learning./ Advance library and information technology resources and services.* The School has committed resources to provide a range of electronic information resources (jointly with the University library) and has created a Lotus Notes email and courseware environment shared by all students and staff. In addition to its Computing Services staff, the School has created an "Academic Computing and Technologies" team to accelerate the diffusion of information technology resources in support of classroom activities. The new Schulich building has been carefully planned with a view to current and future technologies that can augment the classroom experience. Computer-based materials developed at Schulich and known as "New MindSets" have provided an integrated set of computer-based learning materials that support two of the most important required MBA Courses, "Skills for Leadership and Governance" and "Strategic Management".
- *Improving performance in research and innovation.* The School has addressed these objectives through the creation of the position, "Associate Dean – Research" and through provision of financial support for research activities in the form of supplemental conference travel and financial support for faculty research. In particular, the School has committed resources to the research productivity of new faculty through reduced teaching loads and other research support during the initial period of their appointment.

Thus, the UAP goals and Schulich's operational activities and objectives are highly congruent.

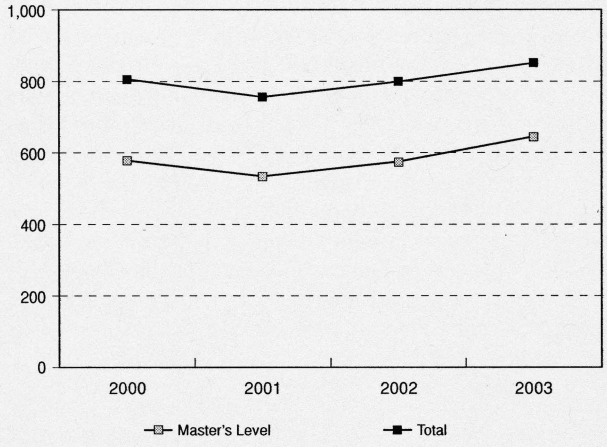
TEACHING PROGRAMS

The Schulich School of Business offers an extensive range of degree programs, and an increasing range of non-degree programs. The undergraduate degrees that York offers through Schulich are the BBA and the recently introduced International BBA. At the master's level, the degrees include the MBA, the IMBA (international MBA) and the MPA. The MBA is offered in three modalities: as a full-time program, as a program which may be taken part-time, and as the executive MBA, offered jointly with the Kellogg School of Management of Northwestern University. Within the full-time and part-time MBA, graduate diplomas are offered in several areas, including Financial Engineering, Business and the Environment, Nonprofit Management and Leadership, and Real Property Development. A formalization of full year advanced standing has created the possibility of an accelerated MBA in which the degree can be completed in two terms for students with the appropriate undergraduate education and subsequent work experience. In addition, the school offers joint MBA degrees with other Faculties. It also offers the Ph.D. in administrative studies with approved majors in all major areas of management. Non-degree education at the graduate level is offered through the Post-MBA Diploma in Advanced Management (PDAM), a vehicle for candidates with MBA degrees to take a set of specialized electives alongside

current MBA students. The Schulich Executive Education Centre presents a wide range of shorter courses created to provide focused educational opportunities to middle and senior managers. In addition, focused special non-degree programs have been created in business and sustainability, non-profit management, and in corporate governance.

As the accompanying chart indicates, the Schulich School's programs are proportionally more in the graduate areas than in the undergraduate. Roughly three per cent of all York undergraduate degrees are granted for degrees based in the Schulich School. However the Schulich School's graduate degrees account for roughly 30 per cent of all graduate degrees granted by York. Although the number of undergraduate degrees will increase steadily over the next four years, graduate degrees are anticipated to plateau at 2003 levels. The upward trend in the total number of Schulich graduate totals from 2001 onwards will continue for the next several years. However, most of the growth will be in undergraduate numbers after 2004 (which will be a year of growth for both undergraduate and graduate streams).

Figure 2: Degrees granted from Schulich-based degree programs



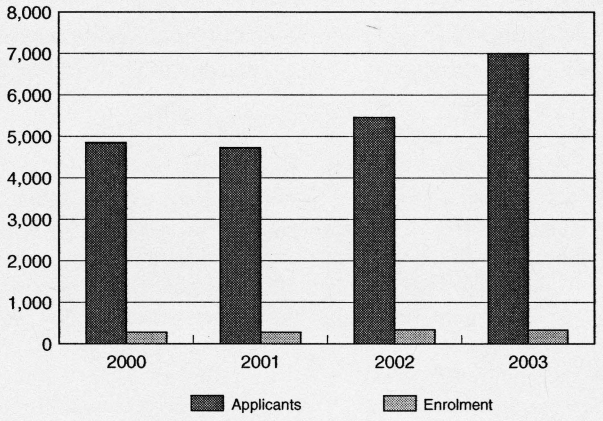
Source: Division of Student Services and International Relations, SSB.

UNDERGRADUATE PROGRAMS

An exceptional student body combined with a program of study to challenge and develop their potential has resulted in an overall result of which Schulich and York can be proud. A developmental review conducted several years ago resulted in praise from the external reviewers (from McGill and from Queen's) as well as useful suggestions for further development of the program. Quantitative indicators of student quality and employment success indicate a pattern of continuing improvement from that time. The number of applicants for 2003 was over 7000 with virtually all entrants having high school graduation averages over 90 per cent, both of which reflect a pattern of steady improvement over recent years, as the two charts demonstrate.

The 'spike' in applications for 2003 reflects the impact of the double cohort. However, indications are that 2004 applications and OAC averages are likely to be at or above 2002 entering class levels.

Figure 3: BBA and iBBA applicants and size of incoming class

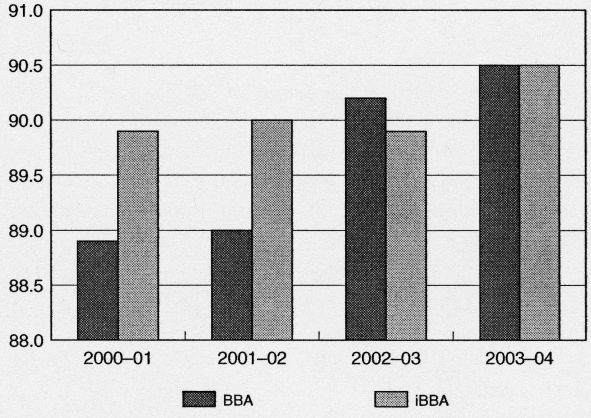


Sources: Registrar's Office; Division of Student Services and International Relations, SSB.

The BBA

The bachelor of business administration (BBA) is a four-year, direct entry program. This form of the program was introduced in 1992. In terms of the school's objectives in relation to students, the specific objectives are to attract students of high ability, to retain them in the program and to provide them with an education that will (among outcomes) make them attractive to employers. Incoming student applications (from the OAC pool) increased to some 5500 for 2002-2003 and climbed to over 7000 in the peak year for the double cohort (Fall 2003). Application levels for Fall 2004 are in line with Fall 2002. Most entrants to the BBA and the iBBA will have high school admissions averages exceeding 90 per cent and the average percentage grade for the incoming group for Fall 2004 will be close to 92 per cent. The retention rate for BBA students is among the highest for any four-year undergraduate program at York.

Figure 4: OAC/Grade 12 average for entering students



Sources: Registrar's Office; Division of Student Services and International Relations, SSB.

The BBA curriculum was reviewed by the School during 2001-2002 and a revised curriculum was introduced to this year's entering class and will be rolled out over the next three years as the former curriculum is phased out. The revised BBA modifies some courses and has been re-structured to permit greater flexibility in the third and fourth year of the program. There have been other adjustments for the BBA as well. These include increased student support – both staff and financial, additional electives, increased computing support, fine tuning of regulations, and other actions that have increased the quality of education and of student life.

The iBBA

The iBBA (international bachelor of business administration) program was launched in Fall 2000. It is unfolding as an exciting venture and is part of Schulich's response to the demand for increased business and management education at the undergraduate level. Indications from the quantity and quality of applications to the iBBA program are that the school has succeeded in launching what appears to be a very successful new program. OAC averages of applicants exceeded those of the established BBA pool and the ratio of applicants to available spaces surpassed the BBA ratio. The program has offered the first international study tour, an optional three-credit course that includes both academic and field studies – the study tour is based at academic partner institutions. Perhaps the most noteworthy feature of the iBBA is the mandatory exchange semester at one of Schulich's international partner universities.

GRADUATE PROGRAMS

The Schulich School of Business offers a large range of graduate programs at the master's level, as well as a PhD program. The size of its MBA program, in particular, allows the school to offer an unparalleled depth and breadth of elective offerings.

The MBA

The MBA has been the flagship degree of the Schulich School (originally, the Faculty of Administrative Studies) since this unit began granting degrees some 35 years ago. Today, the Schulich MBA is the largest MBA program in Canada with some 700 full-time and 600 part-time students enrolled in Fall 2003. 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 following table indicates the range of MBA specializations from which students can choose. Those marked with an asterisk [*] indicate specializations in which a graduate diploma can be earned, in combination with the degree. Each of these concentrations offers from four to ten or more elective courses from which students can customize their MBA.

Management Functions	Industry Sectors	Special Issues
Accounting	Arts and Media*	Business and Sustainability*
Economics	Business Consulting	Business Ethics
Finance	eBusiness	Entrepreneurial Studies
Management Science	Financial Engineering*	International Business
Marketing	Nonprofit Management and Leadership	
Organizational Behaviour	Public Management*	
Strategic Management	Real Property Development*	
	Health Industry Management	
	Financial Services	

This list has grown substantially over the past decade. The MBA program, despite its size, maintains very demanding standards for admission in terms of undergraduate grades, admissions testing and personal references. The number of applicants for 2003-2004 totaled some 2000 across the full-time, part-time, accelerated and executive MBA streams. The benchmark average GMAT for students admitted increased to 655, slightly higher than the 650 of the previous year. This sustained a high quality of students coming to the Schulich program and was notable because the past two years have seen a modest but clear reduction in the number of Canadians writing the GMAT (a proxy for the aggregate demand for MBA programs). More than 85 per cent of MBAs were employed at or soon after graduation, according to internally administered surveys. While this number is marginally lower than in some previous years because of a general downturn in the economy after the economic disruption triggered by international events including SARS and military conflicts, it exceeds the results of comparable programs in both Canada and the United States. The MBA, like most degree programs, is under continual development both with regard to existing courses and in the creation of new course offerings. Some ten new elective courses have been designed and approved during 2003-2004.

The IMBA

The Schulich School of Business' international MBA (IMBA) program was developed in the late 1980s with the first graduates receiving degrees in 1992. It was the first program of its kind in Canada. Each year up to 50 students enter this unique program. The IMBA includes tailored versions of courses in the standard MBA core curriculum, required second language proficiency, country/region studies suited to the student's preferences, and required international experience. The international experience includes a required internship and the option of a term of study at one of the school's international academic partner institutions. The IMBA also has been a catalyst for much of the subsequent internationalization of the curriculum throughout the school. During 2001-2002, a revised curriculum for the IMBA was developed and was passed through all levels of the university approval process. The new IMBA was launched in Fall 2002 and comprises four semesters of instruction plus an international internship, shortening the elapsed time for degree completion by one semester and introducing improvements based on the School's decade of experience with the IMBA. For the first time, the IMBAs will

graduate at the June convocation, aligning their entry into the job market with the majority of full-time master's programs in business. Reaction to the redesign of the program by both current students and applicants has been favorable.

The MPA

The master of public administration (MPA) has been part of Schulich's degree offerings throughout the school's history. While currently a relatively small program, it is anticipated that the MPA will play a significant role in the overall mix of programs during the next decade. One of the major benefits of the MPA program is the opportunities it provides for MBA students to take courses in the field to familiarize themselves with how the public sector works or even to specialize in public sector management within the MBA. At the same time, MPA students gain the advantage of learning the private sector management models that are of increased relevance in the public sector.

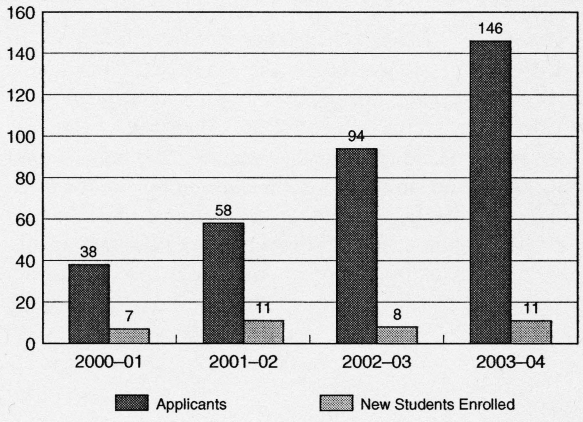
Joint and Dual MBA Degrees

As a professional degree, it can be advantageous for some students to combine an MBA with a variety of other degree programs. Over the years, several such options have been created within the school. An agreement with SASIN (Graduate Institute of Business Administration of the University of Chulalongkorn in Thailand) to offer a dual degree, a collaboration that includes the Wharton School (University of Pennsylvania) and the Kellogg School of Management (Northwestern University), has come to fruition with the first graduate having been awarded the dual degrees. The school has also developed combinations of professional degrees within York – the MBA/LLB with Osgoode Hall Law School and the MBA/MFA with the Faculty of Fine Arts. A new joint offering (with the Kellogg School) of an executive MBA program was approved last year and welcomed its first class in January 2002, a cohort that graduated in January 2004.

PhD Program

The PhD program reflects an important dimension of the Schulich School's academic culture. It is the shared conviction among the faculty that the long-term leadership in management education that the school is committed to provide is linked to research and to the presence of a strong doctoral program. The Ph.D. program at SSB now has an enrolment of almost 50 students and, long an integral element in the school, is now at a planned level where there is critical mass for effective doctoral education. The chart below puts the recent growth of interest in the doctoral program in context.

Figure 5: PhD Applications and Enrollments



Sources: Division of Student Services and International Relations, SSB.

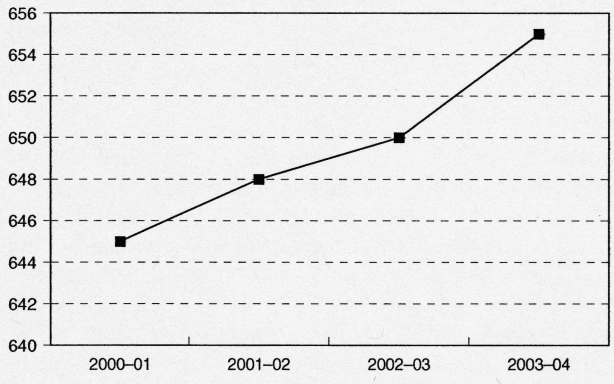
The school has committed more internal funds to doctoral student support in recent years, to compete effectively with the best management doctoral programs in Canada, and the results are clear, both in the numbers (above) and in the resulting quality of the doctoral student body. The number and calibre of candidates interested in the doctoral program is gratifying. Schulich offers a PhD in administrative studies with approved discipline concentrations in all major areas of management. The School is well underway in its preparations for the OCGS review of all its graduate programs that is scheduled for 2004-2005.

RESEARCH AND PROFESSIONAL CONTRIBUTION

The professional contributions of the Schulich School of Business are many and varied. Research is highly valued and many of Schulich's faculty are regarded as leading contributors to their respective fields. As a professional school, it should be noted that many faculty play important roles in the professions with which their disciplines connect (such as accounting or human resource management). Editorial work, organizing and participating in conferences and the full range of professional review and collegial activities are widely represented in Schulich's faculty. Research, in combination with the PhD program, is an indispensable element in the long run strategy of the school. Based on tracking by the Associate Dean – Research, Schulich faculty continue to produce research output at an annual average rate of some 250 publications, including books, chapters, journal articles and conference papers. The Schulich School of Business supports research organizationally and financially. 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. Financial support for computing infrastructure and faculty work station equipment, software acquisition, research travel and extra research funds for junior faculty just beginning their careers are several of the ways in which the school assists faculty in their research initiatives. In recent years, the School has purchased (on a shared cost basis with the University library) a valuable set of databases crucial to business and management research. These

databases include: *Compustat* and *DRI (Standard and Poors), Bloomberg, EIU International Business Newsletters, Lexis/Nexis, FIS Online, Wall Street Journal* and *Centre for Research In Security Prices*. More recently, the school has added subscription to a multiple-database resource assembled by the Wharton School at the University of Pennsylvania, again on a cost-shared basis with the University library. Research is central to Schulich's strategy of establishing and sustaining a leadership role in management education. A University of Alberta survey based on the ISI database indicates that the Schulich School of Business ranks second among the 57 Canadian business schools in the number of publications per capita and in the numbers of citations of faculty members' research. It is evident that the school is establishing itself as a significant contributor to scholarship in management-related disciplines.

Figure 6: Average GMAT for entering MBA Students



Sources: Division of Student Services and International Relations, SSB.

2003-2004 in Review

This report has provided an overview of the development of the Schulich School of Business during the past decade and its understanding of how it must continue to develop. The past year provides a cross-section of the school's activities and accomplishments as it pursues its chosen strategy. Following are several markers of success, indicators that the school has achieved a high standard even as it continues to seek ways of improving:

- The most significant event in the life of the Schulich School during the past year was the move to the new Seymour Schulich Building, and the adjoining Executive Learning Centre. The necessity of moving in for September 2003 meant that many details in the building were still being completed throughout the year as the School conducted its business. The building is a wonderful resource for the School, and the University. It is also a source of pride and satisfaction for the many members of the Schulich community who have extended particular efforts in bringing this project to fruition.
- The school has attracted highly qualified students, on a continuing basis. The students joining the BBA and iBBA programs have the highest OAC averages of any undergraduate program at York, and are unsurpassed at any other business school program in Canada. For MBAs, the average GMAT (Graduate Management Admissions Test) has been higher than 600 throughout the 1990s; it surpassed 650 for students entering in 2003-2004. These figures are among the highest in Canada and compare very favorably with many noted programs internationally. This June will also see the graduation of the first class of iBBA students.
- This year has seen continuing development of academic programs, following on recent major reviews and revisions of the IMBA and the BBA. The first cohort in the executive MBA program graduated in January 2004; this was a group who began their studies in January 2002. A second impressive class of students began their studies in January 2003, and a third in January 2004. The international study tour that was an option for the entering executive MBA class has become part of the core (required) coursework. This year a scheduling modification was made that allows completion of the executive MBA in 18 months (down from 24 months) elapsed time. This was done without any reduction in contact hours or amending of course coverage. In addition to these major curriculum advances and renewals, the School has continued to revise existing courses and add new elective offerings for its students, reflecting the ongoing pattern of change in the field of management;
- The prestigious *Financial Times of London* survey of the top MBA programs around the world placed the Schulich MBA 45th among the top 75 MBA programs in 1999; the same survey in 2000 saw the Schulich School rise to 35th position in 2000, to 31st in 2001, and to 26th in 2002. This past year's survey (2003) set Schulich's position at 22. That ranking put the Schulich MBA among the top 10 outside the United States for the 4th year in a row. This is a noteworthy distinction, particularly when most of the top-rated schools are heavily endowed and also charge their students substantially higher tuition for their studies. Surveys of business schools and business degrees are becoming more numerous. The Intelligence Unit of *The Economist* magazine published a 2003 survey that ranked Schulich as first among all Canadian Schools, 7th among all non-US schools and 22nd in the world, overall. The Schulich School was ranked as the best MBA program in Canada by *Canadian Business* in its most recent comprehensive rankings. Another survey of MBA programs outside the US by *Forbes* Magazine (2003) ranked Schulich sixth among all MBA programs outside the U.S. (up from eighth in the previous *Forbes* survey). Perhaps one of the most rewarding elements of recognition for Schulich in the recent past was its high standing in *Beyond Grey Pinstripes 2003*. This international survey, conducted by the Aspen Institute and the World Resources Institute, evaluated the extent to which leading business schools incorporate environmental and social impact management into their MBA programs.

Schulich was one of six schools identified as being "Schools on the Cutting Edge", the top category in the survey's summary assessments. A similar survey done this year in Canada by *Corporate Knights* identified Schulich's as the best program in Canada (by a wide margin) when it came to teaching Corporate Social Responsibility.

- The gift of the school's benefactor, Seymour Schulich, has provided substantial financial assistance to the school. Perhaps more importantly, the gift and naming of the school have helped to make it visible to external constituencies who previously had not developed a clear perception of its qualities. Chairs and professorships in the School now total 17; they represent crucial leadership resources within the school and important sources of visibility in the professional and academic communities. Chairs and professorships added during the past year include:
  - Chair in Business History
  - The Hewlett-Packard Canada Chair in Corporate Social Responsibility
  - The Newmont Mining Chair in Business Strategy
  - The Gordon Charlton Shaw Professorship in Management Science

  Searches are under way for the three chairs and Professor Wade Cook has been appointed to the Shaw Professorship.
- Although one of the School's main priorities remains the expansion of its tenure stream cohort to acceptable levels, there has been significant progress in 2003-2004 and 2004-2005 with a total of ten additional faculty joining the School over that two year period.
- Each year, most of the more than (now) 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 many comparable programs, although economic circumstances resulted in steady state or slightly lower numbers across the board.
- Schulich's student organizations' success has also continued in an impressive pattern. To illustrate, the Graduate Business Council hosted the (cross-Canada) MBA Games this year and for the second year running were the overall winners of the competition that included both academic and athletic dimensions. At the undergraduate level, a student team won the Canadian case competition sponsored by L'Oreal and thereby qualified for the international finals that were held in Paris in June 2004. It is gratifying to report that this team placed first as well, ahead of the teams representing the best business schools from 25 countries. Numerous other student-organized professional events and conferences occurred throughout the year.
- The school has continued to provide substantially increased financial support compared to the previous year to its students. This is of particular importance in the context of deregulated and increasing tuition rates for master's level professional programs. Schulich continues its determination to assure that financial need does not inhibit the ability of qualified students to pursue their degree at the school.
- Although at one level a personal accolade, Schulich's Dean Horváth has stressed that he regards his being named International Business Dean of the Year (for 2004) by the Academy of International Business as reflecting the School's accomplishments, and not his alone.

The Schulich School of Business is pleased with these and the numerous other indicators that it has achieved levels of quality and accomplishment that define a path of progress. It is pleased, but it is not satisfied. Both the school's internal standards and those that will be defined by the leading business schools internationally mean that quality and innovation will continue to be hallmarks of the planning process.

Planning for 2004-2005 and Beyond

The Schulich School of Business' plans for the upcoming year are integral with the strategy described in this report. Those plans have two faces – the continual enhancement of the quality of current offerings and services and new initiatives to address anticipated challenges and opportunities:

QUALITY ENHANCEMENT

The school has used and will continue to use available resources to add to its tenure stream complement. These additional faculty, several well established in their careers, will enhance the quality of current offerings and will provide the basis for improvements in research and further curriculum development. The school has also increased 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. Continued expansion of student services through the Student Services Unit, the Career Centre and the computing infrastructure and support are major elements of this plan. To support faculty in both teaching and research, the school committed incremental resources to its computing infrastructure and applications. The new Schulich School building will enhance the quality of all of the School's teaching and support activities. Student quality is also crucial, and high application levels and strong applicant credentials reflect well on the School's reputation and standing.

NEW INITIATIVES

The school continues to work on various diploma and certificate initiatives, and to develop concentration options within electives in the BBA and MBA. It will enhance the innovativeness, diversity and internationalization of its offerings, continue to seek the best students to study in its programs and continue to enhance the research and academic profile of the school. Specific new initiatives are under way, in addition to the ones identified under previous reviews. They include the following:

Health Industry Management

New courses and an MBA concentration in Health Industry Management are well under development with a total of four courses having been approved (and two taught) during 2003-2004. Further development of these courses and this specialization will continue to receive attention during the year upcoming.

Quantitative Finance

Continuing developmental work is being done in preparation for the introduction of a new Type IV diploma in quantitative finance. Completion of program design is planned for Summer 2004 and the approvals process will be initiated in the Fall of the upcoming academic year.

The International BBA

The initial cohort in the iBBA will have graduated in June 2004. Now that a full cycle has been completed of this program that was launched in 2000, a thorough review of the program is planned for 2004-2005 to identify any necessary adjustments and modifications.

Degree Program Reviews

Documentation is being prepared and preparations made for visits of external reviewers for both the [i] undergraduate programs (BBA and iBBA) – the Undergraduate Program Review (UPR) process (to be carried out in 2005-2006) and [ii] graduate programs – the Ontario Council of Graduate Studies (OCGS) process (to be carried out in 2004-2005).

Executive MBA

The executive MBA will admit its fourth cohort in January 2005 at the same time as it graduates the second group to complete the program. Students in the third and fourth cohorts will complete their programs in 18 months elapsed time because of a scheduling modification introduced this year.

Budget

For fiscal 2003-2004, the school's revenues exceeded its expenses by approximately $1,100,000. The budget for 2004-2005 indicates a deficit of approximately $100,000. 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.)

It should be noted that during 2003-2004 the University decided to report at the Faculty level the Special Academic Project Accounts and General Institutional Accounts.

Schulich School of Business

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	835,286	987,255
Internal cost recoveries	607,580	568,324
Other revenues	8,698,285	6,193,259
Central allocations	27,792,101	29,221,758
Total Revenue	**37,933,252**	**36,970,596**
Expenses:		
Faculty – Administration	1,006,930	948,276
Faculty – Full-time	10,472,279	10,622,751
Faculty – Contract	3,383,488	2,876,309
Teaching assistants	364,285	434,127
Research	638,371	1,309,606
Support/Administration	7,757,571	8,594,406
Other	1,103,253	503,183
Total Salaries and Benefits	**24,726,177**	**25,288,658**
Operating costs	6,403,057	6,217,703
Amortization of capital assets	–	–
Cost of goods sold	1,073,583	1,139,000
Taxes and utilities	205,857	178,062
Scholarships & bursaries	4,413,989	4,244,000
Interest on long-term debt	–	–
Total Expenses	**36,822,663**	**37,067,423**
Total Revenue less Expenses	**1,110,589**	**(96,827)**
Previous Year's Carryforward	**(2,891,136)**	**(1,780,547)**
Carryforward to Next Year	**(1,780,547)**	**(1,877,374)**

Carryforward to Next Year	**(1,780,547)**	**(1,877,374)**
Less Funds in Special Purpose Trusts Which Could be Available to Offset	**2,482,617**	**2,208,822**
Net Position	**702,070**	**331,448**

FACULTY OF SCIENCE AND ENGINEERING

(formerly Faculty of Pure and Applied Science)

The Faculty's mission is to offer quality undergraduate and graduate programs in the basic and applied sciences and engineering informed and strengthened by world-class scientific research.

Overview

The Faculty of Science and Engineering has a large range of basic and applied programs. BSc degrees are offered in Applied Mathematics, Astronomy, Atmospheric Science, Biology, Biochemistry, Biotechnology, Chemistry, Computational Mathematics, Computer Science, Conservation Ecology, Earth Science, Environmental Science, Geography, Kinesiology and Health Science, Mathematics, Pharmaceutical & Biological Chemistry, Physics, Space & Communications Science, and Statistics. Opportunities for postgraduate study to the MSc and PhD levels exist in all of these disciplines. BASc degrees are offered in Computer Engineering, Geomatics Engineering and Space Engineering. Students may also enroll in a variety of certificate programs in Geographic Information Systems (GIS) and Remote Sensing, Coaching, Fitness Assessment and Exercise Counseling, Meteorology, Sport Therapy and Sport Administration. The Natural Science Division provides courses in science to non-science students, as general education requirements.

Figure 2: Overview of the Faculty of Science and Engineering

	99-00	00-01	01-02	02-03	03-04
Undergraduates	3,044	3,131	3,318	3,382	4,022
Graduate Students	290	376	321	363	388
Full Time Faculty	135	141	142	143	141
Contract Faculty		51	70	70	57
Teaching Assistants		213	228	252	228
Administrative Staff		83	83	89	92

STUDENTS IN THE FACULTY OF SCIENCE AND ENGINEERING, 1999-2003:

In 2003-2004 approximately 9.6 per cent of the undergraduate and 8.1 per cent of the graduate students registered at York University were in the Faculty of Science and Engineering.

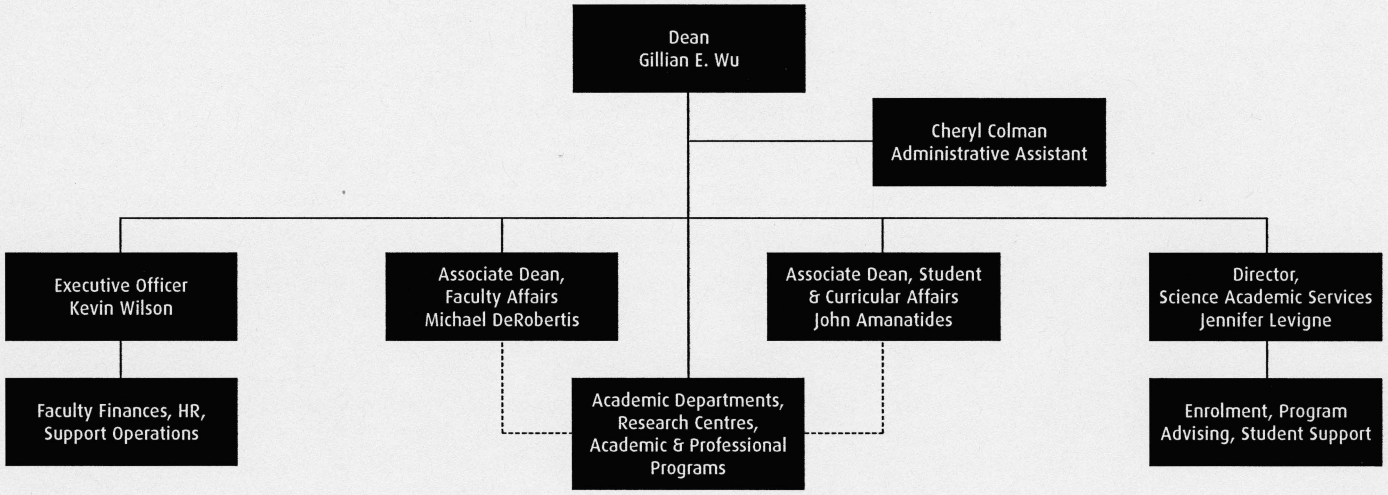
Figure 3: Undergraduate student numbers

	1999	2000	2001	2002	2003
Science & Eng.	3,044	3,146	3,318	3,482	4,022
York	33,749	34,248	35,181	38,881	42,021
Per cent	9.0	9.2	9.4	9.0	9.6

FSE, like the entire University, has been attracting more highly qualified students. 2003-2004, the double cohort year, saw a 15.5 per cent increase in undergraduate enrolments. In 2002, the increase was 5.0 per cent, in 2001, 5.0 per cent, in 2000, 3.3 per cent and in 1999 0.4 per cent. Over five years FSE has seen more than a **32 per cent** increase in the undergraduate student body.

In 2003, the above-80-per cent cohort represented 56 per cent of the OAC/12U admissions – an increase of a little less than 2 per cent from 2002. The mean entry grade of OAC/12U students was 82 per cent, unchanged from last year. Minimum admission cutoffs in all programs have been maintained during this latest growth period and have increased in some programs.

Figure 1: Faculty of Science and Engineering's organizational chart



Approximately 25 per cent of students carry a full credit load (30 or 36 credits); approximately 19 per cent carry fewer than 18 credits and are thus "part time" as defined by the Ontario Government; and approximately 22 per cent are over the age of 25 years.

Figure 4: Undergraduate Student Quality on Admission

	1999	2000	2001	2002	2003
OAC/12U registrants with >80 per cent:	297	303	278	337	684
Per cent with >80 per cent:	56	58	55	55	56
Mean OAC/12U average (per cent)	82	82	82	82	82

A research-intensive Faculty such as FSE is dependent on numerous, high quality graduate students. FSE diligently recruited excellent new faculty who will attract even more quality graduate students. Over the last five years, FSE has increased its graduate enrolment by 36 per cent. As the "double cohort" flows through over the next years, FSE expects to see an even larger percentage increase in the number of graduate students enrolled in its programs. These increases are in keeping with the strategic plan of York and the strategic plan of the government of Ontario and Canada: to grow the science, health science and applied science sectors producing highly qualified personnel ("HQP"). A research focused science Faculty is dependent on high quality, and high numbers of graduate students.

Figure 5: Graduate student numbers

	1999	2000	2001	2002	2003
Science	290	312	321	363	388
York	4,107	4,279	4,397	4,754	4,773
Per cent	7.1	7.3	7.3	7.6	8.1

FACULTY AND STAFF:

During 2003-2004 eight new faculty members joined the Faculty of Science and Engineering (from the 2002-2003 recruitment cycle). Even more recruitment activity for faculty and staff took place in 2003-2004. FSE searched for 16 additional faculty members in total: five in Biology, four in Kinesiology and Health Science, two in Chemistry, two in Mathematics & Statistics, and three in Physics & Astronomy. These new faculty will take up their positions July 1 2004, or in a few cases, at other times during the year, eager to join York and carry out FSE's and York's teaching and research mandate. Two new faculty members were successful NSERC (Natural Science and Engineering Research Council) UFA (University Faculty Awards) applicants – a program that funds female and/or aboriginal scientists. Overall 50 per cent (8) of the new faculty members are female.

FSE is also strengthening its staff complement in key areas to fulfill its mandate. During the 2003-2004 period, FSE searched for and hired twelve staff members, about half to newly created positions.

Figure 6: Staffing Summary

	00-01	01-02	02-03	03-04
Full Time Faculty	141	142	141	141*
Contract Faculty**	51	70	70	57
Teaching Assistants	213	228	252	228
Administrative Staff	83	83	89	92

* Six faculty retired this year, two resigned and eight new faculty took up their positions.

**This number is the number of individuals who are contract faculty, some individuals teach more than one course, some teach single courses. In both cases they are counted as one contract faculty member.

FSE continues to seek to hire the most qualified faculty. FSE has 141 faculty members at present. The full-time faculty are for the most part research active. Fully 89 per cent hold external peer reviewed research funding. The number of faculty who are termed "alternate stream" (faculty hired primarily for teaching and service and who are not required to do research) is twelve including two Masters of Colleges.

RESEARCH

Figure 7: Research Funding

Department	No. of FT Research Faculty (excluding alternate stream)	No. with Grants	Grant Funds ($)
Biology	25	22	4,882,732
Chemistry	20	19	5,276,847
Computer Science & Eng	37	31	2,771,152
Earth & Space Sc & Eng	16	16	4,622,996
Kinesiology & Health Sci.	8	6	894,519
Math & Statistics	4	4	96,560
Physics & Astronomy	20	18	3,793,084
Total	**130**	**116**	**22,337,890**

Figure 8: Trends in FSE funding from the major grant funding agencies.

	2000	2001	2002	2003
CIHR	555,491	647,008	916,042	1,790,943
NSERC	4,690,433	6,312,828	5,849,909	6,525,176

FSE has hired a Research Officer to aid in the promotion of writing fundable grant proposals. Some granting councils award larger (in dollars) grants but have a lower success rate and it is with these proposals in particular that the Research Officer will provide help. (For example – and these are only approximate – the success rate for CIHR is about 20 per cent and for NSERC is over 70 per cent but the average CIHR grant award is $100,000 annually while the average for NSERC $25,000). FSE faculty have enjoyed success rates of between 25 per cent to 75 per cent with CIHR but the number of applications is not at a high level. With the new Research Officer's aid in application preparation, more faculty members especially those in Chemistry, Biology, Kinesiology and Health Science will apply. Note that even though CIHR funding is more competitive, York's CIHR funding has increased in the past three years by about 300 per cent. Over the same time period, NSERC funding has held steady.

Faculty Goals for 2003-2004

The Goals were:

1. Support and Building of the Engineering program. The Faculty of Science and Engineering has a commitment to continue building Engineering with the goal of accreditation in the academic year 2004-2005.
2. Optimize and manage the "double cohort" enrolments, especially in the high enrollment areas of Biology and Kinesiology and Health Science.
3. Reorganize and renovate teaching lab space to accommodate changing needs in undergraduate education and the new programs being launched by FSE.
4. Revitalize current programs seeking answers to the problem of low-enrolment, high quality programs.
5. Explore and develop new programs in innovative fields

FSE progress towards these goals in 2003-2004:

1. SUPPORT AND BUILDING OF THE ENGINEERING PROGRAM.

The Engineering program is at the end of its third academic year with about 200 students registered. As FSE moves towards graduating its first class, the Director of Engineering, Professor Robert Prince, and the engineering faculty have accomplished the following:

- Faculty: As described previously in the PBA (Planning Budget and Accountability) document, six faculty positions and an increase in FSE's base budget of about $480,000 was allotted to establish Engineering. All six of these positions have been filled – three in Computer Engineering, one in Space Engineering and two in Geomatics Engineering (the final one hired in 2003-2004). In addition, a contractually limited appointment (three years) was made in Computer Engineering in 2003-2004. Overall, there are eleven faculty members with the designation P. Eng. (professional engineer) among FSE faculty. A number of other faculty members have or are applying for the professional designation.
- Name changes: A name change for the Faculty was approved by Senate in May 2004, and by the Board of Governors in June 2004 from the Faculty of Pure and Applied Science (FPAS) to the Faculty of Science and Engineering (FSE). The Steacie Science Library's and Building's name were changed to The Steacie Science and Engineering Library and The Steacie Science and Engineering Library Building. (In 2002-2003, two departments changed their names to incorporate visually their Engineering mandate – namely, Computer Science to Computer Science and Engineering; and Earth and Atmospheric Science to Earth and Space Science and Engineering.)
- Technicians: A technical support person for the Engineering laboratories was recruited, and another will be recruited in the summer of 2004.
- Laboratories: FSE has focused on upgrading the current laboratories to state-of-the-art level, including the renovation of Room 020, Petrie Science and Engineering Building, which was completely renovated for undergraduate engineering students. A further $70,000 was spent on bringing other engineering laboratories to cutting-edge status.
- Governance: The Engineering Program Committee (EPC) has defined its responsibilities in view of the guidelines and requirements of the Canadian Engineering Accreditation Board (CEAB). The guidelines necessitated that the control of the Engineering curriculum be under the direction of Engineering Committees. To meet these requirements some changes were made to the original structure. The Engineering curriculum is now proposed (introduced) in the EPC and then brought to the Curriculum Committee of the academic department housing the engineering stream. In addition, FSE Council passed motions whereby the Director of the EPC has membership on the Faculty Executive and Planning and the Faculty Curriculum Committees.
- Scholarships and Bursaries: Engineering requires entrance averages of at least 80 per cent in OAC or 12U subjects, an overall GPA of 5.0 (C+) to advance, and a course load of 36 credits in each of the four years. To help the students meet these requirements FSE has continued the one-on-one counseling for all by the Director, funds have been made available for Engineering Society activities, and Engineering designated donations have been used to pay for other expenses. The Foundation has been very successful in raising funds for engineering students. By the end of the 2003-2004 academic year at least five new $1000 awards have been made available to assist needy engineering students.
- Mock Accreditation: In February the Engineering Program underwent a mock accreditation by Professor D Aplevitch. The mock accreditation report contained a number of suggestions including hiring more faculty who are P. Eng. eligible, and recruiting more engineering technicians.

2. OPTIMIZE AND MANAGE THE "DOUBLE COHORT" ENROLMENTS, ESPECIALLY IN THE HIGH ENROLMENT AREAS OF BIOLOGY AND KINESIOLOGY.

- FSE reached its enrolment target for entering 'double cohort' students. FSE was able to handle a 25 per cent increase in first-year students by increasing the number of sections in some courses, increasing class sizes, adding courses to FSE's summer term, hiring more faculty, staff, and teaching assistants, and adding fully equipped, renovated, undergraduate teaching laboratories. The new incoming students in Biology and Kinesiology and Health Science – where the largest growth in absolute numbers was – were accommodated and educated using all the upgraded facilities.
- Faculty hirings: In 2003-2004, eight new full time faculty members, arrived in FSE. All new faculty – but especially those in Biology and Kinesiology and Health Science – were essential to meet the needs of double cohort students. To cite a few examples: A CLA in Biology, Professor T. Noel, was particularly important in facilitating the advising of the hundreds of incom-

ing Biology students; a Computer Engineer, Dr. N. Vlajic, taught two sections of the same course to ensure she taught all the incoming engineering students.

3. REORGANIZE AND RENOVATE TEACHING LAB SPACE TO ACCOMMODATE CHANGING NEEDS IN UNDERGRADUATE EDUCATION AND THE NEW PROGRAMS BEING LAUNCHED BY FSE.

- The space currently occupied by FSE in Lumbers and Farquharson Buildings was reorganized so as to better serve the undergraduate (UG) students. Some UG labs were moved to a different, more appropriate space, while others were renovated.
- Space was reallocated for teaching. For example, the space occupied by "Stores" in Petrie Science and Engineering will be renovated to generate a fully serviced "Receiving" space, storage space for volatile chemicals and an undergraduate physics lab. Stores in Farquharson will be organized to accommodate the Petrie-specific needs. These renovations should be in place by September 2004.

4. REVITALIZE CURRENT PROGRAMS SEEKING ANSWERS TO THE PROBLEM OF LOW-ENROLLMENT, HIGH QUALITY PROGRAMS.

- Small Programs: FSE has a number of small programs serving rather few students. Examples include Space and Communication Science, Conservation Biology, and Computational Mathematics. FSE's Executive & Planning Committee formed a group on small programs whose mandate was to bring recommendations to the Dean. As a result, FSE is freezing the entry into some small programs, streamlining the curriculum of others, and "advertising" more for others. This is a difficult undertaking as some of these programs are unique, and have played a niche role in education producing 'highly qualified personnel" (HQP). Nonetheless, FSE is focused on providing unique programming where there is also student interest.
- Throughout the year curricula were examined, and modified. Over ten new courses were introduced in growing areas to meet the needs of the higher quality students FSE is attracting, and the needs of their potential employers.
- Attracting quality students: FSE's many outreach programs reached unprecedented numbers of prospective students. Speakers Bureau had 98 school visits (a 400 per cent increase from 2002-2003 which had 23 school visits). The reason for its popularity had to be in part due to its reorganization by incorporating new lectures developed by faculty, a new brochure that was more aggressively advertised, and the enhanced reputation of York Science in the high schools. Engineering & Science Olympics attracted 67 schools and 1200 students this year, the highest in over ten years. Yes I can!, a Web-based repository of science-based curricula for K-12, scored over 100,000 hits/downloads; the Regional Science Fair at York attracted over 500 students; two departments brought high school science teachers to York to 'meet the professor'; FSE professors were judges at Science Fairs. Computer Science & Engineering Day attracted 11 high schools, and approximately 250 students, and the hosting of the ECOO Programming Competition brought approximately 50 high schools and 200 students to York's Computer Science and Engineering Department. These activities bring motivated students, teachers and their parents in touch with science at York. These visits cannot help but promote the quality of FSE science and engineering education at York.

5. EXPLORE AND DEVELOP NEW PROGRAMS IN INNOVATIVE FIELDS.

- Biochemistry was introduced at York in 2003-2004 with the first students enrolling in September 2004. There were over 500 applicants for the program and the entry class will be in the range of 60-70 new students. This is a high demand program, attracting new highly qualified, competitive, students to York.
- Computer Science has developed three new streams, two of which will be introduced in September 2004. These new streams (Intelligent Systems, Interactive Systems, Communication Networks) will attract the students who have turned away from classical computer science perhaps because of the "Nortel phenomenon", or perhaps because classical computer science is beginning to be perceived as "old fashioned". The Software Engineering stream is in the approval process – approval will generate a new BSc and a new BASc stream. As Canada and the world need educated graduates (HQP) to continue to drive technological progress, the mounting of these new streams is very timely.
- A new degree was introduced – BSc (Tech). This degree is part of the University's strategic plan to enhance the applied aspects of some areas – initially Biotechnology – at York. This is a 90 credit York degree that builds on a technical education received at one of the Colleges of Applied Arts and Technology. It differs from York's BSc in that it will be awarded to students who successfully complete 45 block credits at one of the Colleges with high standing before joining York for a further 45 science credits leading to the BSc (Tech), 90 credit, degree.
- A joint program in Biotechnology with Seneca passed through the adjudicating committees and will be introduced in 2004-2005. A student in this program will undertake his or her first period of study (45 science credits in Biotechnology) at Seneca College, and then transfer to York where he or she will complete a further 45 science credits in the area of Biotechnology. In total the student will have the equivalent of 90 York University credits, and all the requirements for a BSc (Tech) degree. The degree awarded for this program is the BSc (Tech) described in d) above. It is expected that other BSc (Tech) programs will be forthcoming.
- Emergency Management: This new research/education area came to the forefront with the August 14, 2003 black out. FSE has plans for new programming almost in place on two fronts. NSERC has devoted $3 million to graduate research in Emergency Management. CRC Professor V. Tao is submitting a grant that would see graduate-level research in this field. Atkinson Faculty of Liberal & Professional Studies with Centennial College are planning a joint program in a similar area for law enforcement officers and FSE will provide the courses on

the "Science of Emergencies" – avalanches, chemical spills, hurricanes – for the students. FSE is considering an engineering stream that would include an Emergency Management concentration in the fourth year. This programming is in the organization stage and has not yet been formally adopted.

6. SUPPORT AND BUILD THE NATURAL SCIENCE DIVISION.

FSE has an important responsibility to educate non-science students at York in the ways and the culture of science. Most non-science students at York take one full course from the Natural Science Division in FSE as part of general education requirements. Although not specifically an aim for 2003-2004, FSE has expanded the number of its Natural Science faculty and staff members. In 2003-2004 FSE recruited two new faculty members whose sole teaching responsibilities are in Natural Science. Dr P. Hall will focus on Astronomy education for non-science students, and Dr B. Czaban on Biological Sciences for non-science students. FSE also hired an additional administrative assistant for the program. In addition, FSE is offering selected Natural Science courses which have a laboratory component in the summer of 2004. These are new undertakings for the relevant departments and the Faculty.

Multiple course sections have been mounted for large-enrolment courses to reduce class sizes from 500 students to closer to 300 students. Efforts continue to reduce tutorial sizes. M-Aid-in-NATS and Labs-in-NATS continue to support these non-science students. Both of these courses were developed to bring students who do not have high school courses in mathematics or sciences at the 11U and 12U level. M-Aid-in-Nats seeks to help those who lack mathematical understanding or some of the basic principles needed for the Natural Science courses, and the Labs-in-Nats, similarly, presents current high school level laboratory science information. These courses help the students be successful in their Natural Science course.

Faculty Goals for 2004-2005

1. Engineering: Complete the requirements for the accreditation. This includes the application process, the identification of engineering specific sections of courses, labs, rooms and, governance. Identify where new faculty members are needed for accreditation and work towards hiring these faculty, and staff.
2. Quality students: FSE will continue to enhance its extensive outreach programs to attract the best quality students possible. Success will be identified as increase in the number of applications in the "first choice" category, and an increase in the admission averages of the entering students.
3. Theft Prevention: Although this may appear as an odd goal, theft is the single most demoralizing event for FSE faculty and staff. This year there have been key thefts which resulted in endless cases of office and lab thefts. The faculty have made it clear that preventing thefts is as important as any other goal FSE could put forward. Using card keys instead of conventional metal keys is the likely solution – but it is a costly solution.
4. Research: In 2004-2005, sixteen new faculty members will join the Faculty of Science and Engineering. It will be crucial to work with them to write fundable research grant applications, to get their labs up and working, to develop their course plans and to help them integrate into FSE. Next year FSE will focus on serving these new members of the community. In addition, FSE will expand into Lumbers with the associated ripple that will involve current as well as new faculty. The goal will be to do it right, on time, on budget while providing a secure environment.
5. Programming: Computer Science and Engineering – because of the downturn in the "high tech" field, the computer science and engineering programs are suffering from lower student interest and hence enrollments. New streams, programs and courses will need to be crafted to meet the demands of the 21st Century for technology adept students. Among the other areas in which FSE can bring forward solid and needed programming is Emergency Management. Health Science education is also maturing and ready for expansion.

Budget: The Fiscal Year 2003-2004

The Faculty budget continues to prove challenging with the competing demands of targeted growth, balancing revenues and expenditures, combined with the goal to pay off a multi-million dollar deficit. The 2003-2004 fiscal year began with the aim of delivering excellent education and research within a tightly controlled fiscal environment. This enabled the Faculty to reduce its deficit while maintaining its commitments to its students.

The Faculty of Science and Engineering continues to require higher investment per capita for teaching and research within an environment where demands for funds, for example, laboratories, and equipment outweigh supply. University growth will also continue to add to this investment requirement particularly when fiscal commitments cannot meet the demands of the Faculty.

The Faculty of Science and Engineering will continue to operate in the fiscal year 2004-2005 within an environment where it will be expected to grow while attempting to continue to pay down its deficit and manage continuing cuts to its base budget.

Faculty of Science and Engineering

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	1,065,414	509,599
Internal cost recoveries	1,111,853	1,052,430
Other revenues	69,726	52,420
Central allocations	28,096,940	28,067,141
Total Revenue	**30,343,933**	**29,681,590**
Expenses:		
Faculty - Administration	825,625	351,423
Faculty - Full-time	13,665,042	15,347,478
Faculty - Contract	1,317,552	1,276,500
Teaching assistants	2,153,197	2,227,500
Research	1,634,201	1,507,466
Support/Administration	5,394,515	6,116,253
Other	20,301	-
Total Salaries and Benefits	**25,010,433**	**26,826,620**
Operating costs	3,754,161	2,724,787
Amortization of capital assets	-	-
Cost of goods sold	237,889	-
Taxes and utilities	232,611	284,500
Scholarships & bursaries	247,341	247,500
Interest on long-term debt	-	-
Total Expenses	**29,482,435**	**30,083,407**
Total Revenue less Expenses	**861,499**	**(401,817)**
Previous Year's Carryforward	**(2,124,175)**	**(1,262,677)**
Carryforward to Next Year	**(1,262,677)**	**(1,644,494)**

Notes to Accounts:

1. Increase in budget allocations primarily due to higher enrolments.

2. Revenue Less Expenses shows a planned deficit to account for 16 new faculty members.

YORK UNIVERSITY LIBRARIES

Overview

The mission of the University Libraries is:

- to pursue, preserve and disseminate knowledge;
- to meet the challenges of evolving technologies for our diverse community through leadership and innovation;
- to advance teaching, learning and research at York University by building quality collections and services for present and future generations.

The roles of the University and the Libraries are closely connected. The Libraries' Program Review recommended that new investments should support "change that reinforces the connection between the Library and the University" and new roles for the Libraries in the evolution of teaching, learning and research. The mission of the Libraries is to acquire, store, organize, preserve and provide access not only to the information that researchers need but also to the knowledge that 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. The Libraries' new academic plan provides one vehicle to prioritize services and collections.

COLLECTIONS AND SCHOLARSHIP

Libraries are integral to the teaching and research endeavours of the University. The Council of Ontario Universities commissioned EKOS Research Associates to undertake a study on public perception of quality in Ontario Universities. Among the top five factors found to influence the quality of education was a *well-stocked library that makes use of leading-edge technology*. Collection activities strive to satisfy the needs of a growing student population and increasingly diverse curriculum and research agenda. The Libraries continue to aggressively develop electronic collections, thereby supporting learning and research anytime and anywhere. An important component of this activity is increasing York University Libraries' involvement in the creation of digital collections.

LIAISON AND PROGRAMS

An important focus of development for the Libraries is to further develop the connection between librarians and faculty. According to the York University Libraries' Program Review:

An enhanced effort at library liaison is critical to ensure a close connection between academic needs and library resources. This role fulfilled by faculty liaison librarians is most effective when focused on specific faculty or departments . . . Strengthening the liaison programme will require the recruitment of additional

librarians to support the diversity of programmes and large number of departments and faculties on the campus

Librarians provide specialized assistance to graduate students and contribute to research through their expertise with the wide variety of information and data resources.

PEDAGOGY AND INFORMATION LITERACY

Information literacy can prepare learners not only for immediate curricular activities but also for experiences with information use beyond the classroom – in work settings, careers, continuing education and lifelong learning. As per the Program Review, a goal of the Libraries is that librarians and faculty develop partnerships so "the Libraries (and their services and resources) can become a seamless part of the course, not an add-on subsidiary component".

ACCESS

A fundamental value for academic libraries is commitment to accessibility of their collections, services and expertise. The Libraries are striving to restructure and develop new services and resources, while at the same time maintaining highly valued traditional services. Some principles to guide library development and services include: taking full advantage of developments in scholarly communications and information technologies; incorporating principles of self-service and one place to look; making the Libraries Web site the first place to look when searching for information; soliciting feedback through surveys and focus groups.

LIBRARY AS PLACE

Students' needs and service demands require a change in library learning space. Not only are there more students on campus to use the libraries, but the actual use of libraries among students is increasing here at York and at many other universities. Importantly for a research institution, the Libraries are actively developing a supporting research collection. The outcome is a converging demand for additional space for public service space and collections.

COLLABORATION

Partnerships serve to provide new and improved services as well as participate in consortial purchases. The Libraries are actively working with other communities on campus and across the country to provide the York community with world class collections and excellent library services.

RESOURCES

Feedback from campus surveys on library services indicates a need for stronger collections, better facilities and improved access. Providing quality service requires ongoing review of staffing levels in all areas of the Libraries. Faculty and students frequently comment on the highly valued contributions librarians make to the research and learning activities on campus, made evident by in the increase in demand for library workshops and specialized assistance.

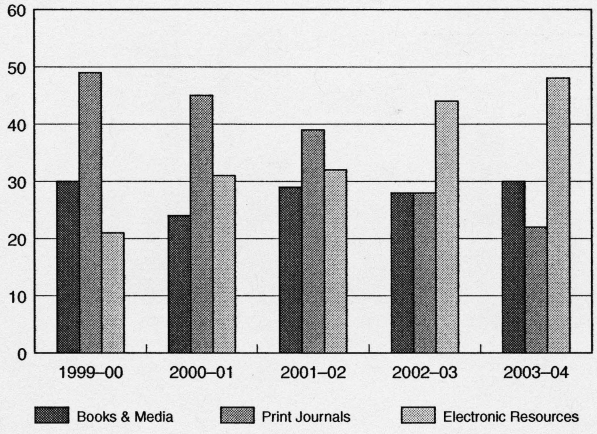
2003-2004 in Review

Additional funds coming to the Libraries due to increased enrolment were directed towards providing new services, developing support for new curricular and research activities, and selectively expanding and modifying existing services and collections.

COLLECTIONS

Collections are the heart of the Library. In 2003-2004, York University Libraries celebrated the acquisition of their 2.5 millionth volume. The percentage of the acquisitions budget spent on electronic materials continued to grow; the collection of electronic journals now exceeds 13,000 titles. Better support for heavy research demands was made possible by using over $300,000 in indirect research costs funding and $100,000 in one-time-only funds to acquire specialized materials in the sciences, social sciences, and humanities. For the second year, $100,000 was put towards acquiring additional copies of highly used monographs. Once again, Archives and Special Collections were enriched with donations in areas of literature, theatre, social justice and Jewish studies.

Figure 1: Percentage of Acquisitions Budget Spent on Books and Media, Print Journals and Electronic Resources



Source: York University Libraries

PHYSICAL LIBRARY

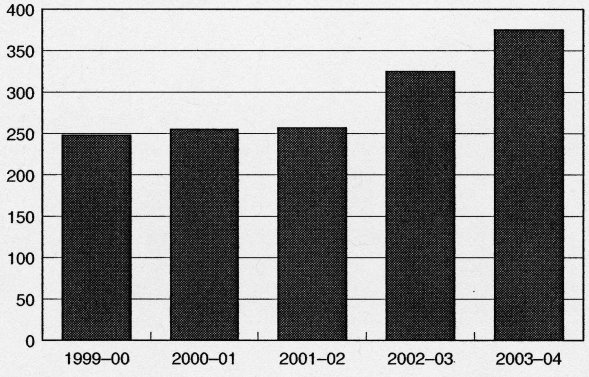
Significant funds were designated towards providing additional and improved library space. Innovative design was incorporated into a new attractive reading room in Scott Library, creating a flexible study space that provided electrical outlets and network connectivity from virtually every area of the room. Students made extensive use of 26 additional new group study rooms in Scott, Frost, and Bronfman Libraries. The Peter F. Bronfman Business Library in the new Seymour Schulich Building is a wonderful research setting which doubled the seating capacity of the previ-

ous business library, providing a wide variety of study seating: carrels, wired tables, soft seating, computer workstations and group study rooms. Due to the many demands for university planning services, some renovations scheduled for 2003-2004 were delayed a year – specifically, renovations to Steacie Science and Engineering Library and improvements to information literacy classrooms at Leslie Frost Library.

LIBRARY COMPUTING

The budgeted and scheduled computer upgrade for all four libraries provided new public workstations with significantly improved computing and multimedia capability. Efforts continue to meet the demand for access to library computers. For the third year, the number of public workstations has increased. Scott Library transformed two wired classrooms into drop-in labs when not being used for information literacy classes. Wiring a large number of carrels and tables for easy access to electrical outlets and network connections provided for improved laptop use in Scott Library. Web-based programs enabled a self-service reservation system for group study rooms, and provided online tracking of inquiries to computing student assistants from users. The demand for research materials from students with special needs doubled last year, in part due to the increased capabilities made possible through information technologies.

Figure 2: Number of Public Workstations within York University Libraries



Source: York University Libraries

PEOPLE

It is essential to preserve York University Libraries' strong service quality record. Library staff participated in several development programs on themes including management, public service skills, cataloguing, and coaching for performance. Librarians and staff at Scott Library are learning to efficiently acquire and effectively support the use of government publications now housed at Scott Library, which houses York's main social sciences and humanities collections. Shelving activity at Scott Library increased substantially, primarily because of ready access to the documents collection by social science and humanities students and faculty. Librarians are actively developing and assessing online library research skills learning modules. The Finding Articles online tutorial created by Maura Matesic and Scott McLaren was chosen by the Association of College and Research Libraries as the Internet Education Project of the Month for January 2004. More student computer assistants were hired as more computer access was provided at Scott Library. Access to the Ryerson/Guelph/York virtual reference service was expanded, requiring more hours of support from librarians and library staff. Once again, members of the York community were the heaviest users of this service. The Libraries now share a development officer with the Faculty of Graduate Studies; this officer has begun developing strategies to strengthen fundraising activities for the Libraries.

COLLABORATION

The Libraries continued to take full advantage of relevant consortial and collaborative initiatives. Of note was Scholarsportal.info, the Ontario Council of University Libraries (OCUL) initiative, which has created a world-class digital collection of journal articles that may be the third largest in the world. York University Libraries have several people actively involved on a variety of working groups for OCUL. A new partnership with the Nellie Langford Rowell Women's Studies Library which included placing their holdings in York University Libraries online catalogue was a complete success. The number of students and faculty using Nellie Langford Rowell Women's Studies Library collection increased four-fold in 2003-2004.

GRADUATE STUDENTS

The Libraries conducted focus group surveys with graduate students to identify their priorities for library resources and services. Collections and access to these collections remain the number one priority for graduate students. The Libraries were encouraged to continue developing their electronic collections, with positive praise only, for its focus on expanding access to digital resources. Comments indicate gaps in the monograph collection at the graduate level. Graduate students, particularly in the humanities and social sciences, consistently articulated a need for library space which would be conducive to long periods of intensive reading and writing. There was also strong interest in graduate students working more closely with librarians as they become more effective in the use of information resources for their research.

Planning for 2004-2005

LIBRARY AS PLACE

Libraries across Canada continue to be highly valued as places of study. York is not an exception to this. The use of York University Libraries is growing substantially. Four years ago, 11,000 people entered Scott Library in a single day. Two years ago, the number peaked at 14,000; last year it was 16,000. In spite of several improvements to the study space, feedback continues to highlight the crowds and noise in this library. This demand for more library study space and the pressing need to accommodate a growing research collection has created the need for a long-term solution. The Libraries will be working with consultants to clearly identify what kind of library facilities would best support the activities of

students and faculty over the next two decades. Meanwhile, existing plans to renovate the Steacie Science and Engineering Library will double the seating capacity to approximately 200 seats, the basement of Central Square will be renovated to create collection space, and plans will be developed for improved use of spaces on the first floor of Scott Library.

COLLECTIONS

If funding levels continue, up to $600,000 in one-time-only funds are targeted towards improving the research capacity of the Libraries' collections, as well as acquiring additional copies of heavily used items. The amount of $333,000 in indirect research costs funding will help sustain library collection support for York's research community. Librarians and archivists will collaborate to guide the development of York University Libraries' digitization projects for YorkSpace and of the Archives and Special Collections.

COLLABORATIONS

In the upcoming year OCUL's Scholarsportal.info Project will enable the capability of linking directly from bibliographic citations to the electronic article, and introduce RefWorks, new citation management software. York will benefit as a member of the Canadian Research Knowledge Network, which is now responsible for acquiring electronic resources particularly in the humanities and social sciences, as well as negotiating ongoing subscriptions to the Canadian National Site License Project's online journals and indexes. The Libraries will offer the service of preserving and providing access to publications electronically, including scholarly publications of the York community. Active collaborations with CNS will include the new YorkCard (which can serve as a library card), an improved interface between library acquisitions, accounting and FHRS, and incorporating Passport York for online library authentication.

PEDAGOGY AND INFORMATION LITERACY

Teaching students to become effective researchers and life-long learners is a key focus for librarians and library staff. In this effort a new librarian will join the library as Information Literacy Program Coordinator to guide the development of a university-wide information literacy policy and strategy. Librarians will continue to explore a variety of teaching modalities to help students learn the library skills they need to successfully conduct research in an increasingly information-rich world.

ACCESS

LibQUAL, a campus assessment of library service, was conducted in March of 2004. The results will be analyzed to guide further developments and modifications to services within York University Libraries. Feedback has highlighted several areas for investigation, including gaps in the collection, the high value faculty place on contributions to teaching and research from librarians, and the shortcomings of library spaces.

RESOURCES

A plan to identify the needs for additional librarian support has begun, with recognition being given to new or growing areas of library activity – specifically, information literacy, government publications, digital collections, and online library services. Other areas of concern and interest include expanding liaison librarianship activity. Additional support is targeted for virtual reference and assisting students with special needs. Several new endeavours may impact service demands, including the creation of an expanded, attractive, wired study space in the Steacie Science and Engineering Library, the transfer of nursing and kinesiology materials from Scott to Steacie Library, and the implementation of RACER, the new OCUL interlibrary loan system.

Budget in 2003-2004

Expenditures in 2003-2004 for the Libraries were in three major categories: salaries and benefits for 150 full-time staff and 200 part-time student assistants (46 per cent); print and electronic collection resources (36 per cent); and general operating expenses (17 per cent). The Libraries had three contractually-limited appointments and several part-time librarians who provided support during sabbaticals and other absences. The Libraries partially contained increases to serials and monographs by preplanning US dollar expenditures in conjunction with the University Treasurer. In preparation for the double cohort, for a second year in a row $100,000 was spent to purchase additional copies of highly used items. Existing and new consortial agreements continued to help the Libraries expand the number of electronic journals that are available to the York community. During the summer of 2003, the Libraries spent over $800,000 to upgrade and expand the number of public access workstations. The Libraries also spent over $1,000,000 on renovations in preparation for the expanding enrolment: two large instruction rooms, twelve additional group study rooms and a large periodical reading room were created in Scott, a large compact shelving system was installed in the lower level of the Steacie Science and Engineering Library as the first stage of Steacie renovations, and shelving systems were installed in the new Peter F. Bronfman Business Library.

The library budget reserve continues to be an essential component of the library plan for completing library renovations that are related to the campus building program, which includes the expansion of the Steacie Science and Engineering Library and upgrades in the Leslie Frost Library in preparation for the increase in enrolment. Storage space in the basement of Central Square is being created, so that existing storage space in Scott can be converted to urgently-needed public space. Should demands for the use of library funds on renovations diminish, these resources would be applied to improving the quality of collections and improving the ratio of librarians to students.

New resources from enrolment funds will assist the Libraries in addressing the collections, staffing and space needs of the growing student body, as well as supporting new initiatives.

University Libraries

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	1,014,510	978,950
Internal cost recoveries	38,723	44,000
Other revenues	13,500	26,962
Central allocations	21,448,023	21,307,200
Total Revenue	**22,514,756**	**22,357,112**
Expenses:		
Faculty – Administration	412,553	404,761
Faculty – Full-time	2,634,354	3,185,278
Faculty – Contract	192,125	165,887
Teaching assistants	2,107	–
Research	649,188	382,558
Support/Administration	6,899,588	7,244,766
Other	16,203	15,700
Total Salaries and Benefits	**10,806,118**	**11,398,950**
Operating costs	12,249,165	11,185,334
Amortization of capital assets	–	–
Cost of goods sold	99,696	127,000
Taxes and utilities	93,905	97,619
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**23,248,884**	**22,808,903**
Total Revenue less Expenses	**(734,128)**	**(451,791)**
Previous Year's Carryforward	**2,203,394**	**1,469,266**
Carryforward to Next Year	**1,469,266**	**1,017,475**

Division of the Vice-President Research & Innovation

Stan Shapson, Vice-President
Suzanne MacDonald, Associate Vice-President

Introduction

Excellence in research is central to York University's mission and is fundamental to the University's ability to contribute to the scientific, economic, cultural and social health of our society.

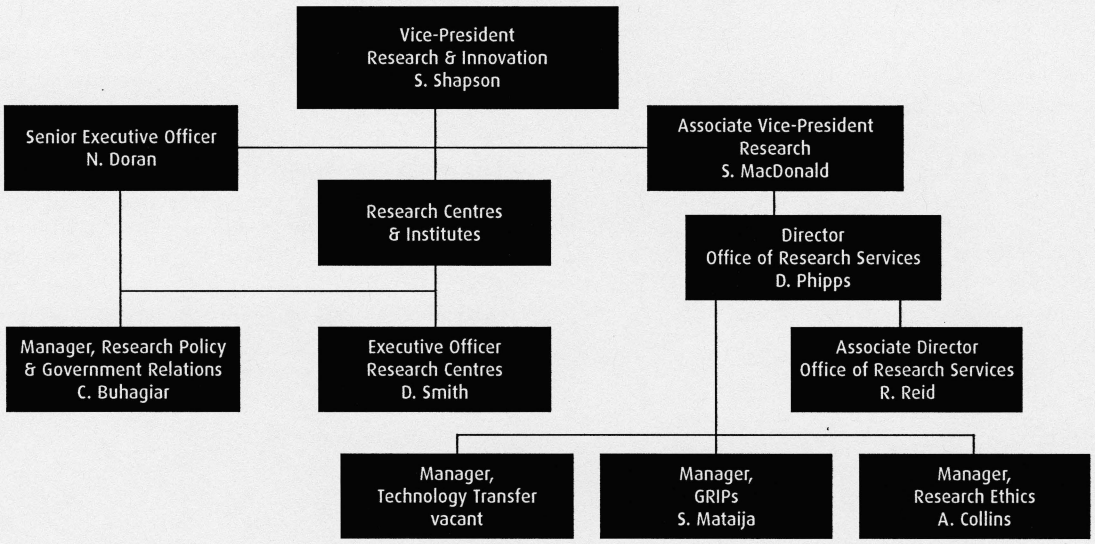
Unconventional, bold, and inventive – York University's research is on the front lines of our increasingly complex, densely interconnected, simultaneously global and local world. Recently cited as one of Canada's faster growing research universities, York is about innovative research with local, national and international impact.

Research at York takes place in every discipline and spans the full spectrum of programs from the pure and applied sciences through business, law, the humanities and social sciences, and the fine arts. Specifically, York has renowned research strength in areas such as space science, vision science, history, and psychology to name just a few. Home to 21 research centres and institutes, York University has a strong history of interdisciplinary, collaborative and innovative research. Our commitment to taking focused risks and our passion for innovation stake a claim to a future that touches almost every facet of the complex issues facing society.

Building on the above strengths, key research areas, broad disciplinary mix and size, York is expanding its research into strategic thematic areas with a focus on innovative, interdisciplinary research. Engaging the best researchers across a diversity of disciplines, York is confronting challenges in a new way in order to create unique and innovative research projects that will help position the University and our exceptional researchers as true leaders in Canada's knowledge economy. York's interdisciplinary research focus enables our researchers to draw on their established expertise and push beyond traditional research methods to respond to issues and challenges that shape our world.

Our research and innovation requires not only an interdisciplinary approach involving our most inventive researchers but also visionary, dynamic collaborators and investors. In fact, the Ontario Science & Innovation Council (OSIC) ranked York University as Canada's third most internationally collaborative research University in their recently released Innovation Index.

Figure 1: Division of the Vice-President Research & Innovation Organization Chart



Division of the Vice-President Research & Innovation

The division of the VPRI includes the Office of the VPRI, the Office of Research Services (ORS), university-based Organized Research Units (ORUs), and services such as technology transfer and research ethics.

The Office of the Vice-President Research & Innovation (VPRI) was established in 2000 to assume institutional leadership and overall responsibilities for research and is responsible for strategic research planning, promoting a pervasive and sustainable research environment, strengthening research services, and communicating the results and impact of York's research, both internally and externally. The office is specifically responsible for overall research leadership, budgeting and human resources as well as internal and external strategic planning, research communications, and external (including government) relations. The vice-president represents the University on a number of external boards and provides internal reports on research to Senate, the University's Board of Governors, and the York Foundation's Board of Directors.

The Office of Research Services is responsible for delivering research grant and contract services to faculty members at York. In addition, ORS delivers services in the areas of research ethics, technology transfer and commercialization, government research infrastructure programs (such as CFI), and industry liaison.

The overarching goal of the VPRI is to strengthen and promote a pervasive and sustainable research culture internally and externally that enhances the opportunity for and reputation of York University's research and Canadian innovation worldwide.

The VPRI has set four core goals for the division:

1. Provide every researcher with top-level service and support, and ensure the growth of York's basic research strengths.
2. Celebrate research successes so that York's strengths are understood and embraced by the entire York community.
3. Focus on the strategic growth of research by building on the University's strengths and expanding activity in strategic research areas.
4. Increase York's external research reputation by strategically communicating the vision for research to external stakeholders.

Budget

The division of the VPRI includes the budgets for the offices of the vice-president and the associate vice-president, the Office of Research Services (ORS), the University-based Organized Research Units (ORUs), and a large variety and number of research-related accounts used to support the University's research agenda. Many of the budgets that fall within the division do not receive or operate with base funding and, because they are externally funded, do not necessarily correspond with the University's fiscal year.

The divisional budgets for research are difficult to compare year over year because of the variation between external funding programs (e.g., indirect costs program), the timing of the awards (i.e., they are not tied to specific fiscal year cycles), 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. Consequently, it is misleading to attempt to analyze year-over-year comparisons based strictly on budget figures.

The external context for research changes frequently (e.g., more grant requirements for matching funding, mounting indirect costs of research, requirements for technology and industry liaison offices, ethics requirements, and an expanding need for innovation and commercialization) and so, for York to be competitive as a research university, we must have the flexibility to continue to strategically invest all financial research resources to advance the research agenda and to meet government requirements and directives.

The budget of the Office of the VPRI supports the cost of the overall administration of the division. Special academic research project accounts also fall within the division's budget; these accounts represent activities that are self-supported through external and internal cost recovery and are used to support research projects and activities being undertaken by both individual and groups of faculty members from across the University. Because of the nature and timing of these research activities, the special academic research accounts often account for a large portion of the carry-forward, which appears in the division's budget.

Research budgets are generally identified with, and restricted to, specific purposes and projects and therefore there is very little flexibility within the divisional budgets. Many of these projects span budget years and expenses do not always occur within the same fiscal period as the funding is committed. The timing and nature of these research monies will account for a large variation in year-to-year financial reports.

Division of the VP Research & Innovation

(Dollars)	Operating Results by Unit 2003-2004 Actuals	2004-2005 Budget
Office of the VP Research & Innovation	3,418,184	2,831,046
Office of the AVP Research	434,231	514,040
Office of Research Services	678,368	684,982
Academic Support & Research Centres	4,831,359	4,288,871
Total Division of the VP Research & Innovation	**9,362,142**	**8,318,939**

Division of the VP Research & Innovation

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	1,474,743	908,700
Internal cost recoveries	179,765	211,581
Other revenues	694,463	218,890
Central allocations	7,025,447	6,652,683
Total Revenue	**9,374,418**	**7,991,854**
Expenses:		
Faculty – Administration	412,009	480,907
Faculty – Full-time	26,051	19,668
Faculty – Contract	–	13,407
Teaching assistants	18,989	31,467
Research	777,453	439,920
Support/Administration	2,942,700	2,685,980
Other	625,398	256,153
Total Salaries and Benefits	**4,802,600**	**3,927,502**
Operating costs	4,369,280	4,205,478
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	190,262	185,959
Scholarships & bursaries	–	–
Interest on long-term debt	–	–
Total Expenses	**9,362,142**	**8,318,939**
Total Revenue less Expenses	**12,276**	**(327,085)**
Previous Year's Carry-forward	**3,972,454**	**3,984,730**
Carry-forward to Next Year	**3,984,730**	**3,657,645**

Towards the end of the 2003-2004 fiscal year, York received funding of $3.9 million as part of the federal Indirect Costs Program. This program provides the University with an opportunity to financially support institutional strategic research planning objectives and to strengthen and advance the research agenda at York University. It will also enable us to be more competitive nationally with universities who historically have a greater budget allocation to support research expenditures.

The indirect costs funding is critical to the research and innovation division because, without this new funding, York will continue to fall behind other research universities that have more substantial resources available to invest into research services and support and that provide researchers with more specialized services and research infrastructure.

It continues to be problematic that the Indirect Costs Program does not provide base funding, which limits the University's ability to make long-term commitments to improve the research environment at York. In 2003-2004, the University used the Strategic Research Plan (SRP) to strategically invest the indirect funds to advance research support services at the local level and enhance specialized services, maintain and upgrade infrastructure, and address our capacity for knowledge transfer and industry liaison activities. The SRP sets the following goals: enhancing services to York researchers (including technology transfer, industry liaison, ethics), increasing York's research performance, building on current strengths while expanding strategic research activities and alliances; building York's research reputation. These funds will help to provide the resources to ensure that York becomes a competitive force in advancing Canada's research and innovation performance. Given that this funding fluctuates annually and is not provided as a base commitment, we have expended these funds only when a strategic need has been identified to advance and support the research agenda. These commitments – some of which have been made as base commitments – span fiscal years and, consequently, year-over-year analysis of funding and carry-forward amounts does not present a clear indication of the financial resources of the division.

Since the Office of the VPRI was created in July 2000, divisional budget pressures have escalated to the point that not only advancing the research agenda is in danger but maintaining the services and resources will not be possible. Financial commitments for matching course release support to SSHRC grants have increased 10-fold since 1999; ORU reviews were introduced in 2000 without a base budget allocation to the division. New ORUs have been established; Distinguished Research Professor and Killam Fellowship grants have grown beyond the original 2000 budget allocation; and, decisions need to be made about the status of research employees at York and any changes to this category of employee will result in significant base budget commitments for the University. It is essential, therefore, that the indirect costs funding continue to be dedicated to long-term, strategic research activities and commitments. Without this funding, many of the improvements that have been introduced to assist researchers cannot be continued and York simply will not be able to advance as a research university.

Strategic Research Achievements 2003-2004

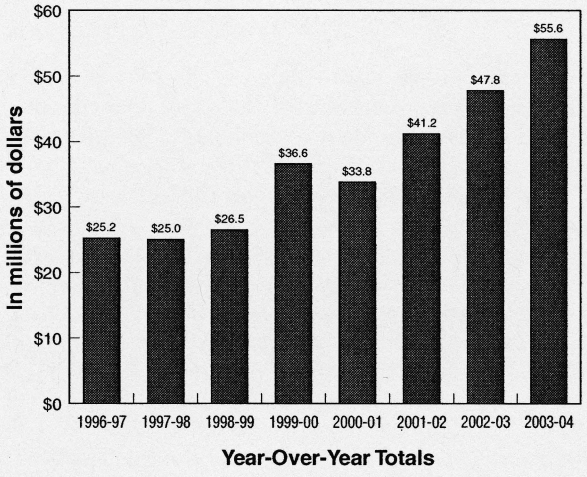
The fiscal year 2003-2004 represented the fourth full year of operation for the Office of the VPRI. The achievements below still represent the early stages of implementing the Strategic Research Plan (SRP), which was initially adopted by Senate in June 2001 and is updated annually.

1. INCREASING YORK'S RESEARCH PERFORMANCE

This year, York University increased its total amount of research income to more than $55 million, a 16 per cent increase over 2002-2003, which continues a trend of positive growth over the past several years.

Research income at York has grown over 120 per cent in the past eight years (see graph below). From 1996-1997 until 2000-2001 research income at York was growing at only an average of 7 per cent annually with total growth in those years of 34 per cent. Since the creation of the office of the vice-president and the development of a Strategic Research Plan, research income has grown an average of 16 per cent per year between 2000-2001 and 2003-2004 with total growth over those years of 64 per cent. A preliminary analysis also shows that York is outperforming the national university system as a whole.

Figure 2: Annual Research Income (from all sources)



It is important to note, however, that even by outperforming the system and growing year-over-year York University remains unable to substantially improve its national rankings based on research income (see chart below).

Annual Ranking of Canada's Top 50 Research Universities

Publication Year (fiscal year used)	York University's Ranking
2000 (FY98/99)	23rd
2001 (FY99/00)	21st
2002 (FY00/01)	23rd
2003 (FY01/02)	21st

While these rankings show only one dimension of the excellence of the research and researchers at York, they do have a dramatic impact on the reputation of the University. Additionally, while the measure used to rank universities – total research income – does not show all of the important outcomes of our research, it is a measure that has a direct impact on federal government allocations, such as the amount of indirect cost money that York receives and the number of Canada Research Chairs that are allocated to the University. Therefore, these rankings are important given their impact on both the reputation of and resource allocation to York. As Canada's third largest university, it is crucial that York protect its place as one of Canada's key research institutions in order to ensure that our faculty members have every opportunity to undertake their research agendas and access available resources. The importance of this is magnified given recent public debates on the idea of creating two tiers of universities – research and teaching institutions – and allocating the majority of research resources to only those few large research universities.

A closer examination of the rankings reveals the impact of the imbalance in funding committed to science and medical research in Canada. In fact, of the approximately 20 universities ranked above York on the national ranking, 16 have medical schools, a 17th has a veterinary school and niche program in agriculture, and 2 others have large engineering programs. Science and medical research funding in Canada greatly outstrips research funding targeted toward the humanities and social sciences (which includes education, business, law, and fine arts). Only 12 per cent of the combined budgets for the three national granting councils is earmarked for humanities and social sciences research. At York this is made even more dramatic as approximately 75 per cent of faculty members are in the humanities and social sciences (see diagrams below). With the vast majority of research dollars in Canada targeted towards science and medical research, it will be important for York University to examine its current mix of programs and faculty cohorts in order to determine whether the University is structured in a way that allows it any opportunity to increase its ranking.

Figure 4: Total Distribution of Federal Research Funding

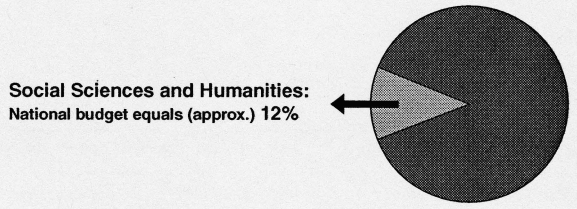
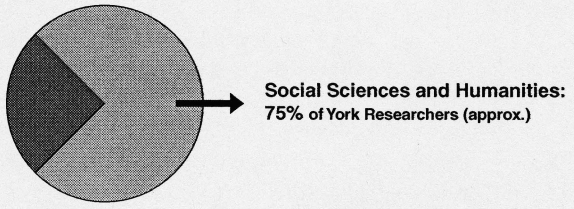


Figure 5: Total Distribution of York's Faculty Members



Further analysis of York University's funding and performance, including the University's performance within the system, will be undertaken in 2004-2005 in order to develop a strategic and decisive plan for improving our national ranking as a research university. This will include a comparative analysis against other key research universities in Canada in areas such as research expenditures, program mix, and faculty complement.

In addition to the above noted rankings, the office of the associate vice-president is developing other sets of indices that are able to better reflect the unique strengths and excellence of research and researchers at York. This year, an initial analysis of citation indices in History and English has revealed that York ranks near the top of comparator universities in citations per faculty member in these two disciplines. In addition, in its report, "Canadian Universities' Performance in Research 2000 Edition", the Observatoire des sciences et des technologies (OST) – reprinted by OSIC in their 2002 Ontario Innovation Index – produced relative weighted impact scores to measure the quality of research produced by Canadian universities in eight scientific fields. York received the highest weighted score in earth and space science.

Federal Granting Councils:

With a significant portion of the University's total research income flowing from successful applications to the three national granting councils – SSHRC, NSERC, and CIHR – and with the allocations of indirect costs, travel monies, and Canada Research Chairs directly impacted by the University's success with these councils, it is important for York to continue to perform well in competitions by the granting councils. In addition to expanding our success in granting council competititons, it is important for York to concurrently seek ways to increase access to funding from other organizations such as industry, non-governmental organizations, and specific line ministries within both the federal and provincial governments.

York's performance in the three granting councils over the past year is highlighted below.

Social Sciences and Humanities Research Council of Canada (SSHRC)

In 2002-2003 York University was awarded $2.6 million in funding from SSHRC, primarily from Standard Research Grants. This year, funding from SSHRC rose to $6 million (an increase of more than 130 per cent over 2002-2003) with significant new contributions from MCRI, CURA and Research Creation Grants. In addition to the above noted increase in funding, York also increased its success rate in the Standard Research Grants competition from 41 per cent in 2002-2003 to 44 per cent in 2003-2004 – just above the national average. As well, the average dollar amount of first year Standard Research Grant awards increased 50 per cent from the 2002-2003 amount.

2003-2004 marked the initiation of the Research Creation Grants program at SSHRC – a pilot program to provide funding in the Fine Arts. York University was awarded 2 grants of approximately $200K each. With the awarding of these two grants, York ranked third nationally for the most projects awarded and second in the total dollar amount awarded.

Natural Sciences and Engineering Research Council of Canada (NSERC)

In 2002-2003 York University was awarded $5.5 million in funding from NSERC. This year NSERC funding rose to $7 million (an increase of 27 per cent over 2002-2003). In addition, York's success rate on Discovery Grants rose from 59 per cent in 2002-2003 to 75 per cent this year while maintaining the average dollar amount of first year installments per grant.

2003-2004 marked the 25th anniversary of NSERC and as part of the celebration a special ceremony was held at the University at which the President of NSERC honoured 39 York researchers who have held NSERC grants continuously over the entire 25-year history of the council.

Canadian Institutes of Health Research (CIHR)

In 2003-2004 York University was awarded approximately $3 million in funding from CIHR, maintaining its funding level from the previous year. However, York's performance on CIHR is difficult to compare year-over-year in any meaningful way because CIHR is continuing to introduce different programs with different timelines (e.g. now offering 5-year grants). In addition, York's success rate with CIHR continues to provide challenges as the institute evolves and broadens its mandate from a biomedical to a more broad-based and interdisciplinary health agenda.

York has identified health research as a strategic priority (see section 3 below) and is pursuing some exciting initiatives in health research aimed, amongst other things, at increasing funding levels and success on CIHR grant applications.

2. ENHANCING SERVICES FOR YORK RESEARCHERS

The goal of the VPRI is to provide all York researchers with the support, resources, and tools they need to allow them to pursue their individual research agendas in the most efficient, effective, and supportive environment, regardless of Faculty, Department, or research interest. This will be achieved by creating a "service culture" at the University with administrators and staff focused on providing the best service possible to York's researchers.

In 2003-2004 the Office of Research Administration was renamed the Office of Research Services (ORS) reflecting a re-orientation to a service-centric mission. The renaming was accompanied by the hiring of a new management team and a reorganization to enhance the service provided to researchers in both the pre-award and post-award processes aimed at increasing the timeliness of the information and service provided to each of the University's researchers. Future directions for service enhancement include knowledge exchange and technology transfer and seamless post-award services including services provided by Research Accounting, Procurement Services, Facilities, CNS, Risk Management and Insurance, Human Resources, and Legal Counsel.

2003-2004 was the first year of full implementation of the faculty-based Research Officer (RO) initiative. Working closely with ORS, the ROs provide research services at the local level to Faculties including identifying research funding sources, preparing and reviewing applications and assisting in the identification of research collaborators and partners. This model of research service staffing at the Faculty level is unique in Canada. It is anticipated that over time this initiative will result in an increase in the quantity and quality, and thus success rate, of grant applications.

In the fall of 2003 the Office of the VPRI launched a new secure internal York research Web site to provide unmatched online support for our internal community. The development of the Web site is an important step in our goal of enhancing services to York researchers. Our goal is to develop the best university research Web site and to provide all of our researchers, students, and staff with unmatched online support. With more than 50,000 visits, more than one million hits and more than 16 million Kbytes of data transferred since its launch, the Web site has quickly become an integral part of the research service strategy. The Web site is a work in progress and new features will be added in 2004-2005.

In 2003-2004 faculty-mentoring programs continued to be expanded. The AVP Research and AVP Academic are working together to encourage faculty mentoring of new colleagues with the goal of integrating new faculty members into academic life and assisting these new faculty members with the challenges of teaching and research.

The Senate Committee on Research (SCOR) and the Office of the VPRI co-sponsored an open forum in the spring of 2004 titled "Enhancing the Research Culture at York" designed to engage the University community in a discussion of critical issues and to identify tangible ways to enhance York's research culture. Some 150 members of the research community at York attended the forum, a first for the University. Most important was the active and positive participation of attendees who provided a series of recommendations during the five thematic breakout sessions. Feedback and recommendations from the forum will be analyzed with SCOR over 2004-2005 in order to develop plans aimed at enhancing the research culture(s) at York.

Knowledge exchange, technology transfer and commercialization:

Part of the mission of York University is the dissemination of knowledge. While York researchers are principally engaged in disseminating research results to academic audiences, the University provides resources to help facilitate the further dissemination of that research to additional audiences. Both the federal and provincial governments have committed to improving Canada's capacity to innovate and are making it a priority to ensure that knowledge and technology developed within universities is transformed into commercial opportunities.

Technology transfer develops partnerships between researchers who have produced a patentable invention and companies (and/or investors) who are able to further develop the technology and bring the idea to market. The number of formal invention disclosures made to the technology transfer program at York has increased 150 per cent and an additional 20 per cent per year over the last two years respectively. As a result, patent filing activity has increased by 60 per cent with 12 active patents now being held. A number of York faculty members have created spin off companies over the years and recently, facilitated through the technology transfer office, York negotiated its first equity position with a spin off company – Palomino System Innovations, which is a spin off developed from research at the Centre for Vision Research.

To support the timely and efficient exchange of information regarding technology transfer at York, a section has been launched as part of the new York research Web site, containing information, news and resources about commercialization and technology transfer. In addition, a Web page targeted at external investors has been created to attract interest in York technologies.

Faculty members often need to obtain information and materials from other sources and the technology transfer office is now able to provide assistance with these needs. The office has assisted with Materials Transfer Agreements, which are becoming increasingly complex as intellectual property issues advance. Support through the office has also been provided to faculty members who have experienced challenges in obtaining software or information under existing license agreements with other organizations.

For research results that address socio-economic and cultural advances, knowledge exchange initiatives link researchers and other public audiences, such as policy makers, practitioners, and NGOs. The VPRI is actively engaged in strategic planning for knowledge exchange and will deliver new services in this area in 2004-2005 pending the availability of resources.

Research ethics:

The Office of the VPRI is responsible for ensuring compliance with all regulatory practices required by external funding agencies with respect to research involving the use of biohazardous materials, the use and care of animals, and research involving human subjects.

York has established three committees to review research protocols requiring ethics review. To provide oversight of ethics review issues and support to the ethics committees, the Office of the VPRI created the position of Manager, Research Ethics in December 2002. To support the timely and efficient exchange of information regarding research ethics at York, a section has been launched as part of the new York research Web site, containing information, news and resources about research ethics. York University's ethics review policy passed through Senate and York is now in full compliance with the Tri-Council ethics guidelines. In addition, York's animal care and use program received a certificate of good animal practice from the Canadian Council on Animal Care (CCAC).

The work of these committees has seen a significant increase over the past few years, driven in part by increasing research activity at York and in part by the impact of changing legislative and regulatory mechanisms. For example, the average number of protocols reviewed by the Human Participants Review Committee (HPRC) from 1995-2002 was 147 protocols per year. In 2003-2004 the HPRC reviewed over 200 research protocols plus an additional 81 thesis protocols in the 5-month period ending April 30 2004. HPRC has lead the complex development of the York Senate Policy for the Ethics Review Process for Research Involving Human Participants as well as procedures and forms for the approval of course-related research involving human subjects in undergraduate and graduate courses. Further, considerable outreach and educational activities were undertaken this year in the form of workshops, presentations to Faculty Council meetings and information gathering sessions with Associate Deans Research and Faculty Research Officers in order to facilitate an efficient and effective implementation of the new Senate Ethics Policy.

3. EXPANDING YORK'S RESEARCH ACTIVITIES AND ALLIANCES

Internal strategy:

It is clear that York is an exciting and distinctive research institution and the challenge for the University now is to identify that distinctiveness, foster its growth, and communicate that distinctiveness both internally and externally.

There are two important ways to continually build and enhance the culture of research and research activities at York. The first is to ensure the best services possible to every researcher in the University in order to allow their basic research programs to flourish. The second is to create more opportunities for researchers who are interested in strategically pursuing interdisciplinary and collaborative projects – a niche area in which York is well placed to become an international leader.

In order to create this opportunity, four research themes – **health research, sustainability research, culture and entertainment research, and international studies research** – were identified in our research planning documents, each in an area in which York currently has pockets of strength throughout the University. In early 2003, strategic research-planning groups were established in each of the thematic areas. The goal of these groups is to build on existing strengths by providing a forum and the support necessary to bring together researchers from across the University and allow research programs to grow in a focused and strategic way. The work of these groups will also provide opportunities for researchers in these themes to broaden into new and dynamic research areas and to pursue external funding opportunities. To explore these four areas of research in the most strategic and effective way, York is committed to the following research hallmarks:

- To see with fresh eyes and new perspectives – the vision to break down traditional academic boundaries and pursue truly interdisciplinary research:
- To develop research in a collaborative way by engaging other institutions, industry, NGOs and community groups locally, nationally and internationally:
- To ensure that research has important impact on the world in which we live by ensuring that our researchers are engaged in knowledge and technology transfer.

The work of these groups is, of course, complementary to the goal of providing enhanced services to all researchers. It is also important to recognize that this type of thematic research is not meant to detract from the important basic research that is carried out by many of the University's researchers. Thematic or interdisciplinary research is not possible without a strong foundation of basic research. These groups simply provide a way for research themes important to York to be allowed to flourish.

External strategy:

While our internal strategy aims to bring together researchers from across the University in order to develop unique new research in each of the above four areas, we are equally committed to an external research strategy aimed at connecting York's research to the broader R&D of the region and helping to drive socio-economic development and innovation in Canada. External initiatives currently being led by York University include the **York Regional Biotechnology Cluster Consortium, the Culture & Entertainment Cluster Strategy, the Health Research Network, and the Innovation Synergy Centre in Markham**.

Our external strategy is intended to spark collaborative relationships and infrastructures that support R&D, commercialization and social/cultural development while also strengthening the growth of SMEs. The long-range effect will be the creation of practical knowledge economy strategies that harness the potential of research and innovation, and, ultimately, its diffusion. It can be expected to vault Canada forward, creating new jobs, companies, new approaches to existing assets, social and cultural development and will stimulate new national and international economic opportunities.

4. BUILDING YORK'S RESEARCH REPUTATION

In addition to enhancing services for individual researchers, there is a growing need to strategically focus York's research efforts and to communicate York's success as a research institution. This becomes even more important with an increasingly competitive national and global research funding environment, external challenges and threats to the University's reputation, such as the relative lack of funding for research in the social sciences, humanities and fine arts and strong statements by a handful of medical school universities advocating for policies that would concentrate all research funding solely within their institutions (i.e., the tiering agenda). York must counter these challenges by clearly communicating its strengths and strategic vision for university research.

In 2003-2004, the Office of the VPRI launched a York research brand, designed to emphasize the fundamental difference between York University and other research universities in Canada and to achieve a unique position and competitive advantage within the national, academic research landscape. The brand identity emphasizes that real-world challenges demand different angles, different approaches, and different attitudes. It positions York as the University focused on undertaking and delivering research that addresses those real-world challenges. The brand is built upon interdisciplinarity, collaboration, innovation and impact. A new research symbol leverages the ampersand symbol: its bold, typographic directness and confident emphasis on the promise of the brand. The ampersand – which represents the "and" – underscores York's interdisciplinary and collaborative nature. An initial series of promotional materials have been developed to give visual, physical expression to the brand strategy and will build awareness of York's research strengths. In addition, a new public York research Web site presents clear, focused information about our research, strengths and vision.

In concert with the new brand strategy the office of the vice-president continued its aggressive government relations strategy. 2003-2004 presented a busy government relations schedule as elections took place at the municipal, provincial and federal levels. Politicians at all three levels have received information packages outlining York's research strengths. Numerous meetings were held with politicians, mid-level and senior civil servants and a number of key policy- and decision-makers visited the York University campus.

Examples of those who visited the University for meetings and tours, include:

- President of SSHRC
- President of NSERC
- President of CIHR
- Minister of State (Public Health) of Canada
- Solicitor General of Canada
- Chair, Standing Committee on Industry, Science & Technology Canada
- Executive Director (Ontario) of Industry Canada
- Vice-President and Director of the National Research Council of Canada
- Deputy Minister and Assistant Deputy Minister, Ontario Ministry of Economic Development & Trade
- Director of Urban Economic Development, Director of Research, Technology & Innovation, and Manager of Commercialization, Ontario Ministry of Economic Development & Trade

Staff from the division of the VPRI participated in a number of external meetings in order to position York as a leader and active participant within the provincial and national research arenas, to expand networking opportunities, and to solidify the University's reputation as a key research stakeholder. As examples, York played an active role at the AUCC-hosted national research communications meeting, the founding forum for the Biotechnology Council of Ontario, as an ongoing member of the Toronto City Summit Alliance, and as host of the 2004 annual meeting of University Government Relations Officers.

Finally, York University, through the office of the VPRI, took an active role in the SSHRC transformation consultation process in an effort to position itself as the key SSHRC-funded university in Canada. Early in 2004, SSHRC launched a nation-wide consultation to find out how best to transform the Council so that it can better support researchers and ensure that Canadians benefit from their investment in research and scholarship. York established its own steering committee, launched an informative Web page, and established a comprehensive consultation process on campus. The culmination of the committee's work was York's institutional report, which was transmitted to SSHRC in the spring 2004.

Strategic Research Goals for 2004-2005

In order to continue to implement the SRP, the VPRI has set the following strategic research goals for 2004-2005:

1. INCREASING YORK'S RESEARCH PERFORMANCE AND NATIONAL RESEARCH RANKING

- Undertake a strategic comparative analysis of York's research performance, 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.
- Work with the Faculties to develop discipline specific performance measures, such as citation indices, that will allow meaningful annual research performance reviews, along with the setting of Faculty-based strategic objectives and goals.
- Increase participation, where appropriate, in all funding calls for large-scale research projects (e.g. "big science" grants), including research infrastructure.
- Increase SSHRC participation rates.
- Increase commercialization and technology transfer activity.
- Launch a fundraising plan with the York Foundation to access more individual, private foundation and corporate support for research.

2. ENHANCING SERVICES TO YORK RESEARCHERS

- Continue to build on our basic research strengths and enhance available services to all researchers so that they can pursue their research interests with the appropriate support and in the most efficient and effective way.
- Continue to enhance the services available online through the York Research Web site.
- Establish plans, policies and procedures to ensure improved support for industry liaison, the commercialization of the results of funded research, and broader knowledge exchange activities.
- Work with other divisions to create a seamless, integrated, and coordinated post-award process.
- Work with the Senate Committee on Research (SCOR) to enhance the research culture(s) at York and to develop policy and planning documents for related key areas such as the future direction of organized research units and research space planning.
- Increase the support and services available to faculty members developing large-scale research project applications.
- Review and develop research ethics policies as necessary in the areas of privacy and environmental impact.
- Work with the Faculty of Graduate Studies to ensure that graduate students are more fully engaged in the research endeavour.

3. EXPANDING YORK'S RESEARCH IN STRATEGIC AREAS

- Continue to break down internal disciplinary boundaries so that researchers who wish to pursue important interdisciplinary projects have the support and encouragement they require.
- Encourage all researchers to be engaged in meaningful collaborations locally, nationally, and internationally.

4. EXPANDING YORK'S EXTERNAL OUTREACH

- Continue to expand York's international research linkages.
- Lead the development of a Health Research Network.
- Lead the development of a Culture and Entertainment Cluster Strategy.
- Continue to develop and implement a York Region Action Plan aimed at positioning York University as the agent of innovation for the region including continued participation in the York Regional Biotechnology Cluster Consortium (YRBCC), the Innovation Synergy Centre (ISC), and the York Region Human Services Planning Coalition (HSPC).
- Increase industry liaison activities and specifically target potential areas for NSERC Industrial Chairs.
- Engage the Board of Governors and other key stakeholders (including alumni) to assist in our external goals.

5. BUILDING YORK'S RESEARCH REPUTATION

- Ensure that the appropriate resources are allocated annually to allow for the development of a strategic and ongoing marketing campaign for York's research.
- Continue to develop promotional materials to increase awareness of York's research strengths.
- Increase York's government relations activities.
- Engage the Board of Governors and other key stakeholders (including alumni) to assist in building our reputation.

Division of the Vice-President Students

Bonnie Neuman, Vice-President

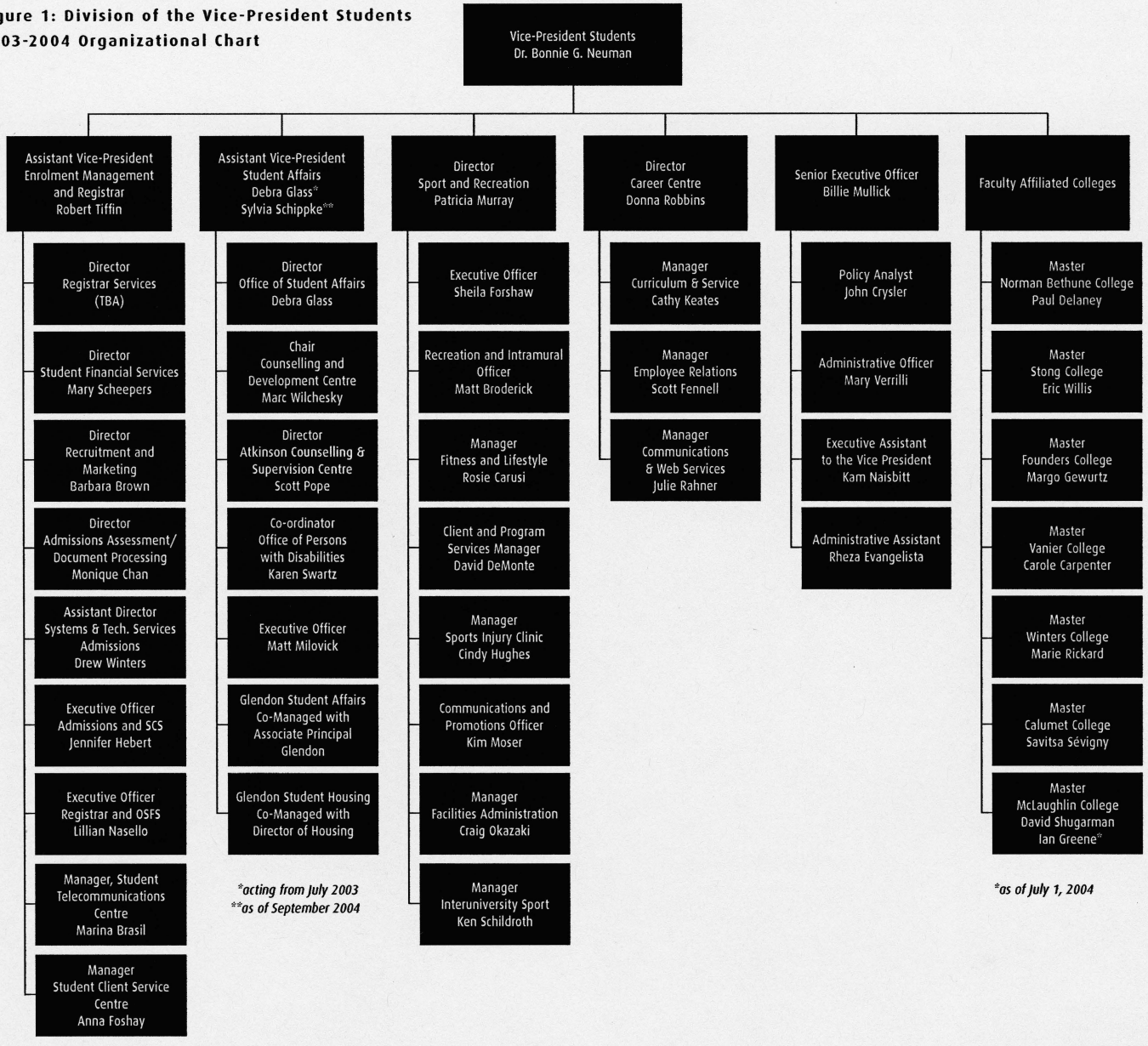
Divisional Overview

The Division has operating responsibilities for central student services.

2003-2004 was a year of great activity and change within the division: the double cohort presented a unique set of challenges; two new College Masters took office; a successful search for a new Master of McLaughlin College was conducted; a new unit, Student Client Services, was created; the Division managers worked closely with Facilities Services to plan and design the Student Services Centre and in February 2004, approximately 250 staff moved into the new building. This year also presented challenges associated with student governance and other campus tensions. The unexpected illness of the Assistant Vice-President Student Affairs left the division without her leadership after mid-June 2003.

The Alumni Office had several significant achievements this year, including winning several regional and international awards for the student-alumni program and implementing an online survey to collect solid information about young alumni interests. The Alumni Office was moved to the President's Division in January 2004 to allow closer collaboration with the President's Office on alumni events. As a result of this change, the Vice-President's position was renamed "Vice-President Students" and the Division was renamed "Division of Student Services". The Alumni Office's section can be found in the President's Division near the beginning of this report.

Figure 1: Division of the Vice-President Students 2003-2004 Organizational Chart



OVERALL RESULTS FOR 2003-2004

This year saw the implementation of new initiatives in support of the Division's objectives, while addressing the challenge of providing service to the larger student population caused by the double cohort. Below are the Division's overall objectives and results. More detailed results are reported within each unit.

1. Enrolment management objectives:

a. Improve quality

The academic quality of the 2003 entering class improved substantially (see Figure 2).

b. Reach our targets (bottom line of the university)

The University's overall enrolment targets were met in the uncertain market caused by the double cohort.

2. Double cohort

The Division faced significant challenges in addressing the double cohort: in managing the larger number of applicants, in running the largest orientation in York's history, and in continuing to provide a high level of service to the expanded student population. Enrolment targets were met, while the quality of the incoming class improved. In terms of service, divisional units streamlined procedures and reorganized their staffing in order to meet the challenge. Though the double cohort year went well, maintaining and improving service levels is an ongoing challenge as enrolment increases have substantially impacted the student-staff ratio in the division (see Figure 3).

3. Centralized service location for students

The new Student Services Centre, which opened in February 2004, now houses Student Client Services, Admissions & Recruitment, the Registrar's Office, the Office of Student Financial Services, the Office of Student Affairs and the Career Centre. The integrated service model of the new building provides better service to students while reducing the number of lines in which they must wait.

4. Improved in-person and telephone service for students

The opening of the new Student Services Centre coincided with the introduction of a new "front end" unit – Student Client Services – that provides "one-stop-shopping," in person and on the phone, for students with service queries. This initiative is a redesign of some of the functions of Admissions, the Registrar's Office and Student Financial Services, and staff have been allocated from those areas to Student Client Services.

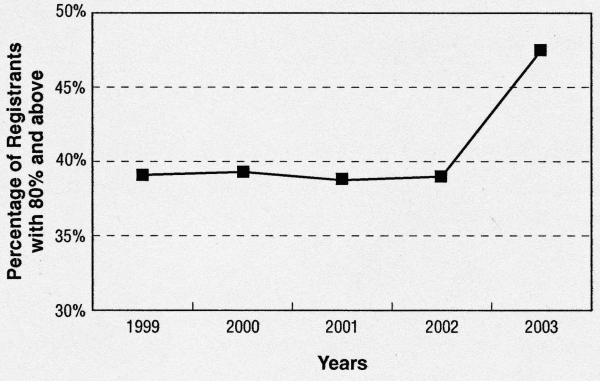
5. New student services on the Web

In a collaborative initiative with Computing and Network Services, the Current Students Web page was revamped into a user-friendlier model. New Web services in the various central student service areas have also been implemented.

6. Professional development

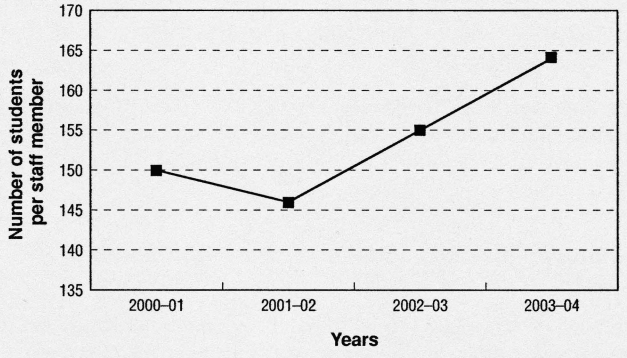
The Office of the Vice-President Students initiated a professional development program for all divisional staff (approximately 310 people) to augment the functional training provided in each unit. Interactive sessions on *Dealing with Change/Change Management* and *Providing Student Focused Service* were the topics for these sessions held in May 2003 and January/February 2004 respectively.

Figure 2: Percentage of Ontario high school registrants with an average of 80 per cent or better, 1999-2003



Source: York University Fact Book

Figure 3: Student-staff ratio – Division of Student Services,* 2000-2004



*Includes Admissions & Recruitment, Registrar's Office, Student Financial Services, Sport and Recreation, Student Affairs, Career Centre, Student Client Services, Office of the VP Students

Source: Office of the Vice-President Students; York University Fact Book

STRATEGIC DIRECTIONS FOR 2004-2005

1. Implement the student focused service agenda

- Cross-training for frontline staff remains a priority and will be continued;
- Service training across the Division will be continued to further enhance the student-focused service culture.

2. Develop a five-year strategic plan

- This planning process, which includes all units in the division, will drive strategic priorities and budgeting decisions leading up to York's 50th anniversary year.

3. Maintain enrolment market share and quality of first year class

- Maintain recent significant gains in both market share and in quality in Ontario for admission of the September 2004 class.

4. Revise key policies

- Revise the Presidential Regulations to support a positive community atmosphere;
- Revise awards policy to bring in line with fiscal resources.

5. Ongoing service quality and workload assessment

- Develop reporting systems to benchmark and monitor work volumes and service responses in all areas.

6. Improve service delivery to students

- Continue enhancements of new Web-based services across the Division to make service delivery more efficient and to move service volumes online.

7. Improve student affairs' organizational infrastructure

The organizational infrastructure will be improved by reorganizing the Office of Student Affairs into two separate units:

- one unit will focus on crisis management, mediation and resolution of student complaints, and implementation of the presidential regulations;
- one unit will focus on developing positive student community through improved orientation, new leadership programs, enhanced club support and more proactive management of student life.

8. Improve University communications with enrolled students

- Establish a strategic annual plan for e-communications with current students to further enhance the student-focused service initiative.

Financing the Delivery of Services to Students

The budgets within the Division of Student Services include those of the major student services units, the Faculty affiliated colleges and the university's scholarship and bursaries budget. Sources of revenue include central base allocations, a portion of ancillary and international fees, ministry-targeted funding and external cost recoveries. The Division also holds and distributes student government levies in trust for student organizations.

In 2003-2004 revenues exceeded projections due to the Division's share of ancillary fees, increased funding to student governments resulting from increased enrolments, and successful applications for ministry targeted funding not included in the Division's 2003-2004 budget submission.

The Division continued to make significant progress towards improved student service delivery in 2003-2004. Divisional units, through continued prudent management of resources, achieved cost savings and generated additional revenues to off-set some costs. While overall expenses exceeded the budget for 2003-2004, the Division was able to offset expenses using carried forward funds.

The following factors contributed to additional expenses:

- *Scholarship Costs:* A shortfall in the scholarships budget resulting from recruitment success; the number and quality of students eligible for entrance scholarships in 2003-2004 increased costs by just under four million dollars. The Divisional carry forward covered the majority of this additional cost.
- *Double Cohort Costs:* The staff complement in Enrolment Services increased to cope with workload associated with increased enrolments. The Career Centre's mandate was expanded with additional staff and operating budget for this unit.
- *Counselling and Disabilities Costs:* The number of students requiring various kinds of accommodation continued to increase, requiring staff and work process adjustments in the counselling and disabilities areas.
- *Convocation Costs:* The hosting of the Governor General at Spring 2003 Convocation and the addition of a January Convocation for the Joint Kellogg-Schulich Executive MBA, and preparation for larger ceremonies in spring 2004 increased costs.

The three year financial plan for the Division and each of the units reporting to the Vice-President Students continues to inform decision making both on the revenue and on the expense side and will be adjusted to reflect changes in revenue streams and emerging new priorities as the Division continues to move forward. Overall 2004-2005 expenses are projected to be higher than revenues to support planned activities and initiatives. As we enter an environment of plateauing enrolments, continued shortfalls in government grants to accommodate students with disabilities and upcoming budget cuts, the Division and each unit will engage in a process of strategic and business operation planning to set priorities and adjust services to keep within budgetary resources.

Division of the VP Students

	Operating Results by Unit	
(Dollars)	2003-2004 Actuals	2004-2005 Budget
Office of the VP Students	1,671,864	4,045,633
Career Centre	794,558	1,424,827
Office of Admissions	6,366,766	6,496,613
Office of the Registrar	3,627,977	4,131,039
Enrolment Management and Services	1,042,280	2,166,288
Student Affairs & Colleges	15,143,553	14,591,239
Sport & Recreation	5,065,821	5,183,494
Office of Student Financial Services	2,817,156	3,015,046
Scholarships, Bursaries, and Awards	26,861,403	24,085,448
Total Division of the VP Students	**63,391,378**	**65,139,627**

Division of the VP Students

	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	4,757,964	4,538,296
Internal cost recoveries	1,500,003	1,175,714
Other revenues	737,311	552,230
Central allocations	55,890,234	54,171,860
Total Revenue	**62,885,512**	**60,438,100**
Expenses:		
Faculty – Administration	162,658	95,313
Faculty – Full-time	290,143	373,324
Faculty – Contract	78,082	99,080
Teaching assistants	56,778	51,361
Research	206,559	133,323
Support/Administration	22,212,136	25,312,272
Other	842,419	653,408
Total Salaries and Benefits	**23,848,775**	**26,718,081**
Operating costs	11,907,797	12,995,789
Amortization of capital assets	–	–
Cost of goods sold	189,326	102,200
Taxes and utilities	487,041	583,759
Scholarships & bursaries	26,858,439	24,087,798
Interest on long-term debt	100,000	652,000
Total Expenses	**63,391,378**	**65,139,627**
Total Revenue less Expenses	**(505,866)**	**(4,701,527)**
Previous Year's Carryforward	**7,382,222**	**6,876,356**
Carryforward to Next Year	**6,876,356**	**2,174,829**

Figure 4: Staff Complement, Division of Student Services, 2003-2004

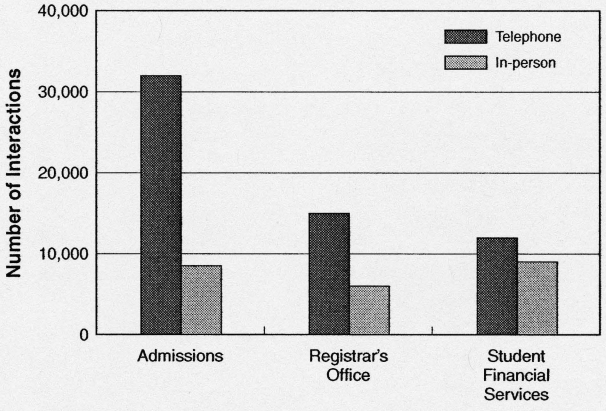
	Professional/ Managerial	Staff	Total
Admissions and Recruitment	17	55	**72**
Career Centre	4	9	**13**
Colleges	0	24	**24**
Registrar's Office	9	40	**49**
Sport & Recreation	18	18	**36**
Student Affairs	36	13	**49**
Student Client Services	3	20	**23**
Student Financial Services	9	28	**37**
Vice-President's Office	4	2	**6**
Total	**100**	**209**	**309**

Source: Office of the Vice-President Students

ENROLMENT MANAGEMENT AND SERVICES

The Assistant Vice-President Enrolment Management and Registrar reports directly to the Vice-President and oversees Student Client Services, Admissions and Recruitment, the Office of Student Financial Services, and the Registrar's Office. The 2003-2004 results and goals for 2004-2005 are reported for each of these units. The series of figures below (Figures 5-8) demonstrate the high volume of student service interactions that Enrolment Management and Services accommodates. Figure 9 shows two examples of the increasing popularity of online student services.

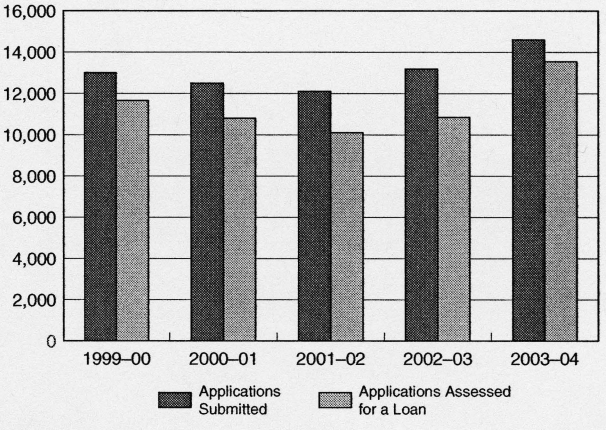
Figure 5: Student Service – in person and by telephone, February 19–April 30, 2004



*Data not available prior to February 19, 2004 (when the new Student Client Services unit opened)

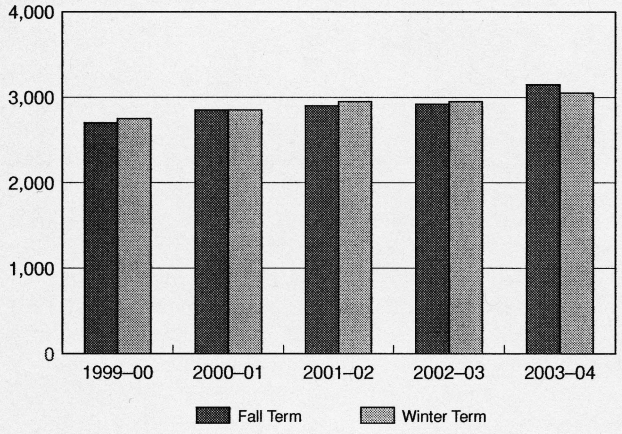
Source: Student Client Services; Admissions & Recruitment

Figure 6: OSAP Transactions, 1999-2004



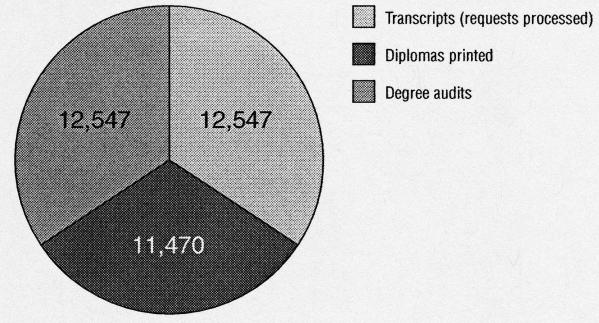
Source: Student Financial Services

Figure 7: Total Number of Course Sections Scheduled, 1999-2004



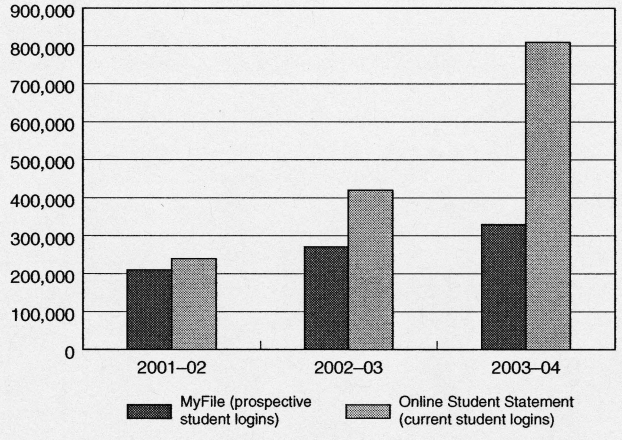
Source: Registrar's Office

Figure 8: Registrarial Certification Services, 2003-2004



Source: Registrar's Office

Figure 9: Online student services, 2001-2004



Source: Admissions & Recruitment; Student Financial Services

Student Client Services

This newly created unit, comprised of the Student Telecommunications Centre and the Student Client Services Centre, serves the students of York University in a centralized, student centric environment. Existing expert staff from the offices of Admissions, Registrar and Student Financial Services were transferred to Student Client Services as customer service representatives. There is a phased strategy guiding this evolution to a fully integrated model of student service.

A key component of the new service delivery model is the creation of a student relationship database, which tracks each contact with students over the telephone and in-person as well as any further follow-up. This will enable better management of workload peaks, staffing levels and focused staff training, and will provide information for analysis and diagnosis of procedures and systems requiring review and streamlining.

RESULTS FOR 2003-2004

Staff moved into the Student Services Centre in mid-February 2004 and the Student Client Services unit opened for business on February 19, 2004.

The single overriding objective for Student Client Services was to open to the public in February 2004 and be fully functional in delivering service to students.

In order to meet the objective, the following essential tasks were identified and completed on time:

- Pilot/test/demo of call centre environment;
- Hire Student Services staff (managers and unionized staff);
- Deliver individualized training plans for identified Student Client Services staff;
- Purchase, deliver and configure all business machines and computer hardware;
- Move all staff into the new building in February 2004.

GOALS FOR 2004-2005

1. Improve and increase services available at Student Client Services

- Provide ongoing cross training in the different services (registrarial, financial, admissions);
- Adapt work processes as required to manage workload peaks.

2. Improve quality of services delivered

- Implement process measurement and reporting systems to monitor service performance.

3. Make service delivery more efficient

- Streamline procedures to make services easier to access for students and support movement of more student services to an online format.

4. Promote Student Client Services within the University community

- Improve communication with the University community regarding Student Client Services functions, in order to enhance the referral process for students.

Admissions and Recruitment

This office works to attain optimal enrolments in support of the academic mission of the University by providing exceptional services and information to prospective students. The uncertainty of the double cohort provided unique challenges this year, but the University manged its enrolment with precision and improved the quality of the first year class.

RESULTS FOR 2003-2004

York identified a number of objectives for the 2003-2004 recruitment cycle. Performance against these objectives is detailed below.

1. Increase market share

In five years, York's share of first choice applicants in Ontario has increased 2.3 per cent, the largest increase in Ontario. The academic standing of the first year class improved significantly this year (see Figure 2).

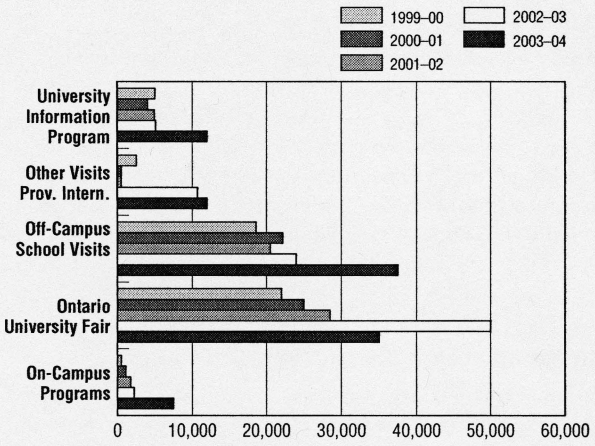
2. Invigorate our recruitment campaign literature

The Recruitment Office worked closely with the Communications Division to revamp the York Viewbook. Its visual appeal and organization of information has been improved dramatically. The student recruitment campaign – all handbooks, acknowledgement piece, offer package, etc. – was awarded a Gold Medal by the Canadian Council for the Advancement of Education (CCAE).

3. Increase our presence in Ontario secondary schools

The number of secondary school visits was increased as can be seen in Figure 10. The number of points of contact in the recruitment campaign for both high school students (Figure 11) and college/mature students (Figure 12) was also increased significantly over the last few years.

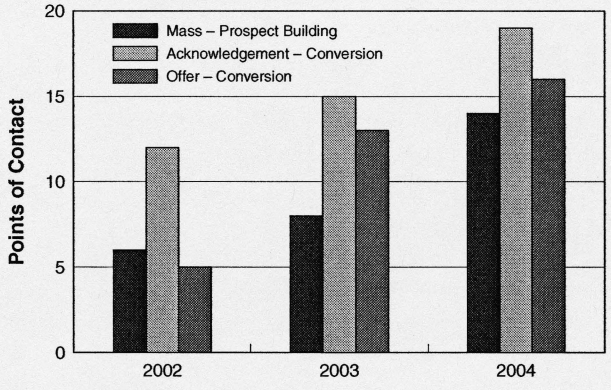
Figure 10: Recruitment Contacts, 1999-2004



Note: The double cohort class accounts for the increase in attendance at the 2002 Ontario University Fair

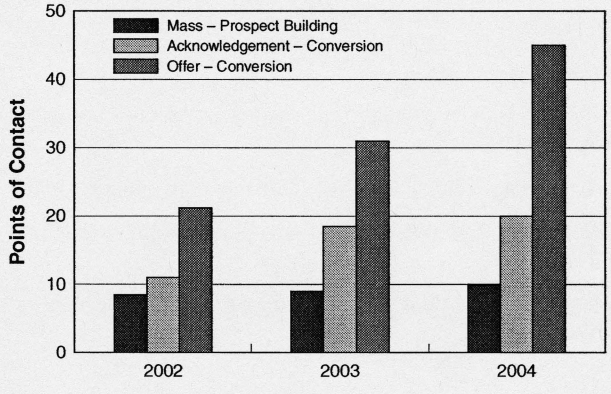
Source: Admissions & Recruitment; Student Financial Services

Figure 11: Recruitment Points of Contact, Ontario High Schools (2002-2004)



Source: Admissions & Recruitment

Figure 12: Recruitment Points of Contact, College/Mature Students (2002-2004)



Source: Admissions & Recruitment

4. Energize our on-campus programming in close co-operation with the Faculties

A three-phased recruitment campaign was launched, linking an expanded Fall Campus Day(s) program, an exclusive 'Visit Us' offer, the March Break Gala, a distinctive Offer package to York, and the new and innovative E-Party (see below). Attendance at the 2004 March Break conversion event was double the 2003 (double cohort class) turnout. The event focused on independent faculty zones with interactive programs, a numerous and spirited volunteer corps, and innovative service presentations.

5. Expand our utilization of technology in our recruitment and conversion activities

The first full-scale E-Party was held with chat rooms, student photo galleries, games, screen savers, a call-in radio show and online lectures. A searchable online programs-of-choice database was launched, as was the 'academic engine' – a quick response 'ask an expert' service for prospective students. The number of online chats for both domestic and international applicants doubled this year. Finally, a 'Visit Us' online information and registration system for prospects visiting York was initiated.

6. Review our goals and recruitment strategy of international students

The Division completed a review of international recruitment showing York's current market position and strategy and the challenges and opportunities that inform the 2004-2006 international recruitment strategic plan.

GOALS FOR 2004-2005

1. Maintain Ontario market share and quality

- Expand on-campus programming and improve communications with accepted students;
- Maintain York's market share for the September 2004 incoming class in Ontario.

2. Improve international recruitment planning

- Establish an International Recruitment Advisory Council to improve cross-York international recruitment planning.

3. Improve service delivery

The following planned changes will increase efficiency and make services easier to access:

- enhance the recording of 'basis of admission' and 'transfer credit';
- automate the decision making process for out-of-province applicants;
- redesign the Admissions and Recruitment Web site for prospective applicants.

Office of Student Financial Services

The Office of Student Financial Services (OSFS) supports all aspects of students' financial relationship with the University, including administration of the Ontario Student Assistance Program (OSAP), allocation of bursaries and scholarships, collection of fees and administration of work/study funds. This past year saw 24 per cent more students receiving OSAP funding and 27 per cent more students receiving awards. The Office processed over $255.5 million in tuition payments. Extensive time was spent planning for the move into the new Student Services Centre as well.

RESULTS FOR 2003-2004

Six objectives were identified for this year and the progress on each is reported below.

1. Develop and implement a staff planning and training strategy

The successful implementation of this strategy allowed OSFS to meet increases in workload due to the double cohort.

2. Review operational requirements, structure and processes

This review resulted in a successful planned integration of front-line student service enquiries, in collaboration with Admissions and the Registrar's Office, into a one stop-shopping model – Student Client Services. The review process will continue into 2004-2005 to ensure that OSFS continues to provide effective and efficient services to students in the areas of OSAP and financial aid advising.

3. Continue to develop training strategies to improve overall operation

- Developed an orientation package for new staff;
- Began to develop training materials for new staff within OSFS and Student Client Services.

4. Continue to enhance services through the development of new Web applications

- With the support of the CNS development team, developed and implemented downloadable tax forms (T2202a & T4a). The tax form Web site received 37,334 hits in March 2004 compared to 5,083 in March 2003.
- Streamlined information on the Web student financial statement to make it easier to read. The relevant Web site received 750,000 hits in 2003-2004, up from 500,000 in the previous year.
- Developed a new online searchable database, which allows undergraduate students to view information on York scholarships/awards/bursaries/prizes. It receives 14,800 hits per month on average.
- Redesigned the online Undergraduate Bursary application to simplify the application and assessment processes.

5. Review the awards approval process within the University to streamline and provide consistency to administrative practices across all departments.

The Scholarships & Bursaries Unit developed a proposal, which is now before the Senate Committee on Admissions, Recruitment and Student Assistance (SCARSA) for approval.

6. Comply with new government legislation that requires universities to forward tuition fee refunds directly to the National Student Loan Center, as opposed to the student.

Much work has been done to satisfy our obligation in this regard. The Student Information System has been changed to allow for suppression of automatic refunds and a redirecting of funds.

GOALS FOR 2004-2005

1. Improve service delivery through technological enhancements

- Develop an integrated Web site for all student related financial transactions to allow students to review all their University charges in one place;
- Develop an OSAP tracking module to inform students when loan documents are available for pick-up;
- Update the Student Financial Services online database to include graduate awards.

2. Improve efficiency through streamlined procedures and proactive communication

- Develop a student financial profile application, which will facilitate offering entrance bursaries;
- Increase outreach to students through the offering of workshops and information sessions;
- Develop an administrator module of the student account statement, which would allow departments to access the information seen by students.

3. Track service performance

- Develop departmental benchmarks and track statistical data so that service performance can be evaluated and opportunities for improvement identified.

Registrar's Office

The chief function of the Registrar's Office is to support the University's academic enterprise. The office maintains, updates and preserves the official student record, operates the course enrolment and registration system, updates the student record with grades and academic decisions, ascertains eligibility to continue or to graduate, issues transcripts and letters of permission, and certifies academic standing or completion of studies. The Registrar's Office publishes official information about programs and courses, processes petitions, serves students, and serves Faculties by assigning classrooms for courses and by scheduling examinations. The volume of activity in the Registrar's Office is partially determined by the number of students enrolled in the University, making 2003-2004 – which saw the highest enrolment levels in York's history – a very busy year. In addition, considerable planning went on for the move to the new Student Services Centre.

RESULTS FOR 2003-2004

The Registrar's Office progress on its objectives for 2003-2004 is reported below.

1. Introduce earlier 'enrolment windows'.

Improvements to the Web Enrolment System meant that more students could be accommodated in daily 'enrolment slots', resulting in students obtaining earlier enrolment dates.

2. Work closely with academic departments to plan and optimize the scheduling of sufficient sections of courses, labs, and tutorials to meet the demand of a significantly increased first year class.

The earlier enrolment windows allowed Faculties to assess demand for additional course spaces at an earlier time than in the past. Past enrolments of courses were carefully reviewed to ensure the most efficient use of space available.

3. Expand the functionality of the Registrar's Web site

The functionality of the Web site was expanded to provide the ability to revise one's address and to access grades and other information on the student financial account.

4. Interact with Admissions to ensure a smooth transition of students from admission to enrolment status

This ongoing objective was achieved.

5. Collaborate with Admissions and Student Financial Services to establish the Student Client Services unit

The Registrar's Office was actively involved in planning for and in providing support to the newly created Student Client Services, which began to provide all frontline and call centre services for students in February 2004.

GOALS FOR 2004-2005

1. Improve service delivery through technological enhancements

Planned improvements to service delivery include:

- expand the self-serve Web applications for students;
- automate the production of all graduate transcripts;
- finalize the implementation of the new course and classroom scheduling software;
- expand e-commerce sites (e.g. ordering of diplomas);
- introduce a new e-mail "Notebox" site for students that will be integrated with Passport York.

2. Improve coordination with Faculties and departments

- Work closely with Faculties and departments to develop plans for improved grade collection methods;
- Expand the degree audit facility;
- Utilize York's imaging system to digitize and automate campus access to student records prior to 1982.

3. Review examination policies

- Review the utilization of examination space, and the policies governing the setting of sessional dates.

STUDENT AFFAIRS

The Assistant Vice-President Student Affairs reports to the Vice-President. Student Affairs' offices include: the Office of the Aboriginal Counsellor, Atkinson Counselling and Supervision Centre, Convocation and Special Events, Counselling and Development Centre, Health Education and Promotion, Learning Disabilities Program, Office for Persons with Disabilities, Off Campus Housing, Orientation, Psychiatric Disabilities Program, the Office of Student Affairs, the University Complaint Centre and the College system. These offices work collaboratively to support students from the moment of enrolment to graduation. Results for the various Student Affairs units are reported below.

Office of Student Affairs (OSA)

The Office of Student Affairs liaises with and assists student clubs and governments and provides other services to students. The following offices are housed within OSA: Convocation and Special Events, Off Campus Housing, Orientation and the University Complaint Centre. This year the OSA successfully dealt with the reality of the increased demand for services/programs due to the double cohort. For example, the Fall Orientation was very successful with 600 student volunteers assisting in the organization of activities for 6,000 student participants (a 50 per cent increase in total participation and a 30 per cent increase in the participation rate over the previous year).

RESULTS FOR 2003-2004

Results on the objectives for 2003-2004 are detailed below.

1. Manage student conflict on campus more proactively

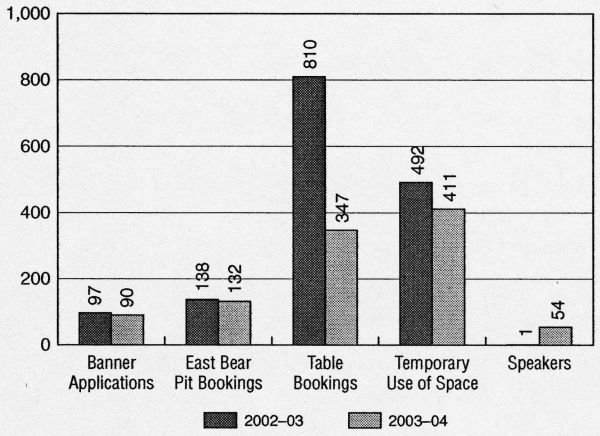
Following a difficult year in 2002-2003 Student Affairs worked closely with Security to improve liaison and communication with our activist student groups on campus. This resulted in the reduction of unauthorized activities on campus and streamlined the process to approve student-sponsored events/activities on campus. These changes were vital because club activity was at an all time high this year, with more clubs and more requests by student groups to bring in external speakers (see Figure 13 and Figure 14). Several high profile problems in student governments and club activity, necessitated significant responses and interventions from the University Complaint Centre and OSA.

Figure 13: Number of Registered Student Clubs

Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of student clubs	133	148	155	180	225

Source: Student Affairs

Figure 14: Services for Student Groups



Source: Office of Student Affairs

2. Facilitate a smooth transition into the new Student Services Centre

The move to the new Student Services Centre was a primary focus for OSA managers and key staff.

3. Participate in the reorganization of Convocation at York University

For the first time at York University, three sets of Convocation ceremonies were held in 2003-2004. Attendance at Convocation this year rose by 8 per cent. Both the Acting AVP and the Manager of Special Events and Convocation participated as members of the Long Range Convocation Planning Committee, which included planning significant changes to the format of spring convocations.

GOALS FOR 2004-2005

1. Enhance convocation ceremonies

- Work with the President's Office to design and deliver a new Convocation format in a new venue.

2. Develop policies and initiatives in support of building community

- Presidential Regulations 2, 3 & 4, which govern student life on campus, will be updated and revised in support of the goal to build community

- Review orientation models to identify ways to improve student access to information, enhance the first year transition and increase student participation.

3. Implement a new residence life system

- Hire and train staff to implement a new residence life system in the new Pond Road Residence opening in September 2004.

Disability Service Providers

Atkinson Counselling and Supervision Centre
Counselling and Development Centre (CDC)
Office for Person with Disabilities (OPD)

York's Disability Service Providers offer a variety of services to students with special needs. Some selected service data is provided below.

- Despite an increase in demand for service, the CDC cut the waiting period in half for first appointments during peak periods.
- The participation by first year students in the Learning Skills Program tripled to 4,514.
- The CDC Web site had more than 125,000 "visits", the majority focusing on the Learning Skills Program.
- The OPD's E-Mentoring Program provided 11 deaf and hard of hearing students with a peer-to-peer on-line support community.
- Over 250 volunteer note takers were recruited and trained.

Figure 15: Counselling, learning skills and disability services, number of students served (2003-2004)

	Counselling and Development Centre*	Office for Persons with Disabilities	Atkinson Counselling and Supervision Centre
Number of students served	9000**	1,054	3,833

* Includes Personal Counselling, Learning Skills Program (LSP); Learning Disabilities Program (LDP); Psychiatric Disabilities Program (PDP).
** This estimate includes students served through outreach programs

Source: Student Affairs

RESULTS FOR 2003-2004

Results on the objectives for 2003-2004 are detailed below.

1. Work collaboratively to establish a central Alternate Examination Testing Site for students with disabilities.

The three units developed a joint proposal for the AVP Student Affairs outlining projected needs and recommendations for a Central Alternate Exam Site. In 2003-2004 a total of 4,820 alternate examinations (a 20 per cent increase) were arranged and proctored for students requiring modifications due to the nature of their learning or physical disabilities.

2. Develop a case management database system to streamline Alternate Exam arrangements and reporting of data.

Progress was made on the development of a case management database system that will enable our service providers to create client profiles and to track contacts.

3. Advise and assist in the revision of the Senate Policy on Students with Special Needs

In cooperation with ACCESS YORK the Senate Policy has been revised and submitted to Senate for approval. If approved, it will set the standard concerning how the University accommodates students with disabilities.

GOALS FOR 2004-2005

1. Address needs with respect to alternate examinations

Addressing needs with respect to alternate examinations is a long term project. Plans for 2004-2005 include:

- continue planning work for an Alternate Examination Testing Site;
- implement a case management database system.

Health Education and Promotion

This office coordinates the recruitment and training of peer educators who disseminate health and wellness knowledge and supplies in the University community through workshops, seminars, presentations and the annual Health Fair. The office collaborates with external service providers (e.g. Alcoholics Anonymous) and provides one-on-one confidential health counselling and referrals to students.

RESULTS FOR 2003-2004

Results on the objectives for 2003-2004 are detailed below.

1. Reorganize Peer Education Program

Improved job descriptions, an expanded training program and detailed plans for implementation, supervision and evaluation of the program established a sound foundation for improved quality in the peer education program.

2. Raise profile of Health Education and Promotion through liaison with Campus Media

A monthly Health Column in Excalibur newspaper was launched, and ongoing consultation was provided to Excalibur on Health related matters.

3. Strengthen connections with Residence Life Staff and residential community

Dons and student leaders were trained on health issues including safer sex, alcohol awareness and stress management; health supplies (first aid kits and condoms) were provided where appropriate.

GOALS FOR 2004-2005

1. Review Peer Education Program

- Review implementation of the newly reorganized program to monitor success and identify further changes that are needed.

2. Add and expand health resources available to students

The following initiatives are planned for 2004-2005:

- expand and reorganize Health Resource Library;
- create a SafeSource Pub-night Kiosk;
- improve drug education program and its delivery in residences.

Aboriginal Counsellor

York University's first Aboriginal Counsellor was appointed in October 2002, with the support of the Aboriginal Education Council and a grant from the Ministry of Training, Colleges and Universities. The Counsellor provides programs and services to meet the unique needs of Aboriginal students. For example, this year a new visiting elder program was established and the Aboriginal Counsellor worked with student associations to organize and host York University's second annual PowWow.

RESULTS FOR 2003-2004

Results on the objectives for 2003-2004 are detailed below.

1. Research and design a recruitment plan aimed at attracting Aboriginal students to the University.

Relevant research was completed and a plan for 2004-2005 has been put in place.

GOALS FOR 2004-2005

1. Collect information on York's Aboriginal students

- Improve statistical data on Aboriginal students at York.

2. Help recruit Aboriginal students

Aboriginal recruitment initiatives will include:

- the development of a brochure about special services available to support Aboriginal students;
- participation in Aboriginal recruitment tours in Ontario.

THE COLLEGE SYSTEM

York's seven Faculty-affiliated colleges contribute to the quality of campus life for both residential and commuter students by providing a community environment in which students have access to faculty and staff who can assist them with problems and provide guidance. The colleges collaborate with Student Affairs, the Faculties and student organizations to provide services to students, including:

- orientation for first year students
- hiring and training residence staff (residence life coordinators, dons and porters);
- academic resource advising;
- event programming for residence students (wellness, alcohol education, stress management);
- workshops on emergency response protocols; student rights and obligations while in residence; presidential regulations (Student Code of Conduct); student discipline;
- resolving residence related complaints.

The colleges host many academic and social events, which enrich the experience of students and contribute to a sense of community among faculty members. To give just a few examples, this year Vanier College continued to put on theatre productions and also established new programs for its community, including a college recreational choir and yoga classes; Stong College opened the Samuel J. Zacks Art Gallery; and McLaughlin College hosted its Annual Public Policy Address, with guest speaker Ms Zanana Akande, a former Ontario cabinet minister and President of the Toronto Urban Alliance on Race Relations.

RESULTS FOR 2003-2004

Though each of the colleges has a distinct mission, there were areas of significant collective success this year:

- The colleges played a key role in providing the orientation of York's largest ever first year class in September 2003. There were 50 per cent more students (6,000 in total) who participated in orientation activities, which was due to both the double cohort and a 30 per cent increase in the participation rate.
- The college masters worked with Housing to implement a new protocol to assign students' college affiliation based on their major beginning with the incoming class in September 2004. The new method will allow colleges to develop more targeted programs/events and make a more coherent community.

GOALS FOR 2004-2005

The colleges will continue to set goals and priorities in consultation with the Vice-President Students and the Office of Student Affairs.

SPORT AND RECREATION

Sport and Recreation fulfills an important aspect of the broader university learning 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 29 varsity teams (15 women's, 14 men's), which compete in the OUA (Ontario University Athletics) and the CIS (Canadian Interuniversity Sport). More than 200 university sport competitions are staged at York annually.
- Recreation York has seven program components including memberships, fitness, aerobics/cross training, instructional courses, intramural sports, sport clubs, and casual "drop-in" activities. See Figure 16 for participation rates.
- 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 16: Fitness Centre and Instructional programs, number of participants, 2002-2003 and 2003-2004 (Keele Campus)

Year*	2002-2003	2003-2004
Fitness Centre participants	136,171	146,759
Instructional program participants	1,862	1,999

*Data unavailable for previous years

Source: Sport and Recreation

RESULTS FOR 2003-2004

Results on the main priorities/objectives for 2003-2004 are detailed below.

1. Improve and increase physical space for recreation and sports facilities

- The Board of Governors approved the fitness expansion of the Tait McKenzie Centre, with construction beginning in May 2004 and to be completed in 2005.
- A plan and three-year funding cycle was established for maintenance and renewal of the upper gymnasium floor, tennis courts, main gymnasium bleachers and squash courts, in consultation with University administration.

2. Launch a new visual identity for York's interuniversity sport teams

The York Lions – the new York team name – was officially launched in September 2003, with a new logo, mascots and other visual communications.

3. Complete the strategic plan for Sport and Recreation

The strategic plan for Sport and Recreation was completed.

4. Improve student-focused service delivery

- Staff training sessions were held to develop customer service standards and to establish a common set of core values and key success measures.
- Specific job responsibilities were mapped out to ensure seamless customer service delivery.
- Development of Web based fee processing for registration in recreational services programs began.

5. Support, nurture and celebrate athletic excellence

- Sport York recruited a new full time soccer head coach.
- In the interuniversity sport program, York won OUA championships in women's tennis and in men's hockey. OUA silver medals were garnered by the men's volleyball team and the men's and women's badminton team placed third. York athletes accounted for 2 CIS gold medals in track and field, 12 OUA individual gold medals, 7 CIS and 55 OUA All-Star selections, as well as 23 CIS Academic All-Canadians and 29 OUA Academic Achievement Award winners.
- The York University Sport Hall of Fame induction dinner was held honouring four former student-athletes and one former coach.

6. Meet revenue goals

Revenue goals were achieved in all areas of membership services.

GOALS FOR 2004-2005

1. Continue to improve student-focused service delivery

- Training sessions for managers and staff throughout the year will focus on the delivery of student-focused service.

2. Address physical space needs

- Open the newly expanded and renovated Tait McKenzie Centre with its new "front door to the campus," lobby and locker room access locations;
- Work with Facilities Services to develop a long term planned cycle of maintenance and renewal of sport and recreation facilities;
- Work with the York University Development Corporation to ensure long term lands for sport and recreation are incorporated in the University master plan.

3. Continue to support, nurture and celebrate athletic excellence

- Continue to give athletes and coaches the support and recognition they need to inspire success on the playing fields.

CAREER CENTRE

The Career Centre engages York students and alumni in making successful transitions to the workforce and in planning meaningful and satisfying careers. This is accomplished by providing leading career and job search programming, and initiating innovative opportunities for connecting York students to employers and employment opportunities.

The mandate of the Career Centre has been expanded to include increased outreach activities to employers and the York community as well as programming to enhance students' employability skills development. This expansion is reflected in increased staff, a move to a prominent location in the new Student Services Centre and an increased budget to meet the objectives outlined below. The Director of the Career Centre now reports directly to the Vice-President Students.

RESULTS FOR 2003-2004

Results on the objectives for 2003-2004 are detailed below.

1. Increase and enhance online career services.

- Launched the *Career Cyberguide*, a cutting-edge multimedia resource with 15 online workshops that contain video presentations, PowerPoint slides and downloadable handouts and templates. The *Career Cyberguide* received a 2004 Excellence Award from the National Association of Colleges and Employers.
- Added three video Discussion Panels to the careers Web site: *How to Find Work on Campus*; *Creating a Summer Business*; and *How to Find a Great Internship*.
- Updated the online *Summer Job Blitz* to provide monthly thematic programming.
- Hosted Interviewing *Skills for Scientists: Next Wave* Web cast, Discussion Panel.

Figure 17: Visits to the Career Centre Web site

Year*	2001-2002	2002-2003	2003-2004
Web visits	217,798	252,424	249,137

*Data unavailable for previous years

Source: Career Centre

2. Enhance in-person career services.

- Launched the enhanced *Career Advising Service* in September 2003. Over 1,000 students took advantage of the opportunity to speak one-on-one with a Career Advisor.
- Delivered 78 workshops and customized presentations and events, many in partnerships with Faculties and other on-campus departments, to approximately 4,000 students (see Figure 18).
- Provided 651 students with individual interview preparation, resume writing and academic dossier assistance.

3. Provide more opportunities for students to connect with employers and employment opportunities.

- Organized 25 on-campus events, in which there were approximately 5,500 student connections with over 140 employers. See Figure 18 for year-over-year increases.
- Posted over 12,000 jobs on York's student employment Web site.

Figure 18: Student participation at careers events

Year*	2001-2002	2002-2003	2003-2004
Students attending customized careers events	2,339	3,869	4,107
Student-employer contacts at careers events	2,430	4,116	5,500

*Data unavailable for previous years

Source: Career Centre

GOALS FOR 2004-2005

1. Provide a broader range of higher quality job search and career development programming

- Expand the CyberGuide's online career education curriculum with additional discipline specific programming.

2. Increase student opportunities to connect with on and off-campus employers and employment opportunities

- Create a centralized facility for on-campus student job postings;
- Expand the number of Career Fairs;
- Pilot a Virtual Employer Marketplace online career fair (the first in Ontario).

3. Improve the Career Centre's program planning

- Develop a five-year strategic plan.

4. Improve access to services offered by the Career Centre for students and employers through improvements to the Web site

- Create new additional online workshops;
- Develop facility for online registration for students and employers for events;
- Research an alternative improved student job posting technology solution.

5. Increase the profile of the Career Centre's services to York's students

- Develop and implement a marketing plan for the Career Centre on campus;
- Participate in Toronto and campus recruitment events for prospective students.

Division of the Vice-President Finance and Administration

Gary Brewer, Vice-President

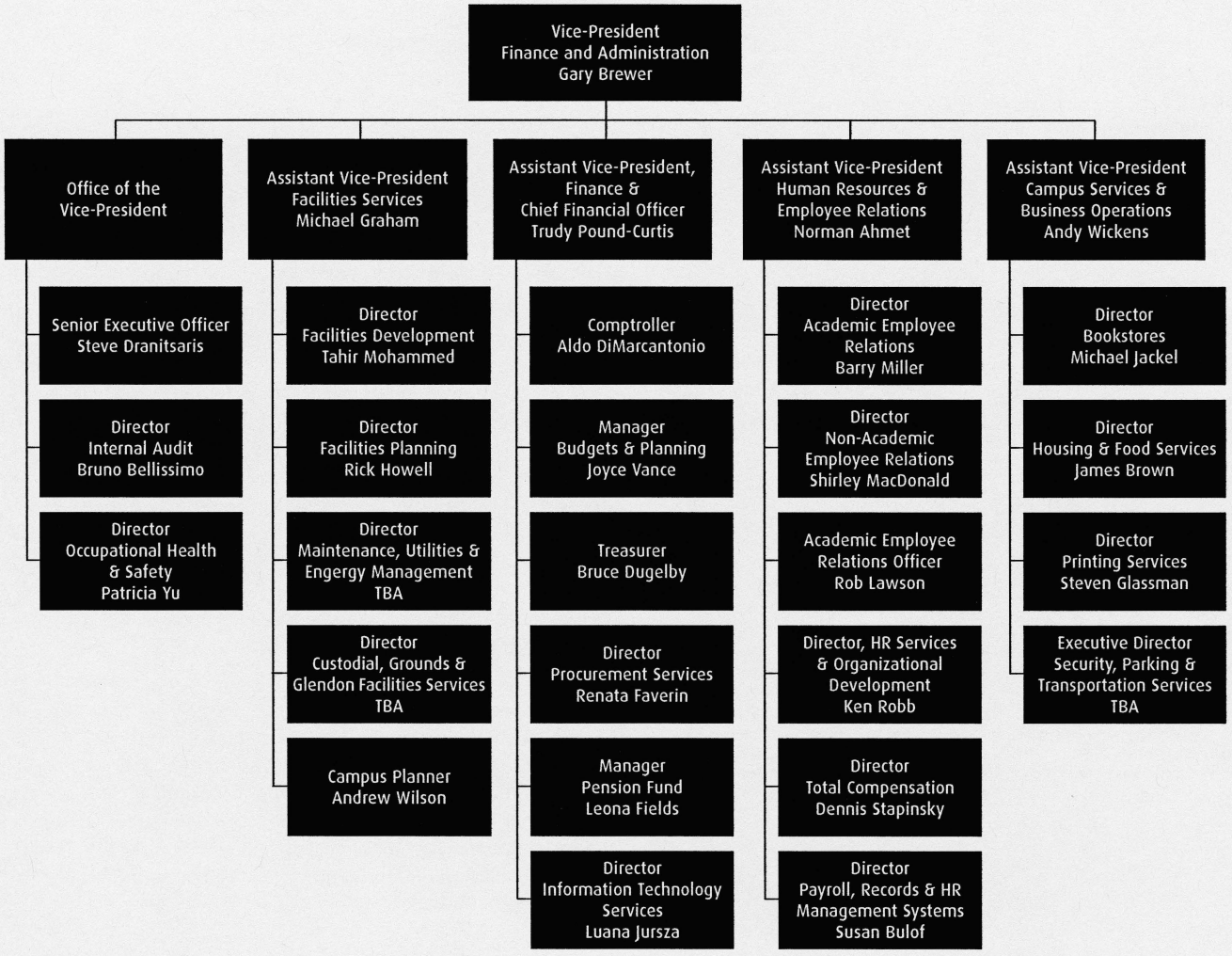
Objectives of the Division

The Division of the Vice-President, Finance and Administration supports the central mission of York University: the pursuit, preservation, and dissemination of knowledge, by

- providing quality administrative service to the York community;
- enhancing the quality of campus life;
- ensuring fiscal responsibility.

The division provides administrative infrastructure and support to the York community as a whole and is actively engaged in monitoring its operations, as reflected in the performance indicators that follow. In addition to the Office of the Vice-President, there are four major areas within the division as well as two departments (Internal Audit and Occupational Health and Safety) that report directly to the VP. Each department has determined key objectives and performance measures, which are detailed in the sections that follow.

Figure 1: Division of the Vice-President, Finance and Administration Organizational Chart



The 2003-2004 total budgets and actuals for the four major areas, two departments and the Office of the Vice-President are as follows.

Division of the VP Finance and Administration

(Dollars)	Operating Results by Unit 2003-2004 Actuals	2004-2005 Budget
Office of the VP Finance and Administration	1,072,796	1,670,112
Internal Audit	428,261	480,006
Facilities Services	45,969,556	47,439,017
Occupational Health and Safety	556,008	683,758
Security Services	2,750,697	3,274,308
Finance	10,860,178	9,603,629
Human Resources & Employee Relations	4,617,346	5,919,233
Total Division of VP Finance and Administration	**66,254,842**	**69,070,063**

Division of the VP Finance and Administration

(Dollars)	Operating Results by Expense Type 2003-2004 Actuals	2004-2005 Budget
Revenue:		
External cost recoveries	3,001,256	2,082,413
Internal cost recoveries	9,279,764	8,972,519
Other revenues	377,457	-
Central allocations	52,941,892	57,517,074
Total Revenue	**65,600,369**	**68,572,006**
Expenses:		
Faculty - Administration	-	-
Faculty - Full-time	-	-
Faculty - Contract	-	-
Teaching assistants	-	-
Research	690	-
Support/Administration	35,481,938	39,661,529
Other	1,461,442	1,145,331
Total Salaries and Benefits	**36,944,070**	**40,806,860**
Operating costs	14,715,631	15,231,560
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	13,733,003	13,029,643
Scholarships & bursaries	150	2,000
Interest on long-term debt	861,988	-
Total Expenses	**66,254,842**	**69,070,063**
Total Revenue less Expenses	**(654,473)**	**(498,057)**
Previous Year's Carryforward	**5,476,322**	**4,821,849**
Carryforward to Next Year	**4,821,849**	**4,323,792**

Office of the Vice-President, Finance and Administration

The function of the Office of the Vice-President, Finance and Administration is to support the activities and projects of the Vice-President by providing scheduling, record-keeping, research, briefing notes and support in the preparation of submissions, recommendations, presentations and other materials for:

- the York University Board of Governors, Senate, and their respective committees, and particularly in this regard to the Board Audit, Investment, Finance & Staff Resources, and Land Use Committees as well as to the Board of Trustees of the Pension Fund and its Subcommittee on Investment Performance;
- the President with respect to her activities and reports involving University finances and administration;
- the University Executive Committee and other administrative committees;
- inter-university organizations such as the Council of University Finance Officers and the Council of Senior Administrative Officers,
- governmental agencies such as the Ministry of Training, Colleges & Universities; and
- the wider community.

OFFICE OF THE VP: KEY OBJECTIVES MET 2003-2004

Continued Monitoring and Refinement of Performance Measures of Departments within the Division

Within the division, customer surveys and other year-over-year performance metrics were used to assess effectiveness of departments. In addition, Human Resources and Employee Relations underwent an extensive review by an external consultant, while a campus-wide committee undertook a review of service requests and related procedures in Facilities, Planning and Construction (which has since changed its name to Facilities Services). Performance measures in Campus Services and Business Operations have been further refined and expanded for annual reporting in the PBA document.

Recommendations to Improve HR/ER Capabilities and Practices Assessed and Implemented

A consulting firm reviewed the Department of Human Resources and Employee Relations to assess capabilities and practices in the context of York University's current and future needs. The consultant's recommendations were evaluated and an implementation plan developed and enacted. Outcomes included some restructuring, the articulation of a set of new strategic objectives, and the creation of a University-wide HR Advisory Council to allow for broader community consultation on HR policies, services and initiatives.

Transitional Planning for Facilities, Planning and Construction

A transition process was developed and successfully implemented in order to deal with the January 2004 retirement of Peter Struk, Assistant Vice-President of Facilities, Planning and Construction. This was a challenging process while construction of three new major campus facilities were completed within established time lines and service improvements implemented to meet the University's enrolment growth commitments.

Double Cohort Accommodation

The Office of the VP provide oversight to key facility objectives, including the timely completion and occupancy of new buildings; space planning and renovations for interim classroom space and to meet longer-term teaching, research, administrative and service priorities; the construction of a new 440-bed undergraduate residence; and the financing and initiation of the Accolade Project – two new academic buildings in the campus core to expand teaching capacity and Fine Arts performance facilities. Increased funding from enrolment growth was allocated to Facilities Management, Finance, Human Resources and Employee Relations, and Security Services to expand service capacity of these units concomitant with the overall growth of the University community.

Enterprise Wide Risk Management Framework

The Office of the VP continued to work with the Audit Committee of the Board of Governors and the Director of Internal Audit in advancing the Enterprise Wide Risk Management program initiated in 2002-2003 to identify, mitigate and manage risks to the attainment of institutional goals. During 2003-2004, Risk Registers and Risk Monitoring Reports submitted regularly to the Board Audit Committee, were initiated.

University Signage Program Implemented

The Office of the VP continued to steer the new exterior signage that integrates wayfinding, building identification and addressing, and the University brand. During summer 2003, the exterior signs implemented included campus entrance pylons, vehicle directionals, pedestrian multi-directionals, building identification, and map displays. The new interior signage system, using similar design and identity features, was also introduced in the Computer Science & Engineering and Technology Enhanced Learning Buildings. It will be installed in all new buildings and during renovations to existing facilities. Exterior signage for the Glendon Campus was developed with implementation scheduled for 2004-2005.

Revised PTR Framework Implemented

In conjunction with the Office of the Vice-President Academic, an updated PTR framework was implemented that increases the amount of funding retained by Faculties following the retirement of a faculty member – significantly addressing a long-standing issue that has adversely impacted the ability of Faculties to fund replacement of retirements. (PTR is the "progress-through-the-ranks" salary adjustments provided to faculty members under the University's collective agreement with the York University Faculty Association.)

Pension Policies Completed

Two significant new pension policies related to definition of pension-related expenses and the provision of actuarial services were developed and approved.

University Maps Standardized

In concert with the exterior signage program and in conjunction with the Communications Division, the Office of the VP coordinated the development of a standard map (both colour and black-and-white) for the Keele Campus to be used in University publications, Web sites and map display signs. A standard map for the Glendon Campus has also been initiated and will be available in summer 2004. The Office of the VP will be responsible for overseeing the annual updating of these official University maps.

Updated Renovation and Construction Handbook for Managers

The Office of the VP completed the revision to this guide for University managers, first produced in 1994, for dealing with workplace health and safety issues during renovation and construction projects. The guide was circulated to University managers in summer 2003 and is now available on the Web at http://www.yorku.ca/vpa/documents.htm.

The project of updating the handbook was initiated during 2002-2003 and involved considerable community consultation.

Continued 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 considerable number of informational presentations during 2003-2004. These included presentations to Deans, to the University Administrative Forum (UAF), to the Senate Academic Policy and Planning Committee (APPC), to Senate, and to the Confidential, Professional & Managerial Employees Association (CPMEA).

OFFICE OF THE VP: GOALS FOR 2004-2005

Continue Monitoring of Performance of Departments within the Division

Units within the division will continue to be monitored by use of customer surveys and other performance measures and tools. During 2004-2005, the Office of VPFA will undertake a review of the use and frequency of client satisfaction surveys as an effective performance measurement tool for Facilities Services, Finance, and Human Resources and Employee Relations.

Accommodating the Double Cohort

The Office of the VP will continue to oversee important facility objectives, including the construction of the two new Accolade Project buildings according to established time lines; the completion and opening of The Pond Road Residence; and space planning and renovations to meet both immediate and longer-term teaching, research, administrative and service priorities.

Glendon Campus Signage

The Office of the VP will implement the exterior signage program for the Glendon Campus, which conforms to the Keele Campus signage design, and integrates wayfinding, building identification, and the University brand. The exterior sign types, featuring bilingual messages, will include campus entrance identification, vehicle directionals, building identification, and map displays.

Temporary Use of University Space

To mitigate the potential for risk to both University property and the personal safety of University community members, the Office of the VP will undertake a number of measures to implement an effective control framework for the temporary use of space in the University. This will include a comprehensive update to the University procedures and guidelines as well as the creation of an office to facilitate and support processes as well as regulate and monitor for compliance.

Continue presentations to the University Community, as appropriate

In order to promote better understanding of the University's finances and other resources (e.g., space, land use, staff resources) and to foster closer integration with enrolment and academic planning, the Office of the VP will continue to provide informational presentations to Deans and Executive Officers, Faculty Councils and Senate, as appropriate.

Finance

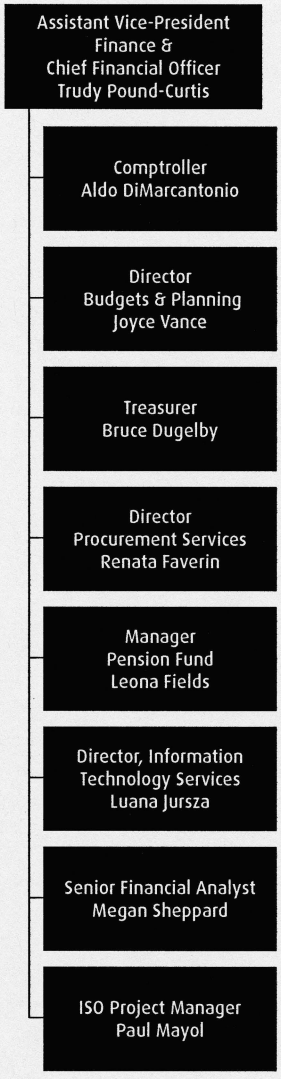
Trudy Pound-Curtis,
Assistant Vice-President Finance & Chief Financial Officer

The 90 staff members are responsible for providing user responsive and professional financial services to the York community. Within the Department of Finance, the Comptroller's Office is responsible for financial information and reporting, the set up and monitoring of internal controls, risk management, insurance administration, and the development and implementation of finance policies and procedures. The Office of Budgets and Planning is responsible for establishing and coordinating central University budget processes, procedures and allocations, including analysis, advice and reports on budget-related issues and information. Treasury is primarily responsible for the cash management of University funds. Procurement Services (formerly Purchasing & Contract Administration) is responsible for providing procurement and contract management services to the University community within the regulatory framework established by the federal and provincial governments. Information Technology Services provides database administration, application and Web development, technical support and project management services to a number of administrative units, and is responsible for the strategic planning, development and ongoing operation of administrative systems, including the Finance and Human Resources Systems. The manager, pension fund is responsible for monitoring the overall financial results of the York University Pension Fund, with assets at April 30, 2004 slightly in excess of $1.0 billion.

During 2003-2004, the Office of Advancement Services was transferred from Finance to the Division of the President and consolidated with Alumni Affairs under a new Executive Director. Other organizational changes included the transfer of IT support and service for Campus Services and Business Operations units to Information Technology Services, within the Finance Department.

Growth funding allocated to Finance for 2003-2004 was used to increase staff numbers in units to levels required to manage work volumes associated with a significantly expanded University population; to support strategic objectives and increased demands associated with IT hardware and support.

Figure 2: Department of Finance Organizational Chart



FINANCE: OBJECTIVES MET IN 2003-2004

Developed a Financing Plan for the Capital Program

The award of additional SuperBuild funds in early 2003 resulted in Board approval to construct two new academic buildings, which required additional financing for the portion of costs not funded from the government grant and private sector fundraising. The University's capital financing plan was updated to approve a second debenture issue of $100 million (with a 40-year term) to address the additional financing required. The University concluded the issue on May 4, 2004.

Investment Policy Reviewed and Policy Framework Integrated with the York University Foundation

In March 2004, the University's Board of Governors and the Board of Directors of Foundation adopted new, common Investment Policy and Guidelines, and held the first joint meeting of their respective Investment Committees.

The new policy reflects the results of an assessment of the alignment of spending policy with asset mix and investment objectives, best practices in endowment management, fulfillment of fiduciary responsibilities, procedures to guide the selection and retention of fund managers, manager mandates and performance standards, and other related issues.

Development of Finance Procedures and Guidelines

A concerted effort was undertaken to develop new and updated procedures and guidelines related to the sound financial management of the University. This included an accountability framework and an authority register, and policies and procedures on insurance, professional expense reimbursements, cash management and capital expenditure management.

Enhanced Performance of Administrative Systems

Continued quality enhancements were made to the capability and performance of the Finance and Reporting systems. This included the implementation of an internet-architected version of the Finance system and improvements to the community reporting tool, eReports.

Enhancements to the Finance system included the introduction of a new chart of accounts, which provides a clear improvement to the flexibility and granularity of tracking and reporting on expenditures.

Enhancements to the eReporting tool for the community included improved navigation, inclusion of salary commitments on operating accounts, as well as improved audit trail for tracking of GST rebates.

Upgrading Banking Services

Finance completed the implementation of a number of banking services such as positive pay controls, the migration to an integrated credit card solution, and the introduction of direct deposit with email notification for payment to vendors and expense reimbursements to employees.

Pension Fund Management

The Statement of Investment Policies and Procedures was updated and approved by the Pension Board of Trustees. The proxy voting for the Canadian equity holdings in the Pension Fund was delegated to an outside proxy voting agent. Educational sessions for the Pension Fund Board of Trustees, including presentations on setting actuarial assumptions and developing investment principles, were presented.

Formal Review of Purchasing Policy

Given a number of recent internal policy revisions and external legislative requirements, the 1999 University Policy on Purchasing Goods and Services is under review. A draft document has been prepared and will be circulated for consultation with the University community. Revisions include a more comprehensive procurement framework, reflect community feedback, and allow for the implementation of industry best practices. These changes are indicative of the University's commitment to continuous improvement and the delivery of quality services.

Information Technology Infrastructure Library (ITIL) Project

The Joint project of Information Technology Services (ITS) and Computer Network Services (CNS) to implement a well proven quality management system based on ITIL – an international IT standard – to improve service quality to the community was completed during the year.

FINANCE KEY PERFORMANCE INDICATOR

The primary objective for the Finance Department is to ensure the long-term financial health of the University. A key performance indicator of the financial health of the University is the Deficit (Unrestricted Net Assets Balance), which is included in the Net Assets section of the Balance Sheet. This is a financial measure that includes results associated with the operating, capital and ancillary activities of the University. It essentially represents the accumulated surplus or deficit position of the University's activities since inception. Since the University must plan on the basis of maintaining a balanced budget, the year-end balance for this measure should be around zero – effectively representing a balanced position.

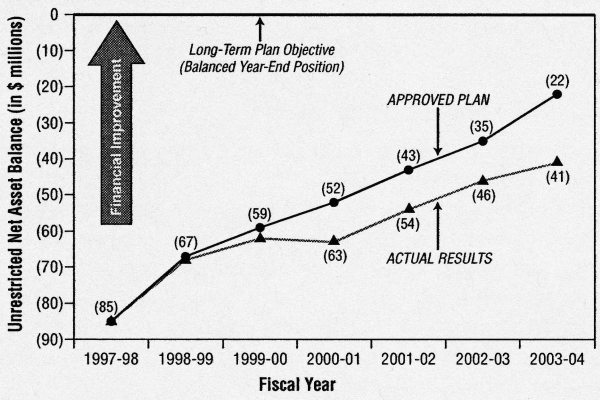
In 1998, the Board of Governors approved a plan to reduce the Deficit over a 10-year period. Figure 6 below details the Deficit (Unrestricted Net Assets Balance) and performance to date against the plan.

For fiscal 2003-2004 the year-end Deficit (Unrestricted Net Assets Balance) of $40.6 million was less than the previous year's level of $45.8 million, but above the approved plan level of $22 million. The improvement in the Deficit was consistent with the annual results achieved over the past few years.

Since the deficit reduction plan was developed and approved six years ago, a number of significant changes have occurred with respect to the University's key planning assumptions, particularly enrolment levels and capital projects. The plan to manage the Deficit will be assessed and updated in the current year to reflect

the impact on capital, operating and ancillary budgets of the actions taken to accommodate the growth in enrolment due to double-cohort, and other assumption changes.

Figure 3: Deficit (Net Assets Balance)



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

FINANCE GOALS FOR 2004-2005

Update Plan for the Deficit (Net Assets Balance) for Approval

The current plan (approved in November 1998) will be reviewed and revised to incorporate actual results to the end of the 2003-2004 fiscal year, as well as the most recent budget plan and financial projection information.

Review of Investment Managers – Endowment Funds

A thorough review of the existing fund structure, as well as a review of the investment managers and their mandates, will be conducted to ensure that the fund objectives can be met with a fund structure that maximizes returns with minimum volatility.

Enhance Finance System Procedures

The Finance Department 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 quality improvements that increase productivity and result in accurate reliable information for the University community.

Electronic Document Management Strategies

To make better use of space, Finance will investigate a document management strategy that will allow for electronically-stored documents, accessible to a number of stakeholders. This would reduce the need for multiple copies and physical storage space.

Cooperative Initiatives for Better Service Delivery to University Researchers

In conjunction with the Office of Research Services, Research Accounting and other University administrative units, the Finance Department will initiate a review of services currently provided to the University research community with a view to streamline processes and increase education to all stakeholders of respective responsibilities.

Pension Fund

A Statement of Investment Principles will be developed, as well as a complete review and updating of the Investment Manager Mandates for the various portfolios. The investment policies and strategies will be reviewed to ensure that fund objectives can continue to be met.

Enhance Performance of Administrative Systems

Information Technology Services will continue to enhance the capability and performance of administrative systems. This will include projects such as eApplications for Human Resources, a new YorkCard (campus "one-card"), and a new Advancement and Alumni System.

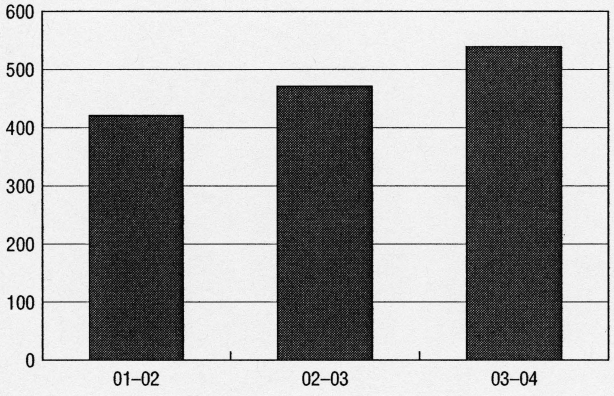
Human Resources and Employee Relations

Norman Ahmet, Assistant Vice-President

The Department of Human Resources and Employee Relations (HR&ER) is comprised of five units that provide specialized services to the community. The Academic and Non-Academic Employee Relations units are primarily responsible for the negotiation and administration of collective agreements for all unionized employee groups. In addition to providing counsel to managers and academic administrators on issues relating to employee relations, these units also provide general orientation on new collective agreements as well as in-depth training on new and emerging trends in labour relations. The Total Compensation unit oversees salary administration for non-academic employees and administers pensions and benefits programs available to all University employees. The Human Resources Services and Organizational Development unit maintains policies pertaining to human resources practices, and initiates programs to attract and retain non-academic employees. The Payroll, Records and HR Management Systems unit provides payroll services to all employees.

For most of 2003-2004 the activities of HR&ER were focused on implementing the recommendations of an external review on the practices and capabilities of the department. The initial stages to this implementation process included streamlining the department's organizational structure and aligning resources to adopt a new set of strategic priorities. A new Director of Total Compensation was hired and steps were taken to initiate a new CPM job evaluation system. The Human Resources Advisory Council (HRAC) and Development Support Group (DSG), consisting of seasoned managers from the non-academic group were formed. With representation from Faculties and administrative departments, these groups assist HR&ER in articulating community needs from conceptual to implementation stages.

Figure 4: Job Posting Summary (2002-2004)



There were notable accomplishments within HR&ER in 2003-2004. The successes were in part due to careful planning and implementation of double cohort initiatives that commenced in 2002-2003. The impact of increased student enrolment cascaded through HR&ER operations from Payroll to Pensions and Benefits and with increased activity also evident in non-academic recruitment services. Relative to 2002-2003, there was a combined 14 per cent increase in the total number of job postings within the CPM and YUSA employee groups. The York University Temporary Agency (YUTA), whose mandate is to provide personnel for temporary assignments, also had a busy year experiencing an 18 per cent increase in requests relative to 2002-2003.

The University continues to provide opportunities for personal and professional growth to non-academic employees, the scope and depth of which are reflected in the number of job postings in the various employee groups filled internally. In 2003-2004, internal applicants were hired for more than 50 per cent of the jobs that were posted in the CPM and YUSA employee groups. Additionally, non-academic employees avail themselves of opportunities to explore, refresh and acquire new technical and administrative skills. Overall, the number of participants at HR&ER training sessions increased by 14 per cent in 2003-2004 from the previous year. Most significant was the increase in unit specific training from nine course offerings and 63 participants in 2002-2003 to 17 and 487 respectively in 2003-2004.

Figure 5: Human Resources and Employee Relations Organizational Chart



HR&ER: OBJECTIVES MET IN 2003-2004

Maintain Stability in Labour Relations

In the continuing effort to provide long-term labour relations stability, three-year contracts (2003-2006) were negotiated with the York University Faculty Association (YUFA), YUSA (Unit2) and CUPE 1356-2. In addition, the Osgoode Hall Faculty Association ratified a three-year Memorandum of Agreement with York University through April 30, 2006. This marked the completion of successful three-year agreements with all employee groups; a process that was characterized by collegiality and mutual respect.

Staff complement in the Employee Relations units was augmented by two new members to support ongoing activities and initiatives, including relationship building and the integration of approaches to non-academic labour relations, specifically in the area of problem-solving and contract dispute resolution. The Academic and Non-Academic Employee Relations units collaborated on a joint presentation to the School of Academic Administrators, coordinated by the Office of the Vice-President Academic. The Non-academic unit devoted a significant amount of its time to contract administration providing advice and orientation on various aspects of the collective agreements including an in-house labour relations training program for administrative managers. Overall, there was a net reduction in the number of grievances filed by the non-academic employee groups relative to 2002-2003.

Broaden Training Programs To Support Employee Demographic Changes

A CPM Career and Succession Planning Program was developed and partly implemented. The new program features a range of resources to support CPM career advancement, a proposed policy on developmental leave, an educational assistance fund and a succession pilot project. The latter involves 10 CPM staff who will receive career development support in the form of multi-rater competency feedback, a peer learning network and customized training. Participants will be selected on ability to fill projected vacancies.

YUSA Joint Job Evaluation System

In collaboration with YUSA, a process was enacted to reduce significantly the backlog of job evaluation and appeal requests. As of April 30, 2004 the backlog of job evaluation requests had been reduced from 162 to 76 positions to be rated. However, the appeals backlog has increased from 50 to 86 positions, mainly because of the number of positions in the job evaluation backlog that have been evaluated. By December 31, 2004 the rating backlog should be reduced to a three-month turnaround. The appeals backlog should be reduced to a two-month turnaround by early in 2005.

Agreement has been reached to extend this Pilot Project into 2004-2005 to assess the original objectives of the project and to explore alternative processes relating to YUSA job evaluation on a go-forward basis.

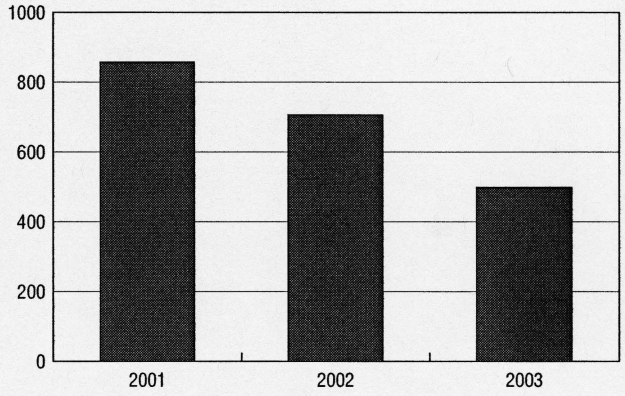
Pension Administration

In conjunction with the third party administrator, Towers Perrin, a pension administration manual has been developed that establishes service standards and delineates areas of responsibilities between the University and the third party administrator. In addition to cost effectiveness, the protocol provides a timeframe for service delivery to community members in a consistent and timely manner. This provides York staff, academic and non-academic, the opportunity to make informed decisions with respect to retirement planning.

WSIB Claims/Lost time

The Employee Well-Being Office (EWO) whose primary mandate is to manage WSIB claims and reduce lost time associated with injuries, had modest success in this regard. Through effective case management and return-to-work strategies the University experienced a significant reduction in lost days from claims. In 2003-2004, the total number of lost days from WSIB claims was 499 as opposed to 706 in 2002-2003; a decrease of more than 40 per cent. In addition the University received rebates which in turn reduces the potential for surcharges from WSIB.

Figure 6: WSIB Lost Time Tracking (2001-2003)



HR Management System

The Human Resources Management System was successfully restructured to reflect the new chart of accounts that was implemented by the Finance Department. In addition HR&ER took a significant step towards implementing a University-wide time and attendance management system by issuing an RFP to prospective suppliers.

HR&ER: GOALS FOR 2004-2005

Implement recommendations of the External Review

The attraction and retention of skilled employees, support of community and the continuing exploration of cost effective and efficient approaches to service delivery remains the main focus of HR&ER. The recommendations of the external review on the practices and capabilities of Human Resources and Employee Relations included a new set of strategic priorities that align with this departmental mandate and the University's academic plan. These priorities which will be initiated with project plans and critical paths will extend over the next two fiscal cycles.

Job Evaluation

New job evaluation systems will be developed and implemented to address the changing work environment, improve timeliness of service, and introduce processes and tools that are more sound and effective. The new systems will enhance clarity and improve understanding for staff as well as managers on the process of job evaluation.

Pension Administration

The current pension administration processes and accountabilities will be reviewed in order to evaluate the efficiency of internal processes, resource allocation and role and utilization of the external service provider. Outcomes are anticipated to improve service, risk mitigation and return on investment.

Time & Attendance

A system with user-friendly applications and processes will be introduced for the standardized recording of employee time and attendance. This will improve management tracking of employee entitlements and departmental/institutional liabilities.

Accommodation

To provide clarity around the accommodation process and accountabilities, an Accommodation Handbook will be developed to support the community in its obligations pertaining to return to work. These guidelines and procedures should improve service while reducing costs related to leaves and transitions.

Recruitment

To improve service to both the University community and prospective employees, the recruitment cycle will be streamlined to reduce processes and ensure consistency of procedures for non-academic positions.

Additionally, an immigration handbook for prospective faculty and a guideline on international recruitment for faculty positions will be developed for HR&ER and academic administrators. This will improve the capability to respond to service requirements, legislative compliance, and consistency of practice across the University.

Non-Academic Employee Relations

Communication and collaboration within the community of managers on issues pertaining to non-academic employee relations will be improved. This will foster a better understanding of ER issues, improve dialogue between the employer and employee groups, and alert HR&ER to plans within the community.

Performance Management

Performance management processes will be improved with a view to enhancing managers' skills by providing the necessary tools and training that ensure they are successful.

HR Policies and Standard Operating Procedures

Human Resources policies, guidelines and standard operating procedures will be fully updated and communicated, with the objectives of ensuring consistency of practice and availability of information to managers.

Learning & Development Strategy

To ensure the University has resources available to meet its future requirements, a comprehensive learning and development strategy will be developed that fully articulates issues of resource planning, capacity, competencies and learning.

Compensation Strategy

A compensation strategy will be developed and implemented for the University that considers pay positioning in a competitive market and explores the design of cash and non-cash compensation elements. This strategy will position the University to attract, retain and motivate "best in the field" resources, while considering fiscal accountability.

Collective Bargaining

A University position on collective bargaining will be articulated that builds on the current success of labour stability and facilitates the implementation of the University's Academic Plan.

HR Information Management

Initiatives will be developed and implemented that support the community's HR needs within the broader framework of York University's technology strategies. Improved availability and accuracy of HR information to management will support fact-based analysis and decision-making. Measures will be established and tracked to improve customer service and ensure continued delivery of a timely and accurate payroll to the York community.

Communication Strategy

An HR&ER communication strategy will be developed and implemented aligned with University communications policies, with the objectives of improving quality and timeliness of communication to all employee groups.

Facilities Services (FS)

Michael P. Graham, Assistant Vice President

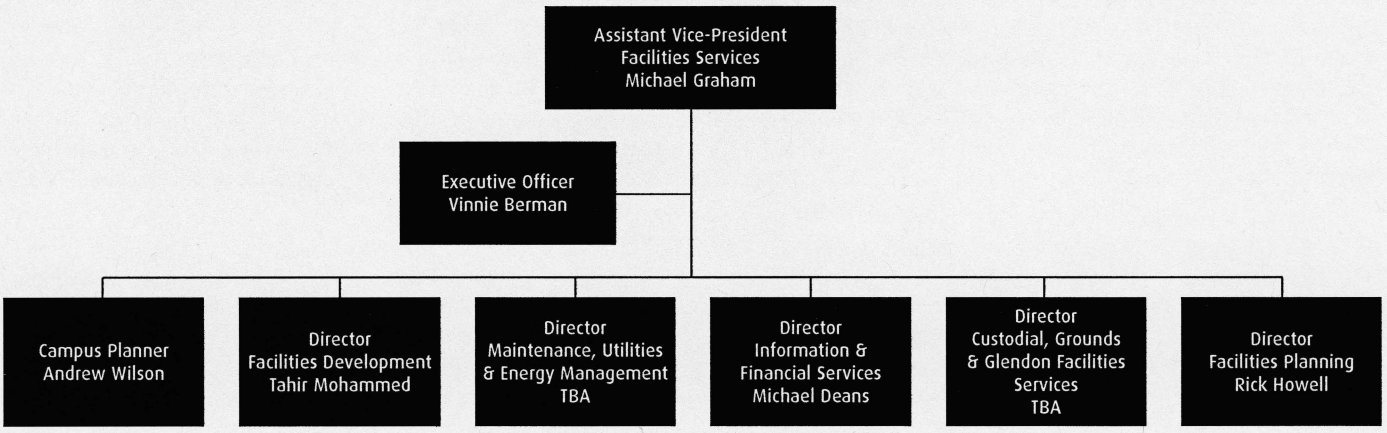
Following Peter Struk's retirement in January 2004, Michael Graham was appointed to the position of Assistant Vice President, Facilities, Planning and Construction. Along with formal credentials in mechanical and environmental engineering, Michael brings to York more than 30 years of progressive management experience in the public and private sectors and significant senior level experience in the area of facilities management.

In April 2004, the name of the department changed from Facilities, Planning and Construction to Facilities Services, reflecting a clear mandate of quality improvement and service delivery.

Facilities Services consists of Facilities Management which includes caretaking, maintenance, grounds and vehicles, Glendon facilities and utilities; Facilities Development, which manages and oversees all new construction and University Fire Safety; Facilities Planning, which provides services such as space planning, interior design, renovation project coordination and space data management; Information and Financial Services, which includes project scheduling, communications, accounting and information systems; and Campus Planning which ensures that master planning principles and guidelines are maintained and advises on a number of exterior building and grounds matters. In addition, the Executive Officer provides support to the AVP, and is responsible for general administration, central office support, and the department's personnel office, stores, campus postal services and the Inter University Transit System (IUTS), which is managed by York University on behalf of all universities in the province.

Facilities Services has a total of 416 employees: 39 managers, 22 professionals and 355 staff. FS continues to hire a number of new professional employees to support and oversee the capital development and space renovation programs. Support services in the department such as caretaking, grounds and maintenance have also added staff to address the requirements of an expanded plant and growing campus population.

Figure 7: Department of Facilities Services Organizational Chart



FS OBJECTIVES MET IN 2003-2004:

Successful Completion and Occupancy of New Facilities

Several significant building projects were completed. The Technology Enhanced Learning Centre (TEL) and the Seymour Schulich Building (SSB) both opened for the start of the academic year in September 2003. Parking Structure III – now named the Student Services Parking Garage (SSPG) – with a 1,400 vehicle capacity, also opened during the Fall term. Additionally, the Student Services Centre (SSC), an integrated face building on Parking Structure III, and the Executive Learning Centre (ELC), which is adjacent to the Seymour Schulich Building, were completed in February 2004. All elements of this massive capital development undertaking were completed largely within the anticipated timelines and within prescribed budgets.

Construction of The Pond Road Residence

This project progressed very well, although some interior work fell behind schedule due to delays in enclosing the exterior structure prior to winter. The facility will be completed in time for student occupancy in September 2004.

The Accolade Project

This 30,000 gross square meter project is part of an approved $100 million capital project that will increase York's lecture and classroom capacity for all programs by 15 per cent while providing much needed specialized space to consolidate Fine Arts programs. Consisting of two distinct buildings in the campus core, this project is being implemented using a design-build approach. Much of the initial activity during 2003-2004 focused on needs assessment, space planning, costing and design. Site work commenced in November 2003 and, in spite of some delays in obtaining permits, both buildings remain on target for completion by Fall 2005.

Tait McKenzie Addition

Developed as a design-build project, this 1,400 square meter addition will help accommodate the recreational needs of the growing student population at York. During 2003-2004, physical requirements were determined, planning and design were undertaken, and ground was broken in April 2004. This facility expansion is expected to be ready for use in September 2004.

Utilities Infrastructure Expansion

The second 5.3 Mw cogeneration unit was commissioned and put in service in September 2003 on schedule and within the approved project budget. This unit increases the total installed capacity for electrical self-generation at the Keele Campus to 10.3 Mw, which reduces the dependency to purchase electricity from the utility to less than 35 per cent of annual requirements. The cogeneration plant also provides 58,000 pounds per hour of steam as a by-product, which is used for heating and cooling the campus.

Ripple Program

During 2002-2003, Facilities Planning developed a multi-year ripple program of alterations and renovations to backfill spaces vacated by those academic and administrative units that moved into the new Technology Enhanced Learning Building (TEL), Seymour Schulich Building and Student Services Centre. There are three phases of the ripple program that extend to the end of 2005 with a total affected area of 18,000 NASM. Renovation work on the largest ripple project, the Health, Nursing and Environmental Studies Building (the old Schulich School of Business building), is planned for completion and occupancy for Fall 2004. Planning for alterations of spaces vacated in the West Office, Lumbers, and Ross Buildings and Central Square was substantially completed during 2003-2004, with renovation to these areas to occur during 2004-2005.

Signage

All components of the new exterior signage program on the Keele Campus were successfully installed during summer 2003. The new interior signage program was initiated in the TEL and Computer Science and Engineering Buildings and will continue to be installed in new buildings and large-scale renovations. The new interior signage promotes uniform messaging for improved wayfinding, carries the University brand and colours, and allows for easier changing of messages, in-house. At the Glendon Campus, exterior building identification signs and entrance pylons, with messages in both English and French, will be installed during summer 2004.

Convocation Site

Following completion of a consultant study in summer 2003, planning commenced to develop an alternative Convocation Site on the "Atkinson-Osgoode Green", directly south of the Ross Building. (The Accolade Project "East Building" is presently being constructed on the former Convocation Site.) During 2003-2004, planning and preliminary field work was undertaken to develop this site to accept a much larger tent structure for the more elaborate, larger-scale event that was staged in June 2004. It is anticipated that additional landscaping of the adjacent grounds will proceed through 2004-2005.

Glendon Campus, Glendon Hall

FS worked closely with the Junior League Toronto (JLT) to have Glendon Hall renovated for the JLT's annual designer Showhouse event in May 2004. The University had agreed to cooperate with JLT for this charitable fundraising program that supports Pathways to Education. The initiative, which resulted in an extensive interior upgrade of the building at negligible cost to the University, was integrated with an approved plan to create additional classroom space in Glendon Hall to accommodate enrolment growth at the Glendon Campus.

Furniture Program

A Web-based furniture ordering and selection program has been implemented based on standards developed through the tender process for TEL and Seymour Schulich Buildings as part of the capital building program. Furniture standards were developed in terms of sustainable manufacturing processes, quality of construction details and materials, ergonomics and suitability of design.

Service Improvement

To meet the requirements of the new buildings on campus, FS has increased its staffing levels in service areas including caretaking, grounds and maintenance. Also, part-time caretaking and grounds personnel have been added to improve custodial and waste collection services on weekends and evenings in the areas of Libraries, classrooms, common areas, washrooms and campus grounds.

To improve service to University clients, a review was undertaken during 2003-2004 of processes associated with Service Requests and related cost management. The review committee, consisting of senior FS managers and community representatives, presented its findings and recommendations at respective meetings with faculty researchers and Faculty executive officers for their feedback and supplementary input. The final recommendations are being prioritized for FS implementation in 2004-2005.

Financial Accountability

FS continues to be successful in working with a reduced operating budget while maintaining a reasonable level of service within the budget provided.

FACILITIES SERVICES: PERFORMANCE INDICATORS

Facilities Management: Financial Performance

The following two tables illustrate the relative year-over-year performance of the Facilities Management area, which is responsible for ongoing management of the entire University plant, including caretaking, grounds, maintenance, renovations and utilities. Figure 9 presents the operating budget plan and actual performance for the past two years, together with the budget plan for 2004-2005. Figure 8 illustrates actual unit operating costs per gross unit area of facilities managed. These tables show a two-year University facility space increase of 22 percent, yet the operating cost per gross square meter, net of energy costs, is being contained at less than 2 per cent per year. Sharp escalation in the costs of hydro, natural gas and oil in 2004-2005 are reflected the 12 per cent increase in net operating cost per gross square meter for Keele and Glendon Campuses combined, over the two-year period.

Figure 8: Summary of Operating Cost per Unit Gross Area For Two-Year Period

	Actual 2002-2003 $/M2	Actual 2003-2004 $/M2	Budget 2004-2005 $/M2
Keele Campus:			
Caretaking	$18.25	$18.68	$19.85
Grounds and Vehicles	5.51	5.84	5.48
Maintenance	13.82	13.74	14.54
Utilities	6.52	6.28	5.78
Total Excluding Energy	**44.10**	**44.54**	**45.65**
Energy	22.59	19.61	29.82
Net Operating Keele	**66.69**	**64.15**	**75.47**
Glendon Campus:			
Total Excluding Energy	43.54	47.59	49.78
Energy	33.71	29.19	31.37
Net Operating Glendon	**77.25**	**76.78**	**81.15**
Net Operating – Keele & Glendon	**$67.54**	**$64.90**	**$75.80**

FS GOALS FOR 2004-2005

Successful Completion and Occupancy of New Facilities

It is the goal of Facilities Services to complete The Pond Road Residence and Tait McKenzie addition in time for occupancy in September, 2004. Substantial completion of The Pond Road Residence, which will add 440 undergraduate residence spaces at the Keele Campus, is expected in July 2004. This has been designed as a green project utilizing many sustainable design principles including high efficiency wall panel design, in-floor heating and cooling, high ceiling and operable windows to encourage natural convection circulation, and heat recovery domestic hot water systems. The Tait McKenzie addition will double the size of the campus Fitness Centre; expand and consolidate service opera-

Figure 9: Financial Operating Results For Two-Year Period May 01, 2002 – April 30, 2004 and Budget for 2004-2005

Keele Campus

	2002-2003			2003-2004			2004-2005	
	Budget	Actual	Space data	Budget	Actual	Space data	Budget	Space data
Caretaking								
Total Expenditures	$ 6,701,225	$ 6,823,953	531,412	$ 8,657,134	$ 8,608,644	660,394	$ 9,502,372	682,990
Recoveries	(152,967)	(182,731)	167,556	(182,300)	(437,471)	222,916	(505,207)	231,267
Net	6,548,258	6,641,222	363,856	8,474,834	8,171,173	437,478	8,997,165	451,723
Grounds & Vehicles								
Total Expenditures	3,178,336	3,450,385	531,412	3,518,249	3,986,573	660,394	3,712,018	682,990
Recoveries	(1,160,489)	(1,445,105)	167,556	(1,183,497)	(1,432,764)	222,916	(1,228,155)	231,267
Net	2,017,847	2,005,280	363,856	2,334,752	2,553,809	437,478	2,483,863	451,723
Maintenance								
Total Expenditures	6,097,725	6,033,076	531,412	6,957,796	7,163,136	660,394	7,799,286	682,990
Recoveries	(992,500)	(1,005,133)	167,556	(991,500)	(1,150,005)	222,916	(1,207,128)	231,267
Net	5,105,225	5,027,943	363,856	5,966,296	6,013,131	437,478	6,592,158	451,723
Utilities								
Total Expenditures	2,305,206	2,489,386	531,412	2,569,837	2,787,570	660,394	2,622,444	682,990
Recoveries	–	(72,957)	167,556	–	(38,133)	222,916	–	231,267
Net	2,305,206	2,416,429	363,856	2,569,837	2,749,437	437,478	2,622,444	451,723
Energy								
Total Expenditures	13,497,140	14,661,554	531,412	15,374,643	15,442,696	660,394	19,267,206	682,990
Recoveries	(5,463,213)	(6,443,346)	167,556	(5,656,786)	(6,865,522)	222,916	(5,748,919)	231,267
Net	8,033,927	8,218,208	363,856	9,717,857	8,577,174	437,478	13,518,287	451,723
Net Operating Keele	**$24,010,463**	**$24,309,082**	**363,856**	**$29,063,576**	**$28,064,724**	**437,478**	**$34,213,917**	**451,723**

Glendon Campus

	2002-2003			2003-2004			2004-2005	
	Budget	Actual	Space data	Budget	Actual	Space data	Budget	Space data
All accounts (excluding Energy)								
Total Expenditures	$ 1,442,203	$ 1,496,624	42,072	$ 1,505,091	$ 1,606,805	42,072	$ 1,647,793	42,072
Recoveries	(254,552)	(295,667)	14,489	(266,368)	(294,203)	14,489	(274,683)	14,489
Net	1,187,651	1,200,957	27,583	1,238,723	1,312,602	27,583	1,373,110	27,583
Energy								
Total Expenditures	884,223	1,327,849	42,072	1,132,310	1,221,341	42,072	1,257,777	42,072
Recoveries	(342,238)	(398,142)	14,489	(355,254)	(416,252)	14,489	(392,516)	14,489
Net	541,985	929,707	27,583	777,056	805,089	27,583	865,261	27,583
Net Operating Glendon	**1,729,636**	**2,130,664**	**27,583**	**2,015,779**	**2,117,691**	**27,583**	**2,238,371**	**27,583**
Net Operating Glendon & Keele	**$25,740,099**	**$26,439,746**	**391,439**	**$31,079,355**	**$59,652,390**	**465,061**	**$69,853,242**	**479,306**

tions; increase change room and locker capacity; and provide additional space for the athlete injury clinic. Both of these projects will contribute to the needs of the growing student population and the quality of the student experience at York.

Construction of the Accolade Buildings

Consisting of two buildings on the south side of the University Common and comprising 13,655 net assignable square metres, the Accolade Project will include a large complement of classrooms and lecture halls, with integrated, sophisticated instructional technology. The West Building will house primarily classrooms, with total seating for approximately 1590 students, as well as computer labs and study amenities. The East Building will be the new home for the Music, Dance and Theatre Departments and will house the Art Gallery of York University, a proscenium arch theatre, recital hall, offices, and a 500-seat lecture hall equipped with cinema quality projection and sound systems. The project and associated ripple will allow York to accommodate 3,300 additional students; significantly improve the size and quality of the University's classroom inventory; and complete the grouping of permanent academic buildings for the Faculty of Fine Arts. Construction is in progress with completion targeted for September 2005.

Utilities Infrastructure Upgrades

The performance of the second co-generation unit will be monitored closely during the year in order to establish procedures to achieve the highest efficiency and availability hours. A capacity upgrade of the existing cooling plant will be undertaken in three phases, including the installation of a new Cooling Tower, associated piping and electrical infrastructure, and the retrofit of the chilled water pump. Asbestos abatement will continue with the

removal of asbestos laden insulation on mechanical equipment and piping systems to mitigate potential health risk to employees that work with these systems.

Ripple Program

Space planning and renovation associated with the second and third phases of the TEL, Schulich and Student Services Centre ripple will continue through the 2004-2005 year. In addition, space planning will commence for the Accolade Project ripple, in which there will be approximately 3,300 NASM of space vacated by the departments and programs that will move into the new Accolade buildings. The backfilling of these spaces will provide further opportunity for the University to address priorities, consolidate programs, and make more effective use of campus space.

Convocation Site

Following review of the staging of the June 2004 convocation ceremonies, the second phase of the site development will proceed, including new pedestrian walkways and landscaped areas to create an appropriate physical ambience for this major public space.

Facilities Audit to Scope Deferred Maintenance

To address the long-range capital planning resource requirements of the University's deferred maintenance backlog, a comprehensive audit of all campus buildings and infrastructure by an external consultant was initiated in 2003-2004 and will continue through 2004-2005. The overall purpose if this survey is to establish a comprehensive database of deferred maintenance needs and associated costs. This will provide the management tools required to prioritize deferred items and allow for effective planning and scheduling of projects as funds become available to address the backlog.

Energy Management

Facilities Services will contract the services of an external consultant to undertake a comprehensive study of energy management that will look specifically at issues of infrastructure and distribution, requirements, consumption and performance. Outcomes of the study will be recommendations intended to improve service delivery and reduce consumption and/or cost.

Service Improvement

FS will monitor and assess caretaking and waste collection services both inside buildings and on the campus grounds, particularly during evenings and weekends, and will ensure service levels continue to meet the needs of University programs and the larger campus population.

FS will evaluate, prioritize, and implement key recommendations of the Service Request Review undertaken during 2004-2005. These include consolidating both the functions of renovation planning and coordination within the Facilities Planning area to improve process, communication and delivery to the client. Information systems will also be streamlined to reduce FS staff workload and to allow clients to initiate work orders and services requests on-line and to track progress on projects and expense activity. Additionally, FS plans to upgrade its Web site to make it more service oriented and customer friendly and to review internally the organization, function and processes associated with its work control centre.

Occupational Health and Safety

Patricia Yu, Director

The Department of Occupational Health and Safety (DOHS) assesses, monitors and provides advice in response to workplace hazards; ensures community compliance with relevant legislation through the development and presentation of educational materials and training programs; and develops accident prevention strategies and programs.

DOHS: OBJECTIVES MET IN 2003-04

WSIB 2003 Safety Groups Program

York University, with 15 other Ontario universities, participated in the Workplace Safety and Insurance Board Safety Groups Program by committing to implement five accident prevention initiatives that fall within the four main categories prescribed by WSIB: Leadership; Organization; Hazard Recognition; and Assessment and Controls.

In 2003, the following five safety groups objectives were achieved and accepted by the WSIB:

- York networked with at least two other institutions on two relevant health and safety topics (monitoring the health of employees wearing respirators, and the impact of the amended Ontario Diving Regulation on recreational diving instructors);
- A professional development day was organized for Area Health and Safety Officers at York in June 2003;
- Standards and checklists were developed for a workplace (laboratories) inspection program in the Faculty of Pure and Applied Science;
- A new Working Along Program was developed; and
- A new Lift Truck Safety Program was initiated.

In 2003, the group achieved an average score of 95 per cent based on its achievements, so member institutions will be eligible for a financial rebate in the Fall of 2004.

Accident tracking and follow up

DOHS developed a database to track injuries, records of corrective action taken by supervisors and follow-up action by DOHS. The database will facilitate the analysis of accidents, e.g., by location of injuries, types of injuries etc., so that specific preventive measures can be implemented if required.

DOHS: PERFORMANCE INDICATORS

Figure 10: Work Days Lost Annually

	1999	2000	2001	2002	2003
Number of Work days lost annually	645	487	455	1,002	492
Full time Employee Population	3,018	3,112	3,211	3,331	3,468
X260 paid work days	784,680	809,120	834,860	866,060	901,680
Work days lost per 1000 employees	**0.82**	**1.60**	**0.55**	**0.18**	**0.55**

Figure 11: Number of WSIB Claims

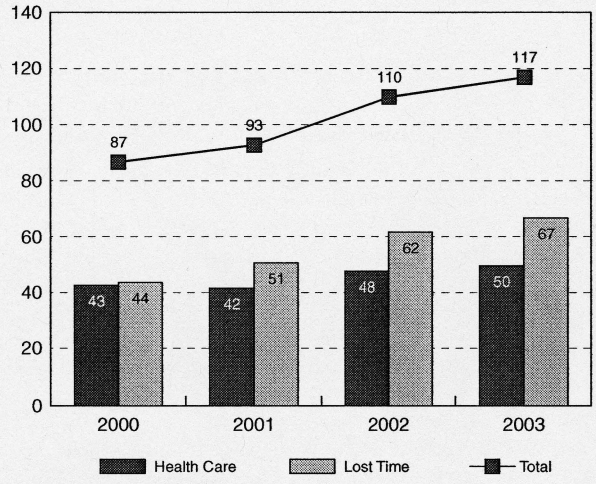
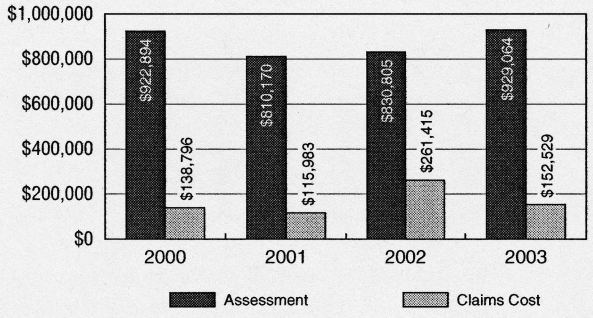


Figure 12: WSIB Costs



DOHS: GOALS FOR 2004-05

WSIB 2004 Safety Groups Program and Objectives

York University, with 15 other Ontario universities, has once again participated in the WSIB Safety Groups Program by committing to implement five accident prevention initiatives. The following are York's objectives:

- A university biosafety information group will be developed and coordinated, to allow for dissemination of information and learning;
- Senior managers will be instructed and trained on accessing and using the Job Task Hazard Analysis database;
- The DOHS resource Web site will be expanded to include resource materials for every job hazard identified in the job task analysis;
- A regular compressed gas safety training program will be developed and supported; and
- Accident records on slips and falls will be reviewed and preventative measures recommended where required.

University Biosafety Program

Elements of a University Biosafety Program will be identified, prioritized and developed. This program is intended to provide safety procedures and guidelines for researchers using biological and infectious agents, so as to comply with relevant standards and legislation.

Internal Audit

Bruno A. Bellissimo, Director

Internal Audit at York University is an independent, objective assurance function established to add value and improve the University's management processes and operations. The scope of Internal Audit is to assess the adequacy of management systems and processes for identifying and managing the University's organizational risks and for ensuring that the University is operating effectively and efficiently and within established laws, regulations, University policies and delegated authorities.

The specific accountabilities of Internal Audit include assessing:

- The effectiveness of management systems in identifying and managing risks,
- The effectiveness and efficiency of management systems for achieving University objectives considering organizational risks,
- Compliance with laws, regulations and University policies and delegated authorities,
- The effectiveness of internal control processes and systems,
- The accuracy, reliability and timeliness of management information reported, and
- The reliability and security of information systems and computer operations.

INTERNAL AUDIT: OBJECTIVES MET IN 2003-2004

Enterprise-Wide Risk Management Initiative

Considerable progress was made with regard to the Enterprise-Wide Risk Management Initiative. During the year, the Risk Registers and the Risk Monitoring Report for the top twelve strategic (first-tier) risks were developed and the Risk Assessment Exercise for the second-tier risks was completed. The Risk Registers document the risk definitions, risk owners, residual risks and risk acceptance, key performance indicators and risk management controls used to manage the risks. The Risk

Monitoring Report is used to provide periodic updates on the overall risk exposure covering the 12 strategic first-tier risks facing York University. This report is regularly submitted to the Board Audit Committee.

A comprehensive risk questionnaire was developed in order to facilitate the evaluation and prioritization of the second-tier risks. Out of the 17 second-tier risks assessed, seven risks were identified as requiring further management. The Risk Registers for these second-tier risks are being developed.

Internal Audits Completed

A number of audits covering compliance, financial and other internal processes were completed in 2003-2004. Completed reviews on several financial and internal processes included:

- Payroll Management and Processes,
- Internal Control Practices of the Faculty of Pure and Applied Science,
- Enrolment Growth Readiness,
- University Purchasing Card Program and,
- Employee Business Expenses.

In the 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 Program (ATOP), Capital Spending Program, the SuperBuild Program, OSAP Program, and OSAP Bursaries and Scholarship 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 2003-2004.

Figure 13: 2003-2004 Audit Activity

Audit Areas	Number of Projects	Completed/ Underway	Carry Forward
Financial Management	4	4	
Compliance	8	8	
Operations	10	6	4
Information Technology	2	1	1
Other	5	5	
Total	**29**	**24**	**5**
Percentage		83%	17%

Audit Tracking

Internal Audit regularly monitors management corrective actions in addressing previously reported audit findings. The following table summarizes the status of management actions as reported in the April 2004 Audit Tracking Report:

Figure 14: Summary of Audit Tracking Report, April 2004

Status of Management Actions	Percentage
Completed	35%
On Schedule	50%
Behind Schedule	15%

Quality Improvement Program

To ensure that Internal Audit continues to add value and to support the University's risk management, internal control and governance processes, Internal Audit is committed to implementing best practices in its own processes. In carrying out its work, Internal Audit is guided by the International Standards for the Professional Practice of Internal Auditing issued by the Institute of Internal Auditors (IIA). In addition, Internal Audit has adopted internationally recognized management control frameworks such as COSO (the Committee of Sponsoring Organizations of the Treadway Commission) internal control framework and the COBIT (Control Objectives for Information and related Technology) information technology governance framework.

During the year, an internal Quality Assurance Review of the Internal Audit Department was carried out to assess Internal Audit's compliance with the IIA's International Standards for the Professional Practice of Internal Auditing. The results indicate that the audit function at the University is being managed generally in compliance with the IIA's Standards with some improvement identified in the area of documented policies and procedures.

INTERNAL AUDIT PERFORMANCE INDICATORS

By April 30, 2004, some 83 per cent of the planned audit engagements had either been completed or were well underway. Internal Audit also undertook six new engagements that were not included in the 2003-2004 Internal Audit Plan.

INTERNAL AUDIT: PLANS FOR 2004-2005

Internal Audit Plan

In April 2004, the Board Audit Committee approved the York University Internal Audit Plan for 2004-2005. The risk-based Internal Audit Plan identifies audit activities in the areas of compliance, financial management, internal processes and information technology. In addition, continuous support to Enterprise-Wide Risk Management Initiative is also to be provided. Overall, some 55 per cent of the resources are to be allocated to high-risk issues, 40 per cent to cyclical coverage of core business processes and the remaining 5 per cent to audit capability development activities.

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 to the Board Audit Committee include:

- A recommended annual Internal Audit Plan,
- Regular reports summarizing the state of risk management and management control,
- Identification of major system deficiencies, and
- Assessment of corrective management actions.

Campus Services and Business Operations

Andrew Wickens, Assistant Vice-President

The Department of Campus Services and Business Operations (CSBO) is responsible for the operation of the University's ancillary services. These include:

Bookstores (at the Glendon and Keele Campuses as well as the York Shop in York Lanes); Commercial Facilities, which manages vending, leasing relationships in commercial facilities and other revenue generating commercial activities at York; Housing and Food Services, which coordinates contracts for food service operators on campus, markets conference and accommodation services to external users, and manages undergraduate residences and the York Apartments; Printing Services, including the Student Copy Centre, which provides digital and offset printing, produces customized course kits; and Security, Parking and Transportation Services.

Collectively, CSBO has 225 full-time employees and approximately 350 part-time staff, including students. The mission of CSBO is to deliver innovative, imaginative and responsive services to the York community that enhance the quality of campus life, and support the core academic mandate and financial objectives of the University. Aside from Security, the operating units within CSBO are mandated to be financially self-supporting while providing important services to the York Community.

During 2003-2004, CSBO continued implementation of the vision for York University's Security Services, articulated as follows.

The principal goal of Security Services is to create a campus environment that is safe for, and perceived as safe by students, faculty, staff and visitors to York. This goal can only be achieved with effective partnerships between security staff, the various offices and departments of the University that have a role in campus safety, the rest of the York population and the Toronto Police Services (TPS). Security Services will:

- provide a complementary service to the role of the Toronto Police;
- achieve its goals through a positive approach toward crime prevention, community awareness and proactive, highly visible patrolling;
- always give priority to personal safety, however develop new plans and initiatives to improve property security for both individual belongings and the property of the University;
- to successfully resolve or achieve closure on specific incidents, assist TPS in its investigations (as appropriate) or use Security's own internal investigation services for occurrences that are low TPS priority;
- achieve its vision through staff training in various facilitative and mediation skills.

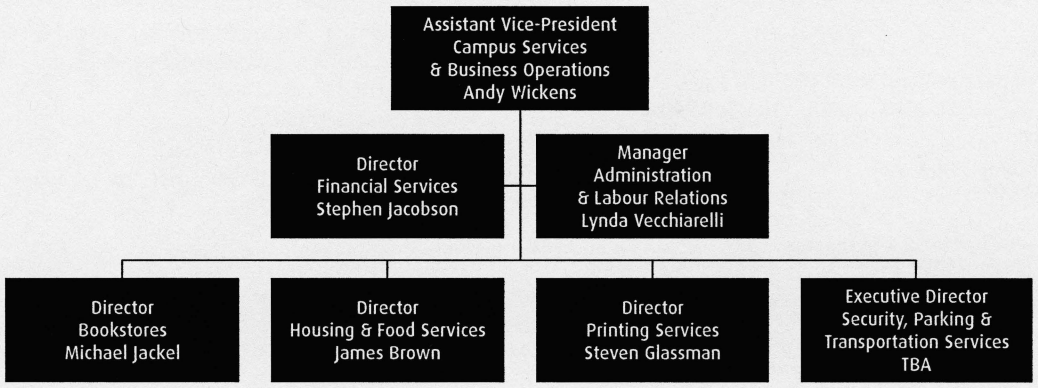
Commercial Facilities within CSBO was re-structured in March 2004: the York University Development Corporation re-assumed the operational management of the York Lanes retail mall; machine vending was transferred to Housing & Food Services; and other commercial leases and agreements to be managed within the Office of the Assistant Vice-President, CSBO. Other organizational changes included the phase out of CSBO's local IT support operation in favour a more economical and strategic consolidation of IT resources within the division's Information Technology Services group, housed in the Finance Department.

CSBO: OBJECTIVES MET IN 2003-2004

Maintain Student Housing Satisfaction Levels

Survey results in 2003-2004 indicate a significant increase in the level of client satisfaction in undergraduate residences at both the Keele and Glendon Campuses over 2002-2003, while the satisfaction level in the York Apartments remained fairly constant.

Figure 15: Campus Services and Business Operations Organizational Chart



Customer Service Satisfaction Surveys for Hospitality and Food Services

Hospitality developed a survey instrument for conference coordinators and organizers and undertook a pilot test using the survey on one large client group. With this experience, Hospitality plans to implement this survey with client groups, year over year, and report the results in this section of the PBA.

Food Services implemented the National Association of College and University Food Services (NACUFS) Customer Benchmarking Survey across ten of the principal food service outlets that it operates. These include the residence dining halls in Complex 1 (Winters), Complex 2 (Stong/Bethune) and Glendon, as well as the retail food service at Atkinson, Central Square, TEL, Atkinson, and Osgoode. This NACUFS survey will be conducted in future years in these locations and, using the 2003-2004 scores as benchmarks, results will be reported in this section of the PBA report.

Bookstores Services Enhanced

The upgrade of the Bookstore "point of sale" system was completed and, as a result, line-ups during peak times did not exceed 11 minutes. Physical changes to the layout of the text floor and cash registers were completed and have improved customer flow and processing. The Glendon Campus store was successfully relocated to the lower level of York Hall. Improvements to the Bookstores Web site were initiated: Web sales almost doubled, but remain a relatively small percentage of overall sales. The Bookstores also increased the number of apparel and gift items carrying the University's brand and sport team logo.

Printing Services Responded to Increased Customer Service Demands and Volumes

Printing Services played a major role in supplying stationery and related printed matter to implement the University's identity program; providing secure production of diplomas and examination related materials; managing photocopiers both in the Student Copy Centre and in Faculties; and producing customized course kits sold through the Bookstore. In 2003-2004, Printing Services underwent some staff restructuring to meet customer requirements. Planned replacement of production equipment was delayed by extending agreements with suppliers. Support was provided for many university programs, most notably the York-is-U initiative.

Improved Effectiveness of Security Services

During 2003-2004, the base complement of officers was increased from 24 to 31 in order to improve the visibility and effectiveness of Security Services as both the campus population and plant grows. A new team of designated 'campus relations officers' was created to meet the diverse needs of York's growing community more effectively, to foster good relations with student groups and other campus constituents, and to ensure an increased standard of patrol during the University's peak operating times. The investigations area was enhanced to improve contingency planning capabilities and to bring incidents on campus to resolution more effectively. The Security Advisory Council met regularly during the fall/winter terms for community input and consultation and the Weekly Security Incident Log (WSIL) on the York Security Web site garnered positive feedback from community members. New, highly visible uniforms were introduced, designed in congruence with the University's brand and the mandate of security services. An external consultant undertook a study of York's current capabilities in the area of emergency preparedness that is critical to developing a multi-faceted emergency response plan for the University premised on a broader, more contemporary range of concerns.

Sustain Parking Supply and Strengthen Service Capabilities of Parking Operations

In line with York's 10-year parking plan, Parking Services opened the Student Services Parking Garage in Fall 2003. This six-level, state-of-the-art structure that houses close to 1,400 parking spaces has addressed the loss of surface parking spaces to the development of the University's southlands, and will continue to help accommodate the increased parking demand associated with demographic growth at the Keele Campus.

To improve service and operational efficiency, the second phase of upgrading surface parking lots was completed. This included some restructuring/reconfiguring of lots and a major upgrade to the access control technology. The majority of lots on the Keele Campus are now operating with the new access equipment, while those with the old equipment have been upgraded to the new equipment standard.

In addition to assuming front-line transit service duties, Parking Services made available on-line, Web-based capabilities for violation payment and permit renewals. Parking operations and security staff members participated in a customer loyalty program designed to enhance significantly the ideology and process of positive service oriented goals.

CSBO: PERFORMANCE INDICATORS, 2003-2004

CSBO Financial Performance

The financial operating results for CSBO's revenue generating operations appear at right. The planned deficit budget and actual year-end deficit is attributed to Housing mortgages and Parking capital debt repayments.

Housing & Food Services

Housing & Hospitality yielded net revenue that exceeded budget targets by 24.7 per cent while contributing $1,200,000 to the reserve fund for long term maintenance and renovations. Net revenue for Food Services, both campuses, for the budget year 2003-2004 exceeded budget targets by approximately $153,000.

Fall/Winter term occupancy of the York apartments fell marginally from 98 per cent in 2002-2003 to 96 per cent in 2003-2004, mirroring the increasing vacancy rate in Toronto, but still exceeding the 95 per cent rate on which budget plans are based. Undergraduate residences at both the Keele and Glendon Campuses have remained above 99 per cent occupancy in both years.

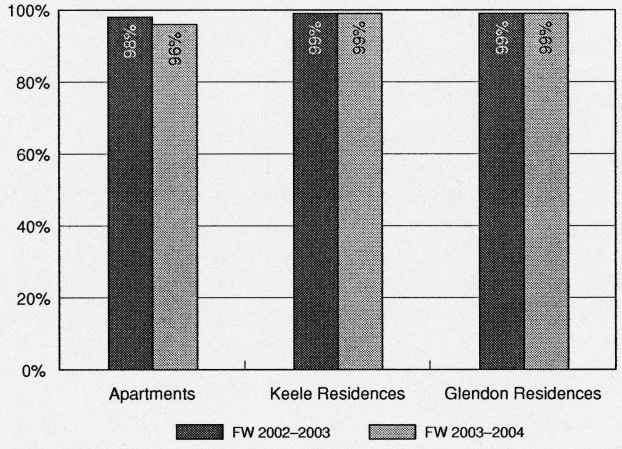
Figure 16: Financial Operating Results for the Twelve Months Ending April 30, 2004

	2003-2004 Budget			Year End Actual		
	Revenue	Expenses	Surplus (Deficit)	Revenue	Expenses	Surplus (Deficit)
Housing & Hospitality	22,897,658	24,807,241	(1,909,583)	22,259,689	23,698,045	(1,438,356)
Food Services	805,534	916,205	(110,671)	958,056	915,257	42,799
York Card	192,260	192,260	-	236,798	167,831	68,967
Commercial Facilities	643,244	395,804	247,440	563,183	484,699	78,484
Bookstore	18,708,650	18,306,889	401,761	19,793,031	19,391,270	401,761
Printing Services	2,537,405	2,519,154	18,251	2,815,410	2,696,698	118,712
Parking & Transportation Services	12,470,962	17,409,404	(4,938,442)	13,894,084	17,167,710	(3,273,626)
Grand Total	**58,255,713**	**64,546,957**	**(6,291,244)**	**60,520,251**	**64,521,510**	**(4,001,259)**

Source: Department of Campus Services and Business Operations

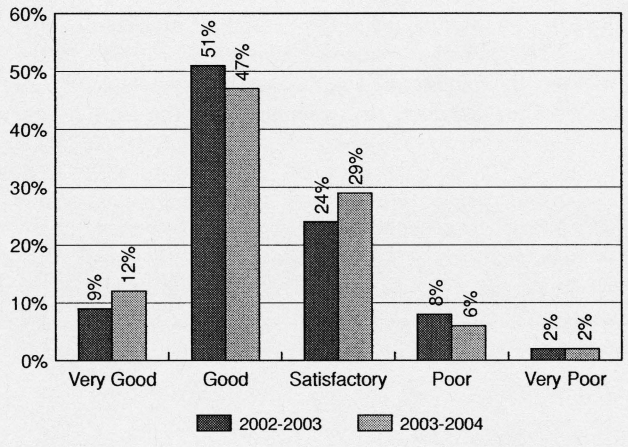
Student Housing Services continued to track to benchmarks in student satisfaction with cleaning, maintenance and other services in the York apartments and the Keele and Glendon undergraduate residences that were established in 2002-2003.

Figure 17: Occupancy Rates in York Apartments & Undergraduate Residences



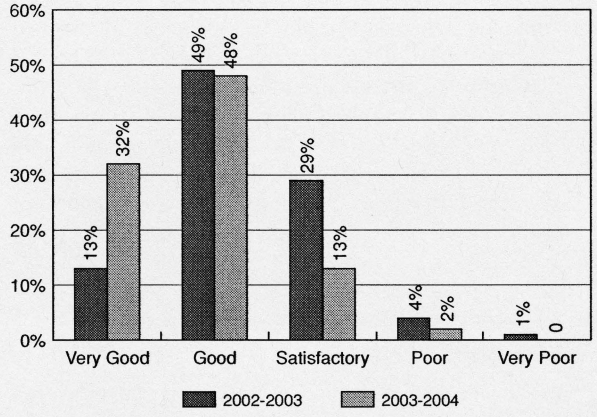
Services overall in the York Apartments were rated as good or above by 59 per cent of respondents, compared to 60 per cent of in 2002-2003, but a higher proportion of services rated as very good in 2003-2004.

Figure 18: Satisfaction Survey - York Apartments



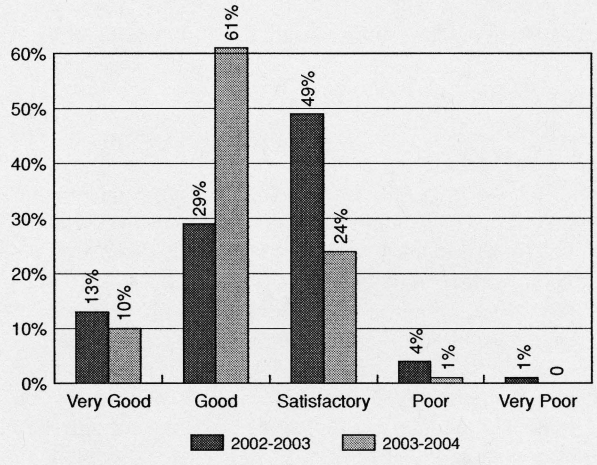
In the Keele Campus undergraduate residences, the overall rating of services as good or above increased from 62 per cent in 2002-2003 to 80 per cent in 2003-2004, with a large shift upward from Satisfactory to Good and Very Good.

Figure 19: Satisfaction Survey - Undergraduate Residences, Keele Campus



At the Glendon Campus, the overall rating of residence services as Good or above jumped to 62 per cent in 2003-2004 from 41 per cent a year earlier, with a large shift from Satisfactory to Good.

Figure 20: Satisfaction Survey - Undergraduate Residences, Glendon Campus



Full results of the surveys, including extensive commentary, are available at http://www.yorku.ca/stuhouse/usefullinks.htm

Client satisfaction survey instruments for Hospitality and Food Services have now been developed and tested in pilot projects. Implementation will commence in 2004-2005 and results will be reported in this section of future PBA reports.

Commercial Facilities

This operating unit generated a profit, yet fell short of its financial goals as a result of the re-structuring that included the transfer of the management of the York Lanes retail mall back to the York University Development Corporation.

Bookstores

Bookstore net revenue was on target for 2003-2004. Gross sales were up 12.7 per cent on the previous year, with the largest increases in new course books and course kits. Also there was noticeable increases in both gross sales and net revenue for the York Shop.

Figure 21: Performance Measures for Bookstores

	2000-2001	2001-2002	2002-2003	2003-2004
Sales per Student FFTE	$ 386	$ 438	$ 424	$ 474
Sales per NASM	$5,107	$ 5,923	$ 6,252	$ 7,563
Sales per Staff	n/a	$227,361	$234,311	$257,446
Average line-up time during peak periods (minutes)	20	10	12	11

Printing Services

Overall printing revenue for the year showed a small decline of 6 per cent from 2002-2003. Expenses were controlled, so financial targets were exceeded. The production of course kits remained the largest item required for the academic community, although there was a decline of 13 per cent in course kit material production after several years of rapid growth (24 per cent growth in 2002-2003 and 26.4 per cent 2001-2002). York remains one of the top producers amongst Canadian universities of course kits, by titles (over 1,200 new titles per year) and volume.

Figure 22: Performance Measures for Printing Services

	2001-2002	2002-2003	2003-2004
Revenue	$ 2,568,047	$ 2,984,239	$ 2,815,410
Digital impressions	32,053,756	37,145,891	36,656,230
# Jobs	12,830	12,359	12,108
Student FFTEs	33,565	36,900	40,909
Impressions per student FFTE	954	1006	896
Revenue per student FFTE	$77	$81	$ 69

Security, Parking and Transportation Services

Overview of 2003-2004 Security Incidents

Reported incidents increased from 1,742 in 2002-03 to 1,877 in 2003-2004. Based on the total University population as reported in the York University Fact Book, the incident rate in 2003-2004 was 45.9 incidents per 1,000 people, compared to 36 incidents per 1,000 people in 2002-2003.

Theft under $5,000 (Private Property) continues to be the leading incident type and, at a rate of 7.5 incidents per 1,000 people, has decreased 17.58 per cent from 2002-2003. Emergency medical incidents decreased by 21.84 per cent to 4.76 incidents per 1,000 people from 2002-2003.

Figure 23: 2003-2004 Top Five Incident Types, Reported to York Security

Incident Category	2003-2004	Number of Incidents per 1,000 People (Campus Population)
Theft, Under $5000 (Private Property)	307	5.7
Emergency Medical	195	3.7
Mischief, Under $5000 (University Property)	170	3.2
Fire Alarms	167	3.1
Theft, Under $5000 (University Property)	117	2.2

Source: Security, Parking & Transportation Services

Security continued to categorize and track incidents, which allows for comparison with the City of Toronto. The categories are as follows:

Crimes Against Persons: Involve the application and/or threat of force to a person. These include all sexual assault, assault,

Per Capita Comparison

Figure 24: York University Incidents, Compared to City of Toronto

	2001 Crimes Against Persons per 1,000 Population	2002 Crimes Against Persons per 1,000 Population	2003 Crimes Against Persons per 1,000 Population	2001 Property Crimes per 1,000 Population	2002 Property Crimes per 1,000 Population	2003 Property Crimes per 1,000 Population
City of Toronto*	14	14	13	38	38	45
Toronto Police 31 Division*	16	16	13	33	32	38
York University	4	3	2	16	16	14

*data from Toronto Police Services Annual Reports.

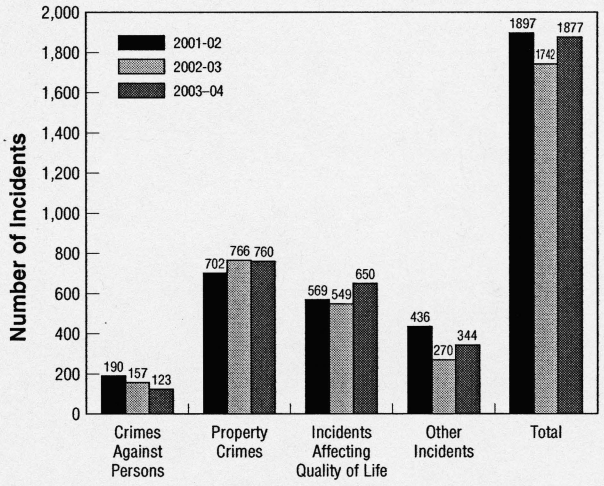
Source: Security, Parking & Transportation Services

harassment, and homicide categories, abduction, indecent acts, intimidation, robbery, and uttering threats. Using total population figures from the York University Fact Book, the 2003-2004 rate of incidents of Crimes Against Persons was 3.0 per 1,000 people compared to 4.25 incidents in 2002-2003 and 5.66 in 2001-2001.

Property Crimes: Involve unlawful acts with respect to property but do not involve the use or threat of violence against a person. Included are all break and enter, theft, and mischief categories, arson, and fraud. The 2003-2004 rate of incidents for Property Crimes was 18.57 per 1,000 people compared to 20.76 incidents in 2002-2003 and 20.91 in 2001-2002.

Incidents Affecting Quality of Life: Involve unlawful acts that are generally victimless in nature, and incidents that do not pose a direct threat to an individual but have an impact as to the perception of safety and fear of crime. These include bomb threats, disorderly behaviour, cause disturbance, smoking complaints, damage, emergency medical calls, false fire alarms, suspicious vehicles and persons, trespass, occupations and demonstrations, and hate incidents. The rate at York for Incidents Affecting Quality of Life in 2003-2004 was 15.88 per 1,000 people compared to 14.87 in 2002-2003, and 16.95 incidents in 2001-2002.

Figure 25: Year-to-Year Comparison of Total York University Incidents, using City of Toronto Categories



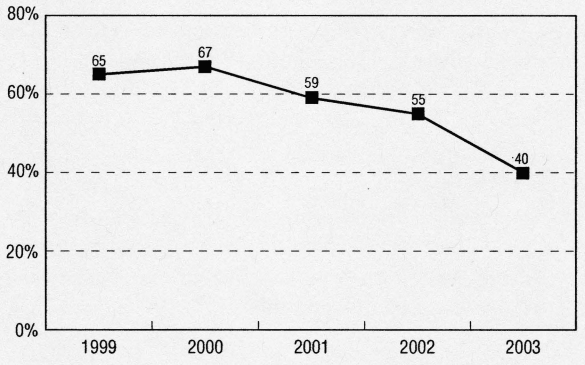
"Other" includes information and unfounded occurrences, hazardous substances, lost/found property, missing persons, and motor vehicle collisions, among others.

Source: Security, Parking & Transportation Services

Overview of Parking and Transportation

In 1998-1999, when York University had a commuter modal split of 70 per cent cars and 30 per cent transit, a goal was established to achieve by 2007 a shift to 50 per cent transit. During 2003-2004, this goal was exceeded – three years early. While the population of the University grew by 7.8 per cent, York University successfully contained and managed the increase in the number of vehicles coming onto campus to less than 1 per cent. This reduced the number of single occupant vehicles to approximately 40 per cent of the commuting population and resulted in an overall decline in the number of vehicles parking on campus.

Figure 26: Percent of York Population Commuting in Single Occupant Vehicles

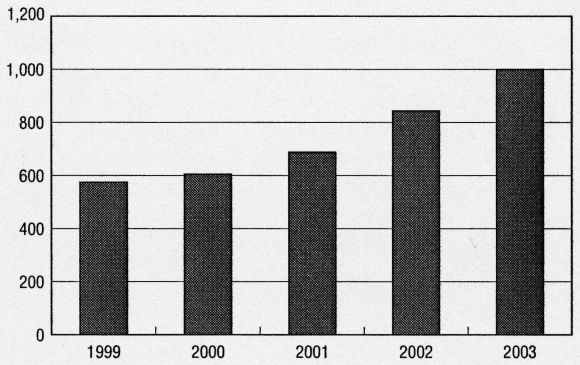


Source: Security, Parking & Transportation Services

In 2003-2004, Security, Parking & Transportation Services in conjunction with the York Federation of Students commenced sales of the TTC metro passes through the Volume Incentive Program. On average the University has sold 1,837 per month.

Through its ongoing liaison with transit providers, Toronto Transit Commission, GO Transit and York Region Transit, services to the University have continued to improve. The number of daily buses serving the Keele Campus increased to 1,000 in September 2004, reflecting a 19 per cent increase from the previous year and a 74 per cent increase over the past five years.

Figure 27: Daily Buses on Campus (TTC, GO & YRT)



Source: Based on figures collected in September of each year.
Security, Parking & Transportation Services

Shortfalls in parking revenues were offset by income from transit pass sales, a reduction in carrying costs on the new Student Services Parking Garage, and a number of operational cost control and reduction measures.

During 2003-2004, the service counter that in previous years had primarily focused on parking expanded also to handle 4,685 GO student pass applications and the selling of 14,696 TTC metro passes. In total, there were more than 46,000 face-to-face counter transactions, in addition to those conducted by telephone and Web application.

Motor vehicle collisions on campus have decreased by 28 per cent over the past two years, while motor vehicle thefts have increased from 10 to 18 in the two-year period.

Figure 28: Motor Vehicle Collisions On Campus For 2003-2004

	2001-2002	2002-2003	2003-2004
Motor Vehicle Collisions	137	106	99

Source: Security, Parking & Transportation Services

CSBO: GOALS FOR 2004-2005

Pursue a "One Card" Service for the University

Working collaboratively with other departments and divisions, CSBO will continue to provide leadership in exploring, acquiring and implementing a "one card" system that will not only replace the current out-dated meal plan card, but will also improve service to University community members by integrating additional applications such as sessional validation ID, library service, facility access, etc. An RFP for a supplier will be developed during summer 2004.

Monitor and Maintain Client Satisfaction in Housing & Food Services

Client surveys will be continued in the undergraduate student residences, the York Apartments, Hospitality York and in principal food service outlets operated by Housing & Food Services, with a view to maintaining or improving client satisfaction levels.

Successful Occupancy of New Undergraduate Residence

It is the goal of Housing & Food Services to successfully open the University's new 442-bed undergraduate residence, The Pond Road Residence, in September 2004 and to sustain overall occupancy rates in all campus undergraduate residences at previous years' levels.

Operational and Service Improvements in Bookstores and Printing

The most significant project for the Bookstores will be the replacement of the existing inventory control system. An RFP has been initiated and installation is projected for early 2005. Additional physical modifications include the entrance to the Keele campus store to improve traffic flow as well as store security and ambience. Additional improvements to the Bookstore Web site will also proceed including a streamlined on-line course text request form for faculty members.

Plans for 2004-2005 in Printing Services include the replacement of production machines that will come to the end of their lease agreements; the introduction of colour digital printing; and continual service improvement.

Improve Service Delivery in Security

A number of measures will be undertaken to improve Security's overall service delivery and its technological capabilities in supporting contemporary security environments, and to provide the York community with an updated program of emergency preparedness. In addition, Security Services will continue developing its Campus Relations Program that will strengthen abilities to work with community leaders and administrators and deal effectively with conflicts on campus. Security will also continue the roll-out of a broad-based communication plan for the campus intended to provide clarity to University members about the its mandate, functions and services.

Maintain Commuter Modal Split and Enhance Parking & Transportation Services

Parking & Transportation Services will undertake to maintain the University's commuter modal split of 40 per cent single occupant vehicles and 60 per cent alternative modes of transportation (i.e. transit, carpooling, cycling). In addition, processes will be reviewed and operational systems, equipment and fixtures upgraded to improve customer service and reduce costs. Where possible, further environmentally sustainable initiatives will be enacted; and work will continue with transit agencies and others to improve services to the University.