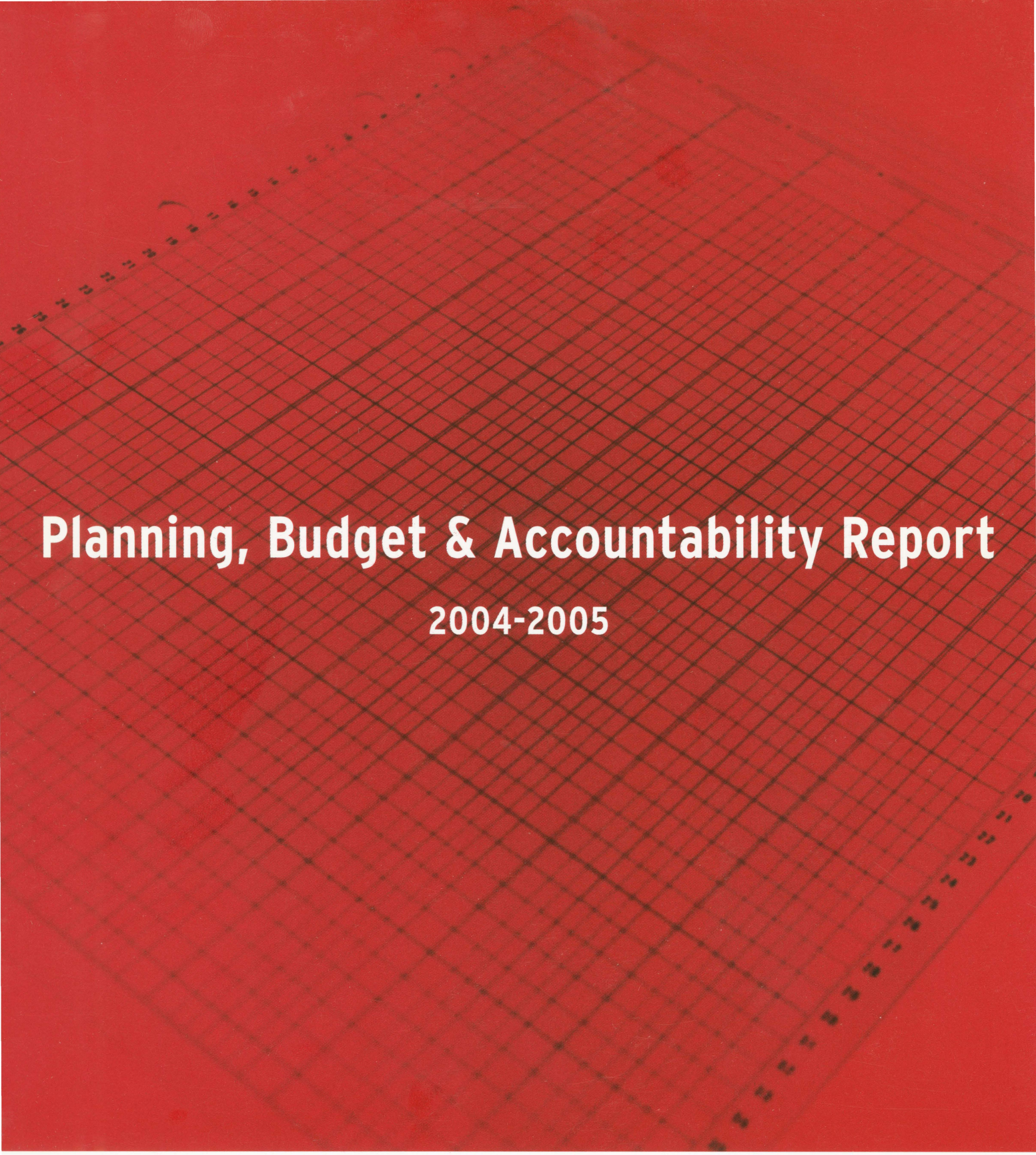


Planning, Budget & Accountability Report

2004-2005

YORK
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redefine THE POSSIBLE.

YORK
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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 7th 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

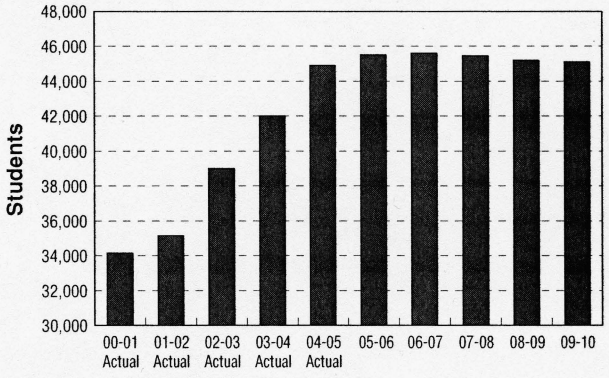
This year the University welcomed over 15,000 new undergraduate students and 1,950 new graduate students. During the year more than 9,500 degrees were awarded at our convocation ceremonies.

In 2004-2005 the York University Senate focused attention on updating and revising the University Academic Plan (UAP). The revised UAP was adopted by Senate in June of 2005. Directions identified in the UAP are reflected in the plans presented at the divisional and faculty levels throughout this report. Specific directions highlighted include research intensification, enrolment management and planning for graduate enrolment growth, enhancing the student experience, and the creation of a new health Faculty.

During the year York refined its undergraduate enrolment plan and revised its graduate enrolment plan in response the directions emerging in the revised UAP and the anticipated provincial support for growth in graduate enrolments.

Figure 1 shows the undergraduate enrolment plan to 2009-2010 adjusted for actual enrolments up to and including 2004-2005. Following the rapid increase in enrolment during the double cohort years, 2004-2005 saw a smaller intake of new students and the beginning of our planned adjustments to plateau the level of undergraduate enrolments through to the end of the decade. The undergraduate enrolment management focus is now on managing the double cohort flow through to the upper years, on meeting enrolment targets at the Faculty and program levels, and on increasing the quality of the incoming class.

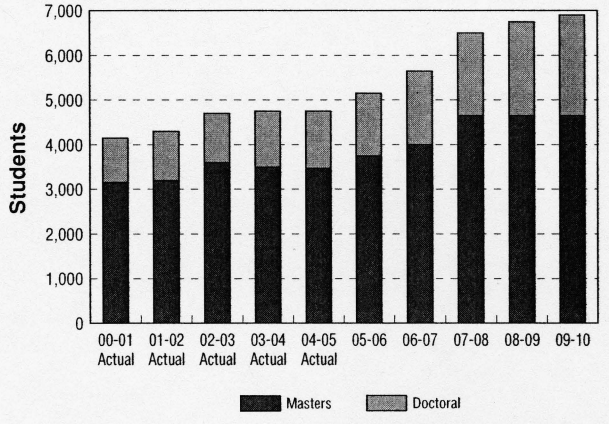
Figure 1: York University's Updated Strategic Undergraduate Enrolment Plan to 2009



Source: Office of Institutional Research and Analysis, September 2005

Figure 2 shows York's graduate enrolment plan to 2009-2010 which projects significant growth at both the masters and PhD levels. Although York already has the second largest graduate level enrolment in the province, this planned expansion reflects York's commitment to increase the relative proportion of our students studying at the graduate level and to enhance the proportion of those students studying at the doctoral level. These plans support the research intensification goals set out in the newly revised UAP.

Figure 2: York University's Revised Strategic Graduate Enrolment Plan to 2009



Source: Office of Institutional Research and Analysis, September 2005

[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.

The quality of the student experience is a major area of concern and York has recently begun participating in both the National Survey of Student Engagement (NSSE) for undergraduates, and in the Canadian Graduate and Professional Student Survey (CGPSS) of graduate students. These surveys are designed to measure students' engagement and satisfaction with their educational experience. The revised UAP assigns priority to increasing our understanding of student expectations and experiences and enhancing the quality of the student experience. The initial results from these surveys are providing us with baselines from which to measure improvements in the student experience. New initiatives in these areas are reported on in the Faculty sections of this report.

Government relations

In 2004-2005 much of our government relations focus at the provincial level was on the provincial review of post secondary education led by the Honourable Bob Rae, and the subsequent provincial budget process which led to the announcement of a major provincial commitment to increased support for Ontario's universities.

In November York submitted a brief titled "The York U Difference", to the Ontario government's postsecondary review panel in response to the panel's discussion paper which had been issued in early October. The York submission highlighted three key areas of focus and contained responses to the five themes articulated in the panel's paper.

The three key areas of focus were York's commitment to the inseparability of teaching and research; student success and the quality of the student experience; and the funding priorities needed to achieve, maintain and grow high-quality programs.

In responding to the review panel's five themes, York called for:

- A major review of OSAP, increased support for undergraduate and graduate students, and improved support for international students coming to the University and for Ontario students seeking an international experience.
- Enhanced funding for more full-time faculty to lower the student-faculty ratio and greater opportunities for graduate level of study and research in both discovery and applied areas.
- Long-term stability and predictability of funding.
- Protection for students through regulated increases consistent with inflation for tuition fees in most undergraduate programs.
- Clear and transparent distinctions between colleges and universities to create clear pathways for students.
- International recognition of the value of Ontario university degrees (graduate and undergraduate).
- The requirement that each university set accountability measures consistent with its mission and goals and report on those annually to the government through the university's board of governors.

York's brief was compiled following discussions with students, faculty, staff, alumni and governors. The York University Foundation also submitted a brief in order to focus on recommendations dealing with financial support and accessibility. Other York groups, including the York University Faculty Association, and the Graduate Students Association, submitted separate briefs to the panel.

In February the Review Panel presented its final report to the government and recommended a major commitment of resources in support of quality improvement in the Ontario universities.

The provincial government took the recommendations under review and responded in the provincial budget in May with a commitment to a very significant increase in funding for Ontario's universities. In 2005-2006 $282 million is slated to be added to university operating grants including support for increased graduate enrolment and for overall quality enhancement. This commitment reflects the government's three themes of accessibility, quality and accountability.

By year end York representatives were engaged in an intensive consultation process through joint working groups established by the Ministry of Training Colleges and Universities (MTCU) and the Ontario Council of Universities (COU) addressing graduate enrolment planning, and accountability. It is anticipated that it will be several months before the full impact of the provincial announcements can be understood at the institutional level.

At the federal level in the February budget the government reaffirmed its commitment to support for research and for student assistance. The budget bill includes a significant amount of money for student support but at year end the specific programs to be enhanced were not yet announced.

At the municipal level we continue to work closely with the governments in York Region and in the City of Toronto. Through the efforts of the Vice-President Research and Innovation significant progress has been made in establishing research links in our surrounding communities and these activities are reported on in the chapter from the VPRI. We have also seen major advances with respect to the planning of the subway extension through the Keele Campus and on into York Region. These activities are 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 2004-2005 fiscal year, as well as budget amounts for 2005-2006 fiscal year. The expenditure amounts are provided for operating results only, and do not include amounts relating to ancillary or other non-operating activities. This is done to focus on the core teaching, research and administrative support functions of the University.

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

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

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

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

In some cases, units will have planned in-year deficits, covered either by 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 2004-2007 was approved by the Board Finance and Staff Resources Committee in June 2004, following considerable deliberation and discussion amongst the University Executive Committee and the Deans. While the plan supports the achievement of strategic academic and enrolment objectives, it also requires budget cuts, largely driven by assumptions of limited incremental fee and grant revenue over the period combined with significant cost increases associated with compensation and inflationary budget pressures.

Figure 3: Operating Results – Summary

(Dollars)	2004-2005 Actuals	Per cent of Total	2005-2006 Budget	Per cent of Total
Division of the President	30,900,065	5.20%	35,578,327	5.77%
Division of VP Academic				
Faculties	310,665,548	52.31%	325,275,373	52.71%
Libraries	22,609,129	3.81%	23,564,389	3.82%
VP Academic – Other	35,046,337	5.90%	38,073,026	6.17%
Division of VP Academic – Including Faculties and Libraries	**368,321,014**	**62.02%**	**386,912,788**	**62.70%**
Division of VP Research and Innovation	8,346,365	1.41%	8,807,236	1.43%
Division of VP Students	63,613,471	10.71%	62,982,111	10.20%
Division of VP Finance and Administration	69,033,335	11.63%	72,788,353	11.79%
General Institutional	53,614,192	9.03%	50,077,343	8.11%
Total	**593,828,442**	**100.00%**	**617,146,158**	**100.00%**

The Budget Plan approved in June 2004 was scheduled to be updated in April 2005 in response to additional enrolment growth beyond that originally anticipated, as well as additional cost pressures that have emerged. With the release of the Provincial budget in May 2005 additional funding was announced for the post secondary sector. The update to the rolling budget plan for future years was deferred pending the evaluation of the recent Provincial budget and will be updated in the Fall of 2005.

The base budget cuts for the Budget Plan 2005-2006 are provided in the table below.

Figure 4: Budget Cuts

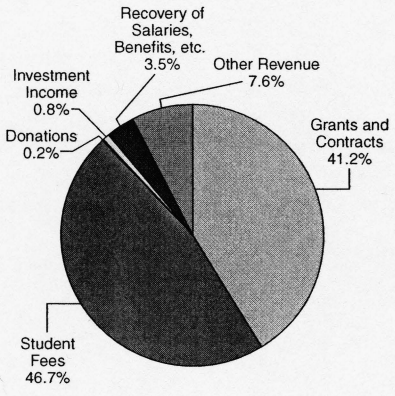
	2004-2005	2005-2006	2006-2007
BASE – Faculties/Library	1.45%	1.75%	0-4%
BASE – Administrative Divisions	1.00%	1.75%	0-4%

The base budget cuts for 2005-2006 were applied to Faculty and Divisional budgets and are therefore reflected in the detailed budget plans prepared by each unit for the 2005-2006 fiscal year.

A budget allocation framework was 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 2005-2006 columns in the tables of this document.

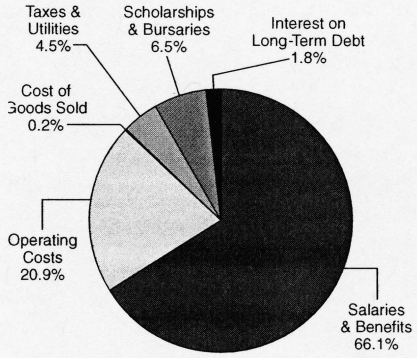
Figure 5: York University Revenue 2004-2005 and York University Expenses 2004-2005

Total Operating Revenue = $616,110,678



Source: Vice-President Finance and Administration

Total Operating Expenses = $593,828,442



Source: Vice-President Finance and Administration

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 6) has been prepared which takes the University's organizational structure in 2004-2005, restates each previous year, and adjusts for the impact of any allocated but unspent budget carry forwards.

Among organizational changes restated in the table are Internal Audit moving from the President's division to the VP Finance & Administration; the transfer of Academic Employee Relations from the VP Academic to the VP Finance & Admin & General Institutional; and the moves of both Alumni and the Student Information System from the VP Students to the President's division. Some of the other notable shifts in resource allocation include the strategic investment in technology in 2002-2003 in the amount of $2.5 million that increased to $5 million in 2003-2004 to cover the Faculty Computer Replacement Program and to upgrade classrooms, equipment and the electronic network. Another major impact was the decision to use debt financing to accommodate the significant capital investments required to accommodate double cohort enrolment levels. In 2003-2004, the University adopted a reporting format that presents non credit courses in the operating budget – the impact of this is illustrated but adjusted because these costs are fully funded from the external revenue generated from these courses. Additionally, in 2004-2005, the responsibility for funding grants to eligible faculty for professional expense reimbursement was moved from the Vice-President Research and Innovation to General Institutional to more accurately reflect the nature of these costs.

Figure 6: York University Expenditure Analysis – Expenditures Based on 2004-2005 Organizational Structure and Adjusted for Carryovers

(in millions of dollars)	2001-2002 Actuals	% of Univ*	2002-2003 Actuals	% of Univ*	2003-2004 Actuals	% of Univ*	2004-2005 Actuals	% of Univ*
VP Academic	$262.8	62.9%	$286.6	60.2%	$331.1	60.8%	$346.7	60.8%
VP Research & Innovation	4.7	1.1%	6.6	1.4%	7.5	1.4%	6.3	1.1%
Academic Subtotal	**267.5**	**64.0%**	**293.2**	**61.6%**	**338.6**	**62.1%**	**353.0**	**61.9%**
Non Degree Programs	22.3		23.6		23.7		29.2	
Academic Total	**289.8**	**64.0%**	**316.8**	**61.6%**	**362.3**	**62.1%**	**382.2**	**61.9%**
Operating Costs	29.9	7.1%	32.4	6.8%	34.3	6.3%	40.7	7.1%
Scholarships & Bursaries	17.0	4.1%	20.1	4.2%	27.2	5.0%	23.4	4.1%
VP Students	**46.9**	**11.2%**	**52.5**	**11.0%**	**61.5**	**11.3%**	**64.1**	**11.2%**
VP Finance & Administration	**51.9**	**12.4%**	**58.7**	**12.3%**	**65.6**	**12.0%**	**68.0**	**11.9%**
President (No CNS)	**8.5**	**2.0%**	**9.0**	**1.9%**	**11.5**	**2.1%**	**12.9**	**2.3%**
President: CNS	**14.4**	**3.4%**	**15.1**	**3.2%**	**16.7**	**3.1%**	**18.8**	**3.3%**
General Institutional	**29.0**	**6.9%**	**38.1**	**8.0%**	**44.6**	**8.2%**	**43.3**	**7.6%**
Debt Servicing – New Buildings	**0.0**	**0.0%**	**9.2**	**1.9%**	**6.6**	**1.2%**	**10.3**	**1.8%**
Total University Net of Non Degree Programs	**418.2**		**475.9**		**545.1**		**570.4**	
Total University	**440.5**		**499.4**		**568.8**		**599.6**	
Net Carryover Adjustment	(0.5)		7.9		12.3		5.8	
Total University Net of Carryovers	**$441.0**		**$491.5**		**$556.5**		**$593.8**	

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

Enterprise-Wide Risk Management Initiative Report

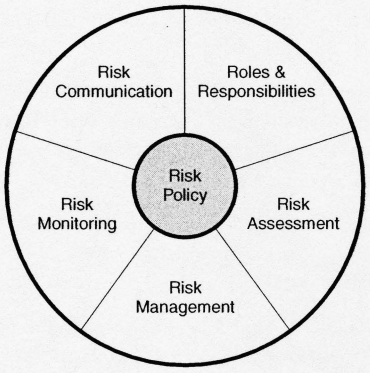
Risk Management Framework and Objectives

Over the last two years, York University has been conducting an Enterprise-Wide Risk Management (EWRM) Initiative. To begin the initiative in 2003, an extensive risk assessment was carried out to identify and prioritize the key risks impacting the University. The University also assessed how well it believed key risks were currently being managed. These initial risk assessment activities were critical in laying the foundation for the University's enterprise risk management process and resulted in the following benefits:

- An increased awareness and understanding of the key risks facing the University;
- The identification of opportunities that can enhance the achievement of its strategic objectives;
- The identification of threats that need to be managed in order to achieve objectives;
- A better understanding of areas where improved risk management focus and efforts are required;
- Assistance to the university executive committee and the Board of Governors in meeting institutional governance requirements; and
- Assurance to the Board of Governors and other stakeholders that risks have been identified and are being properly managed through implementation of the risk management initiative.

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 was developed, consisting of three main phases: Risk Assessment and Identification, Risk Management Strategy Development, and Risk Monitoring and Reporting.

Figure 6: Risk Management Framework



Risk Assessment and Identification

Progress on the Enterprise-Wide Risk Management Initiative included the completion of a second-round risk assessment in late 2004, the objectives for which were to:

- Incorporate sustainable risk management practices into the University management processes;

- Expand the initiative to include more participants from the University in order to drill down deeper within the organization to gain broader and richer input; and
- Re-evaluate the results of the initial assessment to identify changes in the risks, as well as their prioritization and risk management assessment.

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

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

The major changes from the initial assessment conducted in 2003 are as follows:

- Infrastructure and Physical Capacity (Space) were changed from first to second-tier risks, given the completion of a number of new buildings.
- Communications, Leadership and Performance Measurement rose to first-tier risks, reflecting increased exposure in these areas.
- Organizational Structure was identified as a new first-tier risk, given the increased need for agile decision-making.
- Financial Risk was split into Capital Availability Risk and Resource Allocation Risk, reflecting both the need for increased funding, as well as the requirement to properly utilize available funds.
- A number of new second-tier risks were also identified.

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 "Risk Impact" and "Risk 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 further risk management techniques.

Risk Monitoring and Reporting

To ensure that risks are properly managed, the University 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 strategic First-Tier Risks facing York University.

During 2004-2005, progress was made towards mitigating a number of risks, including:

Figure 7: Risk Ranking and Residual Risk Acceptance

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

- The Rae Review on Higher Education in Ontario and subsequent actions by the provincial government to increase support for universities.
- Implementation of a new marketing strategy to promote York University.
- The successful recruitment of new faculty and qualified individuals for managerial positions.
- The proposal to establish a "health-related Faculty" and potential restructuring of other Faculties.
- An increase in the percentage of high school graduates applying to York as their first choice of university.
- Construction of new academic buildings on schedule and the expansion of recreational and residence 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.
- Rollout of the new alumni strategy to strengthen relationships with York's 180,000 graduates.

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

Summary

The University is accountable to the taxpayers through the government, and internally it is desirable that students, staff and faculty understand how plans, budgets and outcomes are related year-over-year. This publication of York University's Planning, Budget and Accountability (PBA) Report is 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 seventh 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 2004-2005 fiscal year. These results are reported in York's audited Financial Statements for the year ended April 30, 2005.

The 2004-2005 fiscal year presented challenges and opportunities for the University. The University managed its finances in an environment characterized by continued enrolment growth and restricted opportunities for revenue growth in the area of tuition fees and operating grants. Additional provincial grants for increased enrolments, one-time-only for facilities renewal initiatives and compensation for the tuition freeze provided some additional operating grant opportunities. However, cost pressures from salaries and benefits continued to grow.

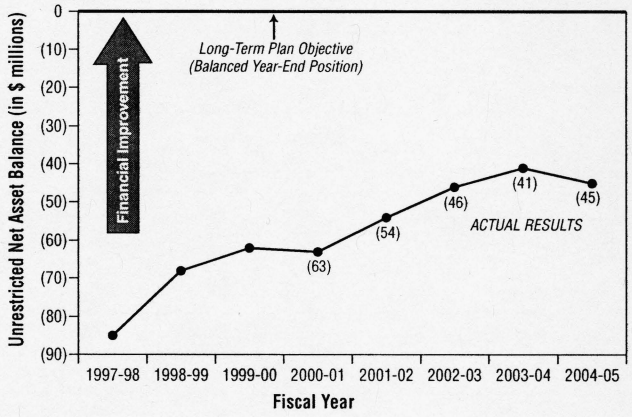
Since the University's approach to financial planning is multi-year and an essential element of this plan is a sound financial position, the University has maintained the multi-year cuts to all Faculties and administrative units, over the period ending 2005-2006, which were initiated as part of the approved 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 2006-2007 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 increased from $41 million in fiscal 2003-2004 to $45 million by the 2004-2005 fiscal year-end. The primary elements of the net assets deficit include the liabilities associated with providing post-employment benefits other than pensions to employees, as well as internally-financed capital projects and ancillary deficits that are required to be paid down as part of the University's budget plan.

Figure 1: Deficit (Net Assets Balance)



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

- Total expenses increased by 11.6 per cent while total revenues grew by 11.9 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 $219.4 million at fiscal year-end largely as a result of gifts from donors and capital protection. The size of York's endowment fund ranked 11th among Canadian universities at the end of calendar 2004.
- Overall, spending on scholarships and bursaries remained at $46 million.
- Grant income increased by $36 million to $316 million. The increase was primarily attributed to funding for the enrolment growth and one-time funding for facilities renewal.
- Revenue from student fees (including compulsory ancillary fees for student services) increased by $21 million. This reflects higher domestic and international enrolments.
- The University's total deficit increased from $41 million to $45 million as a result of the decision to internally finance the expansion to the Tait McKenzie recreation complex. The cost of this capital project will be recovered from ancillary fees in future years (in accordance with the approved financing plan for the project).

I. Introduction

York University's Financial Statements are subject to external audit. Ernst and Young LLP expressed a clean audit opinion on the statements for fiscal 2004-2005. This means the Financial Statements present fairly, in all material respects, the financial position of the University at April 30, 2005, 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, 2005 and 2004.)

ASSETS

Total assets increased by $184 million to $1.109 billion in 2004-2005.

The most significant changes in the composition of the Balance Sheet were the increase in investments and the increase in capital assets. Investments increased from $230 million on April 30, 2004 to $327 million on April 30, 2005, an increase of $97 million. Capital assets increased by $60 million net of depreciation.

The increase in other investments resulted from the investment of a portion of the $100 million debenture proceeds, transacted in May 2004 to finance the University's capital program, and the addition of new endowments. During the year, the University expended $60 million in capital projects. These projects included The Pond Road Residence, the two Accolade Project buildings, and the Tait McKenzie Centre expansion.

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 $5 million in 2004-2005 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 $661 million at the end of fiscal 2003-2004 to $782 million at the end of fiscal 2004-2005, an increase of $120 million.

As determined by external actuaries, long-term liabilities for other post-employment benefits, other than pensions, increased by $3 million to $47 million at the end of fiscal 2004-2005.

Long-term debt increased to $361 million at April 30, 2005 from $268 million at April 30, 2004, due to the $100 million debenture issued by the University in May 2004.

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 $174 million on April 30, 2004 to $194 million on April 30, 2005. During the year, the University received $28 million in contributions and donations, and amortized $8 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 $264 million in 2003-2004 to $328 million in 2004-2005. The overall increase of $64 million resulted from the combined effects of:

- an increase in the deficit of $4 million, due substantially to the internal financing of the Tait McKenzie Centre expansion;
- a $6 million decrease in the investment in capital assets resulting primarily from the sale of land for the "Southlands" residential development;
- the $36 million increase in endowments, mostly attributable to contributions and investment income;
- the $38 million increase in internally restricted net assets resulted from additions to the sinking fund and capital projects in progress at year-end.

Figure 2: Internally Restricted Net Assets 2004-2005 (millions of dollars)

Departmental carryforwards	$57.3
Progress through the ranks	(36.3)
Computing systems development	2.8
Contractual commitments to employee groups	1.9
Pension cost deferral	17.4
Sinking fund	11.2
Capital reserve	39.1
Balance, end of year	**$93.4**

Source: York University Financial Statements April 30, 2005.

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

- Departmental carryforwards increased from $40 million to $57 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 $33 million last year to $36 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 $2 million last year to $3 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 million represent the net carryforward of funds from accounts that are defined under collective agreements with various groups.
- Sinking fund represents funds set aside for the retirement of debt.
- The Capital reserve increased to $39 million. This represents funds restricted for deferred maintenance, capital emergencies and capital projects in progress.

III. Statement of Operations and Changes in Deficit

The Statement of Operations and Changes in Deficit records the University's revenue from all sources, expenses, the excess of revenue over expenses and the change in the University's deficit position. (Appendix 3 sets out the Statement of Operations and Changes in Deficit for the fiscal years ended April 30, 2005 and 2004.)

INCREASE IN THE DEFICIT

The deficit increased by $4 million to a cumulative $45 million by the end of fiscal 2004-2005 (see Figure 1). The increase in deficit was created by the decision to internally finance the expansion of the Tait McKenzie recreation complex. This deficit will be recovered from ancillary fees in future years.

REVENUE

Total revenue increased by $78 million or 12 per cent to $731 million in 2004-2005.

Grants and contracts increased to $316 million from $280 million last year, an increase of 13 per cent. The growth in grant revenue primarily reflects the increased funding from the Province for enrolment growth and one-time funding for facilities renewal.

Revenue from student fees increased to $288 million from $267 million last year. This was attributable to an increase in domestic and international enrolments. Student fees include ancillary and referenda fee-related amounts, which are designated for student organizations and student services. Also, the government decided to freeze the tuition fees and provide a compensating tuition grant to the University.

In 2004-2005, tuition set-aside (for student financial assistance) did not change as a result of the freeze in tuition fees. The tuition set-aside from prior years, which is required to be provided to students as financial assistance, is included in fee income.

Investment income increased by $4 million, as a portion of the proceeds from the debenture issued in 2004 was invested for a portion of the year.

Revenue from sales and services increased by $5 million in 2004-2005 or 8 per cent on a year-over-year basis. The increases occurred in parking, bookstore sales and printing services.

EXPENSES

Total expenses increased by $71 million or 12 per cent to $689 million in 2004-2005.

The University devotes the largest proportion of its spending to salaries and benefits. Spending on salaries and benefits increased by 9 per cent to $428 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 $17 million or 19 per cent to $110 million for fiscal 2004-2005, largely due to the significant amount of renovations being done to existing facilities.

Taxes and utilities increased marginally from $26 million last year to $28 million this year due to the increase in the number of buildings and inflationary costs for utilities.

Spending on scholarships and bursaries was maintained at the $45 million level in 2004-2005. There was no increase in tuition reinvestment due to the introduction of a two-year tuition freeze by the government.

Total interest on long-term debt increased from $12 million to $21 million. The reason for the increase is the impact of the servicing of the debentures issued in 2002 and 2004 offset by a $2.5 million of interest eligible to be capitalized.

IV. Capital Expenditure Program

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

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

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

V. Summary

For fiscal 2004-2005, the year-end Deficit (Unrestricted Net Assets Balance) of $45 million was higher than the previous year's level of $41 million. The increase in the deficit resulted from the decision to internally finance the Tait McKenzie expansion project. These costs will be recovered from ancillary fees in future years.

Since the University deficit reduction plan was developed and approved seven 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 is being updated 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, restricted 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 2005-2006.

APPENDIX 1: SUMMARY OF KEY ACCOUNTING PRINCIPLES

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

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

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

Post-Employment Benefits other than Pension: The value of the future benefits earned by employees to the end of the 2004-2005 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 $47 million as of the end of 2004-2005, an increase of $3 million over last year. These amounts were actuarially determined.

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

	2002	2003	2004	2005	2006	2007	Total Project Costs
William Small Centre & Arboretum Parking Garage	20	9	3	–			32
Technology Enhanced Learning Building	14	50	26	1			91
The Pond Road Residence	–	3	20	9			32
Seymour Schulich Building	13	36	31	4	1		85
Executive Learning Centre	1	12	14	1			28
Student Services Centre and Student Services Parking Garage	5	30	37	3			75
Accolade Project, East and West Buildings and "ripple" costs	–	–	11	60	27	10	108
	53	**140**	**142**	**78**	**28**	**10**	**451**

APPENDIX 2

Balance Sheet

(thousands of dollars)

As at April 30	2005 $	2004 $
ASSETS		
Current		
Cash and cash equivalents	87,787	59,048
Accounts receivable	42,784	45,336
Prepaid expenses	9,174	11,572
Inventories	7,679	7,721
Total current assets	**147,424**	**123,677**
Pension cost deferral	17,404	12,233
Investments	327,021	230,148
Capital assets, net	617,469	558,843
	1,109,318	**924,901**
LIABILITIES AND NET ASSETS		
Current		
Accounts payable and accrued liabilities	69,071	65,686
Current portion of long-term debt	8,136	7,844
Deferred contributions and income	61,664	67,767
Total current liabilities	**138,871**	**141,297**
Long-term liabilities	47,333	44,329
Long-term debt	361,283	268,016
Deferred contributions and income	39,905	33,467
Deferred capital contributions	194,309	174,226
Total liabilities	**781,701**	**661,335**
NET ASSETS		
Deficit	(44,737)	(40,647)
Internally restricted	93,462	55,470
Investment in capital assets	102,261	108,052
Endowments	176,631	140,691
Total net assets	**327,617**	**263,566**
	1,109,318	**924,901**

APPENDIX 3

Statement of Operations and Changes in Deficit

(thousands of dollars)

Year ended April 30	2005 $	2004 $
REVENUE		
Grants and contracts	315,762	280,041
Student fees	287,629	267,375
Donations	5,417	5,236
Investment income	16,117	12,331
Sales and services	62,850	58,015
Amortization of deferred capital contributions	8,256	6,504
Recovery of salaries, benefits and other expenses	23,510	21,243
Other	11,735	2,599
	731,276	**653,344**
EXPENSES		
Salaries and benefits	428,143	393,476
Operating costs	110,164	92,762
Amortization of capital assets	36,221	28,780
Cost of goods sold	19,728	18,971
Taxes and utilities	28,035	26,216
Scholarships and bursaries	45,448	45,692
Interest on long-term debt	21,424	11,806
	689,163	**617,703**
Excess of revenue over expenses for the year	42,113	35,641
Change in internally restricted net assets	(37,992)	(10,172)
Change in investment in capital assets	5,791	(20,100)
Internally restricted additions to endowments	(14,002)	(243)
Change in deficit in the year	**(4,090)**	**5,126**
Deficit, beginning of year	**(40,647)**	**(45,773)**
Deficit, end of year	**(44,737)**	**(40,647)**

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/sustainabilityreport.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 newly constructed, 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 fundamental principles of sustainable development in building maintenance, retrofits, pest management, solid waste management and other aspects of its daily operations. Activities aimed at reducing negative impact on the environment, to support a more sustainable future, include reductions of grass cutting, use of fertilizers and pest applications; and increases in the use of open concept offices in interior re-design (that reduce building material, energy, and HVAC requirements), development of naturalized spaces and, in grounds management, use of low care shrubs, native plant materials and porous paving materials like interlock (which is reusable and longer-wearing than asphalt) to improve ground water infiltration.

Sustainable development by design:

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

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

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

Solid waste diversion:

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

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

[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.

Reduction of grass cutting and the use of fertilizers:

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

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

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

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

Storm water runoff:

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

During 2004-2005, a sand/salt storage bin was built within the service area at the Glendon campus to allow for winter road and sidewalk snow removal activities to be accomplished with a sand/salt mix rather than straight bagged salt. This change in practice will reduce the amount of salt used which in turn will reduce storm and surface water contamination into local streams, the Don River and Lake Ontario.

Reduction of pesticides:

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

LANDSCAPE MASTER PLAN

During 2004-2005, the University's Campus Planner in the Department of Facilities Services initiated a process to develop a York University Landscape Master Plan. This initiative is intended to advocate, guide, direct and inspire the stewardship of York University's Keele and Glendon campus landscapes.

The inherent integrity of York's campus landscapes relate to the integration and interaction of both natural and cultural systems at all scales and to the associated human landscape experiences. The University landscapes evolve as their natural and cultural features and systems evolve normally or by design; though changing, the University landscapes should always be inspirational and contribute positively to teaching, learning, research and the general well-being of students, faculty, staff, alumni and visitors.

The integrity of York's campus landscapes can be compromised by physical deterioration and physical change that has not been integrated adequately with existing features and structures; such conditions detract from a person's University experience. Planned and designed physical change should maintain and enhance landscape integrity and similarly, a person's positive experience of the University landscape. Advocacy and stewardship are necessary for those things to occur.

In relation to the University landscape, stewardship means the integrated management of a sustainable University landscape through respectful and responsible planning, design, development, renovation and maintenance. It assumes ecologically and economically appropriate actions that support the following objects relating to the environmental and experiential quality of York University's campuses:

- To acknowledge and accommodate the vibrant, dynamic nature of the University population and environment;
- To protect, conserve, restore, maintain and enhance the ecological integrity of York's Keele and Glendon campuses;
- To contribute positively to individuals' sense of place by enhancing their lived experience;
- To promote and reinforce a positive, memorable image of the University;
- To engage the University population in the planning, design and care – the stewardship – of its landscape; and
- To ensure the comfort, health, safety and general well-being of the University population: its students, faculty, staff, alumni and visitors.

The Landscape Master Plan is composed of three sections. "Landscape" describes the York University landscapes. "Stewardship" describes procedures governing landscape stewardship, the practices and standards to be applied through stewardship activities, and proposed stewardship projects. "Demonstration" describes and illustrates the application of the landscape plan to specific sites.

The Landscape Master Plan supports the objects of the Talloires Declaration in that it supports, encourages and advocates environmentally sustainable development; promotes the manifestation of an institutional culture of sustainability; supports the education of an environmentally responsible citizenry; provides a guide for the creation of a place that promotes and demonstrates environmental literacy; and promotes the practice of institutional ecology.

A participatory process to develop the landscape plan was launched in March 2005 with a planning and design workshop conducted at the Keele campus with students, faculty and staff; planning and design consultants who have worked at York over the years; and representatives from the City of Toronto and the Toronto Region Conservation Authority. The group reviewed the stewardship concept and considered areas of the campus accordingly. The ideas that emerged from the workshop are being incorporated into a

Figure 1: Energy Consumption

	Unit	2000	2001	2002	2003	2004
Ratio of total amount of energy used:						
Electricity (purchased from Toronto Hydro)	megajoules	371,773,650	399,526,700	255,809,710	262,809,533	178,821,443
Natural Gas (heating, cooling and cogeneration)	megajoules	801,544,550	846,752,540	995,860,710	1,016,492,000	1,397,951,042
Oil (used when gas is not available)	megajoules	3,627,797	60,733,324	—	25,910,447	14,662,364
Total		**1,176,954,997**	**1,307,012,564**	**1,251,670,420**	**1,305,211,980**	**1,591,434,849**
Student population at York		38,527	39,578	43,635	46,794	49,946
Consumption per student (megajoules per capita)		**30,549**	**33,024**	**28,685**	**27,893**	**31,863**
Ratio of energy used per square metre:						
Electricity	MJ/Sq.M	751.4	807.5	506.4	398.0	256
Gas	MJ/Sq.M	1,620.1	1,711.5	1,971.5	1,539.2	1,999
Oil	MJ/Sq.M	7.3	122.8	—	39.2	21
Total		**2,378.8**	**2,641.8**	**2,477.9**	**1,976.4**	**2,276**
Total Gross Square Metres (GSM), Keele Campus Plant		**494,746**	**494,746**	**505,127**	**660,394**	**689,150**

Source: Department of Facilities Services

draft landscape plan to be shared interactively with the University community through the Facilities Services Web site in Fall 2005. Additional workshops will be conducted during 2005-2006 at the Glendon campus, with the York University Board of Governors and with senior University managers.

Environmental Performance Indicators

ENERGY CONSUMPTION

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

The cogeneration plants represent a cleaner, more efficient and less costly means of producing electricity. They also recycle waste heat into the production of steam that is used for heating and cooling. York's peak demand for energy occurs during the summer at 19.8 megawatts. With the expanded cogeneration capacity, the University has been 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 efficiency.

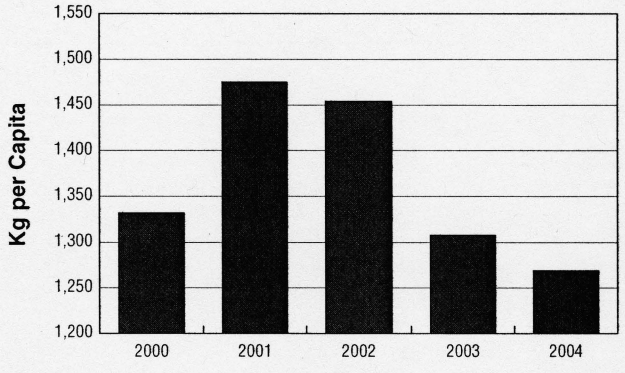
In recent years, the University has reduced its annual purchase of electricity from Toronto Hydro because of increased use of the University cogeneration plants. While the purchase of electricity dropped by 32 per cent from 2003-2004 to 2004-2005, natural gas consumption increased by more than 37 per cent due to the opening of additional new buildings at the University as well as the increased use of cogeneration that burns natural gas to produce electricity while providing steam for heating and cooling. The principal factor that drove up energy consumption in 2004 was the campus expansion, with several new large buildings (i.e., Schulich School of Business, Executive Learning Centre, TEL, Student Services Centre and The Pond Road Residence) coming into play for all or part of the year.

ATMOSPHERIC EMISSIONS

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

For the same amount of energy used the atmospheric emissions can vary from year to year, depending on the type of fuel used and the efficiency of the operation of the cogeneration plants and boilers. Part of the plant operates on oil if natural gas is not available and this occurs during gas curtailment periods invoked by suppliers on the coldest days of the year. Therefore, for the same amount of energy produced, the CO_2 emissions are higher because oil is more pollutant than natural gas.

Figure 2: Annual Atmospheric Emissions – Carbon Dioxide Emissions Per Capita (Student Population)



Source: Department of Facilities Services

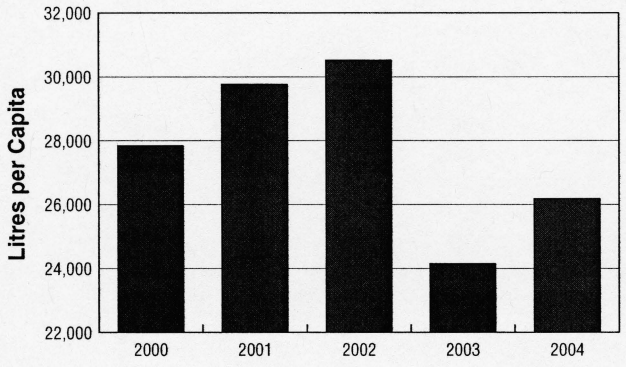
Figure 3: Annual Atmospheric Emissions

	Unit	2000	2001	2002	2003	2004
Total amount of carbon dioxide emitted	Kg/year	51,324,575	58,382,460	63,437,273	61,196,115	62,807,190
Student population at York		38,527	39,578	43,635	46,794	49,496
Carbon dioxide emissions per capita	**Kg/capita**	**1,332**	**1,475**	**1,454**	**1,308**	**1,269**

WATER CONSUMPTION

Water consumption has an environmental impact in terms of overall availability of natural resources to society as well as the costs associated with municipal infrastructure delivery and maintenance costs. Water consumption figures are based on actual meter readings of all campus buildings. Fluctuation in water consumption per capita can be influenced from year-to-year by the dryness of climate and this can affect water dependent areas of the University that require irrigation, such as sport fields, gardens and lawns. The increase in water consumption in 2004 was due largely to the addition of new campus buildings, an increase in the residential student population, and water loss from water pipe breaks during the year.

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



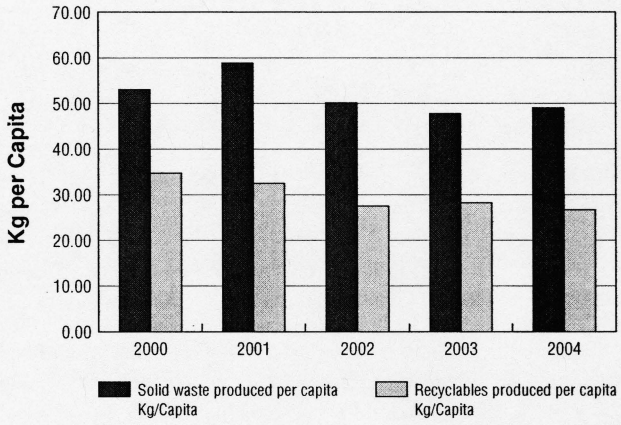
Source: Department of Facilities Services

WASTE PRODUCTION AND RECYCLING

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

While achieving a nearly 70 per cent waste diversion between 1987 and 2000, waste production and recyclables per capita have remained at a fairly steady state since that time.

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



Source: Department of Facilities Services

Figure 5: Annual Water Use

	Unit	2000	2001	2002	2003	2004
Total amount of water used	Litres/year	1,072,539,100	1,177,959,500	1,331,574,600	1,129,803,636	1,296,042,740
Student population at York		38,527	39,578	43,635	46,794	49,496
Water used per capita (student population)	**Litres/capita**	**27,839**	**29,763**	**30,516**	**24,144**	**26,165**

Figure 6: Waste Production & Recycling

	Unit	2000	2001	2002	2003	2004
Solid waste produced (excl. 3 Rs Initiatives)	Kg	2,044,000	2,330,000	2,188,000	2,236,000	2,427,790
Recyclables produced	Kg	1,340,000	1,287,000	1,200,000	1,320,000	1,320,450
Student population at York		38,527	39,578	43,635	46,794	49,496
Solid waste produced per capita	**Kg/capita**	**53.05**	**58.87**	**50.14**	**47.78**	**49.05**
Recyclables produced per capita	**Kg/capita**	**34.78**	**32.52**	**27.50**	**28.21**	**26.68**

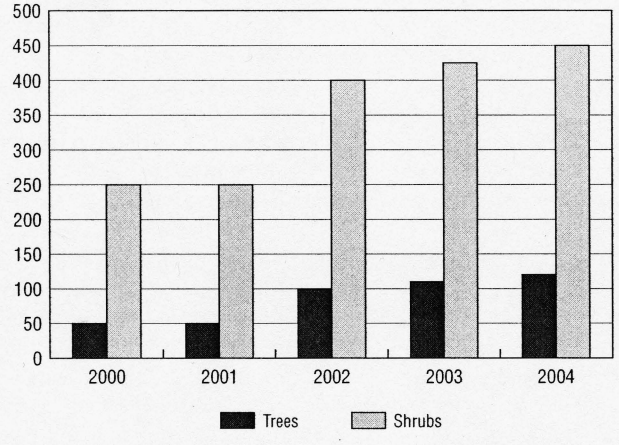
Figure 8: Number of Native Species of Trees and Shrubs Planted, Fertilizer, Herbicides and Pesticides Used

	Unit	1999	2000	2001	2002	2003	2004
Trees		50	50	50	100	110	120
Shrubs		250	250	250	400	425	450
Total amount of fertilizers used	Kg	19,857	19,857	19,857	18,857	18,450	18,450
Total amount of herbicides and pesticides used	Kg	250	50	5	2	2	2

BIODIVERSITY

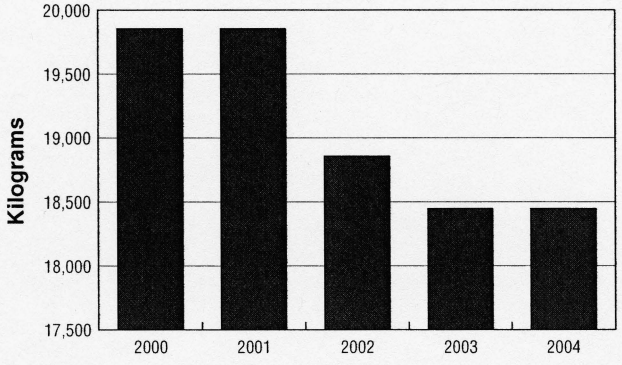
In 2002, the University significantly expanded its annual planting program and continues to utilize native plant material wherever possible. Over the last three years, there has been a significant reduction in use of pesticides and herbicides, to lessen environmental impacts and to minimize potential harm to research work conducted on campus. The current practice is to use only minimal amounts of fertilizer and pesticides required to maintain sport fields at standard.

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



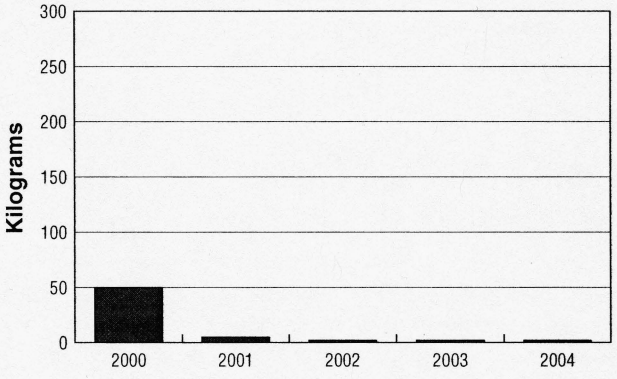
Source: Department of Facilities Services

Figure 10: Total Amount of Fertilizers Used



Source: Department of Facilities Services

Figure 11: Total Amount of Herbicides and Pesticides Used



Source: Department of Facilities Services

TRANSPORTATION

The commuter modal split during 2004-2005 was generally maintained at the 2003-2004 level of 40 per cent single occupant vehicles and 60 per cent other. While the population of the University grew by approximately 6 per cent in 2004-2005, the number of vehicles coming onto campus increased by less than 1 per cent. The increased transportation demand of the expanded population was almost wholly absorbed by modes other than single occupant vehicles that included transit, carpooling and cycling. The reduction in vehicles on campus achieved over the past two years, relative to the 2002-2003 modal split of 55 per cent single occupant vehicles, is estimated to have reduced approximately 83.93 tonnes per day in vehicular air pollutants and greenhouse gas emissions. The University continues to exceed its 2007 goal of achieving a modal split of 50 per cent transit.

Security Services benchmark information that illustrates the safe and peaceful environment of the University campus, relative to the surrounding city community is reported in this Planning, Budget and Accountability Report under the Department of Campus Services and Business Operations, Division of the Vice-President Finance and Administration. Information about Workplace Health and Safety – also important to a sustainable community – is presented under the Department of Occupational Health and Safety, Division of the Vice-President Finance and Administration.

Figure 12: Transportation

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

*Bus count reported in September each year

Source: Security, Parking and Transportation Services, Department of Campus Services and Business Operations

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

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

During 2004-2005, a number of initiatives were implemented including the design of a "quit smoking" resource Web site and posters; initiation of smoking cessation programs; a public meeting to introduce the Pink Lungs Project to the York community; and inclusion of smoking cessation information on the Web pages of the Centre for Student Community & Leadership Development and the Department of Occupational Health and Safety.

Using the expertise of York's Institute for Social Research, the Task Force is undertaking a survey of full-time York staff during 2005-2006. This will gauge opinions and attitudes toward smoking, related health issues and smoking restrictions. This critical community health project has been initiated at York 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 the Student Issues Roundtable as well as re-organized, re-focused grounds and custodial services are reducing the problem of litter on campus and influencing the trend in solid waste generation per capita. These types of approaches will continue to be promoted in student life initiatives and management operations.

In addition to ongoing consultations around the development of a Landscape Master Plan, a standing University Committee on Environmental Sustainability will be created to review and provide advice on University activities and initiatives in this important area of awareness and concern. Additionally, a major energy sustainability initiative will be launched during 2005-2006, to create an energy conservation partnership with an energy service company. Energy conservation initiatives will be pursued and will involve the input and participation of employees and students.

Division of the President

Lorna R. Marsden, President

Overview

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

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. This year the organization chart reflects the new name of the Division of Marketing and Communications, and the creation of the new Office of the Ombudsperson and Centre for Human Rights which was established early in 2005 as a result of an organizational review. As part of the reorganization the functions of the former status of women office were integrated into the new unit and the responsibility for employment equity was transferred to the Department of Human Resources in the Division of the Vice-President Finance and Administration.

Ongoing Work of the Office

The vast majority of time and resources of the Office of the President are taken up by meeting ongoing objectives. These include correspondence (approximately 1,000 pieces of correspondence are sent each year); the scheduling of regular meetings with students, faculty, staff, administrators and governors; and the preparation of agendas, documents and minutes of those meetings.

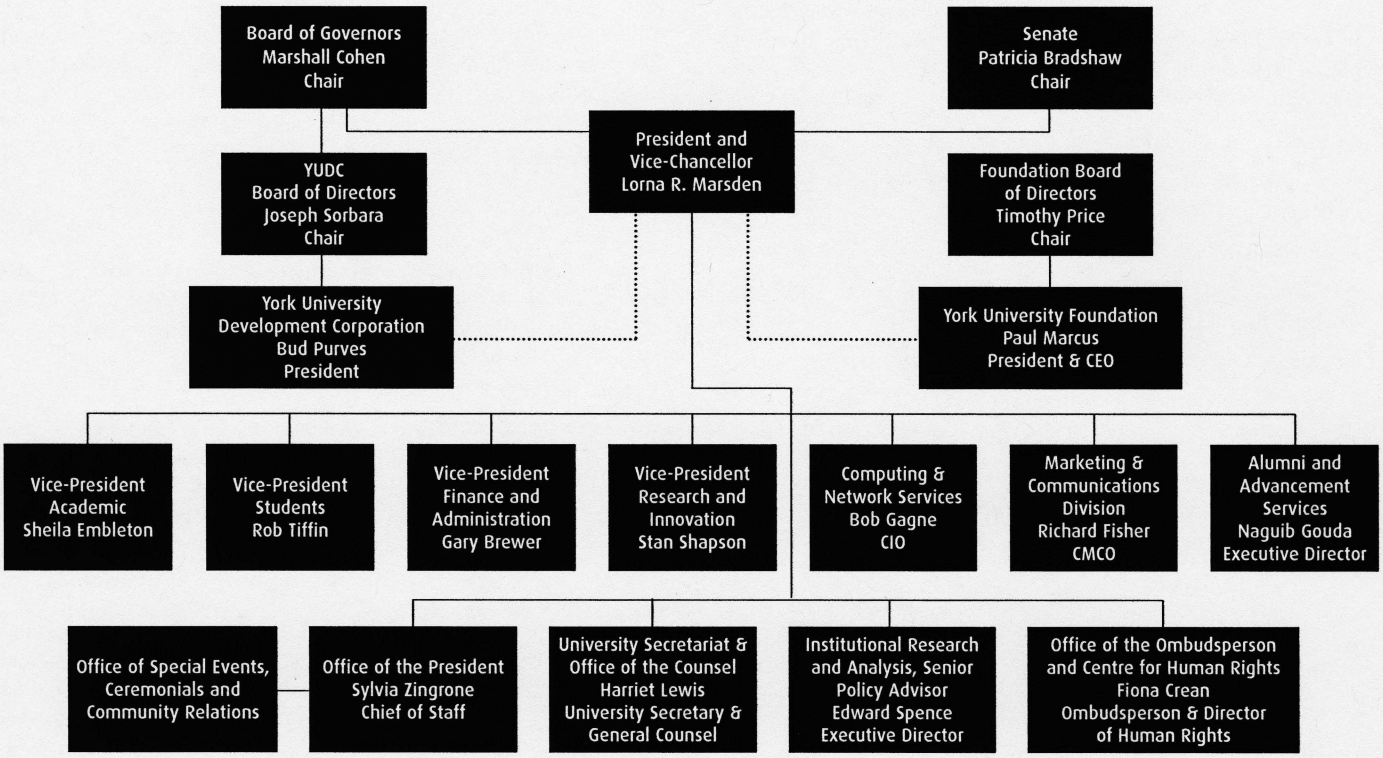
In addition governance absorbs a considerable amount of work of the Office of the President in conjunction with the Secretariat. Preparation for the monthly meeting of Senate, attendance at APPC, the Senate Executive and some Faculty Council meetings, plus quarterly and special meetings of the Board of Governors and attendance at all meetings of the Board standing committees represent at least 110 meetings for the President and are a main focus of the work of the Office staff.

Externally meetings of COU and meetings with various levels of government but especially the Ministry of Training, Colleges and Universities are increasing in number and take several hours weekly. In addition, meetings with prospective donors and stewardship meetings absorb many hours each month.

Special events are covered elsewhere in this chapter and included 13 convocations this year, and the preparation of convocation speeches and related events are a major part of the work of the Office of the President.

Because of the pace of work in administration, governance, and other matters described above, the President has not recently

Figure 1: Division of the President Organizational Chart 2004-2005



travelled internationally or attended meetings and colloquia abroad except on a strategic basis to promote the academic plans in the international agenda.

The University is involved in several strategic campaigns. The first is to raise the profile and identity of the institution, and is crucial to attracting excellent students and building understanding of the unique strengths of York University in the wider community. The second is to attract better financial support from all levels of government for our priorities of student support, faculty appointments, research and infrastructure including improved transit. The third campaign is to raise funds from private individuals and organizations for projects such as student scholarships and bursaries, for chairs and professorships, for the Accolade Project, for the proposed Health Faculty and many other important goals of the Faculties and other divisions. The President and her Office are absorbed in each of these campaigns on a daily basis.

Overall these activities account for approximately 75 per cent of the work of the Office and consume most of the budget associated with the Office.

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

PRESIDENT'S AWARDS AND PRIZES

The Office of the President administered the following awards during the 2004-2005 academic year:

Student Awards

- This year, the number of President Susan Mann Dissertation Scholarships was increased from five to seven. The scholarships are awarded to outstanding students in the final year of doctoral study 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:
  - Marc Fabian, Graduate Programme in Biology
  - Aaron Kamugisha, Graduate Programme in Social and Political Thought
  - Jenny Kerber, Graduate Programme in Environmental Studies
  - Antonio Garcia Munoz, Graduate Programme in Earth and Space Science
  - Augustine Park,Graduate Programme in Sociology
  - Susan Spronk, Graduate Programme in Political Science
  - Seina Bou Zeid, Graduate Programme in Law
- The President's Prize for Creative Writing was awarded to six remarkable submissions from undergraduate students:
  - Matt Shaw, Poetry
  - Jamie Marchuk, Co-winner Prose Fiction
  - Heather Flint, Co-winner Prose Fiction
  - Josh Atkinson, Screenwriting
  - Stephanie Law, Co-winner Playwriting
  - Brent Delaney, Co-winner Playwriting

Staff Recognition Awards

This year, President Marsden presented five President's Staff Recognition Awards for 2004 at the annual awards dinner held in April 2005. A full description of the awards can be found at www.yorku.ca/president/awards/2004/awardsannounce04.htm.

The recipients were:

- The 2004 Ronald Kent Medal: Suzanne Park, Assistant to the Master, Norman Bethune College
- The 2004 President's CPM Award: Scott Pope, Director, Counselling and Supervision Centre, Atkinson Faculty of Liberal and Professional Studies
- The 2004 President's Voice of York Award: Betty Hagopian, Undergraduate Program Assistant, Department of Anthropology, Faculty of Arts
- The 2004 Deborah Hobson Citizenship Award: Diane Jenner, Graduate Programme Assistant, Communications and Culture, Faculty of Graduate Studies
- The 2004 Phyllis Clark Campus Service Award: Richard Pilkington, Facilities Manager, Office of the Dean, Faculty of Science and Engineering

OFFICE OF CEREMONIALS, SPECIAL EVENTS AND COMMUNITY RELATIONS

In May 2004, the responsibility for Convocation moved from the Office of Student Community Leadership and Development and joined with the Office of Special Events and Community Relations to form the Office of Ceremonials, Special Events and Community Relations (CSC) under the direction of the Chief of Staff in the President's Office.

Given the increased number of staff, the office moved to another temporary location in the Ross Building in the Fall of 2004. The final location for CSC, along with Hospitality York, has been confirmed and these offices will move to the 3rd floor, south tower of the Ross Building in the Fall of 2005.

During 2004-2005 management of the new CSC offices accounted for 40 per cent of the work of the Chief of Staff. With CSC fully operative in 2005-2006, we anticipate an increase in time committed to the administration of CSC by the Chief of Staff and the Executive Officer to refine and to extend service levels.

Convocation & Ceremonials

At the two Fall convocation ceremonies in 2004, there was one honorary degree recipient, Kim Phuc, one University Professor, Ronald Pearlman and a University-Wide Teaching Award recipient, Tom Cohen. The chancellor and president hosted a dinner for the three honourees. Approximately 2400 students received their degrees at the Fall convocation.

In February 2005, a convocation ceremony was held for the students in the joint Kellogg-Schulich EMBA programme and the Faculty of Graduate Studies. An honorary degree was conferred on Robert McEwen. Approximately 170 students received their degrees. In the spring, 10 honorary degrees were granted in

recognition of the contributions of outstanding individuals in the arts, academe, public service and business. The honorary graduands were Robert Carsen, Walter Carsen, Michèle Gendreau-Massaloux, Frank Iaccobucci, Hassanali Lakhani , Knowlton Nash, Robbie Robertson, Daphne Schiff, David Suzuki, Moyez G. Vassanji and Michael Wilson. This year there were four University-wide Teaching Award recipients: William Found, Isabel Killoran, Robert Kenedy, and Joel Baetz. A University Professorhip was awarded to John McCamus. Stephen Gill and Norbert Bartel were awarded the honour of Distinguished Research Professor.

The chancellor and the president hosted one lunch and three dinners associated with the convocation events.

Approximately 7,050 students were eligible to graduate at the spring convocation.

The current Convocation site on the green between Atkinson and Osgoode Hall Law School has been secured until spring 2006. Our office is working with the Office of the Vice-President Finance and Administration to determine a long-term Convocation location.

The Remembrance Day ceremony was more fully elaborated to garner increased participation. Further work on this event will continue with the intention of increasing participation from a broader community.

Community Relations

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. This work has been ongoing during 2004-2005. At year end the community relations officer was on maternity leave and an acting director of the York youth connection had been appointed. Plans were in place to appoint an acting community relations officer before the end of the summer.

In addition, the Community Relations Officer has done further work on the strategic plan, particularly as it relates to the external community. The responsibilities of the position also include overall management of the York Youth Connection summer day camp and the York University United Way Campaign. Increased funding for the camp, which provides subsidies for children who need financial assistance to attend, was obtained through corporate and individual donations. In 2004, the United Way campaign achieved similar results as in 2003. And engagement in Jane-Finch community initiatives, including the Black Creek Project for community capacity building, have been further developed.

Special Events

The Special Events Co-ordinator has been hired since February 2004 and the office has the addition of an Administrative Assistant since October 2004. The Special Events team play a support role in the President's ongoing work in building our links and our reputation with many communities, including our own, and an increasing number of institutional events which raise the University's public profile.

The purpose of the Office of Special Events is to provide a central resource and expertise for faculty and staff who have the responsibility of organizing an event. Special events staff advise and/or provide direction to organizing units to ensure that events bring about desired results. The Special Events Office is also responsible for organizing institutional events.

The objective of the office is to promote and strengthen York University's reputation for excellence through the effective development and management of events sponsored by the University, its Faculties and Departments. During the past year progress has been made to create organizational flexibility to maximize resources and efficiency. In this regard, Special Events will partner, when required, with Ceremonials, Community Relations and Hospitality York, to provide expertise for academic and administrative units in the University to achieve their individual event goals and objectives. Further refinements of these partnerships will be a priority for the upcoming year.

During the start-up period for CSC 90% of the time of the two member team was devoted to Convocation Ceremonies and events in June 2004 during the transition of Convocation to the Division of the President. In addition, the Special Events team also managed 21 events and played an advisory role for another 16 departmental/Faculty events.

The Special Events team also advises members of the York community on protocol issues as they relate to event planning and hosting dignitaries.

Progress on 2004-2005 Priorities

1. The Rae Review

In cooperation with both undergraduate and graduate student governments, York made representations to the Rae Review panel members at the York University Roundtable meeting on December 3rd. In general terms, we made the arguments that:

a) The costs of a university education are high and the Rae Review should take into account the need for access to grants for students from low-income families as well as for stable and predictable funding needed to plan for the total costs involved in their years at university (tuition, living costs, books, etc);

b) The universities have had no inflation funding for many years which has a deleterious effect on the academic strength of an institution in many ways and especially given the high and rising energy, tax and other fixed costs;

c) Additional support for graduate students is needed as we prepare for the growing demand for places in graduate and professional programs;

d) More full-time faculty are required to reduce the student-faculty ratio in order to enhance the quality of faculty-student contact, to expand research capacity and to ensure the highest quality of graduate student supervision.

The Rae Review Commission reported on February 7th. We had worked with COU and students' associations to press for many of the recommendations which were included in the final report.

Several of these recommendations – such as grants for low-income students and the enhancement of operating funding for universities – were reflected in the May Budget of Ontario which added $6.2 billion to the allocations for colleges and universities over a five year period.

Both Provincial and Federal Governments are conscious of the need to expand graduate places in universities as the double-cohort moves into professional and graduate programs. Building on the Rae Review the provincial government has already made commitments in this area, and we are confident that post secondary education will also take a prominent role in the federal government's plans for the coming legislative year.

2. Academic Proof Points

Throughout 2004-2005, we have been preparing for proof points. These are needed to fulfill the accountability requirements of funding from Government and from donors. Some of the measures are those that apply to all universities and others are unique to York University. In this work we are building on our established annual reporting to the Board on progress with the strategic plan which for example includes reporting results against enrolment plans, faculty and staff complement plans, student service plans, and financial management plans.

For example, York has recently participated in the National Survey of Student Engagment (NSSE) and the Canadian Undergraduate Survey Consortium (CUSC) for our undergraduate students and in the Canadian Graduate and Professional Student Survey (CGPSS) for our graduate students. The results of these surveys will allow us to establish baselines from which to measure improvement and also allow us to compare our results with other comparable institutions. Beginning in 2005 all Ontario universities have agreed to participate in the NSSE survey. Further information on York's participation in these surveys is presented in the report from the Office of Institutional Research and Analysis which follows in this chapter of the PBA.

3. Students of the Future

This past year saw the culmination of many years of improvements in services to students at York. Not only have services been made more convenient by extensive use of web-based services but the new Student Services Building has made faster, easier and more comprehensive information access and problem solving available for all undergraduate students.

During 2004-2005, we conducted a search for a new Vice-President Students (VPS) following the resignation of Vice-President Neuman. In the Winter Term, Vice-President Tiffin took up this position as acting vice-president and then, was appointed on July 1 as Vice-President Students. The work of the Division and its future plans are reported on in the Chapter from the VPS.

4. The Subway

One of the major areas of focus for York's government relations has continued to be getting the subway extension through the main campus and into York Region. During 2004-2005 the TTC environmental assessment (EA) for the project was underway and by June the process had advanced to identify the single preferred route which will pass near or through the University Common and continue to a major transit gateway facility located in York Region on the north side of Steeles Avenue near the York University Stadium. The study has clearly identified the significant positive regional impacts reaching far beyond York University associated with the project.

The University has played an active role in this process particularly through the efforts of the Senior Policy Advisor, the Vice-President Finance and Administration, and the President of the York University Development Corporation. With significant support from our distinguished benefactor Seymour Schulich we have worked with all levels of government to explore strategies that will allow this project to be funded and to proceed to detailed design and construction as soon as the EA is complete.

5. Serving the Community

In the past year, the economic impact study has been discussed widely with representatives of our surrounding municipalities and we have continued to work towards a more complete inventory of our community links.

Vice-President Shapson and Vice-President Embleton have conducted, through a consultant, interviews with the health providers in York Region and learned a considerable amount about how York University can be of assistance in this area. Work continues in this area with regard to the health and biotechnology network initiatives, and the human services council. These initiatives are reported on in following sections of this report.

We have continued discussions with our surrounding communities on transportation issues – most notably when the TTC strike threatened. As of September, residents of York Region will be able to board Viva rapid transit vehicles at many locations along Yonge Street and along Highway 7 and travel directly to York University. The Region's new Viva rapid transit service is another transit alternative servicing the university and will be fully functional by January 2006.

The Executive Director of Alumni and Advancement Services has made very significant progress in setting priorities and in advancing the work of alumni affairs, and these activities are reported on below in the alumni and advancement services section of this Chapter.

In the Fall and winter of 2004-2005 the prospect of a major soccer/football stadium at York brought a strong positive response from the surrounding communities. Schools and local clubs would have made good use of a stadium and high quality artificial turf would have made this usage possible. To our enormous regret, the plan collapsed with the pull-out of the Argonaut Football team when they were offered a more attractive deal elsewhere. Their withdrawl for the project cut off the possibility of federal funding under their program rules. This was disappointing to everyone at York as well as to all the local communities. The University still intends to build a much smaller stadium with artificial turf at some point in the future.

The Divisional Budget

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 Marketing and 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 2005-2006 incorporate the reductions associated with the planned base budget cut and reflect the recent organizational changes. Further commentary on the budgets of the units making up the president's division is provided in the following sections.

The significant increase in budgeted revenue in the president's division for 2005-2006 reflects the transfer of responsibility for convocations from the Division of the VPS and other adjustments associated with the reorganization of the Office of the Ombudsperson and the Office of Alumni and Advancement Services.

The increase in expenditures in the "Faculty – Full-time" line reflects an increase in the time allocation of the University Historian.

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

(Dollars)	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	601,284	673,593
Internal cost recoveries	89,183	(12,000)
Other revenues	–	–
Central allocations	8,277,718	11,258,853
Total Revenue	**8,968,185**	**11,920,446**
Expenses:		
Faculty – Administration	–	–
Faculty – Full-time	50,947	135,036
Faculty – Contract	–	–
Teaching assistants	9,714	23,393
Research	38,228	6,500
Support/Administration	5,618,176	7,346,882
Other	411,680	669,320
Total Salaries and Benefits	**6,128,745**	**8,181,131**
Operating costs	3,122,930	4,699,263
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	115,431	136,155
Scholarships & bursaires	1,000	21,000
Interest on long-term debt	–	–
Total Expenses	**9,368,106**	**13,037,549**
Total Revenue less Expenses	**(399,921)**	**(1,117,103)**
Previous Year's Carryforward	**3,379,477**	**2,979,556**
Carryforward to Next Year	**2,979,556**	**1,862,453**

Division of the President

(Dollars)	Operating Results by Unit 2004-2005 Actuals	2005-2006 Budget
Office of the President		
General Expenses	1,306,130	1,890,555
President's Awards and Prizes	136,758	286,815
Office of Ceremonials, Special Events and Community Relations	1,705,785	2,609,241
Total	**3,148,673**	**4,786,611**
Computing & Network Services	17,672,904	18,894,459
Office of the University Secretary and General Counsel	1,397,879	1,633,525
Office of the Ombudsperson and Centre for Human Rights	613,232	1,072,062
Office of the Presidential Advisory on the Status of Women	41,108	–
Office of Institutional Research and Analysis	1,029,443	1,252,167
Marketing and Communications Division	3,859,055	3,646,319
Alumni & Advancement Services	3,137,771	4,293,184
Total Division of the President	**30,900,065**	**35,578,327**

Priorities for the President's Division for 2005-2006

1. Graduate Studies and Research

York University has completed extensive strategic plans at every level in support of strong undergraduate programs (enrolment, classrooms, residences, curricula, faculty recruitment). In the coming year our strategic focus will be on graduate planning including a follow-up on the Faculty of Graduate Studies self-study, the full integration of deans of all the Faculties into graduate planning, consideration of the length of time to degree for York graduate students in comparison to competing graduate programs, graduate student scholarships and financial support, graduate student supervision, new graduate program development and faster, more focused graduate student recruitment.

Graduate students are deeply involved in research. Faculty members focused on research provide opportunities for graduate students and so a research focus to provide more funding, more research space and more research links to community resources is continuing and intensifying. This year is crucial to York's future in research and graduate studies because of the opportunities provided by the provincial funding arrangements in support of graduate enrolment growth as well as the intensified competition from other Ontario universities for scarce resources and top students.

During 2005-2006 the President will be engaged with government on advancing our graduate plans.

2. The Health Faculty

A conclusion will be reached by the Senate and the Board of Governors this year on the creation of a new Faculty of Health. Should this proposal be approved by both levels of governance,

we will be searching for a Dean for this Faculty in the winter term and a considerable focus will be on fulfillment of this proposal.

The President will have a significant role related to this initiative with respect to governance, the decanal search, and fund raising.

The creation of this new Faculty – principally from existing programs, faculty, students and staff – will lead to a round of restructuring among the Faculties of Arts, Science & Engineering and the Atkinson Faculty of Liberal & Professional Studies. This proposed restructuring is being led by the deans and their advisors and the Vice-President Academic and is expected to conclude this year.

3. The Transit Issues

During 2005-2006 the environmental assessment for the subway extension through the campus to York Region will be completed and the details of station locations and facilities, and the alignment for the route will be confirmed.

The University will continue to work with all three levels of governments with the goal of seeing the detailed design and construction of this project approved during 2006. This work will continue to be a significant focus for the Senior Policy Advisor.

4. Transition Issues

The current President will retire on 30 June 2007 and the Board of Governors has announced a plan for recruitment of her successor. This successor is expected to be announced in the last quarter of 2006. In the meantime when the Search Committee is formed in the Fall of 2005, extensive consultation will take place throughout the University – students, staff, faculty, alumni and other community members can expect to be invited to comment on the qualities of a next President.

The President's focus this year will be on fulfilling her plans and commitments before June 2007.

Senior administrators will prepare their briefing books and plans for discussion with the President-elect when that person is named.

5.Working with Government

With the commitment of new funding from the Government of Ontario comes a requirement for intensive negotiation of funding shares and for the development of outcome measurements.

The announcements in the provincial budget signaled the beginning of a complex process to define funding envelopes and shares. Members of the York administration will continue to meet regularly with ministry officials and have been appointed to various committees and joint working groups and will be working with the government to develop policies and directions that serve the entire sector while recognizing the specific interests of York University. York representatives are active on groups addressing system performance, quality and productivity, graduate education, student survey administration, and data and statistics.

With respect to outcome measures, some of these have already been prepared at York for inclusion in this PBA report and as part of our regular strategic plan reporting to the Board of Governors, but other measures will be required. Extensive work in the Faculties and other divisions of the university will need to take place this year and this will provide an opportunity for a fresh look at some of our activities which may be outdated, ineffective or deleterious to students or faculty. As measures are developed there will be discussions with government and with the appropriate committees and governing bodies at York.

In 2005-2006 this work will be a major focus for the President and the senior members of the Office of Institutional Research and Analysis as well as other senior officials.

We have met with the new provincial Minister who is keenly interested in the work of York University and promises to take into account the concerns of all parts of our community.

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 $1,442,377 of which a portion is being carried forward to fund the move of the Secretariat. Approximately 44 per cent is allocated to the Office of the Counsel and 56 per cent to the Secretariat.

The office was the pilot site for a value for money audit conducted by the internal auditor who provided a positive conclusion on the overall value provided by the office, along with suggestions which have been accepted by management. This exercise has led to the retention of a consultant to conduct a review of the office and provide advice on improving processes and internal allocation of resources. The University Secretariat will be moving its offices in late August 2005 to an area more proximate to the Office of the Counsel, which is expected to have a positive effect on effectiveness and efficiency of both offices.

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

PROGRESS IN 2004-2005

In 2004 a total of 536 new files were opened, an increase of 66 from the previous year.

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

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

Figure 2: Distribution of Legal Work: External counsel, by fees

Grievances/arbitrations	$383,956
Employment/Human resources	$180,913
Real Property/construction	$585,737
Contracts/commercial transactions	$ 62,049
Research and IP	$ 36,214
Litigation/other	$199,818

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

Grievances/arbitrations	2%
Employment/Human resources	15%
Real Property/construction	15%
Contracts/commercial transactions	20%
Research and IP	15%
Litigation/other	33%

Support to the Office of the Vice-President Research and Innovation remained a priority occupying a substantial portion of the time of one of the counsel. The sale of Phases I and II of the South Lands to Tribute Homes concluded and the ground work for the sale of Phase III was begun. Responsibility for oversight of the municipal law work related to the appeal of the Toronto Official Plan and the new Toronto Secondary plan has been assigned to the York University Development Corporation with this office maintaining oversight for the Tribute conveyancing and other real estate issues. Some substantial work was required with respect to the bid for a new stadium on the Keele campus.

Commercial activity and labour relations grievance/arbitrations requiring the advice and assistance of counsel were more routine, though a number of human rights complaints were received and answered. A small number of difficult litigious matters concerning students and student organizations were handled with the assistance of outside counsel.

A number of policies, guidelines and procedures were reviewed and approved. Among these were: University Policy on Signing Authority and the University Policy on the Management of University Cash and Cash Equivalents. A number of policies relating to the terms and conditions of employment of Confidential, Professional and Managerial employees were rescinded and replaced with standard operating procedures.

The Records and Information Management Initiative proceeded to the implementation phase with three pilot projects being undertaken and a draft common records schedule for these areas being completed. Guidelines and Procedures on Access to Information and Protection of Privacy were approved by the President and training held for those who are charged with implementing the process. With the expectation of provincial legislation on freedom of information and protection of privacy, the office participated in the work of the COU Task Force on Freedom of Information and Protection of Privacy, and consulted and provided advice widely throughout the university on the implications of the *Personal Information and Protection of Electronic Documents Act* (PIPEDA).

The review of Presidential Regulations II, III, and IV did not conclude as anticipated, because of transitional issues in the office of the Vice President Students, but is scheduled for the early part of the next academic year.

PRIORITIES FOR 2005-2006

Specific objectives for 2005-2006 include the following:

- Continued support for the University's real property matters,
- Implementation of either the Guidelines and Procedures on Access to Information and Protection of Privacy or new legislation,
- Continuation of the Records and Information Management initiative,
- Support for a renewed review of Presidential Regulations II, III, and IV,
- Clarification and focused communication of the university's legal and governance structure,
- Implementation of management commitments following the audit.

University Secretariat

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

PROGRESS IN 2004-2005

Both of the University's governing bodies successfully completed a full agenda of academic and business items in 2004-2005, 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 40 per cent and this is expected to remain stable. The governing bodies maintained a regular meeting schedule. The number of formal meetings of committees and sub-committees increased slightly, reflecting the number of important issues on the agenda of Board and Senate in the year.

Figure 4: Number of Meetings Supported by the Secretariat – Academic Year 2004-2005

Senate	11
Senate Committees/Sub-Committees	185
Board of Governors	7
Board Committees	29
Other formal meetings, including forums	24
TOTAL	**239**

Staff of the University Secretary and General Counsel participated in the orientation sessions for both new faculty and new governors 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 a number of publications (the Senate Handbook, orientation materials for Senate Committees) and moved to the final stage of an initiative to compile Senate and Board policies and procedures on an expanded and redesigned governance Web site. Many Senate committees now distribute documentation primarily by electronic means, resulting in a significant reduction in routine production of hard copy documentation, and improving the speed of circulation of material.

All of the priorities set out for 2004-2005 were successfully completed during year: the implementation of changes in the size and composition of Senate (taking effect July 1, 2005); the revision to the procedures for a presidential search; the completion of the implementation of the new tenure and promotion procedures, (and the commencement of a formal review of the procedures); and the revision of the Senate Policy on Academic Honesty. Implementation of the revision to the latter policy is scheduled for the coming year.

A new University Academic Plan was created and approved. Approval in principle for the creation of a Faculty of Health was obtained and substantial support given to the Academic Policy and Planning Committee and faculty participants for the consultations to the formal approval process, scheduled for the 2005-2006 governance year.

The Office took a leading role and is serving as a pilot site for the records and information management initiative.

The Board's Academic Resources Committee again sponsored an event to recognize outstanding researchers, and the Secretariat also organized site visits to two research centres. Board nominations were assigned to a renewed sub committee and several new governors took office during the year. Both informal and formal orientation sessions were held for the new governors. It has been decided that a new standing committee will be created to oversee nominations and governance issues. The Secretariat supported the Board in a lengthy submission to a review conducted by Mr. Justice Saunders into the University's sale of land to Tribute Communities.

PRIORITIES FOR 2005-2006

Specific priorities for 2005-2006 include the following:

- Support of a presidential search,
- Ongoing review of the processes of governance with a view to creating greater clarity and accountability,
- Focusing governance initiatives, where appropriate, on the implementation of the new University Academic Plan, and
- Implementing educational initiatives for senators and senate committee members on matters under their jurisdiction, including participation in senate governance and tribunal work.

Licensing Board

Licensing income has increased year over year as follows:

2002-2003	$44,300
2003-2004	$56,850
2004-2005	$65,755

Changes were made to both systems and documents and a protocol for applying for grants from the proceeds was developed for use going forward. Proceeds were returned to the community at a greater level than previously; specifically as follows:

Capital commitment for Vanier basketball court	$50,000
Student awards	$4,000
Contribution to accessible transportation on the Keele campus	$10,000
T shirts: York Youth Connection campers	$1,000
Student conferences and other initiatives	$4,400
Promotional items	$2,275

PRIORITIES FOR 2005-2006

- Implementation of the new funding request process,
- Identification and support of promotional projects, and
- Development and mounting of Licensing Program Web site.

OMBUDSPERSON AND CENTRE FOR HUMAN RIGHTS

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

Overview

A review of the former Office of Human Rights and Equity took place in 2004 and resulted in a reorganization. In January 2005 the University appointed its first Ombudsperson who is also the Director of the newly restructured Centre for Human Rights, and the previous function of the Status of Women office was integrated into the new unit. Responsibility for employment equity was transferred to the Department of Human Resources and in this year's PBA is reported on in the chapter from the Vice-President Finance and Administration under Human Resources.

On taking up the post, the Ombudsperson conducted approximately 130 system wide in-person interviews and two focus groups with members of faculty, staff and students at all levels including student leaders, Unions, staff groups, senior administrators, Deans, Associate Deans, Masters, Department Chairs, Senators and university-based service providers such as advocacy groups and counselling services. They provided historical perspectives, assessments of the current climate and future needs of the York community along with particular needs of groups more specifically. Following these consultations, the Ombudsperson published the mandate of the new Office of the Ombudsperson and Centre for Human Rights (the Office) setting out its Terms of Reference along with guiding principles, mission and values.

The Office operates as a hybrid entity with a singular function. The mandate of the Ombudsperson is to address complaints of unfairness in a University process, application of a process or absence thereof, as outlined in its policies and procedures. The Office acts as a place of 'last resort' when the existing systems and processes have not adequately addressed the issue. The mandate for the human rights function includes all grounds of the *Ontario Human Rights Code* and the University's human rights policies. The Office is empowered to address individual complaints and conduct systemic investigations. While the Office acts as a place of 'last resort' on Ombuds issues, it may also be the 'first resort' when people do not know where to begin. Human rights complaints and issues may be raised at any juncture by individuals.

The Ombudsperson reports to the President and is accountable to the community through regular reporting to its constituents. The role of the Ombudsperson is autonomous and carries an authority that is recommendatory in nature. The Office is responsible for impartially resolving disputes while striving to see that faculty, staff and students are treated fairly and equitably. The rights and interests of all parties to a dispute are considered with the aim of achieving fair outcomes.

The Office provides unbiased, objective and confidential information, advice and referrals to the University community. It engages in early resolution of complaints, mediation of conflicts and conducts investigations as required. The public education mandate of the Office is an extremely important one. The Office conducts education and outreach to the University community as a whole and engages in the proactive advancement of human rights and fair process.

The approval of the new Office mandate was followed by a restructuring of the Office in April and the creation of five new positions which were broadly advertised to ensure that optimum skills and experience are available to fulfil the mandate effectively. Two senior positions have been created, one dedicated to complaints resolution and the other to education. Two Advisor positions were established with the dual responsibility of addressing complaints and education. An Administrative Officer position is responsible for the administration, human resources and finances of the Office. The incumbents will be in place by mid-August.

Office infrastructure is currently in development to ensure an accessible, efficient and effective operation. This includes the creation of administration procedures, financial accountability systems, application of performance management systems, a filing system and the cataloguing of a resource library. A custom-designed computerized case management system has been installed to enable the tracking of complaints, the identification

of emerging trends and the capacity to plan for relevant educational programming. Fairness Standards are being developed to guide the Office in evaluating the decisions and actions or omissions made by University officials. These standards will serve as a reference guide for reviewing complaints and will be used to govern internal procedures used by Ombuds staff. Also underway are Service Standards that will enunciate timelines and standards of conduct and service that the University community can expect from this Office.

The Office has relocated to more accessible space in the Ross Building. Materials are being translated into French and a TTY is now in operation for individuals who may be deaf or hard of hearing. Alternate formats will be applied to communications materials which are currently being designed as well as a new Web site that is under construction.

Shortly, the Office will publish its first newsletter directed to the University community that will contain a "report card" on the Office's progress, activities and outcomes for the first six months of its operation. It will also contain future objectives, plans and commitments. Regular public reporting to the community will ensue.

Statistics in Brief

COMPLAINTS

This Office is unable to provide an accurate accounting for the labour performed from July to December 2004. Without a computerized case management system in place, it has been challenging to assess with accuracy the number of complaints handled but as a conservative estimate, from January to June 2005, the following information is available.

Complaints resolved and closed:	58
Complaints out of jurisdiction:	1
Open complaints:	20
Total number of complaints:	**79**

Of the 79 complaints filed between January and June 30, 2005, 23 (29 per cent) were Ombuds issues concerning a range of policies and procedures. These included complaints about processes related to grades, transcripts, academic status and procedural issues, refund of fees, hiring procedures, housing, workplace conflict, health plan, parking and the application of non-academic policy.

Thirty eight (48 per cent) complaints were about human rights and included race, colour, place of origin, ethnic origin, sex, sexual harassment, sexual orientation and disability. These complaints came from students, faculty and staff and ranged in type from student/staff allegations of discriminatory behaviour on the part of professors/managers to faculty complaints about discriminatory treatment in hiring and the workplace.

There were 17 (22 per cent) complaints which combined human rights and ombuds issues, underscoring the frequent inter-connectedness between process and human rights. One (1 per cent) complaint was outside the Office's jurisdiction.

INFORMATION, ADVICE AND REFERRALS

The Office responded to 245 requests for information, advice and referrals. The provision of accurate information and appropriate referrals constitutes an important part of this Office's labour. Over time, the Office will develop a computerized information and referral database to assist staff in ensuring the most efficient and accurate information is provided to the York community. Advice and the provision of strategies to members of the community also form a significant portion of this Office's responsibilities. This may be done on an individual basis or with groups and/or departments experiencing conflicts or challenges.

EDUCATION AND OUTREACH

Presentations were made in a number of venues to different groups. These included the new intake of students in January; the University Administrators Forum; International Women's Day; International Elimination of Racism Day; the Student Leadership Forum; Student Client Services; the Office of the Registrar; and Positive Space outreach at Glendon. The Ombudsperson met with the following groups on one or more occasion: Senate Equity Committee, YUFA Equity Committee, the Deans, the Associate Deans, the Masters, Student Leaders, All Unions' Coalition, Chairs of the Faculty of Arts and of Science and Engineering, Residence Life Coordinators, and the Atkinson Counselling Centre.

A Human Rights training program of Security, Parking and Transportation staff has been initiated which includes workshops for all employees and specific training for managers in the exercise of their responsibilities.

In the broader context, the Ombudsperson met with community and advocacy groups who either have an interest in or involvement with York University's community initiatives. In addition, the Ombudsperson attended meetings of the Association of Canadian College and University Ombuds, the Canadian Association of Statutory Human Rights Agencies, and the Forum of Canadian Ombudsman where she conducted a workshop on interviewing and conflict resolution skills.

This initial report from the new office of the Ombudsperson presents an overview of activities. For the next edition of the PBA, the Ombudsperson will report on results and plans in the normal PBA format.

ALUMNI AND ADVANCEMENT SERVICES

Overview

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

ORGANIZATIONAL CHANGES

The recent emphasis on alumni programming at York University continued throughout 2004-2005, with the addition of a new Director, Alumni Office, along with a Manager, Alumni Affinity and Business Services and a Manager, Alumni Research and Analytics.

Progress in 2004-2005

GENERAL

In 2004-2005, the number of alumni grew to approx 183,000, far and away York University's largest constituency.

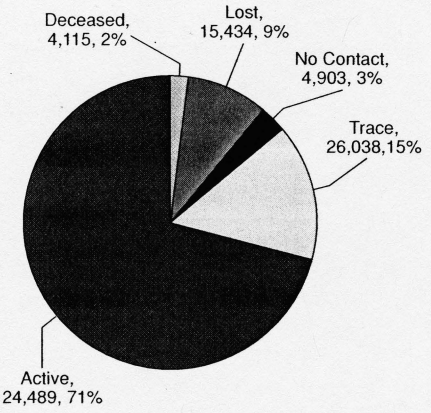
With this constituency in mind, an Alumni Strategic plan was developed and presented to all affected stakeholders within and outside the University.

INFRASTRUCTURE

One of the major infrastructure projects for AAS is the "Beyond ADS" project which will provide York with a new alumni development information system that will allow us to significantly improve the effectiveness and efficiency of our work with alumni, donors and friends of York.

Figure 2a: Number of Alumni by Status June 30, 2004

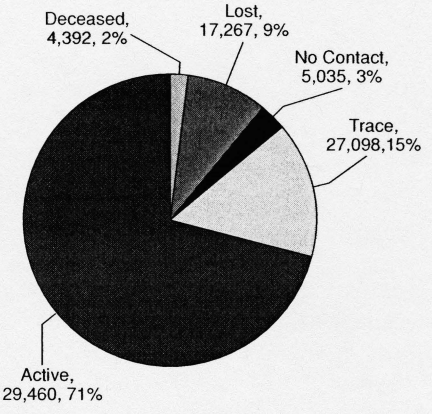
N = 174,979



Source: ADS

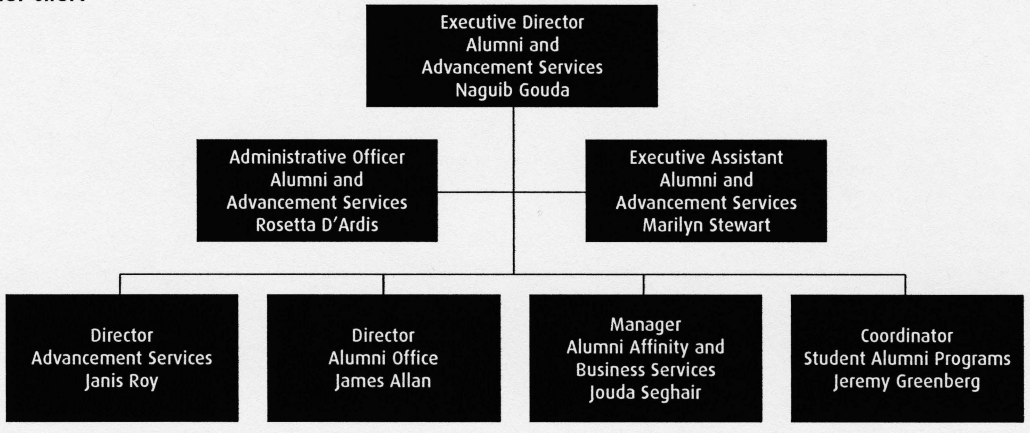
Figure 2b: Number of Alumni by Status June 30, 2005

N = 183,252



Source: ADS

Figure 1: Alumni and Advancement Services Organizational Chart



- Database:
  - Reviewed Business Processes related to the new system and determined requirements;
  - RFP competed, vendor selected and approval received to proceed with system implementation;
- The Alumni Office and Advancement Services, previously located in two separate buildings, relocated to the West Office Building, joining Communications and the YUF. This is leading to improved efficiency of communication and workflow, particularly within AAS.

ADVANCEMENT SERVICES

- Determined organizational requirements for Advancement Services to meet the needs of clients and the demands of implementing a new system (this included the creation of an Associate Director position.
- The following statistics will serve as a baseline for future years, and metrics will be built around them.

Figure 3: Advancement Services Activity Statistics

Alumni found: (alumni formerly marked as *lost* or *trace*)	8,209
Address updates:	64,726
Employment updates:	12,197
Telephone number updates:	30,396
Gift payments processed:	11,499
New pledges processed:	9,439

COMMUNICATIONS

- Creative brief process was completed, resulting in new visual identity for the Alumni Program, which was launched in various new materials – brochure, Web site, alumni cards, campus then-and-now DVD and others – in June 2005 at Spring Convocation.
- Acquisition of alumni e-mail addresses continued to be an area of focus, providing faster, more efficient communications avenues for sending targeted communications to alumni.
- Expansion of the e-newsletter *Alumni Matters* as an important communication tool for the Alumni Office and all University faculties and units:
  - Acquisition of advanced email-tracking tools to measure open-rates and story hits;
  - Open-rates for *Alumni Matters* currently averaging 39 per cent.

Figure 4: Number of Active Alumni and Number of Active Alumni w/E-mail addresses, 2004-2005

	# Alum	Active # Email	%
June 30, 2004	124,489	24,146	19.40%
June 30, 2005	129,460	30,382	23.47%
Per cent Change	3.99%	25.83%	

SUPERSTRUCTURE

AAS is currently making significant investments a number of super structural areas – alumni stewardship programs, metrics, University relations and governance.

- Evolution of the Bryden Alumni Awards has begun – two new award categories have been created, adding new focus to two new groups: recent graduates and alumni who have dedicated a significant portion of their professional lives to York University.
- New emphasis on metrics within the Alumni Office – to measure both the effectiveness of Alumni Office programming and to track year-over-year changes in the alumni population.
- Development of an AAS Privacy Working Group to make sure that information practices in Alumni & Advancement Services meet the highest standards of privacy protection and maintain the all-important stewardship of our alumni data.
- University-wide Alumni Council was formed and held its first meeting – includes representatives from all areas of the university.

  Alumni Council Mandate: "Recognizing the critical importance of alumni relations to all stakeholders within the University, the University-wide Alumni Council exists to promote a pervasive and positive culture in support of alumni relations and activities, and to share information and best practices on alumni initiatives across the entire University."
- Evolution of the York University Alumni Association (YUAA) board underway:
  - departure of Dale Lastman as the Chair; election of Guy Bury as the new Chair;
  - creation of the position of Honorary Board Member;
  - recruitment of new board members and the initial development of a new committee structure (Communications; Recruitment; Affinity Programs; Careers/Mentoring, Awards/Scholarships, etc) underway;
  - evaluation and evolution of the YUAA constitution in process.

ALUMNI CENTRICITY

- Production of/participation in alumni events that enhance alumni social connections while providing alumni with opportunity to advance the University:
  - eg: alumni/recruitment event in New York, NY in September 2004, Atlanta GA in February 2005; Ottawa in March 2005; alumni/recruitment event in Washington DC in April 2005.
- New definition of alumni v. graduate currently under discussion.
- Planning underway for increasing the Alumni Office's profile at Convocation – including an on-stage presence by YUAA board members to welcome graduates to the "alumni community".
- Continued focus on expanding the reach of the york is U student alumni program.
- Over 30 events and programs were staged by york is U throughout the year, including its signature Multicultural Week:

- The Stress Buster carnival provided free massages, carnival games and stress balls to over 1,000 York students just before exam period;
- At York's Birthday, over 5,000 York students celebrated by wearing red and enjoying fellow York student performances;
- The Terry Fox Run brought together 250+ participants and raised $14, 000 for cancer research;
- The Mug Program expanded to include nearly every major vendor on campus. The 3,000+ students who purchase the reusable non spill-able mug will help reduce cup waste and receive discounts with each use.

- 50th Anniversary:
  - "York University Remembered" Alumni Contest in progress to close June 15th, 2005;
  - Planning for 50th Anniversary alumni events and projects, in conjunction with Communications and the Office of the President, in early stages.

RESEARCH

- Review of comparator universities and best practices from other educational sectors underway.
- Multi-year research plan created and approved, including national quantitative study, student exit surveys, event surveys, and a targeted qualitative research study.

AFFINITY PROGRAMS

- Our affinity partner programs generate revenue for the Alumni Office, for student programs, and contribute to events such as the Bryden Alumni Awards, the Sport Hall of Fame Dinner, the Chair's Cup Golf Tournament, the Osgoode Hall Law School Dean's Annual Alumni Reception and Convocation.
- Affinity funds have allowed two York students to travel to Japan to participate in the World's Fair raising international awareness of a barrier-free world and promoting cross-cultural exchange.
- Two new affinity partners were added to the Alumni Office roster during 2004-2005:
  - International Club Network (golf);
  - Clearsight Wealth Management;
  - Current affinity partners are: Meloche Monnex, Manulife Insurance, MBNA Bank Canada, Tempo Framing Systems, Clearsight Wealth Management, ICN, Toronto Blue Jays;
  - Existing affinity relationships are currently under review by new Manager, Alumni Affinity & Business Services.

BUSINESS PRACTICES

- Alumni Office infrastructure under development – including updated Privacy Policies.
- Production of a Chapters & Branches report to guide new C&B development.
- Chapters & Branches handbook currently in production.
- Establishment of constitution, by-laws, policies and processes for the york is U student alumni.

Plans for 2005-2006

- Beginning of the BSR Advance database implementation, starting with the SmartCall call centre software (Fall 2005 implementation).
- Detailed urban segmentation of alumni data in Canada and the US, particularly within the GTA.
- Launch of the revamped Bryden Alumni Awards, including a revitalized Bryden Alumni Awards event.
- A concerted focus on alumni events in the GTA and on alumni stewardship.
- Implementation of new Chapters & Branches practices: formalization of currently-existing Chapters and Branches and formation of new ones where warranted.
- Continued evolution of the YUAA board, including establishment of working committees and the passing of a new YUAA Constitution.
- Completion of initial phase of the multi-year research project: including RFP and vendor selection, quantitative study and focus groups.
- Creation of a strategic plan for affinity partners and programs, outlining criteria for selection and evaluation of affinity partners and programs.
- Creation of an annual integrated marketing plan that clearly outlines the affinity projects and marketing initiatives planned throughout the year.
- A focus on partnering with the Career Center to create stronger connections between alumni and current students.
- Continued focus on business processes and office practices, with a particular emphasis on year-over-year metrics to evaluate the effectiveness of AAS.
- Advancement Services:
  - Complete staffing requirements, including filling the positions of Manager, Information Resources; Manager Gift Processing and Donor Acknowledgement and a number of more junior positions;
  - Complete analysis, revision and documentation of business processes for new system implementation;
  - Focus on data cleansing and updating of data;
  - Document gift policies and procedures on new Intranet site to replace outdated pre-York University Foundation "Gifts and Endowments Policy Manual".

OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Edward Spence, Executive Director

David Smith, Director

Overview

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

During spring of 2005 the organizational structure of the office was revised as reflected in the following organizational chart, Figure 1. The revision involved the establishment of a new institutional analysis group to complement the existing management information group and plans were laid to recruit a new senior appointment to lead the new group.

Results for 2004-2005

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

1. Further development of institution specific performance indicators including analysis of our student survey results from 2003-2004.

a) Performance indicators

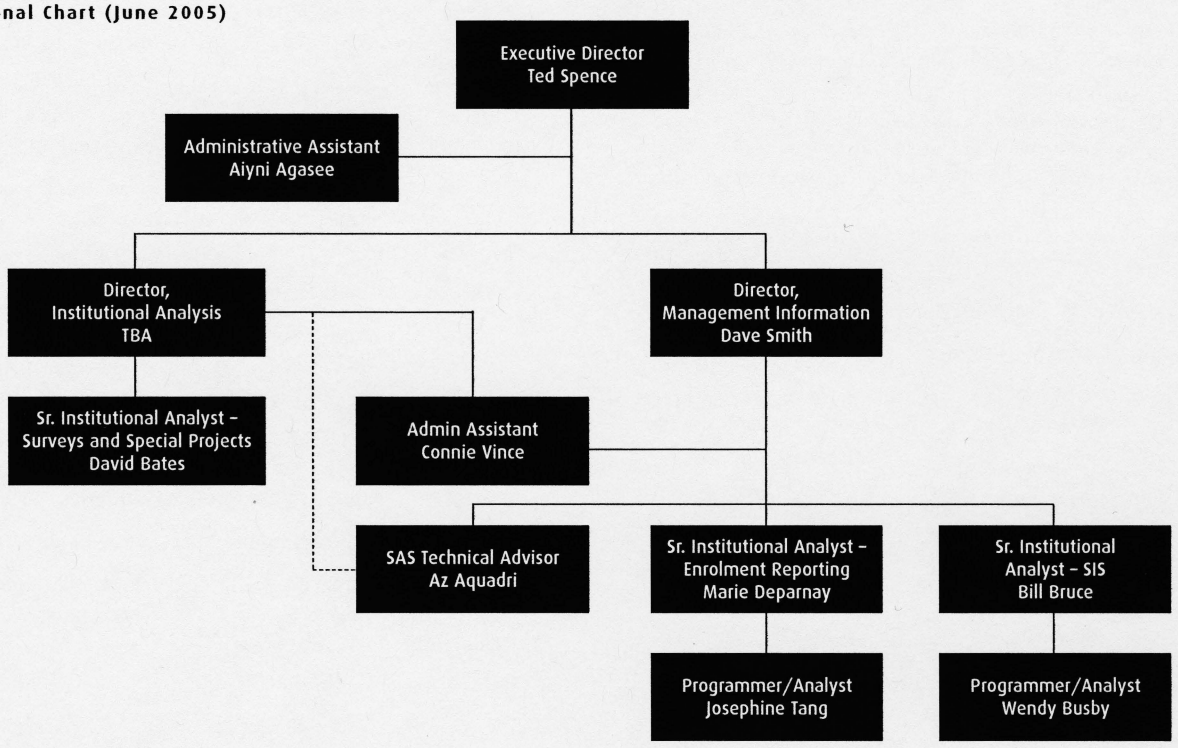
During 2004-2005 the work on performance indicators including student surveys was a major focus of OIRA activity.

In summer 2004 in the preparation of the PBA, an effort was made by all divisions to increase the level of quantitative time series reporting of performance indicators. Later in the year two members of the OIRA group undertook a training course on performance measurement and the full team focused much discussion on the development of a performance indicator report for York University. A key component in York's development of performance indicators will be based on the use of student surveys as reported on below.

By year end considerable progress was being made on performance indicators and results will appear in Fall 2005 in the Strategic Plan report to the Board and in reports to various governance committees.

At the provincial level the government has clearly outlined their intention to require performance measurement from insti-

Figure1: Office of Institutional Research and Analysis Organizational Chart (June 2005)



tutions as part of the accountability framework associated with the announced significant investment in post secondary education in the province. York representatives are now actively engaged with both the Council of Ontario Universities (COU) and with the Ministry of Training, Colleges and Universities in working groups which will advise the ministry on their performance measurement work.

b) Student Surveys

In the winter term of 2004 York participated for the first time in the **National Survey of Student Engagement (NSSE)**. The survey collects data from university students across North American to assess "...the extent to which students engage in a variety of educationally effective activities". The premise of NSSE is that there is a strong correlation between the frequency with which students engage in these activities and "quality" of their university experience. The NSSE survey was referred to in the report of the Rae Review and has been recommended by MTCU as a likely tool for performance measurement in Ontario Universities. York's participation in the 2004 survey along with six other Ontario Universities has given us an opportunity to establish an early benchmark against which to monitor change.

To assist in the analysis of the results, NSSE has identified and grouped a number of questions into five broad categories called the benchmarks of effective educational practice:

Level of academic challenge;

Active and collaborative learning;

Student-faculty interaction;

Enriching educational experiences;

Supportive campus environment.

These benchmarks measure different aspects of student engagement. Going forward they will enable York to measure its success over time in enhancing the undergraduate student experience both within different areas of the university and against identified peer universities in Ontario and elsewhere.

In 2004 the survey was administered to a sample of first year and senior year students, over the web. Almost 1,000 or 36 per cent of the approximately 2,700 surveyed students responded. Analysis of the data suggests that the responding students are representative of the population of first and senior year students at York however the relatively small sample size from the smaller Faculties has made faculty level analysis difficult. The data have been analysed at the university level and the results have been presented to academic administrators from across the institution. Responsibility for further analysis and strategy development has been handed off to the appropriate vice-presidents and the deans.

In winter 2005 York renewed its participated in the NSSE survey and participated in a new survey, the Canadian Graduate & Professional Student Survey (CGPSS), which focuses on graduate students. Data collection for both surveys occurred late in the winter term and the analysis will be undertaken in Fall 2005 and the results will be reported next year.

The 2005 implementation of NSSE included an over sampling in the smaller Faculties and it is hoped that when results become available in the Fall it will be possible to establish benchmark measures at the Faculty level. The overall sample of respondents in 2005 is more than double the response in 2004 and we look forward to the results of this second year of analysis.

The Canadian Graduate and Professional Student Survey which is a Canadianized revision of the Higher Education Data Sharing (HEDS) Consortium survey in the United States, was conducted for the first time this year by the Information Services and Technology' Web Survey Service at the Massachusetts Institute of Technology. The questionnaire, administered to all York graduate students, included questions on student activities and experiences at York. The survey was administered over the Web and of a total of 4,467 graduate students were surveyed and over 41% completed the survey. Response rates varied considerably across both degree type and Faculty, however, it is anticipated that after analysis the high response rate will allow meaningful results at the program level.

The analysis of the CGPSS data will be undertaken during the Fall of 2005 and reported out in the winter of 2006. It is anticipated that the Government of Ontario will use the CGPSS survey results beginning in 2006-2007 as one source of accountability data for Ontario graduate programs.

2. Finalizing York's ESIS reporting procedures for Statistics Canada.

During the 2004-2005 year considerable progress was made and approximately 80 per cent of the programming work necessary to support the new Statistics Canada requirements was completed. However several issues were raised with respect to privacy, and then late in the year it became clear that the expected integration of Ontario Government's enrolment reporting requirements and ESIS would be delayed. At year end the project was on hold until clearer direction is received from both levels of government.

3. The annual updating of the geographic and economic impact study and the completion of the social and community impact study.

Following a review of this project it was decided to routinely update the mapping for geographic impact annually and the detailed financial analysis of the economic impact every two years.

The geographic impact study has been updated and distribution maps are available of home addresses of York students, staff and faculty, and alumni for the 2004-2005 academic year. These maps can be made available for the GTA, for specific municipalities or for smaller areas such as electoral ridings or wards.

The economic impact study will be updated in the early Fall of 2005 based on the year-end financial records for 2004-2005.

The production of a social and community impact analysis has proven to be very difficult because of a lack of consistent and readily available data. An attempt to complete a survey at the Faculty level resulted in incomplete information.

4. **In collaboration with the Vice-President R&I, completion of the Research Projects' Tracking System for Research and Innovation.**

The research projects' tracking system has been completed and is now in use in the Office of Research Services (ORS) and is facilitating the collection of more complete and accurate records of all research grant funding. The ORS will soon hire a new contracts manager and then the OIRA staff will work with that new person to extend the tracking system to cover contracts as well as grants.

5. **In collaboration with human resources and the VPA, complete the re-write of the full time faculty file database.**

During 2004-2005 a new collaborative working group was established bringing together representatives of Human Resources, Academic Staff Relations, the Office of the Vice-President Academic and OIRA to review data issues and to develop a plan to address the problems identified.

While considerable progress was made on correcting data errors in the related files it was ultimately agreed to adopt a new strategy to address the major shortcomings of the existing data files. The group agreed that rather than rewriting the existing file it made sense for Human Resources to take ownership of the data and develop a module of the FHRS system to properly record all appropriate data on full time faculty. While this project will take longer to implement it is important because it represents a new approach which could open the door to data warehousing solutions in which the originating departments take full responsibility for providing complete and high quality data for all authorized users.

The working group will continue to provide input to the HR team in the development of the new database files and this activity has been a significant focus for the director of management information.

OTHER MAJOR OIRA REPORTS

In 2004-2005, in addition to fulfilling its responsibility for all government enrolment reporting and responding to the specific priorities identified above, the OIRA group has focused on a number of additional specific projects, as identified by the university executive. These projects have included the following:

- Report on graduate student retention, graduation rates and time to completion;
- Report on the funding support for York graduate students;
- Graduation and retention rates of undergraduate students by discipline as an input to the undergraduate program revue process;
- The development of the priority pool data base for use by the Faculty of Graduate Studies and hiring units.
- Analysis of classroom needs and classroom use.

OIRA Priorities for 2005-2006

In 2005-2006 the priority for IR&A will continue to be meeting the data requirements for government reporting, maintenance of the York fact book and specific projects initiated by the university executive. Specific OIRA priorities for the year will include the following:

1. **Building on the work completed in 2004-2005 a major focus will continue to be on performance indicators both as a means of reporting internally on progress on the strategic plan and in preparation for more extensive reporting to government.**
2. **Further development of the use of the NSSE and CGPSS surveys of student engagement and satisfaction will focus on our initial analysis of our first year results from the graduate survey as well as comparative analysis of our second year results from the NSSE undergraduate survey.**
3. **Continuation of the work of the OIRA Graduate Planning Support Group in support of planning for graduate enrolment growth.**

This work will include:

- The development of data base applications to support the hiring of teaching assistants, and the tracking of employment and priority pool status of graduate students;
- The development of an application to allow for the tracking of all financial support for graduate students;
- The reconfiguration of the graduate appointments data base into a central file format; and
- The review of graduate enrolment planning models.

4. **The annual updating of the geographic impact study and biannual updating of the economic impact study will be completed.**
5. **Building on work initiated in 2004 in collaboration with the CIO work will continue on the evaluation of data warehouse initiatives in support of wider access to high quality management information.**
6. **The recruitment of a new senior appointment to head up the new institutional analysis group is anticipated in support of the continued evolution of the OIRA function towards a greater focus on institutional research.**

An external review will be undertaken of the OIRA function and structure in the Fall of 2005 to ensure that York has in place the appropriate institutional arrangements and staffing to support York's needs for high quality management information and institutional research.

MARKETING & COMMUNICATIONS DIVISION

Richard Fisher, Chief Marketing & Communications Officer

Overview

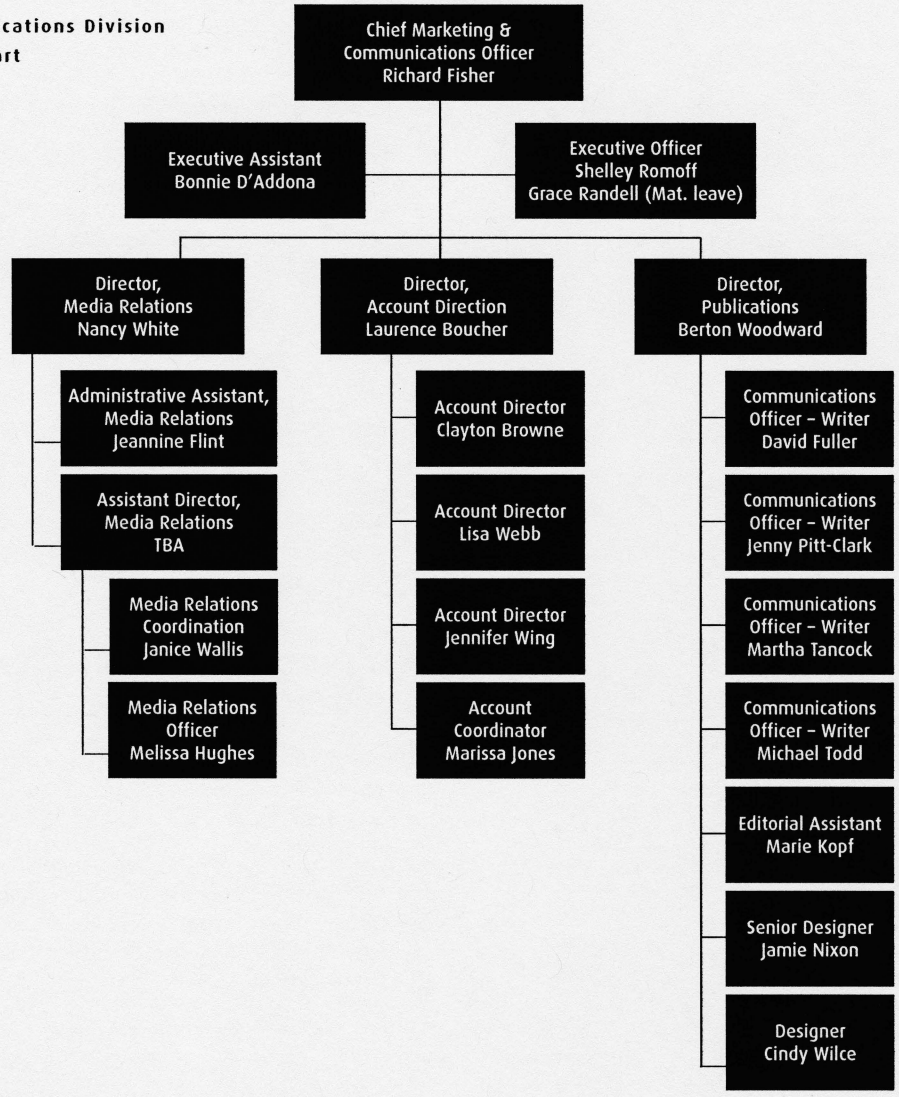
As of July 1, 2005, the Communications Division has been re-named the Marketing & Communications Division in order to better reflect the range of functions performed by the division. Consequently, the title of the Chief Communications Officer has been changed to Chief Marketing & Communications Officer (CMCO). The aim of the division remains the same, which is 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. This work becomes increasingly important leading up to the crucial milestone of York's 50th anniversary in 2009.

Established in January 2003 to meet the University's communications needs in today's highly competitive education marketplace, the division brings clarity to York's positioning among its many target audiences, enhancing York's reputation by communicating in a strategic and consistent way. Much has been achieved in a short time, raising the overall quality and professionalism of the University's communications output.

This fledgling Division saw remarkable success in 2004 and this continued in 2005, with York winning gold awards in the highly competitive national CASE Circle of Excellence in US including the best advertising and PR campaigns in North America and seven national awards from CCAE in Canada. 2004-2005 saw a greater emphasis on high-profile issues management within the division, particularly in the area of media relations.

The CMCO plays a key role in representing York's voice to the wider university community as chair of the COU's communications committee in 2005-2006, and as a resource member of the COU's government relations group (GCRC). The CMCO also sits on the Communications & Marketing Committee of the Coalition of Urban & Metropolitan Universities, a North America-wide body focused on urban, typically commuter, universities.

Figure 1: Communications Division Organizational Chart



ORGANIZATION

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

The Marketing & Communications Division comprises three units, each headed by a specialist director, with about 20 staff in total:

Account Direction – branded marketing materials for York, its Faculties and units.

Publications – YorkU magazine and *YFile* and *YLife*, York's new weekly electronic newsletter to students.

Media Relations – strategic communications externally and internally.

DIVISIONAL BUDGET

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

Communications Division

(Dollars)	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	115,354	116,769
Internal cost recoveries	1,500	33,537
Other revenues	–	–
Central allocations	3,806,618	3,496,013
Total Revenue	**3,923,472**	**3,646,319**
Expenses:		
Faculty – Administration	–	–
Faculty – Full-time	–	–
Faculty – Contract	–	–
Teaching assistants	2,616	4,080
Research	4,022	4,200
Support/Administration	1,944,718	1,930,373
Other	200,341	288,788
Total Salaries and Benefits	**2,151,697**	**2,227,441**
Operating costs	1,682,674	1,396,105
Amortization of capital assets	–	–
Cost of goods sold	–	–
Taxes and utilities	24,684	22,773
Scholarships & bursaires	–	–
Interest on long-term debt	–	–
Total Expenses	**3,859,055**	**3,646,319**
Total Revenue less Expenses	**64,417**	**–**
Previous Year's Carryforward	**128,680**	**193,097**
Carryforward to Next Year	**193,097**	**193,097**

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

- To bring clarity to York's mission through clear and consistent communications.
- To focus on York's strategic priorities, particularly in the areas of graduate studies, research and health.
- To raise awareness for the Accolade Project as a flagship York asset.
- To prepare and begin roll-out of York's plans for 50th anniversary in 2009.
- To build York's reputation through North America-wide leadership in the marketing & communications area.

Account Direction

Laurence Boucher, Director, joined in August 2004.

PROGRESS IN 2004-2005

- Unit's purpose is to drive the strategy and develop and execute marketing and publicity initiatives for the university as a whole and for both academic and non-academic units.
- Developed and implemented York brand advertising campaign, focusing on York as the interdisciplinary university. This multimedia campaign targeted national and local press, prospective students, parents and influencers in the GTA with advertising and events at Cineplex-Paramount and Famous Player theaters and advertising on TTC buses, streetcars and subway cars. Total audience reach for 18-24 year-old adults in the GTA was in excess of 95 per cent with an average frequency of 82 times over a concentrated four-month period.
- Received gold award from CCAE for Best Student Recruitment Program for work produced for Admissions two years in a row; also won CASE national golds for Best Advertising and Best PR campaigns in North America.
- The Account Direction unit now produces the vast majority of the marketing output of the University.

GOALS FOR ACCOUNT DIRECTION FOR 2005-2006

- Further build on York's interdisciplinary positioning by continuing to implement the brand campaign in innovative media vehicles designed to reach our target markets efficiently.
- Continue to increase collaboration throughout York to provide consistent and professional communications for all and fully leverage the brand impact through a consolidated marketing approach. This includes integrated communications solutions for faculties and units.

- Provide strategic support for key initiatives that contribute to an enhanced reputation, such as increasing awareness of Graduate Studies and York's research initiatives.
- Enhance York's internal website focusing on newcomers (e.g. new staff, faculty, students).

Publications

Berton Woodward, Director

PROGRESS IN 2004-2005

- The Publications unit produces the daily York electronic newsletter *YFile*, which is e-mailed to 4,200 faculty and staff each working day. Content includes news and features about York. *YFile* is the University's journal of record.
  - *YFile* received a bronze Accolade award in 2005 from CASE District II
- Since September 2003, the unit has published five issues of *YorkU* per academic year. *YorkU* is a high-quality magazine for the wider York community issued bi-monthly during the academic year. All issues circulate on campus, with three issues distributed to alumni, spaced throughout the year and culminating in a pre-convocation summer edition in May/June. Circulation in individual 'alumni' issues reached 190,000 for the summer 2005 issue; this equates to a readership total of around 300,000. Over the past academic year about 580,000 copies of *YorkU* were distributed to our various audiences.
  - The magazine continues to be highly popular on campus: each issue was completely depleted on campus racks, which were supplied with up to 13,000 copies per edition. Additional thousands were distributed at the Ontario Universities Fair to prospective students and to new alumni and their families at convocation.
  - *YorkU* received three awards from the CCAE in 2005, including silver in the Best Magazine category. The CCAE silver was recognition of consistency, as the magazine also received silver the year before. The other two awards were silver in the Best Photograph category and a bronze in the Best Article category.
  - *YorkU* also received a bronze Accolade award from CASE District II in 2005 in the Magazines category, and an honourable mention for Colour Photography.

GOALS FOR PUBLICATIONS 2005-2006

- Publication of a new weekly newsletter for students – *YLife* – beginning summer 2005, which will circulate relevant *YFile* information for distribution to students via the Web, Notebox and a listserve.
- Publication of a special research issue of *YorkU*, reprinting major research stories carried in *YorkU* over the past two years. The issue will be distributed to key research targets by VPRI.
- 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 one million impacts in the 2005-2006 fiscal year.
- Continued improvement of *YorkU* magazine, maintaining its high production standards and readable style.

Media Relations

Nancy White, Director

PROGRESS IN 2004-2005

- The unit is now a recognized leader in the university sector, having won the 2004 CASE gold award for best public/media relations program in North America. Media Relations was also awarded bronze by CCAE for best media relations program for the Las Nubes/Timothy's marketing launch.
- The media relations unit built on momentum established over the previous year to further upgrade the strategic communications and media relations functions of the university. These activities involved developing a range of communications tools to ensure consistent, strategic messaging aimed at a variety of audiences, including the media.
- The unit identified and pitched York stories and faculty research achievements to media. Professional media measurement data is available through interim and annual media reports and demonstrates an increase of up to 25 per cent over the previous year, with nearly 450 positive news stories generated in print and broadcast media.
- Staff continues to respond to daily requests by journalists and offer direct, one-on-one support and training courses to York faculty and staff who encounter the media.
- Media Relations organized a number of high profile news conferences, often acting as a resource or working in partnership with faculties and senior administrators to ensure maximum impact (see measurement list below).

MEDIA MEASUREMENT AND TRACKING:

Some of the leading York-related stories that were promoted by the unit in 2004-2005 are listed below. In total, they represent over $1 million in paid advertising and over $4 million in public relations value. "PR value" represents an industry-standard measurement of coverage achieved in dollar terms. It typically represents around 3.5 times the value of buying the coverage as if it were advertising. "Media impressions" is a measure of total audience reach.

Health

- Milton & Ethel Harris Research Initiative to promote healthy development of children: Prof. Stuart Shanker
  Media Impressions: 0.8million, PR value: $134,000.
- York prof's 'red flag' system to stop abuse, murder of women and children, (DOVE: Domestic Violence Evaluation system), Prof. Desmond Ellis
  Media Impressions: 3.1 million, PR value: $88,500.

- Bullying/healthy relationships involving young girls (vs violence) Prof. Debra Pepler
  Media Impressions: 4.1million, PR value: $139,500.
- Playground injuries on rise, Prof. Allison Macpherson
  Media Impressions: 2.7 million, PR value: $94,000.

Social Sciences/Culture

- National Conference on Homelessness, Prof. Steven Gaetz
  Media Impressions: 1.7 million, PR value: $31,000.
- Exploring the cocktail's influence on culture, York researcher and Humanities lecturer Christine Sismondo
  Media Impressions: 2.2 million, PR value: $54,000.
- Music downloading trends, Prof. Markus Giesler (Schulich School of Business)
  Media Impressions: 4.1 million, PR value: $480,000.

Science & Engineering/Technology

- Songbirds cheat on their mates: Prof. Bridget Stutchbury
  Media Impressions: 11 Million, PR value; $232,000.
- Aerial Surveillance Satellite Mapping Technology, Prof. Vincent Tao
  Media Impressions: 62.7 million, PR value: $386,000.
- Research to help lessen negative effects of time change, Prof. Pat Lakin-Thomas
  Media Impressions: 7.7 million, PR value: $173,000.
- Discrimination and Women in IT careers, Krista Scott-Dixon, York researchers
  Media Impressions: 2.1 million, PR value: $66,000.

Education/Human Interest

- Awarding of Kim Phuc, "the girl in the picture", Honorary Doctorate, Convocation 2004
  Media Impressions: 7.6 million, PR value: $175,000.
- Video game teaches children about health, Prof. Jennifer Jenson
  Media Impressions: 4.6 million, PR value: $315,000.
- Convocation, Spring 2005 (Honorary Doctorates)
  Media Impressions: 11.5 million, PR value: $176,000.
- York U job search services and etiquette courses (York U Employment Centre)
  Media Impressions: 6.8 million, PR value: $131,500.

Sports/Recreation

- The Argos Stadium Announcement at York and news conference (only)
  Media Impressions: 115 million, PR value: over $1 million.
- NHL Hockey Strike/League Research, Julian Ammirante
  Media Impressions: 4 million, PR value: $77,000.
- York student Karen Cockburn Olympic win and demonstration at Yorkfest
  Media Impressions: 20.4 million, PR value: $461,000.

New Initiatives

- The unit produced York's first video news release (VNR), which consisted of a four-minute, broadcast quality video, profiling the groundbreaking research of MEHRI, and distributed to 20 newsrooms in Canada and the U.S.
- The new dedicated media relations webpage has been updated to provide an improved resource for journalists and internal and external audiences.

GOALS FOR MEDIA RELATIONS IN 2005-2006

- Complete faculty entries for York's on-line media directory of experts, known as the "Red Book". Osgoode Hall Law School's databank of faculty expertise has already been completed and is currently available; however the need to complete this modern media database to ensure maximum exposure and coverage for faculties and academics is a top priority.
- Raise profile of the Accolade Project and accompanying campaign in 2005-2006.
- Identify and promote high-profile 'signature' stories for York in academic and research endeavour.

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.

The organizational chart for CNS is presented in Figure 1 below.

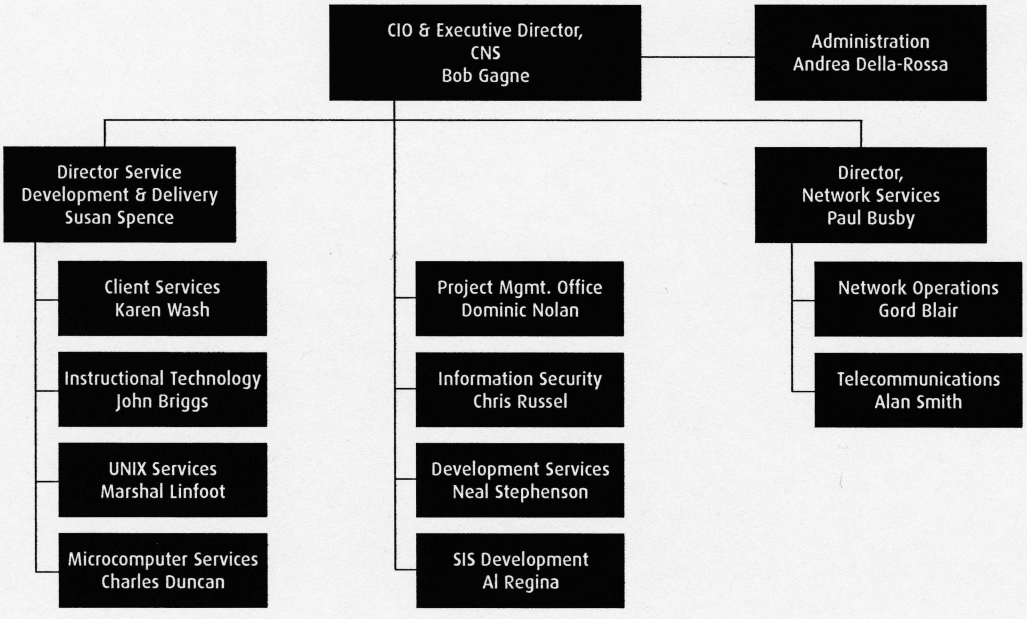
York University Strategy for Information Technology

In September 2001 the University completed a process that set out a strategy for the use of information technology at York. This I.T. Strategy has been fundamental in guiding the CNS initiatives over the past years. In the summer of 2004 the University engaged in an audit of the implementation of the I.T. strategy. The audit report recognized the significant progress that has been made in implementing the I.T. Strategic Plan and made a number of recommendations aimed at further strengthening the strategic direction of I.T. at York.

Among the recommendations was the need to engage in a process to "revitalize" the strategy, accounting for changes at York, the environment and accomplishments to date. This I.T. Strategy update process was completed in the spring of 2005. The resulting plan sets out a series of objectives over a two year horizon that have as primary themes the completion of the original infrastructure initiatives accounting for sustainability, and the need to begin to leverage that infrastructure through applications, particularly ones that address "enterprise-wide" issues and process improvement.

The 2005-2006 CNS plan begins to reflect these priorities – moving forward to completion of infrastructure projects and building the groundwork for new uses and applications of the technology.

Figure 1: Computing and Network Services Organizational Chart



Planning and Implementation 2004-2005

SUPPORT FOR TEACHING, LEARNING AND RESEARCH

Classroom Technology

This year was the third of the ITC three-year plan for the upgrade of classroom technology. In 2004-2005 60 additional seminar and classrooms were moved to level 3 with the installation of TVs and a VHS/DVD "combo". Also, lecture halls in Chemistry, Curtis, Vari, Osgoode and Ross received a complete technical upgrade or the installation of a LCD projector.

Figure 2: Technology in York "RAC" Classrooms (data as of the April of each year)

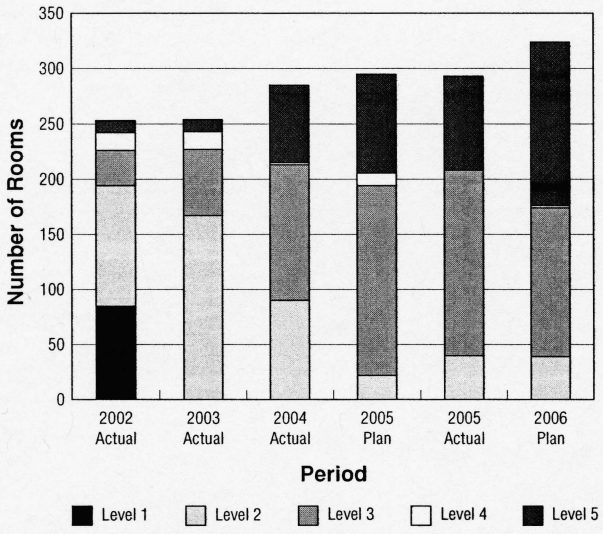


Figure 2 charts the growth in number of York RAC classrooms as well as planned and actual changes in classroom technology. As of the end of 2004-2005 we were slightly behind in moving classrooms to Level 4. These planned changes will be executed in 2005-2006 accelerating move to Level 5.

(About the classroom technology levels: *Level 1* – no equipment; *Level 2* – Overhead projector; *Level 3* – addition of a VHS/DVD and television; *Level 4* – addition of a data projector with input interface for a computer; *Level 5* – addition of a built-in computer, touch screen room controls; and usually a document camera.)

TEL Tool Set

The TEL Coordinating Committee (TELCC) led by the Centre for the Support of Teaching (CST) has been working to identify low threshold applications that could be of broad benefit to faculty using technology in their teaching. Tools/applications available via this initiative include: course website templates, a standard gradebook, an asynchronous discussion application and an interactive "quiz" tool.

"Virtual" Drop-in Lab

One of the actions in the I.T. Strategy urged taking measures to improve the access to technology for off-campus users. This project saw the implementation of a 30-seat "virtual lab" facility that allows students off-campus to gain access to the application environment that is currently available on the central "Acadlabs" server.

SERVICES FOR STUDENTS AND STUDENT INFORMATION SYSTEMS

Online Service for Students

A key thrust of the I.T. Strategy was the introduction of web-based services for students. In the ongoing work led by the Vice-President Students and supported by CNS, additional and enhanced services were implemented in 2004-2005 including:

- Course search integrated with SIS;
- Online transcript ordering;
- Online access to bursary eligibility for prospective students.

Student "Notebox" Application

In Fall 2004, as an alternative to email distribution of messages to students, "notebox" was introduced. The goal of this new service is to communicate important information that is pertinent to individual students.

New "External" York Web Site

CNS, working with Communications, the Vice-President Students Division, others within the University and assisted by IBM developed a new yorku.ca web site. The new site, launched in September 2004 was developed to focus on the university's "external" constituents, particularly prospective students.

Survey on I.T. for Students

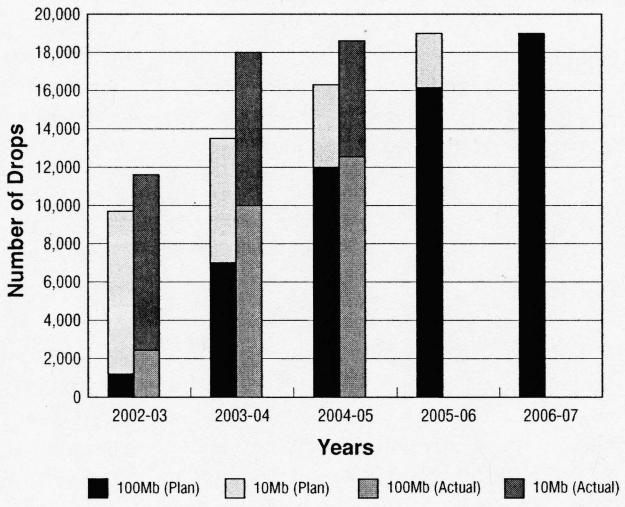
In the spring of 2005, CNS administered an online survey for students in order to gauge their use of and desire for information technology related services. The survey received over 10,000 responses and indicated a significant degree of satisfaction with services and facilities while pointing to some potential service improvements and changes for 2005-2006.

INFRASTRUCTURE SERVICES AND OPERATIONAL SUPPORT

Network Renewal and Expansion

In 2004-2005 the network infrastructure was upgraded in the following areas/buildings, many of which were driven by renovation/ripple projects: West Office Building, Atkinson, HNES, Vanier, Kinsmen, Tait-McKenzie, Burton and Curtis Lecture Halls. The chart in Figure 3 outlines progress in the renewal project, which remains on plan for completion in 2005-2006.

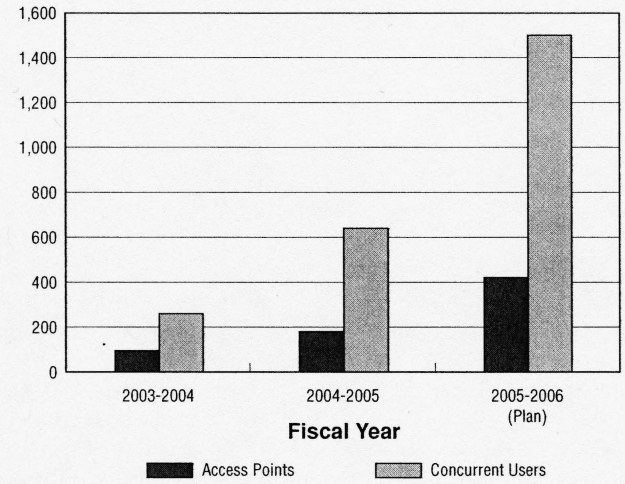
Figure 3: Data Network Connectivity



Wireless Network (AirYork)

In 2004-2005 CNS introduced wireless services into seven additional buildings and expanded in TEL, Osgoode, York Lanes, the Student Centre and the Steacie Library. Use of the wireless network, shown with the growth in access points in Figure 4, has continued to grow dramatically with over 500 simultaneous users being commonplace during the academic term.

Figure 4: Wireless Data Network Growth



Implementation of Lotus Notes

In 2004-2005 CNS implemented central support for Lotus Notes as the standard collaboration (email, shared calendaring, task tracking, instant messaging, PDA/Blackberry integration) suite for the University. At the end of 2004-2005 initial production "roll out" had begun with 88 users migrated. The implementation plan calls for deployment of the application to approximately 1,600 University staff by 2005-2006.

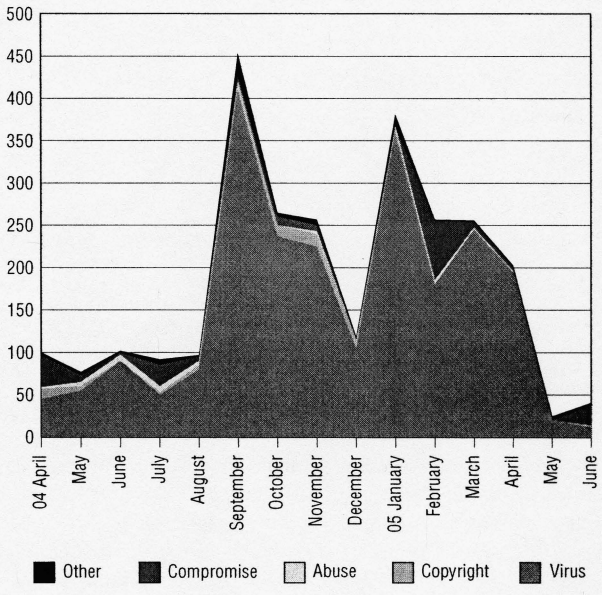
Telecommunications Improvements

Telecommunications implemented a new E911 system for students living in residence. The implementation for faculty and staff will be completed in 2005-2006. The new system gives external emergency service agencies, Toronto Fire Service, Emergency Medical Services and Toronto Police Services improved access and location information.

Information Security

In continuing efforts to enhance the security of the University's computing environment several key new features/services were introduced in 2004-2005: "spam" filtering for all @yorku.ca email addresses has removed all spam email from email inboxes; an intrusion prevention system (IPS) from Tipping Point was implemented in January to provide greater ability to detect and block malicious network activity and attacks from the Internet; upgrades to the Intrusion Detection system (IDS) included substantially improved alerting capabilities, automated responses, and ability to handle the increased bandwidth of York's Internet connection. The aggregate of these and other measures have led to a decline in security incidents, charted in Figure 4. This decline also takes place in a period of increasing complexity and volume of security threats.

Figure 5: Information Security Incidents 2004-2005



Budget

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

Computing and Network Services

(Dollars)	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	867,055	782,812
Internal cost recoveries	2,560,698	964,800
Other revenues	2,559	-
Central allocations	15,475,041	16,418,548
Total Revenue	**18,905,353**	**18,166,160**
Expenses:		
Faculty - Administration	-	-
Faculty - Full-time	-	-
Faculty - Contract	-	-
Teaching assistants	-	-
Research	-	-
Support/Administration	9,084,620	9,357,496
Other	308,391	210,000
Total Salaries and Benefits	**9,393,011**	**9,567,496**
Operating costs	7,837,992	8,961,354
Amortization of capital assets	-	-
Cost of goods sold	3,626	2,500
Taxes and utilities	438,275	363,109
Scholarships & bursaires	-	-
Interest on long-term debt	-	-
Total Expenses	**17,672,904**	**18,894,459**
Total Revenue less Expenses	**1,232,449**	**(728,299)**
Previous Year's Carryforward	**965,531**	**2,197,980**
Carryforward to Next Year	**2,197,980**	**1,469,681**

The CNS budget for 2005-2006 does not increase significantly over the previous year. An apparent increase in central allocation reflects a change in treatment of some expenses from reduction in revenue (in 2004-2005) to charges to expense for 2005-2006. CNS also maintains a significant carry forward primarily due to timing of expenses and the need to accrue funds to support several upcoming projects that will require significant capital investment. Several of these are detailed below as priorities for 2005-2006 including: renewal of student computing labs through 2005-2007; renewal of data storage and backup systems in 2005-2006 and 2006-2007 and; creation of a second data centre to support disaster recovery planning objectives.

Planning Priorities for 2005-2006

CNS priorities for 2005-2006 continue the infrastructure initiatives that have been ongoing for several years and are reaching their conclusion this year or next. The objectives also reflect priorities that are set out in the I.T. Strategy update - centering on a growing focus on application solutions and related infrastructure.

SUPPORT FOR TEACHING, LEARNING AND RESEARCH

Technology Enhanced Learning Support

A key challenge for the University is to ensure that growth in TEL is "managed". Presently there is no overall view into the University's progress in the use of technology in teaching, something that is critical to begin to rationally plan and manage our progress. CNS will work in concert with other units to establish appropriate measures and benchmark data.

Through the CNS faculty support centre (FSC), media and TEL support services will be enhanced:

- Build on the experience with Macromedia Breeze through the ABEL project, and provide support for "Flash" as a complementary component of our streaming media delivery strategy;
- Add new elements to the "TEL toolset" - blogging, course calendar, and polling;
- Upgrade facilities to support high definition video production;
- Beginning with WebCT training, increase amount of FSC training material available online.

Classroom Technology

40 additional rooms will be moved to level 3 and 20 to level 4 (including upgrades at both Keele and Glendon campus). This year we will also begin renewal of equipment installed in the first year of this initiative.

Research Computing Support

(Carried forward from 2004-2005) CNS will establish a Research Computing liaison role to work with the office of the Vice President Research and Innovation in order to develop a strategic plan for research computing support. This initiative will include the development of requirements for supporting high-performance computing at York - including the use of Sharcnet and York independent clusters.

Online course evaluations

CNS, with other IT support units will be supporting investigations into the feasibility of the broad administration of course evaluations via the web. This move could dramatically improve the turnaround time on feedback to faculty and reduce significant administrative costs.

Student Computing Labs

The opening of the Accolade buildings will provide the opportunity to expand the University's computer lab capacity. It is expected that two or three spaces will be available for computing labs within Accolade. Final use of these spaces is still to be determined (i.e. drop-in or scheduled).

SERVICES FOR STUDENTS AND STUDENT INFORMATION SYSTEMS

Online Services for Students

The division of the Vice-President Students sets key directions and priorities for the enhancement of student services using I.T. and the ongoing development of the Student Information System (SIS) through their computing plan process. Among the priorities for 2005-2006:

- Introduction of an online service for students that integrates University charges;
- Pilot of a web-based "portal" to further the integration of service and information delivery for students.

YU Card implementation

In 2005-2006 the University selected Blackboard as the vendor for a new "one card" system. The goal is to implement this solution through the 2005-2006 academic year with the card serving the key functions of student photo-id, library card and meal plan card. This project is being led by Information Technology Services within Finance and Administration. CNS will provide implementation support in the areas of network integration and data exchange.

INFRASTRUCTURE SERVICES AND OPERATIONAL SUPPORT

Expansion and Improvements to AirYork Wireless Service

CNS will continue to increase the coverage of the wireless network focusing on student spaces and select meeting areas: increasing concentration of coverage in high use areas (libraries, Osgoode); expanding in new areas (e.g. Fine Arts, Ross, Complex 1 and 2). The total number of access points will more than double from approximately 150 to over 400. The number of peak simultaneous users is expected to grow to over 1500.

Network Infrastructure Upgrades Year Four

This priority initiative to renew the York network and bring all cabling to the category 6 standard continues into the fourth year of a five-year plan. As highlighted in Figure 2 the proposed plan for 2005-2006 will bring 85 per cent of the campus network to standard.

Central Back-up Service Implementation

In 2004 CNS engaged in a RFP process to select new technology to support the central backup services. The first phase of the solution, the replacement of the central tape library and an upgrade of the Veritas software, will be implemented in 2005, improving reliability and performance of the central back-up service.

Disaster Recovery Planning – Phase Two Implementation

This phase of disaster recovery planning will define the measures that have to be taken to meet agreed upon recovery goals. Implementation of the recommendations arising from the plan will begin in the second half of 2005 and carry on into 2006. Actions that will be taken are expected to include: improved redundancy for the network core and elements of the network backbone; and creation of a second data centre in addition to the existing Steacie facility.

Unified Messaging

As a complement to the University's adoption of Lotus Notes, York Telecom will introduce a "unified" messaging service (allows voicemail to be accessed and managed via notes and email to be managed via the telephone). This solution would, on an optional basis, replace or augment existing voicemail.

Reporting on Initiatives and Services

The 2004 audit of the I.T. Strategy noted that more needed to be done to improve the communications and visibility of information technology initiatives. To work towards this goal CNS will develop of an "annual report" on I.T. initiatives and service delivery for 2005-2006.

Application Review

(Carried forward from 2004-2005) The I.T. Strategy update reiterates the importance of ensuring that work continues towards improving University processes with the aid of technology. 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 review will analyze the current state of key applications at the University to identify any key functional gaps and document the relationships that exist between key applications used. 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.

Review of I.T. Governance

A key recommendation of the I.T. Strategy update was to review structures and process that comprise the governance of information technology at York – how priorities get set and who makes decisions. Renewed governance is needed in order to provide a supportive context for migration of I.T. priorities more towards enterprise applications and solutions.

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, the University Strategic Plan, 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 (in collaboration with the Vice-President Research & Innovation);
- 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 (with the VP R&I);
- coordination of university academic relationships with provincial and national bodies, including currently serving as Chair of OCAV (Ontario Council of Academic Vice-Presidents).

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 2004-2005 Organizational Chart

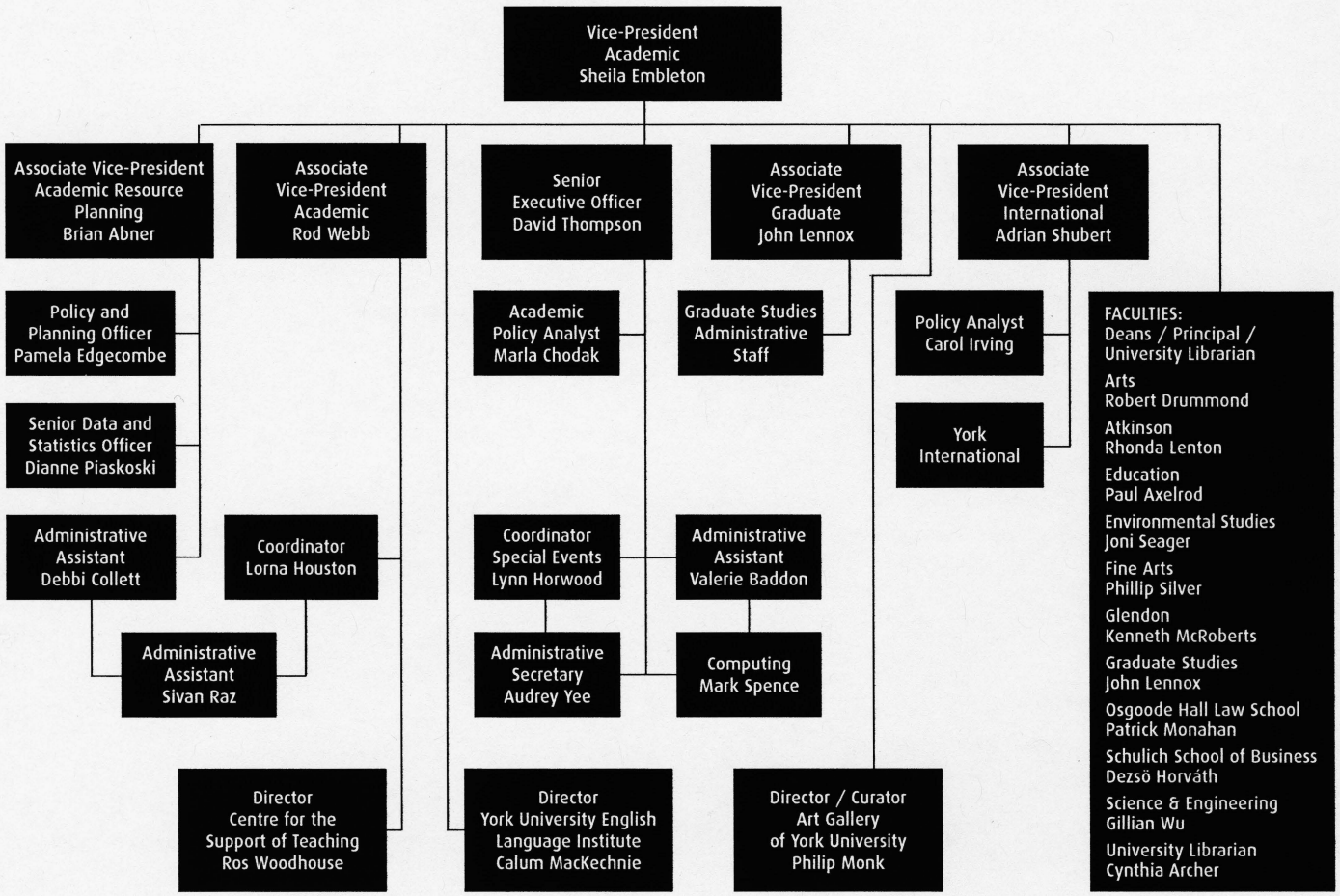


Figure 2: Statistical Overview 2000-2001 to 2004-2005

	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
	Heads	FTEs	Heads	FTEs	Heads	FTEs	Heads	FTEs	Heads	FTEs
Undergraduate students	34,248	29,252.07	35,181	30,385.77	38,881	33,437.56	42,021	37,363.32	44,674	39,553.59
Graduate students	4,279	n/a	4,397	n/a	4,754	n/a	4,773	n/a	4,822	n/a
Full-time faculty (tenure stream and contractually limited)	1,207	1,128.92	1,220	1,149.72	1,242	1,173.63	1,264	1,211.05	1,368	1,282.74
Contract faculty	n/a	688.54	1,449	744.73	1,453	780.55	1,584	917.04	1,598	946.55
Teaching assistants	1,092	307.81	1,377	264.50	1,354	280.98	1,470	323.12	1,609	338.86
Staff (including operating and ancillary funded staff in the division)	674	n/a	810	n/a	853	n/a	869	n/a	889	n/a

Source: Office of Institutional Research and Analysis

In 2004-2005, there was little turn-over at the senior administrative levels of the Division. One new Dean was appointed: Professor Joni Seager in the Faculty of Environmental Studies. In addition, two academic support units within the Division welcomed new directors: Calum MacKechnie in the York University English Language Institute and Rosamund Woodhouse in the Centre for the Support of Teaching. From 2005 to 2007, Professor Ron Pearlman will serve as Interim Dean of the Faculty of Graduate Studies, replacing Professor John Lennox.

Taken together, in 2004-2005 the Division comprised the above (Figure 2) community of faculty, students, and staff in 10 Faculties and the Libraries.

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 development, articulation and implementation of strategic academic priorities, whose underlying assumptions reflect continuing commitments to excellence in teaching and research, to the University's traditional strengths (e.g., the liberal arts, the sciences, fine arts, and the professions), and to innovation, together with objectives relating to a re-balancing and diversification of enrolments and programming towards areas of increasing student interest and growth potential. A long-range planning document, *2020 Vision: The Future of York University*, endorsed by Senate and the Board of Governors in 1992, provides a framework for York's development 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. The University Academic Plan has, since 2000, identified the following academic priorities for a five-year planning horizon and beyond, and these priorities have shaped the planning for all aspects of academic activities in relation to complement, enrolments, and program development, as well as space planning. It is against these directions and priorities that progress is measured in the relevant sections of this report:

- 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.

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 planning and progress towards these plans.

During 2004-2005, in accordance with the stipulations of the 2000 UAP, APPC undertook a review of, and wide consultation about, academic priorities; the resulting new 2005 UAP incorporates a clearer and more sharply focused set of objectives and action plans, rooted in the institution's traditions and strengths, including the commitment to quality, innovation, and disciplinary and interdisciplinary study. Principles and objectives for the coming planning horizon include:

- development of a more research intensive university;
- enrolment planning with a focus on substantial growth at the graduate level, particularly in doctoral programs;
- distinctiveness based on innovation;
- distinctiveness based on interdisciplinarity;
- enhancement of the student experience;
- enhanced understanding and presentation of York's identity and reputation;
- areas for further strategic development:
  - health (including development of a health-related Faculty, and future exploration of a medical school),
  - international,
  - community education initiatives,
- review of structures and planning processes.

Several of these commitments and planning priorities (e.g., interdisciplinarity, health, and international) reflect the continuing

importance of advancing objectives embedded in earlier planning documents, while others reflect the significance attached to new objectives and initiatives such as growth and development in the graduate area.

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

- government policy initiatives, including recommendations arising from the review of post-secondary education conducted by Bob Rae and his colleagues, and the 2004 and 2005 Ontario provincial budgets, which froze tuition fee increases for two years but provided some enhanced funding to post-secondary institutions;
- demographic factors, including growth in the university-aged population, changes in participation rates, and York's location in the Greater Toronto Area; and
- changes in the post-secondary system, including the opening up of opportunities for other post-secondary institutions to enter the degree-granting market, as well as interest in enhanced mobility among institutions.

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 2004-2005 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 Preet Aulakh, Schulich, received an American Marketing Association Marketing Award.
- Professor Ellen Bialystok, Psychology, Arts, was the recipient of the first annual Donald T. Stuss Award for Research Excellence.
- Professor Colin Coates, Interdisciplinary Studies, Glendon, received the Jules and Gabrielle Léger Fellowship.
- Professor Lorraine Code, Philosophy, Arts, was selected for induction as a Fellow of the Royal Society of Canada. She also received an Honorary Doctorate from the University of Guelph.
- Professor Emeritus Ramsay Cook, History, Arts, was the recipient of the 2005 Canada Council Molson Prize in the Social Sciences and Humanities.
- Professor Doug Crawford, Psychology, Arts, received the Steacie Prize in the Natural Sciences.
- Professor Emeritus Ken Davey, Biology, Science and Engineering, received the 2004 Wigglesworth Award for Outstanding Services to the Science of Entomology from the Royal Entomological Society.
- Professor Rishma Dunlop was appointed a Juror for the Governor General's Award for Poetry.
- Professor Paul Grayson, Social Sciences, Atkinson, was the recipient of the Sheffield Award from the Canadian Society for the Study of Higher Education.
- Professor Eric Hessels, Physics and Astronomy, Science and Engineering, was selected for induction as a Fellow of the Royal Society of Canada.
- Ms. Mary Kandiuk, York Libraries, received the Academic Librarians' Distinguished Service Award from the Canadian Association of University Teachers.
- Professor Thomas Keil, Schulich, received the Stevens Institute of Technology's Wesley J. Howe Award.
- Professor Richard Leblanc, Administrative Studies, Atkinson, was named one of "Canada's Top 40 Under 40" by the Caldwell Partners.
- Professors Martin Lockshin, Humanities, Arts, and James Laxer, Social Sciences, Atkinson, received Helen and Stan Vine Canadian Jewish Book Awards.
- Professor Meg Luxton, Social Sciences, Atkinson, received CAUT's Sarah Shorten Award.
- Ms. Ilo-Katryn Maimets, York Libraries, received the Ontario Confederation of University Faculty Associations Academic Librarianship Award for 2004.
- Ms. Norda Majekodunmi, York Libraries, was the first recipient of the OCULA Award for Graduating Students/New Professionals.
- The late Professor Dianne Martin, Osgoode, was honoured posthumously with the YWCA Woman of Distinction 2005 special award.
- Professor John Mayberry, Theatre, Fine Arts, was presented with an Educational Achievement Award by the Canadian Institute for Theatre Technology.
- Professor David Mendelsohn, Languages, Literatures and Linguistics, Arts, was given an Honorary Life Member Award by TESL Canada.
- Mr. Philip Monk, Director and Curator, AGYU, received an award for art writing at Toronto's Untitled Art Awards.
- Professor Merv Mosher, Kinesiology and Health Science, received the Ontario Government's Syl Apps Award.
- Professor Arun Mukherjee, English, Arts, received the New India Book Prize from the New India Foundation.
- Professor Patricia Murray, Kinesiology and Health Sciences, was appointed Chef de Mission for the 23rd Summer Universiade in 2005 by Canadian Interuniversity Sport.
- Professor Janice Newton, Political Science, Arts, was awarded a 2005 3M Teaching Fellowship for excellence in postsecondary education.

- Professor Teresa Przybylski, Theatre, Fine Arts, received a Dora Mavor Moore award for costume design.
- Professor Barbara Rahder, Environmental Studies, was appointed a Fellow of the Canadian Institute of Planning.
- Dean Joni Seager, Environmental Studies, was awarded the 2005 Media Achievement Award by the Association of American Geographers.
- Professor Emeritus Gordon Shepherd was the recipient of a Senior's Award from the Ontario Government.
- Professor Michael Siu, Chemistry, Science and Engineering, was awarded the Gerhard Herzberg Award of the Spectroscopy Society of Canada.
- Professor Daniel Simeoni, Translation, Glendon, was elected CETRA (Research Centre for Translation, Communication and Cultures) Professor for 2005.
- Professors Kevin Turcotte and Mike Murley, Music, Fine Arts, were recipients of National Jazz Awards.
- Professor Rachel Turkienicz, Education, received the Person of Distinction Award from the Canadian Friends of the Hebrew University of Jerusalem.
- Professor Garry Watson, Osgoode, received the David Mundell Medal from the Ontario Bar Association.

Institutional Honours:

- In the *Globe and Mail's* annual "university report card" York scored well on a number of academic measures, gaining the top grade in its category for overall quality of education (B+) and quality of teaching (B), libraries (A-), and on-line library resources (A-).
- The Advanced Broadband Enabled Learning (ABEL) program won The Learning Partnership's 2005 National Technology Award.
- The Art Gallery of York University received four awards from the Ontario Association of Art Galleries.
- York has been selected to house the International Feminist Journal of Politics, under the co-editorship of Professor Sandra Whitworth.
- The Las Nubes project in Environmental Studies received two awards: the 2005 Sustainability Award from the American Specialty Coffee Association and the Gold Award from the Council of Advancement and Support of Education (District 2) for Leadership in Educational Fundraising.
- York University continued to hold its eighth place position in the comprehensive category in the 2004 *Maclean's* magazine ranking of universities; it placed third in relation to national awards to full-time faculty, and fifth in the reputational Leaders of Tomorrow category. It ranked eighth in social science and humanities grants to faculty, and seventh in medical/science grants.
- The Schulich School of Business was ranked 34th among the top 40 universities in the world offering executive education programming by the *Financial Times* of London. Schulich's MBA program also was ranked 22nd in the world by *Financial Times*. The MBA was ranked first in Canada in the field of corporate social responsibility in a survey by Canadian Business for Social Responsibility and *Corporate Knights* Magazine. On a survey by *The Economist* magazine, the MBA program was ranked among the top 25 programs (22nd overall) in the world and first in Canada.

Congress of the Humanities and Social Sciences:

Planning is proceeding for the 2006 75th Congress of the Humanities and Social Sciences at York University, sponsored by the Canadian Federation for the Humanities and Social Sciences, and led by the Congress academic convenor, Professor John Lennox. Congress is expected to 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, environmental studies, and fine arts, and to draw in the local communities.

- The theme, "The City: A Festival of Knowledge," has been approved by the Federation, and planning for speakers and culturally-oriented events in keeping with this theme is proceeding in consultation with the Federation.
- Several committees have been established to oversee various aspects of planning. A coordinating group, with representation from the President's office and the offices of the Vice-Presidents Academic and Finance and Administration will coordinate overall planning. An academic planning group has been meeting regularly to identify potential speakers and plan cultural events. Particular efforts will be undertaken to showcase York's artistic and creative strengths, through performances and shows (including an exhibition at the Art Gallery of York University and an archival display in the Libraries relating to the history of York and Toronto), as well as the research of individual scholars and organized research centres, and the University's international links. A logistics committee with representatives of Facilities, Security and Parking, Hospitality, Maintenance, Telecommunications, ITC, Bookstore, and other service units is also being established.

Planning activities will intensify in the coming year and will involve all areas of the University.

Implementation of Plans and Strategic Directions for 2004-2005

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 undergraduate enrolments experienced in the Ontario university system as a result of demographic changes and other factors;
- need to redress significant losses of tenure stream faculty through retirements and other departures;

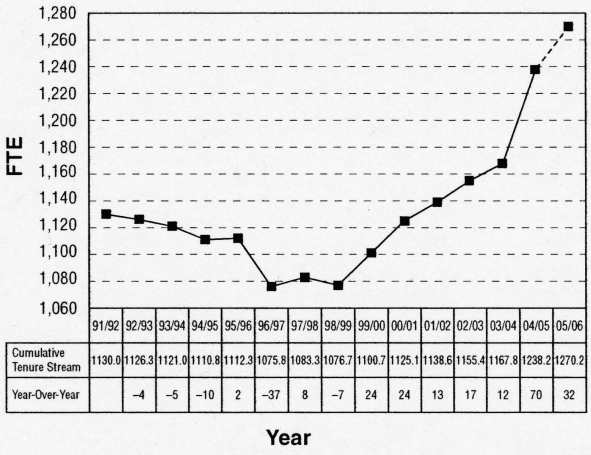
- plans to diversify enrolments and programs in response to changing priorities;
- commitment to provide an excellent educational experience for undergraduate and graduate students; and
- growth expected in graduate programs as the graduates from the double cohort proceed to post-graduate studies.

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. The upcoming challenge will be to provide for faculty complement that meets the needs of growing and diversified graduate programs.

Figure 3: Full-Time Faculty Tenure Stream Complement



	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
Cumulative Tenure Stream	1130.0	1126.3	1121.0	1110.8	1112.3	1075.8	1083.3	1076.7	1100.7	1125.1	1138.6	1155.4	1167.8	1238.2	1270.2
Year-Over-Year		-4	-5	-10	2	-37	8	-7	24	24	13	17	12	70	32

Source: Office of the AVP Academic Resource Planning

For the 2004-2005 academic year, York made 143 new faculty appointments, including three conversion appointments, compared to a total of 83 in 2003-2004. In total 171 tenure-stream faculty and librarian searches were authorized. Figure 4 indicates the final status of authorized searches by Faculty for appointments taking effect in 2004-2005. (This includes four external Canada Research Chair appointments to the tenure stream.)

Figure 4: Results of 2003-2004 Searches for Tenure Stream Faculty and Librarians for July 1, 2004 Appointments

Faculty	Appts Authorized	Appts made to start July 1, 2004	Appts made; start delayed to July 1, 2005	Delayed/ Failed/Carried Forward
Arts	54	47	1	6
Atkinson	49	39		10
Education	2	1		1
FES	3	3		0
Fine Arts	18	13	3	2
Glendon	9	8		1
Osgoode	1	1		0
FSE	19	16		3
Schulich	12	7		5
Libraries	4	3		0
TOTALS	**171**	**139**	**4**	**28**

Source: Office of the AVP Academic Resource Planning

As a result of appointments over the last year, the tenure-stream complement increased in 2004-2005 to 1,238 as seen in Figure 3, above. This is a net increase of 70 from the previous year. For positions effective 2005-2006, 100 searches were authorized.

Figure 5 illustrates total tenure stream appointments authorized and made over the past five year period. Given the very competitive hiring environment for the University in recent years, the search process has been extremely successful (for 2004-2005, 83 per cent of searches were successful, compared to 69 per cent in 2000-2001). In this environment it is particularly important that hiring processes be in place which are efficient while respectful of collegial decision-making. Measures introduced in recent years to expedite the hiring process (such as earlier authorizations for searches and Web-based postings) have resulted in earlier appointments and a high proportion of successful searches. The number of appointments not made is a reflection of the competitive environment, particularly in some disciplines, as well as the determination to continue to appoint only outstanding candidates.

Figure 5: Tenure Stream Appointments: Annual Authorized Appointments/Appointments Made – 2000-2001 to 2004-2005

Appt. year	Authorized Appointments	Appointments Made	# of appointments failed/delayed/ carry forward to following year
2000-01	108	75	33
2001-02	103	61	42
2002-03	114	75	39
2003-04	110	83	27
2004-05	171	143	28

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

Source: Office of the AVP Academic Resource Planning

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

In the spring of 2005, the provincial government introduced legislation to end mandatory retirement at age 65 in the universities. Although experiences in other jurisdictions indicate that faculty members, on average, continue full-time employment for two to three years after age 65, it remains to be seen whether that will be the case at York. Complement planning, and in particular planning around diversification in academic programs, will need to adjust to the new patterns of retirement.

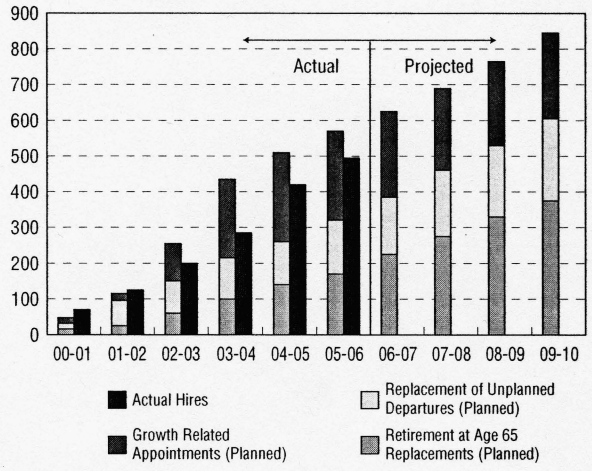
Strategic Investment in New Appointments

Complement Recovery Plan: In December of 2003 the Vice-President Academic initiated 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. A total of 38 appointments have been authorized to be made through this program, which has been implemented in two phases. To date, 36 appointments have been made; searches for the final two appointments will be undertaken in 2005-2006.

Figure 6 illustrates planned and actual tenure stream appointments from 2000-2001 to 2004-2005, and projections to 2009-2010. In addition, the chart indicates the breakdown of appointments into those to replace retirements (assuming age-65 retirement), those to replace unplanned departures, and net new. The gap between planned and actual appointments in 2003-2004 is the effect of the budget restrictions; the closing of that gap in the subsequent year is the effect of the CRP. The abolition of mandatory retirement will affect the retirement replacement plans.

As a result of appointments in strategic areas over several years, the distribution of the complement has begun to shift since the base year of 1999-2000, as illustrated in Figure 7.

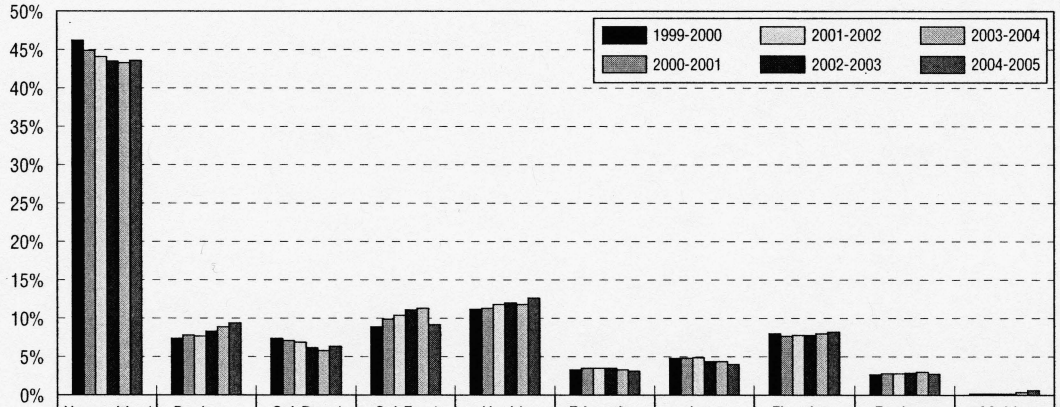
Figure 6: Tenure Stream Faculty: Cumulative Appointments



Source: Office of the AVP Academic Resource Planning

Strategic Priorities: 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. Progress towards these commitments can be seen by looking at new appointments in nine strategic areas over the past five years, as depicted in Figure 8. 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.

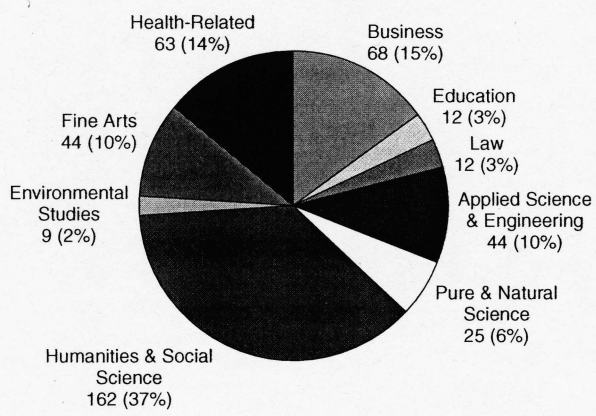
Figure 7: Distribution of Full-Time Faculty by Discipline between 1999-2000 and 2004-2005



	Humanities/ Soc. Sci.	Business	Sci-Pure/ Natural	Sci-Eng/ Applied	Health Related	Education	Law	Fine Arts	Environ. Studies	Multi-Disciplinary
1999-2000	46.2%	7.4%	7.4%	8.9%	11.2%	3.3%	4.8%	8.0%	2.7%	0.2%
2000-2001	44.9%	7.8%	7.1%	9.9%	11.3%	3.5%	4.8%	7.7%	2.8%	0.2%
2001-2002	44.1%	7.7%	6.9%	10.4%	11.8%	3.5%	4.9%	7.8%	2.8%	0.2%
2002-2003	43.5%	8.3%	6.2%	11.1%	12.0%	3.5%	4.4%	7.8%	2.9%	0.2%
2003-2004	43.3%	8.9%	5.8%	11.3%	11.8%	3.3%	4.4%	8.0%	3.0%	0.4%
2004-2005	43.64%	9.45%	6.33%	9.16%	12.65%	3.13%	4.0%	8.22%	2.76%	0.65%

Source: Office of Institutional Research and Analysis

Figure 8: Faculty Appointments Made in Areas of Strategic Priority 2000-2001 to 2004-2005



Source: Office of the AVP Academic Resource Planning

Affirmative Action

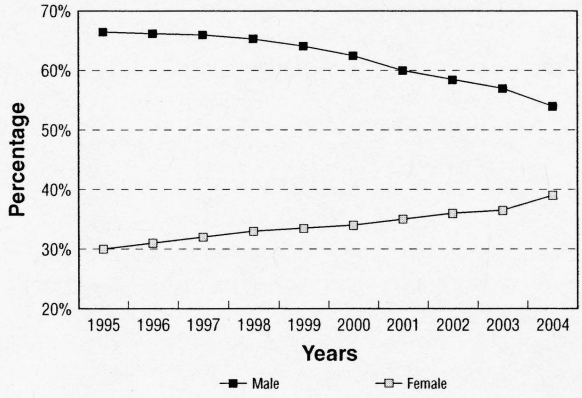
As it proceeds with its expansion of the tenure stream faculty in areas of strategic importance, the University continues to proactively search for new tenure stream appointments under its affirmative action program and to diversify the representation of employment equity groups in the faculty population. The success of affirmative action for women candidates can be seen in Figure 9, which records new hires, and Figure 10, 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 2004-2005, 53.1 per cent of all new appointments were women. The percentage of new appointments at the lecturer and assistant professor level (71 female, 61 male) that were taken up by females was 53.8 per cent.

Figure 9: Distribution of New Tenure Stream Appointments by Gender 2000-2001 to 2004-2005

Appt. Year	Male	% of Male	Female	% of Females	Total # of Appts. Per Year
2000-01	39	52.0%	36	48.0%	75
2001-02	35	57.4%	26	42.6%	61
2002-03	41	54.7%	34	45.3%	75
2003-04	46	55.4%	37	44.6%	83
2004-05	67	46.9%	76	53.1%	143
TOTAL	**228**	**52.2%**	**209**	**47.8%**	**437**

Source: Office of the AVP Academic Resource Planning

Figure 10: Ten-Year Gender Distribution of Total Full-Time Faculty Complement



Source: Office of the AVP Academic Resource Planning

Over the last four years, the University's affirmative action plan has expanded to include 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 11, of the 143 appointments (including conversions and external CRCs) that were made in 2004-2005, 25 positions were taken up by candidates who self-identified as being a racial/visible minority, two were taken up by persons with disabilities, and three were taken up by candidates 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. Since priority is given in hiring to qualified Canadian applicants, the number of Canadian appointees is also noted.

Student/Faculty Ratios

The University's objective is to at least maintain the student/faculty ratio, since this is understood to be an important component of the student experience. The academic appointments planning process is directed towards achieving this objective. The deterioration in student/faculty ratios is largely a consequence of an inability of some Faculties to replace all retirees because of budgetary considerations.

Figure 11: Distribution of New Appointments Who Self-Identified During the Hiring Process

Appt.Year	Canadian		Non-Canadian		Visible Minority		Disability		Aboriginal		Total Appts
2001-2002	54	88.5%	7	11.5%	10	16.4%	1	1.6%	1	1.6%	61
2002-2003	56	74.7%	19	25.3%	12	16%	2	2.7%	-	0%	75
2003-2004	68	81.9%	15	18.1%	11	13.3%	-	0%	1	1.2%	83
2004-2005	122	85.3%	21	14.7%	25	17.5%	2	1.4%	3	2.1%	143
Totals	**300**	**82.9%**	**62**	**17.1%**	**58**	**16.0%**	**5**	**1.4%**	**5**	**1.4%**	**362**

Source: Office of the AVP Academic Resource Planning

Figure 12: Student/Faculty Ratios 2000-2001 to 2004-2005

Year	UG FTEs/ Faculty FTE *	Total Student FTEs/Faculty FTE *	UG FTE/s Faculty FTE **	Total Student FTEs/Faculty FTE **
2000-01	15.44	17.07	18.46	20.42
2001-02	15.67	17.31	18.18	20.08
2002-03	16.65	18.36	19.40	20.38
2003-04	17.06	18.66	20.04	21.92
2004-05	17.00	18.52	19.93	21.71

* Includes all FT and Contract Faculty and TAs (excludes marker/graders)

** Includes all FT and Contract Faculty (excludes TAs and marker/graders)

Note: Data are somewhat different from those presented previously as the result of data "clean-up" to take account of the range of teaching activities.

Source: Office of Institutional Research and Analysis

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 research profile and to ensure that students continue to receive the highest quality education. York must compete with other universities, not only in Ontario, but nationally and 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.

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 2004-2005, $743,000 was awarded to 334 faculty members. In addition, the University has made salary market adjustments to six faculty members and librarians to retain faculty who had competing offers from other universities, and the University conducted an anomaly adjustment exercise for 2002-2003 and 2003-2004 which resulted in anomaly adjustments to faculty members in the amount of $408,512. A recent anomaly exercise has resulted in adjustments totalling $280,370. 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, long term disability, pension benefits, 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. The university has recently hired a Relocation Officer to assist faculty in making the transition to the Greater Toronto Area and community.

Mentoring: York provides support and training for new faculty, aimed at successfully acclimatizing them to York, thereby enhancing the likelihood of 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 more senior faculty members who provide 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.

Canada Research Chairs

The introduction of the Canada Research Chairs program 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, 2005, are detailed in Figure 13. A total of 31 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 (this flexibility is reflected in Figure 13), enabling York to direct the allocation of Chairs to build significant strategic capacity.

Figure 13: 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	8	8	8	15	16
NSERC	7	5	8	8	15	13
CIHR	1	1	1	1	2	2
Total	**15**	**14**	**17**	**17**	**32**	**31**

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

The following faculty took up appointments as Canada Research Chairs during the 2004-2005 academic year:

- Professor Caitlin Fisher (SSHRC tier 2, Film, Fine Arts): Digital Culture
- Professor Sherry Simon (SSHRC tier 1, Translation Studies, Glendon): Translation and Cultural History
- Professor Wendy Taylor (NSERC tier 2, Physics and Astronomy, FSE): Experimental Particle Physics
- Professor Peer Zumbansen (SSHRC tier 2, Osgoode): Transnational and Comparative Law of Corporate Governance

Three priorities were identified for recent CRC appointment rounds:

- 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. Three of the four Chairs appointed in 2004-2005 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. Of the four new Chairs, three were from outside York (two from outside Canada) and one held a contractually limited appointment here.
- 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 in 2004-2005 have been consistent with these strategic objectives. Last year, York identified as a priority the appointment of a senior scholar to lead the development of Asian research at York. The approval in April 2005 of the nomination of Professor Joshua Fogel to the CRC in the History of Modern China reflects this priority; the appointment will take effect in 2005-2006 (but is included in the approval totals in the table above). During 2004-2005, a search was undertaken in the area of health/biotechnology, and it is anticipated that the resulting nomination will be submitted in the fall term of 2005 for CRC approval, with an appointment to be taken up in 2006-2007.

The University will also be engaged in the process of renewals of Chairs in the coming years. 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, and therefore play a role in graduate development.

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 2004-2005:

- The Board of Governors gave approval to the establishment in Osgoode of the Osler Chair in Business Law.
- Professor Barbara Godard (English, Arts) took up the Avie Bennett Historica Chair in Canadian Literature on July 1, 2004.

2. STUDENTS

The Division of the Vice-President Academic works closely with the Division of the Vice-President Students and the Faculties to define enrolment targets for undergraduate and graduate programs 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 Framework

Enrolment planning over the past several years has been 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 Plan. With respect to re-balancing and diversification, the general planning framework has been to achieve:

- slower growth in the core liberal arts so that the liberal arts' share of total university undergraduate enrolments is reduced, and a larger share of enrolments go towards strategic areas;
- growth in specific areas of the sciences such as applied mathematics, biology/biotechnology, and collaborative programs;
- expansion in a range of professional programs;
- growth in computer science and information technology programs;
- growth in applied sciences and engineering;
- growth in the health area;
- growth across a variety of programs with an international focus;
- collaborative program growth and distance education opportunities across the curriculum; and
- most recently, an increase in the proportion of graduate to undergraduate enrolments.

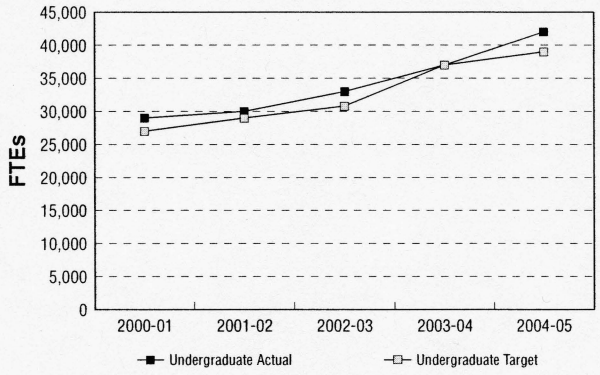
Enrolment Planning: Total Enrolments

Through the double cohort period the guiding principle for enrolment planning for the University has been that York would maintain its share of the demand for new university places in the Ontario system. Growth in the population aged 18 to 24, increases in participation rates, and changes in workplace requirements have meant long-term enrolment growth for Ontario universities. Although the peak period for new entry into universities has passed, undergraduate enrolment planning at York recognizes several factors that continue to affect enrolment levels. One is the demographic trends expected for the GTA; another is the increase in enrolment as the double cohort students flow through to the upper years. The objective in the post-double cohort period is that total enrolment should be consistent with the capacity of the campus environment. This will result in a decline in the intake of first-year students, compared to the double cohort years, leading to total enrolment stabilizing at a level below that of the double cohort peak. Also, while the focus has, for the last several years, related to planning for growth at the undergraduate level (see Figure 14), primarily in relation to the impact of the "double

cohort" (see below) the focus for the coming planning period will shift to the graduate level.

Figure 14 shows overall undergraduate enrolment plans and actual enrolments over the period 2000-2001 to 2004-2005. Figure 15 provides enrolment plans and actual enrolments (undergraduate and graduate) by responsible Faculty.

Figure 14: Undergraduate Enrolment Plans and Actuals (FTEs)



Source: Office of the AVP Academic Resource Planning

Figure 15: Undergraduate and Graduate Enrolment Planning and Actuals by Responsible Faculty, 2004-2005

	UNDERGRADUATE/ PROFESSIONAL		GRADUATE	
FACULTY	Planned Enrolment (FFTEs)	Actual (FFTEs)	Planned Enrolment (FFTEs)	Actual (FFTEs)
Arts	17,541.30	17,389.32	2,801.20	3,334.30
Atkinson	8,815.70	8,964.83	284.80	266.70
Education	1,388.50	1,350.56	382.20	407.40
Environmental Studies	348.20	340.90	922.60	985.00
Fine Arts	3,191.60	3,363.70	398.40	434.30
Glendon	1,785.40	1,848.31	60.30	67.10
Osgoode	888.20	884.36	526.50	570.47
Science & Engineering	4,199.10	4,155.74	922.60	1,018.40
Schulich	787.50	880.65	2,130.10	2,333.20
Total	**38,945.50**	**39,178.37**	**8,428.70**	**9,416.87**

i) these numbers do not include Sheridan and External undergraduates (i.e., 180.44 and 153.4 FFTEs respectively)

ii) these numbers do not include those graduate enrolments that are not assigned to a Faculty, but are attributed to graduate studies (i.e., Planned = 203.0, Actuals = 249.7 FFTEs)

iii) these numbers do not include the GFU Max in the planned enrolment, but the actual enrolments do.

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

Report on 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 resulting 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;
- 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, differentiated by discipline and study level.

The ETA contracts define the boundaries for York's enrolment planning. The ETA secondary school 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. The following Figure illustrates York's enrolments in accordance with these plans.

Figure 16a: First Year Secondary Registrants on November 1.

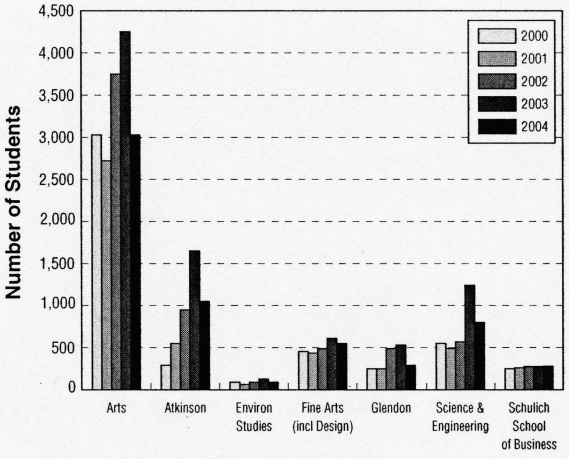
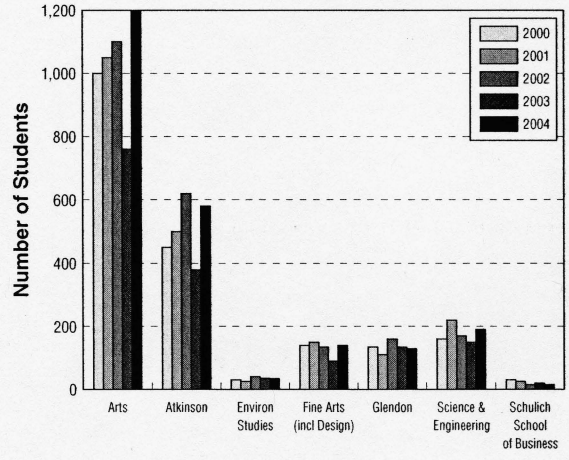
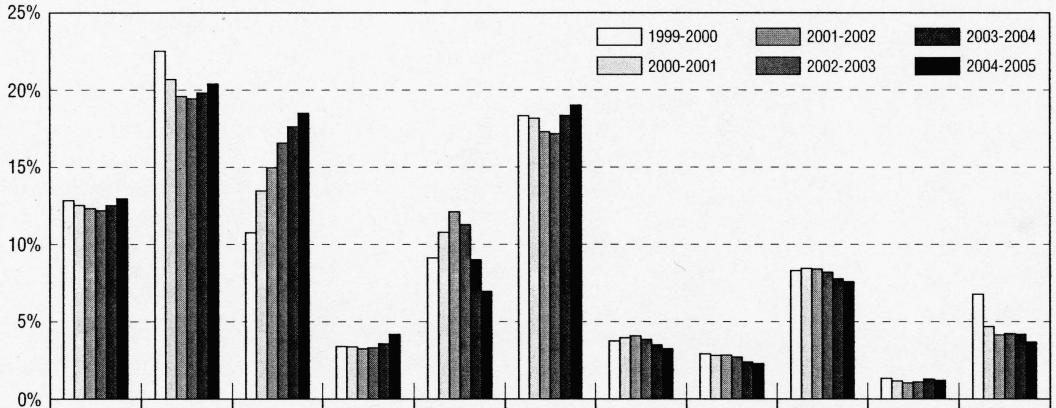


Figure 16b: First Year Non-Secondary Registrants on November 1.



Source: Office of Institutional Research and Analysis

Figure 17: Distribution of Undergraduate FTEs by Major of Student 1999-2000 to 2004-2005



	Humanities	Social Sciences	Business	Sci-Natural/ Pure	Sci-Eng/ Applied	Health Related	Education	Law	Fine Arts	Environ Studies	Unknown
1999-2000	12.84%	22.51%	10.74%	3.40%	9.13%	18.34%	3.75%	2.91%	8.28%	1.34%	6.77%
2000-2001	12.52%	20.68%	13.45%	3.37%	10.76%	18.17%	3.95%	2.81%	8.43%	1.16%	4.69%
2001-2002	12.32%	19.59%	14.95%	3.25%	12.10%	17.28%	4.08%	2.84%	8.40%	1.04%	4.14%
2002-2003	12.19%	19.43%	16.56%	3.31%	11.26%	17.17%	3.85%	2.70%	8.19%	1.10%	4.23%
2003-2004	12.51%	19.80%	17.63%	3.59%	9.00%	18.35%	3.50%	2.40%	7.76%	1.28%	4.18%
2004-2005	12.95%	20.40%	18.50%	4.18%	6.95%	19.02%	3.25%	2.28%	7.58%	1.20%	3.69%

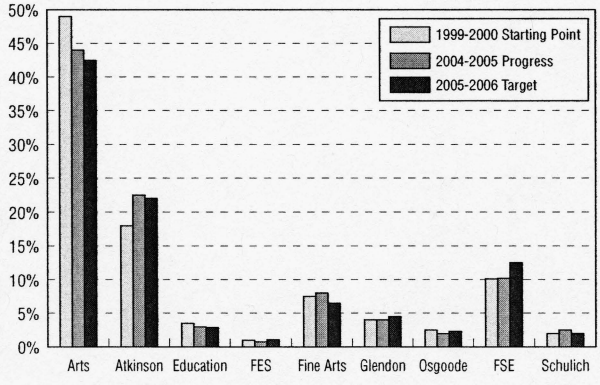
Source: Office of Institutional Research and Analysis

The provincial budget tabled in May 2005 incorporated recommendations from the Rae Review. This set the stage for the current round of ETAs. Formal submission from universities of undergraduate and graduate enrolment targets for the 2005-2006 ETA (now known as the Accountability and Funding Agreements: AFA) will begin in July, 2005. After consultations between the Ministry and the universities, final agreements will be reached in late summer.

Enrolment Planning: Strategic Objectives

The strategic academic plan represents a long-term vision of the University. Figures 17 and 18 show that progress has been made towards achieving the plan's objectives in relation to rebalancing and diversification, taking 1999-2000 as a base year.

Figure 18: Diversification and Rebalancing of Undergraduate FTEs by Faculty of Student Between 1999-2000 and 2004-2005: Progress Towards 2005-2006 Plan



Source: Office of the AVP Academic Resource Planning

While much progress has been made in the diversification plan across the university, the weakness and lack of demand for Computer Science and Information Technology experienced by a number of universities in Ontario has affected the university's ability to achieve diversification plans with regard to enrolments in the Faculty of Science and Engineering.

International Enrolment Planning

The University has a long-standing commitment to welcoming international students. Long-term 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. However, earlier this decade intake significantly exceeded planned growth, and international enrolment targets were put in place to allow the University to return to its international enrolment plan. In 2004-2005, the Vice-President Academic approved plans for an increase in international students going forward.

Figure 19: International (Visa) enrolments (FTEs – targets and actuals) by Home Faculty International – Visa enrolment FTEs by Home Faculty

Faculty	2002-03 target	2002-03 actuals	2003-04 target	2003-04 actuals	2004-05 target	2004-05 actuals
Arts	884.7	891.5	952.1	839.5	825.1	856.4
Atkinson	578.1	805.9	903.4	820.2	855.5	809.9
Education	6.3	0.7	1.8	1.2	1.8	0.5
Environmental St.	16.7	22.2	26.9	30.4	38.2	26.6
Fine Arts*	83.4	86.3	96.2	83.6	82.0	72.7
Glendon	66.5	78.3	97.4	96.6	108.7	120.2
Osgoode**	4.4	3.3	4.6	13.6	4.6	10.0
Science	197.5	209.5	210.1	205.3	203.4	49.1
Schulich	37.1	43.3	64.7	47.1	67.0	206.9
Graduate Studies	935.5	1064.0	1050.4	1157.6	2186.3	2152.1

* excludes Design program ** includes the Law Professional Development program

Source: Office of the AVP Academic Resource Planning

Figure 20 presents the historical picture of international student enrolment at York.

Figure 20: International (Visa) Students by Faculty (number of students), 2000-2001 to 2004-2005

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Undergraduate Students					
Arts	919	987	1,060	928	1,053
Atkinson	386	659	1,028	975	949
Education	0	6	2	2	2
Environmental St.	18	20	29	32	34
Fine Arts	86	103	106	106	94
Glendon	94	95	111	138	169
Osgoode	5	13	27	36	28
Science & Eng.	199	249	265	255	264
Schulich	51	62	73	97	115
Total Undergraduate	**1,758**	**2,194**	**2,701**	**2,569**	**2,708**
Graduate Students*	427	427	499	529	461
Grand Total	**2,185**	**2,621**	**3,200**	**3,098**	**3,169**

Includes all international graduate students, regardless of discipline or Faculty

Source: Office of Institutional Research and Analysis

Graduate Enrolment Planning

As undergraduate enrolment is expected to stabilize, attention in relation to enrolment planning is shifting towards planning for significant growth in graduate enrolment at York (as it is across the province), under the leadership of the Vice-President Academic, who also represents York on the Council of Ontario Universities' Working Group on Graduate Education. This growth planning is in response to provincial initiatives, demographic trends, and the responsibility to educate the next generation of scholars. The May 2005 provincial budget contained an outline of multi-year funding for graduate growth. The budget anticipates that graduate education will expand by 12,000 full-time students province-wide by 2007-2008 (compared to 2002-2003 levels), and by another 2000 students by 2009-2010. Accordingly, the budget announced increases in funding for graduate growth of $19M in 2005-2006 (over 2004-2005), ramping up to $220M by 2009-2010. It is likely that the distribution of this funding to universities will be linked to performance indicators such as graduation rates and time to completion. The government also provided $100M province-wide in 2004-2005 to create endowments that will sustain graduate fellowships; of this York received $10M.

The appointment of the Dean of Graduate Studies as Associate Vice-President Graduate in April 2004 was intended to support the achievement of graduate objectives by fostering the coordination of planning at graduate and undergraduate levels (including planning for appointments/complement, enrolment, curriculum, and resources). Significant progress has been made in this regard, with the relevant undergraduate Deans fully involved in the setting and achievement of enrolment targets, resource allocation, and curriculum planning, and the Dean of Graduate Studies contributing to discussions of appointment priorities with Deans of hiring Faculties.

York's plans for graduate growth and enhancement of graduate education are built around a number of principles and objectives:

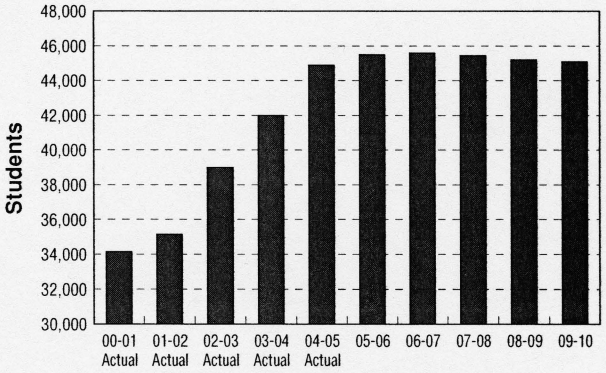
- the ability to attract students of outstanding quality;
- the availability of high quality programs to attract students;
- the receipt of adequate funding for complement, student financial aid, space, and other support;
- full BIU funding for all planned enrolment growth (no unfunded BIUs);
- increase graduate enrolment as a share of York's total enrolment;
- an increase in PhD enrolment as a share of total graduate enrolment;
- growth that supports plans for diversification and rebalancing. This means increased shares in health, science and engineering, fine arts, and business and professional programs; steady state in environmental studies; and a decline in the share of enrolments in humanities and social science areas (despite growth in absolute numbers in these areas);
- further administrative support for graduate enrolment.

Growth in graduate enrolment will come from a combination of expansion of existing programs and development of new programs to achieve growth. Possible areas for new graduate program development include:

- applied science and engineering: engineering
- health-related: health informatics, nursing, and social work
- public policy, administration and law
- emergency management
- fine arts: design, theatre, dance

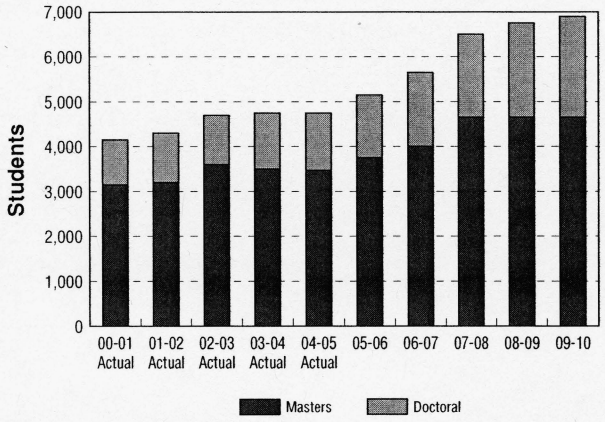
Figures 21 and 22 illustrate plans for graduate and undergraduate growth to the end of the decade and beyond.

Figure 21: York Undergraduate Enrolment Plans to 2009-2010



Source: Office of the AVP Academic Resource Planning

Figure 22: York Graduate Enrolment Plans to 2009-2010

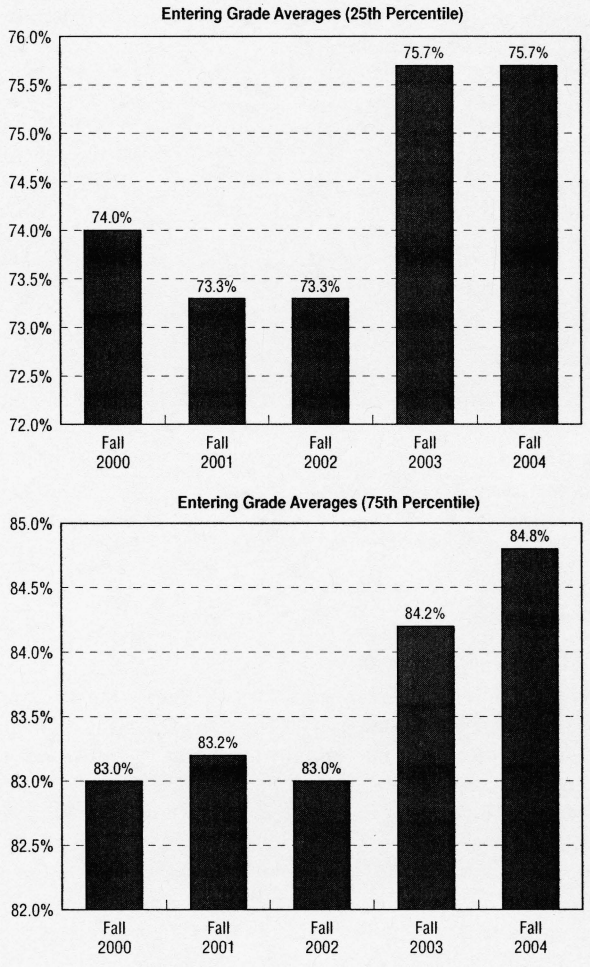


Source: Office of the AVP Academic Resource Planning

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 23).

Figure 23: Mean Secondary School Entering Averages of Year 1 Registered Students at the 25th and 75th Percentiles



Source: Office of Institutional Research and Analysis

Figure 24: Degree Completion Rates*, 1991, 1992, 1993, 1994 and 1995 Entering Cohorts

	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort
Agricult/Bio Sci	57.10%	59.80%	64.60%	59.40%	54.90%
Other Arts & Science	61.10%	63.20%	61.80%	63.60%	61.90%
Business & Commerce	69.00%	66.80%	70.60%	72.70%	69.70%
Computer Sci	64.30%	62.80%	63.30%	67.50%	60.60%
Education (teacher tr.)	98.30%	97.50%	98.10%	99.10%	98.80%
Fine & Applied Arts	57.60%	58.50%	59.30%	58.70%	56.90%
Humanities	66.90%	65.10%	68.40%	64.30%	62.80%
Law	96.40%	93.60%	94.40%	94.20%	95.80%
Mathematics	71.70%	63.00%	71.80%	70.20%	68.80%
Nursing	NA	**	**	**	**
Kinesiol, Rec., Phys. Ed.	63.80%	58.70%	71.80%	60.80%	64.60%
Physical Sci	64.00%	58.30%	67.90%	66.30%	64.60%
Social Sciences	67.40%	66.00%	67.10%	64.70%	65.10%
TOTAL	**69.40%**	**68.10%**	**69.50%**	**68.70%**	**67.90%**

* Per cent of year 1 students in bachelors or first degree programs in 1991, 1992, 1993, 1994, and 1995 respectively, who subsequently received a degree in the next 7 years in any program area

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

Source: Ministry of Training, Colleges and Universities

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. Maintaining accessibility remains important as enrolment pressures continue.

Retention: The retention rate for York's full-time first year students entering from secondary schools returning in second year has significantly improved between 2003 and 2004, showing an increase from 88.6 per cent to 89.6 per cent. 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, described in Faculty sections of this report.

In 2004-2005, York participated for the first time in the National Survey of Student Engagement (NSSE), a U.S. survey instrument which measures undergraduate students' satisfaction with various aspects of their academic experience. Results are being analyzed and will be used to guide planning in this area. Osgoode was the only Canadian law school to participate in a similar survey (LSSSE) for law students.

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 2004-2005, York received KPI funding of $746,774 based on six-month employment rates, $785,563 based on two-year employment rates, and $119,194 based on degree completion rates, for a total of $1,651,531.

The York results, as provided by MTCU, in 2004 are as follows:

- Degree Completion Rates – Of the entering class of 1995, York's overall degree completion rate within a seven year period was 67.9 per cent, down slightly from the previous year. (The system average on this factor is 74 per cent.) It should be noted that the completion rates count as not completing those 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. The results do not capture those students who choose to stop out and subsequently return to complete a degree beyond the seven years or those who complete a degree after transferring to York in the upper years of undergraduate study.

Figure 24 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 well in the job market, with an overall employment rate for 2001 graduates of 92.5 per cent six months after graduation, and 95.2 per cent two years after graduation. These numbers compare well to the system averages of 93.6 per cent and 95.8 per cent, respectively, given York's program configuration. Figure 25 provides further programmatic detail regarding employment rates six months and two years following graduation, for students graduating in 2001 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 25: Employment Rates – Six Months and Two Years After Graduation*

	1997 Graduates	1998 Graduates	1999 Graduates	2000 Graduates	2001 Graduates
Agri/Bio					
6-months	n/a	n/a	n/a	81.3%	90.9%
2-years	n/a	n/a	n/a	95.2%	100.0%
Arts & Science					
6-months	92.2%	92.2%	95.3%	96.0%	93.1%
2-years	95.7%	94.3%	95.1%	92.6%	96.4%
Bus/Com					
6-months	92.2%	97.8%	96.2%	97.4%	93.1%
2-years	94.9%	99.2%	96.1%	96.8%	95.8%
Computer Sci					
6-months	91.2%	93.8%	89.7%	94.3%	87.1%
2-years	94.6%	97.9%	93.0%	83.0%	90.9%
Education					
6-months	99.2%	98.7%	100.0%	100.0%	100.0%
2-years	100.0%	98.7%	98.9%	100.0%	98.8%
Fine Arts					
6-months	91.6%	93.8%	96.9%	90.5%	85.9%
2-years	94.4%	93.9%	92.6%	96.2%	96.6%
Humanities					
6-months	n/a	n/a	n/a	96.1%	93.9%
2-years	n/a	n/a	n/a	93.0%	96.8%
Law					
6-months	95.4%	100.0%	100.0%	97.6%	95.8%
2-years	100.0%	98.1%	100.0%	92.9%	82.6%
Math					
6-months	n/a	n/a	n/a	100.0%	80.8%
2-years	n/a	n/a	n/a	100.0%	85.7%
Nursing					
6-months	100.0%	100.0%	100.0%	100.0%	100.0%
2-years	100.0%	100.0%	100.0%	100.0%	96.4%
Kinesiology					
6-months	97.6%	91.3%	98.2%	98.2%	95.8%
2-years	94.1%	96.2%	100.0%	98.1%	96.5%
Physical Sci					
6-months	n/a	n/a	100.0%	71.4%	90.0%
2-years	n/a	n/a	n/a	n/a	100.0%
Social Sci					
6-months	n/a	n/a	n/a	91.2%	91.6%
2-years	n/a	n/a	n/a	93.4%	94.6%
Total					
6-months	**92.9%**	**93.8%**	**96.0%**	**93.8%**	**92.5%**
2-years	**96.0%**	**95.4%**	**95.7%**	**94.0%**	**95.8%**

* Per cent of 1997, 1998, 1999, 2000 and 2001 graduates, respectively, of bachelors or first professional degree programs employed 6 months and 2 years after graduation

Source: Ministry of Training, Colleges and Universities

Teaching and Learning

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

Excellent Teaching

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 2005, Professor Janice Newton, Political Science and Women's Studies, Arts, received the prestigious 3M teaching award for educational leadership.

Centre for the Support of Teaching: 2004-05 in Review

The Centre for the Support of Teaching provides support for excellence and innovation in teaching and learning at York University. The Centre offers programs and resources designed to enhance the instructional skills of faculty and TAs at all levels of experience, and to facilitate the design, delivery and evaluation of courses and programs.

University-Wide Initiatives and Programming

- Technology Enhanced Learning – In 2003, the Centre assumed an expanded mandate to support the use of technology in teaching and coordinate with the various technical support units across the university to facilitate planning about technology use in teaching. To this end, the Centre collaborated with the TEL coordinating committee to organize the annual TEL@York conference, which involved over 100 faculty and technical support staff. In addition, the TEL coordinating committee provides a forum to identify TEL issues and best practices across campus units. Examples include continuing to identify and prioritize items for the TEL tool set for use in teaching and learning, promoting and contributing to local TEL events, and initiatives such as course Web sites and online evaluations.
- Web Accessibility – In consultation with the Senate Committee on Library and Information Technologies and the University Secretariat, the Centre developed a Web Accessibility site <www.yorku.ca/webaccess/> and accompanying brochure for faculty and other community members. The site offers strategies to assist those interested in incorporating basic Web accessibility features into their Web pages, and contributes to creating an accessible learning environment for students.
- Academic Integrity – The Centre continues to assist in the promotion of academic integrity in courses at York. The online tutorial on academic integrity developed by the Centre in 2003 was widely used in lower level courses across the campus such that some 10,000 students completed the tutorial quiz during the 2004-2005 academic year. For faculty, print resources were developed to highlight the Academic Integrity Web site <www.yorku.ca/academicintegrity>, and sessions on assignment design and assessment strategies were held at new faculty orientations, TA Day, and several departmental events.
- Curriculum Diversity/Equity – The Centre continues to work to promote discussion among faculty and TAs around issues of diversity, equity and alternative ways of knowing in teaching and learning. A training kit, comprising a users' guide and DVD featuring a series of clips to stimulate discussion and reflection on these issues was launched in February and is being widely used in workshops at York and other universities. In addition, a symposia series on Ways of Knowing was launched this year, engaging over 100 faculty and TAs in an examination of issues of knowledge, difference and power, and alternative approaches to inquiry and representation.

- Course Design – Approximately 40 instructors participated in the annual two-day Course Design Institute designed to guide new and experienced faculty through a systematic and pedagogically-informed approach to (re)designing a course aimed at improving the quality of student learning. The Institute was completely redesigned this year, with a strong emphasis on working sessions that enabled faculty to apply new concepts and receive feedback from colleagues and CST consultants.
- Professional Development for New Faculty Appointees – The New Faculty Teaching at York (NFTY) program assists newly appointed full-time faculty in their transition to their first year of teaching at York. The program is comprised of a summer institute, offered twice in 2005, along with workshops, discussion groups and consultations throughout the academic year. Approximately 60 per cent of the incoming faculty cohort attended the 2005 institutes, and 29 faculty and eight students contributed as presenters and discussants.
- Professional Development for Graduate Students – In 2004-2005, 150 graduate students registered in the University Teaching Practicum, a structured program of professional development for future teaching faculty; in total 355 graduate students are enrolled in the program. The program comprises a range of offerings in which graduate students can participate throughout their period of study, while at the same time gaining experience in teaching and analyzing the feedback they receive to promote ongoing improvement. To complete the program, students submit their dossiers for certification by the Dean of Graduate Studies; 19 graduating student received such certification in 2004-2005.

  The annual TA Day conference involved approximately 375 participants, along with 65 presenters and facilitators. In addition, a new TA Handbook was developed by the Centre and distributed at graduate student orientation events across the campus. Through the academic year, 25 TA general workshops were held. Over 40 discipline specific sessions were also offered in the 19 departments and divisions holding Teaching Development Graduate Assistant (TDGA) appointments. Two sections of the graduate course on University Teaching and Learning (UTAL 5000.03) were offered in 2004-05. In addition, an issue of the Centre's newsletter, Core, featuring articles by TAs on successful strategies for teaching critical skills appeared in March 2005.

Teaching Development Support within the Faculties

The Centre worked on a variety of teaching and learning initiatives in collaboration with local units. Examples include:

- Arts Do TEL Course – This ten week course, offered in collaboration with the Faculty of Arts Dean's office, was offered in each of the fall and winter terms. Faculty gained knowledge and skills needed to make effective use of technology in their courses. The course is delivered using a blend of technological tools and face to face sessions.
- Online MSc Nursing Program – Centre staff provided substantive support in project management, instructional design, technical staff liaison and program assessment to the School of Nursing to facilitate the development, delivery and evaluation of courses for its new online graduate program.
- Osgoode Curriculum Reform – The Centre is supporting the review of the LLB curriculum in the Faculty of Law into an overall strategic planning process.
- Atkinson Faculty Experiential Education Initiative – The Academic Director served as academic advisor to the Office of Experiential Education (EE) at Atkinson Faculty and member of the EE Operational Planning Working Group of the EE Steering Committee.

External Activities

The Centre is an active contributor to external professional organizations and initiatives, and its work is recognized by external requests for information and access to resources it has developed, as evidenced by the frequent requests received from universities across North America for permission to adapt or reprint CST resources, including the tutorial and faculty resources on academic integrity, the Voices of Diversity Users' Guide and DVD, and the TA Handbook; and the seven presentations made by CST staff and associates at national teaching and learning conferences, including discussions by educational developers led by the Academic Director on quality in teaching, learning and educational development at the provincial and national caucus meetings.

Technology Enhanced Learning (TEL)

TEL-related teaching support activities across the Faculties have been coordinated through the TEL Coordinating Committee chaired by the Director of the CST. Computing and Network Services, through its Faculty Support Centre, also provides pan-university support.

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 plans, over the reported planning period have been: to maintain the highest quality and variety of liberal arts programs; to diversify and re-balance programming and enrolments in the direction of the sciences, and applied and professional programs; to develop new programs in areas of strategic importance; and to offer programs and educational experiences which are innovative and relevant to students' interests and which instil skills that will enable graduates to be engaged and productive members of society.

Program Innovation and Development

Program development follows 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 the strategic priorities identified in the 2000 UAP, whose planning and/or implementation was signaled in the 2003-2004 Planning, Budget and Accountability report (including updates on major new initiatives introduced in recent years), and of programs, arising from these priorities, 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. Initiatives of particular relevance to areas identified in the 2005 revision to the UAP (health and international) are also noted; see the section on Strategic Initiatives for 2005-2006 and Beyond. Taken together with initiatives reported in earlier PBA documents, this summary provides a strong indication of progress towards and achievement of objectives.

Building on Strengths in Liberal Arts, Fine Arts, Sciences and Environmental Studies: The focus has been on the development of programs grounded in the arts and sciences, to encompass a professional or applied focus, responding to student demand. It is important to note the significance, not just of entirely new initiatives, but of the expansion of degree and certificate/diploma options and/or repackaging of courses to offer new opportunities to students.

- 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 a new program in Criminology, introduced in 2003-2004, which grew from 284 majors in its first year to 516 in 2004-2005. A Business and Society program introduced a number of years ago currently has over 1300 majors; in 2004-2005 its requirements were altered to increase its interdisciplinarity.
- The Atkinson Faculty of Liberal and Professional Studies introduced a new BA program in Culture and Expression, replacing a program in Creative Arts and Cultural Expression with a program which reflects a stronger liberal arts and interdisciplinary focus more in keeping with the Faculty's objectives.
- Atkinson also closed three themes within its Liberal Studies rubric, and the rubric itself, as part of implementation of its revisioning.
- An interdisciplinary program in Sexuality Studies, to be offered through Arts, Atkinson and Glendon, was approved by Senate in 2004-2005.
- Graduate Diplomas (Type 2 and Type 4) in Mathematics Education, offered by the Faculty of Education and the graduate program in Mathematics and Statistics, were approved.
- The Masters of Design program will accept its first students in September 2005.
- The Faculty of Fine Arts is also developing a proposal for graduate programs in Theatre Studies for consideration by Senate bodies and OCGS in 2005-2006.
- A program in Children's Studies remains in development in Arts.
- Arts is also developing an Honours minor program in Italian Studies.
- Arts is considering a certificate in Aboriginal Studies.
- Atkinson is developing BA programs in Ethnicity, Race, and Culture and Native Studies, with a possibility of graduate development in these areas in the future.

Diversification into Professional and Applied Studies

Development is in a range of areas, 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 continues to grow, with 607 majors in 2004-2005 (up from 576 in 2003-2004). Similarly, the Masters program in HRM grew from 29 students in its first year to 46 students in its second year. Atkinson is now planning a PhD program in this area.
- In 2004-2005, a stream in Finance was added to Atkinson's BAS program, and streams in Financial Planning and Investment Management are in development.
- The Schulich School of Business' innovative joint Executive MBA program with the prestigious Kellogg School of Management at Northwestern University, which was launched in January 2002 and graduated its first class of students in 2003-2004, continues to be an important initiative.
- The first cohort of students in the School's International BBA program also completed the program in 2003-2004; 66 students were enrolled in this innovative program in 2004-2005.
- Several Faculties (Atkinson, Arts, Law) have been collaborating to develop a Master's program in Public Policy, Administration and Law, which would be housed in the Atkinson Faculty. It is anticipated that this program will be submitted for approval in 2005-2006.
- Osgoode announced an agreement with the prestigious New York University Law School, whereby students may earn two credentials (the York LLB and the NYU JD) through four years of study at the two institutions.
- Atkinson has been developing a two-year MSW program, intended to serve the needs of students who do not hold the BSW qualification, and may also develop a PhD in this area.
- The Faculty of Education has been developing an Aboriginal education program; this project remains a priority, but has experienced some delays, and is now expected to be presented for Senate approval in 2005-2006.
- Education is also developing a graduate diploma in Higher Education.
- The Atkinson Faculty has been working with Georgian College to plan an executive development program for senior police officers.
- 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 consultations continue.
- The Schulich School moved forward its plans to develop new courses and a concentration in the area of health industry management.
- Atkinson has a number of graduate programs under consideration, including Accounting and Information Technology, Logistics Management, and Consulting.

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. (See the section on Strategic Initiatives for 2005-2006 and Beyond for more information about forward planning in this area.) Over the planning period of the 2000 UAP, development has focused in the Faculty of Science and Engineering, particularly through kinesiology and biology, and the Atkinson Faculty, particularly in Nursing and 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; this number has grown to 223 in 2004-2005, with 36 in health informatics, 180 in health management, and 7 in health policy.
- The Nursing program in Atkinson, offered collaboratively with Seneca and Georgian Colleges, is experiencing significant growth to meet demand for nurses with baccalaureate training. The program grew to 762 students in 2004-2005, up from 498 in 2003-2004. An MSc in Nursing has been approved by OCGS and accepted its first students in 2005. Like the undergraduate program, the MScN reflects Atkinson's distinctive approach to nursing education. An innovative program to provide baccalaureate education in Nursing to internationally trained nurses also gained approval of Senate in 2004-2005. This program responds to the growing need in Ontario for health care workers and to the Ontario government's initiatives to encourage retraining programs for internationally educated workers in order to prepare them for employment in Canada. There is considerable interest at York in offering retraining opportunities for internationally trained workers in a range of professions, and this proposal may provide a model for other areas.
- The Masters program in Critical Disability Studies grew from 12 students in 2003-2004, its first year of offering, to 34 in its second year. The program, which addresses important social issues from a unique perspective, has attracted significant attention.
- Consideration is being given in Atkinson to graduate programs in the health area, e.g., Health Equity and Health Informatics and Decision-Making.
- A pre-medical health sciences stream is in development in the Faculty of Science and Engineering.

Applied Science and Engineering: This is another area where enormous progress has been made, and where significant opportunities for further development exist, in some cases linked to health. 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 Engineering program has gained a reputation, its enrolments have grown: from 74 majors in its first year to 183 majors in 2004-2005. 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. The program graduated its first class in 2005. During 2004-2005, it has undergone its first professional accreditation review; during 2005-2006, consideration will be given to the results of this review and the further development of the program.
- A pattern of declines in enrolments in the BA and BAS programs in information technology (ITEC), (introduced in the Faculty of Arts, Atkinson and Glendon College in 1999-2000) has continued; enrolments across the three Faculties declined from 1,677 in 2003-2004 to 1,349 in 2004-2005, reflecting the continuing downturn in the technology industry. Similar continuing decreases have been seen in Computer Science enrolments: from 1,473 in 2003-2004 to 1,088 in 2004-2005. This pattern of enrolment declines is not unique to York, but it illustrates the volatility of enrolments and the challenges of program-related long-term enrolment planning, as well as the risks of rapid growth in areas of potentially transitory interest. Approaches are being considered to increasing enrolments in computer science and information technology programs.
- The Faculty of Science and Engineering is working with the Faculty of Fine Arts to develop a program in Digital Media.
- FSE is also developing interdisciplinary programs at the undergraduate and graduate levels in Bioinformatics.

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 program in international development studies continues to grow, with 178 majors 2004-2005.
- Funding has been provided to support the addition of new languages (particularly non-Western) to the curriculum over the last several years, including Yiddish, Korean, Arabic, Swahili, and Hindi.
- A proposal for an International BSc degree, noted in the 2003-2004 PBA, reached fruition in 2004-2005, with the approval by Senate of this degree, to be offered in Biology and Computer Science; it is expected that other areas will be added in the future. In addition, based on the model of the International BSc, discussions are under way in relation to the introduction of an International BA degree.
- A draft proposal for a program in International and Foreign Service was noted in 2003-2004; after further discussion, it was decided not to pursue this initiative at this time.
- Programs such as the one described above for internationally trained nurses are a component of the commitment to internationalization, and there may be interest in offering similar programs in other professional areas such as engineering.
- International internships, intended to offer opportunities for students to extend their international experience beyond the classroom, proved very successful in 2004, their first year of availability; the program will be expanded for 2005.

These initiatives are consistent with the thrust in the UAP revision to broaden the range of international opportunities through the curriculum and beyond. 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.

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 emphasize the importance of quality and the need for programs that are beneficial to students and the institutions. Discussions of potential collaborative programs continue in several Faculties.

- A new joint Honours BA program in professional writing with Seneca College, offered for the first time in 2003-2004, attracted 125 students, growing to 228 in 2004-2005.
- Drawing on the complementary strengths of the two programs, York's Dance Department and the School of Toronto Dance Theatre developed, and saw approved in 2004-2005, a consecutive Honours BFA Dance program; the program will enhance the University's profile in the dance community.
- An articulation agreement in Theatre with Humber College was established in 2004-2005.

Some joint programs, such as the Bachelor of Design with Sheridan, have proven to be highly successful, while others have struggled. A project to conduct informal reviews of joint programs – their quality and success in meeting students' needs – was put in place in 2003-2004 by the Vice-President's office; this process has been useful in identifying areas for improvement. Following an assessment of a pilot phase of reviews, some revisions were made to the review process, intended to streamline the process and ensure that essential information is provided. Programs reviewed during 2004-2005 were: York-Seneca Articulation Agreement (Court and Tribunal Administration/Law and Society); York Chemistry-Seneca Chemical Technology CHT and Chemical Laboratory Technology Pharmaceutical (CLP) Diploma Programs; and a Fine Arts Dance program with the National Ballet School. Reports will be prepared for submission to CCAS.

In addition to collaborations with other institutions, there are also opportunities for collaborative – and interdisciplinary – program development across York Faculties. The Master's program in Public Policy, Administration and Law, noted above, is one such example. In addition, with the support and encouragement of the VPA office, the Atkinson Faculty has taken the lead in working with colleagues in the Faculty of Science and Engineering and the Faculty of Environmental Studies (and potentially other Faculties) in developing the area of emergency management; a certificate in emergency management (available with a degree program or as a stand-alone) was approved in 2004-2005; and there are plans to develop a degree program in this area. This is an area in which few university-level programs are offered, and in which there is considerable interest among government and the public. Atkinson is also exploring links with Centennial College in this area.

Strategic Initiatives for 2005-2006 and Beyond

Health: Looking to the future, health represents an area in which there are important opportunities for further development to be explored over both the short and longer-term, and strategic initiatives relating to health will be a focus of planning for next year and beyond. Despite the strength of York's health-related teaching and research activities, their increased coordination would provide significant opportunities for new program development through the creation of synergies, and would enhance York's external visibility in the health field – to government, granting councils, donors, and the public, for example. In January, 2005, through approval in principle of a motion to establish a health-related Faculty at York, the University Senate set in motion a process of consideration of various elements of a potential health Faculty (e.g., vision, name, constituent parts, governance, and curriculum). An ad hoc working group, comprising representatives of units which might become part of a health Faculty as well as other related units, has been meeting regularly since that time to work through these issues, and has provided reports to Senate on progress. The following units have been represented in these discussions:

- School of Health Policy and Management
- Health and Society Program
- School of Kinesiology and Health Sciences
- School of Nursing
- Psychology Departments (Arts and Atkinson)
- Biology Department
- Chemistry Department

Note: While it is not anticipated that the Biology and Chemistry Departments would join a health Faculty, their interests closely intersect with those of a new Faculty and their contributions to the discussions have been very valuable.

Discussions have been positive, open and wide-ranging, encompassing the following issues, among others:

- the mandate of a health Faculty to draw together York's health interests under an "umbrella," thereby enhancing visibility and fostering new and innovative initiatives;
- the name of the Faculty (the favoured option is Faculty of Health);
- the structure of the Faculty and its units (Schools, Departments);
- undergraduate and graduate programs and degrees to be offered;
- curriculum, including general education;
- collegial governance issues; and
- range of opportunities for faculty participation in the Faculty (full appointments, secondments, cross-listing of courses, etc.).

Opportunities identified for possible program development (in the short and/or longer term) include, for example:

- interdisciplinary international health program
- inter-Faculty pre-professional program
- health promotion
- physical therapy

In June 2005, APPC submitted to Senate notice of its intention to bring a statutory motion to establish a health Faculty to Senate in September 2005 for first reading. The VPA office will undertake analysis of enrolment, complement, and resource issues over the summer in preparation for consideration of this motion; and the Vice-President will continue to work with proponents to achieve consensus around issues noted above and to prepare a proposal for consideration by APPC and Senate. If the motion is successful on first reading, fuller consultation will follow in the Fall, with the expectation second and third readings could occur by the end of 2005.

The advancement of York's interdisciplinary health interests is consistent with the priorities identified in the revised *University Academic Plan*. The plan also raises the possibility of exploration, in the longer term, of opportunities to establish a medical school at York; however, this discussion is separate from that currently proceeding in relation to a health Faculty.

International: Internationalization is an area which has been identified as being of continuing strategic importance. Through the Vice-President Academic Division, in particular the office of the AVP International, efforts will be directed towards achieving the objective set out in the UAP of making an opportunity for international experience available to every student, as well as development of means to help students to take advantage of these opportunities and to integrate international experiences into their studies. See the section on Internationalization for further details about initiatives.

Graduate Programs: In support of plans for growth in graduate enrolments described in the section on Graduate Enrolment Planning, Faculties are collaboratively planning for development of new graduate programs, as well as expansion of existing programs. Notable among these is a proposal for a Masters program in Public Policy, Administration and Law, which will be submitted to relevant approval bodies in Fall 2005, and has been developed collaboratively by colleagues in the Atkinson Faculty, Arts, Osgoode, and Graduate Studies. Consideration of issues relating to graduate enrolment planning, graduate programming, curriculum, resource allocation (tenure stream and contractually limited appointments), etc. is increasingly being taken into account in planning by "resource Deans" (i.e., Deans of Faculties with associated undergraduate programs) in consultation with the Dean of Graduate Studies. Significant progress has been made in this regard and this kind of cooperative planning will remain a priority for the coming year.

Review of Academic Structures

The need for a review of academic structures to ensure that they are clear and support the University's academic priorities is highlighted in the revised UAP; this is an issue that has been identified in the recommendations of Undergraduate Program Reviews and has been the subject of interest from colleagues across the Faculties. In part, these discussions also arise from the implications of consideration of a health-related Faculty, as well as the increased coordination of graduate and undergraduate planning. As a result, under the leadership of the Vice-President Academic, and in consultation with affected units, the Deans of three undergraduate Faculties (Arts, Atkinson, and Science and Engineering) and the Dean of Graduate Studies have been meeting throughout the year to discuss issues relating to academic structures and coordination within those Faculties. Progress has been made in relation to the administrative movement of the Faculty of Arts program in Mathematics and Statistics to the Faculty of Science and Engineering, and consolidation of Information Technology programs in the Atkinson Faculty (in a new School whose name is yet to be confirmed) through the movement of Arts programs to Atkinson. Collegial discussions are also ongoing in relation to areas such as Natural Science (including Science and Technology and Science and Society programs), Communications, Public Policy, and Philosophy. These discussions will continue to be a priority in 2005-2006. Changes resulting from these discussions will be brought to Senate and other bodies for approval, as appropriate.

Role of General Education

The 2003-2004 PBA report noted a process to consider issues relating to the role and relevance of general education requirements; this discussion has not moved forward during 2004-2005 as a result of other pressing planning priorities, such as consideration of a health Faculty. Continuing progress has been made towards the enhancement of Natural Science courses in accordance with the needs of their audience.

Program Development Challenges

Planning for new program development continues to present a number of challenges, including:

- 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;
- unpredictability of demand;
- competition, for both faculty and students, with other institutions developing and offering similar programs; and
- sufficiency of resources to support new programs while maintaining quality in existing programs.

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 2004-2005, no reviews were undertaken, but preparations began for those to take place in 2005-2006: business programs in the Schulich School of Business and the Atkinson Faculty; Health Policy and Management (Atkinson); Women's Studies (Arts, Atkinson, and Glendon); History (Arts, Atkinson, and Glendon); Mathematics and Statistics (Arts, Atkinson, FSE, and Glendon); and Psychology (Arts, Atkinson, and Glendon).

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. During 2004-2005, reviews of the following programs have been under way and results are pending: Business, Kinesiology and Health Science, Translation, and Linguistics. The graduate program in Education, whose review was conducted in 2003-2004, was found to be of good quality. Full details of appraisal results for all graduate programs are provided in the Graduate Studies section.

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. As noted earlier, the new Engineering program saw its first accreditation review in 2004-2005, and results of this review will be considered and acted upon in 2005-2006.

4. INTERNATIONALIZATION

Internationalization has been and remains a key academic priority for the University.

Activities of Associate Vice-President International

The Associate Vice-President International set a number of goals for the 2004-2005 academic year. These goals have been met in whole or in part.

- *Expand the York International Internship Program and increase the disciplinary areas in which they will be offered.* The number of interns increased from 26 to 42, and the number of countries to which they were sent from 15 to 23. This year's cohort included students from all of York's Faculties.
- *Work with relevant colleagues to create a Languages Across the Curriculum program.* A working group on Languages across the Curriculum was established and developed a draft proposal.
- *Develop a proposal for an International Bachelor of Science degree.* A proposal was developed and has been approved by the Senate.
- *Complete the design and data collection for a searchable database of international contacts and collaborations of members of the University faculty.* The database design was completed and an initial round of data was collected and input. The database forms the basis for a new section showing York's connections across the world on the York International Web site (http://international.yorku.ca/).
- *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 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.* The number of students taking advantage of official opportunities for an international experience continues to grow significantly. Starting in September, students will be able to register with the Office of the AVPI to earn a "Letter of Recognition of International Experience", which includes curricular and co-curricular activities.
- *To support the aim of increasing access to international opportunities for students, (a) review the criteria for the York International Mobility Award (YIMA) 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.* A comprehensive report on the first three years of the YIMA program was completed and recommendations drafted. A small committee of representatives from the Registrar's Office, Admissions, and York International met regularly during the year to review the current credit transfer policy and work towards clarifying the policy with regard to exchange activity.
- *Establish new models of advising for international exchange students, in order to be able to provide improved services to the growing international student body.* Improvements included forming partnerships with other areas of the University such as Career Services and Admissions to provide information and to participate in activities such as on-line chats for prospective students and their parents.
- *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.* The new schedule was set up.
- *Continue to identify opportunities to offer cross-cultural training in the York community, in order to build the international 'ethos' of the community.* Eleven cross-cultural training sessions were offered.

International Projects

For the fifth 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. Over the years, the funds have provided crucial support for a number of new initiatives which might not otherwise have moved forward. Nearly 30 applications from individuals and groups of faculty and students from across the University were submitted in response to the Vice-Presidents' call in September 2004. Funding totalling $75,000 was awarded to support the following projects:

- *Proposal to Develop a Student Outreach Program for South Asian Studies* (Balbinder Singh Bhogal, Humanities/South Asian Studies program, Arts)
- *Initiating a Dance Student Exchange Project with the University of Ghana* (Penelope Reed Doob, Dance, Fine Arts)
- *Expanding Ecologically-Based Research and Education in the Las Nubes Program* (Gail Fraser and Howard Daugherty, Environmental Studies, and Bridget Stutchbury and Gene Morton, Biology, Science and Engineering)
- *Establishing a University Consortium on the Global South at York University* (Ricardo Grinspun, Economics, Arts and CERLAC)
- *Currency Regimes and Central Banks* (Kurt Huebner, Political Science, Arts and CCGES)
- *Workshop: Sustaining Studies of Central European Cultural Diversity* (Susan Ingram, Humanities, Arts)
- *Adapting a European Experiential Training Program for Settlement Workers at Risk of Vicarious Trauma and Burnout* (Susan McGrath, Social Work, Atkinson and Centre for Refugee Studies)
- *Interdisciplinary Approaches to the Problems Caused by Invasive Species* (Laurence Packer, Biology, Science and Engineering)
- *Conference on Biological Complexity – University of Bologna* (Ron Pearlman, Biology, Science and Engineering)
- *Contemporary Chinese Visual Literacy: Enhancement of Cultural Understanding* (Wendy Wong, Design, Fine Arts)

International Forum

The forum in November 2004, titled "Symposium on Experiential Education and Internationalization," was aimed at stimulating dialogue on the interconnectedness between the theory and practice of international education and experiential education. Attendance was the highest ever with over 90 participants and 30 presenters, with a mix of academics from universities in the United States and Canada, including York. The keynote speaker was distinguished international educator Dr. Josef A. Mestenhauser from the University of Minnesota. The symposium stimulated discussions on the design of a re-entry course for students who have had international experiences and of a module for faculty members and teaching assistants who would like to 'internationalize' their course designs. The Office of the AVPI is in communication with Atkinson Faculty of Liberal and Professional Studies and the Centre for the Support of Teaching to develop proposals for possible implementation in September 2006.

Awards and Recognition

One of the strategies of York International is to promote recognition of innovative international initiatives. York was one of only four Canadian universities to be honoured this year with the *Scotiabank-AUCC Award for Excellence in Internationalization*, in recognition of innovative programs that help students prepare for a more global world. The award was given for the Glendon College Student Annual International Studies Symposium, a project conceived and managed entirely by students. York International also promoted recognition of student excellence internationally, by sending a number of students abroad to take part in international conferences. York students were nominated to attend the London International Youth Science Forum in July 2005; the International Cultural and Academic Meeting of Engineering Students (ICAMES) in May 2005, organized by the Engineering Society of Bogazici University, Turkey, one of York's new partner institutions; the National University of Singapore Centennial Global Education Convention, July 2005; and the North American Leadership Institute inaugural session, to be held at the Universidad Panamericana in Mexico City, July 2005. York International's own awards program this year recognized the Consul General of Barbados, Ms. Kay McConney, and international student Andrew Ngui for their contributions to internationalization at York, as well as the Career Centre and the Faculty of Science and Engineering.

International Partnerships and Mobility

In 2004-2005, work continued on strengthening ties in Latin America and in Asia, particularly Korea and India. New institutional agreements were signed with the University of Los Andes (Venezuela), Peking University, Hong Kong Institute of Education, Korea University, Hanyang University (Korea), and the National University of Singapore. Additional agreements with institutions in Mexico and India are under discussion or in the final stages of completion. In 2005-2006, these areas will continue to be the focus in terms of partnerships and mobility, with India receiving particular emphasis.

Other agreements were signed this year with Koç University and Bogazici University in Turkey, and the Universidad Autónoma de Madrid. Also in 2004-2005, York was the lead Canadian institution on two new mobility grants, one under the Canada/European Union Cooperation Program in Higher Education and Training ("Towards an Internationally Distributed Computer Science Degree") and one under the Program for North American Mobility in Higher Education ("Women's Human Rights, Citizenships, and Identities in a North American Context"). Both of these grants provide additional opportunities for study abroad for York's students. Finally, York received funding under the Canadian government's new Canada Corps program for two internships (one in Buenos Aires, Argentina and one in Nairobi, Kenya) and one team project ("Towards Establishing Public Policy and Administration Programs to Train Future Palestinian Civil Servants").

Visitors and Community Outreach

The office continued to receive visitors from universities abroad seeking partnerships or information on the structure of Canadian universities, from representatives of current partner universities, and from members of government organizations. This past year a trend was noted towards visits by a larger number of diplomats, both from other countries and from Canada. The office arranged meetings with both academic and administrative department representatives, depending on the nature of the visit, and also made a number of direct presentations to the visitors.

Through the York Centre for Asian Research, with the participation of the Schulich School of Business and the York English Language Institute, York has participated in the provision of management training to groups of administrators and other professionals from China.

Both the Vice-President Academic and the Associate Vice-President International have played leadership roles beyond this institution in relation to internationalization. For example, Vice-President Embleton serves as Chair of the Joint Program Committee for the Ontario/Baden-Württemberg and Ontario/Rhone-Alpes Exchange Programs, for which York has provided an administrative home, and served on the selection committee for the Canada Corps program. She was invited to give a presentation at a conference on International Postsecondary Outreach organized by the Ministry of Training, Colleges and Universities in March of 2005. Associate Vice-President Shubert gave a presentation to the Association of Universities and Colleges of Canada as part of International Liaison Officer Days in September, published an op. ed. piece in the *Globe and Mail* about international recruitment, and delivered a keynote address comparing internationalization of universities in Canada and the U.S. at a conference at Binghamton University (New York). Both the Vice-President and the Associate Vice-President travel to international institutions to represent York and to further the University's international interests in relation to exchanges and other partnerships; destinations in 2004-2005 included Korea, Germany, Greece, Turkey, and Israel.

Student Programs and Services

The staff of York International continued to work to improve services and programming for international students, to encourage more students to take advantage of opportunities for international experiences, and to improve processes related to student mobility, as noted above under the goals for 2004-2005. Other new initiatives included an outreach visit to a local high school to talk about study and work abroad opportunities at York, more focused recruitment sessions, and an outreach program to current York students to engage them more directly in internationalization. A number of opportunities were provided for returned exchange students and interns to report publicly on their experiences; for example, at the international symposium and pre-departure sessions. Funding for emergency bursaries and for international work/study positions was increased to provide more support for international students. The Emerging Global Leaders Retreat (EGLR) for high school students in Barbados was successfully held in the fall of 2004 and is scheduled again for the fall of 2005. As a result of this experience, two York International staff members will be giving a presentation at the 2005 annual conference of the European Association of International Education on taking a domestic program and implementing it internationally.

Goals for 2005-2006

- Consult widely with the York community to assist in revising and updating the internationalization strategy.
- Expand the York International Internship Program from 40 to 50 positions.
- Increase the number of York students taking advantage of international opportunities by 20 per cent.
- Work with relevant colleagues to introduce the International Bachelor of Science.
- Work with colleagues in the Faculty of Arts to create a certificate program in Languages across the Curriculum.
- Discuss with colleagues in Glendon College and the Faculty of Arts the creation of a new degree, the International Bachelor of Arts, suited to the specific conditions of each.

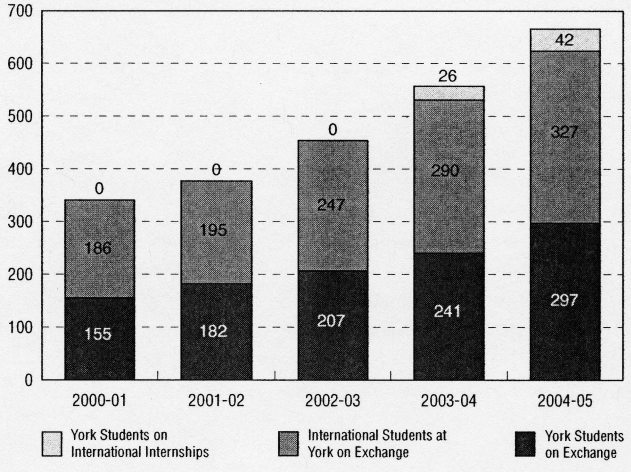
Study Abroad: Student Statistical Profile

In 2004-2005, a total of 3,169 international students were registered at York, a slight increase over 2003-2004. Despite this increase, the number of international students as a percentage of the total student body declined from 7.2 per cent in 2003-2004 to 6.4 per cent of the total student population in 2004-2005. (See the section on International Enrolment Planning for further details.) The regional representation of international students remained approximately the same.

In 2004-2005, 327 (10.3 per cent) of the international students at York were here as part of a formal exchange program. At the same time, 297 York students studied abroad as part of a formal exchange program. The total number of students on exchange during the year was 624; this was a 17.5 per cent increase over the number in 2003-2004.

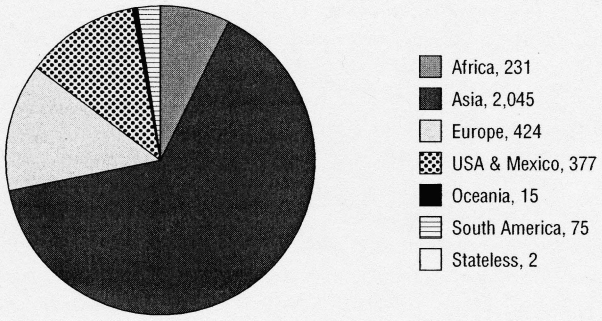
Over the past three years, the number of students participating in study abroad programs has grown. In 2004-2005, 167 York students participated in York study abroad programs.

Figure 26: Students on Formal Exchange Programs and Internships



Source: York International

Figure 27: Regional Representation of International Students, 2004-2005



Source: Office of Institutional Research and Analysis

York University English Language Institute

YUELI's mission is to provide English as a Second Language courses designed to improve English language skills for university entrance and professional advancement. Key elements of this mission are integration into York; diversity; academic quality; and business viability. By providing high quality programs to the international community, and by bringing large numbers of international students on to the York campus, YUELI plays an important role in the internationalization of the university.

YUELI's core program is YUELI Academic, a full-time program offered at six levels of proficiency in eight-week blocks all year round. This course is intended primarily for students who wish to enter an English-medium university. In addition, there are a number of special and professional programs, which are custom-designed to provide a combination of English language and either culture or methodology for Teachers of English to Speakers of other Languages. YUELI also offers an eight-week pre-MBA course, offered twice a year in collaboration with the Schulich School of Business. In addition, there is a range of custom-designed courses for mid-career professionals that focus on a particular area of professional knowledge in addition to English language skills.

During 2004-2005, work has continued to refine the six-level YUELI Academic Program, and to develop the University Life program that exposes YUELI Academic students to a range of activities to prepare them for life as a university student. Adherence to a strict language mix policy has created a more diversified student body, and thus more opportunities for using English as a lingua franca. A typical YUELI Academic Program course in 2004-2005 had over 200 students from approximately 20 countries, with no more than 25 to 30 per cent from any given linguistic background.

In September-October 2004, in conjunction with York Centre for Asian Research, YUELI hosted a group of over 30 college and university teachers from Jiangsu province in the People's Republic of China who came for a six-week program of ESOL methodology. In addition, YUELI welcomed two groups from Japan – one from Dokkyo University in Japan, whose students spent a month in February developing their English skills and learning about Canada in winter – and another in August from Meiji University. In addition, last year, YUELI delivered a course in English language and culture to a group of international professionals from several Asian branches of the world-renowned accounting firm of Deloitte, Touche, Tohmatsu.

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 and acting as an official practicum site for the York TESOL Certificate.

In the area of Special and Professional Programs, YUELI's short courses in Business Writing and Business Presentation Skills are now fully developed, each with its own comprehensive materials kit. These have been proving popular with the local community. YUELI has also successfully delivered evening courses this year in Speaking and Pronunciation to the local community.

In partnership with the Schulich School of Business, YUELI recently 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. Also, in collaboration with York's School of Nursing, YUELI is now providing language instruction for a group of internationally-trained nurses. And in March-April 2005, YUELI delivered an on-site course in Business Writing to a major accounting firm in the Toronto area.

A new program, in conjunction with the Faculty of Environmental Studies, ran for the first time in August 2004 and preparations are under way for it to continue in 2005. This course was 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. In 2004, a new approach was taken, offering 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 program was well received and YUELI plans to offer it to more International Teaching Assistants in 2005.

YUELI's new innovative centre in Colombo, Sri Lanka, opened in September 2004. The centre, located in an attractive part of the city, close to the Canadian High Commission, caters primarily to students wishing to attend a Canadian university. Students take English language courses and can access advice on selecting a university or college program and applying for a visa. The centre, CCAPS, also offers courses on-site for local professionals who are seeking English development for specific work environments.

Lastly, 2004-2005 has also been a year of change at YUELI. A major development came in early 2004, when the full-time instructors of the Institute chose to be represented by OPSEU, and a first collective agreement was negotiated over the course of the year. An important transition occurred in the middle of the year, when Jean Handscombe, who had been YUELI's Director since 1999, retired and was replaced by new Director Calum MacKechnie, formerly of the University of Wisconsin-Milwaukee.

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) is a university-affiliated, not-for-profit public art gallery. As a member of the Canadian Museum Association and the Ontario Association of Art Galleries, the AGYU follows professional museum standards. The Art Gallery of York University provides exhibitions, programs, and related activities focusing on contemporary art in dialogue with the contemporary art community and to enrich the cultural and intellectual environment of York University and the surrounding regions. 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 through work-study and internships.

For 2004-2005, the AGYU:

- Continued to revitalize its relationship to the Toronto art community through its ambitious exhibitions and innovative off-site programming that also extended its education mandate downtown;
- Successfully raised funds to produce larger exhibitions by using the AGYU and downtown galleries, and also toured the result;
- Pursued co-publishing ventures;
- Developed the Web site into a major educational resource;
- Won six awards for writing and exhibitions.

For 2005-2006, the AGYU looks to:

- open a major new exhibition space that will lead to more ambitious exhibitions;
- a developed publication program that will include monographs and artist books, as well as exhibition catalogues;
- an opportunity to continue to raise the profile of the gallery;
- a revised education strategy for the AGYU within the university; and
- continued outreach and off-site programming downtown.

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

Space

In 2004-2005 the University continued its efforts to address the critical space needs in areas of strategic academic and research focus, including library and student study space. Many of the activities underway in 2004-2005 will continue or will have related space 'ripples' that continue into 2005-2006 and 2006-2007 as the University deals with its expansion in both graduate and undergraduate activities.

A major academic renovation project for 2004-2005 was the complete renovation of the Health, Nursing and Environmental Studies Building to accommodate the Atkinson School of Nursing, the Atkinson School of Health Policy and Management and the entire Faculty of Environmental Studies. In addition to preparation of faculty and administrative offices, computer labs and the upgrading of classrooms, the project involved the construction of specialized instructional facilities for the academic programs housed there. The HNES Building was ready for occupancy and teaching for September 2004, although completion activities continued through the year.

The relocation of the Faculty of Environmental Studies to HNES allowed for planning to proceed in earnest for the renovation of the upper floors of the Lumbers Building to accommodate increased activity in the Faculty of Science and Engineering. The renovation, commenced in the spring of 2005, will result in additional faculty and administrative offices as well as teaching and research labs. The first phase of this renovation project will be completed for the beginning of classes in fall 2005. Another significant renovation project related to the programs of the Faculty of Science and Engineering was the expansion of the Steacie Science and Engineering Library. This project actually commenced during 2003-2004 and was largely completed in time for the beginning of classes in September 2004, adding substantially to the University's capacity to support increased activity in science and engineering.

The Library has continued its space planning and renovation activities in other areas, particularly in the development of a study facility in the Scott Library that will be dedicated to graduate students. This is slated for completion in time for the commencement of term in fall 2005. As well in 2004-2005, the Library engaged in a complete study of York's Library capacity and needs in the coming years, with the assistance of Moffat Kinoshita Architects. This study will serve as a blueprint for future development of Library facilities at York.

The year 2004-2005 saw the major construction phase for the Accolade Project. This project will provide significant new general classroom facilities and critically-needed performance and specialized instructional facilities as well as offices and research space for the Faculty of Fine Arts, particularly in Music, Dance, Theatre and Fine Arts Cultural Studies. The first phase of the project (Accolade West) will open in September 2005 while the second phase, Accolade East, is expected to open January 2006. In addition to offices, research space and specialized studio and lab space, the project 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.

Planning was underway for the renovation of parts of the lower portion of Founders Hall to convert former York Foundation call-centre space into administrative space for the York University English Language Institute. This planned renovation would consolidate YUELI activity and free up much needed academic office space in Winter's College. This project is slated for completion in time for September 2005.

Other renovation planning projects related to the Colleges were commenced in 2004-2005, though the projects themselves will not be completed until 2005-2006 and beyond. These include plans to accommodate the Faculty of Education in Winters College (releasing space on 8th floor Ross for academic use), accommodating counselling services in McLaughlin College (allowing for the expansion of Psychology activity in the Behavioural Sciences Building), accommodating the School of Women's Studies in Founders College, and expanding health-related academic activities in Bethune College.

Renovation activity continued in the Ross Building as well. In order to provide Faculty of Arts students with more direct access to Arts Advising Centre, the Centre moved from its 3rd floor location to specially designed facilities on the first floor of Ross, in Central Square. With the movement of the York Foundation from 9th floor Ross to the West Office Building, plans were developed to relocate the University Secretariat to the 9th floor and allow the Faculty of Education to expand into the Secretariat space on the 8th floor for September 2005. This use will be temporary, as the Faculty will move to Winters College, as noted above, at which time the 8th floor of Ross will be used to accommodate activity of the Faculty of Arts.

On the Glendon Campus, the hosting of "The Junior League" provided an opportunity for renovation and refurbishing of Glendon Hall. In addition to the relocation of the Principal's Office to this building and the use of the Principal's former offices for faculty and research offices, new classrooms were constructed to accommodate Glendon's continued growth.

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 are discussed in greater detail throughout the Division of the Vice-President Academic section of this document 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 academic program development. 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.

Fiscal year 2004-2005 saw the completion of the University's "Budget Plan 2001-2005". This plan provided for four years of annual 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 cumulative budget reduction was the same for all units, with Faculties providing approximately $4.8 million OTO to account for the shortfall related to the different timing of their cuts. For 2004-2005 the Faculties following the "academic cut scenario" made a 1.45 per cent base cut and completed the planned payment of the $4.8 million OTO. All units in the Academic Division will adjust their 2005-2006 budget planning to accommodate the across-the-board cuts of 1.75 per cent called for under the new budget cut plan.

During 2005-2006 there will be a review of budget planning within the Academic Division in order to allow for the creation of a budget for a potential new Faculty of Health. This budget would be constructed through the orderly transfer from the Faculties of Arts, Atkinson and Science & Engineering of the funding related to the salary and operating expenses of the units that are expected to form the new Faculty of Health. Because the creation of the Faculty of Health would involve the transfer of existing students, faculty and staff, the budget transfer would be carried out in such a way that no existing academic activities would be compromised. Some additional funding would be required for the creation of a Dean's Office infrastructure but that funding is expected to be found from sources not currently supporting academic programming.

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, followed the administrative cut schedule as set out in the "Budget Plan 2001-2005". Actuals for 2004-2005 reflect a delay in planned temporary staff support that will proceed in 2005-2006. Increases in the 2005-2006 budget plan also include changes in benefits costs, across the board salary increases and increases in general operating costs.

Academic Support is a grouping that includes the budgets of administrative offices and related general accounts supporting academic activity. These include the Office of the Associate Vice-President Academic, the Office of the Associate Vice-President Academic Resource Planning, the Office of the Associate Vice-President International, the Office of the Associate Vice-President Graduate, the Centre for Support of Teaching, the Art Gallery of York University, and York International.

At the time of the setting of the 2004-2005 budget there had not been a final determination of the full level of central support, derived from university grant and tuition income, to be transferred to the Academic Division. The revenue tables appearing under **Division of the VP Academic – Other** show the difference between the originally budgeted central allocation and the final allocation made. Included in the amounts appearing in **Division of the VP Academic – Other** are significant funds being carried forward to support the Faculties and Library in 2005-2006 and

beyond. The support includes major renovation activities such as laboratory renovation and construction targeted to support the Faculty of Science and Engineering, deficit recovery programs for Faculties that will spread over more than one year, special financing arrangements for bridging appointments to strengthen complement in areas of strategic activity and Phase I and Phase II of the Complement Recovery Program (CRP). Each phase of the CRP provides $4.5 million OTO to be distributed to the Faculties in support of tenure-stream bridging appointments.

Non-Degree Programs includes the Schulich Executive Education Centre activity, Osgoode's Professional Development Program, non-degree credit offerings in the Atkinson Faculty, the Faculty of Education, and the Faculty of Environmental Studies as well as the York University English Language Institute. Although these funds are gathered under this rubric in the VPA section, income from these activities is used to support academic programming, including deficit recovery programs, in Faculties and, in other cases, is being carried forward as a reserve to fund major renovation activities and program development in 2005-2006 and beyond.

Division of VP Academic

(Dollars)	Operating Results by Unit 2004-2005 Actuals	2005-2006 Budget
Faculties		
Atkinson Faculty of Liberal and Professional Studies	45,978,164	52,900,955
Faculty of Arts	95,208,279	98,725,796
Faculty of Science and Engineering	30,618,779	31,249,922
Osgoode Hall Law School	17,552,941	17,273,662
Glendon College	18,789,328	17,191,057
Faculty of Graduate Studies	17,893,493	20,376,373
Faculty of Environmental Studies	7,960,497	7,881,161
Faculty of Fine Arts	23,340,541	25,505,132
Faculty of Education	14,392,612	14,799,324
Schulich School of Business	38,930,914	39,371,991
Total Faculties	**310,665,548**	**325,275,373**
University Libraries	**22,609,129**	**23,564,389**
Division of VP Academic – Other		
Office of VP Academic	778,515	885,876
Academic Support	4,344,242	4,735,324
Non Degree Programs	29,700,313	32,239,291
Special Academic Projects and General Institutional for Faculties	223,267	212,535
Total Division of Academic – Other	**35,046,337**	**38,073,026**
Total VP Academic – Including Faculties and Libraries	**368,321,014**	**386,912,788**

In the past the Special Academic Project Accounts and General Institutional Accounts for Faculties (SAP&GIF) 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. The reporting of these accounts has been rationalized so that most of these accounts are now included in the budgets of the responsible Faculties. For this reason, there is a reduction in activity in this area as compared to reports up to and including 2003-2004.

Division of the VP Academic

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	33,948,275	36,254,142
Internal cost recoveries	5,293,696	5,204,925
Other revenues	19,429,233	11,226,742
Central allocations	317,413,718	324,455,344
Total Revenue	**376,084,922**	**377,141,153**
Expenses:		
Faculty - Administration	7,848,230	7,790,472
Faculty - Full-time	131,467,614	148,307,619
Faculty - Contract	32,294,613	30,720,832
Teaching assistants	22,524,126	26,588,454
Research	21,162,623	19,139,000
Support/Administration	64,539,482	68,112,550
Other	12,476,131	12,023,703
Total Salaries and Benefits	**292,312,819**	**312,682,630**
Operating costs	58,776,599	55,464,101
Amortization of capital assets	-	-
Cost of goods sold	1,784,427	1,912,442
Taxes and utilities	3,066,596	3,069,495
Scholarships & bursaries	12,380,373	13,784,120
Interest on long-term debt	200	-
Total Expenses	**368,321,014**	**386,912,788**
Total Revenue less Expenses	**7,763,908**	**(9,771,635)**
Previous Year's Carryforward	**26,702,129**	**34,466,037**
Carryforward to Next Year	**34,466,037**	**24,694,402**

Division of the VP Academic – Other

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	26,015,229	28,997,645
Internal cost recoveries	137,269	349,718
Other revenues	6,290,551	4,492,918
Central allocations	9,680,418	8,038,034
Total Revenue	**42,123,467**	**41,878,315**
Expenses:		
Faculty – Administration	651,872	729,706
Faculty – Full-time	1,016,387	1,153,833
Faculty – Contract	733,973	671,340
Teaching assistants	121,972	126,174
Research	225,082	179,620
Support/Administration	6,948,686	8,955,027
Other	6,873,639	7,310,790
Total Salaries and Benefits	**16,571,611**	**19,126,490**
Operating costs	17,491,436	17,796,896
Amortization of capital assets	–	–
Cost of goods sold	63,025	151,290
Taxes and utilities	732,998	789,350
Scholarships & bursaires	187,267	209,000
Interest on long-term debt	–	–
Total Expenses	**35,046,337**	**38,073,026**
Total Revenue less Expenses	**7,077,130**	**3,805,289**
Previous Year's Carryforward	**19,098,530**	**26,175,660**
Carryforward to Next Year	**26,175,660**	**29,980,949**

Strategic Directions for 2005-2006

The division's goals for 2005-2006, many of which are in fact multi-year or ongoing objectives, relate to continuing articulation, implementation, and review of the directions identified in the *University Academic Plan*. As noted earlier, the UAP was reviewed in 2004-2005, and some new directions and priorities, rooted in York's traditions and strengths, were identified, while some long-standing commitments were confirmed. These will provide the framework for planning and reporting for 2005-2006 forward.

The Vice-President Academic's plans for 2005-2006 are described in greater detail in the relevant foregoing sections and will focus in particular on the promotion of coordinated planning across undergraduate and graduate programs in order to achieve planned enrolment growth and expansion of programming at the graduate level; planning for the advancement of York's strategic objectives in relation to health and internationalization; and fostering ongoing discussions with regard to academic structures. More specifically:

FACULTY

- The division will continue to implement plans for renewal of the tenure stream faculty complement, in order to respond to strong enrolments and to retirements, in areas which will build on strengths and support programming in strategic areas.
- Attention to appointments which will contribute to goals in relation to graduate growth will be crucial, and the Dean of Graduate Studies will continue to be involved in discussions of appointment priorities.
- Searches will be undertaken to appoint outstanding candidates to authorized positions; for positions to take effect in 2005-2006, 100 searches were authorized and the results will be reported in the 2005-2006 *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.
- Once the details of the legislation regarding the proposed elimination of mandatory retirement are clear, planning will be put in place as appropriate and necessary to address the implications.
- Completion of implementation of the final year of the Canada Research Chairs program will focus on an appointment furthering interests in health/biotechnology.
- Planning will proceed, involving all areas of the University, for York's 2006 hosting of the Congress of the Humanities and Social Sciences.

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 heightened enrolment levels projected for the remainder of the decade, including the continuing effects of the double cohort.
- Particular attention will be devoted to graduate enrolment planning – increasing the proportion of students pursuing graduate programs through the definition of appropriate program-level targets, provision of financial and other support, and development of new programs. In addition to overall growth at the graduate level, an objective will be to achieve an increase in PhD enrolments as a share of total graduate enrolment.
- Significant attention must continue to be paid to the attraction and retention of outstanding students in both undergraduate and graduate programs in a highly competitive environment.

ACADEMIC PROGRAMS

- The division will continue to work with Faculties and units to lead and 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:
  - the Vice-President will work with colleagues to develop plans for establishment of a health-related Faculty to consolidate and advance the University's health-related activities, and to bring proposals before appropriate University bodies;
  - particular attention will be paid to the development of attractive and innovative graduate programs as a component of planning for increased graduate enrolments;
  - the division will work with the Faculty of Science and Engineering to consider and follow up on recommendations of the Engineering accreditation review;
  - facilitation of collaborative programming will continue, both among Faculties and with other institutions, for example in the area of emergency management.
- The review of program/unit structures in Arts, Atkinson, FSE, and FGS, initiated by the Vice-President in collaboration with relevant Deans in 2004-2005, will be a major focus in 2005-2006.
- The division, through the office of the associate vice-president academic, will coordinate undergraduate program reviews in business programs, health policy and management, women's studies, history, mathematics and statistics, and psychology.

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, consistent with the aims of the University Academic Plan with regard to pervasiveness of internationalization at York.
- Through the office of associate vice-president international, the division will continue to advance the strategic approach to internationalization, including several components:
  - consultation towards updating of the internationalization strategy;
  - expansion of international student internships;
  - development of a proposal for a languages-across-the-curriculum certificate program;
  - expansion of opportunities for students to participate in international activities;
  - increase number of students participating in such experiences;
  - creation of new International BA degree; and
  - pursuit of opportunities for cross-cultural training.
- A forum on internationalizing Canadian universities is planned for 2005-2006.

INFRASTRUCTURE

The academic 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 at both the graduate and undergraduate levels, in particular:

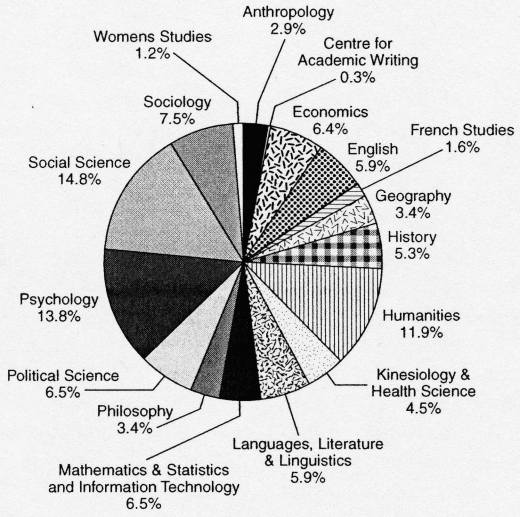
- completion of the Accolade Project with Accolade West completed in September 2005 and Accolade East completed in January 2006;
- continuation of planning and actual renovation activity associated with the "accolade ripple" which will involve planning for the movement of Faculty of Education to Winters College, counselling services to McLaughlin College, School of Women's Studies to Founders College, increased health-related activity in Bethune College, and overall rationalization of departmental space in the Faculty of Arts;
- completion of the renovation of the Lumbers Building for use by the Faculty of Science and Engineering;
- improved planning for research space needs; and
- continued redesign and renovation of existing classroom, office, laboratory space, library and study space to accommodate growth at both the graduate and undergraduate levels

THE FACULTY OF ARTS

Overview

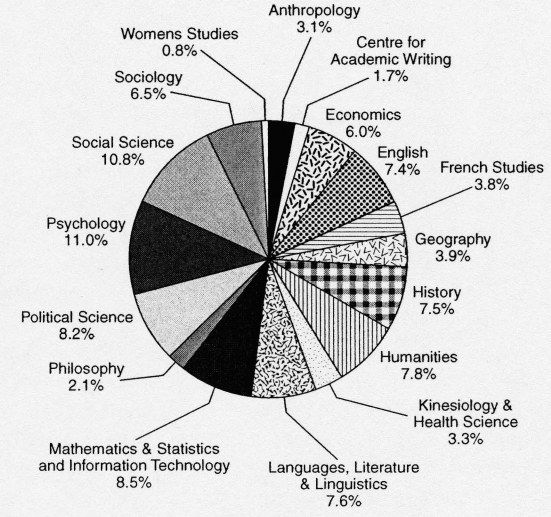
The Faculty of Arts is the largest liberal arts Faculty in Canada, offering a comprehensive range of undergraduate disciplinary and interdisciplinary programs of study, and is the major contributor to York's arts-related graduate programs. It is also the largest York Faculty. The Faculty of Arts is home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

Figure 1: Faculty of Arts FW04 FTE Distribution by Department



Source: Faculty of Arts

Figure 2: Faculty of Arts FW04 FT Faculty Distribution*



*includes Tenured/Probationary and Contractually Limited

Source: Faculty of Arts and Office of Institutional Research

Over the past five years, Arts had:

Figure 3: Faculty of Arts Five Year Overview of Members

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Undergraduate Students	17,349	17,097	18,316	19, 363	20,445
Full Time Faculty Members	490	492	520	531	568
Contract Teaching Faculty Members	253	245	239	286	320
Teaching Assistants	763	745	732	772	831
Administrative Support Staff	152	159	158	162	171
Alumni	65,079	68,095	70,978	74,222	77,015

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

Planning Process and Implementation 2004-2005

Senate Academic Policy and Planning Committee embarked in 2004-2005 on a re-writing of the University Academic Plan. As a consequence, the Faculty was not asked to prepare its own plan this year but to contribute to the consultations concerning the University Plan. The Dean responded to an early request from APPC for comment and circulated that response to Faculty Council with the request that members of Council take part in the Senate consultation process. Several members did so individually but no collective response was prepared.

The Dean and the Chair of Faculty Council prepared a brief to accompany that of the University to the Rae Review on Postsecondary Education, and it was forwarded to the Rae Panel after consultation with Faculty Council.

As usual, departments were called on to produce their annual computing plans and to contribute to the continuing review of space requirements. The Faculty-wide space inventory and plan are still being developed in the context of the "ripple" resulting from new construction on campus. The plan will 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 means of determining part-time faculty budgets for units was more firmly established as a calculation derived from projections of curriculum necessary to serve anticipated enrolment, together with an assessment of full-time resources available.

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 2004-2005

In the past few years, the Faculty has concentrated on putting in place the infrastructure that will permit advances in several areas – development of a research culture, improved communications, fundraising, technology enhanced learning, complement restoration and enhancement, enrolment management and alumni relations.

Research Culture

The strategic activities designed to enhance the research culture in the Faculty in 2004-2005 achieved their objective and provide a foundation for future improvement in this area. Continued development of the Research Coordinator roles in the departments will occur throughout 2005-2006 as the Research Coordinators and Research Officer collaborate on the Research Database infrastructure project. The successful implementation of the Tri-Council policy on ethics has also created departmental research ethics board members who interact with the Associate Dean Research regarding course-related ethics matters.

The base strategy – to provide faculty researchers with the information they need to make effective decisions regarding research activity (resources, collaboration, peer review) – continues its long-term implementation. A new strategy, identified in 2004, is to provide faculty researchers with a more effective planning framework for their research activity, primarily in terms of planning for resource acquisition (working the pursuit of grants and contracts into a faculty member's overall annual activity, in a timely fashion) although a future goal may be to assist directly with project planning.

A new priority was established in fall 2004 when it became apparent that the Faculty research culture was hindered by the absence of information to foster research connections and provide an awareness of the kind of research currently undertaken by faculty members. After a planning phase, the Faculty in February launched a Research Interests Database project. This project invited Arts researchers to list their interests in a database to which subscribers would all have access, and at present it has roughly 350 active participants. Each researcher has an account and can post descriptions of their research interests to an online searchable database. A series of access conditions establish who can see the information and what it can be used for. This system allows researchers to more effectively plan collaborations and seek peer review.

Communications

In the 2004-2005 academic year, the Faculty of Arts began the task of redeveloping the Dean's Office Web site and all Faculty of Arts' unit Web home pages to align them with the clarity, consistency and quality of the Faculty's redeveloped print publications and the York University Web site. Once complete, this initiative will enhance and improve communications and public relations with both internal and external audiences. In addition, this project will enable faculty and staff to manage program information on the Web more effectively. The project will also ensure better overall technical and navigational user experiences consistent with those newly established in York's Web and Graphic Standards.

Fundraising

Fundraising became better organized as the Faculty once again had a Chief Development Officer in the Foundation devoted to Arts (in addition to one shared with the Vice-President Research and Innovation). Efforts were made to develop prospect lists and to ensure improved stewardship of existing donors. The OSOTF programme assisted in raising considerable support for student aid. Total revenue for the Faculty was down almost 30 per cent in 2004-2005 from 2003-2004, however one pledge for which payment was postponed from 2004-2005 to 2005-2006 would have been enough (if it had been realized in 2004-2005) to put the Faculty 3 per cent ahead of the previous year. Annual fund giving (cash and pledges) increased 45 per cent from 2003-2004 to 2004-2005, and the number of donors increased 16 per cent. These figures do not include gifts to other areas that are reported separately but provide benefit for Arts (such as some student awards, support for Ontario Graduate Scholarships, and gifts to some Centres). For example, revenue of over $300,000 was reported separately for the Centre for Jewish Studies. Near the end of the fiscal year, the Chief Development Officer elected to move to a more senior position in another organization. The Foundation moved rapidly to find a replacement and the process of developing Arts fundraising capacity has begun again.

Technology Enhanced Learning

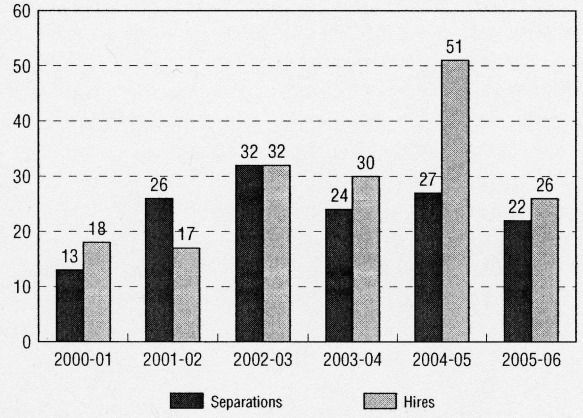
Now in its second year, Arts "do TEL" is a faculty development program managed by the Dean's Advisor on TEL Initiatives and developed and delivered in conjunction with the Centre for the Support of Teaching and Academic Technology Services (ATS). Arts "do Tel" provides course release to five faculty 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 fall 2004 course were Rina Cohen (Sociology), Julia Creet (English), Alan Simmons (Sociology), Marty Thomas (Political Science) and David Wiesenthal (Psychology). The participants in the winter 2005 course were Susan Ingram (Humanities), Danielle E. Cyr (French Studies, Jaime Llambías Wolff (Social Science), Richard Saunders (Political Science) and Rod Webb (FSE/Biology). Faculty who recently completed the "do Tel" program made public presentations of their experiences to Faculty of Arts Council members and to TEL@York Conference delegates. A comprehensive information Web site has also been developed and can be found at http://www.arts.yorku.ca/research_and_teaching/dotel/

The Student Technical Assistant (STA) Program, coordinated by ATS in conjunction with the Career Centre, provides technical support for faculty members with TEL projects, and improves the training and educational experiences of participating students. In the summer of 2004, four students were hired for the academic year. These students received extensive training from Career Services (people skills) and from ATS (technical skills). These students successfully completed project(s) for ten faculty members. The STAs also were evaluated informally throughout the year, and a formal year-end evaluations were completed by ATS full-time staff responsible for the assignment of tasks. This feedback provided information also useful to the evaluation of the program's overall quality and effectiveness.

Complement

Complement restoration was given a boost in 2004 with the successful conclusion of an almost unprecedented number of tenure-track searches. By year end however it was clear that in the following year it would not be possible to sustain that momentum in hiring. It was hoped that a substantial improvement would occur in provincial support as a result of the Rae Review, so that it would be possible to resume the process of complement enhancement, particularly in support of projected growth in graduate enrolments.

Figure 4: Faculty of Arts Appointments Planning 2001-2002 to 2005-2006*

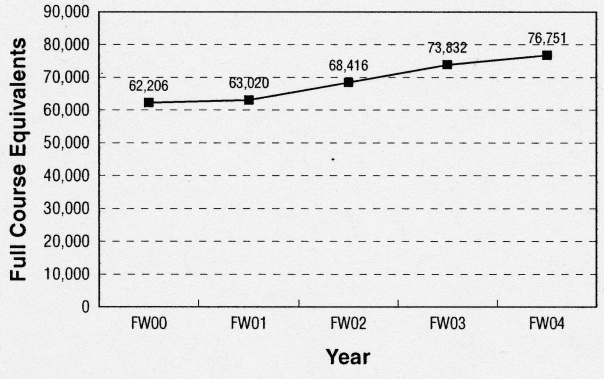


*Includes Conversion Appointments and SRCs.

Source: Faculty of Arts

Enrolment

Figure 5: Faculty of Arts Full Course Equivalent Enrolments FW00 to FW04*

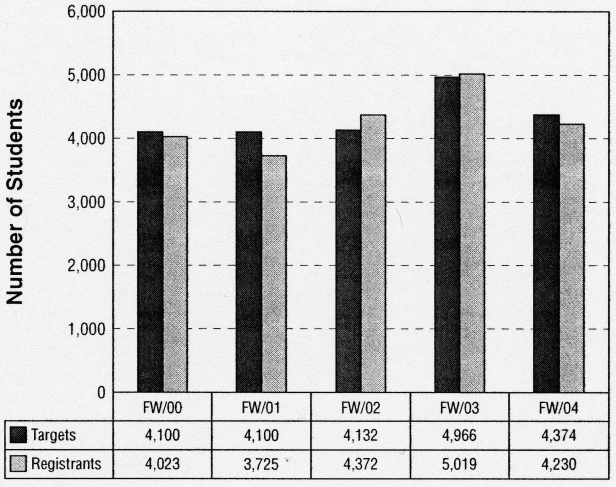


*Includes Fall, Year and Winter terms only

Source: Nov. 1 and Feb. 1 Enrolment Reporting Exercise

With respect to new students the Faculty, in conjunction with the Office of the Vice-President Academic, established the following intake targets for 2004–2005.

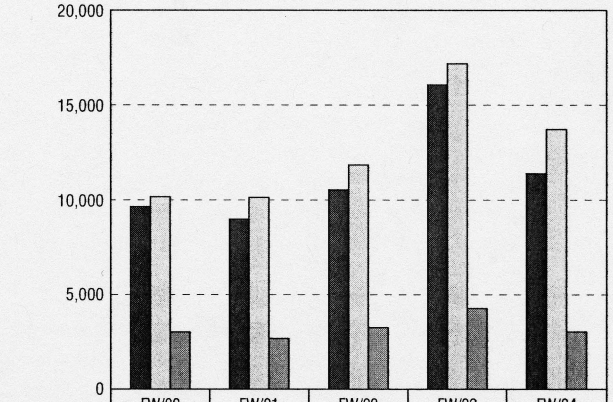
Figure 6: Faculty of Arts New Year One Targets and Enrolments



	FW/00	FW/01	FW/02	FW/03	FW/04
Targets	4,100	4,100	4,132	4,966	4,374
Registrants	4,023	3,725	4,372	5,019	4,230

Source: Office of Admissions

Figure 7: Faculty of Arts 101* Pool; Applicants/Offers/Registrants



	FW/00	FW/01	FW/02	FW/03	FW/04
Applicants	9,646	8,976	10,530	16,073	11,398
Offers	10,155	10,130	11,854	17,185	13,723
Registrants	3,024	2,685	3,262	4,264	3,033

*High School

Source: Office of Institutional Research and Analysis

Alumni

The Faculty welcomed the appointment of a new Director of Alumni and Advancement Services and began consultations about the best means to involve alumni more centrally in the Faculty's activities. A pilot Faculty of Arts Spring newsletter Link was developed with seed funding from the central Alumni office. With the York's 2009 50th anniversary celebration in mind, the newsletter was mailed to all Faculty of Arts alumni living in Ontario who graduated in either 1984 or 1989; both groups will also celebrate significant anniversaries that same year.

NOTEWORTHY ACHIEVEMENTS OF FACULTY AND STUDENTS

Research

Fiscal 2004-2005 saw continued changes to research culture in the Faculty of Arts. The support service structure launched earlier in 2004 took hold and many researchers benefited from assistance with tri-council applications in the fall of 2004 and spring of 2005. Researchers received logistical support, in particular with inputting on line application forms and CVs. Researchers continue to be provided with information on:

- The objectives of a given funding program
- Eligibility
- The review process, in particular the scoring process

They also receive editorial advice on the summary, role of students, and budget sections of their applications and assistance navigating associated internal processes.

New research infrastructure created in 2004-2005 facilitates both the peer review process and the ability of researchers to locate on-campus collaborators. The Research Interests Database Project, launched in February 2005, and to date utilized by 50 per cent of the 700 researchers invited to join, provides researchers with an online account, from which they can post descriptions of their research interests to a searchable database. The database also improves administrative ability to communicate external calls for proposals to appropriate researchers.

This database marks the most significant improvement in a year which also saw the provision of online grant calendars for internal opportunities and content promoting Faculty of Arts research activity. The personal account structure has proven popular and most of the planned information services of the future will be deployed within this virtual space.

The redesign of the Faculty of Arts grants programs generated an improved engagement with these primary support mechanisms. Increased publicity and program modifications made to the Fall 2005 research grant competition resulted in 37 applications (there were 10 in Fall 2003), and 35 awards totaling $120,133.06 (24 awards totaling $69,658.66 were also awarded in May 2004). Carry-forward allowed for additional funds to be disbursed. The program redesign more effectively matches researcher needs to the funds available, halting carry-forward accumulation and substantially increasing the number of faculty members receiving internal support. Four Faculty of Arts Fellowships, providing full teaching release were awarded to Lynne Angus (Psychology), Robert Myers (Philosophy), Alexandra Rutherford (Junior, Psychology), and Richard Weisman (Social Science). The 2005 Dean's Award for Outstanding Research recipients are Craig Heron (History), Maria Legerstee (Psychology), and Carolyn Podruchny (Junior, History).

SSHRC proved a challenge in 2004-2005, as the agency experienced an unexpected budget tightening after the federal election of June 2004. A subsequent reduction in funds available, combined with a 10 per cent increase in applications (20 per cent in Ontario, which was concurrently experiencing the Rae Review) resulted in the same number of grants being awarded as in 2003-2004, and in 2002-2003, despite the additional 10 applications submitted. A post-award analysis of the competition resulted in a number of strategies for fall 2005, primarily in reaction to the absence of increased funding to the agency.

However, the fall 2004 NSERC competition not only saw a peak in application numbers, but enjoyed an increase in success rate (86 per cent), which resulted in a marked increase in grants held and first year installment amounts awarded.

More projects were funded in 2004-2005, although with less overall revenue, primarily because two SSHRC Major Collaborative Research Initiatives were successfully completed. The reduced revenue may also reflect increased national competition for funds and this factor will continue to be monitored. Faculty researchers are continuing to pursue major project funding throughout 2005.

Figure 9: Faculty of Arts Overview of External Grants and Contracts Held

	Number Held	Revenue Generated
2004-2005	260	$12,849,523
2003-2004	257	$14,088,837
2002-2003	214	$11,275,571
2001-2002	276	$14,978,654

Source: Faculty of Arts and Office of Research Services

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

	SSHRC Standard Research Grants				NSERC Discovery Grants				
	Number Applied	Number Awarded	Success Rate	Total Value	Number Applied	Number Awarded	Success Rate	First Year Installment value	Total Value
Fall 2004	45	16	36%	$1,185,485	21	19	86%	$434,623	$1,982,497
Fall 2003	35	16	46%	$1,473,434	14	6	43%	$120,110	Not provided by NSERC
Fall 2002	38	16	42%	$1,332,490	15	11	73%	$163,000	Not provided by NSERC
Fall 2001	43	19	44%	$1,551,754	Not reported to Faculty	10	Not reported to Faculty	$204,360	Not provided by NSERC
Fall 2000	40	20 (23)*	50% (58%)*	$1,115,879	The information for Fall 2000 was not reported to the Faculty.				

*SSHRC awarded grants to 3 applicants from the reversionary list after the primary awards were announced.

Source: Faculty of Arts and Office of Research Services

In 2004-2005, the Faculty of Arts nominated Joshua Fogel, then at the University of California at Santa Barbara, for a Tier I Canada Research Chair in the History of Modern China. Professor Doug Crawford (Psychology) was awarded the prestigious Steacie Prize.

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 Technology Enhanced Learning). 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 2004-2005. Some teaching highlights include:

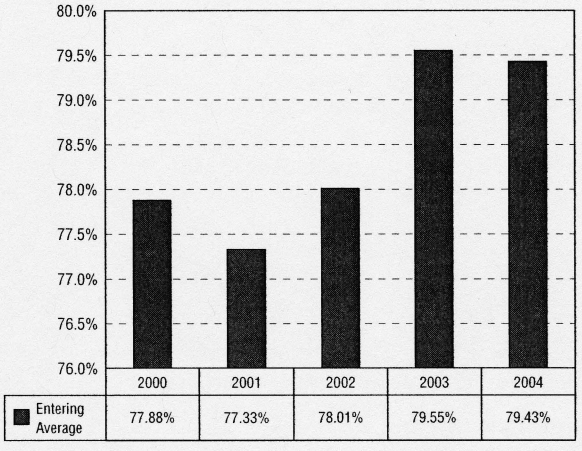
- A prestigious 3M Teaching Fellowship was awarded to Janice Newton; political science.
- Two 2005 University-wide Teaching Awards were won by William Found, geography (full-time faculty) and Robert Kenedy, sociology (contract faculty).
- The Dean's Awards for Outstanding Teaching were won by Alexandra Rutherford, psychology; Michele Johnson, history; and Myriam Mongrain, psychology.
- The recipients of the Faculty of Arts Teaching Development Grants are: Karen Anderson, sociology; Deborah Brock, sociology; Darren Gobert, English; Andil Gosine, sociology, Molly Ladd-Taylor, history; and Debra Langan, sociology.

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

Students

The Faculty of Arts continued to attract top students in the 2004-2005 academic year. The average grade of students entering Arts from Ontario high schools was slightly lower in 2004-2005 than it had been the previous year but still considerably higher than in any of the previous three years.

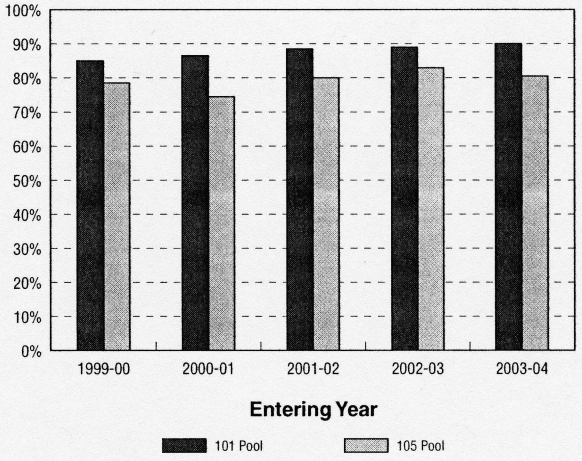
Figure 10: Faculty of Arts Entering Average of Registrants from Ontario High Schools



Source: Fact Book

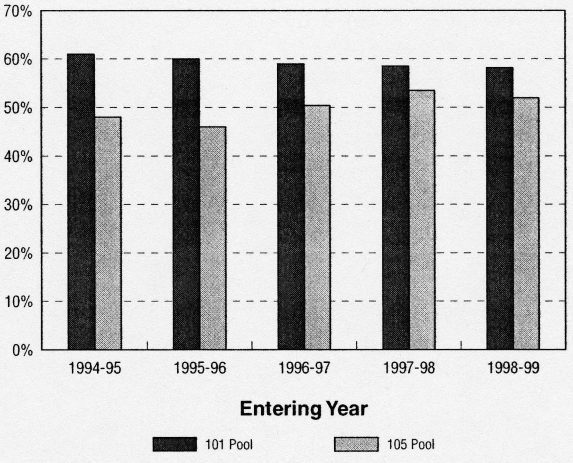
RETENTION AND GRADUATION RATES

Figure 11: Retention Rates of New Year One Students in the Faculty of Arts



Source: Office of Institutional Research and Analysis

Figure 12: Graduation Rates of New Year One Faculty of Arts Students after Five Years



Source: Office of Institutional Research and Analysis

Convocation

The total number of Faculty of Arts students graduating at Convocation November was 941. Of those 941, 417 were enrolled in 120 credit Honours programs and 524 were enrolled in 90 credit BA programs.

Honours Program	**417**
Member of Dean's Honour Roll	48
cum Laude	19
Magna cum Laude	14
Summa cum Laude	13
BA Program	**524**
Member of the Dean's Honour Roll	19
Merit MDHR	13
Distinction MDHR	2

The total number of Faculty of Arts students graduating at Convocation June was 2442. Of those 2442, 1414 were enrolled in 120 credit Honours programs and 1028 were enrolled in 90 credit BA programs.

Honours Program	**1414**
Member of Dean's Honour Roll	200
cum Laude MDHR	90
Magna cum Laude MDHR	37
Summa cum Laude MDHR	72
BA Program	**1028**
Member of the Dean's Honour Roll	41
Merit MDHR	30
Distinction MDHR	9

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

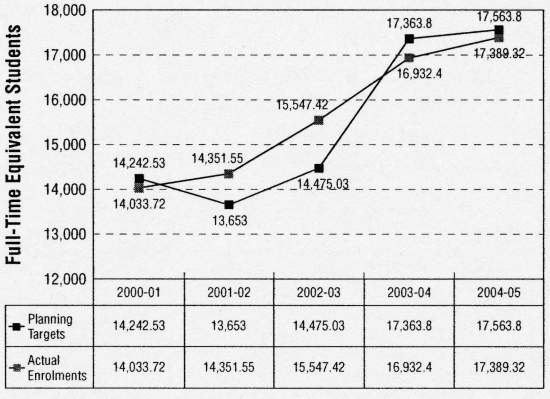
In 2004-2005, the Faculty of Arts distributed a total of 1,729 entrance awards. In addition, 519 continuing awards were distributed. A total of twelve new student awards were established in the Faculty of Arts and approved by the Senate Committee on Admissions, Recruitment and Student Awards (SCARSA) over that year:

KEY AREAS OF CONTINUING ACTIVITY

Enrolments

The overall enrolment o the Faculty returned much closer to target in 2004-2005 than it had been in the previous year, though still marginally below expectations. Careful efforts were made in the latter part of the year to ensure, so far as possible, that the Faculty would meet its enrolment target in 2005-2006.

Figure 13: Faculty of Arts Responsible FTEs*



*FTEs shown as University Management Information. Includes all eligible and ineligible FTEs.

Source: Enrolment Reporting Exercise

Recruitment and Retention of Students

- Faculty and staff actively participated in various recruitment events held throughout the year including the September Universities Fair, Fall Campus Days, and March Break.
- In collaboration with the Faculty of Graduate Studies, graduate students assisted with the advising of newly enrolled Arts students over the summer months.
- The Faculty of Arts six new Entrance Awards, valued at $4,000, for Arts applicants with a minimum average of 85 per cent, evidence of extracurricular activities and community involvement, and financial need were awarded for the second year.
- The Faculty of Arts Web site and its role in the recruitment of students to the Faculty's programs of study was revised. New links to program descriptions developed by the Advising Centre were created to provide prospective students with easy access from both the Admissions and Arts Web sites to clear information about all of the Faculty's programs of study.
- The Faculty of Arts recruitment brochure was revised to include additional material on student services, student and faculty profiles, and student associations.
- As in the previous year, the Faculty contacted guidance counselors of main GTA feeder schools for the Faculty of Arts. Information about programs, contact names and emails was provided via mail and follow up calls were made.
- Steps to Arts, the Faculty's access program for economically and/or socially disadvantaged students, was continued.
- "Fundamentals for Learning: essentials for a successful university experience" was continued for its third year. Preliminary research on participants indicated significant positive effects in improving learning skills.
- An early warning pilot project for students admitted to the Faculty with marginal high school averages was developed. Students in the project attended three advising sessions during the course of the year where they had the opportunity to discuss academic concerns and during which their progress was monitored.
- The development of a retention survey, targeted recruitment publications, and new liaison activities with area high schools were discussed and planning for these will begin in fall 2005.
- The Foundations Computer Assistance Project, housed in Calumet College, was continued. Since October 2003, FCAP overview presentations in 32 Foundations courses have been conducted and approximately 5500 students were directly contacted through these presentations. Additionally, 110 workshops were conducted for courses and approximately 2500 students participated in these intensive workshops completed for approximately 30 Foundations courses.

Academic Programs

The following new degree and certificate programs were offered for the first time in the 2004-2005 academic session:

- 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)

In the 2003-2004 PBA, it was noted that the Faculty would continue to support initiatives that build upon existing strengths, and which contribute to the Faculty's commitment to inter- and multi-disciplinary scholarship. It was also noted that the Faculty would continue to explore options for the development of additional or complementary degree options, including inter-Faculty initiatives. In 2004-2005 the Faculty was involved in the development a number of new degree programs, including:

- Computer Science (Honours BA Streams in Intelligent Systems, Interactive Systems, and Communication Networks)
- Information Technology (Honours Minor BA)
- Law and Society (change in status from a 'linked-only' program to a 'stand-alone' program, including the introduction of Honours BA, Honours Double Major BA and Honours Major/Minor BA degree options)
- 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 2004-2005, including:

- Linguistics – changes to the program's 2000-level requirements, including the addition of a core course which focuses on the fundamentals of morphological analysis
- French Studies – changes to the department's 2000 and 3000-level language requirements, including the development of 3.0 credit courses that focus exclusively on oral communication and written communication

The Faculty continued to review its joint programs and articulation agreements with Colleges, as follows:

- The Faculty conducted a University-College Program Review of the articulation agreement between the Law and Society program and Seneca College's Court & Tribunal Administration diploma program.
- In response to a number of concerns highlighted in a 2003-2004 University-College Program Review, the structure of the Joint Seneca GAS-York (Arts) Articulation Agreement was revised.
- As follow-up to a 2003-2004 University-College Program Review, the Faculty continued to have discussions with Centennial College regarding structural changes to the Centennial-York (Arts) Joint Programs 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 2004-2005. In light of changes to the College affiliation model and process (which now more closely correspond to the program-based graduation/convocation model), a proposal to discontinue mandatory College affiliation for 1000-level Foundations courses was approved effective Fall/Winter 2005-2006.

A number of Arts Undergraduate Program Reviews took place between July 1, 2004 and June 30, 2005, including:

- The Geography, German, Italian, Linguistics and Russian Undergraduate Program Reviews were brought to full and successful review completion.
- CCAS conducted initial closure meetings and submitted summary reports on the Undergraduate Program Reviews for the French Studies, Spanish and Sociology programs. Eighteen months after these initial closure meetings, CCAS will review reports provided by each of these programs, describing the progress made towards achieving the goals that were identified and clarified through the Undergraduate Program Review process. An initial closure meeting regarding the Economics Undergraduate Program Review took place in June 2005 and will be reported to the September 2005 meeting of Senate.

Internationalization

In July 2004, the Faculty made a three-year contractually limited appointment in Arabic and established its first course in Yiddish. Searches for appointments in Korean and Hindi were unsuccessful but were to be renewed for July 2005. In collaboration with the Associate Vice-President for Internationalization, the Faculty will explore in the coming year the establishment of a program of languages across the curriculum, whereby students might qualify for a certificate in applied foreign languages through use of languages other than English in non-language courses.

Faculty Complement

In July 2004, 48 probationary/tenured faculty members took up positions in the Faculty. One was a conversion appointment from the CUPE long-service, high-intensity pool. Three SRCs were appointed July 1, 2004, with two of them having one-third of their appointment in the Atkinson Faculty. On July 1, an existing faculty member was appointed to the endowed Chair in Canadian Literature. Before the year ended, two of those hired for July 2004 were granted leaves of absence to take up an appointment elsewhere.

Twenty-seven tenure track faculty members retired or otherwise left the University during the year ending June 30, 2004. Thirteen Contractually Limited Appointments were renewed for July 2004, and thirteen 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 2004-2005.

Staff

In 2004 a total of five new positions were created to support initiatives in the areas of Research, Communications & Public Relations, Interdisciplinary programs, and expanded Web expertise. Recruitment for these areas continued in 2005 with a total of three new positions recruited to date. Overall there was a 20 per cent decrease in postings as compared with the previous year.

Efforts to recognize contributions of employees continued 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 2004. The recipient of the 2004 President's Voice of York Award was Betty Hagopian, an undergraduate program assistant in the Department of Anthropology.

Computing Plan

The Faculty of Arts Computing Plan is directed by Academic Technology Services, an administrative unit within the Office of the Dean. In 2004-2005, the Faculty identified approximately $813,857 towards academic technology equipment and services. In addition to the strategic goals defined in 2004-2005 Faculty computing plan, the following additional achievements were accomplished during the course of the academic year:

- *Implementation of the fourth phase of the Computer Renewal Program for faculty members*; The pan-university sponsored Computer Renewal Program facilitated distribution of 328 computers to faculty members in 2003-2004, for a total of 709 computers since the program's inception in 2001-2002
- *Renewal of computing facilities in undergraduate labs*; Renewal of computing facilities in undergraduate labs entailed installation of new computers in the Mathematics and Statistics Gauss lab, Kinesiology and Health Science lab, Multi-media Language Centre and 30 new computers in Academic Support labs, for 183 computer stations.
- *Renewal of computing equipment for administrative staff*; Although the renewal of computers for administrative staff was concluded in 2003-2004, 20 additional computers were provided to faculty members who perform administrative functions.
- *Technical training for faculty members*; In 2004-2005, 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, resulting in very positive response and outcome. Hands-on WebCT training was provided to 25 faculty members thus empowering them to manage their academic curriculum on-line and 16 faculty members trained in the use of E-mark book, a grading software tool.

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. Within the budget, the largest category of expenditure is academic salaries, which represents 82 per cent of the total. Staff salaries represent 11 per cent and operating costs 7 per cent.

In 2004-2005, the Faculty experienced a small in-year surplus of $501,000. The Faculty base budget was reduced by university-required cuts in the amount of $857,000 and a further $1.5 million reduction from faculty retirement. Faculty of Arts enrolment missed the target for the second year, with a resulting shortfall of $280,000 in income. The shortfall was mainly owing to the unanticipated level of enrolment by Arts students in courses offered by other Faculties.

Costs of new faculty salaries and related start-up funds were substantially higher in 2004-2005, which reflected 21 additional faculty hires over the previous year. These additional hires very made possible through the Complements Recovery Plan, initiated by the Vice-President, Academic.

Faculty of Arts

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	916,079	675,038
Internal cost recoveries	1,525,859	1,397,815
Other revenues	727,799	553,653
Central allocations	92,539,192	92,729,455
Total Revenue	**95,708,929**	**95,355,961**
Expenses:		
Faculty - Administration	1,329,958	1,125,388
Faculty - Full-time	48,333,501	52,552,923
Faculty - Contract	10,035,694	7,484,962
Teaching assistants	9,552,080	13,778,897
Research	8,375,139	7,577,575
Support/Administration	10,842,919	10,948,418
Other	110,031	89,600
Total Salaries and Benefits	**88,579,322**	**93,557,763**
Operating costs	5,775,964	4,298,374
Amortization of capital assets	-	-
Cost of goods sold	174,068	180,000
Taxes and utilities	657,206	661,709
Scholarships & bursaires	21,519	27,950
Interest on long-term debt	200	-
Total Expenses	**95,208,279**	**98,725,796**
Total Revenue less Expenses	**500,650**	**(3,369,835)**
Previous Year's Carryforward	**3,132,325**	**3,632,975**
Carryforward to Next Year	**3,632,975**	**263,140**

A number of critical factors are key elements within the Faculty of Arts budget. Shifts in these factors have a substantial effect on available funds. Enrolment fluctuations affect the revenue stream and part-time faculty expenditures. Additional enrolment brings new revenue but usually requires additional costs for increased class sizes, course sections and added courses.

Full-time faculty retirements reduce the base revenue and at the same time increase expenditures for replacements at higher salaries than provided for by the Faculty Salary Recoveries Policy. Although changes in recent university policy improved the retention salary, there still exists a gap to fund new hires. This particular phenomenon continues the underlying structural deficit within the Arts budget framework.

In 2005-2006 the Faculty faces a base funding cut of 1.75 per cent or $1.2 million, a further $1.1 million reduction from faculty retirement and $2.9 million in PTR recoveries, for a total reduction of $5.2 million. At the same time, enrolment income is estimated to increase only by approximately $500,000. Consequently, the Faculty must exhaust all reserve funds in order to achieve a balanced budget in 2005-2006, and a small shift in any of the factors mentioned above will cause a variance to plan.

Summary of Strategic Directions for 2005-2006

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. In conjunction with discussions regarding the development of a health-related faculty and corresponding restructuring, as well as the call for growth in Arts-related graduate programs, the Faculty will undertake a multi-stage strategic curricular planning exercise in order to identify areas of core strength for enhancement; areas of declining importance; and areas for future development. The goal of such an exercise would the development of a strategic, Faculty-specific curricular plan that could in turn inform the Faculty's planning strategies for research support, enrolment management, student services, recruitment, conversion, retention and communications.

A number of curricular initiatives are currently under consideration at the unit level, including:

Aboriginal Studies (certificate)

Children's Studies (Honours BA)

Italian Studies (Honours Minor BA)

The Faculty will continue to explore, albeit cautiously, possible arrangements with various Colleges of Applied Arts and Technology, including changes to existing joint programs and articulation agreements.

In conjunction with the Arts-associated Colleges, the Foundations Sub-committee of CCAP is continuing to explore potential initiatives/projects/services (such as Calumet's Foundations Computer Assistance Program pilot project) that would support the academic mandate of the Foundations program.

RESEARCH

Providing information on external grant opportunities via the Web site, originally a target for 2003-2004, was pushed back once priority shifted to the creation of a Research Interests Database in fall 2004. The Research Interests Database Project (described in the achievements section) represents basic infrastructure of fundamental importance to the research culture in the Faculty. The project commenced in earnest in November 2004 and the online database was launched successfully in February 2005, boasting over 350 participants effective June 2005.

The creation of this database provides an account structure that allows personalized information on both internal and external funding opportunities to be supplied to researchers across the entire Faculty. The opportunities will be presented as a list ordered from the current day 365 days forward, the most effective planning tool for researchers. Each researcher will be able to access their personal calendar once they login to their Research Database account. Provision of funding opportunity information in this fashion is also private and inaccessible to researchers from other institutions.

While the database takes advantage of roughly 300 opportunities collected in 2003-2004, the necessary programming and additional information gathering are occurring during summer 2005. The target is several hundred additional opportunities linked to researchers in each department and presented through the new online format in fall 2005.

Additional site components were created to promote research activity in the Faculty of Arts and promotion will constitute a larger role in the portfolio as basic service infrastructure is developed, freeing up time for other tasks – and as external pressure increases to communicate the value and relevance of research.

COMMUNICATIONS

Under the direction of the Manager, Communications and Public Relations and in collaboration with the Vice-President Students and the Admissions Office, the Faculty will continue to build on improvements to student recruitment publications by strengthening and revising traditional Faculty of Arts messaging. This messaging will be a key element of a new Faculty-wide marketing campaign that will be developed and delineated through publications and activities. With one new staff resource to support this effort, the Faculty will be in a better position to highlight how it cultivates top students and provides meaningful communities of learning within Canada's largest Faculty of Arts.

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 [SAS], Analytic Studies and Information Technology [SASIT], Arts and Letters [SAL], Health Policy and Management [SHPM], Nursing [SON], Social Sciences [SSS], Social Work [SSW], 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 now home to four Masters programs – a Masters of Social Work, Masters in Critical Disability Studies, Masters of Human Resources Management, and a recently approved Masters of Science in Nursing, 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. Many of Atkinson's students are mature or part-time students for whom the ability to combine work and study 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 has a substantial 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 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; and via correspondence and the internet.

In addition to fulfilling its historic mandate to serve non-traditional students, the Faculty is distinguished by its unique combination of liberal and professional programming. The Faculty is committed to pursuing the potential for combining these distinctive approaches to learning. During the 2004-2005 planning year, Atkinson moved forward with the development of a series of professionally-relevant liberal studies programs designed to appeal to a wide range of students who require transferable critical and analytic skills combined with the theoretical and practical knowledge and skills required in specific sectors of the economy.

Figure 1: Summary of Faculty, Staff and Student Complement

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Full-time Faculty (Heads) (Oct 1)	146[1]	153[2]	159[3]	185[4]	225[5]
Contract Faculty (Heads) (April 30)[6]	222	256	324	373	392[6]
Teaching Assistants (Heads) (April 30)[6]	126	144	138	159	108[6]
Staff (Positions) (Oct 1)	68[7]	88[8]	89[9]	91[10]	113[11]
Enrolment					
Total Undergraduate Students (Heads) (Nov 1)					
Total	6,988	7,829	9,550	10,455	11,567
Full-time	3,194	4,062	5,575	7,076	7,897
Part-time	3,794	3,767	3,975	3,379	3,670
Summer Session (Heads)	4,166	4,229	5,224	5,710	6,023
Graduate Students (Heads) (Nov 1)	84	86	94	102	173
Full-time (Masters)	30	30	27	36	71
Part-time (Masters)	54	56	67	66	102
Visa Students (Heads) (Nov 1)	386	659	1,028	975	949

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

Notes:

1 Total FTEs were 144.8

2 Total FTEs were 153.4

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

4 As of April 30, 2004 full-time faculty heads were 185 [or 177.4 FTEs].

5 As of April 30, 2005 full-time faculty heads were 228 [or 224.3 FTEs].

6 The heading Contract Faculty includes CUPE 3903 Unit 2 and Exempt. The heading Teaching Assistants include CUPE 3903 Unit 1 and Unit 3. Contract Faculty and Teaching Assistants numbers represent heads not positions.

7 The Faculty did not collect April 30 data prior to 2001-2002.

8 As of April 30, 2002, Atkinson staff complement was actually 96.

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

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

11 As of April 30, 2005, Atkinson staff complement was actually 130 [which represented 126.7 FTEs].

Source: Atkinson Dean's Office

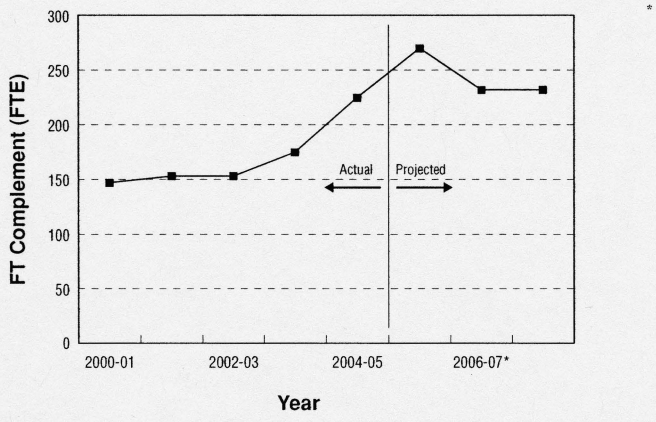
The new Atkinson Faculty is a dynamic and innovative place. As this *2004-2005 Planning, Budget, and Accountability Report* reflects, in the last year faculty, administrators, managers, and staff have worked together to implement a concrete plan to support technology enhanced learning; actively encouraged the use of innovative and creative approaches to learning; developed a plan for a more student-centered structure; supported the expansion of faculty research; and developed exciting new programs that realize the Faculty's goal of linking liberal and professional studies.

Planning and Implementation, 2004-2005

A. FACULTY COMPLEMENT

In 2004-2005 the Faculty's total full-time complement (including tenure stream, full-time contractually limited appointment [CLA] faculty, and Special Renewable Contract [SRC] faculty) was 224.3 Full Time Equivalent's [FTEs] in comparison with 177.4 in 2003-04. Figure 2 below shows the current and targeted full-time faculty complement and Figure 3 breaks down the full-time complement into its component categories. As the latter indicates, CLA's and SRC's comprised 16.7 per cent of the full-time complement in 2004-05, an increase from 11.7 per cent from 2003-04. These faculty play an essential role in providing Atkinson with the flexibility to accommodate short-term highs in student enrolments and bridge faculty retirements. At the same time, the Faculty welcomed 37 vibrant new tenure-stream faculty with strong research records to Atkinson in 2004-05. When balanced by retirements this resulted in a net increase in the Faculty's tenure-stream complement of 30.3. The Faculty has successfully completed an additional 29 tenure-stream searches in 2004-2005 with others in progress. In addition, the Faculty continues to employ a significant number of part-time course-directors to deliver curriculum. Following a peak in 2005-2006, the full-time faculty complement is modeled to decline modestly mirroring the projected pattern of enrolment. The Atkinson faculty complement will reach steady state in 2006-2007/2007-2008 as shown in Figure 2 and will be achieved largely through a decline in the number of SRC and CLA hires.

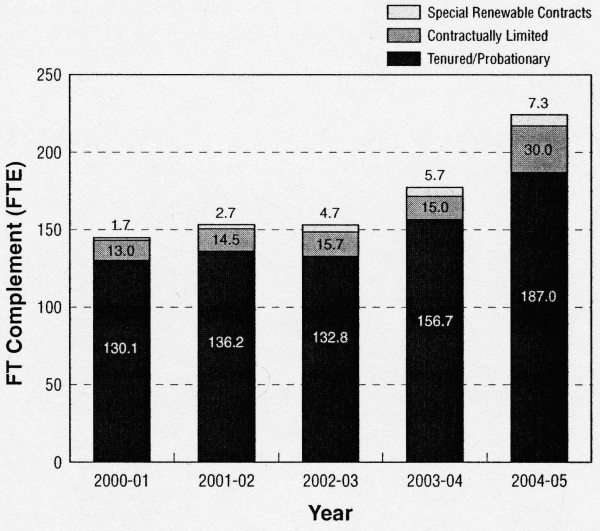
Figure 2: Current and Targeted Full-time Faculty Complement



* Assumes no new growth. May depend on the rate of CLA hires.

Source: Atkinson Dean's Office

Figure 3: Full-time Complement



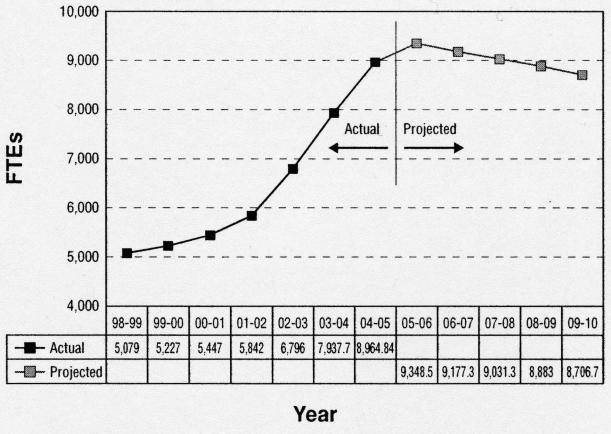
Source: Atkinson Dean's Office

B. UNDERGRADUATE EDUCATION

Enrolment

The Atkinson Faculty's 2004-2005 undergraduate enrolment target was 8816 FTEs. As Figure 4 shows, actual enrolment in 2004-2005 was just slightly over target at 8965 FTEs.

Figure 4: Actual and Projected FTEs 1998/99 – 2009/10



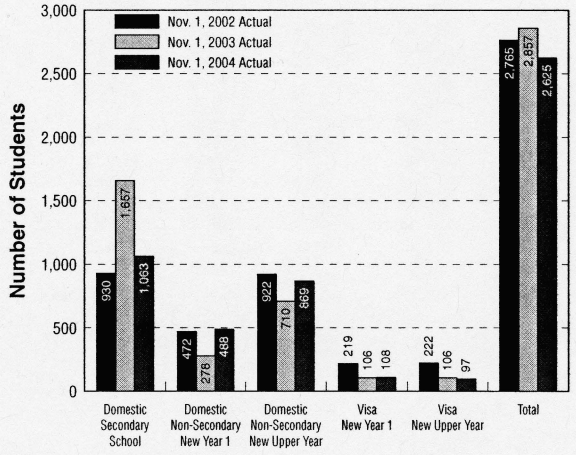
	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Actual	5,079	5,227	5,447	5,842	6,796	7,937.7	8,964.84					
Projected								9,348.5	9,177.3	9,031.3	8,883	8,706.7

Source: December 2004 Enrolment Plan, Associate Vice President Academic Resource Planning

Figure 5 shows the breakdown of total new enrolment in heads by admission category. This data reveals two important trends. First, with the end of the double cohort effect, the Faculty admitted fewer direct entry secondary school students as a proportion of the total number of students admitted than in the previous year. In 2003-2004, 58 per cent of new admits were direct entry high school students, whereas in 2004-2005 this category represented 40 per cent of total new admits – a proportion moving back towards traditional Atkinson norms. Second, the Faculty admitted fewer students in every admission category than targeted but still

met its overall FTE target. This is because current Atkinson students are taking heavier course loads than their predecessors. In 2004-2005 the average course load of students at Atkinson was 3.2 courses, up from 2.7 in 2001.

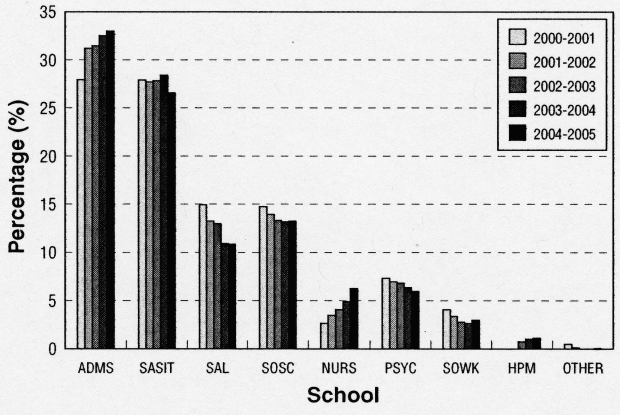
Figure 5: Breakdown of Admits by new direct entry secondary school students, non-secondary school students new year 1 and Upper Year students domestic and international



Source: Associate Vice President (Academic Resource Planning)

One of the Faculty's primary goals in managing enrolments continues to be to maintain the balance between its academic units. Figure 6 shows that the Faculty has been comparatively successful in this, especially in the context of strong demand from incoming students for professional programs such as business.

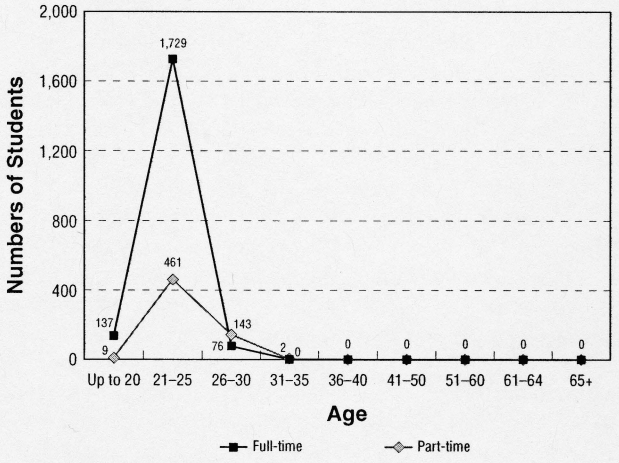
Figure 6: Percentage of Enrolment by School in FTEs



Source: Course Analysis, Management Information, OIRA

Atkinson's total undergraduate population in 2004-2005 was 11,567 students, an increase of 10.6 per cent over 2003-2004 and an increase of 65.5 per cent since 2000. Atkinson's undergraduate student population in 2004-2005 represented 25.9 per cent of the total undergraduate population at York. The make-up of the Faculty's student body has remained relatively steady over the past few years. Atkinson continues to attract significant numbers of mature students: in 2004-2005 35.5 per cent of the Faculty's year one students were over 21 years of age. Direct entry students from high school, comprise just under 20 per cent of the total Atkinson student body and the mean age of the Faculty's students is 26. These figures result in what is still a distinctive age distribution pattern as Figures 7a and 7b reflect. Within this larger pattern it is important to note that there is still no clear correlation between student age and course load: 24 per cent of direct entry high school students are classified as part-time students. Non secondary (including non secondary upper year) students over 21 contribute, not simply to the Faculty's part-time student cohort as might be expected, but make up 40 per cent of the total number of full-time students studying in the Faculty.

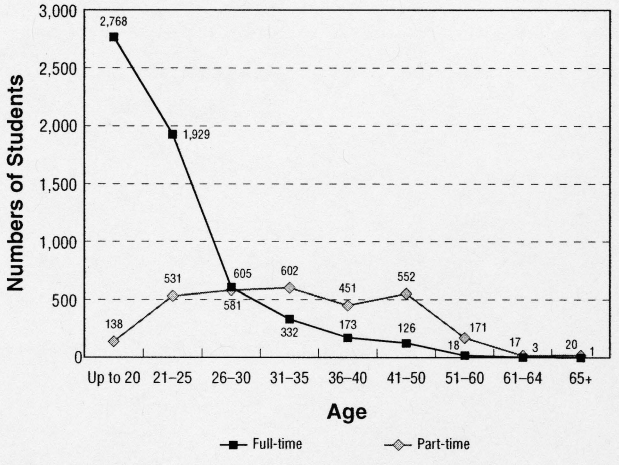
Figure 7a: Age Distribution: Full-time and Part-time Direct Entry Secondary School* Students Registered at Atkinson November 1, 2004



* Secondary school students include only OAC (101) students

Source: Management Information, OIRA

Figure 7b: Age Distribution: Full-time and Part-time Non – Secondary School* Students Registered at Atkinson November 1, 2004



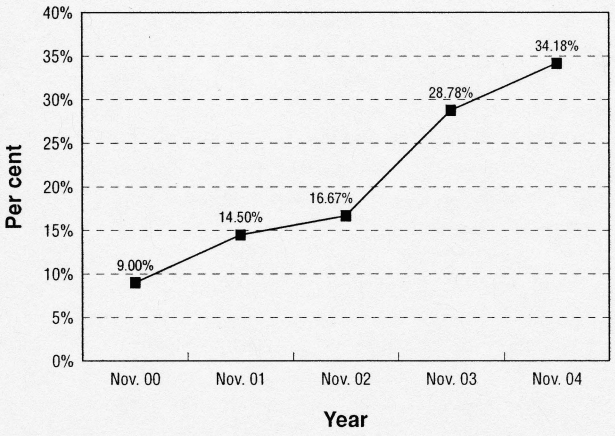
* Non-secondary students include all other categories of students

Source: Management Information, OIRA

As always, an important component of the Faculty's ability to meet its overall enrolment target and to provide flexible programming to York students is the summer session. Atkinson summer enrolments, as governed by the terms of the pan-Faculty summer treaty, contributed 1,726.37 FTEs to Atkinson's total FTEs in 2004-2005.

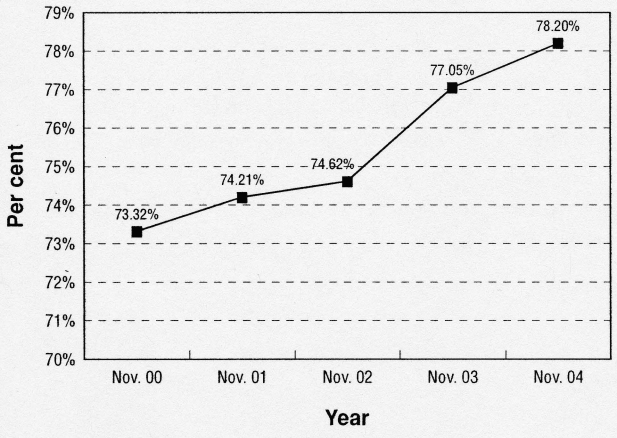
The quality of new students entering the Atkinson Faculty continues to improve as Figures 8 and 9 below indicate.

Figure 8: New First Year Registrants with OAC Averages of 80 per cent or Better



Source: York University Fact Book, Management Information, OIRA

Figure 9: Mean OAC Averages of Year 1 Registered Students



Source: York University Fact Book, Management Information, OIRA

Student Counselling and Retention Efforts

The Atkinson Faculty is committed to providing support to new Atkinson students and students in progress. In 2004-2005 the Faculty's Division of Continuing Education in partnership with the Office of Student and Academic Services [OSAS] completed the second pilot year of their University 100 course. Total enrolment in the course was 50 students in 2004-2005 of whom 28 were students in academic difficulty and 22 were new or applying students. The course is designed to help students improve their time management, critical thinking, writing, and analytic skills. The course has been included within the summer qualifying session of the newly developed Bachelor's of Science in Nursing program for Internationally Educated Nurses as a key component of a package designed to lay the foundation for the academic success of these students. 2004-2005 was also the second year of the pilot for the Faculty's new program warning legislation. This legislation has allowed some 600 students who are registered in professional programs with high Grade Point Average [GPA] requirements and experiencing academic difficulty to remain in their chosen program on specific terms while they work to improve their academic standing rather than instantly loosing their eligibility to proceed in their studies. OSAS has begun to assess the results of this pilot.

In the 2003-2004 PBA, the Faculty reported on steps undertaken to improve service to continuing students. This work has continued. The Dean's Office in conjunction with OSAS and the Council Office delivered a series of workshops for Undergraduate Program Directors, school administrative staff, and academic advisors on academic honesty, deferred standing, and other academic policy issues as well as on career and counseling resources. OSAS has established drop-in hours for continuing students, advising for potential Faculty transfers, and information sessions for target student groups.

Academic Programs

The Atkinson Faculty moved forward in 2004-2005 with its intention to provide more flexibility to students within its BA degree programs. A proposal in principal was presented to and passed by York Senate that will allow the Faculty to develop Honours major, double major, and major/minor options to complement Specialized Honours and Bachelor's degree options, harmonizing with degree standards in the Faculty of Arts. In 2004-2005 the Faculty moved forward with the closure of the non standard degree types it has offered in the past. The School of Arts and Letters has completed the revision of its degree structure in line with the new standard and anticipates its approval by Senate early in 2005-2006. Other programs will shortly be coming forward with Honours major and minor options. In addition, the Faculty has closed its Liberal Studies degree program and all associated themes.

The Faculty has created a number of new and exciting degree credit programs including a Second Entry BScN which will accommodate University students or graduates who want to pursue a career in Nursing; a Professional Certificate program in the rapidly expanding field of Emergency Management; and a BA in Culture and Expression. The Faculty also implemented important changes to the BAS degree program and significantly revised its professional certificate in Logistics. In 2004-2005 work began or continued on a number of significant interdisciplinary professionally-relevant liberal studies programs which will come forward shortly including: BA degree programs in Public Administration and Justice, and Public Policy and Management.

The Faculty took a leadership role in responding to community needs and submitted a proposal for funding for a pilot program to create access to Baccalaureate Nursing preparation for internationally educated nurses. This proposal received $538,000 in funding from the Ministry of Training Colleges and Universities

and is currently underway. The Faculty's Nursing School also secured a substantial grant of one time only money from the Ministry of Health to fund the purchase of clinical simulation equipment to support the clinical component of the Faculty's Nursing programs. In line with its commitment to the development of professionally-relevant liberal studies programming, the Faculty submitted a proposal to the Toronto Police Services Board in collaboration with Georgian College for a degree credit executive development educational program designed to meet the education and training needs of senior police officers.

Teaching

The Faculty's Task Force on Student Learning brought forward its recommendations early in 2004-2005. These were circulated widely in the Faculty for discussion and elicited substantial feedback. The Task Force will reconvene in the Fall of 2005 to revise its report in light of the responses it received from Atkinson faculty. The Faculty will report on the outcome of this process in the 2005-2006 PBA.

The Atkinson Faculty has always been distinguished by a pedagogical approach that values student experience and understands learning as a combination of theory, concrete experience, reflection and evaluation. As noted in the 2003-2004 PBA, the Faculty is committed to a Faculty-wide initiative to develop and expand this emphasis on experiential education or inquiry-based learning. Studies have shown that experiential education is very effective, provides opportunities for career exploration, and helps students bridge their academic studies and career development. The Faculty developed a concrete plan in 2004-2005 which will begin to be implemented in 2005-2006.

Technology Enhanced Learning [TEL]

The Faculty's commitment to accessible and flexible programming is reflected in the substantial review it undertook in 2003-2004 of its distance programming and the role of technology enhanced learning within the Faculty. The TEL recommendations brought forward at the end of the last planning period provided the framework for the Faculty's activities in 2004-2005. The gradual implementation of the TEL Roundtable's plan has resulted in already significant structural, organizational, technical, and pedagogical changes. In 2004-2005 a single help desk was established for all faculty, staff and student enquiries with a goal to improving response times and levels of service. Second, the Faculty made substantial progress towards ensuring a minimum Web presence for every course through the development of a standard template that is simple, flexible, and foolproof. Third, agreement has been reached on the establishment of a single common platform for online courses as well as a more sophisticated alternative. The Faculty has also taken steps toward the eventual integration of the Distance Education Unit with Atkinson Computing Services.

The total offerings of the Faculty's Centre for Distance Education in 2004-2005 remained consistent with that of the previous two years as the table below indicates. This is consistent with the Faculty's plan which emphasizes streamlining administration and ensuring quality of programming over growth. These courses served 5,250 undergraduate students representing 1,105.50 undergraduate FTEs (compared to 1,156.0 FTEs in 2003-2004).

Figure 10: Summary of Distance Education Offerings

	Number of Sections			
Year	Correspon-dence	Internet	Mixed-Mode	Total
2000-2001	26	51	0	77
2001-2002	22	76	0	98
2002-2003	19	90	4	113
2003-2004	16	93	2	111
2004-2005	22	91	1	114

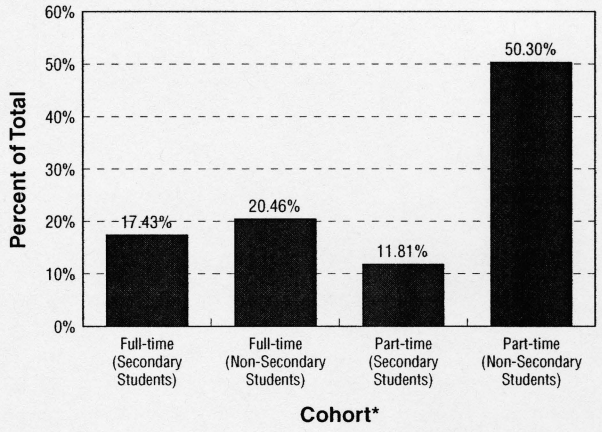
Source: Course Analysis, Management Information, OIRA

Figure 11 below shows the breakdown of distance enrolments by Atkinson student category. As this data shows, part-time students continue to make up the majority of distance enrolments. It is essential that the Faculty offer online courses for these students who commonly balance family and work commitments with studying, however, increasingly, the Faculty also finds that full-time students view e-learning as an important means to help balance their schedules.

While many students enrolled in distance courses live within physical reach of York University, it is essential to note that a significant number of students live too far away from York to study here except via distance. In 2004-2005, 191 students fell into this latter category. These students live in Ontario communities such as Brockville, Sarnia, and Sault St. Marie in 9 provinces [75 students]; throughout the USA [38 students]; and oversees in 29 countries including China, Pakistan, Peru, Kenya, Australia, and Chile [78 students]. Because these students commonly take more than one course the Centre made arrangements in 2004-2005 for this cohort to write 497 off-site exams.

In addition to being able to enroll in a significant range of individual online courses, students currently can complete all the requirements for both the Bachelor of Administrative Studies degree and the Professional Certificate in Management online.

Figure 11: Atkinson Student Enrolment in Distance Course Offerings in 2004-2005



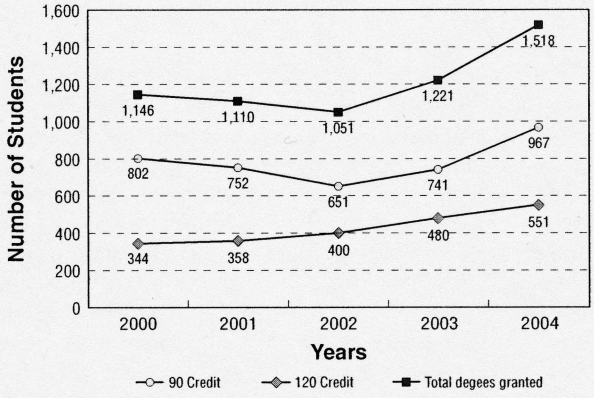
* Secondary students are direct entry high school students. Non-secondary students include all other categories of students.

Source: Management Information

Students

In 2004-2005 Atkinson granted 1518 degrees. A significant proportion of these degrees continue to be 90 credit degrees, although Honours options now comprise 36 per cent of the total number of degrees conferred.

Figure 12: Degrees Granted 2000-2004



Source: York University Fact Book, Management Information, OIRA

Support for Students

In 2004-2005 Atkinson embarked on an ambitious plan to reorient the Faculty to a more student-centered approach. A strategic plan has been developed and is being implemented for the creation of a new Student-Alumni Relations Unit [STARS] which will be responsible for student recruitment and conversion, student relations, alumni relations and community building. The new unit will report to the Dean's Office. It is built on three guiding objectives: community involvement, community development, and community celebration.

This unique unit will build on the Faculty's current initiatives. These include a strong mentorship program that involved 130 participants in 2004-2005.

C. GRADUATE EDUCATION

In 2004-2005 the Atkinson Faculty housed four graduate programs: the Masters in Social Work, Masters in Critical Disability Studies, Masters in Human Resources Management, and the newly approved Masters of Science in Nursing. Enrolments in the first three are shown below. The latter program will have its first enrolment in May 2005.

Figure 13: Graduate Students Registered in Programs housed within Atkinson

	Full-time/Part-time Graduate Students Registered Nov 1				
Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Masters in Social Work	84	86	94	90	93
Masters in Critical Disability Studies				12	34
Masters in Human Resource Management					46
Total	**84**	**86**	**94**	**102**	**173**

Source: York University Fact Book, Management Information, OIRA

The Faculty has been working steadily on a number of proposals for new graduate programs. Atkinson is supporting the development of the pan-Faculty professional Masters of Public Policy Administration and Law. This program has required significant and time-consuming coordination between faculty members across York University but is now complete and will be submitted to the Faculty of Graduate Studies early in 2005-2006. Faculty have also been working on a number of other graduate proposals including a PhD in Human Resources Management.

D. CONTINUING EDUCATION

Atkinson's Division of Continuing Education plays a key role in advancing the Faculty's goal of providing flexible and accessible programming in support of continuous, lifelong learning. The Division's programs – outlined in Figure 13 below – include Admission Credential Courses designed to help students gain admission to York, meet the prerequisites for a specific course or program, or refresh their skills before engaging in or continuing University-level study. The Division also offers a significant and growing range of non-credit professional development programs and courses. In addition to established programs, in 2004-2005 the Division launched a Certificate in Interactive Marketing and Online Advertising in collaboration with the Interactive Advertising Bureau of Canada and a professional development course on Harm Reduction, in collaboration with the School of Social Work and Field Development, Faculty of Education. The Division also provided training under contract to specific organizations, including; grievance mediation training for York University Staff Association executive and shop stewards; a Certificate in Dual Diagnosis to service providers in Owen Sound; dispute resolution training to Toronto Catholic Elementary Teachers; and a workshop on infant mental health in York Region/Newmarket.

The Division operates exam administration services and a growing business in conference management. Building on the highly successful CADE and This is IT 2004 Conference (May 28-June 2, 2004), the Division of Continuing Education and Hospitality York negotiated a mutually favourable business model for offering conference management services to the York community and external parties. Hospitality York and the Division of Continuing Education collaborated to plan, manage and implement the Leading Learning 2005 e-Learning Conference on behalf of the Vice President Research and Innovation and the Leading Learning

Consortium (consisting of the Toronto Catholic District School Board, York Region DSB, Trillium Lakelands DSB, Peel DSB, the Learning Partnership, and York University (through the VPRI)). The Division of Continuing Education also provided registration, planning and logistics coordination services (in collaboration with Hospitality York) for the Canadian Conference on Homelessness – May 17-20, 2005 (the first national conference on this important issue) on behalf of the Faculty of Education. Other conference planning work is underway for 2005-2006.

Figure 14: Division of Continuing Education Enrolment Numbers by Program Category

Program Category	Enrolment
Admission Credential and University Preparation	472
Exam Administration	481
Exam Preparation	54
In-House, Contract Training	80
Professional Development Courses/Programs	1692
Conferences	564
Total	**3343**

Source: Division of Continuing Education

Despite the impact of extended medical leaves of Division managers which compromised the ability to maximize business development and revenue generation, the Division of Continuing Education reported a net profit in 2004-2005. The Director submitted recommendations to the Dean on revisions to the Division's intra-Faculty profit-sharing model where a portion of annual net proceeds of the Division would flow to the Dean's Office in support if Faculty-wide initiatives, rather than sharing program-specific proceeds with individual units within Atkinson. This revised model allows the Division to ensure overall solvency of its operation, while making a contribution to the strategic academic priorities of the Faculty.

E. FUNDRAISING

In 2004-2005, the Faculty's primary emphasis was on searching out and connecting with its alumni. The Faculty's E-Encore magazine, first issued in 2003-2004, has played a key role in this by providing easily accessible information about upcoming events, programs and services for Atkinson alumni. In addition, Dean Lenton has met on several occasions this year with the members of the Atkinson Advisory Council. The Council, which will be formally launched in 2005-2006, brings together 24 prominent alumni to assist with fundraising and offer strategic advice.

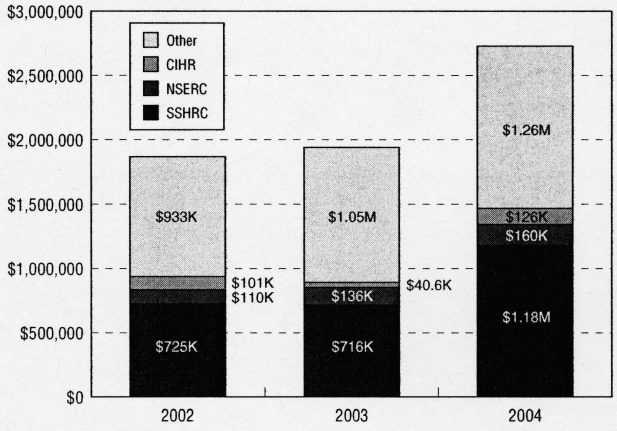
In addition to connecting with alumni, the Faculty laid the groundwork for an ambitious development plan which will be launched in 2005-2006. Work towards this plan has produced a number of successes already. In 2004-2005 the Faculty received a donation of $5 million in support of the work of distinguished research professor Stuart Shanker. The Milton and Ethel Harris Research Institute will focus on expanding our understanding of the development of the human mind. Second, the Faculty received an important donation which will fund a student survey focusing on the effectiveness of the support being provided to students in academic difficulty. Third, the Faculty is pleased to report that it has received funding for the second phase of the "Leveraging Our Strengths" project from the Toronto Dominion Bank for a collaborative project between the Bank, the Faculty's School of Social Work and a variety of community partners focusing on building community capacity. Finally, the Faculty was successful in significantly increasing the number of individual donations to the Faculty in 2004-2005.

F. RESEARCH

The Faculty's new Research Office is now well established and served in 2004-2005 as a hub for research in the Faculty. The Research Officer supported faculty research by advising faculty of research opportunities; providing advice on proposal development; formulating budgets; facilitating and coordinating grant applications; and celebrating research accomplishments. The Office also provides post award support. In 2004-2005 the Faculty established the Dean's Award for Outstanding Research and launched an expanded Atkinson Research fellowship program which allows faculty to apply for a half course release to support active research programs. The work of the Research Office has supported a three-fold increase in the number of successful applications for Tri-Council funding by Atkinson faculty; increased the diversity of grants applied for and received, including funding from strategic grants from agencies beyond the federal Tri-Council; and helped to raise the profile of research within the Faculty and create a more integrated, cohesive research culture.

In addition to the substantial research support received by Stuart Shanker from The Milton Harris Family Foundation, Diane Duff received a New Opportunities grant of $500,000 from the Canadian Foundation for Innovation/Ontario Research Fund to support TeleHomecare research, and John Saul was elected to the Royal Society.

Figure 15: Atkinson Research Funding, 2002-2004



Source: ORS Data, Atkinson Dean's Office

G. STAFF

Atkinson's total support staff complement as of April 30 2005 was 130 positions or 126.7 FTEs which remains essentially constant with the 2003-2004 figure of 129 positions or 124.4 FTEs. The Faculty's staffing complement has been increased over the last few years in response to increased enrolment and to support the Faculty's strategic initiatives in TEL and experiential education, while maintaining a staffing balance between units.

H. SPACE AND PHYSICAL RESOURCES

The Faculty's School of Nursing and School of Health Policy and Management moved into the Health, Nursing, and Environmental Studies [HNES] building early in 2004-2005 and the new Nursing Resource Centre opened in December 2004. The latter is a state of the art facility meant to accommodate 80 students at a time and provide hands on experience using a full spectrum of equipment including the latest technology.

Phase one of the reorganization of the Atkinson main building was completed in 2004-2005 following the completion of the HNES project. More than 120 people were moved and a series of small renovations were completed with a goal of consolidating units and making the most efficient possible use of space. Part of the redesign of the Atkinson space involved the construction of a coherent space for the Dean's Office to support the provision of more integrated service.

I. COMPUTING SERVICES

In 2004-2005 Atkinson Computing Services took the lead in the implementation of the recommendations of the TEL roundtable discussed above. The unit also played an active role in the development of the Faculty's new online Masters of Science in Nursing program which admitted its first student cohort in May 2005. The program is designed to accommodate the complex schedules of mature working nurses, allowing them to choose when they want to study. At the same time, courses are highly interactive and are supplemented by a general community program space which encourages students to talk to one another, fostering intellectual enquiry and relationship building.

As part of Dean Lenton's involvement with the Toronto Regional Immigrant Employment Council (TRIEC), Computing Services participated in the CareerBridge program. The program is intended to provide foreign trained professionals with Canadian employment experience in an effort to help them overcome the substantial employment barriers they often face. The individual employed under this program by Computing Services has played a critical role in a project assessing workflow improvement coming out of the TEL review.

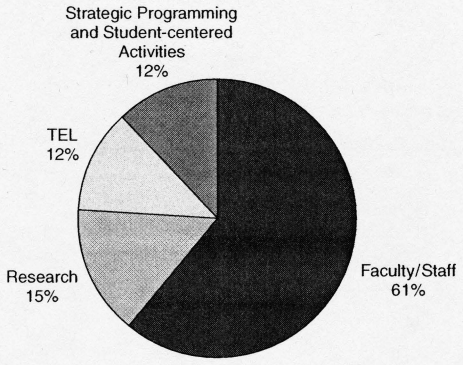
Budget

The budget table below is a summary of 2004-2005 actuals and 2005-2006 planned revenues and expenditures. Again this year the Faculty budget includes 2004-2005 revenues and expenditures from Special Academic Projects [SAP] affiliated with the Faculty. This represents $36,755 in restricted assets tied to specific SAPs. The Division of Continuing Education, whose financial situation is not broken out here, had an in year surplus of $83,933 which was used to reduce their deficit. A portion of the Division'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.

In its 2003-2004 PBA the Atkinson Faculty budgeted for a significant in-year deficit of $1.6 million. The 2004-2005 actual bottom line shown in the budget table below reflects a much smaller than planned deficit of $317,000. This is attributable, in part, to an increase in Nursing revenues and a number of failed searches. In the course of the 2004-2005 fiscal year, the Faculty also made a significant adjustment to the timing of its plan to spend down the deficit. Whereas the Faculty had originally intended to spend a roughly equivalent amount of its carryforward surplus of $9 million in the first few years of the plan and then decrease spending gradually, its revised plan calls for a concentrated expenditure in 2005-2006 when the Faculty anticipates the greatest pressure on its resources followed by a gradual decline which will now extend slightly further out. This fiscally responsible delay in the start of the significant spend down anticipates the peak in undergraduate enrolments expected in 2005-2006 and the subsequent challenge as this peak moves through of maintaining the student:faculty ratio. The now budgeted in year deficit of $4 million for 2005-2006 will support significant contract faculty and staff hires to help maintain the quality of student experience at Atkinson in this peak year. Subsequent deficits funded from the carryforward will continue to address this need.

While the Faculty has adjusted the timing of its planned budget surplus spend down, the priorities that have always informed that spend down remain constant. In the first instance, as noted above, the surplus will be used to hire faculty to support undergraduate programs in the context of high enrolments and significant planned retirements over the next few years including a high of 14 retirements in 2006-2007 and 10 the year following. The surplus will also be used to support new strategic programming including the development of professionally-relevant liberal studies programs at the graduate and undergraduate level and student-centred activities; the development of TEL; and Faculty research activities including additional funds to the Faculty's research office, an increase in the number of Atkinson Research fellowships, and increased teaching release for faculty actively engaged in research. See Figure 16 below.

Figure 16: Atkinson Planned Expenditures for Carryforward: 2005-2006 to 2007-2008



Source: Atkinson Dean's Office

It is essential to note that Atkinson's planned spend down has to be reconciled with the Faculty's base budget. The Faculty has experienced base budget cuts over the past number of years and will be subject to a cut of 1.75 per cent in 2005-2006. These cuts continue to be masked by the Faculty's carryforward which has allowed the Faculty to mitigate the effects of these cuts. As the Faculty's surplus is spent-down, the impact of an eroded base budget will become apparent. The Faculty is optimistic that quality assurance funds and new money for strategic graduate programs will support growth and allow the Faculty to address its student:faculty ratio.

Atkinson Faculty of Liberal and Professional Studies

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	626,919	566,825
Internal cost recoveries	642,226	564,454
Other revenues	657,549	-
Central allocations	43,733,853	47,697,936
Total Revenue	**45,660,547**	**48,829,215**
Expenses:		
Faculty - Administration	780,515	793,096
Faculty - Full-time	21,375,077	26,957,413
Faculty - Contract	7,819,528	10,293,634
Teaching assistants	1,100,832	-
Research	2,351,549	2,177,129
Support/Administration	7,014,144	8,173,853
Other	374,996	354,930
Total Salaries and Benefits	**40,816,641**	**48,750,055**
Operating costs	4,866,055	3,849,791
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	295,468	301,109
Scholarships & bursaires	-	-
Interest on long-term debt	-	-
Total Expenses	**45,978,164**	**52,900,955**
Total Revenue less Expenses	**(317,617)**	**(4,071,740)**
Previous Year's Carryforward	**9,703,367**	**9,385,750**
Carryforward to Next Year	**9,385,750**	**5,314,010**

Faculty Goals 2005-2006

A. FACULTY COMPLEMENT

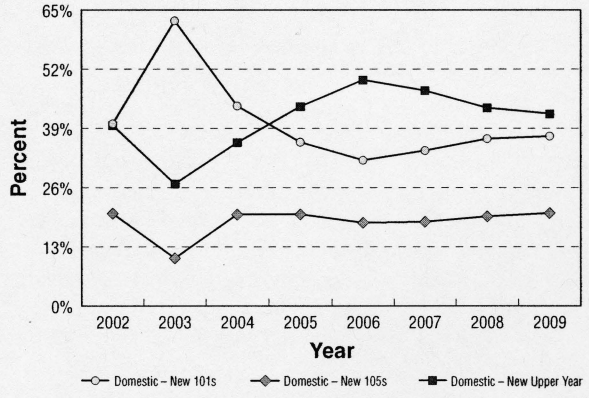
The Faculty is currently engaged in active hiring for 2005-2006. The addition of these new tenure stream faculty will mark the end of the significant growth phase in the faculty complement. Figure 18 shows the relationship between enrolment forecasts and complement. Significant CLA/SRC and part-time hires will allow the Faculty to bridge a peak in undergraduate enrolment in 2005-2006. Thereafter, enrolment will decline slightly and stabilize and faculty complement will follow suit. The Faculty will need to rely heavily on recoveries from retiring faculty to make subsequent strategic hires. In addition, the Faculty looks forward to the possibility of net new faculty complement growth tied to quality assurance funds (QAF) and emerging graduate enrolments. This would help the Faculty address the challenge of Atkinson's relatively high students to full-time faculty ratio.

B. UNDERGRADUATE EDUCATION

Enrolment planning

The Faculty anticipates that undergraduate enrolment will reach 9,353 FTEs in 2005-2006 and then fall slightly to stabilize at approximately 9,000 FTEs. At the same time, it is expected that the Faculty will see a rebalancing in the makeup of its domestic student body, back to pre double cohort norms with fewer new direct entry secondary school students and more new non-secondary school year one and upper year students in a mix approaching 35 per cent direct entry secondary school students and 65 per cent non-secondary school year one and upper year students. Within this slightly lower total the absolute number of Visa FTEs is expected to stay relatively stable.

Figure 17: Balance between new direct entry secondary school students and non-secondary school students



Source: December 2004 Enrolment Plan, Associate Vice-President (Academic Resource Planning)

Student Counselling and Retention Efforts

The Faculty has made student retention a priority for 2005-2006. In particular, the Faculty will conduct a substantial student survey to explore student satisfaction and to evaluate the effectiveness of the supports provided by the Faculty to students in academic

Figure 18: Enrolment Targets and Faculty Complement

Faculty Statistics (FTE)	Actual 2000-2001	Actual 2001-2002	Actual 2002-2003	Actual 2003-2004	Actual 2004-2005	Targeted 2005-2006*	Targeted 2006-2007*	Targeted 2007-2008*
Students (UG)	5,447	5,842	6,796	7,938	8,965	9,349	9,177	9,031
Tenure/Tenure Stream	130.1	136.2	132.8	156.7	187	217	215	215
Retirements	7	4.5	5	3.8	6.67	5.67	14	10
CLA/SRC	14.7	17.2	20.4	20.7	37.3	52.3	18	15
FT equivalent of PT Faculty	146.2	136.3	156.2	186	218.1	229.6	232.6	229.6

* Targeted data is based on VPA Enrolment Model

Source: Atkinson Dean's Office.

difficulty. In addition OSAS, the Division of Continuing Education, and the Counselling Centre will conduct a careful evaluation of the Faculty's University 100 course to determine how effective it has been in supporting the academic success of new students and students on academic warning.

Academic Programs

The Faculty has been working intently on the development of a series of new professionally-relevant liberal studies undergraduate programs which will come forward early in 2005-2006. These include a BA and BA (Specialized Honours) in Public Administration and Justice which is designed specifically for those working in the criminal justice field including police officers and correctional officers, and for direct entry students interested in a possible career in the areas of social or criminal justice and a BA and BA (Specialized Honours) in Public Policy and Management which combines courses in public policy and administrative studies to create a program which emphasizes the management skills and knowledge required to develop and implement policy at all levels of government.

The Faculty also has a series of other new programs in development including BA degree programs in Ethnicity, Race, and Culture, and Native Studies; new streams within the Bachelor's of Administrative Studies in the professional fields of Financial Planning and Investment Management; and a degree program in Emergency Management which will build on the new professional certificate in Emergency Management.

Teaching

The Atkinson Task Force on Student Learning will reconvene very early in 2005-2006 to finalize its first phase report and to set in motion the implementation of its recommendations. The Task Force is committed to ensuring that all students are provided with a series of courses very early in their degree program that help develop their critical thinking, reading, analytic, and communications skills; encourage breadth of perspective; and introduce them to the norms of academic enquiry. The Faculty has a strong tradition of providing students with a firm base for later learning and is committed to enhancing this foundation and ensuring that it meets the needs of today's students.

In 2005-2006 the Faculty intends to move forward with the implementation of its plan for Experiential Education. This will provide an expanded and coordinated set of experiential options intended to provide students with hands-on and enquiry-based learning opportunities for students. The focus in 2005-2006 will be on expanding in-class experiential education opportunities and community development to lay the infrastructure for service learning and internship opportunities.

Technology Enhanced Learning

The Faculty intends to complete the implementation of the TEL roundtable recommendations in 2005-2006. This will include the integration of Atkinson Computing Services and the Centre for Distance Education into a single unit; centralizing and systematizing all policies and procedures relevant to TEL and developing a coherent set of standards and guidelines; and enhancing operational norms of support including process and service improvement, hiring an instructional designer to work with faculty, and establishing clear streamlined relationships with other units on campus including the Centre for Support of Teaching, the Instructional Technology Centre, and the Faculty Support Centre, and monitoring and measuring workflow.

In addition to these overarching goals, faculty are working on finalizing plans to offer the Bachelor's degree in Business Economics entirely online in 2005-2006.

Students

The Faculty will launch its new Student-Alumni Relations Unit in 2005-2006. The unit is intended to foster student-alumni engagement in the life of the Faculty and adopt a student-centered approach to learning, consistent with University goals, which puts student needs first. The unit will deliver several programs including the student-alumni mentorship program which matches current Atkinson students with alumnae based on common career and/or professional goals; a peer mentorship program that links new Atkinson students to experienced upper years students who can help them settle in and make the transition to life at university; the Atkinson Student Ambassador program that will send chosen students into the Faculty's classrooms to talk about events and programs and who will represent the Faculty at public events; a new monthly e-newsletter to all registered Atkinson students to keep them informed of Faculty events; a virtual meeting space for Atkinson clubs and associations; and career development events. It is anticipated that these programs will contribute to the Faculty's recruitment and retention efforts.

C. GRADUATE EDUCATION

The Faculty will bring forward a number of proposals to the Faculty of Graduate Studies in 2005-2006. These will include the Masters of Public Policy, Administration and Law and a Doctorate in Human Resources Management which the Faculty expects will accept their first student cohort in 2007.

Other graduate programs which will be developed and brought forward in 2005-2006 for 2007-2008 implementation include: Masters programs in Accounting, Emergency Management, Marketing Research, and Wealth Management; a two year Masters of Social Work for students who lack an undergraduate degree in social work and a PhD in Social Work; a Masters in Applied Indigenous Studies; a Masters in Work and the Workplace, a Masters in Applied Communications Studies/Journalism; a Nurse Practitioner Stream within the Masters of Science in Nursing; a PhD in Applied Economics; and direct entry doctoral programs in Health Equity, and Health Management and Informatics.

D. CONTINUING EDUCATION

In 2005-2006 Atkinson's Division of Continuing Education intends to bring forward a comprehensive proposal that will revise the Division's legislation, change its approvals process, establish advanced standing credit in degree programs for certificates offered by the Division of Continuing Education, and provide for the delivery of degree-credit certificates in executive and compressed formats through the Division. The Division also expects that the new revenue sharing plan proposed in 2004-2005 will be formalized.

Presuming the Division receives the necessary support from Atkinson Computing Services they will also work to implement their TEL strategy including developing an online presence for all Continuing Education courses and programs; expanding the online component of the Canadian Institute of Chartered Business Valuators program, and collaborating with the Centre for Support of Teaching and Computing and Network Services to introduce a new online certificate program using Web CT.

In 2005-2006, the Division in conjunction with Hospitality York will formalize its conference management business model, and develop and launch a communications strategy promoting its service to York and the academic community in consultation with the VP Academic. This arrangement will significantly add to the range of services Hospitality York can offer clients. The Division has already contracted to manage two Conferences in 2005-2006. It will provide overall conference management, registration and logistics coordination services for the Second Annual CRHNet Symposium offered jointly by the Canadian Risk and Hazard Network and the Atkinson Faculty (November 17-19, 2005), and conference management, registration and logistics coordination services with Hospitality York for the Leading Learning 2006 Conference (February 13-14, 2006).

The Division is committed to continued program expansion. New programming planned for 2005-2006 includes a professional development certificate in Harm Reduction, an Advanced Certificate in Infant Mental Health; expansion of the Aviation Exam Preparation program; and a Certificate Program in Women in Leadership for the non-profit and public sector.

E. FUNDRAISING

In 2005-2006, the Faculty will embark on an ambitious and focused development plan formulated over the last year. Its goals are to raise funds in support of experiential education, finance endowed chairs, and increase scholarship accounts to sustainable levels. In this, the Atkinson Advisory Board, which will be formally launched in the fall of 2005, will play an important role.

F. RESEARCH

In 2005-2006 the Faculty hopes to further increase the number and diversity of research grant applications sumitted by faculty with the goal of increasing the number and value of grants held. In addition, the Faculty intends to work to build stronger linkages with other research initiatives on campus including the four research clusters and York's research centres.

G. STAFF

The Faculty anticipates hiring a significant number of staff in 2005-2006 in response to increased undergraduate enrolment and to support the strategic priorities of the Faculty. These positions will include a balance between full-time and contractual appointments in recognition of the fact that enrolment will peak in 2005-2006 and subsequently decline somewhat.

H. SPACE AND PHYSICAL RESOURCES

The Faculty has for many years been struggling with a physical space shortage. The move into the TEL and HNES buildings provided a short respite for most units in 2004-2005. The Faculty will, however, once again face a significant space shortage in 2005-06 caused by the peak in faculty complement designed to accommodate the anticipated peak in student enrolment. A number of proposals to secure additional space are currently under consideration which will balance the needs of faculty, staff, and research.

I. COMPUTING SERVICES

Atkinson Computing Services will prioritize completing the implementation of the TEL roundtable recommendations in 2005-2006. In addition, it intends to fully support the Centre for Distance Education in implementing its own TEL strategy. The Division is very pleased with the results of its participation in the CareerBridge program and intends to extend the term of employment of the foreign-trained professional it hired under the program for an additional six months in order to complete the study this person is conducting of workflow and process management.

FACULTY OF EDUCATION

Overview

The Faculty of Education is in the midst of implementing its Five Year Plan (2002), which embraced the themes of "co-ordination, integration and renewal." As this year's report indicates, much has been achieved and much is in process. Highlights of the academic year include the implementation of policies flowing from several program reviews, the sponsoring of a number of successful academic conferences, the securing of new research grants from the Social Sciences and Humanities Research Council, the creation of two new graduate diploma programs, the continuing growth of Field Development activities, the publication of new books by faculty, the enrichment of international program initiatives, and the launching of a new Web site.

Figure 1: General Statistical Data

	2000-01	2001-02	2002-03	2003-04	2004-05
Number of undergraduate students (heads)	1532	1567	1601	1681	1712
Number of graduate students - total (heads)	243	275	271	297	329
M Ed	213	240	234	252	279
PhD	30	35	37	45	50
Field Development enrolment (heads)	2733	1981	2797	3919	4156
Number of support staff (heads)	42.8	50	51	51	51
Number of Alumni (heads)	16,200	17,180	18,186	19,218	20,222
Full Time Tenure Stream Faculty (fte)	42	44	42.5	43	42
Seconded Faculty (heads)	29	30	30	30	30
Contract Faculty (heads)	54	65	70	70	69
Teaching Assistants (heads)	26	32	38	38	43
T/S appointments planned/approved (fte)	6	6	4	3	2
T/S appointments made (fte)	3	5	3	1	1

Source: Faculty of Education and OIRA

Planning and Implementation 2004-2005

FACULTY COMPLEMENT AND RECRUITMENT

The Faculty of Education conducted searches in 2003-2004 for two tenure-stream positions, one in Language Arts and the other in Deaf and Hard of Hearing Education. The former was completed successfully, with one new appointment beginning July 2004, and the latter was carried over to 2004-2005. The Faculty also approved and began the implementation of a tenure-stream faculty recruitment plan. This document identified eight academic areas for which tenure-stream faculty will be sought. Teaching and scholarly needs in undergraduate, graduate, and continuing education areas were accounted for in the determination of hiring priorities. The plan is to be reviewed every two years.

The Faculty was authorized to conduct searches for five tenure-stream positions in 2004-2005. The appointment areas were Deaf and Hard of Hearing Education, Early Childhood Education, Curriculum Theory, the Philosophy of Education, and Jewish Teacher Education. Two of these positions arose as a result of unexpected departures, one was a carry-over from the previous year, and two were in anticipation of retirements in the near future.

PRE-SERVICE CURRICULUM RENEWAL

In accordance with its strategic plan, the Faculty implemented the first phase of curriculum renewal in the undergraduate Concurrent program. The key elements were the introduction of a community-based practicum and seminar in Year 1, and the creation of two new required courses: "Inquiries into Schooling" and "Inquiries into Learning". In 2005-2006, several elective courses, developed and approved this year, will be available to students in Year 2 of the Concurrent Program. In the coming year, elective courses will be developed and offered in 2006-2007 to students in Year 3 of the Concurrent Program. The Consecutive Program review, begun in 2004-2005, will continue in 2006-2007.

An innovative on-line tutorial in school law was introduced and delivered as a module to undergraduate students. This could well serve as a prototype for providing course content on other specialized educational themes.

Mentoring of new seconded faculty (through regular meetings with a senior tenured faculty member), designed to facilitate their integration into the culture and academic life of the Faculty and the University, was initiated and will be continued.

The Faculty held a forum, "Providing Accommodation for Teacher Candidates with Disabilities: What We Need to Know", intended to heighten awareness among teaching staff of this increasingly important and complex issue. A draft document for supporting teacher candidates has been prepared and will be finalized in the coming year.

A new Aboriginal Teacher Education Program proposal is still in development, and remains a Faculty priority. The Faculty of Education continues to work with academic units elsewhere in the university in the drafting of this proposal; this process is expected to come to fruition in the 2005-2006 academic year.

ONTARIO COLLEGE OF TEACHERS' ACCREDITATION REVIEW

As reported last year, the Ontario Colleges of Teachers conducted an accreditation review of the Bachelor of Education Program. The report from the accreditation panel and the verdict by the Ontario College of Teachers, issued earlier this year, were positive. The BEd Program was accredited, without condition, for a five-year period.

Currently, the Ontario College of Teachers is conducting a review of Regulation 184, which governs teacher education in Ontario. The Faculty of Education submitted a series of recommendations to the College on this matter, and through his participation in the Ontario Association of Deans of Education, the Dean has been involved in consultations on the legislation. The College is expected to release its findings before the end of 2005, and these could have implications for the future of the pre-service program. The Faculty will monitor this process carefully, and respond, as appropriate, to the recommendations. It will continue to argue strongly for a university-based and academically informed teacher education program.

GRADUATE PROGRAM

The Graduate Programs, including the Diploma Program in Early Childhood Education, received full accreditation in 2004 from the Ontario Council of Graduate Studies. Enrolments continue to be strong (see below), though the Program recognizes the need to attend to the issue of time to completion rates, which require improvement. The Graduate Director has also initiated a review of course and research paper requirements. As requested by the Dean of Graduate Studies, the Program will slightly increase its full time doctoral intake in the Fall of 2005 and simultaneously reduce its part-time masters' intake.

Two new diploma programs began this year: one in Mathematics Education, in collaboration with the Graduate Program in Mathematics and Statistics, and the other in Environmental and Sustainability Education, in collaboration with the Faculty of Environmental Studies' Graduate Program. In response to the planned expansion of graduate studies at York, new diploma programs are being considered, including one in the area of Higher Education.

The Graduate Student Association held its third annual conference, "Theorizing Education, Education Theory: Transforming Praxes," drawing participants from many universities, and featuring a keynote presentation by Rebecca Luce-Kapler from Queen's University.

DEAF AND HARD-OF-HEARING EDUCATION

As planned last year, the Deaf-and-Hard-of-Hearing Education Program conducted an internal audit of its academic offerings in light of the changing needs and demographics in the field. Among other initiatives, two curricular strands have been developed – one to serve students who will teach in school boards where most deaf and hard of hearing students are enrolled, and the other for those who plan to work in Provincial Schools for the Deaf-and-Hard-of Hearing where American Sign Language (ASL) is the language of instruction. The Program will monitor and assess these changes over the coming year.

The Ontario College of Teachers is reviewing regulations governing Deaf-and-Hard-of Hearing education. The Faculty prepared a thorough submission to the College, and recommended that graduates in the field be required to complete a high quality, full-year program (such as York's). The current requirements fall short of this. The Faculty will pursue this agenda in the coming year.

ENROLMENT PLANNING

The Faculty continues to have the highest number of total applications among all Faculties of Education in Ontario. Applications to the Consecutive Program have remained relatively constant for the past three years, as has the percentage of those enrolled/applications. Applications to the Concurrent program have increased somewhat, in all likelihood, as a result of the flow through of the double cohort. Special funding from the provincial government to support current Bachelor of Education enrolment levels was continued in 2004-2005, and has been assured for 2005-2006. There is uncertainty as to whether expansion funding will be continued beyond this time frame, particularly in light of a recent report by the Ontario College of Teachers declaring an end of the teacher shortage. However, this could be offset by government initiatives to reduce class size, to focus on the enhancement of literacy and numeracy education, and to fulfil its "Learning to 18" strategy, all of which will require the recruitment of more teachers. As in the past, the Faculty will monitor these developments and adjust its enrolment planning accordingly.

With respect to the graduate program, enrolments grew owing to continuous demand by highly qualified applicants. The Faculty increased the number of full-time registrants and reduced the number of part-time masters' registrants. As indicated above, the Faculty is interested in participating in the expansion of graduate educational opportunities, but any further growth of enrolments will require an increase in full-time teaching and support staff resources.

Figure 2: Undergraduate Admissions Data

	2000-01	2001-02	2002-03	2003-04	2004-05
Applications to the Consecutive Program					
Number of applications	6362	4726	5658	5512	5418
Number of admission offers	937	1105	1019	1254	1207
Total enrolled	644	724	781	804	792
Percentage of enrolled to applications	10%	15%	14%	15%	15%
Applications to the Concurrent Program					
Number of applications	805	858	969	1082	1177
Number of admission offers	315	318	304	331	335
Total enrolled (new ED1 admits)	310	315	287	314	327
Percentage of enrolled to applications	39%	37%	30%	29%	28%

Source: OUAC and Faculty of Education

Figure 3: Enrolments

	2000-01	2001-02	2002-03	2003-04	2004-05
Undergraduate – target (FTE)	1091	1230	1238	1358	1382
Undergraduate – actuals (FTE)	1194.6	1285.4	1346.6	1382	1350.6
Graduate – target totals (FTE	271	254.5	293.2	338.2	347.68
M Ed	203.4	211.7	238.5	267.3	243
Ph D	67.6	42.8	54.7	70.9	72.28
Graduate – actuals totals (FTE)	271	254.5	293.2	338.20	375
M Ed	203.4	211.7	238.5	267.3	288.9
Ph D	67.6	42.8	54.7	70.9	86.1

Source: Faculty of Education and OIRA

RESEARCH

Three faculty members were awarded three-year standard SSHRC grants beginning in 2005-2006, and three others were placed on the "Reversionary" list (recommended but not funded). Since 2001-2002, sixteen SSHRC grants have been awarded to Education faculty. A total of 26 applications were submitted this year to a variety of granting agencies, including two major applications to CIDA for an educational development project in Peru, and to Health Canada for support for a Harm Reduction Institute – an initiative that coincides with the University's interest in advancing the health education agenda. An inventory of conference papers presented by faculty and graduate students between January and June, 2005 reveals that a minimum of 47 presentations were made at various conferences.

In May, the Faculty sponsored the first national conference on Homelessness, which attracted some 800 registrants, and which received considerable public attention. The Conference was supported by a $320,000 grant from the federal government.

New books and anthologies were published by Steve Alsop, Paul Axelrod, Warren Crichlow, Rishma Dunlop, Alison Griffith, John Ippolito, Carl James, and Carol Anne Wien.

Among other activities, the Research Officer has assisted faculty with the preparation of applications, sought to identify research opportunities, and helped in the dissemination of stories arising from published research – something which is now a regular part of the Faculty's Web site. As planned, research profiles of faculty and samples of recent publications now appear on the Web site. Much remains to be done with respect to further cultivating the research culture, linking faculty with education policy makers, and disseminating research results. This agenda will be pursued over the course of the coming year. Next year, the Faculty of Education will be responsible for the coordination of the Canadian Society for the Study of Education, and the Canadian Society for the Study of Higher Education annual conferences at York. These are major undertakings which will provide the Faculty with an opportunity to showcase its scholarly work. Co-ordinators for both of these events have been appointed.

THE YORK/SENECA INSTITUTE FOR MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION (YSIMSTE)

YSIMSTE, a partnership between York and Seneca College, which promotes teaching, learning and research in math, science and technology at all educational levels, again offered a variety of programs for students and educators. These included the York/Seneca Summer Science and Technology Program for students from area schools; participation in the development of on-line Additional Qualifications (AQ) courses; the hosting of visitors from abroad; the hosting of the Web site of the International Association for Educational Assessment; and participation in the province's Supporting School Improvement Program through the analysis of test data from the Education Quality Assessment Office. YSIMSTE will continue to seek external funding in order to sustain and enhance its activities in the year ahead.

COMMUNITY-BASED EDUCATION

As anticipated last year, a task force report on community-based education was completed and presented recently to Faculty of Education Council. A submission on this theme was submitted to, and ultimately incorporated, into the 2005 draft report of APPC, which identified community-oriented education as an emerging university priority. Important community-based activities in 2004-2005 included:

- the Westview-York University Partnership, which featured an increase in the number of students participating in the Advanced Credit Experience Program;
- the introduction of the community-based practicum in the first year of the Concurrent Program;
- participation in the Pathways to Education Program in Regent Park, where the Faculty has a teacher education site;
- the ongoing Urban Diversity and Peel-University Partnership projects;
- and the national conference on homelessness in Canada.

Figure 4 : Summary of Grant Submissions

	2000-01	2001-02	2002-03	2003-04	2004-05
No. of Proposals	15	17	22	26	26
Total Requested	$1,208,615	$4,314,336	$6,500,702	$2,236,598	$7,599,167
Successful Proposals	13	9	15	14	15
Total Awarded	$1,023,793	$1,504,104	$1,179,342	$462,586	$1,018,073
Per cent Proposals Success	87%	53%	68%	54%	58%

Source: Office of Research Services

The Faculty is also participating in the Inner City Model Schools Project with the Toronto District School Board and OISE-UT. The Faculty will pursue these and other initiatives in the coming academic year.

INTERNATIONALIZATION

A large number of Education faculty members engage in research and teaching that have an international component. The majority of these and other Faculty initiatives are supported by the Coordinator of International Programs who seeks out international program opportunities, manages several projects, and works with the International Advisory Group and the Graduate Program Visiting Scholars' Committee.

Highlights in the past year include:

- the appointment of a new seconded faculty member in International and Global Education;
- the introduction of a new undergraduate elective course, "Global Issues and Education";
- the delivery of three programs to teacher candidates from the Hong Kong Institute and the University of East Illinois;
- the placement of five students in the new York Student Internship Summer Program;
- the presence of four exchange students from Germany and Jamaica;
- the participation of four visiting scholars from China, Australia, the U.S. and Sweden, as well as two Summer Institute scholars from California and Australia;
- the visit to teacher education classes by performers from Sri Lanka promoting peace education through the Arts.

The Faculty's participation in the CIDA-funded PERU-PROMEB Development program for elementary educators and school administrators in rural Peru continued in 2004-2005. The program was delivered by four members of the Faculty of Education. ELIS – an Immersion semester for 21 international secondary candidates was run in collaboration with YUELI; the Merkaz i.t. L'Morim professional development program for Jewish educators was expanded; and funds were raised by the Faculty of Education Student Association for the Wikondiek School in Kenya and for Tsunami Relief. Faculty members delivered papers on international projects at several conferences during the past year, and a number of these are to be published.

The recent rise in the Canadian dollar had a significant impact on the extent of customized course offerings for 2004-2005. Two tenders for programs were unsuccessful because of cost consideration: the Hong Kong Institute's English Language Immersion Program planned for Fall 2004 and Languages International Program for Student Teachers, planned for summer 2005. This may continue to be a factor in the coming year.

Plans for 2005-2006 include the implementation of a program of support for internationally trained teachers (funding has been awarded to the Faculty by the Ministry of Training, Colleges and Universities); the maintenance and forging of new relationships with other units at York conducting international work; improving the Faculty's international profile through the development of a new Web site page; supporting further research and writing projects on international programs and themes.

FIELD DEVELOPMENT

Tremendous progress has been made in revitalizing the Field Development (in-service) area. The Additional Qualifications (AQ) Courses for practising teachers are currently in the final stages of accreditation review by the Ontario College of Teachers. By spring 2005, 29 on-line AQ courses will be completed, which employ an innovative Web template and course design, and enrolments have now met expectations. In total, enrolments in AQ courses, the Principals' Qualification Course (PQP), and various special seminars and colloquia rose by more than 20 per cent between 2003-2004 and 2004-2005, and are expected to rise again in the coming year. Field Development is in the process of revising and renewing the unique "Co-op" partnerships with school boards, who collaborate with the Faculty of Education in the offering of AQs. Boards may now offer AQs themselves, and the Faculty must continue to attend creatively to this competitive challenge.

Field Development again offered a number of colloquia and seminars for educators, including the Sustainable Education Forum, a forum on Autism Spectrum Disorders, the Students and Youth at Risk Forum, and the Canadian Student Experience conference, all of which drew participants from across Canada.

As Field Developments looks ahead, it will be important to sustain current initiatives and income, and be very selective in the initiation of new programs.

FUND RAISING

There has been good progress with respect to fundraising, notwithstanding the mid-year departure of the Chief Development Officer (CDO) (shared with Environmental Studies). A new CDO has since been appointed. Over the past year, the Faculty has secured a number of new OSOTF bursaries, received a major gift of $70,000 in support of Kids from Kanata (an Aboriginal education program), and secured a $100,000 gift in support of the Advanced Credit Experience Program which enables Grade 11 students from high schools in the Jane-Finch area to enrol in a university course. As part of the 50th anniversary fundraising campaign, the Faculty is proposing to seek funds for new Chairs in "Education and the New Urban Environments," "Health Education," and "Math, Science and Technology Education."

ALUMNI

The Faculty's Alumni Association has been reconstituted, and a new Executive Committee is in place. A newsletter to all new graduates was distributed at Convocation, and the first annual Alumni Teaching Awards dinner will be held during the 2005-2006 academic year, celebrating the 30th anniversary of the Faculty's first graduating class. The annual Alumni Excellence in Teaching Award, sponsored by Manulife, will be presented at this event, as will other awards received by students in the previous academic year.

COMMUNICATIONS

The Faculty's new Web site, which is highly accessible, and which improves both intra- and internet communication, was launched in the Spring of 2005. It will be updated regularly. The first Faculty newsletter was produced, intended, primarily, to provide schools, boards, and other educators, with information (hard copy) about Faculty activities. This will be published several times a year. The preparation of an annual Faculty of Education Report is being investigated, directed to alumni, friends, and potential applicants to the Faculty of Education.

RELOCATION OF FACULTY OF EDUCATION TO WINTERS COLLEGE

As a consequence of the forthcoming opening of the new Accolade Project, the Faculty of Education has been given the opportunity to move from its location in the Ross Building to Winters College for the 2006-2007 academic year. This initiative will vastly improve the teaching and administrative resources of the Faculty, and will heighten its visibility and identity both within York and beyond. Planning for this move will be undertaken over the course of 2005-2006. The Faculty will retain its space in the TEL Building, and it will continue to operate off-campus Consecutive Program sites.

Budget

The financial resources for the Faculty have had the benefit of a separate funding envelope from the Ministry of Training, Colleges and Universities to cover the increased enrolment of teacher candidates in the Consecutive Program. This special funding has been extended to 2005-2006. At least for the next year, the Faculty will be able to sustain its current undergraduate enrolment. However, if the funding is not renewed, the impact on the Faculty will be significant both in terms of its enrolment and funding levels.

Field Development expanded its non-credit course offerings during the past year, resulting in additional revenue for the Faculty. For 2004-2005 the Faculty sustained a surplus as a result of these increased revenue, and these funds will provide much needed support for Faculty wide initiatives.

The Faculty has been prudent over the past few years, and acquired a carry-forward to provide some contingency funds past 2005, to allow sufficient time to implement any major program changes as a result of the loss of the separate funding envelope. Overall, the Faculty's financial situation is manageable, however, the situation with respect to enrolments and funding will depend on what levels of funding are provided by the provincial government for teacher education.

Faculty of Education

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	434,718	368,000
Internal cost recoveries	651,376	708,485
Other revenues	468,765	400,000
Central allocations	13,063,304	13,032,957
Total Revenue	**14,618,163**	**14,509,442**
Expenses:		
Faculty - Administration	511,400	424,485
Faculty - Full-time	3,392,471	3,896,659
Faculty - Contract	1,373,971	1,256,568
Teaching assistants	338,113	468,069
Research	871,100	1,067,802
Support/Administration	2,991,533	3,158,852
Other	3,366,693	3,209,377
Total Salaries and Benefits	**12,845,281**	**13,481,812**
Operating costs	1,188,381	966,212
Amortization of capital assets	-	-
Cost of goods sold	80,641	54,300
Taxes and utilities	263,499	263,000
Scholarships & bursaires	14,810	34,000
Interest on long-term debt	-	-
Total Expenses	**14,392,612**	**14,799,324**
Total Revenue less Expenses	**225,551**	**(289,882)**
Previous Year's Carryforward	**984,963**	**1,210,514**
Carryforward to Next Year	**1,210,514**	**920,632**

Summary of Strategic Directions for 2005-2006

- reviewing and updating the Faculty of Education faculty recruitment strategy.
- implementing the next phase of curriculum renewal in the Concurrent Program, and continuing with the review of the Consecutive Program
- producing a draft plan for an Aboriginal Teacher Education Program
- developing a plan for expansion of the graduate program in accordance with university-wide initiatives, and attending to the issue of graduate completion rates
- working to convert SSHRC "reversionary list" research applications to fully funded grants
- seeking out new research opportunities that provide support to faculty and graduate students, and that profile the Faculty's academic strengths
- enhancing relations with Alumni by holding the first Annual Alumni Teaching Award Dinner and celebrating the 30th anniversary of the Faculty's first graduating class
- continuing to improve communication practices through the preparation of informative publications directed to Faculty of Education friends, partners and stakeholders

FACULTY OF ENVIRONMENTAL STUDIES

Overview

The Faculty of Environmental Studies (FES) was created in 1968, one of the first free-standing programs in this field of study in North America. For its first twenty years, FES operated as a graduate-only Faculty offering an innovative interdisciplinary master's (MES) program. In the early 1990s, doctoral (PhD) and undergraduate (BES) programs were added. Reflecting its origins, FES's graduate education profile remains significant: FES is the second-largest graduate program at York, the largest Environmental Studies program in Canada, and counts more than 3000 MES alumni.

The Faculty pioneered York's commitment to interdisciplinarity and exemplifies it today. The faculty cohort in FES includes professors with disciplinary degrees in History, Sociology, Anthropology, Geography, Psychology, Urban Planning, Philosophy, Political Science, Biology, Natural Resources, Literature, Economics and, of course, Environmental Studies. From this rich diversity, FES creates a trans-disciplinary approach to environmental education, one that trains students to be intellectually nimble and broad-ranging in their grasp of environmental analysis. The FES curriculum ranges from urban to natural environments, from literary analysis to econometrics. "The environment" in FES terms is understood not only to be the natural world, but to encompass social, urban, and cultural environments, all of which are holistically inter-dependent – in the FES pedagogical approach as they are in the real world.

In the BES degree, students focus on an "area of concentration," one of: Environmental Management; Urban & Regional Environments; Environmental Politics, Development, Globalization and Justice; or Environment & Culture. FES offers several undergraduate certificate programs that additionally provide students specialized training: Environmental Landscape Design; GIS & Remote Sensing; and Community Arts Practice (with Fine Arts), a new certificate program inaugurated in 2004-2005. The two-year Masters program pivots around a culminating thesis, major paper, or major project that students individually design with their Advisors through a "Plan of Study." Within the MES, the largest specialized stream is in Planning, in which FES offers a degree recognized by professional planning accreditation bodies (Ontario Professional Planners Institute and Canadian Institute of Planners). Additionally, MES students can graduate with a Diploma in: Business & Environment (with Schulich); Environmental Sustainability Education (with Education); or a joint MES/LLB Program (with Osgoode).

Two tenure-stream faculty members joined the FES staff in academic year 2004-2005, one in conservation ecology and applied biology, the other in environmental ethics and environment and culture. The Faculty successfully concluded two tenure-stream faculty searches in the urban planning stream (for start in July 2005). Three tenure-stream faculty searches have been approved for the coming (2005-2006) year. During 2004-2005, FES also enhanced its staff complement with four (replacement) hires, and two new hires are anticipated for 2005-2006.

Figure 1: Core statistics

FES	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Full-time faculty	34	35 (incl. 2 CLA)	37 (incl. 4 CLA)	38 (incl. 3 CLA)	36.5
Teaching Assistants	29	28	26	35	35
Support staff (YUSA, YUSA-e & CPM)	n/a	n/a	n/a	29	26
BES students	325	297	362	450	457
MES students	350	353	331	345	344
PhD students	37	41	36	40	34
Graduate Courses	73	73	74	68	70
Undergraduate Courses	42	48	48	61	72

Source: Faculty of Environmental Studies; AVP, Academic Resource Planning; Office of Institutional Research and Analysis

Planning and Implementation of 2004-2005 Goals

As enumerated in the 2003-2004 PBA report, Faculty goals for 2004-2005 included:

- Move to new HNES (Health, Nursing and Environmental Studies Building) facilities
- Extend the Faculty's external relations strategies
- Reinforce strategies for increasing student recruitment and enrolment
- Increase financial support for graduate and undergraduate students
- Implement FES research-enhancement plans
- Enact the FES Strategic Plan and explore workload implications of this plan
- Expand fundraising activities

MOVE TO HEALTH, NURSING & ENVIRONMENTAL STUDIES (HNES) BUILDING

In late August 2004 the Faculty moved into its newly renovated facility in the HNES Building. This enables FES to house all faculty and students, and many of its courses, under the same roof. The facilities in HNES include geomatics and computing lab facilities, workshop and planning labs for the urban planning and environmental landscape design areas, dedicated space to accommodate faculty research projects, shared space for emeritus professors, and considerably expanded office and research space for PhD students and for graduate and undergraduate organizations.

EXTERNAL RELATIONS

Developing and deepening partnerships is key to the FES strategy of enhancing visibility and external relations. FES has a long-standing collaborative educational and research partnership with the Arava Institute (Israel) that brings two students a year to study in the MES program. In 2004-2005 a new and as yet untested exchange agreement was signed with the Fatima Jinnah Women's University in Pakistan. Through a collaborative research partnership with Environment Canada, FES houses a researcher seconded from Environment Canada; this partnership will be up for renewal in 2005-2006.

The Faculty's most successful and visible multilateral partnerships are in conjunction with the Las Nubes rainforest which the Faculty owns in Costa Rica: FES partners with the Tropical Science Centre of Costa Rica for on-site management and conservation of Las Nubes; and Timothy's World Coffee and the Cooperative Agri (Costa Rica) partner with FES to develop sustainable coffee-growing in the communities surrounding the rainforest. These relationships were deepened in March 2005 with a high-level delegation from FES, York, and Timothy's to Costa Rica. The coffee marketing relationship with Timothy's brings revenue to the Faculty as well as national attention to the University, including in 2004-2005 the Sustainability Award from the Specialty Coffee Association of America and the gold award of the Council for Advancement and Support of Education (CASE).

Locally, in 2004-2005 FES developed a new cooperative partnership for educational programming with the Ontario Science Centre. In Fall 2004 FES agreed to house the Ontario EcoSchools project, a province-wide project to bring sustainability curriculum to high schools. In Spring 2005 the Dean initiated an introductory meeting with environmental NGOs and related organizations in the GTA. The 2005 EcoArts Festival, a collaborative Faculty-community organizations project brought audiences of almost 800 people to events at FES and off-site locations.

FES welcomed two Visiting Scholars in 2004-2005, one from Italy, one from China. Three speakers' series brought more than a dozen external academic visitors to the Faculty, including internationally and nationally prominent scholars such as the Honorable Charles Caccia (former Minister of the Environment). In Fall 2004 FES hosted for the first time an annual international conference, the "Political Economy of Scale" that attracted scholars from around the world. FES, the Center for International and Security Studies and the Toronto Food Policy Council jointly sponsored a one day search conference, "Seeking Partnerships for the Next Generation of Alternative Agriculture and Food System Work" that brought together academics from York, Ryerson University, the University of Toronto and the University of Guelph, community organizations and government agencies in the GTA.

As part of a restructuring in the student recruitment and enrolment area (see below), a new Media & Communications officer will be added to the staff in the 2005-2006 academic year.

STUDENT RECRUITMENT & ENROLMENT

FES faces challenges in stabilizing enrolments in the undergraduate program, particularly since environmental education has been eliminated from the Ontario high school curriculum. Nonetheless, the dip in 2004-2005 enrolments is judged to be an anomaly and is anticipated to be balanced by more positive 2005-2006 enrolments. Despite enrolment pressures, FES remains committed to increasing enrolments at the same time as holding the line on – or increasing – standards, and available data demonstrate that FES is holding firm to this commitment (see Figure 3). The advantages of being a small Faculty where students feel directly connected to faculty and to each other are evident in the five-year graduation rates for undergraduates, which are above the University average and are among the strongest at York (Figure 2).

Figure 2: 7-year BES graduation rates (secondary school direct entrants)

Cohort/Entering Year	1994-1995	1995-1996	1996-1997
Per cent of cohort year who graduated within 7 years	71.1	67.1	67.4

Source: Office of Institutional Research and Analysis

MES enrolment rates over a five-year timeline have met and even slightly exceeded targets (see Figure 3). As part of the Strategic Plan contracted with the President's office in 2001-2002, FES agreed to considerably increased MES enrolment targets. These targets are difficult to achieve (without diluting standards), and without commensurate increases in support for graduate student funding and faculty cohort support they may not be sustainable. Data on MES terms to completion shows considerable progress in the past decade (see Figure 4); graduation rates (Figure 4) from the MES program remain strong.

Figue: 3: Student enrolments

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
BES					
# apps received	443	453	544	1169	779
# new students enroled (as of Nov 1 each year)	96	69	120	166	108
OAC/12U mean average of year 1 BES registrants	77.10%	77.80%	75.15%	78.61%	77.64%
MES					
# apps received	304	312	454	437	392
enrolment target	120	120	165	162	157
# actual new enrolments (as of Nov 1 each year)	133	130	167	166	148
MES average entrance gpa	6.81	6.83	6.83	6.82	6.83
PhD					
# apps received	49	60	80	77	56
enrolment target	6	6	8	7	7
# actual new enrolments (as of Nov 1 each year)	6	6	8	7	7
PhD average entrance gpa	7.67	7.80	7.38	7.50	7.57

Source: Faculty of Environmental Studies; AVP, Academic Resource Planning. Numbers reported are new enrolment targets or actual new enrolments.

Figure 4: MES graduation and completion rates

Cohort Year	1998	1999	2000	2001	2002
Median terms to completion	7	7	7	6	6
per cent of entering cohort year who have graduated as of May 2005	74%	80%	80%	70%	70%

Source: Office of Institutional Research and Analysis

Initiatives to enhance recruitment and enrolment efforts undertaken in 2004-2005 include:

- initiated a comprehensive review of the enrolment/recruitment area in all aspects of operation, policy and practice (with assistance from the professional staff from the York central Admissions office); in consequence, this area of activity within the Faculty is being restructured, a new manager has been hired to provide leadership, and a strategic recruitment plan is now in place that will be implemented in the 05-06 academic year.
- undertook a comprehensive Web review, resulting in several new initiatives that will be implemented in the coming year.
- developed a partnership which resulted in the Ontario EcoSchool Coordination office being housed in FES; funded primarily by the federal and provincial governments, Ontario EcoSchools is designed to help school boards and schools build high-school student engagement with sustainability.
- enhanced the FES "Change Your World" conference, an annual event that in Spring 2005 brought more than 400 highschool students and their teachers from over 30 high schools to campus for a day of workshops and activities,; this year the Ontario Science Centre participated as a workshop partner in Change Your World.
- undertook a comprehensive curriculum review that resulted in changes to several existing courses, and proposals for several new courses designed to enliven the curriculum.

STRATEGIC PLAN

The 2001-2002 Strategic Plan specifies financial and enrolment targets for the Faculty. In 2004-2005, enrolments in the BES and MES programs fell short of targets. PhD enrolments were at target. The Faculty fulfilled its fiscal obligations, cutting the deficit on plan and ending the fiscal year with an in-year balance.

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 FES staff and faculty members. The Faculty continues to work through these implications paying close attention to three areas:

- A strategic plan to increase future staff and faculty strength through new hires, once the deficit is cleared, will be developed;
- The Faculty as a whole is undertaking discussions to arrive at consensus on internally balancing loads and developing a plan for equitable workload distribution;
- The primary direction of addressing the workload implications of the Faculty's strategic plan involves curriculum review, reducing the complexity of student program management, 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, but the objective is to integrate such changes in ways that have a measurable effect without reducing the levels of support for students.

FINANCIAL SUPPORT FOR STUDENTS

As is true across the university, a primary commitment of the Faculty is to increase financial support for students in all three degree programs. At the BES level, FES offered more than $280,000 in scholarships, bursaries and awards in 2004-2005. At the MES level, the Faculty negotiated in 2004-2005 a small increase in the FGS entrance scholarships allocation; currently approximately 70 per cent of first-year MES students receive some degree of financial assistance; in 2004-2005, the Faculty committed more than $300,000 to Graduate Assistantships for entering MES students. FES is largely unable to extend financial support to second-year MES students.

In 2004-2005 the Faculty initiated a comprehensive review and restructuring of the student awards area. This restructuring pulled responsibility for all awards together under one manager (previously responsibility was split among 4 or 5 subunits), and the new manager is charged with developing recording and accountability systems to ensure that all award opportunities are realized. Several fundraising initiatives were undertaken in 2004-05 that should yield new scholarships for 2005-2006 and beyond.

The Faculty also undertakes concerted efforts to support graduate students in developing funding opportunities for their own research. The SARC office in FES delivered a series of "Funding 101" workshops for graduate students, which included information on how to source funding opportunities, as well as tips from successful PhD applicants on how to prepare funding applications and how to balance academic and field experience priorities.

In 2004-2005, FES students garnered impressive awards, scholarships and funding, including: the York Graduate Fellowship for Academic Distinction; the Action Canada Fellowship for "best and brightest young emerging leaders"; CIDA Canadian Federation of Humanities and Social Sciences Graduate Student Competition; Millennium Excellence Award; International Society for Ecological Economics; an Environmental Design Research Association Award; the 2004 Lincoln M. Alexander Award; a SSHRC Post Doctoral fellowship; three SSHRC Doctoral Scholarships; one SSHRC Graduate Scholarship; three Canada Graduate Scholarships; and 15 Ontario Graduate Scholarships.

EXPAND FUNDRAISING ACTIVITIES

In 2004-2005 the Faculty, in concert with the Foundation, hired a new Chief Development Officer. This will enhance the fundraising activities of the Faculty.

Alumni engagement is critical to fundraising. In 2004-2005, the newly reorganized Alumni Liaison office within the Faculty organized several well-attended alumni events that brought more than 200 alums to campus, including: MES 5101 Career Day; a career and alumni panel for all first year MES students and a separate one for MES Planning students; an MES Career-in-Planning Day; a Networking Breakfast; and an open-house networking event for FES students.

Fundraising in 2004-2005 brought more than $700,000 to FES. Fundraising related to Las Nubes (including the annual wine auction and the ongoing revenue-sharing agreement with Timothy's World Coffee) is the single-largest component of this, but significant alumni and student awards were established or grew in 2004-2005. The Annual Fund showed 10 per cent growth over the previous year.

IMPLEMENTING FES RESEARCH-ENHANCEMENT PLANS

The Faculty's Strategic Research Plan addresses the need to create a vibrant research culture in the Faculty that emphasizes transdisciplinarity, research diversity, integration with teaching, and broad intra- and inter-Faculty collaboration.

In 2004-2005, the Faculty Research Officer 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, considerable focus on cultivating a research culture among the graduate student cohort, and making visible the research accomplishments of the Faculty.

The Faculty's active pursuit of research funding has resulted in external funding of $730,000 , being received in 2004-2005, a slight increase from the year before which itself was a remarkable 40 per cent increase from the previous year. A few key indicators of research activity in FES suggest a robust research culture:

- 33 active externally-funded research projects are underway in the Faculty;
- 69 per cent of the fulltime faculty are involved in externally funded research;
- in 2004-2005, 55 internal and external funding applications were submitted by FES faculty;
- 46 per cent of FES faculty submitted an external funding proposal in 2004-2005.

The Faculty's external research profile continues to encompass several major international projects including 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.

In terms of publications activity, FES faculty produced 5 books published in 2004-2005; 44 academic publications other than books (primarily journal articles); and 43 presentations at conferences.

Budget

The FES budget for 2005-2006 reflects a commitment to meeting the fiscal imperatives of the Strategic Plan by closing out the deficit. It builds on a strong in-year budget management strategy in 2004-2005 that cut the deficit and ended with a modest in-year surplus. The improving financial picture for FES allows the Faculty to consider strategic growth in faculty and staff hires, and in support for Faculty research and curricular activities.

Faculty of Environmental Studies

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	26,095	19,500
Internal cost recoveries	29,377	63,100
Other revenues	47,770	25,800
Central allocations	7,892,173	7,921,798
Total Revenue	**7,995,415**	**8,030,198**
Expenses:		
Faculty - Administration	591,119	615,179
Faculty - Full-time	3,258,700	3,270,691
Faculty - Contract	390,459	222,780
Teaching assistants	882,256	960,079
Research	547,595	445,818
Support/Administration	1,594,556	1,654,909
Other	11,329	3,050
Total Salaries and Benefits	**7,276,014**	**7,172,506**
Operating costs	613,203	648,205
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	63,313	51,800
Scholarships & bursaires	7,967	8,650
Interest on long-term debt	-	-
Total Expenses	**7,960,497**	**7,881,161**
Total Revenue less Expenses	**34,918**	**149,037**
Previous Year's Carryforward	**267,687**	**302,605**
Carryforward to Next Year	**302,605**	**451,642**

Faculty Goals for 2005-2006

1. Develop a strategic faculty and staff hiring plan to accommodate the anticipated 15+ hires over the next five years and to support University academic plan priorities. This aggressive hiring plan brings opportunities and challenges at all levels, from facilities planning through curriculum design. FES has a strong record in supporting strategic plans at the University through its academic hiring, a strategy that will continue to be in the foreground of planning.

2. Implement a student recruitment plan and achieve improvements in BES enrolments. In 2004-2005, the Faculty hired a new Manager in the Recruitment division; with this strategic hire in place, the Faculty is ready to implement and fine-tune undergraduate recruitment strategies.

3. Increase financial support available to FES students in all three degree progams. The ability of the Faculty to attract and retain students is directly linked to the availability of student financial aid. Overcoming the obstacle of limited aid, especially for MES students, is one of the Faculty's highest priorities.

4. Enhance internationalization activities. FES makes strong contributions to York's internationalization programs and profile. Its internationalization efforts will continue along many lines, including cultivating international linkages, formal and informal.

5. Continue to adapt and meet the expectations of the Strategic Plan. The Strategic Plan continues to shape all aspects of financial, curricular, enrolment, and growth planning in the Faculty.

6. Deepen and extend the strong accomplishments in research (especially, but not solely, in externally-funded activity).

FACULTY OF FINE ARTS

Overview

The Faculty of Fine Arts is one of the largest and most comprehensive Canadian institutions for study in the field. It remains unique in the Ontario university system, offering academic studies and professional training in all the fine arts disciplines: dance, design, film, 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 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 fine arts 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 their fields.

The Faculty also serves 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 arts and entertainment 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.

Figure 1: Number of Faculty, Staff, Students and Alumni

	2001-2002	2002-2003	2003-2004	2004-2005
Undergraduate students	2335	2450	2650	2773
Graduate students	167	166	171	187
Full-time tenure-stream faculty	92	97	100	107
CLAs (contractually limited full-time)	10	10	8	10
Contract faculty (part-time)	116	123	166	175
Teaching and research assistants	133	114	130	130
Administrative and technical support staff	59	62	68	68
Alumni	8487	9001	9490	10050

Source: Office of Institutional Research & Analysis and Internal Fine Arts Data Collection

Planning and Implementation 2004-2005

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). In 2004-2005, the number of majors increased by 123 students or 5 per cent over 2003-2004. This growth is attributed to the "double-cohort" effect, including flow-through, plus increased demand for the Faculty's offerings. Graduate enrolments were also higher than in the previous year.

There was continuing high demand for studies and studio courses for non-majors across all years, but capacity in studio classes is limited due to space restrictions.

Figure 2: Percentage Change in Undergraduate FTEs since 2000-2001

Year	Change
2000-01	0.0%
2001-02	-0.3%
2002-03	14.8%
2003-04	35.3%
2004-05	50.6%

Figure 3: Target and Actual FTEs 2004-2005

Enrolment Category	2004-05 Target	2004-05 Actual
Undergraduate	3029	3145.2
Design	200	204.4

Source: Office of Institutional Research & Analysis and Internal Fine Arts Data Collection

FACULTY GOALS FOR 2004-2005

In the 2003-2004 Planning, Budget and Accountability report, the Faculty of Fine Arts set the following goals for 2004-2005 and is pleased to report on the results:

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

Fine Arts continued to attract students of high calibre, both in terms of academic record and notable talent in their chosen discipline. The high school average of students entering their first year in 2004-2005 was 83.1 per cent and the standard of talent evaluation presentations was high. The Faculty continued to recruit proactively through various events and publications, including information on the Accolade Project, and expanded outreach to high schools, guidance counselors and parents of potential applicants. The Faculty Web site was redesigned, making it easier for students to access information, particularly on resources such as financial assistance and Fine Arts student services.

To address student retention rates

Several years ago, the Faculty began to address its retention problems and those initiatives continued to show good results. New efforts this year included the introduction of a drop-in advising service for students in a central location in the Faculty, and "re-orientation" sessions for students entering their second year of study. In 2004-2005, 87.5 per cent of the 2003-2004 entering class of new, full-time first year students returned to York, compared to 86.1 per cent returning in the previous year.

To expand and upgrade Fine Arts facilities

During 2004-2005 many Fine Arts faculty and staff were involved in detailed planning for the Accolade Project, particularly with respect to teaching spaces and equipment requirements in the new facilities for the departments of Music, Dance and Theatre. With the Accolade buildings slated to open in 2005-2006, work also began on planning the "ripple" – the reconfiguration of spaces being vacated by units moving to Accolade.

While the new Accolade buildings have been designed to "barrier-free" standards, the Faculty continues to experience accessibility problems in the Goldfarb Centre for Fine Arts due to the lack of a passenger elevator.

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

The Technology Assistance program initiated in summer 2004 aided seven faculty members in the creation and maintenance of Web sites to enhance their courses.

The Graduate Studies Computer Lab was upgraded and expanded, with eight machines now available around the clock, all year long to students in Fine Arts graduate programs. An additional high-end station was contributed by the Faculty of Graduate Studies to solidify the lab's role in supporting graduate students in Interdisciplinary Studies.

To actively pursue fundraising initiatives in cooperation with the York University Foundation

In 2004-2005, the Faculty worked closely with the York University Foundation on the fundraising campaign for the Accolade Project, which will serve both general academic and fine arts needs. At time of writing, more than 50 per cent of the fundraising goal had been achieved. In addition to several substantial gifts, many smaller donations were also received from students, faculty and staff, indicating the strong support Accolade has in the York community.

To continue to aggressively pursue Faculty renewal

During 2003-04, searches were conducted for 17 tenure-stream positions and seven contractually limited appointments, scheduled to begin July 2004. Of these searches, two were declared "failed" and one CLA appointment was cancelled, due to budgetary concerns. Additionally, the Faculty was successful in receiving its second Canada Research Chair (CRC) appointment in the Department of Film.

During 2004-2005, all departments carried out searches to fill appointments beginning July 2005. At time of writing, 14 new appointments were confirmed, with two searches still to be completed. Two other searches were declared "failed".

To continue to work towards enhancing the overall experience of students

The redesigned and expanded Faculty Web site has become increasingly useful for the dissemination of information to students. In addition, the Faculty launched a newsletter, "State of the Arts", which appeared in both print and electronic form and apprised students of upcoming events and academic information. An annual awards reception was inaugurated to honour student award-winners.

Some 200 fine arts events, most arising from academic programs and all open to the York community, were presented throughout the year, enriching the cultural life on campus. Support for many events was provided through the Cold Beverage Agreement, the Creative Arts Student Association (CASA) and Winters College, affiliated with Fine Arts. Events featuring student talent, and special awards and honours won by students, were promoted in the media by the Faculty's public relations office, recognizing student achievement in a public forum.

In 2005-2006, the Faculty will publish and distribute free-of-charge a comprehensive daytimer, available to all Fine Arts faculty, staff and students, listing important academic dates and deadlines, resources and Fine Arts events.

Participation in exchange programs increased moderately, with students opting to attend universities in the UK and Europe. Through the Office of the Associate Vice-President International, the Faculty strengthened its international links, most recently with the Bezalel Academy in Israel.

Students were made aware of career opportunities through Career Week, featuring daily panels where alumni and other arts professionals discussed networking, career development and mentoring with Fine Arts students.

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's Theatre Department inaugurated an articulation program with its counterpart at Humber College. York's Senate passed legislation for a similar partnership between the Department of Dance and the well-respected School of Toronto Dance Theatre, to be launched in 2005-2006.

Several departments continued to work with the Faculty of Graduate Studies to develop new fine arts programs at the graduate level. Approval was received from the Ontario Council of Graduate Studies to launch Ontario's first Masters of Design program with the first intake of students to be in September 2005.

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

Efforts to strengthen the Faculty's research culture continued to show good results. Both the quantity and quality of applications rose, garnering an increase of $262,760 in external funding over last year (see Figure 4). Grants in the creative sector formed a significant portion of the Faculty's research profile, with funding from federal and provincial arts councils, foundations and the SSHRC Research Creation Grant acknowledging and validating faculty members' distinctive skills. The Faculty maintained its record in the traditional research sector, receiving three SSHRC Standard Research Grants. It has two Canada Research Chairs, an impressive record for a fine arts faculty. Late in 2004-2005, the Canada Foundation for Innovation announced support for a

Figure 4: External Research Grants

Academic Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Number Applied	25	39	30	34	35
Number Successful	18	34	26	16	15
Amount Requested	$1,685,296	$1,068,142	$736,038	$9,321,874	$2,500,722
Amount Awarded	$605,053	$586,149	$447,581	$1,028,801	$1,291,561

Source: Internal Fine Arts Data Collection

cutting-edge project in Visual Arts: the only stereolithographic facility dedicated to sculpture in Canada.

Internally, Fine Arts continued to promote research and achievements. Initiatives of the new Faculty Research Committee and the Research Officer introduced faculty members to research opportunities in fine arts and encouraged the exploration of new paths. Monthly 'Faculty Hours' featured research presentations by faculty members to an audience of colleagues and students. Visits from internationally-known artists helped stimulate interaction with outside creative activity.

The Faculty's public and media relations area continued to profile the research and professional work of faculty members in external and internal print, Web and broadcast media.

In 2004-2005, a research project was begun, consolidating comparative information on other North American Fine Arts programs which are considered to be benchmark or competitive. In 2005-2006, a final report will be issued, providing important information relating to the Faculty's programs, facilities and other matters relating to future planning.

To develop a focused strategy for the revitalization of alumni relations with the Faculty

In 2004-2005, the Faculty continued to develop alumni outreach strategies in partnership with the University's revitalized Alumni Affairs division. Career Week helped build relationships with alumni, as did targeted invitations to alumni to attend special events, such as the Bryden Awards and the Tennis Championships, as guests of the Faculty. Alumni successes were profiled on the Faculty's Web site alongside faculty and student achievements. The launch of the Faculty newsletter proved a worthwhile test for future similar initiatives aimed at alumni.

To continue to address academic problems relating to growth

As the double cohort began to flow through the system, Fine Arts continued to grow in both majors and non-majors. Over the past decade, 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. Departments were careful in controlling numbers in studio courses, while accepting growth in some lecture courses by offering additional sections. Increased enrolments were also addressed by a number of "net new" faculty hires in 2004-2005.

To improve administrative processes for managing growth

Additional temporary support staff were once again hired to assist departments in processing applications and admissions. New technical support staff positions were added in Visual Arts and Film to help support growth and curricular changes. A new organizational structure was developed to manage existing performance facilities as well as the future Accolade performance facilities, and work was begun on defining related staff positions with the intent to move into hiring mode in early 2005-2006.

Budget

The budget of the Faculty of Fine Arts supports the Faculty's mission of teaching, research and artistic exploration in the fine arts. Approximately 91 per cent of expenditures are devoted to salaries and benefits for full-time and contract faculty, teaching assistants and academic support staff, and approximately 5 per cent goes towards the highly specialized material and equipment used in various disciplines. The Faculty's 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 2004-2005 actual budget results were extremely close to the original budget submission, with some variances within the budget categories. In 2005-2006, the Faculty is continuing with its growth strategy which, if successful, will bring in approximately $1.9 million in additional funds. The strategy includes significant growth in the Faculty's undergraduate programs and the beginning of a planned pattern of increased growth in its graduate programs. It also assumes increased double cohort funding for both undergraduate and graduate growth.

However, while the Faculty's revenue base is increasing, so too are expenditures. This is largely linked to the dramatic increase in growth. The move into the new Accolade buildings in 2005-2006 will also entail increased costs. The Faculty must continue to replace appointments following retirements, add new full-time and part-time faculty and staff positions, and deal with escalating costs.

The Faculty's 2005-2006 budget submission reflects an optimistic view of enrolments in its programs, balanced by a conservative estimate of revenue in other areas. The Faculty's expenses in 2005-2006 have been projected as realistically as possible with information available at the time of the budget submission. Once the 2004-2005 surplus carry-forward is factored in, the budget submission for 2005-2006 shows a small deficit carry-forward.

Faculty of Fine Arts

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	996,305	955,633
Internal cost recoveries	286,524	206,885
Other revenues	70,326	-
Central allocations	21,473,480	23,957,282
Total Revenue	**22,826,635**	**25,119,800**
Expenses:		
Faculty - Administration	485,704	505,106
Faculty - Full-time	9,801,889	10,693,435
Faculty - Contract	3,741,212	4,043,292
Teaching assistants	980,428	1,086,081
Research	1,193,429	1,368,602
Support/Administration	4,510,993	5,126,199
Other	49,487	113,400
Total Salaries and Benefits	**20,763,142**	**22,936,115**
Operating costs	2,396,905	2,383,781
Amortization of capital assets	-	-
Cost of goods sold	22,691	27,000
Taxes and utilities	153,803	154,736
Scholarships & bursaires	4,000	3,500
Interest on long-term debt	-	-
Total Expenses	**23,340,541**	**25,505,132**
Total Revenue less Expenses	**(513,906)**	**(385,332)**
Previous Year's Carryforward	**649,057**	**135,151**
Carryforward to Next Year	**135,151**	**(250,181)**

Faculty Goals for 2005-2006

Building on results in 2004-2005, the Faculty of Fine Arts has identified key goals for 2005-2006 in the following areas:

Student Recruitment

Striving to continue to attract creative and academically able students, Fine Arts will continue to work with Admissions and Communications to develop publications that appropriately present the Faculty's range and distinctiveness. The Faculty's Web site will be further developed as an outreach tool. Entry evaluation methods are under constant review and will be further streamlined to enable accurate and fair assessment while paying special attention to disabled and minority students.

The Faculty plans to further develop the role of recruitment staff. Student advisors will be updated on new technology facilitating online advising and enrolment to better assist incoming students.

Another priority focus for recruitment will be graduate studies. The Faculty is well placed to offer advanced studies in the fine arts, and will develop effective recruitment strategies to publicize its new graduate programs, in cooperation with the Faculty of Graduate Studies.

The Student Experience / Retention / Support

Efforts will continue to enhance the student experience. The Fine Arts newsletter will continue in 2005-2006. Orientation will continue to be a key event for the Faculty and its associated Winters College. Proactive advising, including weekly "drop-in" sessions, will continue as a vital activity. Cooperative initiatives with the Career Centre will provide students with targeted career advice integrated with practical applications to students' ongoing academic activities.

Opportunities for international studies will be expanded over the next year as planning progresses for a new international BFA degree, building on existing and developing linkages between Fine Arts and other institutions abroad.

While pleased with annual improvements in its retention rate, the Faculty is aware that such success cannot be taken for granted and that ongoing monitoring will be needed to maintain and keep improving this record.

Since many Fine Arts programs are based on group projects and involve evening and weekend rehearsals, students often face difficulties in finding part-time employment to support their studies. The Faculty will continue to work with the York University Foundation to strengthen its endowments for student financial assistance at both the graduate and undergraduate level.

Academic Program Development

Several departments, including Dance, Music, Theatre and Visual Arts, are developing proposals for new programs, chiefly at the graduate level. Those proposals will be further developed in the coming year and it is anticipated that some will be ready for presentation to the Faculty of Graduate Studies and Senate by the end of 2005-2006. The proposed Masters Program in Theatre Studies will receive OCGS appraisal in 2005-2006.

Faculty Renewal

Like many other Faculties at York, Fine Arts continues to experience marked changes in complement as older faculty members retire and younger faculty are appointed. In the coming year, the Faculty plans to replace retirees and add new appointments in strategic areas, notably in association with the planned growth in graduate programs.

Advancing the Faculty's Reputation for Excellence

With the re-appointment of its Research Officer ensuring continuity, the Faculty will continue to encourage research in both studies and studio areas, with a sustained effort to increase awareness of the exciting possibilities of research in the creative and performing arts. The Faculty will work with the ORS and the office of the VPRI to heighten awareness and understanding of Fine Arts research in the University, to provide feedback to improve the criteria for successful applications to SSHRC's Research Creation Program, and to provide support to unsuccessful applicants in order to improve subsequent applications. The Faculty will also actively pursue the development of a 'nomination culture' for prestigious awards in the fine arts.

The Fine Arts Teaching Award process has been reviewed and suggestions for enhancing its importance within the Faculty will be implemented in 2005-2006.

Many faculty members are active professionally in the local, national and international music, theatre, film and art scenes, which enhances the Faculty's reputation. Research and creative work by faculty, publicly presented in Toronto or farther afield, as well as notable student events and achievements and alumni successes, will continue to be publicized widely by the Faculty in York publications and external print, broadcast and Web media.

Alumni Relations

The Faculty supports the restructuring currently underway within the Alumni Office and the York University Alumni Association, and will work closely with the YUAA in 2005-2006 to strengthen the participation of Fine Arts alumni in the York community.

Facilities & Resources

In the coming year, four of the Faculty's academic units – Dance, Music, Theatre and Fine Arts Cultural Studies – will move into teaching and performance spaces in the Accolade Project. These new facilities will undoubtedly provide a new and challenging level of learning experience for students, faculty and staff alike. As the moves take place, detailed plans will be developed for the renovation of the spaces being vacated, so they can be used by other Fine Arts departments beginning in September 2006.

The Faculty will continue to support the exploration and integration of new technologies in teaching and creative work. The Department of Visual Arts in particular is developing a very strong vision using a technological 'hub' as the core of future initiatives involving painting, printmaking, photography, sculpture and digital media art.

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

Organizational Initiatives

2005-2006 will see the implementation of the Faculty's new organizational structure to support existing and new Accolade performance facilities. This is expected to result in four net new staff positions and the realignment of three existing positions.

Plans are also underway for a reorganization of the Faculty's central administrative areas, with the objective of increasing overall efficiency and effectiveness while addressing workload issues resulting from growth and increasing complexities within the work environment. The reorganization, to be phased in through 2005-2006, is expected to result in two net new staff positions.

Fundraising

The Faculty will step up its fundraising efforts in cooperation with the York University Foundation in the coming year. Fundraising activities will continue to focus on the Accolade Project, with support for graduate and undergraduate students likewise a priority. Major initiatives include participation in the 2006 Toronto Brazilian Ball, a major fundraising event for which the Accolade Project and the Faculty of Fine Arts have been designated as beneficiaries.

During 2005-2006, the Faculty will develop a comprehensive 'vision' document outlining major academic initiatives such as professorships, artists-in-residence and sponsorship programs for productions and performances. This document will provide a framework to link fundraising goals to the Faculty's academic priorities in the coming years.

GLENDON COLLEGE

Overview

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

Glendon professors continue to be recognized nationally and internationally. In 2004, Principal Kenneth McRoberts received an honorary doctorate from Université Laval for his contributions to the field of political science and was made Officer of Les Palmes académiques by the French Government. Daniel Simeoni, Glendon School of Translation, is the 2005 Professor of CETRA (Research Centre for Translation, Communication and Cultures) in San Pellegrino, Italy. Colin Coates, Canada Research Chair in Canadian Cultural Landscapes, is recipient of the Jules and Gabrielle Léger Fellowship. David Collenette, Glendon graduate and former federal cabinet minister, has joined the Glendon community as a Distinguished Fellow. At its May 2005 meeting, York's Senate approved the creation of a Centre for Research on Language Contact on the Glendon Campus, to be mounted predominantly by Glendon faculty members from a variety of related specializations.

During the past academic year, many prominent figures in public service, academia and the arts have visited the campus, enriching the Glendon experience. Former US Secretary of Defense William J. Perry spoke on the topic of the new international security environment; distinguished scholar, author, professor, international arbitrator, and Fellow of the Royal Society of Canada, Jean-Gabriel Castel, Q.C. explored the legality of unilateral armed intervention; prize-winning novelist, short-story writer, playwright and broadcaster André Alexis read from his latest work; David Orchard gave an open lecture on Canada in a globalized world; former chair of the Joint Committee on Corporate Governance Guylaine Saucier spoke about the link between corporate ethics and governance; Quebec Minister of Intergovernmental Affairs Benoît Pelletier and other top Quebec public figures explored current issues of Quebec-Ontario relations as part of the Chair in Quebec Studies annual conference.

In addition, Glendon students achieved wide recognition for their accomplishments. The Glendon College Student Annual International Studies Symposium received its second award: the Scotiabank-AUCC Award for Excellence in Internationalization. Alan Pelizer received the Ontario Global Traders Award for student achievement. English major Cristina Raimondo is this year's recipient of the university-wide Murray G. Ross Award for scholarship and outstanding participation in undergraduate student life.

Glendon hired seven new tenure-stream faculty members in 2004-2005, one in each of the following departments: Drama Studies, French Studies, International Studies, Mathematics, Philosophy, Political Science, and Translation. Sherry Simon was also appointed as Canada Research Chair in Translation and Cultural History.

Glendon is currently working at filling a series of five tenure-track positions for 2005-2006 in the following academic departments: Economics, French Studies, International Studies, Mathematics, and Translation. Competitions were launched under guidance from departmental selection committees and the process has gone rather smoothly except for one search. 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 core quantitative descriptors are summarized in the following table:

Figure 1 Core Quantitative Descriptors

	2001-2002	2002-2003	2003-2004	2004-2005
Undergraduate Students	1710	1959	2169	2149
Graduate Students	38	50	39	38
Full-Time Faculty	84	89	91	90
Contract Faculty (heads)	81	86	104	105
Teaching Assistants	12	8	9	13

Source: Office of Institutional Research and Analysis

Planning and Implementation 2004-2005

Glendon's goals during 2004-2005 were to:

CONTINUE BUILDING SUPPORT FOR THE ESTABLISHMENT OF A BILINGUAL GRADUATE SCHOOL OF PUBLIC AFFAIRS

Consultations have continued with public officials regarding the project. At the same time, a research group in public affairs has been formed among Glendon faculty members.

INCREASE THE QUALITY OF THE INCOMING CLASS WHILE ACHIEVING THE ENROLMENT TARGET OF 1829 FTE'S

Glendon's total FTE (Full Time Equivalent) count of 1826 greatly exceeded the target of 1,707 that had been set for 2005 under the Board of Governors Business Plan for Glendon. Indeed, it nearly meets the final target of 1829 that the Plan sets for 2007.

At the same time, the academic quality of the students improved significantly. The proportion of Ontario high school registrants with an entrance average of 80 per cent or better rose dramatically to 51.18 per cent in 2004 compared to 38.55 per cent in 2003 and 25.89 per cent in 2002. Glendon's academic strength is further reflected in the number of entrance scholarships awarded to students with an entrance average of 80 per cent or better. From 2002 to 2004, the number of entrance scholarship recipients increased by 32 per cent from 150 to 198. The number of recipients with an average of 90 per cent or better increased by 57 per cent from 28 to 44. Further, three of York's four Awards of Distinction, the university's most prestigious entrance scholarship, went to Glendon students.

BROADEN THE RECRUITMENT OF GLENDON STUDENTS NATIONALLY

The Recruitment and Liaison team expanded recruitment activities in Ontario beyond the GTA to include fairs and in-school visits in the following regions: south, southwest, north, northeast, north, and east. Building on previous activities in Quebec, the Maritimes and British Columbia, the team recruited actively in Alberta. Extensive national mailings helped to reach all regions of the country. The Harris Steel Entrance Scholarship attracted top applicants from British Columbia, Alberta, and Quebec.

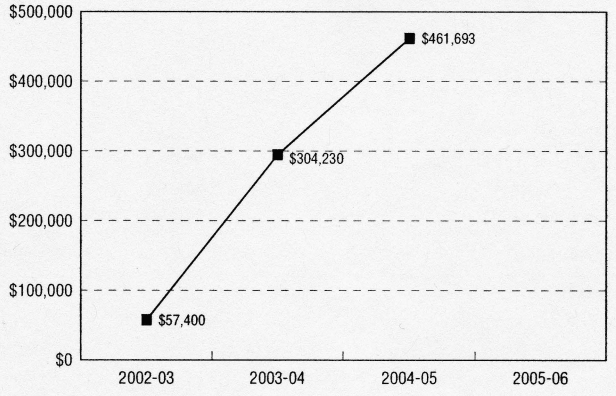
IMPROVE SUPPORT FOR RESEARCH

Glendon has increased research support for faculty members through several faculty-based initiatives. In 2004, a full-time research officer position was created. Among other things, the research officer contributed to the creation of a research Web site, organized discussions on research, and provided support to individual faculty members in preparing research proposals for major granting agencies and other areas. The Glendon faculty research coordinator convened numerous meetings for faculty to share research projects with their colleagues. The Associate Principal, Academic and Research, hosted Glendon's second annual research reception to recognize the achievements of faculty in the area of research and publications. Building on the innovative Glendon Research Release Grant, the college has introduced two Glendon Course Release Fellowships for major grant holders.

CONTINUE WITH THE PURSUIT OF A DEVELOPMENT CAMPAIGN

The Director of Advancement has completed a comprehensive feasibility study. Thirty-two leading individuals from across the country, with a wide range of professional backgrounds, have been named to the Glendon Advisory Committee. A fundraising subcommittee has been created to engage in volunteer solicitation.

Figure 2 Gifts and Matching Funds Paid to Glendon 2002-2005



Source: York University Foundation

Gift levels rose 52 per cent year over year from 2003-2004 to 2004-2005, including $66,000 of matching from the Ontario Student Opportunity Trust Fund. See Figure 2. The number of donors increased by more than 28 per cent from 405 to 522. The Office of Advancement, in a coordinated effort with the York Foundation on the occasion of the York 50th Anniversary Campaign, is projecting a number of major gifts that will raise giving at Glendon College to the next level.

Glendon's alumni relations, public outreach, and visibility were strengthened through the publication of *The Glendon Magazine*, as well as alumni and major events and conferences broaching a wide range of international and national issues.

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 four years, the 2004-2005 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 and the cumulative effect of previous base cuts is starting to reduce Glendon's operating capabilities. Moreover, expected additional government funding for bilingual education was deferred and is now expected in 2005-2006. As a result, Glendon experienced a significant shortfall in special grant income and closed the year with a negative balance. A plan to recover from the deficit in the near future through the application of additional government funding, cost containment and proceeds from fund-raising was developed and agreed to with the Vice-President Academic. At the same time, Glendon follows a recovery strategy approved by the University Senate and the Board of Governors and was over the enrolment target set for 2004-2005 by 119 FTEs. This is the third year in a row with a significant increase over the anticipated enrolment following impressive results of 88 and 145 FTEs over recovery targets the past two years.

Glendon College

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	748,124	814,200
Internal cost recoveries	329,034	315,256
Other revenues	61,105	-
Central allocations	16,681,490	15,954,024
Total Revenue	**17,819,753**	**17,083,480**
Expenses:		
Faculty - Administration	603,403	599,218
Faculty - Full-time	8,448,370	8,573,493
Faculty - Contract	2,843,753	2,104,344
Teaching assistants	145,630	151,642
Research	1,198,184	1,037,984
Support/Administration	3,495,941	3,333,547
Other	165,593	109,873
Total Salaries and Benefits	**16,900,874**	**15,910,101**
Operating costs	1,684,573	1,124,396
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	178,231	156,560
Scholarships & bursaires	25,650	-
Interest on long-term debt	-	-
Total Expenses	**18,789,328**	**17,191,057**
Total Revenue less Expenses	**(969,575)**	**(107,577)**
Previous Year's Carryforward	**(591,586)**	**(1,561,161)**
Carryforward to Next Year	**(1,561,161)**	**(1,668,738)**

Glendon's Goals for 2005-2006

In 2005-2006, Glendon will aim to:

- Pursue establishment of graduate-level programs, including the Glendon School of Public Affairs.
- Raise Glendon's national profile.
- Reinforce Glendon's linkages with the Ontario Francophone community, as well as French immersion support groups.
- Meet Board of Governors enrolment targets for Glendon, while improving quality of incoming students.
- Complete next steps in pursuing a Glendon development campaign.

COLLÈGE UNIVERSITAIRE GLENDON

Vue d'ensemble

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

Les professeurs de Glendon sont reconnus aussi bien nationalement que sur la scène internationale. En 2005, Kenneth McRoberts, Principal de Glendon, a reçu un diplôme honorifique de l'Université Laval pour sa contribution dans le domaine de la science politique et fut nommé officier de l'Ordre des palmes académiques par le gouvernement français. M. Daniel Siméoni, professeur à l'École de traduction de Glendon, a été élu professeur au Centre de recherche en traduction, communication et culture de San Pellegrino en Italie pour 2005. Colin Coates, titulaire de la chaire de recherche du Canada sur les paysages culturels du Canada a reçu la Bourse Jules et Gabrielle Léger pour ses publications et sa recherche. M. David Collenette, diplômé de Glendon et ancien ministre au cabinet fédéral a été nommé membre d'honneur du département de science politique de Glendon. Lors de sa réunion de mai 2005, le Sénat de l'Université York a approuvé la création d'un Centre de recherche sur le contact linguistique sur le campus de Glendon, se composant principalement de professeurs de Glendon provenant de plusieurs disciplines connexes.

Au cours de la dernière année, Glendon a reçu la visite de plusieurs personnalités canadiennes et étrangères très en vue, notamment l'ancien secrétaire à la défense des États-Unies, M. William J. Perry qui a prononcé un discours sur les nouvelles perspectives de sécurité internationale. M. Jean-Gabriel Castel, professeur et chercheur de grande renommée en justice internationale a aussi prononcé une conférence publique sur la légalité des interventions armées unilatérales. Le célèbre écrivain André Alexis a présenté ses œuvres récentes et David Orchard, un défenseur de l'environnement renommé a parlé du rôle du Canada dans un contexte global. Guylaine Saucier, spécialiste de la gouvernance des corporations et Benoît Pelletier, Ministre des affaires intergouvernementales du Québec ont aussi donné des conférences à Glendon, tout comme plusieurs chefs de file du Québec qui ont participé au Colloque sur les relations Québec-Ontario dans le cadre des activités de la chaire en études québecoises de Glendon.

Les étudiants de Glendon ont aussi reçu de l'attention pour leurs réalisations. Pour la deuxième année consécutive, le symposium annuel en études internationales a gagné un prix national, celui de la Banque Scotia – AUCC pour l'excellence des étudiants en internationalisation. Au niveau individuel, M. Alan Pelizer a reçu le premier prix de l'association ontarienne de Global Traders pour étudiants. Mlle Cristina Raimondo de son coté a obtenu le prix Murray G. Ross remis par l'Université York pour excellence académique et contribution exceptionnelle à la vie étudiante.

En 2004-2005, Glendon a engagé sept nouveaux professeurs à des postes conduisant à la permanence, dont un dans chacun des départements suivants : Études d'art dramatique, Études françaises, Études internationales, Mathématiques, Philosophie, Science politique et Traduction. Sherry Simon a également été nommée titulaire d'une Chaire de Recherche du Canada sur la traduction et l'histoire culturelle.

Glendon s'efforce actuellement de pourvoir une série de cinq postes conduisant à la permanence pour 2005-2006 dans les départements suivants : Économie, Études françaises, Études internationales, Mathématiques 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 à l'exception d'un concours. Depuis plusieurs années consécutives, Glendon a dû engager de nouveaux professeurs en raison du nombre considérable de départs en retraite.

Tableau 1 : Glendon en chiffres

	2001-2002	2002-2003	2003-2004	2004-2005
Étudiants de premier cycle	1710	1959	2169	2149
Étudiants de deuxième cycle	38	50	39	38
Professeurs à temps plein	84	89	91	90
Professeurs à contrat	81	86	104	105
Assistants à l'enseignement	12	8	9	13

Source: Bureau de Recherche et d'Analyse Institutionnelle

Planification et mise en oeuvre en 2004-2005

En 2004-2005, les objectifs de Glendon ont été les suivants :

CONTINUER D'AUGMENTER LE SOUTIEN EN FAVEUR DE LA CRÉATION D'UNE ÉCOLE BILINGUE D'AFFAIRES PUBLIQUES DE DEUXIÈME CYCLE

Des consultations auprès de personnalités publiques de marque se sont poursuivies toute l'année. De plus, un groupe de chercheurs en affaires publiques de Glendon a été formé pour supporter le projet.

RELEVER LE NIVEAU DES ÉTUDIANTS NOUVELLEMENT ARRIVÉS, TOUT EN ATTEIGNANT L'OBJECTIF D'EFFECTIFS ÉTUDIANTS fiXÉ POUR GLENDON

Glendon a surpassé son objectif d'effectifs étudiants prévu pour 1707 ETP (équivalents à temps plein) en 2004-2005 en atteignant 1826 ETP deux ans en avance des projections du Conseil d'administration de l'Université.

En même temps, la proportion des étudiants de haut calibre s'est accrue de façon significative. En effet, le pourcentage des nouveaux étudiants ayant une moyenne de 80 pourcent et plus est passé de 25.89 pourcent en 2002, à 38.55 pourcent en 2003, à 51.18 pourcent en 2004. L'amélioration de la qualité académique des nouveaux étudiants se reflète aussi par l'augmentation du nombre de bourses d'entrée octroyées aux étudiants de Glendon ayant une moyenne de 80 pourcent et plus. De 150 bourses remises en 2002, Glendon est passé à 198 bourses en 2004, une augmentation de 32 pourcent. Le nombre de récipiendaires de bourses ayant une moyenne de 90 pourcent et plus a augmenté de 57 pourcent pour la même période passant de 28 à 44. De plus, trois des quatre bourses d'entrée les plus prestigieuses de l'Université York, les grands Prix de distinction, ont été gagnées par des étudiants de Glendon.

ÉTENDRE LE RECRUTEMENT DES ÉTUDIANTS DE GLENDON À L'ÉCHELLE NATIONALE

Le Bureau de recrutement et de liaison a étendu ses activités de recrutement en Ontario au-delà du grand Toronto métropolitain envoyant des représentants de Glendon dans toutes les régions de l'Ontario ainsi que dans plusieurs salons régionaux de l'éducation en dehors de l'Ontario. En plus du Québec, des Maritimes et de la Colombie-Britannique, Glendon a visité l'Alberta pour la première fois. De plus, Glendon a participé à une campagne de publicité postale qui lui a permis de couvrir toutes les régions du pays. La Bourse d'Entrée d'excellence Harris Steel a attiré de nombreux candidats de la Colombie-Britannique, de l'Alberta et du Québec.

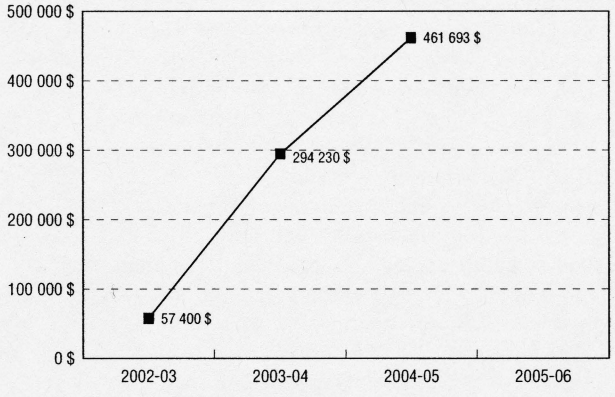
AMÉLIORER LE SOUTIEN À LA RECHERCHE

En misant sur les nouveaux services mis sur pied à cet effet par le bureau du Vice-Président à l'innovation et la recherche, Glendon a augmenté les initiatives locales pour soutenir la recherche. En 2004, un poste administratif de soutien à la recherche fut créé. Parmi les projets réalisés grâce à cette personne, il y a eu un site internet, plusieurs groupes organisés de discussion sur la recherche, ainsi que des sessions individuelles pour aider les chercheurs à soumettre des propositions de projets et à identifier des sources de financement. La Principale adjointe aux études et à la recherche a aussi organisé une réception pour souligner les réalisations et les publications des chercheurs de Glendon. Deux nouvelles bourses annuelles de recherche ont été créées pour alléger les tâches d'enseignement des détenteurs de bourses majeures de recherche.

POURSUIVRE LA CAMPAGNE DE DÉVELOPPEMENT

Une étude détaillée de faisabilité pour la campagne de développement a récemment été complétée. Le comité consultatif du collège compte maintenant 32 chefs de file de tout le pays provenant de différentes souches professionnelles. Un sous-comité de ce groupe a été créé pour solliciter la participation de bénévoles à la campagne de financement de Glendon.

Tableau 2 : Dons et fonds jumelés payés à Glendon 2002-2005



Source : La Fondation de l'Université York

Pour ce qui est de la collecte de fonds annuelle, Glendon a fait de grands pas. Le montant annuel a augmenté de 52 pourcent entre 2003-2004 et 2004-2005, incluant 66,000 $ provenant du jumelage de dons offert par le Fonds fiduciaire d'initiatives pour les étudiants de l'Ontario (voir Tableau 2). Le nombre de donateurs a aussi augmenté de plus de 28 pourcent passant de 405 à 522 pour la même période. Le Bureau de la promotion de Glendon en coordination avec la Fondation de l'Université York à l'occasion de la campagne de financement du 50^{e} anniversaire de l'Université York projète d'attirer des dons majeurs qui conduiront plus de gens à donner à Glendon.

Plusieurs événements auprès des anciens et du public en général ainsi que la parution du *Magazine Glendon* ont permis de rehausser la réputation et le profil de Glendon comme centre intellectuel important de discussion des grandes questions nationales et internationales.

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 quatre années précédentes, le plan budgétaire 2004-2005 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 et l'effet cumulatif des coupures commence à se faire ressentir au niveau des opérations. De plus, des subventions gouvernementales spéciales prévues pour supporter les programmes bilingues de Glendon ont été reportées pour 2005-2006. Comme résultat, Glendon a affiché un important manque à gagner et une balance négative en fin d'année fiscale. Un plan à court terme comprenant une augmentation des revenus, une réduction des dépenses et une campagne de financement pour rembourser ce déficit a été conçu avec l'approbation de la Vice-Présidente aux Affaires académiques. En même temps, Glendon poursuit sa stratégie de rétablissement, approuvée par le Sénat et le Conseil d'administration de l'Université. En 2004-2005, le Collège a dépassé de 119 ETP (équivalents à temps plein) la cible prescrite dans le plan de redressement. C'est la troisième année consécutive que l'on assiste à une augmentation considérable par rapport aux effectifs prévus. Au cours des deux dernières années, les résultats ont surpassé les objectifs d'effectifs planifiés de 88 et de 145 ETP respectivement.

Collège Glendon

(dollars)	Résultats d'exploitation 2004-2005 actuels	2005-2006 budget
Recettes :		
Recouvrement des frais externes	748 124	814 200
Recouvrement des frais internes	329 034	315 256
Autres revenus	61 105	–
Enveloppe budgétaire	16 681 490	15 954 024
Recettes globales	**17 819 753**	**17 083 480**
Dépenses :		
Corps enseignant – Administration	603 403	599 218
Corps enseignant – plein temps	8 448 370	8 573 493
Corps enseignant – contractuels	2 843 753	2 104 344
Assistants à l'enseignement	145 630	151 642
Recherche	1 198 184	1 037 984
Soutien et administration	3 495 941	3 333 547
Autres	165 593	109 873
Total des salaires et avantages sociaux	**16 900 874**	**15 910 101**
Coûts de fonctionnement	1 684 573	1 124 396
Amortissement des immobilisations	–	–
Coûts des produits vendus	–	–
Impôts et commodités	178 231	156 560
Bourses d'études et d'entretien	25 650	–
Intérêts sur dettes à long terme	–	–
Dépenses globales	**18 789 328**	**17 191 057**
Recettes moins dépenses	**(969 575)**	**(107 577)**
Report des exercises antérieurs	**(591 586)**	**(1 561 161)**
Reporté en l'an prochain	**(1 561 161)**	**(1 668 738)**

Objectifs de Glendon en 2005-2006

En 2005-2006 Glendon travaillera à :

- Établir de nouveaux programmes de deuxième cycle, incluant ceux de l'École d'affaires publiques.
- Rehausser l'image de Glendon au niveau national.
- Renforcer les liens entre Glendon et les communautés franco-ontariennes, ainsi qu'avec les groupes de soutien à l'immersion française.
- Atteindre l'objectif des effectifs étudiants tel qu'établi par le conseil d'administration de l'université tout en maintenant l'excellence académique des nouveaux étudiants.
- Compléter les prochaines étapes pour le développement d'une grande campagne de financement pour Glendon.

FACULTY OF GRADUATE STUDIES

Overview

The mission of the Faculty of Graduate Studies is:

(i) to promote and enhance the quality of its graduate programs, and

(ii) to attract and support outstanding students for those programs. Since it was founded in 1963, the Faculty has established an impressive array of excellent graduate programs in both traditional core disciplines and innovative interdisciplinary areas. As the second largest graduate school in Ontario, the Faculty of Graduate Studies plays a central role in York University's national and international stature in research and scholarship.

The completion of FGS' self-study in December 2004 was timely. In view of the Rae review, the Rae Report: *Ontario: A Leader in Learning*, and the provincial budget of May 2005, all faculties of graduate studies in Ontario are engaged in growth across the system. While committed to maintaining at least its present approximately 10 per cent share of graduate enrollments in the province, FGS will work with other units in the university toward intensifying and increasing York's involvement in graduate education. This commitment initiates with increased graduate intake over the next five years consistent with the spring 2005 provincial budget and to accommodate 123 students for 2005 admission above initial targets. Planning for this growth and for graduate activity in general will be co-ordinated with other units within the university. In particular, enrolment and faculty complement planning involves close consultation and working together of the dean of Graduate Studies and the deans of relevant resource faculties along with the office of the Vice-President Academic. Some new faculty appointments to support the planned growth will be made based on specific needs of graduate education. Extensive interaction with the office of the Vice-President Research and Innovation will solidify the role that graduate students play in the research enterprise and emphasize the role of graduate education in the research culture at York.

GENERAL STATISTICS

(including all the professional business programs and the Osgoode Professional Development LLM Program)

Programs

- 45 graduate programs and 26 unique graduate diplomas (five of which are stand-alone). This is an increase of four degree programs and three diplomas since the last report.

Number of full-time faculty

- 1160 York faculty appointed to the Faculty of Graduate Studies, compared to 995 in 2003-2004.

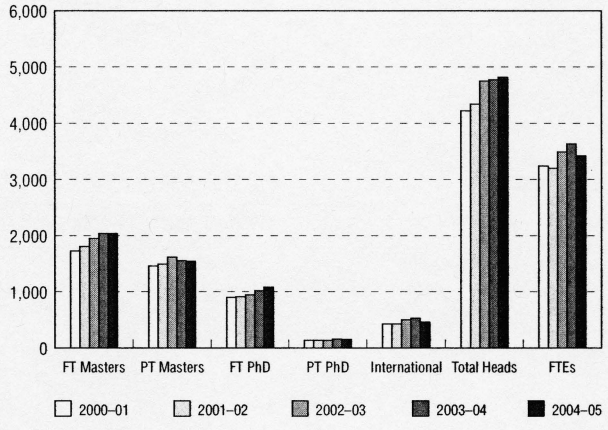
Number of support staff

- 15 support staff in the Faculty office (13 in 2003-2004); also supported by 44 graduate program assistants

ENROLMENTS

Both COU and the provincial government have called for an increase in graduate education over the next decade. The Faculty will increase its enrolments with the intention of at least maintaining its proportionate share of graduate students in the province.

Figure1: Enrolments



Source: Office of Institutional Research and Analysis

Planning and Implementation: 2004-2005 Goals

The following specific Faculty strategic directions for **2004-2005** were described in the **2003-2004** *Planning, Budget and Accountability Report*:

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.

Realization: The self-study was presented to and endorsed by Faculty Council in December 2004. Subsequently it was presented to Senate APPC and has now formed the Faculty's academic plan. There are 27 recommendations which FGS has begun to implement by setting up a priority schedule, and this schedule will be followed until full implementation of the recommendations is attained.

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.

Realization: During this year, the Dean worked closely with the Vice-President Academic in terms of forward planning for enrolment growth and budgetary matters. He served as York's representative on the Ministry of Training, Colleges and Universities' working group on graduate enrolment.

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.

Realization: This work is ongoing. During 2004-2005, seminars on issues such as intellectual property, ethics and technology transfer were held through the Office of the Vice-President Research and Innovation. The Faculty will continue to coordinate useful seminars for graduate students.

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.

Realization: FGS has worked with the granting agencies and is continuing to do so. 2005-2006 completes the rollout for these new scholarships. York has been extremely successful in attaining these new scholarships as noted below.

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.

Realization: The survey has been finalized and approved by the Graduate Students Association. It will be conducted in the Fall of 2005.

6. WEB DESIGN

The Faculty will work on redesigning its Web page.

Realization: In the spring of 2005, an ad hoc Recruitment Committee was struck, part of whose mandate is to review and revise the FGS Web page. There will be both an internal site and an external site, following the York model. Work is proceeding rapidly on the internal site, with a prospective roll-out in the Fall of 2005.

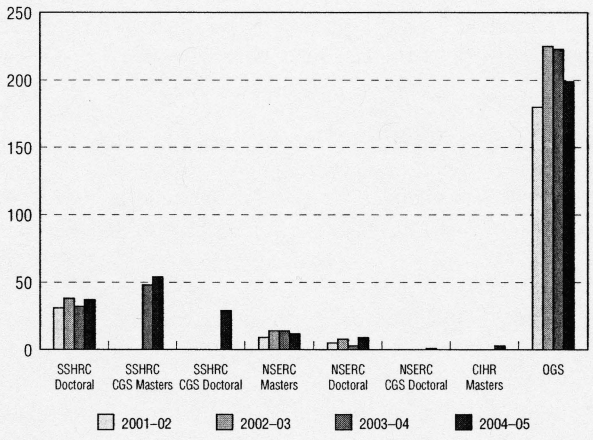
7. FEASIBILITY STUDY FOR THE CANADIAN RESEARCH-DOCTORATE QUALITY ASSESSMENT SURVEY

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.

Realization: This is ongoing. Financial and administrative issues at the National and International level have delayed our participation to date.

NOTEWORTHY ACHIEVEMENTS

Figure 2: Student Honours and Awards



Source: FGS Records

- In 2004-2005, FGS students received 37 SSHRC doctoral fellowships, the second highest number in Ontario, and the third highest in Canada. This number compares to 32 received in 2003-2004.
- In 2004-2005, FGS received the highest number of SSHRC Canada Graduate Masters Scholarships in Canada at 54 awards, and also a respectable 29 newly introduced SSHRC Canada Graduate Doctoral Scholarships.
- FGS students continued to remain competitive and at the national average in NSERC post-graduate competitions. In 2004-2005, FGS students received 12 at the Masters level, and 9 at the doctoral level. There was also one doctoral level CGS, and 3 CIHR at the Masters level.
- In 2004-2005, 199 Ontario Graduate Studies Scholarships (OGS) were awarded to York applicants.

FGS Annual Master's Thesis Prize Winners:

Caroline Disler, Graduate Program in Translation, "Cicero and Translation in the Summer of 45 BCE: A Study of *De Finibus, AcademicaPosteriora, Tusculanae Disputationes*"

Paula L. Godoy-Paiz, Graduate Program in Social Anthropology, "'Healing the Wounds of War': Mental Health Projects in Guatemala"

Edyta Marcon, Graduate Program in Biology, "RNA Binding Protein, Miwi, A Component of the Synaptonemal Complex"

FGS Annual PhD Dissertation Prize Winners:

Douglas C. Harris, Graduate Program in Law, *Land, Fish, and Law: The Legal Geography of Indian Reserves and Native Fisheries in British Columbia, 1850-1927*

James Muir, Graduate Program in History, *Civil Law in Colonial Halifax: Merchants and Craftsmen, Creditors and Debtors*

Adriana Premat, Graduate Program in Social Anthropology, *Cuban Counterpoint of the Public and the Private: Reflections on the Making of Urban Agriculture Sites in Havana, Cuba*

Governor-General's Gold Medal (for the highest academic achievement in the Faculty of Graduate Studies):

Jean Adams, Graduate Program in Administration

Kathleen Pendleton Jiménez, Graduate Program in Education

Many of the Faculty's students attain honours and awards from external agencies, at the local, provincial, federal and international levels.

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 2004-2005 the recipients were Professor Isabel Killoran a member of the graduate programs in Education and Critical Disability Studies, and Professor Jane Irvine, a member of the graduate programs in Psychology and Kinesiology & Health Science.

ACADEMIC PROGRAMS

Programs approved and introduced in 2004-2005:

Master's of Design which is offering its first admission for September 2005.

Master's of Science in Nursing which had its first intake of students in May 2005.

There is one new program awaiting approval at OCGS (a masters and doctoral program in Drama Studies as well as a graduate diploma in this area), and there are many new graduate programs at various stages of development, including interdisciplinary programs.

A new Type 2 (degree concurrent) diploma under review at OCGS is the graduate diploma in Asian Studies.

Program quality – OCGS review

All graduate programs in Ontario undergo periodic appraisal by the Ontario Council on Graduate Studies every seven years. In 2004-2005, five graduate programs submitted appraisal briefs: all the Business programs (MBA, MPA, IMBA, EMPA, Administration), Kinesiology & Health Science, Linguistics, Translation, and Etudes françaises.

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

Figure 3: Status of OCGS Appraisals

Program and year of appraisal	Good Quality	Good Quality with Report	In Progress
2004-2005			
Business			X
Kinesiology & Health Science			X
Translation			X
Etudes françaises			X
Linguistics			X
2003-2004			
Education	X		
2002-2003			
English	X		
Psychology	X		
Biology		X – due July 2006	
Social Work		X – due October 2005	
Philosophy		X – due May 2006	
2001-2002			
Social Anthropology	X		
Chemistry		X – submitted May 2005 and awaiting result	
Economics		X – submitted July 2005 and awaiting result	
Mathematics & Statistics	X		
2000-2001			
Law		X – submitted in November 2004, resulting in Good Quality	
Geography		X – submitted April 2005 and awaiting result	
Political Science	X		
Environmental Studies		X – submitted May 2004; resulted in Good Quality with Report due 2007	
1999-2000			
Art History	X		
Dance	X		
Film	X		
Ethnomusicology & Musicology		X – submitted May 2003, resulting in Good Quality	
Theatre		X – submitted November 2000, resulting in Good Quality	
Visual Arts	X		
Sociology		X – submitted July 2001, resulting in Good Quality	
History	X		
SPT	X		
Interdisciplinary Studies	X		
Computer Science	X		
Women's Studies	X		
1998-1999			
Physics & Astronomy	X		
Earth & Space Science	X		

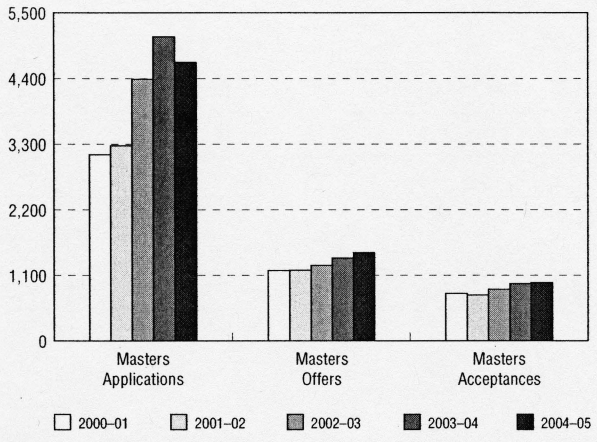
INTERNATIONALIZATION INITIATIVES

There are a number of internationalization initiatives currently in place. The Consejo Nacional de Ciencia y Tecnologia (CONACyT) and the Academic and Professional Programs for the Americas (LASPAU) are two in particular that offer funding for graduate students who are admitted to the Faculty of Graduate Studies. CONACyT and LASPAU offer financial support for students from Mexico and Latin America respectively. The Faculty is also active in a number of exchange agreements for both students and faculty members.

RECRUITMENT AND RETENTION OF STUDENTS

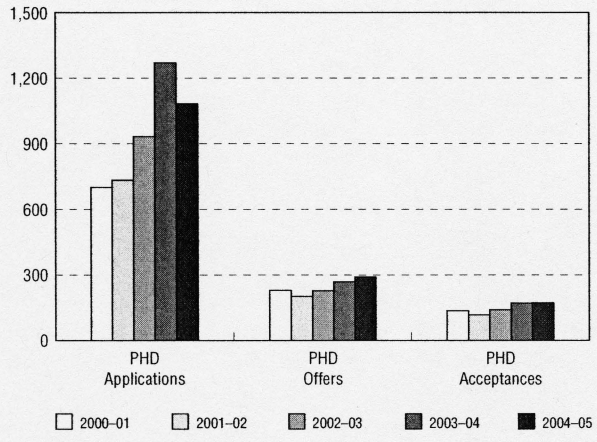
In light of the University plan to increase the numbers of graduate students in targeted areas, a working group on recruitment has been struck to develop a cohesive recruitment plan for the Faculty. Also, in an effort to attract more excellent candidates, the Faculty of Graduate Studies has increased the number and value of the York Entrance Scholarship for students entering with an A average. The Faculty is also actively engaged in reviewing issues of retention and timely completion from the perspectives of curriculum review and increased funding for continuing students.

Figure 4: Admission Statistics for Masters Programs



Source: Admissions Office

Figure 5: Admissions Statistics for Doctoral Programs by Year



Source: Admissions Office

Figure 6: Ratios of Offers to Acceptances by Degree Level by Year

Year	Masters	PHD
2000-01	1.49:1	1.70:1
2001-02	1.55:1	1.72:1
2002-03	1.47:1	1.63:1
2003-04	1.45:1	1.58:1

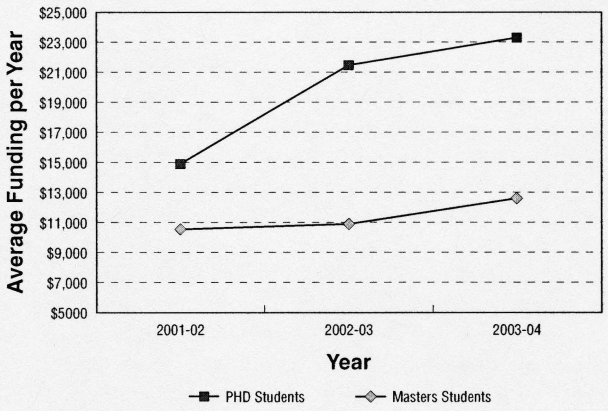
Source: Admissions data

Financial Support

Over the past two years, the Faculty and the University have managed to increase funding to graduate students, not only in terms of the numbers of students supported, but in terms of the level of that support. Increases have been made to the values of Teaching Assistantships and Graduate Assistantships, and the number and value of the York Entrance Scholarships. In addition, York students have benefited greatly from the attainment of numbers of external awards, particularly the new Canada Graduate Scholarships valued at $17,500 and $35,000 for Masters and Doctoral students respectively. These external awards attest to the quality of graduate students.

In coordination with the York Foundation, the Faculty continues its fundraising efforts in order to mainly support the Ontario Graduate Scholarships. There was an increase in dollars raised of over $70,000 from 2003-2004. The goal this year is to raise approximately $570,000.

Figure 7: Funding



Source: FGS Administrative Office

As well, FGS offers two unique programs for graduate students to apply for and be awarded monies to assist in their research. The Research Cost Fund helps subsidize students' research expenses that are above and beyond those costs that are typically associated with graduate work, such as travel to sources of research, payment of subjects, supplies, services, photocopying, etc. Full-time registered graduate students who are members (past and present) of CUPE are eligible for this grant. In 2004-2005, a total of 114 students were supported with $67,778. The Graduate Development Fund subsidizes travel costs for students who are presenting their scholarly or creative work outside the Toronto area. In 2004-2005, $77,517 was awarded to a total of 251 students.

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,
- two graduate positions attached to York's Centre for the Support of Teaching,
- a graduate course on University Teaching and Learning (UTAL 5000 3.0), and,
- the TA teaching development workshop series

This year, 150 graduate students enrolled in the University Teaching Practicum, bringing the total number of active participants to 355. Every year, a small group of graduate students complete the full requirements of the program and submit their dossier for review by the Dean of Graduate Studies; 19 graduating students received such certification in 2004-2005.

A unique aspect of the University Teaching Practicum is the Teaching Development Graduate Assistantship (TDGA) program. This year, there were 27 TDGAs working in 19 departments to provide discipline specific teaching development for TAs in their unit.

Budget

Approximately 85 per cent of the Faculty of Graduate Studies budget consists of student support in a variety of forms, including scholarships, fellowships, assistantships, research costs funds, and bursaries. All of these funds, except research funds and bursaries which are adjudicated by committees, are allocated to graduate programs for the purposes of recruitment and retention of excellent students. In addition, the Faculty of Graduate Studies manages the grant-in-aid portion of the teaching assistantships for all full-time graduate students. The Faculty is projecting an increase in revenue over 2004-2005 as a result of the anticipated expansion of student enrolments. However, expenditures are expected to climb more than revenue because of the need to raise the dollar value of financial offers in order to be competitive for the highest quality students. In addition, the operating costs of the Faculty are predicted to escalate as a result of the requirements to service increased numbers of students and to improve service quality. The Faculty will continue to utilize any balance of student support funds to provide bursaries for students in need and for the summer assistantship program.

Faculty of Graduate Studies

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	19,519	11,765
Internal cost recoveries	156,159	165,000
Other revenues	624,766	442,778
Central allocations	17,492,090	17,957,156
Total Revenue	**18,292,534**	**18,576,699**
Expenses:		
Faculty - Administration	361,897	385,800
Faculty - Full-time	18,983	-
Faculty - Contract	245,234	249,911
Teaching assistants	6,334,633	6,998,355
Research	1,862,149	2,036,645
Support/Administration	1,025,418	994,835
Other	6,395	5,000
Total Salaries and Benefits	**9,854,709**	**10,670,546**
Operating costs	627,578	979,664
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	20,452	20,000
Scholarships & bursaires	7,390,754	8,706,163
Interest on long-term debt	-	-
Total Expenses	**17,893,493**	**20,376,373**
Total Revenue less Expenses	**399,041**	**(1,799,674)**
Previous Year's Carryforward	**2,301,720**	**2,700,761**
Carryforward to Next Year	**2,700,761**	**901,087**

Strategic Directions for 2005-2006

1. RESEARCH OPPORTUNITIES

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

2. RECRUITMENT COMMITTEE

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

3. COMMUNICATIONS MANAGER AND RECRUITMENT

The new position of communications manager will implement the recommendations of the ad hoc Recruitment Committee with particular attention to the recruitment of students in areas targeted for growth.

4. DEVELOPMENT OF NEW GRADUATE PROGRAMS

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

5. IMPLEMENTATION OF FGS ACADEMIC PLAN

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

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

b. Curriculum consolidation

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

c. Graduate Course Operational Formula

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

d. Consolidation of graduate appointment needs with resource deans

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

OSGOODE HALL LAW SCHOOL

Introductory Statement

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.

Overview

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

Osgoode's core quantitative indicators for 2004-2005 included:

Figure 1: Core Quantitative Indicators

	2003-2004	2004-2005
Full-time faculty members	52	52
Part-time faculty members	84	90
Librarians	3.5	3.5
Full-time managerial and support staff	78	73
LLB students	873	867
International students	36	7
LLM and PhD students	95	107
LLB/MBA students	27	5
LLB/MES students	6	5
Part-time LLM students	410	436

Source: Office of Institutional Research and Analysis

Planning and Implementation 2004-2005

Osgoode's academic plan for 2004-2005 articulated the following goals:

- Improve the quality of the student body;
- Deliver high-quality teaching reinforced by professional career support;
- Link Osgoode's research culture to student learning and professional development;
- Provide relevant, unique and innovative programs; and
- Initiate a comprehensive strategic planning process for the Law School.

1. IMPROVE THE QUALITY OF THE STUDENT BODY

In terms of quality, Osgoode raised the GPA/LSAT cutoff for the LLB class entering September 2004 to 3.60, while also increasing the take-up or yield rate for admitted applicants. There were also slightly more applicants for the 2004-2005 entering class. These results are a continuation of positive trends established in the recent past, and indicate a significant enhancement in the quality of the Osgoode student body.

Undergraduate Enrolment

Osgoode admitted 280 LLB students (136 males and 144 females) in the 2004 admissions cycle. Academic record is a key criterion for regular admission to the LLB Program. In keeping with its commitment to equal access to legal education, Osgoode also has a special admissions program. Each year, up to 30 per cent of the incoming LLB class is made up of applicants from discretionary admissions categories that include mature students, aboriginal students, and people with disabilities. Once students are admitted, the retention and completion rates are over 95 per cent.

Osgoode received 2,428 applications in 2004-2005 for 290 first-year places, compared to 2,405 applications in 2003-2004. Osgoode annually receives many more applications for transfer into the second and third years of the LLB program than there are places available.

Osgoode has approximately 15,000 alumni worldwide including scores of judges, government, business and community leaders. The Law School has more graduates in the large Toronto law firms than any other law school, and has large numbers of alumni in New York City, Los Angeles and Hong Kong, as well as the major Canadian cities.

Graduate Program Enrolment

The Graduate Programs in Law admitted 26 students in 2004-2005: 13 PhD students and 13 LLM students. The total number of applications for the Graduate Programs in 2004-2005 was 119, compared to 195 in 2003-2004. In 2004-2005, a major effort was made to improve completion rates. More than 31 students

defended their theses or graduated in 2004-2005, well above the previous average of 12 per year.

Professional Development – Part-time LLM and CLE programs

Osgoode currently has 17 specialized two-year part-time LLM programs that run on varying cycles. In 2004-2005, 116 new students enrolled in the five part-time LLM programs that commenced in September 2004 and January 2005. In addition, 320 students were completing second-year course requirements or completing major research papers. Osgoode Professional Development also presented 36 non-credit Continuing Legal Education programs with a total of 1,743 registrants.

2. DELIVER 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 determine the need for remedial work. The students use the evaluations to guide their selection of courses and seminars.

In 2004-2005, with one retirement and one Canada Research Chair appointment (Professor Peer Zumbansen), Osgoode had a total complement of 52 FTE faculty members.

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. A faculty director conducts the program, with the assistance of two LLM and six PhD 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 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.

Technology Enhanced Learning

In 2004-2005, a $1.3 million renovation of Osgoode's Moot Court Room further improved Osgoode's electronic teaching facilities. In addition to the Moot Court Room, Osgoode has four state-of-the art electronic classrooms with built-in audio-visual and computer equipment. A fifth electronic classroom will open in the fall of 2005.

Throughout the year the IT focus continued to be on access to technology; flow, direction and accessibility of Law School-related information; infrastructure; and service delivery. Continued emphasis was placed on faculty training and development, especially the need for personalized support services.

Successful IT initiatives in 2004-2005 included:

- Expansion of the Law School's wireless network and implementation of wireless printing;
- Improvement to anti-spam e-mail capabilities;
- Launch of a virtual lab (Metaframe) that allows graduate students to access Osgoode law databases, normally provided in the graduate/faculty computer lab, from their home;
- Lotus Notes upgrade;
- Development of a number of new Web applications;
- Updates to Osgoode's IT infrastructure.

3. ENHANCE THE RESEARCH CULTURE

The Osgoode faculty are acknowledged to include the finest legal scholars in Canada and, in some cases, the world. Recognition of their excellence includes the appointment of seven faculty as Fellows of the Royal Society of Canada, three faculty to the Order of Canada for their academic accomplishments, three as University Professors and one as a Distinguished Research Professor.

In 2004-2005, Osgoode faculty received numerous prestigious fellowships and awards including a Canada Research Chair, awarded to Professor Peer Zumbansen; Canada Foundation for Innovation Grant, awarded to Professor Peer Zumbansen; York University Professorship awarded to Professor John McCamus; Hospital for Sick Children grant awarded to Professor Joan Gilmour; Borden Ladner Gervais Fellowships awarded to Professor Judy Fudge and Professor Jamie Cameron. Professor Roxanne Mykitiuk received funding from the University of Toronto and Genome Canada for her research in "International and Comparative Perspectives on Health Systems and Insurance Implications of Genetic Testing." Professors Judy Fudge and Harry Arthurs each received a grant from the International Institute of Labour Studies, Geneva for their participation in "The Scope of Labour Protection Workshop at the Rockefeller Center, Bellagio, Italy."

Osgoode faculty were awarded four SSHRC Standard Research Grants, one SSHRC Specific Research Grant, one SSHRC Aid to Research and Transfer Journal, two SSHRC small grants, six SSHRC Travel Grants, three University of Toronto Center for Innovation Law Grants, funding from the Law Foundation of Ontario, and a contract with the Federal Government in Labour Studies. This amounts to $1,224,330.56 in research funds for the 2004-2005 fiscal year, up from $563,509.50 in 2003-2004.

As well, the faculty published 13 books with four forthcoming, and more than 72 articles and chapters in books with 51 forthcoming. Osgoode publishes the Osgoode Hall Law Journal, one of the leading scholarly journals in Canada, and the Law School is the home of the Canadian Journal of Women and the Law. Faculty and student research is supported by the Law Library, the preeminent legal research facility in Canada.

Osgoode is home to three research centres: the York University Centre for Public Law and Public Policy, the Jack and Mae Nathanson Centre for the Study of Organized Crime and Corruption, and the Institute for Feminist Legal Studies. The Centre for Public Law and Public Policy ran its highly popular annual conference on the constitutional decisions of the Supreme Court; the Nathanson Centre held a major Symposium on Government/Police Relations in June 2004; and the Institute for Feminist Legal Studies continued with its *Feminist Fridays* lecture series.

The development of a Global Scholars program brought eminent scholars and activists to Osgoode. In 2004-2005, the program focused on indigenous law and policy.

4. PROVIDE RELEVANT, UNIQUE AND INNOVATIVE PROGRAMS

Osgoode Professional Development

Osgoode Professional Development implemented two changes in 2004-2005 to provide greater academic oversight of the part-time LLM program. A third change will also be sought at the first opportunity.

A PDP LLM Academic Committee will now oversee a number of governance issues, from establishing academic policies and procedures related to each specialization, to approving new courses and specializations, and reviewing and recommending program directors and academic directors.

In addition, a rolling five-year plan for LLM programs was created, which will be reviewed and revised annually.

Five new LLM programs started in 2004-2005:

1. Banking and Financial Services Law – 13 students
2. Business Law – 22 students
3. Securities Law – 24 students
4. Alternative Dispute Resolution – 24 students
5. Administrative Law – 33 students

The 2004-2005 period was also a time of significant internal change for Osgoode Professional Development. A new Director, Ms Victoria Watkins, who brings to Osgoode a wealth of experience, was appointed in December 2004. For the balance of the academic year, the focus of senior management was on building the team and the resources for rebuilding in 2005-2006 and significant growth in 2006-2007, while maintaining the smooth operation of the program for the balance of 2004-2005.

LLB Joint Programs

The most significant achievement in 2004-2005 was the signing of an agreement with New York University School of Law to establish a joint JD/LLB program. Scheduled to have its first intake of students in September 2006, the basic structure is now in place to ensure that this will be a strong and continuing success.

In addition to the JD/LLB program, Osgoode offers the following joint programs: LLB/MBA with York's Schulich School of Business, LLB/MES with York's Faculty of Environmental Studies and Civil Law Degree Program with Université de Montréal.

International Exchange Partners

Osgoode's exchange initiatives with prestigious foreign universities have continued to develop. Osgoode has the most extensive range of student exchange programs of any Canadian law school. International exchange partners include:

Australia – Flinders University, Monash University, University of Western Sydney

Barbados – University of the West Indies

China – Chinese University of Hong Kong, University of Hong Kong

India – National Law School of India

Japan – Kobe University, Meiji University, Waseda University

Singapore – National University of Singapore

Denmark – University of Copenhagen

Finland – University of Helsinki, University of Tampere

France – Université de Droit, d'Économie et des Sciences d'Aix-Marseille III, Université Jeal Moulin-Lyon III, Université Pierre Mendes France-Grenoble III

Germany – Freie University, Bucerius Law School, Tubingen University, University of Bonn, University of Mannheim

Greece – Aristotle University of Thessaloniki

Ireland – University of Dublin – Trinity College, University College Dublin

Italy – University of Bologna

Netherlands – University of Amsterdam, Vrije University of Amsterdam

Sweden – Stockholm University, Uppsala University

UK – Keele University, University of Sheffield, University of Strathclyde, University of Warwick

Clinical Education Opportunities

The Osgoode LLB Program also offers extensive hands-on clinical education offerings so students can learn by doing. They include:

One-Semester Intensive Programs

Business Law

Criminal Law

Immigration and Refugee Law

Aboriginal Lands, Resources and Governments

Poverty Law at Parkdale Community Legal Services

Advanced Business Law Workshops I (Corporate Finance & Governance)

Advanced Business Law Workshops II (Mergers & Acquisitions)

Two-Semester Clinical Programs

Innocence Project

Osgoode Business Clinic

Community and Legal Aid Services Program

Other Clinical Education Offerings

Labour Law Co-op Program

Osgoode Hall Law Journal

Mooting Program

Pro Bono Students Canada

Summer Clinical Education Opportunities

Summer Public Interest Advocacy Program

Centre for Innovation Law & Policy Summer Fellowship Program

The Honourable Ian Scott Public Internship Awards

5. INITIATE A COMPREHENSIVE STRATEGIC PLANNING PROCESS FOR THE LAW SCHOOL

In October 2004 the Law School embarked on a strategic planning process to develop a new Plan for the Law School. The new Plan will build upon Dean Emeritus Peter Hogg's 2000 Plan, the recommendations of which have been largely implemented.

The planning process is being guided by a Strategic Planning Committee, composed of 17 faculty, five students, two alumni and four staff representatives. Professor Shelley Gavigan and Dean Patrick Monahan are co-chairs of the Committee. The first meeting of the Strategic Planning Committee was held in February 2005 and the Committee met regularly over the next six months. An all-day Faculty Council meeting was also held in May 2005 to consider in a structured way the opportunities and challenges that lie before Osgoode.

The Strategic Plan will be presented to Osgoode Faculty Council for approval in principle in November 2005.

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. The budget for 2005-2006 reflects higher income from new tuition levels as well as reductions in expenditures. The Law School 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 for 2004-2005 and 2005-2006. The negative carry forward accumulated over the past number of years is the result of an investment in complement, alumni and development activity that will be managed over the next few years through plans developed by the Law School and approved by the Vice President Academic and Vice President Finance and Administration.

Osgoode administers an extensive student financial assistance program for its students. This is derived from (i) 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 2004-2005, approximately $2 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 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	678,892	985,300
Internal cost recoveries	194,330	914,535
Other revenues	1,186,088	984,535
Central allocations	15,073,510	15,259,216
Total Revenue	**17,132,820**	**17,202,551**
Expenses:		
Faculty - Administration	47,400	45,000
Faculty - Full-time	7,554,012	7,626,527
Faculty - Contract	299,758	299,444
Teaching assistants	185,769	126,932
Research	1,369,125	1,369,585
Support/Administration	4,813,510	4,962,139
Other	97,107	143,000
Total Salaries and Benefits	**14,366,681**	**14,572,627**
Operating costs	2,533,929	2,146,849
Amortization of capital assets	-	-
Cost of goods sold	292,642	300,500
Taxes and utilities	127,780	128,150
Scholarships & bursaires	231,909	125,536
Interest on long-term debt	-	-
Total Expenses	**17,552,941**	**17,273,662**
Total Revenue less Expenses	**(420,121)**	**(71,111)**
Previous Year's Carryforward	**(7,269,976)**	**(7,690,097)**
Carryforward to Next Year	**(7,690,097)**	**(7,761,208)**

Goals for 2005-2006

One of the main goals for 2005-2006 is to continue to actively pursue private sector funding to further develop Osgoode's resources and sustain its reputation as Canada's leading law school.

The "quiet phase" of a major capital campaign that will see renewal and expansion of the Law School's building is underway. Design renderings were developed by Diamond and Schmitt Architects, with an aim to meet current and future needs including much required flexible classroom space, coherence to the circulation system, good natural light, easy access to key functions, and congenial meeting places for enhanced contact between students and faculty. The capital campaign will also focus on developing resources to enhance student financial aid, library resources and faculty support.

A second goal for 2005-2006 is to complete the planning process and to implement the new Plan for the Law School that will guide the direction and priorities of the Law School for the next five years.

SCHULICH SCHOOL OF BUSINESS

Overview

York's Schulich School of Business offers two undergraduate degrees (the BBA and the iBBA); several master's degrees (the MBA, IMBA, MPA, MBA/LLB, MBA/MFA, and an EMBA offered jointly with Northwestern University's Kellogg School of Management); and a PhD. The MBA is delivered at both the Keele Campus and at the Miles S. Nadal Management Centre in downtown Toronto. In addition to concentrations in the major functional areas of management and sector-specific concentrations including financial services, real property management, nonprofit management and leadership, and arts and media management, the MBA provides specialization options that deal with management issues such as entrepreneurial studies, international business, and business and sustainability.

MISSION

The mission of the Schulich School of Business is threefold:

- to generate and disseminate new knowledge on management and leadership;
- to shape the future of management by preparing men and women by enabling them to provide leadership in a changing world;
- to achieve and 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. In 2000, Schulich established Canada's first International BBA (iBBA). During the past decade, the number of exchange partner universities has been greatly expanded and the School has continued to add course offerings with an international focus within all of its programs in addition to the internationally-focused degrees, the IMBA and the iBBA.

INNOVATION

The field of management and post-secondary education both 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 Schulich Executive Education Centre (SEEC) has created a broad range of public and client-specific custom programs as 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 PDAM (Post-MBA Diploma 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 provide a diversity of offerings in the form of a wide range of Master's level specializations. Diversity also is reflected in both students, including substantial numbers of international students and faculty in terms of their cultural/national background and gender.

Schulich's student body is quite diverse. As of Fall 2004, 8.8 per cent of Schulich's undergraduates and 19.7 per cent of Schulich's graduate students were visa students, coming from 46 different countries. These percentages compare to York's figures overall of 7.3 per cent and 9.6 per cent, respectively. At the Master's level there are many international students who are not on a visa fee basis, but who are not Canadians. That number is some 57 per cent of the Master's student population at Schulich.

As of Fall 2004, both large full-time student groups – the full-time MBA cohort and the undergraduate cohort, have proportions of students who are women (34 per cent and 52 per cent, respectively) that surpass the levels found in comparable programs elsewhere in Ontario.

With respect to diversity in the faculty complement, as of Fall 2004, some 57 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 sets of statistics are among the highest levels for Canadian business Schools.

Schulich Goals and Performance Indicators

The mission of the School articulated above embodies its overall goals and the three themes reflect the School's judgments 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 such quantitative indicators need to be used in the context of the qualitative aspirations that are being pursued.

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. Particularly strong areas of congruence are [1] the importance of professional programs, [2] the importance of internationalization, [3] the integration of technology into the teaching and learning process and [4] improving performance in research and innovation.

- With regard to the role of professional programs within the University, 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.
- Internationalization has been a central theme for Schulich for the past fifteen years, as illustrated by the creation and strengthening of the IMBA and iBBA degrees, the creation of extensive international exchange opportunities for our students, and the involvement of the School with various international bodies articulate the School's active involvement in the international sphere. Schulich is an active member of PACIBER (Pacific Asian Consortium for International Business, Education and Research), whose conference the School hosted in July 2005; PIM (Partners in International Management), whose annual conference will be hosted at Schulich in November 2006, *efmd* (European Foundation for Management Development); and the AIB (Academy of International Business). The School is also a member of AACSB International (the Association to Advance Collegiate Schools of Business), the largest association of business and management Schools internationally. The internationalization of the faculty and student body also reflects the School's heavy emphasis on internationalization. Schulich's IMBA program and its collaboration with Northwestern University's Kellogg School of Management in offering North America's first cross-border executive MBA program are also important examples of the School's international orientation and involvement.
- The School has committed significant internal 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, faculty 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".
- The School has addressed the objective of improving performance in research and innovation in several ways. Organizationally, it has committed one of the two Associate Dean roles to providing leadership in research. Faculty research productivity is enhanced through provision of additional financial support for conference travel and some direct forms of financial support for research. In particular, the School has committed resources to accelerate the research productivity of new faculty through reduced teaching loads and other research support during the initial period of their appointment.

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 iBBA (International BBA). At the master's level, the degrees include the MBA, the IMBA (International MBA) and the MPA. The MBA is offered in three modalities: as a full-time program; as a program which may be taken part-time; and as an 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, Real Property Development, Business and the Environment and Nonprofit Management and Leadership. 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 PhD 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 table 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 two years reflecting the flow-through of Schulich's response to the double cohort, graduate degrees are anticipated to plateau at 2004 levels, and then to increase moderately during the latter part of the decade. Although a small portion of the absolute number of degrees granted, Schulich plans to increase its new student doctoral enrolments by between 25 to 30 per cent.

Figure 1: Schulich Program Graduates: Total and Graduate Level

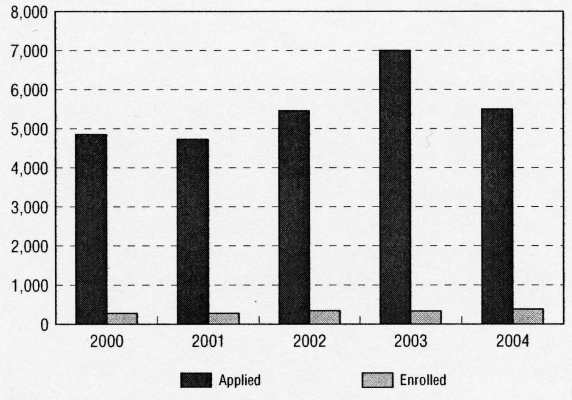
	2000	2001	2002	2003	2004
Graduate degrees	575	539	585	660	607
Undergraduate degrees	221	217	218	201	304
Total	796	756	803	861	911

Source: Schulich School of Business, Division of Student Services and International Relations

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 2004 was roughly 5400 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 chart demonstrates. (The 'spike' in applications for 2003 reflects the impact of the double cohort.)

Figure 2: Schulich undergraduate applications and first-year enrollments



Source: Schulich School of Business, Division of Student Services and International Relations

The BBA and iBBA

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 secondary school pool) increased to some 5500 for 2002-2003 and climbed to over 7000 in the peak year for the double cohort (Fall 2003), and then returned as expected to 5410 in 2004. Virtually all entrants (over 99 per cent of them) into the BBA and the iBBA will have high School admissions averages exceeding 90 per cent. This is a pattern that has been true for the past five years. The average high School percentage grade for the incoming group for Fall 2005 will be close to 92 per cent (about the same as in 2004). The retention rates and degree completions for BBA and iBBA students are the highest for any four-year undergraduate program at York, by a considerable margin.

The BBA curriculum was reviewed by the School during 2001-2002 and a revised curriculum was introduced. One of the main results was to create more elective opportunities for students in the third and fourth year of the program. This past year, eight new electives were approved for the undergraduate programs. Other adjustments for the BBA have included 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 (International Bachelor of Business Administration) program was launched in Fall 2000. 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. Secondary school grade averages of applicants offered admission have met or exceeded those of the BBA pool and the ratio of applicants to available spaces surpassed the BBA ratio.

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 long been the flagship degree of the Schulich School. Today, the Schulich MBA is the largest MBA program in Canada with some 600 full-time and 520 part-time students enrolled in Fall 2004. 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 between four and ten or more elective courses that students can use to 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	

The MBA program, despite its size, maintains very demanding standards for admission in terms of undergraduate grades, admissions testing and personal references. The benchmark average GMAT for students admitted has increased steadily to 660 for the most recently admitted students. This sustained high quality of students coming to the Schulich MBA was notable because the past three 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, 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. Four new elective courses have been designed and approved during 2004-2005.

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 work term abroad 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.

Public Sector Management

The Master of Public Administration (MPA) has been part of Schulich's degree offerings throughout the School's history. The MPA is currently a small program in terms of enrolments, but the public management courses that are part of the MPA are also available to MBA students, enriching the program and providing private sector employees with important insights into the public sector. And, similarly, those students doing the MPA have access to the broad range of MBA electives, providing a valuable window into private sector management issues.

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 graduates 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 in 2001 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. Schulich faculty share the conviction that the School's long-term commitment to providing leadership in management education is linked to research and to the presence of a strong doctoral program. The PhD program at Schulich now has an enrolment of almost 50 students and, long an integral element in the School, is now at a level that creates the critical mass needed for effective doctoral education. Schulich intends to increase the size of its PhD cohort by a further 25 per cent to 30 per cent in support of its own plans and the University's overall plans to expand graduate education.

The School has committed more internal funds to doctoral student support in recent years, to compete effectively with the best management doctoral programs in Canada and internationally. This emphasis on highly qualified doctoral students is being executed in conjunction with increased levels of student support. Also supporting Schulich's plan to have a larger and stronger student body in the doctoral program is a more explicit set of expectations with respect to rate of progress toward degree completion that students are expected to achieve.

The School's emphasis on improving qualifications of the doctoral student body should not be taken as an indication that Schulich has not had many very successful doctoral students. The contrary is true, as most recently exemplified by the achievement of a 2005 PhD graduate (Jean Adams) who won the Governor General's Gold Medal for her accomplishments. However, the need for a strong and growing stream of well-prepared PhD graduates has made the doctoral program a major priority for the School.

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*. This past year, several new databases were also added. They include: Global Insight's *MarketLine* and *World Markets*, EuroMonitor's *Business Insights*, and Thomson SDC's *Global New* issues and *VentureXpert*. Also, the School has added subscription to a multiple-database resource assembled by the Wharton School at the University of Pennsylvania, again on a cost-shared basis with the University library. Research is central to Schulich's strategy of establishing and sustaining a leadership role in management education. 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. In the most recent round of SSHRC grants won by York faculty, Schulich faculty were awarded roughly 25 per cent of total funding coming to the University, an encouraging fact given that Schulich represents roughly ten per cent of the tenure stream complement at York eligible to apply for SSHRC support.

2004-2005 in Review

The past year's highlights provide a cross-section of the Schulich School's on-going activities and accomplishments as it pursues its chosen strategy. Following are several important elements in the School's record, indicators that the School has achieved a high standard even as it seeks ways of improving further.

- Schulich continues to be among the most active Faculties at York in terms of the internationalization of its student body. In addition to the substantial number of visa students and other Schulich-based students with an international background, the School has sent some 180 students from Schulich degree programs to exchange partners at 70 institutions in 32 different countries during the academic year 2004-2005. Schulich has also received the same number from abroad, a process that enriches the experience of all our students whether they are studying here or abroad.
- The new Seymour Schulich Building and the adjoining Executive Learning Centre have fully met the School's expectations, looking back on the first full year of use of the facility. The impact on classroom experience, on student life, on faculty and staff morale and on the overall culture of the School – though difficult to quantify – have been undeniable. 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 secondary school 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 660 for students entering in 2004-2005. These figures are among the highest in Canada and compare very favorably with most noted programs internationally.
- The second cohort in the executive MBA program graduated in February 2005; this was a group who began their studies in January 2003. A third impressive class of students began their studies in January 2004, and a fourth in January 2005. 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 Schulich School continues to be very well placed in the most recent rankings done by major publications. Schulich is the top-ranked Canadian School on international rankings done by *The Economist* (Economist Intelligence Unit), by *The Wall Street Journal*'s ranking of 'Top International Schools', by *Forbes*, and by *Corporate Knights*. In another survey of the prevalence of social and corporate responsibility at some 100 top Schools around the world done by the Aspen Institute for the World Resources Institute, Schulich was identified as one of only six Schools that were characterized as being 'on the cutting edge', the highest distinction in that review (titled *Beyond Grey Pinstripes*). In world standings, Schulich is ranked 22nd by the *Financial Times* of London and also by *The Economist* (Economist Intelligence Unit), 14th by *The Wall Street Journal* in its 'Top International Schools' survey, and 6th among non-US Schools by Forbes.
- The gift of the School's benefactor, Seymour Schulich, has provided substantial financial assistance to the School. Perhaps more importantly, the gift and naming of the School have helped to make it visible to external constituencies who previously had not developed a clear perception of the School. Chairs and professorships in the School now total 17. These chairs and professorships represent crucial leadership resources within the School and important sources of visibility in the professional and academic communities.
- Although one of the School's main priorities remains the expansion of its tenure stream cohort to acceptable levels, there has been significant progress 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 900 graduates seek employment after their studies, and the indications are that the world welcomes them. As in previous years, average starting salaries for MBAs and BBAs this year were among the highest in Canada and career placement rates exceeded those of most comparable programs, although job market circumstances resulted in steady state or slightly lower numbers across the board. In order to reflect the number and diversity of our graduates, additional professional staff members are being added to the Schulich Career Development Centre.
- Last year the School reported that a team of undergraduate Schulich students won the Canadian national case competition sponsored by L'Oreal and subsequently won the international competition against some 25 other countries in Paris. This year, Schulich teams again placed first (and second, as well) at the Canadian competition, although a team from another country prevailed in the international round. A team of MBA students also won the Canadian L'Oreal competition for their degree category. Numerous student-organized professional events and conferences occurred throughout the year, and a high level of student involvement in extracurricular activities continues to characterize the Schulich student community.
- The 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.

The Schulich School of Business is pleased with these and the numerous other indicators of having achieved levels of quality and accomplishment that define a path of progress. It is pleased, but it is not satisfied. Both the School's internal standards and those that will be defined by leading business Schools internationally mean that quality and innovation will continue to be hallmarks of the planning process.

Schulich School of Business

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	1,181,406	969,255
Internal cost recoveries	612,363	581,987
Other revenues	9,197,268	6,993,259
Central allocations	28,274,935	31,025,086
Total Revenue	**39,265,972**	**39,569,587**
Expenses:		
Faculty - Administration	1,104,584	1,075,261
Faculty - Full-time	11,441,252	13,576,237
Faculty - Contract	3,539,463	2,821,099
Teaching assistants	373,484	388,228
Research	1,167,066	751,363
Support/Administration	8,045,128	8,235,910
Other	1,365,251	668,983
Total Salaries and Benefits	**27,036,228**	**27,517,081**
Operating costs	6,436,855	6,200,601
Amortization of capital assets	-	-
Cost of goods sold	959,004	1,013,000
Taxes and utilities	237,147	197,309
Scholarships & bursaires	4,261,680	4,444,000
Interest on long-term debt	-	-
Total Expenses	**38,930,914**	**39,371,991**
Total Revenue less Expenses	**335,058**	**197,596**
Previous Year's Carryforward	**(1,780,547)**	**(1,445,489)**
Carryforward to Next Year	**(1,445,489)**	**(1,247,893)**
Carryforward to Next Year	(1,445,489)	(1,247,893)
Less Funds in Special Purpose Trusts Which Could be Available to Offset	1,492,077	1,234,356
Net Position	**46,588**	**(13,537)**

Budget

For fiscal 2004-2005, the school's revenues exceeded its expenses by approximately $300,000. The budget for 2005-2006 indicates a surplus of approximately $200,000. 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.)

Planning for 2005-2006 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:

CONTINUING INTERNATIONALIZATION EFFORTS

The Schulich School has established representative offices in China and India, and is in the process of doing the same in Korea. These are all countries in which the School needs to be able to recruit students, place graduates, support alumni through the creation of Schulich alumni chapters, establish executive education programs for executives, and manage media relations on behalf of the School. These new initiatives are a further response to the international imperative facing management education.

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 Development 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 continue to enhance the quality of all of the School's teaching and support activities.

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

The MBA concentration in Health Industry Management has now been established with the introduction of additional elective courses in 2004-2005. This specialization will now play more prominent part in Schulich's MBA recruiting efforts and in our research agenda.

Quantitative Finance

Approval for a Type IV Graduate Diploma has been sought and was received from the School's Faculty Council in the year just ended. Discussions with other involved parts of the University will be undertaken early this upcoming year with a view to launching this initiative in mid-2006. Initial consideration is being given to the plausibility of a separate MSc in this focused but growing area of study.

Degree Program Reviews

Documentation has been prepared for the upcoming OCGS review of all graduate programs at Schulich. External reviewers are expected to be present before the end of calendar 2005. The undergraduate program review (UPR) process is underway. The self-study will be conducted in the early part of 2005-2006 and consultants are expected to be on campus in early 2006. The UPR will examine both the BBA and the iBBA programs.

Executive MBA

The executive MBA will admit its fifth cohort in January 2006. The third cohort (that entered in January 2004) will receive their degree in Fall 2005. The curriculum of the EMBA will continue to evolve in the light of experience and developments with our partner School, the Kellogg School of Management at Northwestern University.

FACULTY OF SCIENCE AND ENGINEERING

The Faculty's mission is to offer quality undergraduate and graduate programs in the basic and applied sciences informed and strengthened by world-class scientific research.

Overview

The Faculty of Science and Engineering (FSE) has a wide range of basic and applied programs. BSc degrees are offered in Applied Mathematics, Applied Biotechnology (a new joint degree with Seneca College), Astronomy, Atmospheric Science, Biology, Biochemistry, Biotechnology, Chemistry, Communication Networks, Computational Mathematics, Computer Science, Conservation Ecology, Earth Science, Environmental Science, Geography, Intelligent Systems, Interactive Systems, Kinesiology and Health Science, Mathematics, Pharmaceutical & Biological Chemistry, Physics, Psychology, 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 iBSc (International BSc) where students spend at least a term abroad is offered in Biology, and Computer Science (and it is expected more iBSc programs will be available in the near future). The Natural Science Division provides courses in science to non-science students, as general education requirements.

Summary

Figure 1: Overview of the Faculty of Science and Engineering

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2004-2005 as a % of 2000-2001
Undergraduates	3,131	3,318	3,382	4,022	4,274	137%
Graduate Students	376	321	363	388	418	111%
Full Time Faculty	141	142	143	141	150	106%
Contract Faculty	51	70	70	57	54	106%
Teaching Assistants	213	228	252	228	245	107%
Administrative Staff		44	48	50	51	116%
Technical Staff		39	41	42	43	110%*
Staff Total	83	83	89	92	94	113%

* 04-05/01-02

Source: Office of Institutional Research and Analysis and FSE records

UNDERGRADUATE STUDENTS

In 2004-2005, the Faculty of Science and Engineering educated 4,274 students, approximately 9.6 per cent of the total number of undergraduate students educated at York (Figure 1). FSE, like the entire University, has been attracting more highly qualified students. In 2003-2004, the double cohort year, FSE experienced a 15.5 per cent increase in undergraduate enrolments. In 2004-2005 there was a further increase of over 6 per cent. Over the past five years, FSE has seen more than a 37 per cent increase in the size of its undergraduate student body.

Figure 2: Science and Engineering Undergraduate Students compared to York Undergraduate Students

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Science & Eng.	3,131	3,318	3,482	4,022	4,274
York	34,248	35,181	38,881	42,021	44,674
FSE Students as a % of Total Undergraduates	9.1	9.4	9.0	9.6	9.6

* Total number of students enrolled in all programs

Source: Office of Institutional Research and Analysis

First-year undergraduate science and engineering students continue to be of increasingly high quality – over 61 per cent of students admitted in 2004-2005 had over 80 per cent secondary school averages (Figure 2), an increase of several per cent over the past few years. Minimum admission cutoffs in all programs have been maintained during this latest growth period and have increased in some programs. Approximately 25 per cent of students carry a full credit load (30 or 36 credits); approximately 20 per cent carry fewer than 18 credits and are thus "part time" as defined by the Ontario Government; while approximately 22 per cent are over the age of 25 years.

Figure 3: Undergraduate Student Quality on Admission*

Secondary School Students at entry to FSE	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Registrants with >80%	303	278	337	684	508
Per cent students with >80%	58%	55%	55%	56%	61%
Mean student average	82%	82%	82%	82%	82%

*Based on best six OAC/12U grades including the required courses for the majors chosen

Source: Office of Institutional Research and Analysis

FSE is experiencing an increase in the percentage of students who opt for York Science or Engineering programs as their first choice – the percentage of applicants who selected York Science or Engineering first in 2004 was 13.6 per cent; this year it was 14.3 per cent. There are likely many reasons for this increase in excellent undergraduate students enrolled in Science and Engineering programs. Research indicates that parents and teachers are the main influences of secondary school students when it comes to the choice of university. The Faculty of Science and Engineering has been developing and supporting "**Outreach Programming**" whose mandate is the education of secondary school students, particularly those interested in science and engineering, as well

as their parents and teachers. These programs make the entire community aware of York University and of science and engineering. FSE has pioneered outreach initiatives during the past year that specifically targeted grade 12 students and their parents (e.g., research evenings), as well as students and their teachers (e.g., Astronomy Day which saw several hundred students and teachers fill FSE's halls). York University Science & Engineering Speakers Bureau is another such initiative (Figure 4). In this program, over 50 full-time volunteer FSE faculty members can be invited by high school science teachers to teach a class. It has become immensely popular over the past few years, in part because of the efforts of a staff member and associate dean team who together have prepared a booklet (*The Speakers Bureau* – about 30 pages) which is sent to the heads of science and heads of science departments in most GTA secondaryschools. In spite of budget constraints, a renewed programming booklet will be distributed again in fall 2005. The increase after the sending of the 2003 booklet was nearly three fold (Figure 4).

Figure 4: Science and Engineering Speakers Bureau

Secondary School Students Visited by FSE Faculty	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Fall	859	685	305	2,777	2,378
Winter	896	336	1,623	2,815	1,016
Total	1,755	1,021	1,928	5,592	3,394

Note: FSE instituted a new advertising Speakers Bureau booklet in Winter 2003.

Source: FSE records

Another "Outreach" activity is the *York Engineering & Science Olympics*. Secondary school teams compete on the York campus in science and engineering events – for example, build a rocket from a soft drink bottle to see how high it can fly, or land a payload (raw egg) successfully on the surface of Mars (without breaking). Funded by generous donations and by the secondary schools, and staffed by volunteer faculty, staff and students participation in the Olympics has increased by about 25 per cent in the past few years (Figure 5).

Figure 5: Participation in York Engineering & Science Olympics – 2003-2005

	2003	2004	2005	Per cent Change
Number of Schools	58	66	71	22%
Number of Students	877	913	1,111	27%

Source: FSE records

FSE also attributes some of this recent success to the substantial press FSE's excellent researchers have secured through the efforts of York's Communications Division, especially Richard Fisher and Nancy White et al. With more "made at York" stories in the media, more parents, students, and teachers are making the link that excellent science is being done at York University.

While students are entering all FSE's programs in increasing numbers, their academic tastes are changing. Whereas the most interest five years ago was in the Computer Sciences, the interest now focuses on the Life and Health Sciences with over 50 per cent of the FSE students enrolled in these areas (Figure 6).

Figure 6: Students by Major – a five year illustration of changing Science and Engineering students' interests

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Per cent Change
Unspecified	61	93	104	99	126	107%
*All Mathematics	159	145	180	193	195	23%
Biochemistry	n/a	n/a	n/a	7	88	
Biology	757	720	806	901	1,010	33%
Chemistry	154	126	134	285	343	123%
*Computer Science	988	1,141	1,026	760	579	-41%
Earth&Atmospheric	44	40	45	55	54	23%
Engineering	n/a	74	111	174	183	
Environmental Science	38	29	31	57	39	2.6%
*Geography	35	28	29	37	38	8.6%
*Kinesiology	499	492	537	839	930	86%
Physics&Astronomy	96	98	100	107	102	6.3%
*Psychology	300	302	352	490	525	75%
Science	15	30	26	18	62	313%
Total	3,146	3,318	3,481	4,022	4,274	36%

* Only FSE majors studying for B.Sc degrees are included

Source: Office of Institutional Research and Analysis and FSE records

Figure 7: Enrollment Trends

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Per cent Change
*Life/Health Science	1,594	1,543	1,726	2,294	2,592	63%
*Physical Science	329	292	308	484	537	63%
*Comp Science	988	1,141	1,026	760	579	-41%
General Science	76	123	130	117	188	147%

Life/Health Sci = Biochemistry, Biology, Environmental Science, Kinesiology & Health Science, Psychology

Physical Sci = Chemistry, Earth and Space Science, Geography, Physics

*Only FSE majors studying for B.Sc degrees are included

Source: Office of Institutional Research and Analysis and FSE records

Psychology, Kinesiology and Biology majors – the life and health sciences – have increased to the greatest degree (Figures 6 and 7). Of interest is the increase in Chemistry majors (over a two fold increase), a subject area not normally associated with the life sciences. Enrolment in FSE's new Engineering programs is up to 183 students despite the downturn in interest in engineering across North America, while the first year of advertising for the Biochemistry program resulted in 88 majors enrolled. FSE continues to see a decline in interest in Computer Science. In response, the Computer Science and Engineering Department has developed new programming including three streams and an exciting program called Digital Media to recapture student interest. Digital Media is being developed jointly with Fine Arts to meet the demands of students who have both artistic and computer-programming abilities. FSE sees the building and diversification of Computer Science and Engineering as a high priority as employers communicate to FSE faculty that they are concerned that there will be insufficient Computer Science graduates to fill all the positions if the trend away from computer science education continues.

GRADUATE STUDENTS

A research-intensive Faculty such as FSE is dependent on numerous, high quality graduate students to carry out their research. FSE recruited excellent new faculty who will attract and supervise even more quality graduate students. Over the last five years, FSE has increased its graduate enrolment by 34 per cent which is also an increase relative to York Graduate enrollments as a whole (7.3 per cent to 8.7 per cent) (Figure 8). Currently FSE is re-examining its recruitment and conversion processes with the aim of increasing enrollment of highly qualified graduate students. In addition, as the "double cohort" graduates, 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 plans of York University as well as the governments of Ontario and Canada: to grow the science, health science and applied science sectors producing highly qualified personnel "HQP". Science graduate students often require daily supervision, in a one-to-one fashion. It is rare, therefore, for a faculty member to supervise more than four graduate students at one time. Moreover, in science, graduate students receive a stipend, usually in the range of $17,000 to $23,000 per year paid from the supervisor's research grant and a (partial) teaching assistantship. To meet the expected increases in graduate student numbers, FSE needs to increase the number of research-focused faculty members, and research faculty need to increase their level of grant support.

Figure 8: Science and Engineering Graduate Students vs. York Graduate Students

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Science & Eng	312	321	363	388	418
York	4,279	4,397	4,754	4,773	4,822
Per cent	7.3	7.3	7.6	8.1	8.7

Source: Office of Institutional Research and Analysis

Faculty and Staff

FSE continues to seek to hire the most qualified faculty. In 2004-2005 the Faculty of Science and Engineering full-time faculty complement increased from 141 to 150 (Figure 1). Of the new faculty who joined FSE in 2004-2005, one half were female. During this academic year (2004-2005) FSE carried out ten additional faculty searches in total: two in Biology, two in Kinesiology and Health Science, three in Chemistry, one to teach in Natural Sciences and two in Engineering. These new faculty members will take up their positions on July 1, 2005, or in a few cases, at other times during the year. One new faculty member was successful (a 100 per cent success rate for York) in the NSERC–UFA competition (Natural Sciences and Engineering Research Council – University Faculty Award) – a competitive program that funds female and/or aboriginal scientists.

FSE's 150 full-time faculty are for the most part active in research. Fully 90 per cent hold external peer reviewed research funding. The number of faculty who are termed "alternate stream" (faculty whose responsibilites are teaching and service) is twelve, including two Masters of York's Colleges.

FSE is also strengthening its staff complement in key areas to fulfill its mandate. During the 2004-2005 period, FSE created three new staff positions mainly in the area of student support (Figure 1). Although these staff were effective, there are still areas where FSE is sorely understaffed including Graduate Student Assistance, Research Infrastructure Support, and Special Events Co-ordination to name but a few. It is expected that with new funding coming from the Provincial budget, these important positions can be filled.

Research

FSE is a research intensive Faculty. Figure 10 (see next page) shows a summary of research grants and contracts held over the past five years, Figure 9, department by department.

Figure 9: Peer Reviewed Externally Funded Research Awards Summary for Departments in the Faculty of Science and Engineering

Department	*Faculty (FT)	Faculty with Grants	Funds
Biology	30	29	$ 4,178,787
Chemistry	23	22	3,304,644
Computer Sci & Eng	37	32	1,527,982
ESSE	16	15	6,096,783
Kinesiology & Health	12	10	1,122,156
Math & Statistics	5	4	119,000
Physics & Astronomy	23	22	1,557,912
Total	**146**	**134**	**$17,907,264**

*Faculty numbers for each Department in the Faculty of Science and Engineering are the number of faculty who are eligible to apply for research funding; Alternate Stream, (teaching only faculty members) are not included in this table. The total funding is not identical to the total in Figures 9 and 10 because some funds are released by the peer reviewed councils to faculty members immediately, and some require "invoices" after the funds are spent – and not all funds are spent at this date.

Source: Office of Research Services and FSE records

FSE scientists received a $2.3 Million Innovation Fund CFI grant this year (not in the above totals because the funds are not all yet released as the funded equipment and structures are not yet built) to study the atmosphere – "Community approach to multi scale air quality modeling and forecasting". It was York's first CFI funded at this magnitude.

FSE's Goals for 2004-2005 and Accomplishments

1. **Engineering**: *Complete the requirements for the accreditation.* The accreditation review took place in early January (2005). The Faculty expects to learn what changes will be required from the CEAB (Canadian Engineering Accreditation Board) during the summer of 2005.

2. **Attract Quality students**: FSE continued to enhance its extensive outreach programs to attract the best quality students possible. FSE's "Speaker's Bureau" reached over three thousand

Figure 10: Faculty of Science and Engineering Research Awards Summary

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Peer Reviewed Grants					
NSERC	$ 5,231,803	$ 4,877,263	$ 4,822,538	$ 5,124,687	$ 5,968,391
NSERC Trainee Awards	488,872	504,876	573,966	786,943	795,332
CIHR	558,300	691,978	995,989	1,321,595	1,626,344
CIHR Trainee Awards	46,889	38,960	13,000	49,583	88,208
NCIC	106,073	94,851	345,886	239,568	228,749
CFCAS	198,267	283,401	456,888	258,621	357,834
Other	1,724,477	2,465,837	4,353,354	2,412,709	2,047,858
Sub-total	**$ 8,354,681**	**$ 8,957,166**	**$11,561,621**	**$10,193,706**	**$11,112,716**
Government Research Initiative Program (GRIP)					
CFI	1,222,471	3,737,164	1,556,045	3,673,689	1,367,780
OIT	740,000	1,450,822	1,969,985	1,270,774	2,506,171
CRC	200,000	500,000	800,000	1,500,000	1,500,000
PREA	500,000	200,000	—	500,000	100,000
Sub-total	**$ 2,662,471**	**$ 5,887,986**	**$ 4,326,030**	**$ 6,944,463**	**$ 5,473,951**
Contracts					
	4,379,828	5,164,718	3,431,965	1,532,801	1,649,103
Total	**$15,396,980**	**$20,009,870**	**$19,319,616**	**$18,670,970**	**$18,235,770**

Source: Office of Research Services

students, and Engineering & Science Olympics brought 1100 secondary school students and their teachers onto York's campus (Figures 4 and 5). The Computer Science and Engineering Seminar Day reached nearly as many, and to further interest students in Computers, the Department of Computer Science and Engineering sponsored the ECOO (Educational Computing Organization of Ontario) Programming Competition. The number and proportion of first-year students admitted with over 80 per cent increased (Figure 3) and the number of students who chose York Science or Engineering as his or her first choice increased from 13.6 per cent to 14.3 per cent.

3. **Theft Prevention**: Although this seemed an odd goal, theft was the single most demoralizing event for FSE faculty and staff in 2003-2004. During the 2004-2005 year, Card Key access for exterior doors was put in place for Farquharson Buildiing, the Chemistry Building, and Petrie Science and Engineering Building. All the locks in the Chemistry Building were changed, and the locks in the other buildings were changed as needed. As importantly, security and local police took FSE's thefts seriously, investigated, and arrests were made. Facilities Services were very helpful with FSE's theft problems. The efforts paid off; theft of computers is down substantially. In real terms, this means that thefts are now a once or twice a month instead of once or twice a week occurrences.

4. **Research**: In 2004-2005, sixteen new faculty members joined the Faculty of Science and Engineering. FSE focused on serving these new members of the community, creating a system whereby their research grant applications were reviewed internally before submission. All but two new faculty members were funded this year – one member, in Biology, received a CIHR operating grant, a NSERC operating grant and a CIHR New Investigator's Award – an unprecedented success. Unfortunately, in a few cases, FSE and Facilities Services were unable to get the new labs of the new faculty up and working on time. Part of this was due to heavy renovation demands all over the campus, part of it was due to incomplete planning all round (including FSE's part), and part of it was due to unexpected needs of some new faculty. In one case, the entire lab of a retired faculty member had to be cleaned and almost gutted because of an old mercury spill. However, for the most part, the requirements of the huge influx of eager new faculty were handled successfully. The renovations in Lumbers (part of the associated ripple from the departure of Environmental Studies) were only slightly delayed, and overall renovations were completed within six months of the goal, on budget, and without any safety or security mishaps.

5. **Programming**: Because of the downturn in the "high tech" field, the Computer Science and Engineering programs have suffer from lower student interest and hence enrollments. Three new streams in Computer Science were crafted in 2004-2005 to meet the demands of the 21st Century for technology-adept graduates. Two others are in development. FSE brought forward a course in Emergency Management for a program of that name in Atkinson, as well as two new courses specifically for Atkinson's Nursing program – Microbiology and Biochemistry. A Pre-Medical Health Sciences stream was brought before FSE's curriculum committee and should be ready for Senate approval in the early Fall of 2005. Interdisciplinary programs in Bioinformatics at both the Graduate and Undergraduate levels are in the final stages of development.

Budget

The Faculty budget continues to prove challenging with the competing demands of providing excellent science and engineering student programming with the need to balance revenues and expenditures. In the 2004-2005 fiscal year FSE grew closer to a balance with the delivering of excellent education and research programs buffeted by a tightly controlled fiscal environment. The Faculty met the parameters of an overall management plan agreed to with the Vice-President Academic, including the fiscal objective of balanced management of resources, and so the Vice-President Academic provided $1 million towards a reduction of the FSE deficit. This consideration enabled the Faculty to reduce its deficit while maintaining its commitments to its students and faculty.

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 2005-2006 year within an environment that balances and manages its fiscal requirements.

Faculty of Science and Engineering

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	1,331,547	949,431
Internal cost recoveries	674,606	764,725
Other revenues	139,840	54,304
Central allocations	29,657,762	29,039,688
Total Revenue	**31,803,755**	**30,808,148**
Expenses:		
Faculty - Administration	977,392	1,064,966
Faculty - Full-time	13,767,827	16,468,979
Faculty - Contract	1,078,477	1,068,034
Teaching assistants	2,503,177	2,503,997
Research	1,650,574	618,657
Support/Administration	5,866,480	5,371,408
Other	38,179	-
Total Salaries and Benefits	**25,882,106**	**27,096,041**
Operating costs	4,191,314	3,634,110
Amortization of capital assets	-	-
Cost of goods sold	71,497	50,000
Taxes and utilities	239,046	244,450
Scholarships & bursaires	234,816	225,321
Interest on long-term debt	-	-
Total Expenses	**30,618,779**	**31,249,922**
Total Revenue less Expenses	**1,184,976**	**(441,774)**
Previous Year's Carryforward	**(1,262,677)**	**(77,701)**
Carryforward to Next Year	**(77,701)**	**(519,475)**

FSE's Goals for 2005-2006

1. **Natural Science**: The mid-term report of the Undergraduate Program Review is due - FSE must work to ensure it is doing everything possible to enhance the quality of courses and educational experience for the non-science student.

2. **Education**: Teachers in elementary and secondary schools are sometimes ill prepared in the sciences (for example, because they did not graduate from Science). Moreover, it is difficult for Science students to do the "concurrent education degree" at York because of time-table conflicts and heavy course loads. FSE will work with the Faculty of Education to develop a concurrent education program that works for science students - Canada need more science teachers or teachers that are comfortable talking about science to elementary students. At the current time, FSE is not taking much responsibility to promote this career. Education will develop with FSE a "Gen Ed" for Science students to expose them to the possibilities of a teaching career.

3. **Harmonization**: FSE will work with the Department of Mathematics and Statistics to help them harmonize their faculty members to a single Faculty. FSE will work with Arts and Atkinson to determine the best way to offer a full slate of required math and statistics courses for all York Keele campus students.

4. **Programs**: Develop both UG and graduate programs in areas of need and interest including Health Sciences, Bioinformatics and Biophysics. Develop more iBSc (International BSc) programs.

5. **Engineering**: Make any organizational changes to address York and CEAB's requests relating to accreditation.

6. **Research and Teaching**: FSE was founded on excellent research and continues to keep research accomplishments uppermost as it recruits and supports professorial stream faculty. Research is a priority in FSE, and research requires long intense stretches of time, extensive and expensive facilities and buildings worth of space. Teaching is an equally important mandate for the Faculty, and teaching in the Sciences and Engineering also requires intense stretches of time, extensive and expensive facilities and buildings worth of space. Similar to other Universities, York has a faculty stream in Science and Engineering - termed Alternate Stream - whose responsibilities are primarily teaching the undergraduate students. These faculty members (between 6-9 per cent of the faculty complement) have major responsibilities in FSE's undergraduate programs - for example it is an Alternate Stream faculty member who is the Undergraduate Program Director of the hugely successful Biology Program. FSE must develop a sustainable formula to allow Professorial Stream, research intensive faculty and Alternate Steam teaching faculty to be as successful as they possibly can in their separate but overlapping mandates. Teaching and research are equally important in the Faculty and at York. The secret to success in both is in the balance of responsibilities of individual faculty.

YORK UNIVERSITY LIBRARIES

Overview

The mission of the library 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. Under this mandate, the many strategic activities and ongoing programs at York University Libraries (YUL) serve to meet two broad goals.

- York University Libraries strive to be the best place for learning outside the classroom – be it in the library building or through the library's Web site.
- York University Libraries also strive to provide resources and services that are essential to the success of research at York.

How well are the Libraries doing? In the 2004 Globe and Mail survey of Canadian universities, York University Libraries received high ratings for their services, facilities and resources.

THE BEST PLACE FOR LEARNING OUTSIDE THE CLASSROOM

- 95 per cent of 9,000 respondents in a campus survey of students (conducted by Computing and Network Services at York University) indicated they use library workstations at least once a week.
- 10 per cent reported using this resource daily.
- The number of people entering Scott Library in a single day was equal to one third of the campus population.
- Over 17,000 students attended classes to learn how to find and evaluate information resources.
- Over 3 million people entered York University Libraries in 2004-05.

ESSENTIAL LIBRARY RESOURCES AND SERVICES

- Researchers and students have access to over 16,000 electronic journals.
- 40,000 books were acquired in 2004-2005 while over 700,000 items were borrowed.
- York students make greater use of virtual reference service than reported at any other university.
- In response to feedback from Graduate Students, YUL developed a Web page containing links and information for graduate students, designed a study space especially for graduate student use and delivered advanced workshops on using information resources in support of graduate research.

Figure 1: Summary of General Library Statistics

	2002-2003	2003-2004	2004-2005
Number of Items Borrowed	605,430	626,059	650,263
Number of Information Literacy Classroom Participants *	15,762	17,333	20,774
Number of Reference Transactions	126,939	128,745	135,818
Number of Electronic Journal Subscriptions	10,444	13,211	16,449

*Excludes students using online instruction modules.

Source: York University Libraries annual statistics 2004-2005

Figure 2: Statistical Summary of Librarians and Staff Complement*

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Librarians	35.1	37.8	38.8	38.4	38.4	40.6
CPM Staff	13.3	13.2	13.0	13.0	13.0	13.0
Administrative Support staff	149.0	147.2	143.4	147.7	153.9	154.7

*Excludes Law Library staff

Source: Office of Institutional Research and Analysis

COLLECTIONS AND SCHOLARSHIP

Collections are core to university research and teaching. One-time funds of $600,000 were allocated to augment the base acquisition funds. By participating in the Ontario Council of University Libraries collaborative initiative known as Scholars Portal, York University Libraries now provide faculty and students access to over six million electronic articles, up from six million last year. In 2004-2005, over $4 million was used to acquire electronic resources across all disciplines – comprising 47 per cent of the total collections budget. YUL built collections in support of new programs (e.g. Nursing), research (e.g. in engineering), and initiatives (e.g. internationalization). The physical collections are well used with over 700,000 items circulating from York University Libraries in 2004-2005. In support of this demand, over 40,000 monographs were acquired by YUL. The use of multimedia resources for academic activities is increasingly valued across the disciplines. For the sixth year in a row, Sound and Moving Image Library circulation activity increased more than 10 per cent.

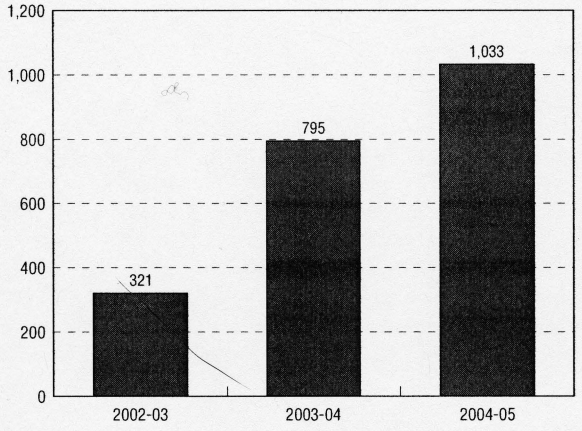
On the horizon: Strong collections are a priority for York University Libraries. Consequently, up to $700,000 in one-time funds is targeted to supplement YUL's acquisition base budget for 2005-2006. Plans for developing special collections are underway, with $60,000 allocated for further development of York's already significant holdings. For the fourth year, $100,000 in one-time funds will be allocated for additional copies of titles that are heavily used by York's large student population. In some cases,

e-books will be added as second copies. A new Digital Initiatives Librarian as well as partnerships with other units on the campus will make it possible to develop plans and initiate projects that will build an enduring digital collection of research materials. Unfortunately indirect research funds are expected to decrease, thereby reducing the amount directly allocated to purchase items for specialized research interests.

ACCESS

York is very successful in providing a positive environment for students with disabilities. YUL contributed by effectively using IT to improve ease of access to library resources. The outcome is a further increase in demand for YUL's disability services (see graph below) which necessitated assigning additional staff (1.5 FTE) and renovating space at Scott Library in support of the service.

Figure 3: Growth in requests for material in alternative formats such as Braille, audio books and electronic text.



Source: York University Libraries annual statistics 2004-2005.

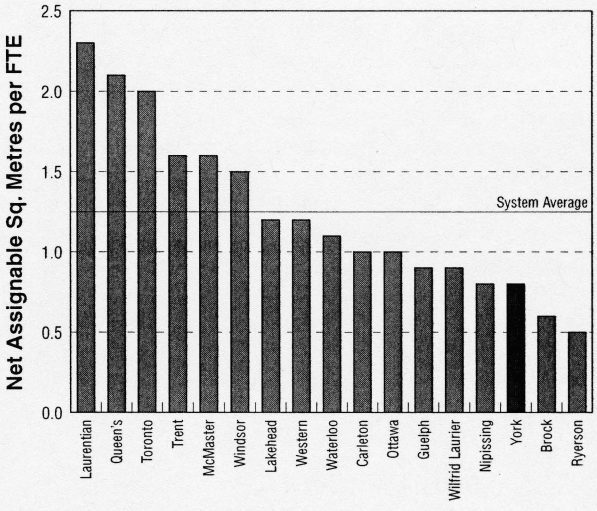
Through Scholars Portal, YUL is adding value to the online research and study environment. SFX, a software application introduced in September 2004, takes the researcher directly from bibliographic citations to the corresponding full text articles. RefWorks, another Scholars Portal enhancement, will copy a bibliographic citation directly into an online file from which students and researchers may automatically generate their bibliographies.

Next steps: In December 2005, provincial funding for Scholars Portal infrastructure will end. Effective January 2006 this $2,000,000 enterprise will be funded in an equitable manner by members of the Ontario Council of University Libraries (OCUL) based on criteria such as student FTE's and usage statistics. York's cost for the May 2006 through April 2007 period is estimated at $200,000. To keep Scholars Portal viable, it will be essential to solicit additional funds from OCUL libraries for ongoing developments and upgrades. Current plans include facilitating remote access to course readings, archiving electronic Ontario government publications (the province does not have a preservation program) and sharing storage costs for geospatial and numerical data.

LIBRARY AS PLACE

A comprehensive review of library space by Moffat Kinoshita Architects confirmed the existence of a significant gap between existing library facilities and the library space needs of York's large student body and growing research collections. The report indicates that the total square footage for York University Libraries facilities would need to double to accommodate the size of even the existing collection and to provide adequate space for our current students. A graph (see below), which ranks Ontario universities according to the library study space available per student, indicates York is well below the system average. Several institutions, including Queens, Toronto, McMaster and Carleton, have built or are planning to expand their library building facilities extensively. It should be recognized that York's commuting students make intensive use of the libraries between their classes.

Figure 4: Campus Study Space and Library Facilities – Per Student, 2001-2002

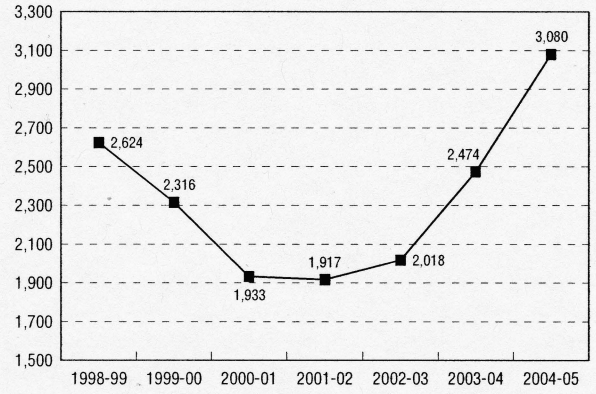


Source: 2001-2002 COU Space Inventory

Last year's biggest project was the total renovation of the Steacie Science and Engineering Library. It was a complete success, as it transformed a crowded library dominated by collections and shunned by students into an inviting, well-lit, totally wired and wireless study space with double the seating. Steacie is now filled to capacity throughout the academic year. A second important project was the creation of a wired classroom in Frost Library.

An analysis of study space within York University Libraries over time reveals student spaces were removed in 1998 through 2001 to house collections. (See below). Since then more study spaces have been added but with no net gain as the student population has grown significantly.

Figure 5: Number of study spaces in York University Libraries



Source: York University Libraries annual statistics 2004-2005.

Looking ahead: Three more projects are under way and further plans and decisions are needed. After consultations with graduate students, it was declared a priority to repurpose an existing general study area in Scott Library for exclusive graduate student use. Consequently, an existing room that contains 100 old-fashioned carrels will be converted into a Graduate Student Reading Room with workstations, laptop connections and a variety of soft seating and study tables. Wireless access throughout York University Libraries will be accomplished by September 2005. Renovations in the basement of Central Square will provide compact shelving in an environmentally-controlled area to house valuable collections such as archival manuscripts, rare books and special collections. Plans are being developed to convert 4,800 square feet in Scott Library once used for storing collections into public service space. Lastly, long term plans need to be made to address the issues identified in the Moffat Kinoshita Architects Report.

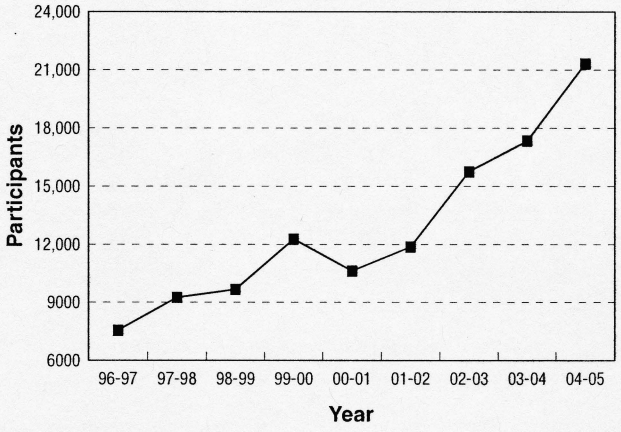
PEDAGOGY AND LEARNING

Educators are being asked to prepare students for a world of change and complexity and so are being encouraged to support the discovery and creation of knowledge through engaged learning. Engaged learning serves to give students skills, not in absorption and recall, but in discovery and discernment[1]. The Libraries provide for the University a range of resources and services that support engaged learning among students. Diane Oblinger[2], cited Malcolm Brown, who explained

Today, knowing includes critical thought, persuasive expression, and the solution of complex problems. It also means utilizing a well-organized set of facts to find new information and use it to solve novel problems.

In 2004-2005 the development of YUL's Information Literacy (IL) Program was a priority. The IL Program uses a variety of approaches to ensure that students know how to define their information needs, find information efficiently and critically evaluate what they have found in order to integrate it into their work. A new position, IL Program Coordinator, was established. Information literacy goals were articulated in the University's revised academic plan. Meanwhile, librarians continued to deliver IL classes including special workshops for graduate students. In 2004-2005 over 17,000 students participated in IL classes (see below) with others taking part in online modules.

Figure 6: Information Literacy Classes



Source: YUL annual statistics 2004-2005.

Information Literacy will remain a priority for next year. Undergraduate IL classes are being carefully reviewed with the goal of reducing redundancy, increasing the scope of what is taught and expanding the range of teaching methodologies. The Libraries want to work with academic units to include IL objectives and outcomes as part of the undergraduate program review documentation. The Council of Ontario Universities is encouraged to assess more clearly the impact of libraries on engaged learning in the National Survey of Student Engagement (NSSE).

LIAISON AND PROGRAMS

The Libraries have been striving to improve library communications with academic units by involving more librarians in liaison activities. Liaison librarians ensure library collections, services, and programs are more closely aligned with activities in a Department, School or Faculty. They are a key resource for faculty and graduate students who are working on research projects, developing course curricula or designing classroom assignments. As an example of what a liaison librarian can do, the liaison librarian for Nursing is actively involved in the development and delivery of the new masters program. Together, Nursing Faculty and the Nursing Librarian are exploring improved remote access to reserve materials, online library instruction, and a specially designed library Web site for Nursing. This is a stellar example of faculty-librarian collaboration.

Next year's focus: While additional support is needed for some academic units, a new area of focus will be on how to best develop library liaison links with the numerous research institutes on campus. For example, the Libraries can play a role in providing enduring access to electronic publications which are in text or multi-media formats. Librarians are also vital members of online research communities.

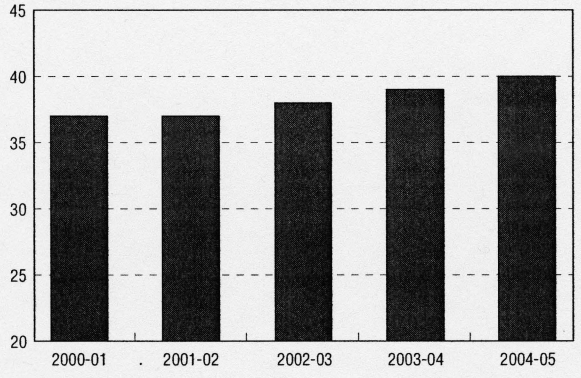
COLLABORATION

Collaboration is an effective strategy that aids YUL in meeting the goals of the University and the Libraries. YUL is a strong member on several campus initiatives and programs, including a campus identification/library card (YUcard), contributing to activities in the Center for Support of Teaching and implementing a shared campus image server. YUL has stepped forward to participate in national and provincial library projects including Ozone (for the archiving of Ontario government documents) and Synergies (a national project to increase online access to Canadian scholarly journals).

RESOURCES

As the Libraries have developed, new services and activities needed to be supported. Additional staff members were assigned to areas of increased activity including, for example, peer assistance with computers, library support for students with special needs, and virtual reference service. The Libraries made significant contributions to the University Records Project. Librarians are partnering with faculty in the delivery of credit courses and implementation of funded research projects. YUL is committed to ongoing funding for membership in consortia and collaboration projects that provide the campus community Scholars Portal and growing collections of electronic resources.

Figure 7: Total YUL Librarian complement including tenure stream and contractually limited appointments



Source: York University Fact Book (excluding Law Librarians).

More resources have been allocated towards fundraising. Several events were planned for the spring of 2005 to raise the profile of the Libraries and their donors. Activities are also underway for a Support the Libraries Web site and to publish a communications piece.

The coming year will bring new challenges. Budgeted for 2005-2006 is a major upgrade of YUL's library catalogue system, SIRSI. Scholars Portal will become an ongoing cost item in the budget. Over the past five years the number of librarians was increased through contractually-limited appointments. It is hoped that a new librarian position in 2005-2006 will be the first step in increasing the number of continuing-stream appointments. Department heads are carefully reviewing service delivery, library use and hours of service to prioritize services in anticipation of budget cuts in 2006-2007. Alternative plans are needed to address the challenge faced by YUL to house its growing collection beyond the next five years. A comprehensive plan for future library space must be considered by the University. Finally, LibQUAL+, the library service online survey, will be conducted in 2007 to assess the success of our endeavors in addressing the issues of crowded, noisy libraries and access to collections.

Budget

Expenditures in 2004-2005 for the libraries were in three major categories: salaries and benefits for 150 full-time staff and 200 part-time student assistants (50.5 per cent); print and electronic collection resources (40 per cent); and general operating expenses (9.5 per cent). The Libraries had three contractually-limited librarian appointments and several part-time librarians who provided support during sabbaticals and other absences. To accommodate the growing enrolment, for a third year in a row, $100,000 was spent to purchase additional copies of highly used materials. Existing and new consortia agreements continued to help YUL expand the number of e-journals that are available to the York community. YUL also spent over $700,000 on renovations to the Steacie Science and Engineering Library.

University Libraries

	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	973,441	941,550
Internal cost recoveries	54,573	44,000
Other revenues	(42,594)	28,495
Central allocations	21,851,512	21,842,711
Total Revenue	**22,836,932**	**22,856,756**
Expenses:		
Faculty - Administration	402,986	427,268
Faculty - Full-time	3,059,145	3,537,429
Faculty - Contract	193,089	205,424
Teaching assistants	5,752	-
Research	351,631	508,220
Support/Administration	7,390,175	7,197,452
Other	17,431	15,700
Total Salaries and Benefits	**11,420,209**	**11,891,493**
Operating costs	10,970,408	11,435,223
Amortization of capital assets	-	-
Cost of goods sold	120,860	136,352
Taxes and utilities	97,652	101,321
Scholarships & bursaires	-	-
Interest on long-term debt	-	-
Total Expenses	**22,609,129**	**23,564,389**
Total Revenue less Expenses	**227,803**	**(707,633)**
Previous Year's Carryforward	**1,469,266**	**1,697,069**
Carryforward to Next Year	**1,697,069**	**989,436**

The Libraries' budget reserve continues to be an essential component of plans for completing library renovations that are related to accommodation of York's growing enrolment. After conducting surveys and focus groups with graduate students, YUL is creating a dedicated quiet study room in Scott Library for graduate students with a variety of study seating types, wired and wireless computing facilities as well as a printer. Storage space in the basement of Central Square is being created to allow the conversion of existing storage space on the main floor in Scott into urgently needed public space. YUL is also building a reserve to support the upgrading in two years of 400 public access computers.

Resources from enrolment funds will assist YUL in addressing the collections, staffing and space needs of the growing student body and in supporting new initiatives.

Goals and Objectives for 2005-2006

- Extend YUL's Information Literacy Program and integrate information literacy instruction into program curricula in consultation with faculty.
- Seek additional continuing stream appointments to support the increase in graduate programs, new areas of research and growth of online activities.
- Increase the scope of electronic resources as new data bases are developed for areas such as arts and humanities.
- Extend image, media and data collections.
- Improve study space for Graduate Students.
- Provide environmentally controlled space for irreplaceable collections such as personal papers in archives, rare books, special collections, etc.
- Develop long term plans to address shortfalls in study and collections space.
- Partner with the University community to implement a single York identification card that can also serve as a library card.
- Explore partnerships on campus to create, publish, organize and preserve in electronic format York publications including theses, journals, images, and conference proceedings.
- Continue the development of YUL's fundraising activities.

Division of the Vice-President Research & Innovation

Stan Shapson, Vice-President
Suzanne MacDonald, Associate Vice-President

Overview

The division of the Vice-President Research & Innovation (VPRI) includes the Office of the VPRI, including the Associate Vice-President Research, 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 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 institutional leadership for research, research budgeting and human resources, as well as internal and external strategic research planning, research communications, and external (including government) relations, which includes an active research and innovation outreach strategy in the Town of Markham and the Regional Municipality of York. 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.

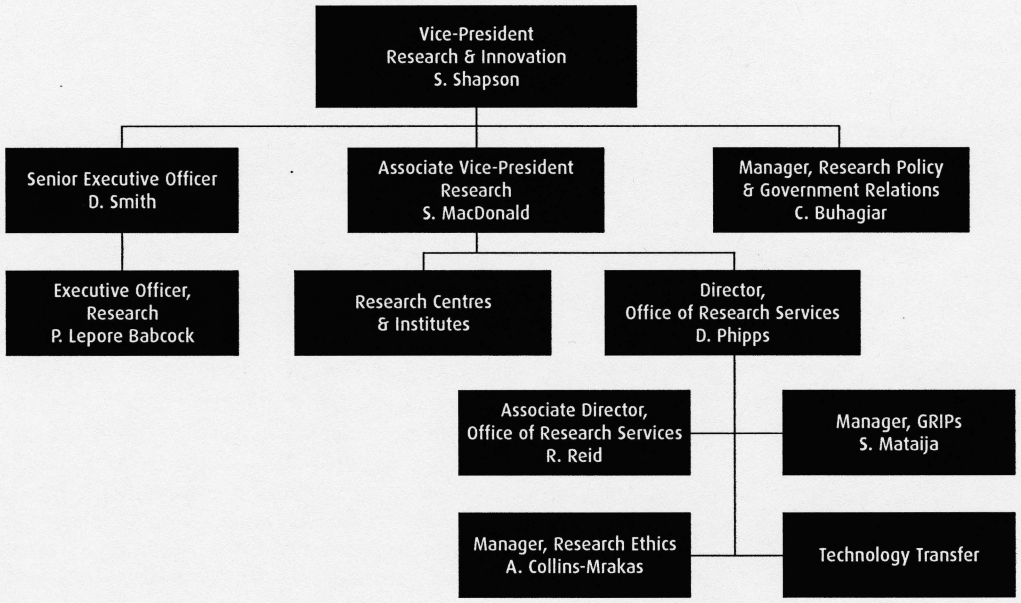
The Office of Research Services is responsible for delivering research grant and contract services to faculty members at York. In addition, ORS delivers services in the areas of research ethics, technology transfer and commercialization, government research infrastructure programs (such as those through the Canada Foundation for Innovation), and industry liaison.

The overarching goal of the division 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 curiosity-driven research strengths;

Figure 1: Division of the Vice-President Research & Innovation Organization Chart 2004-2005*



*Effective until July 1, 2005, at which time the Office of the Vice-President Research & Innovation was reorganized.

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 Context & Challenges

The division of the VPRI includes the budgets for the offices of the vice-president and the associate vice-president research, ORS, 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 versus private foundations), 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., increased requirements for matching funding in grant applications, mounting indirect costs of research, requirements for technology and industry liaison offices within universities, ethics requirements, and an expanding need for innovation and commercialization of research results) and so, for York to be competitive as a research university, it must have the flexibility to continue to strategically invest all financial research resources to advance the research agenda and meet government requirements and directives.

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

	Operating Results by Unit	
(Dollars)	2004-2005 Actuals	2005-2006 Budget
Office of the VP Research & Innovation	3,634,251	4,346,912
Office of the AVP Research	452,737	378,385
Office of Research Services	725,647	1,026,739
Academic Support & Research Centres	3,533,730	3,055,200
Total Division of Research & Innovation	**8,346,365**	**8,807,236**

Division of the VP Research and Innovation

	Operating Results by Expense Type	
(Dollars)	2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	1,134,629	1,068,693
Internal cost recoveries	443,899	253,507
Other revenues	1,243,500	555,548
Central allocations	4,878,072	5,423,547
Total Revenue	**7,700,100**	**7,301,295**
Expenses:		
Faculty - Administration	492,415	763,489
Faculty - Full-time	8,981	19,668
Faculty - Contract	14,705	14,705
Teaching assistants	25,182	29,252
Research	715,867	927,813
Support/Administration	3,008,496	2,734,077
Other	513,622	343,519
Total Salaries and Benefits	**4,779,268**	**4,832,523**
Operating costs	3,367,591	3,860,500
Amortization of capital assets	-	-
Cost of goods sold	-	-
Taxes and utilities	195,774	114,213
Scholarships & bursaires	3,732	-
Interest on long-term debt	-	-
Total Expenses	**8,346,365**	**8,807,236**
Total Revenue less Expenses	**(646,265)**	**(1,505,941)**
Previous Year's Carryforward	**3,986,311**	**3,340,046**
Carryforward to Next Year	**3,340,046**	**1,834,105**

Towards the end of 2004-2005, York received funding of $4 million as part of the federal Indirect Costs Program. This program presents the university with a unique opportunity to financially support institutional strategic research planning objectives and to strengthen and advance the research agenda at York University. It could also enable us to be more competitive nationally with universities who historically have a greater budget allocation to support research expenditures. Repeatedly, however, large percentages of the university's indirect cost allocation have been reassigned to meet overall budget pressures on the university, including a 50 per cent reassignment in 2004-2005. The indi-

rect costs funding is critical to the research and innovation division because, without this 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 since that limits the university's ability to make long-term commitments to improve the research environment at York. In 2004-2005, the university used the Strategic Research Plan 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. These funds will help to provide the resources to ensure that York becomes a more competitive force in advancing Canada's research and innovation performance. Given that this funding fluctuates annually and is not provided as a base commitment, the funds are expended only when a strategic need has been identified that advances and supports 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 where, for example, the further advancement of the research agenda and the maintenance of services and resources may not be possible. Financial pressures for science and technology research infrastructure cannot be met; matching course release support to the Social Sciences and Humanities Research Council of Canada (SSHRC) grants have increased 10-fold since 1999; and ORU reviews were introduced in 2000 without a base budget allocation to the division. New ORUs have been established and Distinguished Research Professor and Killam Fellowship grants have grown beyond the original 2000 budget allocation.

It is essential that the indirect costs funding continue to be dedicated to long-term, strategic research priorities 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 continue to advance as a research university.

Research Context & Challenges

Research is at the heart of the mission of universities. Through strong curiosity-driven research, universities create new knowledge for the benefit of society, prepare the next generation of highly qualified people, and transfer knowledge that contributes to wealth creation, social and cultural policies, and enhancements in our quality of life. As well, research and teaching are intrinsically linked and, in fact, it is active research that underpins the best university teaching – both undergraduate and graduate.

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. York is blessed with many assets that other institutions can only wish for – innovative faculty members, a location in the heart of the Greater Toronto Region, and close to 50,000 active students. However, in order for York to reach the pinnacle as one of Canada's preeminent research universities, it is crucial that we make the decisions necessary to transform York into a more research-intensive university – both in strategy and in implementation. Because of this, growing York's research opportunities remains a key priority for the university.

Simply defining York as a research university is not enough. We must also ensure that we differentiate ourselves from our competitors by communicating our niche. Most recently, York has referred to this niche in communications as *The York U Difference*. In research, much of this difference can be seen in our enunciated Strategic Research Plan 'hallmarks':

- **INTERDISCIPLINARY** – To see with fresh eyes and new perspectives – the vision to break down traditional academic boundaries and pursue interdisciplinary research. This is highly specialized research building new insights across disciplines.

- **COLLABORATIVE** – To develop research in an externally collaborative way by working with other like-minded institutions, industry, NGOs and community groups locally, nationally and internationally.

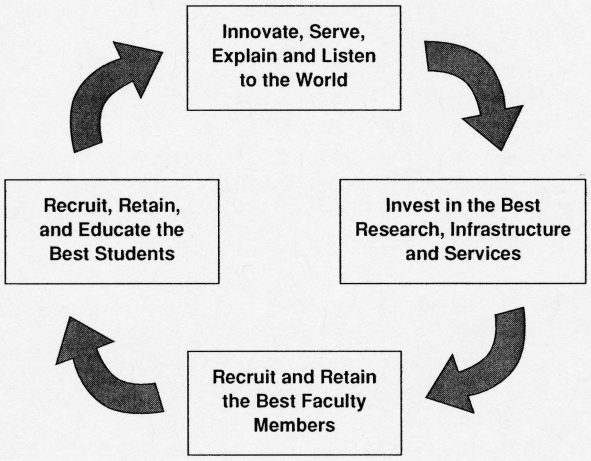
- **RELEVANT** – To ensure that research has an important impact upon the world in which we live.

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: In areas such as Health, Sustainability, International Studies, and Culture & Entertainment. 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 boundaries to respond to issues and challenges that shape our world.

Additionally, York is utilizing its historic strength in building effective partnerships and collaborations to ensure that its research has an impact within its communities – with a particular emphasis on the Town of Markham and the Regional Municipality of York.

Figure 3: The Interconnection Between Investment in, and Impact From, University Research



Source: VPRI

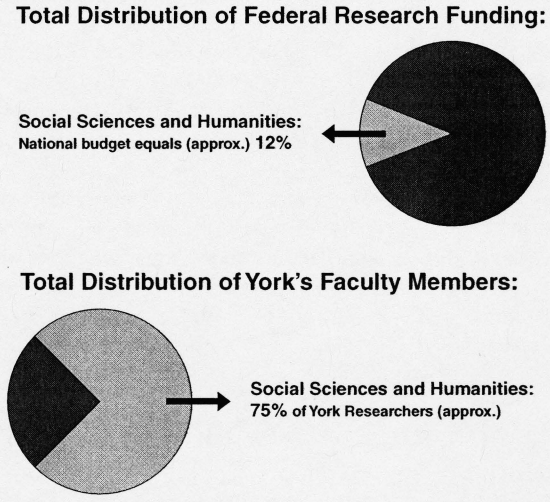
In past PBA reports, York's internal and external challenges have been discussed, including the challenge of gaining full recognition as a research-intensive university by policy makers and the public at large. While every effort is being undertaken to acknowledge the research excellence and research strengths that exist in areas at York, including ground breaking research that is second to none, the competition for external recognition is fierce and York must continue to focus its attention and respond to the challenges.

While the university has been witness to steady increases in research income over the past several years, it is now at a position of having likely reached a plateau in growth. While more analysis will be undertaken in 2005-2006 on York's research performance, it is likely that a combination of factors (including York's current structure and mix of programs, our dependence on government support for research that has slowed considerably, our mix of research cultures within the university, and the fact that some competitor universities have more resources to invest in research expenditures) may slow York's research growth over the coming years.

In addition, a number of significant external barriers remain in the way of York having the type of substantial growth in research income and activity that other universities are experiencing. For example, York remains unable to increase its place in the national rankings of research income. Representative or not, these rankings (and the measures of income and intensity) remain one of the important determinants of research stature in the minds of external stakeholders – government, funders, and the public. Without a transformative shift in university programs and structure, it is likely that all we can look forward to is small, incremental increases in research success and a continual increase in the research gap between the "have" and "have not" universities. This research gap between 'have' and 'have not' universities is growing every year and York continues to fall further behind its competitor institutions. As figures 5 and 6 indicate, while York continues to increase its research income year over year, so to do its competitor institutions. In fact, York's growth in research income between the years 1999 and 2004 has not kept pace with the system average or with many other institutions across the country.

Additionally, the imbalance between government allocated medical/science research funding and social science/humanities research funding remains a particular challenge for York. The amount of dollars invested in medical, science, and engineering research in Canada continues to greatly outpace those invested in social science and humanities research. Under this imbalanced system and regardless of the size of a university, those universities with medical schools (this would include veterinary programs as well) and large engineering programs continue to have access to much larger pots of research funds. And this trend is likely to continue. With limited resources, governments and other funders will continue to focus research investments into areas they view as economically important to their own jurisdiction and which appear to have (in the short run) commercialization potential. Many of the areas in which governments are currently committing funds, such as automotive and advanced manufacturing research, are areas where York has traditionally not had strengths.

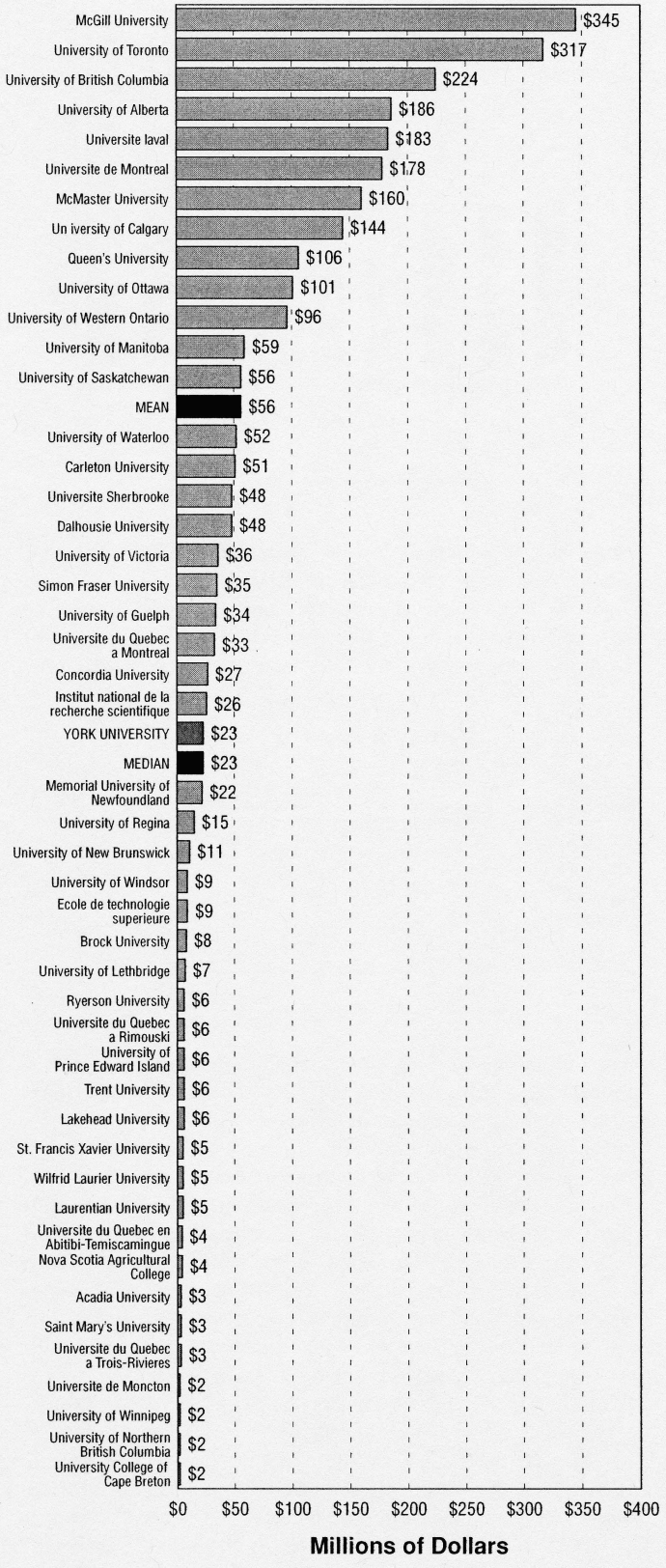
Figure 4: Comparison of Government Research Investments and York University's Faculty Cohort



Source: VPRI

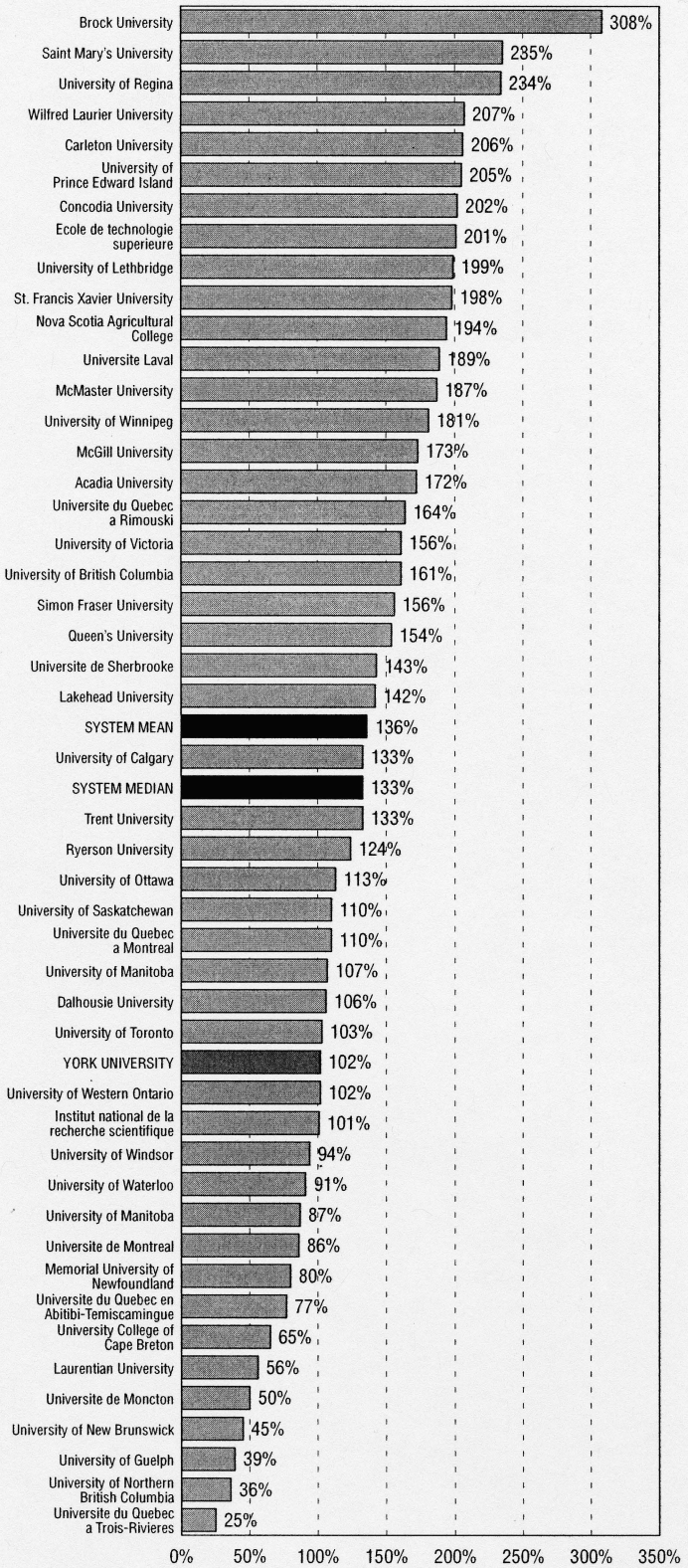
At the heart of being a research university is the goal of being home to the very best researchers and students from across the globe. Their recruitment and retention, however, is dependent on providing and maintaining world-class research infrastructure. Unfortunately, York ranks as one of the country's lowest investors into research space (as reported in a recent CanWest News survey). The past 5 years have seen a necessary commitment to

Figure 5: Actual Dollar Growth in Research Income from FY1999 to FY2004



Source: from published StatsCan/CAUBO data

Figure 6: Percentage Growth in Research Income from FY1999 to FY2004

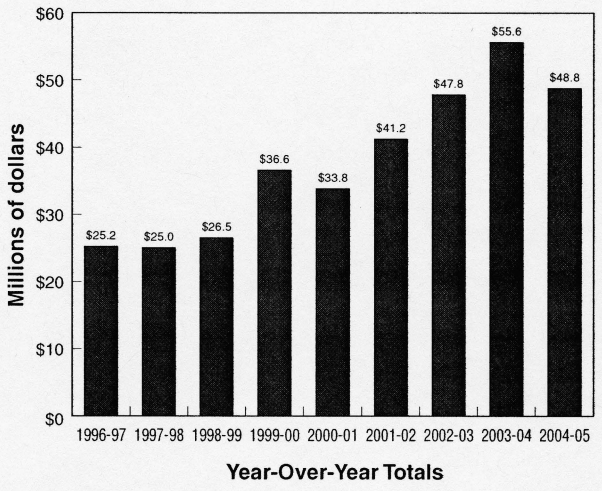


Source: from published StatsCan/CAUBO data

investing into classroom space. This is a trend, however, that must now be reversed. Our gaps in research space are now having growing negative effects, such as current difficulties being experienced in housing new specialized equipment and establishing new research centres in science. The next 5 years must see a commitment to investment into research space. This includes new research space and the conversion and remodeling of existing space for specialized research needs (e.g. health science labs, new media studios), as well as space for researchers and students to come together around interdisciplinary research.

While researchers at York continue each year to develop groundbreaking new knowledge, and our historic strengths continue to remain at the forefront of academia, it is important to recognize that there exists a real need to move quickly and strategically as an institution to catch our competitor universities in research income and investments. York finds itself at a crucial period in its development and must be prepared to act quickly and decisively to transform itself into the type of research-intensive university expected of Canada's 3rd largest academic institution.

Figure 7: Annual Research Income From All Sources



Source: compiled from ORS, Finance and York Foundation data

Strategic Research Achievements 2004-2005

The fiscal year 2004-2005 represented the fifth full year of operation for the Office of the VPRI. The achievements below still represent the early stages toward full implementation of the Strategic Research Plan (SRP), which was initially adopted by Senate in June 2001 and is updated annually.

In 2004-2005 York continued to witness leading research achievements including the awarding of the prestigious Steacie Prize for Natural Sciences to Professor Douglas Crawford, Canada Research Chair in Visual-Motor Neuroscience; the launching of the York Institute for Research & Innovation in Sustainability; the hosting of Canada's first national research conference on homelessness; and national media coverage of a number of York researchers.

1. INCREASING YORK'S RESEARCH PERFORMANCE AND NATIONAL RESEARCH RANKING

In 2004-2005, annual research income to York declined for the first time in several years. While the failure of the Canada Foundation for Innovation (CFI) to offer a competition in its large-scale Innovation Fund program during this year accounted for much of the decline (see section to follow), it is important to recognize that even if the CFI had held a competition, it is unlikely that the university would have witnessed the scale of growth that it has seen over the past several years. As indicated earlier, it is likely that the university's growth in research income has slowed and may have reached a plateau.

Additionally, York dropped to 24th position in the 2004 ranking of Canada's "top-50 research universities" (as reported by Research Infosource using StatsCan data to rank universities by total research income) and it is expected that the university will remain in that rank when the 2005 report is issued in November.

Figure 8: 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
2004 (FY02/03)	24th

Source: Research Infosource

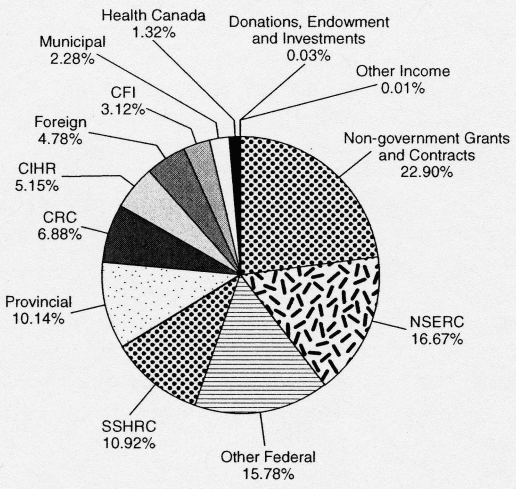
There continue to be data, statistical and reporting challenges in relation to research performance at York and efforts will be made in 2005-2006 to streamline data reporting and develop further comparative reports of research activity at York in relation to other universities across the country. For example, each year the university is required to submit research income and expenditure reports to Statistics Canada (StatsCan), which is published annually by the Canadian Association of University Business Officers (CAUBO). This published data is consistent for each Canadian university and, thus, allows certain comparisons between institutions and against the system as a whole. The published data, however, is always one year behind. For example, for this 2004-2005 PBA, we only have access to the StatsCan/CAUBO data for FY2003-2004. While this data will always be a year behind, it does provide the best opportunity for consistent comparisons and, therefore, we will begin to make additional use of analyses derived from this data. Some of these analyses are provided in this PBA. In addition to the StatsCan/CAUBO data, the university provides a different set of data on research performance as part of the Maclean's Magazine annual survey of universities. The data provided for this is based on different years and only within a

narrow set of overall research income. Likewise, the data provided for the PBA by the Office of the VPRI (see figure 7 above) counts the value of grants and contracts as they are awarded to York (as opposed to cash received as reported by York Finance to CAUBO). The PBA data also includes sources of research income that are not included in the StatsCan/CAUBO data and for a more recent set of dates then the StatsCan/CAUBO report.

Federal Tri-council funded research

Success in tri-council competitions (excluding funding from tri-council supported competitions such as Networks of Centres of Excellence and Canada Research Chairs) made up approximately 40 per cent of this year's total external research funding from grant competitions and contract research that is managed through the Office of Research Services. Tri-council funded research continues to be the single largest source of funding for York University researchers and it is critical that York maintains its competitiveness in these competitions. 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 Chair allocations 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 competitions, 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.

Figure 9: York University's Sources of Research Income 2003-2004



Source: from published StatsCan/CAUBO data

Funding from the tri-councils received by York University totaled $15.5 million in 2004-2005, an increase of more than $600,000 (or 4 per cent) over the year before. This represents installments received in 2004-2005 from successful competitions over the last 3-5 years and is, therefore, actually a measure of past success.

In contrast, the funding secured by York researchers in the fall 2004 tri-council open competitions (SSHRC Standard Grants, NSERC Discovery Grants, CIHR Operating Grants) is an indication of future success over the next 3-5 years. In addition to very positive results in these open competitions, York also experienced success in all the tri-council strategic competitions including the SSHRC Research Creation Grant competition.

York's performance in each of the three granting councils is highlighted below.

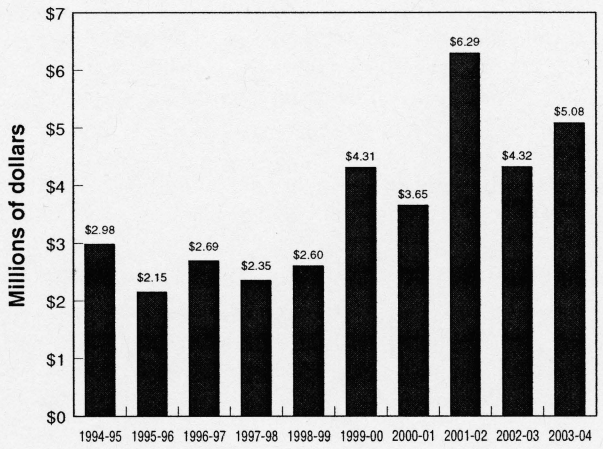
Social Sciences and Humanities Research Council (SSHRC)

Funding received from SSHRC in 2004-2005 declined 4 per cent over that received the previous year. This was consistent with SSHRC investing less in their Standard Research Grant competition this year over the last year, an indication that while York has not been able to increase its success in the recent past, it also has not been in decline relative to the total amount invested. The results of the fall 2004 SSHRC Standard Research Grant competition showed an increase in applications from York of 58 per cent and an increase in future funding of 11 per cent over the previous year. We attribute the increase in the number of applications to a growing research culture at York fostered by an increase in services and support provided to our researchers through VPRI including ORS and the Faculty Research Officers. We are hopeful that this is an indication of future success; however, that success needs to be tempered with the awareness that SSHRC continues to be under funded relative to the other two granting councils (as highlighted in an earlier section of this report). York's future success will be dependent upon SSHRC's success in obtaining additional funding from the federal Government.

In addition to success in the fall 2004 Standard Research Grant competition York was again successful in securing two Research Creation Grants, maintaining its level of success in this important SSHRC strategic competition. York researchers also received funding from other SSHRC programs such as Aboriginal Research Grant, Research Development Initiative, Strategic Research Cluster Development Grants, Canadian Initiative on Social Statistics, Access to Research Data Centres, Official Languages Research and Dissemination Grants, Aid to Research Conferences, and Aid to Research and Transfer Journals.

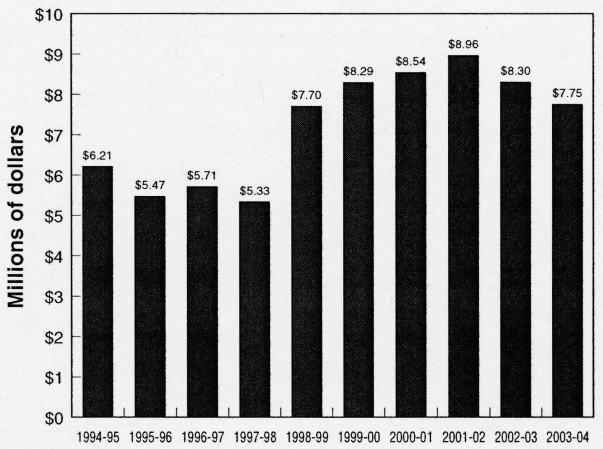
Figure 10 shows the university's performance through 2003-2004, as reported to CAUBO, and highlights the rather volatile nature of annual research income from SSHRC. More analysis will be done in 2005-2006 to explain the factors contributing to this cyclical pattern.

Figure 10: York University's Research Income from SSHRC



Source: from published StatsCan/CAUBO data

Figure 11: York University's Research Income from NSERC



Source: from published StatsCan/CAUBO data

Natural Sciences and Engineering Research Council (NSERC)

York received a similar level of funding from NSERC in 2004-2005 as it did the previous year, however, income levels from NSERC have witnessed several years of small decline in funding (see figure 11). Results from the fall 2004 Discovery Grant competition, however, are more encouraging. While applications to this competition by York researchers increased 35 per cent, success in this competition (as measured by the total amount of future installments) increased 67 per cent. In addition, York researchers were successful in other NSERC competitions such as equipment grants and Northern Supplements. In order to continue to build on this indicator of future success and improve our current level of performance, York must enhance its investment in research infrastructure including space, equipment, and research services.

Figure 11 shows the university's performance through 2003-2004, as reported to CAUBO, and highlights a small but steady decline in research income from NSERC. Initial analyses indicate that one of the factors in the decline is a reduction in the size of the grants awarded by NSERC. However, more analysis will be done in 2005-2006 to better understand the cause of the declines.

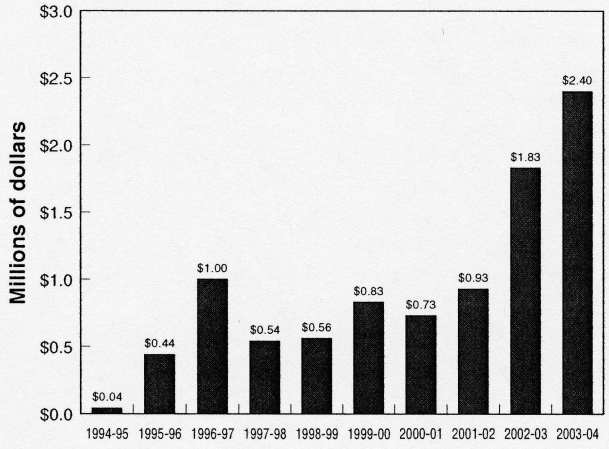
Canadian Institutes of Health Research (CIHR)

In 2004-2005 York continued its growth in research funding from CIHR. Past performance as measured by installments received in 2004-2005 increased by 30 per cent and success in the fall 2004 Operating Grant competition (as measured by total future installments) increased 295 per cent.

The Office of the VPRI has made strategic investments in health research through the Strategic Research Planning Group for Health Research and through health-related ORUs such as the York Institute for Health Research, the Centre for Vision Research, the Centre for Research in Mass Spectrometry, the LaMarsh Centre for Research on Violence and Conflict Resolution. These investments are beginning to pay off in increased success in the CIHR Operating Grants competition. York needs to continue to increase its investments in health research and health researchers whose research usually requires greater investments in equipment and space than other disciplines. York also needs to align the research of existing and new researchers with programs offered by the CIHR Institutes if it wishes to increase its participation and success in CIHR's strategic competitions, as well as CIHR Operating Grants, and thus increase its national standing in CIHR.

Figure 12 shows the university's performance through 2003-2004, as reported to CAUBO, and highlights the major growth in research income from CIHR. More analysis will be done in 2005-2006 to determine how best to ensure continued growth.

Figure 12: York University's Research Income from CIHR (formerly MRC)



Source: from published StatsCan/CAUBO data

2. ENHANCING SERVICES TO YORK RESEARCHERS

The goal of the division of the VPRI is to provide all York researchers with the highest levels of service, support and resources, and the leading-edge tools that 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.

A specific focus in 2004-2005 was the issue of post-award services for researchers. This had been an ongoing challenge for the university and required the support of multiple vice-presidents. In 2004-2005 a post-award services planning committee was formed to help facilitate discussions and action between the key units, and that committee published the university's first-ever guidebook to post-award services.

Given the current budgetary challenges for the Division and the importance of enhancing services for our researchers (in order to ensure that they are internationally competitive), increased budget investments for services will be critical.

Government Research Initiatives Programs (GRIPs)

Government Research Initiatives Programs (GRIPs) include the major infrastructure grants of the Canada Foundation for Innovation (CFI), salary awards such as the Canada Research Chairs (CRC) and major operating grant competitions such as the Ontario Research and Development Challenge Fund (ORDCF). Although faculty are intimately involved in the development of the application and are the ultimate beneficiary of the grant or salary award, all of the GRIPs competitions are institutional applications and must conform to the Strategic Research Plan of the university.

York was awarded $4.8 million from CFI related programs in 2004-2005. These include CFI awards from New Opportunities Fund and From CFI awards associated with CRCs. This is in contrast to $11.6 million awarded to York in 2003-2004. The drop in CFI awards was exclusively due to the lack of a CFI Innovation Fund competition, the major, multi-million dollar research infrastructure competition. In 2003-2004 York was awarded CFI Innovation Fund grants for Jack McConnell and Peter Taylor. Together these accounted for over $7 million in funding. The absence of a major CFI Innovation Fund competition this past year accounted for the reduced CFI funding awarded in 2004-2005. All universities in Canada will likely have experienced a similar drop in CFI awards in 2004-2005.

In 2005-2006 CFI is again holding major infrastructure competitions. York shall be participating in all CFI competitions being held in 2005-2006 and it is anticipated that CFI awards will be granted in 2006-2007.

Research Ethics

York University is fully compliant with all federal, provincial and external ethics guidelines including the Tri-Council Policy Statement on Research Ethics Review. York has received its annual Certificate of Good Animal Practice demonstrating compliance with the guidelines of the Canadian Council on Animal Care.

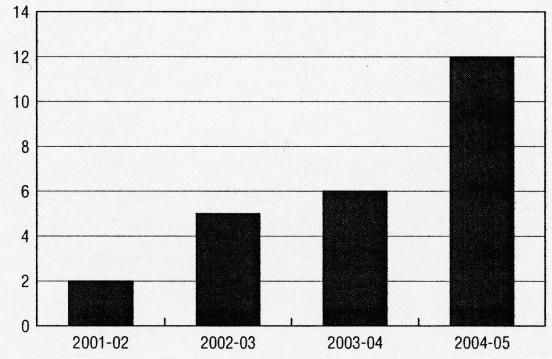
It is important to note that an increase in research awards results in an increased workload in all ethics committees, and in particular the Human Participants Review Committee. Prior to 2002, the average number of protocols reviewed per year was approximately 150. However, in 2003-2004 over 200 protocols were reviewed and over 80 student protocols reviewed. Continuing with this trend, in 2004-2005 nearly 260 protocols and 125 student protocols were reviewed by the committee. This represents a nearly 30 per cent increase in protocols in one year alone. To facilitate the review process new forms and documents have been added to the online ethics resource centre available on York's research website. Furthermore, education of students, staff and faculty continues to be a priority for VPRI to ensure that all research at York is conducted in a transparent fashion according to the highest ethical standards.

Technology Transfer, Contract Research, and Knowledge Mobilization

As part of its mission, York University is committed to the dissemination of knowledge. Knowledge generated by York researchers is frequently disseminated to academic audiences in books, peer-reviewed journal articles, and through participation in academic conferences and symposia. Where appropriate, and where desired by the researcher, new knowledge is also disseminated to other audiences. Through the Office of Research Services, York offers its researchers a fully integrated suite of technology commercialization services, which includes the assessment of commercial utility, patent filing and prosecution, and through partner organizations such as the Innovation Synergy Centre in Markham and York Biotech, a full range of commercialization services to assist in identifying investors and licensees for research technologies.

ORS received 12 invention disclosures in 2004-2005 a 100 per cent increase over the previous year. York filed one new patent application and filed international applications on two previously patented technologies. York now maintains a patent portfolio of 13 active patents or patent applications.

Figure 13: Annual number of invention disclosures by York Researchers



Source: Office of Research Services

In addition to invention disclosures, York researchers also created new companies, such as GeoTango, as vehicles to commercialize their research.

Contract research (where a funding partner pays a York researcher to undertake research on the partner's behalf) is an additional means of creating new knowledge and transferring that knowledge to potential users. York maintained its level of contract research activity in 2004-2005 and received almost $6 million in contract research funding. Research contracts were undertaken with partners from government, industry, and international organizations such as the European Union.

While technology commercialization primarily serves the needs of researchers in science and technology related disciplines, social scientists and humanists also can benefit from connecting the results of their research to diverse audiences who can employ their research in the development of new policies and practices. In 2003-2004 VPRI committed to developing a strategy for knowledge mobilization for the social sciences and humanities. In 2004-2005 York partnered with the University of Victoria to apply for funding from the tri-council to fund this strategy and pilot a knowledge mobilization unit at each university. The result of this application will be known in 2005-2006 and, if successful, York and the University of Victoria will create the first social sciences and humanities knowledge mobilization unit in Canada.

3. EXPANDING YORK'S RESEARCH IN STRATEGIC AREAS

York remains committed to providing the support necessary to expand its research into new and strategic areas while simultaneously supporting its traditional areas of strength.

In 2004-2005, the Office of the VPRI provided modest support to assist researchers to develop university-wide networks and collaborative efforts in the areas of Aboriginal and Indigenous research, Space research, Invasive Species research and other areas that cross departmental and Faculty boundaries

In addition, the Office of the VPRI provided support for key researchers in the areas of Health research and Culture & Entertainment research allowing them the opportunity to travel to Atlanta, Georgia and the surrounding area with the goal of developing international linkages and expanding collaborations with universities in that region.

4. EXPANDING YORK'S EXTERNAL OUTREACH

York University is committed to an external research strategy aimed at connecting its research to the region and helping to drive socio-economic development and innovation locally and across Canada. York's strategic research plan is designed to ensure its engagement with the local community (with a specific focus on the Town of Markham and the Regional Municipality of York) directly through technology transfer, knowledge exchange, and partnerships. Research serves to establish York as the agent of innovation within the community – contributing to economic, scientific, cultural, and social development, and serving as a driver of economic growth and innovation in the GTA.

In the past three years, York University has made substantial progress in building solid partnerships with the Town of Markham and the Regional Municipality of York, as well as with organizations within each municipality. Three years ago, York University had neither research presence nor visibility in its nearest local community, York Region. Discussions in the Region revealed that people knew York mainly for its undergraduate programs and its professional schools, indicating clearly the challenge of highlighting York research.

At that time the Office of the VPRI began to address this challenge with the following results:

- Exploration of the Innovation Synergy Centre concept with the Town of Markham;
- Participation in the York Region symposium on recruitment, retention, and renewal of knowledge workers;
- Membership in Human Services Planning Coalition (HSPC);
- Formation of a partnership – York Region, Markham, and National Research Council (NRC) – to work towards a regional economic cluster initiative under the Province's auspices.

Parallel to the local outreach has been a concerted effort in Ottawa and at Queen's Park to win support for our outreach strategy, mainly with senior officials in NRC and the Ministry of Economic Development and Trade. York's outreach strategy aligns well with provincial and federal priorities around cluster development, the growth of SMEs, and commercialization.

In 2004-2005, the York partnership with Markham and the NRC resulted in the successful launch of the Innovation Synergy Centre in Markham (ISCM). As part of York's involvement as a founding member of the ISCM, researchers and MBA students from the Schulich School of Business will be undertaking an ISCM Impact Study.

In 2004-2005, York University and its partners were awarded $1.25 million over four years from the Ontario Ministry of Economic Development & Trade to launch the York Biotech initiative. Formerly called the York Regional Biotechnology Cluster Consortium, York Biotech is a regional innovation network and not-for-profit community development corporation founded by York University, The Regional Municipality of York, The Town of Markham, and Sunnybrook & Women's Health Sciences Centre. The network has more than 40 members and has launched its Web site (www.yorkbiotech.ca) as well as a series of programs and activities intended to increase biotechnology R&D in the region.

The willingness of high profile industry executives to sit on the boards of both the ISCM and York Biotech is another important success for York's outreach strategy.

Also in 2004-2005, researchers from York University collaborated with the HSPC to develop a research study of settlement services for immigrants.

Initial work also began this year on concepts for the development of a York Health Research Network (HRN), as well as the Consortium on New Media, Culture, and Entertainment R&D in Toronto (CONCERT).

5. BUILDING YORK'S RESEARCH REPUTATION

Developing and implementing a strategic and comprehensive research communications and government relations plan continues to be of paramount importance and is imperative if York is going to increase its research capacity and reputation. The major challenge to moving forward with such a plan continues to be resources – both money and staffing. However, a number of initiatives continue to be developed.

In 2004-2005, for example, the Office of the VPRI launched several new brochures that outline groundbreaking research across the university within key research themes that cross departmental and Faculty boundaries. Additionally, the VPRI and its staff continued in 2004-2005 to build relationships within governments at all levels and hosted several key officials for meetings and to tour research facilities at York.

Strategic Research Goals for 2005-2006

In order to continue to implement the SRP, the VPRI has set the following strategic research goals for 2005-2006:

1. INCREASING YORK'S RESEARCH PERFORMANCE AND NATIONAL RESEARCH RANKING

- Undertake comparative analyses 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 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 and Ontario Research Chairs), including research infrastructure.
- Continue to increase SSHRC participation rates.
- Implement the VPRI 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.
- Undertake comparative analyses of expenditures on research services and research infrastructure against comparator universities.
- 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.
- Continue to enhance the services and coordination with other divisions involved in the post-award process and explore online service options in this regard.
- 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.
- 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 provide an environment that assists researchers to break down disciplinary boundaries so that those who wish to pursue important interdisciplinary projects have the support and encouragement they require.

4. EXPANDING YORK'S EXTERNAL RESEARCH & INNOVATION OUTREACH

- 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 leadership in York Biotech, the Innovation Synergy Centre (ISC), and the York Region Human Services Planning Coalition (HSPC).
- Continue to expand York's international research linkages.
- Lead the development of a Health Research Network within the GTA.
- Lead the development of a regional innovation network in the GTA aimed at converging the arts, technology, and business as part of an overall Culture and Entertainment research strategy.
- Increase industry liaison activities and specifically target potential areas for NSERC Industrial Chairs.

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 Research.
- Continue to develop promotional materials to increase awareness of York's research strengths.
- Increase York's government relations activities (e.g. lobbying for the creation of a local National Research Council facility).
- Engage the Board of Governors and other key stakeholders (including alumni) to assist in building our reputation.

Division of the Vice-President Students

Robert Tiffin, Vice-President

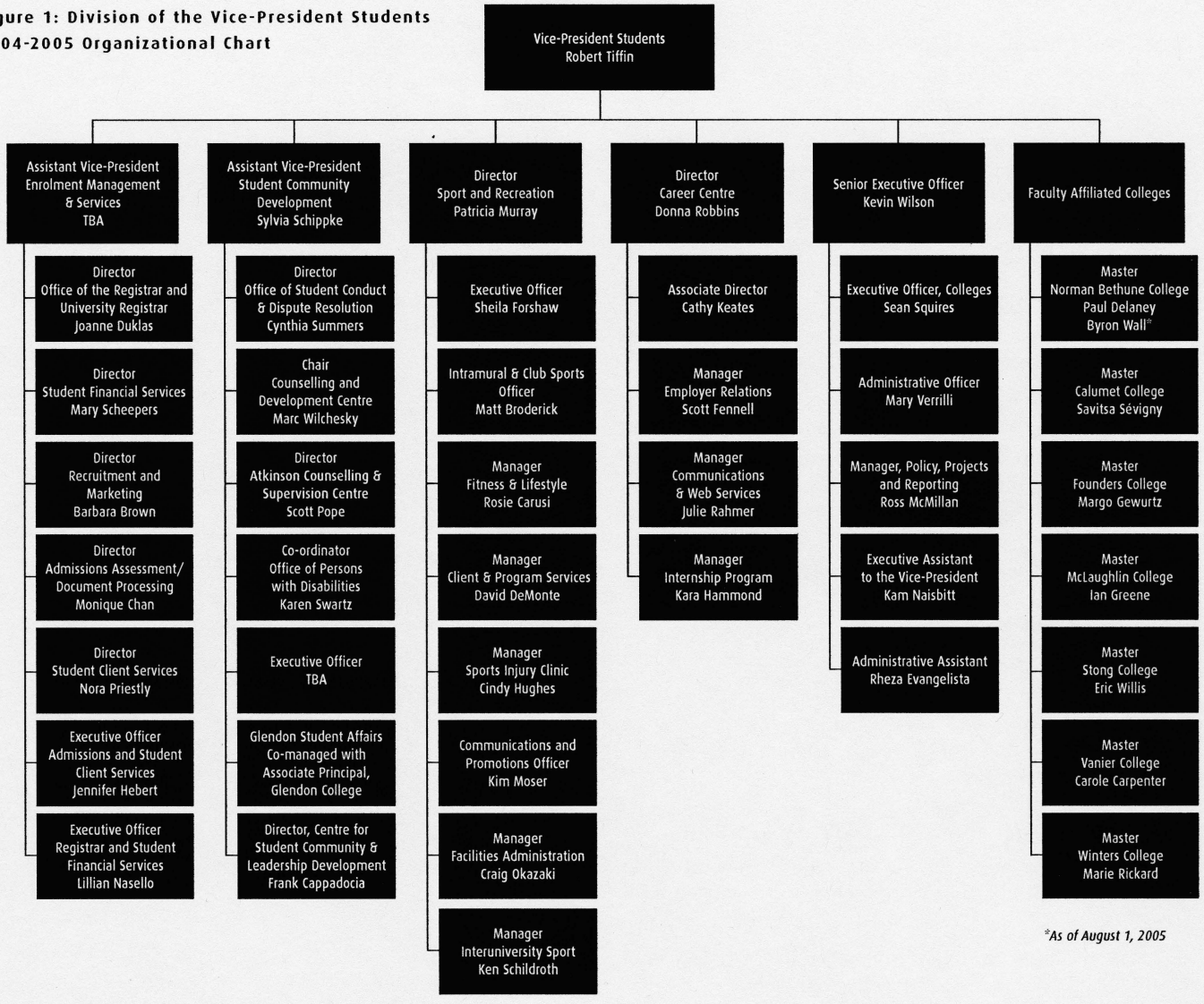
Divisional Overview

The Vice-President is responsible for the Division of Student Services, which has operating responsibilities for central student services (see Figure 1 for organizational chart).

2004-2005 saw a great deal of change in the structure and senior personnel in the division: Vice-President Bonnie Neuman left the University and following a search, was replaced by Robert Tiffin; hiring was completed for Director positions in Registrarial Services, Student Client Services, the Office for Student Community & Leadership Development and the Office of Student Conduct and Dispute Resolution, and a new Senior Executive Officer was hired in the Office of the Vice-President Students.

In the past several years there have been numerous changes to the Division of Student Services. Chief among them has been the creation of a clearly articulated vision for integrated service that is student-focused. The Student Services Centre, which came on stream in February 2004 and houses the core student services including the newly created Student Client Services unit where students can visit or call for a variety of concerns, has been a key part of that process. The development of new and enhanced online services is another way in which the Division continually improves student services. Finally, the Division works closely with the Faculties to coordinate service offerings, share information and collaborate on new initiatives.

Figure 1: Division of the Vice-President Students 2004-2005 Organizational Chart



**As of August 1, 2005*

During 2004-2005, the commitment to increasing the sense of community and engagement between the University and the student population was reinforced by the renaming of the Student Affairs portfolio to Student Community Development. This also involved organizational changes with the renaming of the Office of Student Affairs to the Centre for Student Community and Leadership Development. In addition, the Office of Student Conduct and Dispute Resolution was created. These areas have undertaken a number of new initiatives in support of the University's commitment to building community and improving the student experience.

All administrative units in the Division of Student Services are increasingly active in the area of measuring results so that performance can be continually improved.

DIVISIONAL RESULTS SUMMARY FOR 2004-2005

This year saw the implementation of new initiatives in support of the Division's 2004-2005 objectives. More detailed results are reported within each unit.

1. Implement the student focused service agenda

- The cross-training of front-line service representatives in Student Client Services continued;
- New online services were implemented and a Divisional IT plan which attempts to encompass the needs of Faculties is being formulated. To facilitate this discussion the Registrar's Roundtable, a collaborative effort with University partners external to the division, was established.

2. Strategic Planning

- Strategic planning is ongoing at the unit level, and is reviewed and updated on a regular basis;
- The Vice-President meets with senior managers and divisional directors regularly to review priorities, share information and report results.

3. Maintain enrolment market share and quality of first year class

- These objectives were achieved (see Figures 6 and 7).

4. Revise key policies

- The scholarships and awards policies were revised and approved by Senate;
- A review undertaken with CCAS resulted in the approval by Senate of a new set of policies and guidelines governing the scheduling of examinations.

5. Ongoing service quality and workload assessment

- Q-matic technology in Student Client Services measures service time responses, which will be measured year-over-year on a going forward basis;
- All departments are now actively engaged in the collection of quantitative data on the services delivered.

6. Improve service delivery to students

- As the rest of this section demonstrates, improvements in service delivery – especially with respect to online services – have been made throughout the Division.

7. Improve student affairs' organizational infrastructure

- This objective was achieved and the details of the implementation are provided in the Student Community Development portion of this section.

8. Improve University communications with enrolled students

- A new feature called "NoteBox" was developed jointly with CNS. It provides the opportunity to send messages to all or selected groups of students. The messages are accessed when students log-on to their Passport York accounts (to use other services for example, enrolment and grade reporting).

DIVISIONAL STRATEGIC DIRECTIONS FOR 2005-2006

1. Enhance the learning environment and experience of York students through the establishment of programming that will promote engagement with the university community

- Establish unique programming through Student Community and Leadership Development;
- Develop new working relationships with our partners in student government;
- Work closely with Deans and departments such as the Centre for the Support of Teaching to identify services that will facilitate the engagement of students in the classroom;
- Employ survey results, e.g. NSSE and CUSC, to identify and focus on specific areas requiring the university's attention to enhance the overall student experience.

2. Revise key policies

- Establish a task force to review, consult widely, and make recommendations to revise policies and guidelines governing the conduct and discipline of students;
- Work closely with Faculties and Senate committees to develop policies governing the scheduling of the academic year and new admission and scholarship policies;
- Work closely with Access York to develop new policies governing the responsibilities of students with learning/physical disabilities as well as the administration of examinations/tests for students with disabilities.

3. Establish a task force to review, consult widely, and make recommendations concerning the mission, role and future mandate of the Colleges on the Keele Campus

4. Maintain and enhance enrolment market share and the quality of our first year class

- Build upon the significant gains experienced in the past two years through unique recruitment programs, publications, and conversion activities.

5. Achieve enrolment targets

6. Maintain a student-focused service agenda

- Cross-training of all front-line service representatives will remain a priority;
- Professional development across the Division will be maintained;
- New web applications for students and faculty, e.g. degree audit and electronic grade collection, will be a priority this year.

7. Enhance Career Centre programming, profile and services

- Build upon the strategic planning process undertaken this year to provide more co-ordinated, across-campus career services for students and employers.

8. Review and refine the Division's strategic plan.

- Develop key performance indicators for each unit on the basis of the current quantifiable and survey data collected.

Divisional Budget

In 2004-2005, revenues exceeded projections due to the Divisional share of revenue fees and some changes to centrally allocated funding. At the same time, the Division also made cost savings while continuing to make progress in its goal to enhance services to students. The overall result was a significant improvement to the budgeted year end position. This better than expected position will enable the Division to proceed with more initiatives to progress in the delivery of services within certain key areas where resources are required. The staff complement that delivered these services is summarized in Figure 2. The Division expects to finish the 2005-2006 fiscal year in a negative position in order to utilize carryforward funds for challenges next year which include:

Student Financial Support

The Division continues to pay down higher than projected costs associated with the admission scholarships awarded in the double cohort year. This has resulted in significant changes to the scholarship program and further modifications are being proposed to maintain York's competitiveness for the top students in the province. The introduction of the *Student Financial Profile* will permit the University to better understand the financial profile of our applicants and their families so that additional bursary and work/study support may be directed in the coming year.

Counselling Services

Enrolment growth over the past three years continues to place even greater demands for personal counselling and learning skills workshops and advising. To meet this demand additional resources will be directed to these units and physical space available for these services will be evaluated.

Accommodation for Students With Disabilities

The number of students registered with our services has doubled, from 1,245 to over 2,500 in the past three years. The range of disabilities now supported and the diversity of accommodations sought is very broad. Areas such as the accommodations for special examinations will undergo extensive review but it is fully anticipated that additional staffing and expenditure on technology will be required to support the units.

Student Engagement

This will be a significant area for the Division of Students as we attempt to better understand the issues and explore programming that will enhance the level of engagement of our students. Extensive use of surveys, additional staffing in specific areas, and innovative programming will be required across the Division.

Enhancement of Student Space

A review of student lounge space is currently underway. Funds from the Division have already been invested in the Colleges, e.g. Vanier and Stong Junior Common Rooms, and it is anticipated that funds will be invested in similar undertakings in the Colleges to provide enhanced, desirable student space that will meet the needs of commuter students. The Division will also set-aside some funds for renovations in other areas e.g. Sport and Recreation.

Division of VP Students

	Operating Results by Unit	
(Dollars)	2004-2005 Actuals	2005-2006 Budget
Office of the VP Students	3,493,483	2,595,372
Office of Admissions	6,468,748	7,095,869
Office of the Registrar	3,426,909	3,863,681
Enrolment Management and Service Administration	2,124,253	2,305,629
Student Community Development & Colleges	15,746,942	14,730,342
Sport & Recreation	4,726,483	5,434,737
Office of Student Financial Services	2,753,026	2,784,258
Scholarships, Bursaries, and Awards	24,873,627	24,172,223
Total Division of VP Student	**63,613,471**	**62,982,111**

Division of VP Students

(Dollars)	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	4,895,136	4,311,350
Internal cost recoveries	1,491,615	1,226,011
Other revenues	245,444	600,311
Central allocations	56,973,298	56,757,029
Total Revenue	**63,605,493**	**62,894,701**
Expenses:		
Faculty - Administration	105,164	74,389
Faculty - Full-time	194,826	126,676
Faculty - Contract	87,434	107,505
Teaching assistants	100,285	58,340
Research	253,281	126,867
Support/Administration	23,601,756	25,171,777
Other	996,716	502,777
Total Salaries and Benefits	**25,339,462**	**26,168,331**
Operating costs	12,165,918	11,506,087
Amortization of capital assets	-	-
Cost of goods sold	153,445	78,356
Taxes and utilities	672,109	634,764
Scholarships & bursaires	24,882,537	24,194,573
Interest on long-term debt	400,000	400,000
Total Expenses	**63,613,471**	**62,982,111**
Total Revenue less Expenses	**(7,978)**	**(87,410)**
Previous Year's Carryforward	**6,876,356**	**6,868,378**
Carryforward to Next Year	**6,868,378**	**6,780,968**

Figure 2: Staff Complement, Division of Student Services, 2003-2004

	Professional/ Managerial	Staff	Total
Vice-President's Office	4	2	**6**
Career Centre	5	8	**13**
Admissions and Recruitment	16	57	**73**
Office of the Registrar	9	40	**49**
Student Community Development	36	13	**49**
Colleges	0	25	**25**
Student Client Services	3	20	**23**
Sport & Recreation	19	20	**39**
Office of Student Financial Services	9	28	**37**
Total	**101**	**213**	**314**

Source: Office of the Vice-President Students

ENROLMENT MANAGEMENT AND SERVICES

The Assistant Vice-President Enrolment Management and Services 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 2004-2005 results and goals for 2004-2005 are reported below for each of these units. This year there was a reorganization of roles, with the hiring of a Director, Registrarial Services and the appointment of the AVP to the position of Acting Vice-President Students which required a short-term organizational change to fill the job functions of the AVP.

The series of figures below demonstrate the high volume of student service interactions that Enrolment Management and Services accommodates, as well as the increasing popularity of online student services.

Student Client Services

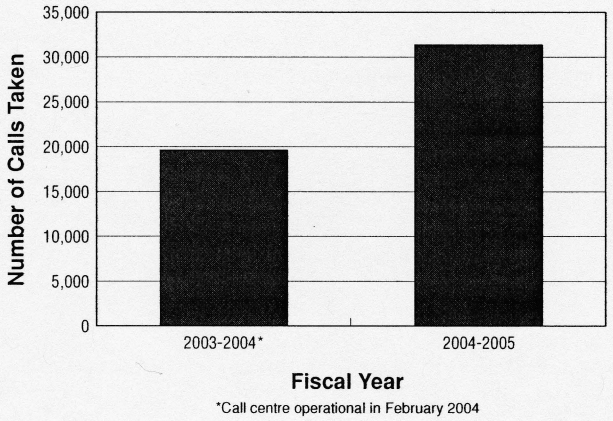
This office provides current students with customer service for most financial and registrarial services. A team of twenty staff and two managers and one director cover three service areas:

1. Reception area inside the doors to greet and clarify service needs;
2. Modular style suite, which provides privacy for one-to-one interactions, and;
3. Call centre for current student's incoming calls. The use of line management and call centre technology and a student relationship database called "Action History" complement the efforts of the cross trained staff. Service data can be seen in Figures 3 and 4.

In collaboration with the Registrar's (RO) and Student Financial Services (SFS) offices, much effort is given to provide clear communication, efficient service, develop more services online and reduce administrative challenges for students.

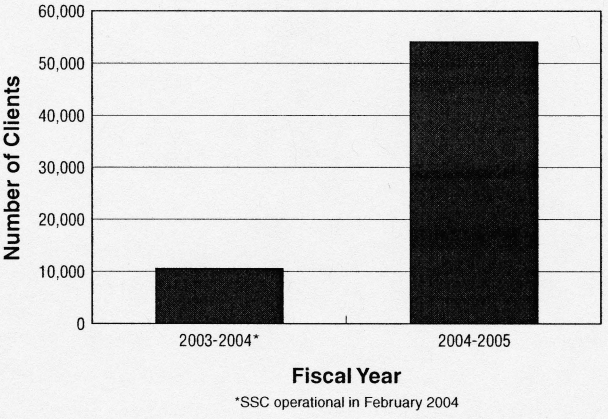
September 2004 saw more that 20,000 students visit Student Client Services (SCS) for various needs and services. Although some wait times were higher than ideal during peak periods, overall, student's comments expressed their appreciation for eliminating the need to stand in line, the creation of a more private environment and general satisfaction with the services offered. A student satisfaction survey conducted in January will be used as a basis for comparison with future surveys, which will provide feedback on how best to improve services.

Figure 3: Calls Processed by Student Client Services Call Centre



Source: Student Client Services

Figure 4: In-person Clients Serviced by Student Client Services



Source: Student Client Services

STUDENT CLIENT SERVICES RESULTS FOR 2004-2005

The goals identified last year were met as a new unit in its start-up year:

1. Improve and increase services available at Student Client Services

- Staff members were fully cross-trained and this expanded knowledge has improved their ability to answer queries more quickly and therefore handle more volume on a daily basis;
- "First in, first out" customer service was introduced mid-August 2004 – minimizing wait time for students and increasing staff workload efficiency.

2. Improve quality of services delivered

- The identification of service delivery expectations for call centre and in-person interactions through standards and measurements was established;
- A coaching program for evaluating quality of information and service delivery in the call centre was rolled out.

3. Make service delivery more efficient

- Students are now able to address multiple financial and registrarial queries at one time because the expertise of SFS and the RO has been combined;
- More general enquiries and quick requests were moved to the reception area, allowing the service representatives to focus on the services that require more time and privacy. Reception also provides an express service for straightforward requests such as third party letters and diploma pickup.

4. Promote Student Client Services within the University community

- The new building and SCS were promoted in the York community through departmental and Faculty meetings.

STUDENT CLIENT SERVICES GOALS FOR 2005-2006

1. Continue to improve service delivery through technological enhancements

- In collaboration with the Registrar's Office and Student Financial Services, improve service delivery through technological enhancements – specifically, continual release of timely communications regarding services, deadlines and next steps. Streamline or eliminate work processes that create delays or unnecessary steps for students.

2. Improve the quality of service delivered

- Implement and roll out a coaching format for in person service, giving regular feedback to individual team members for consistent quality assurance.

3. Measure student satisfaction with service delivery

- Conduct another customer satisfaction survey to measure against the first survey conducted in January 2005. Share the results with the student community, encouraging their feedback.

4. Build stronger links with Faculties' academic advising offices

- Through communication and collaboration, establish better links between academic advising and SCS services to best refer and assist students with academic and registrarial services.

5. Help enhance the first year student experience

- Collaborate with Student Community and Leadership Development to establish links with first year students and their parents – fostering relationships from the start to enhance the opportunity for student's first year success.

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, applicants and registrants. Though competition during the recruitment and conversion admission cycles continues to increase in Ontario, across Canada and in international markets, York assumes a leadership role in recruitment, admission and retention practices and continues to experience strong enrolment outcomes.

ADMISSIONS AND RECRUITMENT RESULTS FOR 2004-2005

York identified a number of objectives for the 2004-05 recruitment cycle. Performance against these objectives is detailed below.

1. Maintain Ontario market share and quality of first year students

- York exceeded expectations by continuing to increase market share of first choice applicants from Ontario high schools in 2004-2005 (see Figures 5 and 6) (overall by 2.84 per cent since 1999 – the largest increase in the Ontario university system);
- The academic standing of the first year class continues to improve. The average entering grade of the top 25 per cent of students has increased by 1.8 per cent over the past three years while 75 per cent of the entering students have grades of 75.7 per cent or higher (see Figure 7);
- The student recruitment campaign was awarded the 2005 overall grand gold award by the US-based Council for Advancement and Support of Education (CASE) for the second straight year.

2. Improve international recruitment planning

- Established an International Recruitment Advisory Council that meets regularly to facilitate York's international recruitment planning;
- Provided the leadership to form the Canadian Higher Education Council within the Council of Independent Schools to help position Canadian education abroad and to improve collaborative efforts in selected markets;
- Streamlined the international distance recruitment strategy to increase the number points of contact that the University makes with each counsellor and applicant (online, in print, by chat, email and phone).

3. Improved service delivery of Admissions applicant processing

- Reintroduced a call centre for future students;
- Automated the decision-making process for out-of-province applicants and transfer credit assessment;
- Redesigned the Admissions Web site for prospective applicants;
- Streamlined the assessment process to increase efficiency;
- Reviewed and refined the document processing function for both graduate and undergraduate applicants.

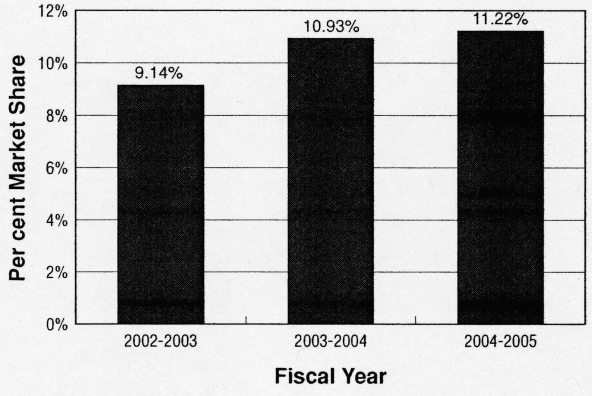
Figure 5: First Choice Applications to York

Fiscal Year	2002-2003	2003-2004*	2004-2005
York University	9,316	7,888	8,189
Yearly Change	—	-1,428	301

* There was a 30 per cent drop in applications across Ontario but only a 15 per cent drop in applications to York.

Source: Admissions and Recruitment

Figure 6: York Market Share of Applications Compared to All Universities in Ontario



Source: Admissions and Recruitment

Figure 7: Grade Averages for Students Entering York Directly From Ontario Secondary Schools

Fiscal Year	2002-2003	2003-2004	2004-2005
75th* Percentile Entering Grades	93.0%	84.2%	84.8%
25th** Percentile Entering Grades	73.3%	75.7%	75.7%

* 75th Percentile means that 25 per cent of students entered with final grade averages higher than the grade indicated.

** 25th Percentile means that 75 per cent of students entered with final grade averages higher than the grade indicated.

Source: Admissions and Recruitment

ADMISSIONS AND RECRUITMENT GOALS FOR 2005-2006

1. Maintain market share especially in first choice applications and quality of first year students across all markets

- Continue to advise Faculties on the development and integration of their recruitment and conversion strategy in support of the Admissions marketing plan;
- Continue to lead the pan-York Recruitment Council and International Enrolment Management Council to facilitate collaboration on key marketing strategies;

- Execute a dynamic, integrated recruitment and conversion process combining in-person, on-campus, online, print and electronic media tactics.

2. Increase recruitment and marketing efforts with special markets including parents, top applicants and Ontario College transfers

- Create meaningful and specific opportunities for parents and top applicants to connect with York;
- Expand the newly introduced "York Day" at area colleges and use technology to make on the spot admission offers to qualified applicants.

3. Refine our ability to address students in meaningful ways

- Create a series of e-presentations that can be customized to fit the needs of students in any school across Ontario, nationally and abroad;
- Expand the use of audio and video clips in recruitment presentations;
- Use virtual visits to remote and high profile schools to extend the reach of York in-school recruitment campaign.

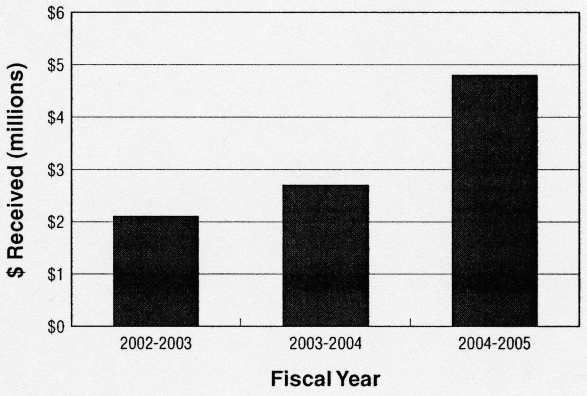
4. Continue to refine the integrated communications strategy that incorporates a logical progression of well-timed messages delivered in meaningful ways for each market

- Modify the Admissions Handbook to better articulate the concept of interdisciplinary and other key points of differentiation;
- Refine the use of statistical tracking and analysis available as a result of new email technology and double the number of chat forums offered per market;
- Refine the information cycle to flow more efficiently between call centre and in person enquiries, email and online information, and on-campus events.

Office of Student Financial Services

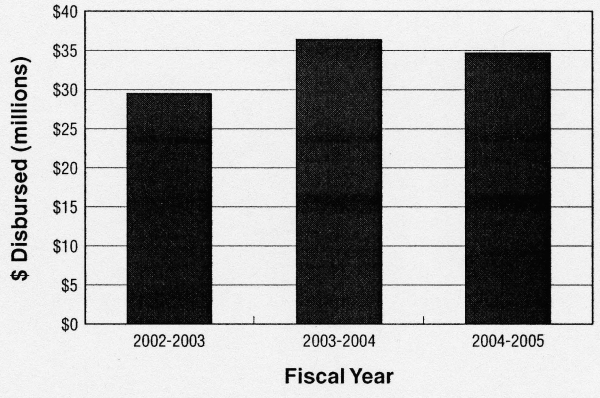
The Office of Student Financial Services (OSFS) supports all aspects of students' financial relationships with the University, including administration of the Ontario Student Assistance Program (OSAP) (see Figure 10), allocation of bursaries and scholarships (see Figures 8 and 9), collection of fees and student loan default rate minimization (see Figure 11) and administration of work study funds. A major initiative this year focused on enhancing the relationship with the new front-line service department (Student Client Services). Procedures were streamlined to ensure that the connection between back-office processing in OSFS and front-line service in SCS was seamless for students.

Figure 8: Donations Received to York to be Used for the Support of Students



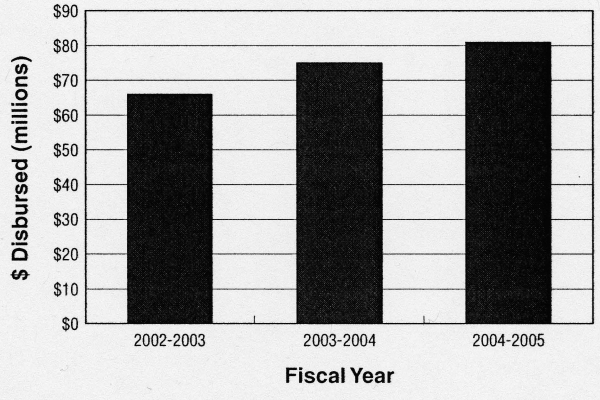
Source: Office of Student Financial Services

Figure 9: Scholarships and Bursaries Disbursed to York Students



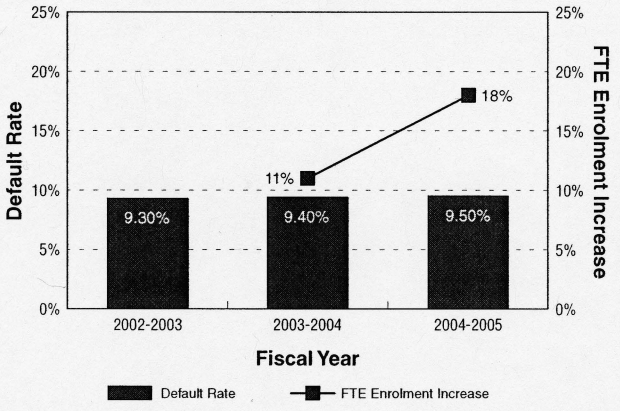
Source: Office of Student Financial Services

Figure 10: OSAP Funds Disbursed to York Students



Source: Office of Student Financial Services

Figure 11: Student Loans Default Rate



Source: Office of Student Financial Services

STUDENT FINANCIAL SERVICES RESULTS FOR 2004-2005

The progress on objectives is reported below:

1. Improve service delivery through technological enhancements

- Launched an integrated Web site where students can review all of their University charges;
- Developed an OSAP tracking Web module to inform students as to the status of their loan documents;
- Introduced "Ask a student services expert," – an online information database tool developed in cooperation with the Registrar's Office.

2. Improve efficiency through streamlined procedures and proactive communication

- Launched the "Student Financial Profile" application in December with the Office of Admissions, which facilitates the offering of bursaries and other awards, to applicants at the time of admission;
- Increased outreach to students through additional offerings of workshops, information sessions and e-chats;
- Developed an administrator module of the student account statement, which allows departments to access the information seen by students.

STUDENT FINANCIAL SERVICES GOALS FOR 2005-2006

1. Continue to improve service delivery through technological enhancements

- Include charges assessed by the Library and Parking on the Fees Webpage;
- Expand the Student Financial Profile application to include continuing students and enable them to apply online for undergraduate bursaries, work study and service bursary positions;
- Develop a new online summer OSAP application;
- Enable direct deposit of funds to students' bank accounts.

2. Continue to expand communications/outreach efforts

- Develop "Virtual Advisor", a series of online tutorials with information on topics such as completing an OSAP application, understanding the student account statement and how to find out what financial resources are available.

3. Performance and Quality Measurement

- Create an inventory of financial aid resources available to students, e.g. bursary/award/government funding, campus employment, off-campus support services;
- Perform a needs assessment of staff training in the delivery of financial aid resource material to students and develop plan for improvement;
- Measure performance through student satisfaction surveys;
- Develop new performance indicators for quality improvement.

Office of the Registrar

The Registrar's Office supports York University's academic and enrolment management plans and provides student-focused service. The Office achieves each by maintaining and preserving the integrity and accuracy of the official academic student record, providing timely and efficient administrative infrastructure and support to Faculties and Departments, and supporting Student Client Services, the main frontline area of the Division of Students. Examples of some of the activities of the Registrar's office include: degree audits; issuing transcripts; grade reports; petitions; Faculty transfers; sessional and examination dates planning; the course enrolment as well as lecture and examination scheduling (see Figures 13 and 14).

Figure 12: Online Services Provided by the Office of the Registrar (target of 90 per cent)

Fiscal Year	2002-2003	2003-2004	2004-2005
Course Additions	93%	93%	95%
Course Drops	88%	89%	90%

Source: Registrar's Office

Figure 13: Number of Course Selections Scheduled by the Registrars Office

Fiscal Year	2002-2003	2003-2004	2004-2005
Courses Scheduled	10,511	11,615	12,230
Yearly Change	—	1,104	615

Source: Registrar's Office

Figure 14: Number of Courses with Examinations Scheduled by the Registrars Office

Fiscal Year	2002-2003	2003-2004	2004-2005
Examinations Scheduled	1,879	2,224	2,316
Yearly Change	—	345	92

Source: Registrar's Office

OFFICE OF THE REGISTRAR RESULTS FOR 2004-2005

Reported below are some of the examples of how the Registrar's office achieved its objectives in 2004-2005.

1. Improved service delivery through technological enhancements

- The Division continued to strive towards its objective of 90 per cent online service delivery (see Figure 12);
- There were many new Web services for students including: "NOTEBOX", a new communication tool to allow customized messaging to current students; an improved systems infrastructure for Course Searches (the busiest Web site at York University); "myGraduation" and related RSVP Web site to support convocation initiatives; the online "Plot my examination schedule" and "Plot my timetable" to allow students to better manage their course enrolments;
- Faculty/departmental service initiatives launched included: the exam intranet site for course directors; the administrative version of the online enrolment system ("REM"); the Graduate Enrolment module; an online access digitized images of all transcripts of students enrolled prior to 1982; and the automated production of graduate transcripts for both Environmental Studies and Schulich Master's students.

2. Improved coordination with Faculties and departments

- Created the Registrarial Roundtable, a senior-level strategic advisory group focused on developing system priorities to support Faculties;
- Additional pilot projects introduced this year included (but not limited to) the Grades Release project; the Grades Collection project; the Prerequisite Checking project; the Exchange Student project; the Version Two Graduate Enrolment Module; and online Degree Audit.

3. Reviewed and enhanced examination policies and processes

- In collaboration with CCAS and with the support of Senate and the Registrar's Office, designed and implemented a new approach to examination scheduling.

4. Reorganized the Registrar's Office and delivered related professional development opportunitie

- Undertook a departmental reorganization and identified target areas for service.

OFFICE OF THE REGISTRAR GOALS FOR 2005-2006

The Registrar's Office will focus on a number of initiatives in 2005-2006 to improve service delivery and increase 24/7 service opportunities.

1. Improve technological/communication services

- Pilot launch of a new Class Lists module and supporting Grades Collection module to automate grades collection;
- Enhance the Graduate Enrolment Module ("GEM") to better serve institutional reporting needs in preparation for the anticipated increase in graduate enrolment;
- Develop and launch an administrative intranet site to provide current information to Faculties on service and system improvement projects within the Registrar's Office;
- Develop and launch an online Degree Audit service as a pilot for students;

2. Organizational/Human Resource improvements

- Increase professional development opportunities for staff in order to continue building a strong team of knowledgeable student service professionals;
- Develop a document processing unit and a project management unit to support the execution of the systems/work process projects.

3. Policy/Protocol service improvements

- In collaboration with the Faculties and committees as appropriate, reduce time taken to release student grades;
- Improve service for York exchange students by reviewing/revamping current protocols/policies in collaboration with York International and appropriate committees;
- Reduce time taken for students to transfer between Faculties;
- Rationalize and centralize the scheduling service delivery for students with identified accommodation/disabilities needs as it relates to scheduling exams and tests in collaboration with Student Community Development.

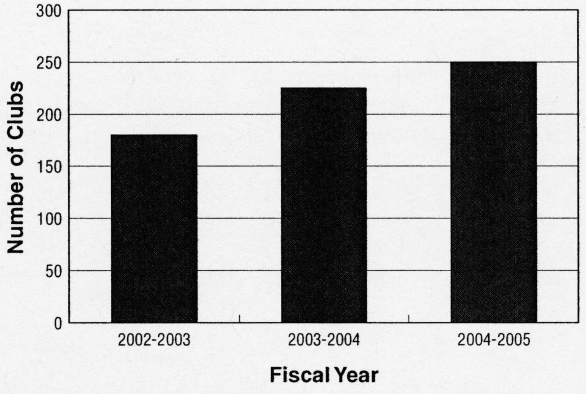
STUDENT COMMUNITY DEVELOPMENT

During 2004-2005, the former Office of Student Affairs (OSA) underwent significant restructuring to allow it to meet its mandate to provide students with a university experience that is transformational. The new structure includes the Centre for Student Community and Leadership Development (SC&LD) and the Office of Student Conduct and Dispute Resolution (SC&DR), which were both created in January 2005. The counselling offices and the colleges collaborate with SC&LD and SC&DR to provide students with the opportunity to connect to a wide array of campus services and programs that will help them make the most of their York experience from first enrolment to alumni.

Centre for Student Community and Leadership Development (SC&LD)

SC&LD (formerly the Office of Student Affairs) enriches student life by, "promoting education, awareness and growth; celebrating diversity, encouraging collaboration and developing citizenship." It is responsible for the critical shaping of student community and culture on campus and includes: Aboriginal Student Community; Health Education and Promotion; Off-Campus Housing; Orientation and First-Year Programs; Residence Life and Pond Road Residence; Student Organizations and Leadership Development.

Figure 15: Number of Registered York University Student Clubs



Source: Student Community and Leadership Development

STUDENT COMMUNITY & LEADERSHIP DEVELOPMENT RESULTS FOR 2004-2005

The reorganization of the Office of Student Affairs resulted in some shifting of priorities, as indicated in the results:

1. Operational Restructure of the Office of Student Affairs

- As a result of restructuring, the Centre for Student Community and Leadership Development (SC&LD) was created.

2. Student Organizations and Activities

- The number of student groups continued to increase as York continued to encourage the building of student communities (see Figure 15);
- SC&LD processed over 330 temporary use of space applications for student events and programs including in excess of 141 speakers being brought onto campus. 275 requests for access to the University's East Bear Pit were made by campus groups and clubs.

3. Residence Life and the Pond Road Residence

- York's newest, and Ontario's first "green" student residence (and the only student residence with student life programming centrally managed by SC&LD), Pond Road, was officially opened on August 29, 2004;
- The Pond Road residence has a dedicated staff team of 59 student leaders and more than 50 volunteers who received more than 100 hours of residence life training.

4. Review Peer Education Program

- The Peer Education Program was reviewed with the objective of improving the capacity and involvement of the Peer Education team. An increased number of campus Health Education Programs were facilitated directly by Peer Educators;
- The number and quality of Peer Educators staffing the Health Education Office was increased.

5. Add and expand health resources available to students

- The content of the Health Education Web site was revamped and enriched.

6. Off-Campus Housing

- The SC&LD team processed in excess of 2,350 advertisements for off-campus student housing.

STUDENT COMMUNITY & LEADERSHIP DEVELOPMENT GOALS FOR 2005-2006

1. Orientation and First-Year Programs

- This year York will have an institutionally coordinated orientation program to deliver a rich orientation experience for all of York's students. SC&LD has brought together several campus stakeholders to aid with the evolution of orientation into a year-long experience.

2. York Student Leadership Initiative

- The Office of the Assistant Vice-President of Student Community Development and SC&LD are developing a Centre for York's student leadership initiative which will house an electronic and physical leadership library as well as providing a welcoming environment for students who are interested in leadership studies.

3. Off-Campus Housing

- A new off-campus housing database with improved user interfaces and payment options will be launched in the Fall of 2005. An increase in the number of users is estimated at approximately 25 per cent.

Office of Student Conduct and Dispute Resolution (SC&DR)

The Office of Student Conduct and Dispute Resolution is responsible for administering the University's non-academic code of conduct for students and student governments. The office provides direction, leadership, and guidance to the University community in matters of policy interpretation regarding student non-academic conduct and governs the management of student conduct issues on campus. The office manages non-academic complaints about student conduct by providing a complaint intake service, the investigation of complaints, and the management of a variety of dispute resolution processes to successfully resolve issues.

STUDENT CONDUCT & DISPUTE RESOLUTION RESULTS FOR 2004-2005

1. Developed a networked case management database system to streamline management of information

- In collaboration with Security, Parking and Transportation Services, a records management system (IRIMS) was selected for implementation. This permits the Office of Student Conduct and Dispute Resolution to work in cooperation with Security, Parking and Transportation Services to share information in real time, enabling the units to respond to situations in a coordinated manner. The system will enable the office to manage student conduct information more effectively ensure strict confidentiality and create a statistical database of incidents and responses to student conduct issues. The new system will also support the office in its dispute resolution processes by tracking a variety of alternative dispute resolution processes and outcomes.

STUDENT CONDUCT & DISPUTE RESOLUTION GOALS FOR 2005-2006

1. Reorganize the Office of Student Conduct & Dispute Resolution

- Develop staffing plans for 2005-2006 to support the expanded mandate of the office;
- Launch a new Web site with more comprehensive student conduct and dispute resolution information;
- Develop governing principles and operating procedures.

2. Develop policies and practices that support the building of community

- Presidential Regulations 2 and 3, which govern students' non-academic behaviour on campus will be reviewed and revised to support the development of a more responsible and accountable student community.

3. Review training and educational practices

- Review current training and education practices for University stakeholders who are involved in administering the non-academic code of conduct to ensure consistency and procedural fairness and to identify further changes that are needed.

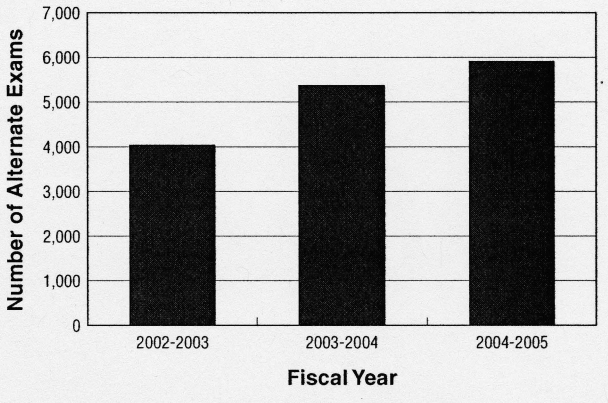
4. Strengthen the connections with various departmental units

- Improve communication within the University community regarding the role of the Office of Student Conduct and Dispute Resolution and its policies and procedures. Work with University community members and stakeholders to develop and provide a more efficient, expedient and fair process to resolve student conduct issues.

Counselling & Disability Service Providers

The counselling and disability service providers consist of: Atkinson Counselling and Supervisions Centre; Counselling and Development Centre (CDC); Glendon Counselling and Career Centre; and the Office for Persons with Disabilities (OPD). They offer a variety of services to students of York University including personal counselling, group development workshops, learning skills training, and support for physical disabilities, learning disabilities and psychiatric disabilities. They also facilitate alternate examinations (see Figure 16).

Figure 16: Number of Alternate* Exams Conducted



*Alternate exams are conducted for students with disabilities

Source: Counselling and Disability Service Providers

COUNSELLING & DISABILITY SERVICE PROVIDERS RESULTS FOR 2004-2005

1. Advised and assisted in the revision of the Senate Policy on Students with Special Needs

- In cooperation with ACCESS York, the Senate Policy was revised and approved in February 2005. It sets the standard concerning how the University accommodates students with disabilities.

2. Developed a case management data base system to streamline scheduling arrangements and reporting of data

- A case management system is now in place that will enable our service providers to create client profiles and track contacts.

3. OPD relocation

- This area relocated to the ground floor of the Ross building and now can more easily accommodate students with accessibility devices such as scooters and wheelchairs.

COUNSELLING AND DISABILITY SERVICE PROVIDERS GOALS 2005-2006

1. Develop an effective and efficient alternate exam system for all students with disabilities in collaboration with the Registrar's Office

2. Address the needs with respect to alternate examination is a continuing priority

3. Work closely with Access York and Senate to develop priorities concerning the responsibilities of students with disabilities

4. Liaise with Access York, AVP Academic and other offices on campus to facilitate implementation of York's accessibility plan

THE COLLEGE SYSTEM

York University has eight faculty-affiliated colleges on the Keele Campus: Atkinson (integrated with the Atkinson Faculty and the Master reports to the Dean); Norman Bethune; Calumet; Founders; McLaughlin; Stong; Vanier; and Winters. The colleges enhance the student experience for both residential and commuter students by offering a community environment reinforced by a variety of academic and non-academic programming (e.g. orientation, social event, advising etc.). Students also have access to faculty and staff who can assist them with problems and provide academic and personal guidance. The colleges also provide a locus for interdisciplinary interaction among faculty members in support of their teaching and research activities. During 2004-2005, the eight colleges sponsored a number of events including: 243 talks and other events; 29 academic conferences, and 33 alumni events.

COLLEGES RESULTS FOR 2004-2005

There were several areas of significant collective success this year

1. Orientation

- The colleges worked closely with Student Community and Leadership Development, Admissions, and the Faculties to develop an integrated approach to orientation that will result in higher levels of participation in orientation, and better co-ordination of orientation activities that begin in August, but continue throughout the year.

2. A directory of all college fellows was created

3. A campaign was commenced to invite faculty members, particularly those newly-appointed, to join a college

4. Strategic Planning

- A strategic and operational planning process was initiated to develop a higher and more consistent level of students' support across all the colleges, and to better publicize the many academic interdisciplinary events organized by the colleges.

COLLEGES GOALS FOR 2005-2006

1. College Task Force

- A Presidential task force on re-visioning the colleges with a broad membership drawn from the community will be established. A report will be submitted to the President by the end of the fiscal year.

2. Implementation of the Strategic Plan

3. Facilities and Space Planning

- The colleges will work closely with the Vice-President's Office and Facilities Services to identify opportunities to improve and ensure optimum effective usage of all college student space.

SPORT AND RECREATION

This area contributes to the University's educational mandate, individual student development, institutional image and affinity, and the quality of life. Sport York includes 24 varsity teams (13 women's, 11 men's), which compete in Ontario University Athletics and Canadian Interuniversity Sport activities (more than 225 competitions are staged annually at York). Recreation York has seven program components including memberships, fitness, aerobics/cross training, instructional courses, intramural sports, sport clubs, and casual "drop-in" activities (see Figures 17 and 18). Sport and Recreation also manages the operations of the University's numerous sport facilities; the operation of an athlete injury clinic; fund raising (for student awards and University sport teams); and outreach activities that include high school events, coaching clinics, and a summer sports camp for kids.

Figure 17: Utilization of the Fitness Facilities of the University

Fiscal Year	2002-2003	2003-2004	2004-2005*
Number of Participants	136,171	146,759	80,381
Yearly Change	—	10,588	-66,378

*Fitness Centre closed for refurbishment for part of the fiscal year.

Source: Sport and Recreation

Figure 18: Number of Participants in Instructional Programming (aerobics, martial arts, etc.)

Fiscal Year	2002-2003	2003-2004	2004-2005*
Number of Participants	1,862	2,029	1,988
Yearly Change	—	167	-41

*Fitness Centre closed for refurbishment for part of the fiscal year.

Source: Sport and Recreation

SPORT AND RECREATION RESULTS FOR 2004-2005

Results on the main priorities/objectives for 2004-2005 are detailed below:

1. Improve student-focused service delivery

- Training sessions for managers and staff were held throughout the year to focus on the delivery of student-focused service. A motto ("Taking 'Pride' in what we do"), vision and value system was developed that was used to guide the development of a user-focussed online registration system, building card swipe access and other service focussed delivery methods.

2. Address physical space needs

- The renovated fitness centre opened in January 2005. The expansion included a new front entrance facing south into the campus, central facility access, an expanded and renovated women's locker room, renovated men's locker room and fitness centre expanded from 5,000 to 11,100 square feet;
- A three-year funding cycle plan was established for maintenance and renewal of the upper gymnasium floor, tennis courts, main gymnasium bleachers and squash courts;
- Construction of a new 25,000 seat York University stadium was planned to commence July 2005 in conjunction with the Canadian Soccer Association and the Toronto Argonauts. The project was abandoned due to the last minute withdrawal of the Toronto Argonauts.

3. Continue to support, nurture and celebrate athletic excellence

- A full time women's hockey head coach and academic program coordinator was hired to provide leadership to the interuniversity women's hockey program and to provide a full range of academic support services to all interuniversity student-athletes;
- A full time Strength and Conditioning Assistant was hired to provide student-athletes and coaches with a training support program needed to enhance success on the playing field.

SPORT AND RECREATION GOALS FOR 2005-2006

1. Address physical space needs

- York University continues to be ranked last of all Ontario universities in terms of sport and recreation space on a per student basis. Sport and Recreation intend to work with the Vice-President, Finance & Administration and the Vice-President Students, to develop a plan to increase physical activity space on campus, including a new aquatics centre, stadium and gymnasia and the re-development of the York Arena;
- Work with the York University Development Corporation to ensure long term lands for sport and recreation are incorporated in the University master plan;
- Work with Facilities Services to develop a long term planned cycle of maintenance and renewal of sport and recreation facilities.

2. Enhance student assistantship and programming

- Launch the "Adopt an Athlete" program as a means of increasing program enhancement dollars;
- Work with the York University Foundation to increase student assistantship through awards and scholarship donations for example, increase the value of sport excellence awards from $1,500 to $3,500 and the number of awards from 20 to 75.

3. Program/Service Assessment

- Users of the Tait McKenzie Centre will be asked to assess client interest and satisfaction through a series of interviews, focus groups and surveys.

4. Continue to support, nurture and celebrate athletic excellence

CAREER CENTRE

The Career Centre engages York students in constructing meaningful and satisfying careers and in making successful transitions to the workforce. This is accomplished by providing responsive career and job search programming, and connecting York students with employers, alumni, and career opportunities.

CAREER CENTRE RESULTS FOR 2004-2005

The Career centre results for 2004-2005 are detailed below:

1. Provide a broader range of higher quality job search and career development programming

- Expanded the online career education curriculum by adding nine new virtual seminars including three on networking and five on finding on-campus work with two geared specifically towards international students;
- Conducted 112 workshops and customized events, including piloting online chats through which students received career advice and support from peers, small business and Career Centre experts, and York alumni working in Taiwan and Switzerland (see Figure 19 for student participation data).

2. Increase student opportunities to connect with on and off-campus employers and employment opportunities

- Initiated a new venue for students to connect with opportunities in the non-profit, community, and government sectors by coordinating a Community and Social Services Expo;
- Organized 55 on-campus events, in which there were approximately 5,890 student connections with over 165 different employers.

3. Improve the Career Centre's program planning

- Conducted a strategic planning process involving institution-wide stakeholder input and research on best practices in career support;
- Created new mission and vision statements and five strategic directions that will better allow the Career Centre to support students gaining the confidence and abilities to construct meaningful careers.

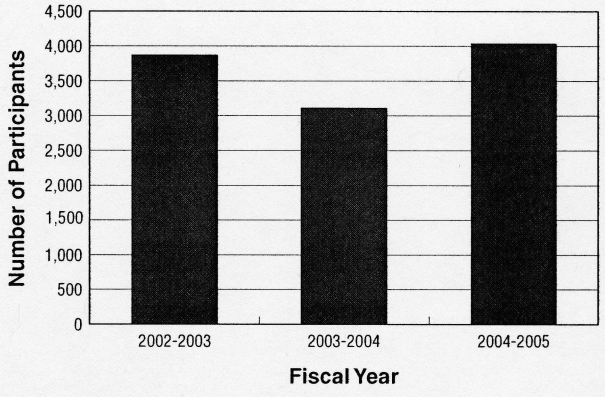
4. Improve access to services offered by the Career Centre for students and employers through improvements to the Web site

- Created online registration forms to streamline the process for employers registering for Career Centre events and services (see Figure 20 for online job postings and 21 for Web site hits);
- Researched eight service providers for technology solutions to improve student and employer relationship management and service.

5. Increase the profile of the Career Centre's services to York's students

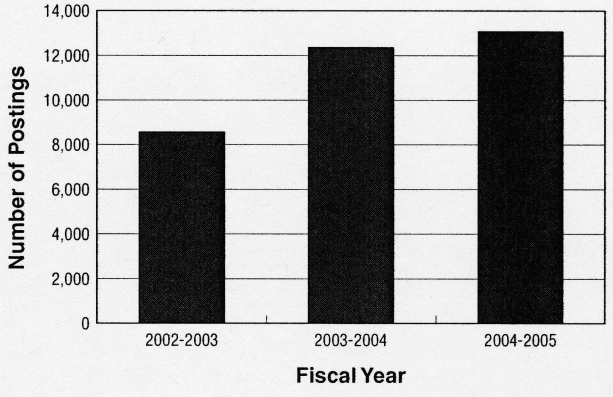
- Implemented a consistent visual identity for all promotional materials to raise awareness of the Career Centre and its events and services within the York community and support York's style and communications guidelines;
- Increased exposure with Career Centre activities highlighted in 41 articles in various internal and external publications. In particular, the Professional Etiquette workshops received considerable media attention in newspapers Canada-wide such as The Toronto Star, The Ottawa Sun, and The London Free Press, as well as an interview on CFTR News Radio's Weekend Business Report.

Figure 19: Participation in Student Focused Career Centre Events



Source: Career Centre

Figure 20: Number of On-line Job Postings



Source: Career Centre

Figure 21: Number of Hits to Career Centre Web Site

Fiscal Year	2002-2003	2003-2004	2004-2005
Number of Web Site Hits	252,424	249,137	259,893
Yearly Change	—	-3,287	10,756

Source: Career Centre

CAREER CENTRE GOALS FOR 2005-2006

1. Partner with the Faculty of Science and Engineering to enhance and manage the Technology Internship Program

- Re-evaluate policies and procedures to improve and streamline services for students and employers;
- Create a customized career development support program for internship students.

2. Implement a technology solution that improves student and employer relationship management and services

- Conduct a needs analysis for the Career Centre;
- Consult with other career units on campus to ascertain the feasibility of maintaining a shared employer database and job posting site.

3. Improve the Career Centre's program planning

- Research and create a proposal for a redesigned service delivery model to provide more individualized and customized service to students;
- Pilot a campus wide career event by collaborating with other units on campus in order to provide career information to a large number of students;
- Redesign the Career Centre website to expand student-centered online career support.

4. Increase the profile of the Career Centre within the York community

- Create the Career Centre's master brief to define main messages;
- Research and implement strategies for communicating the Career Centre's main messages to the York Community.

Division of the Vice-President Finance and Administration

Gary Brewer, Vice-President

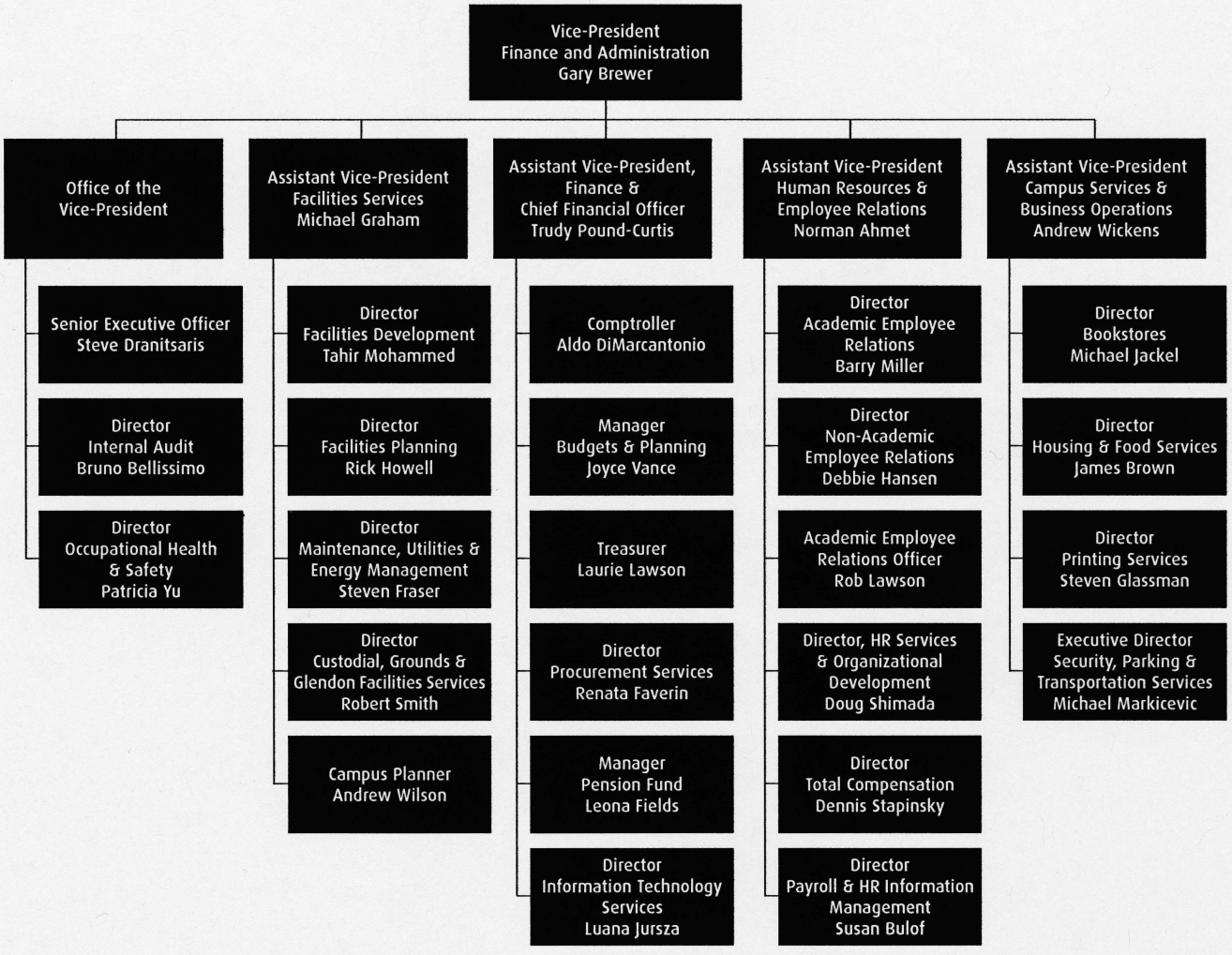
Objectives of the Division

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 budget summary for the Division of the Vice-President Finance and Administration is presented in the following tables. The "Operating Results by Unit" table is presented in the same format as in previous years and includes results and budgets for all units within the VPFA Division. The "Operating Results by Expense Type" table excludes the data for the Department of Facilities Services which is presented in a separate "Operating Results by Expense Type" table in the Facilities Services section that follows.

Division of VP Finance & Administration

(Dollars)	Operating Results by Unit 2004-2005 Actuals	2005-2006 Budget
Office of the VP Finance & Administration	1,369,745	1,963,142
Internal Audit	513,600	509,700
Facilities Services	48,233,890	51,151,523
Occupational Health and Safety	574,536	683,433
Security Services	3,276,994	3,370,716
Finance	9,644,745	9,582,307
Human Resources and Employee Relations	5,419,825	5,527,532
Total Division of VP Finance & Administration	**69,033,335**	**72,788,353**

Division of the VP Finance and Administration (Excluding Facilities Services)

(Dollars)	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	41,934	200
Internal cost recoveries	317,677	52,812
Other revenues	866,315	665,000
Central allocations	18,817,346	19,835,020
Total Revenue	**20,043,272**	**20,553,032**
Expenses:		
Faculty - Administration	-	-
Faculty - Full-time	-	-
Faculty - Contract	-	-
Teaching assistants	-	-
Research	-	-
Support/Administration	15,734,492	16,041,737
Other	1,506,122	702,262
Total Salaries and Benefits	**17,240,614**	**16,743,999**
Operating costs	3,215,508	4,620,937
Amortization of capital assets	-	-
Cost of goods sold	-	538
Taxes and utilities	343,323	271,356
Scholarships & bursaires	-	-
Interest on long-term debt	-	-
Total Expenses	**20,799,445**	**21,636,830**
Total Revenue less Expenses	**(756,173)**	**(1,083,798)**
Previous Year's Carryforward	**4,821,328**	**4,065,155**
Carryforward to Next Year	**4,065,155**	**2,981,357**

Within the Division's budget planning, the 2005-2006 budget for Facilities Services reflects increased operating and overhead costs associated with the addition of (13,655 net assignable square meters of space in) the Accolade East and West Buildings. The Office of the Vice-President indicates a planned increase in one-time expenditures during 2005-2006 associated with implementation of strategic initiatives that have emerged from the 2003-2004 Human Resources review and to support scheduled special projects and initiatives, particularly in Facilities Services and Security Services. These additional, planned expenditures will be drawn from previous years' carryforward that resulted from underspending in this area.

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 VPFA: KEY OBJECTIVES MET 2004-2005

Continued Monitoring of Performance of Departments within the Division

A review of the use and frequency of client satisfaction surveys as effective performance measurement tools for Facilities Services, Finance, and Human Resources & Employee Relations was undertaken with input from the AVPs of these departments as well as an Institute for Social Research consultant. It was decided to schedule general client satisfaction surveys less frequently than every other year and to continue the monitoring of performance on the more objective performance metrics as presented in the departmental reports that follow.

Accommodating the Double Cohort

The Office of VPFA continued to oversee important facility objectives, including the completion of The Pond Road Residence and the Tait McKenzie Centre expansion; the construction of the two new Accolade Project buildings according to established time lines; and space planning, renovations and utility infrastructure upgrades to meet both immediate and longer-term teaching, research, administrative and service priorities.

Stadium Project

VPFA provided considerable support to the proposed project for a 25,000-seat, $70 million stadium at the Keele campus. This work included negotiations with the Canadian Soccer Association, the Toronto Argonaut Football Club, and government officials, as well as providing direction to the York project teams dealing with potential operational, logistical and financial considerations. After the Argos withdrew from the initiative in the spring of 2005, the University decided to cancel the project following an evaluation of the financial viability of a stadium of this proportion without the involvement of the CFL team.

Support to Subway Project

Financing options for the extension of the TTC subway to York Region were developed in consultation with an external consultant. VPFA is involved in discussions and negotiations with government officials in furthering support for this project.

Glendon Campus Signage

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, was implemented. The exterior sign types feature bilingual messages, and 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 VPFA undertook a number of measures to implement an effective control framework for the temporary use of space in the University. A comprehensive update to the University procedures and guidelines was completed. Additionally, an office was created and a Manager of Temporary Use of University Space appointed to facilitate and support processes as well as regulate and monitor for compliance.

Access Control

Drawing on expertise from within the Departments of Facilities Services and Campus Services and Business Operations and from other University divisions, the Office of VPFA led a review of access control requirements and challenges across the University. The goal was to fast-track the completion of numerous outstanding electronic access installations and to create an up-to-date institutional policy framework of authority, responsibility, procedure and standards for both electronic and key/lock access.

Emergency Preparedness

Office of VPFA provided overall direction to an initiative to develop a sustainable, University-wide Emergency Preparedness program, based on the principles established by Emergency Management Ontario. Led by a team of senior managers within the VPFA division and managed on a day-to-day basis by the project manager from the Department of Finance, the project included broad input from a University-wide Advisory Committee and other stakeholders in the York community. Implementation will occur in 2005-2006 with establishment of a University policy and procedure on Emergency Preparedness, the creation of an Emergency Preparedness Office in the Department of Campus Services and Business Operations, and roll-out of the program institution-wide.

Continue presentations to the University Community

To promote better understanding of the University's finances and other resources (e.g., space, land use, staff resources) and to foster closer integration with enrolment and academic planning, the Vice-President provided a number of informational presentations during 2004-2005. These included presentations to Deans, to the University Administrative Forum (UAF), to the Senior Administrators Group Exchange (SAGE), to the Senate Academic Policy and Planning Committee (APPC), to Senate, and to the Confidential, Professional & Managerial Employees Association (CPMEA).

Update of Policies, Guidelines and Regulations

Office of VPFA continued to play both facilitative and leadership roles in the development and/or approval of a number of new or updated policies, procedures and guidelines related to the functional responsibilities of the Division. These included Operation of Vehicles on Walkways, Noise Outdoors on Campus, Temporary Use of University Space, Access Control, and Emergency Preparedness – in addition to those described under the Finance Department and Human Resources & Employee Relations.

OFFICE OF THE VPFA: GOALS FOR 2005-2006

Accommodating the Double Cohort

The Office of the VP will oversee and ensure completion of construction of the two new Accolade Project buildings in time for scheduled occupancy as well as institutional space planning and renovation priorities, including the development of the Accolade "Ripple" program (i.e., the backfilling of space vacated by occupants of the new Accolade buildings).

Review Budget Allocation Framework and Processes

A comprehensive review will be conducted to identify and address current issues and problems, as well as emerging requirements or issues that are foreseen with the University budget allocation framework.

Develop an Integrated Capital Plan

A multi-year capital plan will be developed to outline York's overall requirements in terms of new construction, major renovation, infrastructure and deferred maintenance needs. The capital plan will link to the University's academic and research plans and will set out the major projects to which the University has assigned

priority. The plan will include provisional estimates of overall costs, sources of funds (if available), and critical timelines.

Support Initiatives Related to the Subway Extension

VPFA will continue to play a principal role in discussions and negotiations with government officials in regard to the proposed extension of the TTC subway through the Keele campus to York Region, including participation on task forces and committees.

Accountability Performance Measures and Reporting

VPFA will participate in various initiatives that will shape the establishment of and reporting requirements associated with new accountability and performance measures that are expected to be implemented by the provincial government over the next few years.

Temporary Use of University Space

The Office of VPFA will provide support to the President's Working Group tasked with reviewing and making recommendations on the University's policy and procedure on Temporary Use of University Space. Additionally, a framework for regulating and managing postering within the core of central campus buildings will be developed and implemented.

Update of Policies, Guidelines and Regulations

Office of VPFA will continue to facilitate and coordinate the development and approval of new or updated policies, procedures and guidelines related to the functional responsibilities of the Division. During 2005-2006, approval will be sought for a Signing Authority procedure and register, policies and procedures for Access Control, Emergency Preparedness, Capital Expenditure Management, and a guideline on Postering, among others.

Continue presentations to the University Community

In order to promote better understanding of the University's finances and other resources (e.g., space, land use, staff resources) and to foster closer integration with enrolment and academic planning, the Office of the VP will continue to provide informational presentations to Deans and Executive Officers, Faculty Councils and Senate, as appropriate.

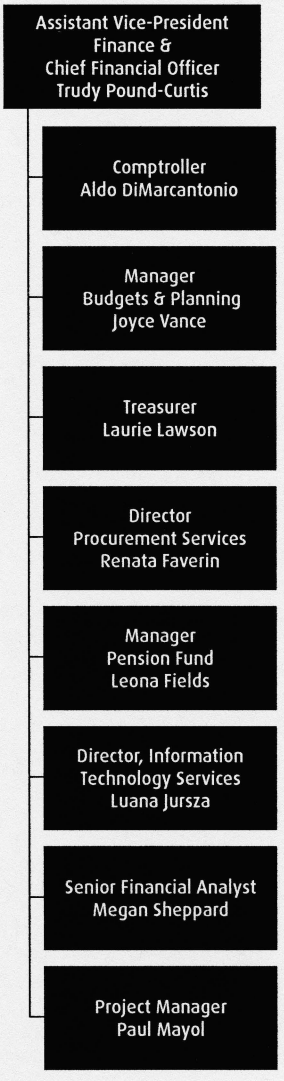
FINANCE

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 is responsible for providing procurement and contract management services to the University community within regulatory frameworks 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, 2005 in excess of $1.0 billion.

During 2004-2005, the IT support and service for Facilities Services was transferred to Information Technology Services within the Department of Finance.

Figure 2: Department of Finance Organizational Chart



FINANCE: OBJECTIVES MET IN 2004-2005

Enhanced Performance of Finance and Reporting Systems

Continued quality enhancements were made to the capability and performance of the Finance and Reporting systems for the community.

Improvements to the eReporting tool included enhanced localized printing capacity; customization of reports to allow access to balance sheet, advances and detailed transaction data; and introduction of consolidated donation and endowment reports for the University and the York University Foundation. The most significant advancement has been the introduction of a new "budget call" tool that provides download flexibility, salary projection data, and on-line budget planning capability, integrated with a new forecasting tool that allows for budget projection throughout the fiscal year.

Review of Investment Managers – Endowment Funds

A thorough review of the fund structure, investment managers and their mandates, was concluded, resulting in the appointment of an additional manager of Canadian equities and revisions to all of the investment manager mandates.

To implement the integrated investment framework agreed upon by the University Board of Governors and the Board of Trustees of the York University Foundation, the endowed funds of the Foundation were co-mingled with the York University Endowment Fund to maximize investment performance and minimize operating costs.

Pension Fund Management

The Statement of Investment Policies and Procedures was updated and approved by the Pension Fund Board of Trustees, including the updating of all manager mandates.

Initiatives for Better Service Delivery to University Researchers

During 2004-2005, the Finance Department undertook a review of its processes and services with a focus on improving service delivery to University researchers. A Guide to Research Services was developed in cooperation with the Office of Research Services and orientation sessions were offered for new researchers on finance-related policies and procedures. A number of process improvements were enacted in regard to tracking of revenues and expenses associated with Canada Research Chairs and increasing the efficiency of the research overhead process. A dedicated procurement staff member was added to support procurement needs related to research. In addition, reporting to the federal Tri-Councils has been automated and improvements introduced for researchers to track funds available in research grants, including electronic notification when grants are expiring or depleted below a certain threshold.

Introduction of Electronic Invoicing

A new procure-to-pay process was successfully implemented during 2004-05. This new method involves electronic invoicing with specific vendors for which an approved pricing structure has been negotiated. The new payment process significantly reduces the transaction processing time and cost.

Development of Finance Procedures and Guidelines

New policies were approved by the Board of Governors on Signing Authority and the Management of University Cash and Cash Equivalents, and a University Guideline established for eCommerce applications. During 2004-2005, significant work was also undertaken to revise the Purchasing Policy, the Business Expense Reimbursement Policy and Guidelines on Professional Expense Reimbursement and to develop new Guidelines on Internal Financing and Leasing and Capital Expenditure Management.

Negotiated Preferred Supplier Arrangements

Supplier arrangements were successfully negotiated for a number of high volume, low dollar value commodities. By creating these preferred supplier arrangements, the efforts required by University departments to acquire low value supplies are significantly reduced.

ISO 9001:2000 – Certification Reaffirmed

The Department of Finance underwent its registration audit and its certification was reaffirmed.

Implementation of Accelerated Year-End Processes

Working with all University divisions, Faculties and departments, accelerated processes were successfully implemented for financial year-end closing and external auditing, to allow for a more timely approval of the University's annual audited financial statements by the Board of Governors – in June rather than September.

Enhance Performance of Administrative Systems

In 2004-2005, a new Bookstore inventory control system was implemented and significant progress was made in introducing a new course kit software for Printing Services. Also, vendors were selected through appropriate procurement processes for a new Alumni and Advancement System and a "one card" service for the University. A system requirements exercise was completed for new software to support Security Services.

FINANCE: KEY PERFORMANCE INDICATOR

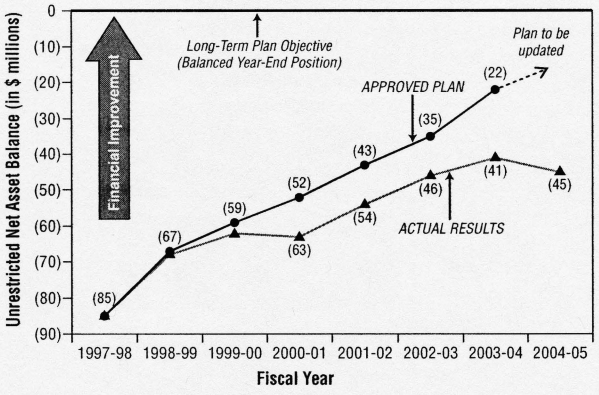
The primary objective for the Department of Finance is to ensure the long-term financial health of the University. A key performance indicator of the financial health of the University is the Deficit (Unrestricted Net Assets Balance), which is included in the Net Assets section of the Balance Sheet. 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 2004-2005, the year-end Deficit (Unrestricted Net Assets Balance) of $45 million was higher than the previous year's level of $41 million. The increase in the deficit was expected as a result of a decision to internally finance the expansion of the Tait McKenzie Centre, which will be recovered in future years (as per the project's financing plan).

Since the deficit reduction plan was developed and approved seven 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 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 2005-2006

Update Plan for the Deficit (Net Assets Balance) for Approval

The current plan (approved in November 1998) was reviewed in detail during 2004-2005 and a framework for a new plan discussed with the Board Finance and Staff Resources Committee in April 2005. During 2005-2006, a new long-term plan will be presented to the Board for approval.

Enhance Finance System Procedures

Finance will continue to focus on the opportunities to utilize available technologies better by adopting best practices for its many processes. The focus will be on quality improvements that increase productivity and result in improved data integrity for the University community.

Develop Electronic Document Management Strategy

To make better use of space, Finance in cooperation with Computing and Network Services will continue to investigate a document management strategy that will allow for electronically stored documents, accessible to a number of stakeholders. This will reduce the need for multiple copies and physical storage space.

Enhance Performance of Administrative Systems

Information Technology Services will continue to enhance the capability and performance of administrative systems. This includes projects such as a new YorkCard (campus "one-card") and a new Advancement and Alumni System, continued enhancements to the eReporting tool, an upgrade of Facilities Services maintenance system (Maximo), and completion of several eApplications for the Human Resources System.

Implement Best Practices in Procure-to-Pay Process

Procurement Services will endeavour to implement procure-to-pay processes, which are considered to be "leading practices" as published by Ontario Buys through the Ministry of Finance's Integrated Supply Chain Management Program.

Develop Procedures and Guidelines

Continued focus will be placed on developing new and updated procedures and guidelines related to the sound financial management of the University. Additional guidelines will be developed in areas such as cuttable vs uncuttable budgets, salary recovery practices, internal financing and new cost centre creation and approval processes.

Create a Multi-Year Capital Plan

Finance will play a key role in the creation of a multi-year Capital Planning process, which will link to the University's academic plan and set out the major capital projects to which the University has assigned priority. The plan will include provisional estimates of overall costs and sources of funds.

Design a Financial Management Plan for Graduate Growth

A multi-year operating and capital financing plan will be developed to support the University's academic plan to grow its graduate enrolments. The plan will provide the necessary framework to support the operating, complement and student support costs, as well as the necessary capital financing model to support the increase in these enrolments.

Enhance Linkages with York University Foundation

To improve the reporting processes to the Joint Investment Committee and to take advantage of operational efficiencies in financial reporting, Finance will continue to build and maintain strategic working relations with the York University Foundation

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 which provide specialized services to the University community.

Services within Total Compensation include job evaluation programs for non-academic employee groups; salary administration for all non-academic employees; management of pension and employee benefit plans for all employee groups; and the Employee Well Being Office, whose mandate is to develop and promote employee well being initiatives and disability management.

Human Resource Services and Organizational Development coordinates the non-academic staffing function, including employee recruitment and oversight of the York University Temporary Agency (YUTA); develops and maintains policies pertaining to human resources practices; provides organization design and development consulting services; coordinates staff development programs; and, this year, expanded its portfolio to include Employment Equity and Diversity and relocation services for new faculty and senior administrators.

The Payroll and HR Information Management unit develops and manages the Human Resources Information System; collects and manages HR information within the parameters of University policy and applicable legislation and regulatory agencies; and provides payroll services to all University employees.

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.

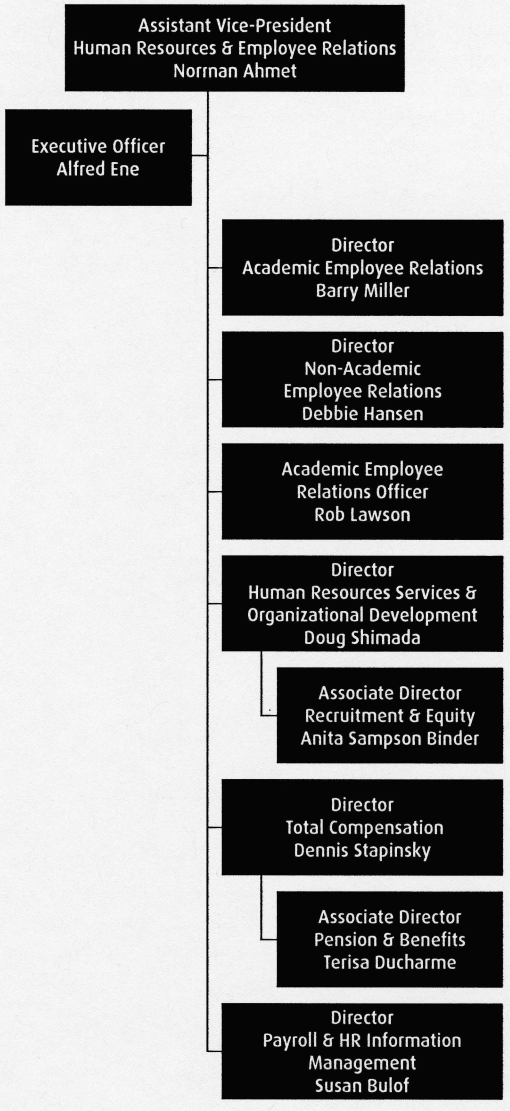
In 2004-2005, HR&ER continued its focus on implementing priorities and strategies related to HR renewal and strengthened its resource capacity. This included broadening the HR&ER mandate to include the University's Employment Equity function and the addition of a dedicated position to facilitate the relocation of new faculty and senior university administrators. During 2004-2005, HR&ER recruited a new Director of HR Services and Organizational Development, an Associate Director Recruitment and Employment Equity, and a Manager, Job Evaluation and Compensation Services.

The Human Resources Advisory Council, consisting of experienced, senior managers from across the institution, has been valuable in facilitating this renewal and meetings have been held quarterly to improve communication and collaboration within the University community.

Considerable research and planning was undertaken this year to prepare for negotiations of collective agreements with many of York's employee groups. This involved significant input and consultation with managers across the University and supports the longer-term objective of improving communications and collaboration in managing human resources.

This readiness for negotiations was accomplished while continuing the broader efforts to renew the Human Resources management function at the University and moving forward with the implementation of priorities.

Figure 4: Human Resources and Employee Relations Organizational Chart



HR&ER: OBJECTIVES MET 2004-2005

Collective Bargaining

Negotiation strategies and contingency planning have been developed for the upcoming round of collective agreement renewals for CUPE 3903, Units 1, 2 and 3; YUSA Unit 1; CUPE 1356 and1356-1; and IUOE.

Consonant with the HR&ER commitment to increase community awareness and collaboration, several consultations have been held with management representatives to fully articulate their needs in the negotiation strategies.

Non Academic Employee Relations

To communicate and increase awareness of ER issues among HR managers across the University, the Department has established a quarterly forum with the Administrative Officers of Faculties and departments for disseminating information and feedback. Employee Relations staff continued consultation with both managers and employee groups on various unit specific organizational initiatives to identify and strategically address potential ER issues. Another session of the Labour Relations training program for front line managers was also successfully delivered during the year.

Academic Employee Relations

In 2004, HR&ER successfully negotiated an initial two-year agreement with instructors of the York University English Language Institute (YUELI) who are represented by the Ontario Public Service Employees' Union (OPSEU), a process that was characterized by mutual respect and professionalism.

To improve clarity of the work accommodation process and more clearly define accountabilities and obligations, HR&ER in consultation with the York University Faculty Association (YUFA), developed an accommodation handbook for full-time faculty members. This handbook will serve as a template in the developing similar guides for other employee groups.

Job Evaluation

In collaboration with YUSA, HR&ER successfully eliminated the significant backlog of job evaluation and appeal requests for YUSA positions that has existed for several years. With YUSA, HR&ER introduced some changes to the current joint evaluation system and improved processes and measures to ensure that future job evaluation and appeal requests are addressed in a timely manner. Discussion with YUSA has also commenced regarding the development of a new/revised job evaluation system.

Work continued on the development of a new job evaluation system and process for CPM employees, including extensive consultation with the management community, development of the conceptual framework and proposed processes, a campus-wide call for job questionnaires, and classification of new positions under the new system.

Compensation Strategy

A compensation strategy is being developed that considers pay positioning (using both internal and external marketplace comparators) and establishes a framework for the design of cash and non-cash elements of compensation.

Pension Administration

HR&ER completed its review of pension administration processes, accountabilities, and the third-party service providers and has developed an action plan to address issues identified.

Recruitment

HR&ER increased its resource capacity in its recruitment service area and introduced new intake and search processes and procedures to improve the effectiveness of the recruitment process. A set of performance measures have also been established to assess performance of this unit on a move forward basis. The introduction of eRecruit in 2005-2006 will contribute to further efficiencies in the process.

Performance Management

HR&ER is currently piloting a performance management program for its unionized employees in the Student Services area in the Division of the Vice-President Students. This program focuses on work planning and review and employee development. Several sessions on setting objectives and assessing performance were offered to new CPM employees and supervising managers.

HR Policies and Standard Operating Procedures

A comprehensive review and updating was undertaken of standard operating procedures that govern working arrangements for CPM employees, including provisions for employee recruitment, personal leave, vacation entitlement, jury and witness duty, and pregnancy and parental leave. In addition, an employee exit protocol was developed and implemented as was an accommodation and return to work protocol for faculty members.

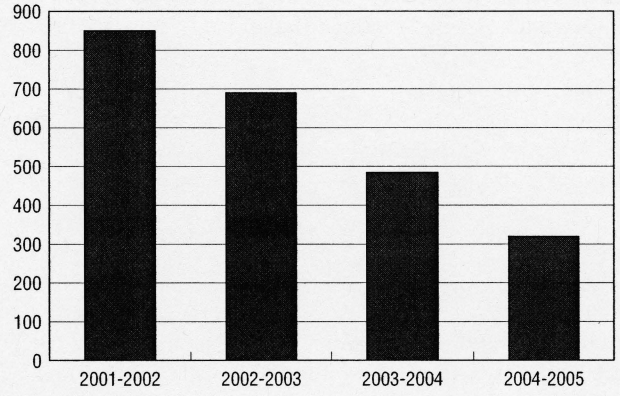
Human Resources Information Management (HRIM)

A strategy and framework was implemented that supports the reporting needs of the University, by confirming with all stakeholders across the institution that the Human Resources Management System (HRMS) is the primary data source. Next steps are to integrate isolated databases that have been set up over time in various offices. This will allow more effective leveraging of the HRMS both in functionality and return on investment.

HR&ER commenced two significant automation projects targeted for implementation in the next fiscal year. eRecruit and Employee Self Service are expected to streamline and automate processes across HR&ER units. Each project utilizes WEB technology to provide employees and new job applicants access to their own information, improving efficiency and customer service.

WSIB Claims/Lost time

Figure:5 WSIB Lost Time Tracking (Days) 2001-2004



Source: Department of Human Resources & Employee Relations

The Employee Well-Being Office (EWO) has a mandate to manage WSIB claims, non-employment illness and injury disability plans. Through effective case management and return-to-work strategies, the University continues to experience a reduction in lost time from WSIB claims. In the past two years, the number of lost days has decreased by 52 per cent from 690 to 330. In addition, the University received a rebate, which in turn reduces the potential for surcharges from WSIB.

HR&ER: GOALS FOR 2005-2006

Based on an external review conducted in 2003, HR&ER continues to implement a set of strategic priorities to enhance service delivery. The two-year plan to enact these priorities extends through 2005-2006 and includes the implementation of many of the goals identified below.

Job Evaluation

By the end of 2005-2006, changes to the job evaluation systems and processes for YUSA employees will be successfully negotiated and a development and implementation plan will be in place. Additionally, a new job evaluation system and compensation program for CPM employees will be successfully implemented.

Pension Administration

To improve efficiencies in pension administration, a process will be planned and executed to engage a third-party service provider. The plan will include development and implementation of a conversion strategy, if required.

Collective Bargaining

A central objective for HR&ER is the successful negotiation of collective agreement renewals for CUPE 3903, Units 1, 2 and 3, YUSA Unit 1 and CUPE 1356 and 1356-1, and IUOE within a framework that observes the principles of the University Academic Plan. Each negotiation will include a commitment to excellence, flexibility, stability and respectfulness in bargaining and will build on harmonious relationships with employee groups developed over the past three years.

Human Resources Information Management

The automated eRecruit and Employee Self Service processes are to be implemented in phases during 2005-2006. A major HRMS upgrade to version 8.9 is also to be realized and is significant in keeping with the HRMS strategy that supports improved customer service, operational efficiencies and the accurate and timely processing of payroll.

Recruitment

To improve processes and customer service, automated sourcing tools will be acquired and related training for staff arranged; recruitment protocols will continue to be developed; a Recruitment Services website will be created; and service partnership agreements implemented with external referral and affirmative action agencies.

Performance Management

The pilot project related to performance management for YUSA employees will be completed and an implementation plan developed for the entire employee group.

Communications

A new website for HR&ER will be developed to support broader HR&ER strategies of improving processes, customer service and quality of communication to all employee groups.

Learning and Development Strategy

A comprehensive strategy will be developed for the University that fully articulates issues of resource planning, capacity, competencies and learning.

EMPLOYMENT EQUITY

In January 2004, York was selected for audit by the Federal Contractors Program for Employment Equity. York's third audit required a comprehensive progress report since its audit in1998. A report was drafted, and a compliance review officer met on site in June with President Lorna Marsden, AVP-HR&ER Norman Ahmet, union leaders, representatives of the designated groups, and staff working with employee disability issues.

The audit was highly successful, and York received a complimentary report (Federal Contractor's Program – Compliance Review Report on Findings, June 23, 2004) in which it was found to be in compliance. York was commended for its thorough communications plan, strong representation of accessibility issues, uniform recruitment processes, and strong response rates on employment equity surveys administered to new hires. The report made note of the President's Advisory Committee's focus on human rights, accessibility, and features that promote employment equity, as well as the fact that the President accepts final accountability for employment equity. York was also lauded for its increased representation of the designated groups over the past three years, and the fact that "the University can be considered to be very close to having a representative workforce." The report stated, "the University's employment equity work plan is a good, comprehensive work plan, and appropriate goals have been established."

In January 2005, to properly align the employment equity function, it was transitioned to the Department of Human Resources and Employee Relations and integrated into a new position of Associate Director, Recruitment, Employment Equity & Diversity, with the view of establishing clear priorities, best practices, and an effective employment equity strategy.

Representation of designated equity groups among York employees has continued its upward trend since the second equity audit for the Federal Contractors Program was completed in 1998. The faculty body is becoming increasingly diverse, and quite rapidly. Overall, York exceeds the external levels of representation for all four targeted 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

Women account for 3,735 of the total employee population at York. Overall, the representation of women has always been high. It continues to rise steadily, from 53 per cent in 1998, to 55.3 per cent in 2003, and to almost 57 per cent in 2004. Among faculty and librarians, the representation of women has increased by a full 2.3 per cent over the past year (from 41.8 per cent to 44.1 per cent) to its current level of 1407, building upon the 6.9 per cent increase seen from 1998 to 2003. Women now account for more than 44 per cent of faculty and librarian positions, up from 34.9 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

In 2004, First Nations/Aboriginal Peoples made up 1.2 per cent of all employee groups, higher than the external representation of 0.8 per cent. York's overall representation of First Nations/Aboriginal Peoples has doubled from 0.6 per cent to 1.2 per cent of the York population over the 1998 to 2004 period. However, there has been a slight decrease of 0.2 per cent over the past year. Since 1998, the representative number of First Nations/Aboriginal Peoples within all employee groups has increased by 192 per cent (from 13 to 38 people).

Within the faculty and librarian group, there has been an increase from two to 10 people (400 per cent increase). Among faculty and librarians, there has been an increase in representation of 0.6 per cent from 1998, and an increase over the past year of 0.2 per cent to make up 0.8 per cent representation in 2004. During 2004, for the first time since 1998, First Nations/Aboriginal Peoples numbers within the faculty and librarian group (0.8 per cent) exceeded the external level of 0.7 per cent. The University continues its goal of striving to increase the representation of this group in the overall workforce.

Visible/Racial Minorities

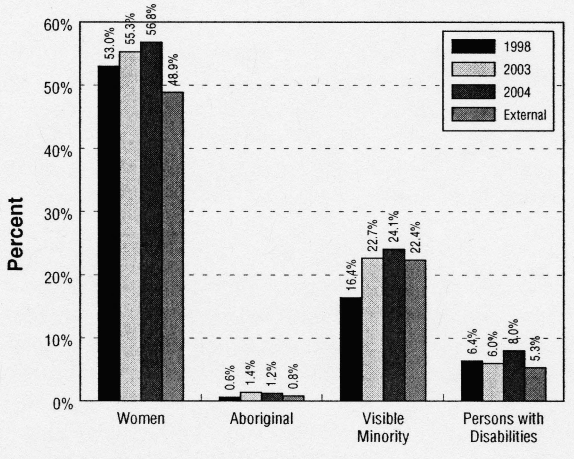
There has been substantial growth in Visible/Racial Minority members of the York workforce over the last six years, more than doubling from 379 to 776 people – an increase of 104.8 per cent. This group presently makes up 14.4 per cent of the faculty and librarian group (up almost 2 per cent from 2003) – an impressive increase of 137 per cent from 73 to 173 since 1998. Within the total employee population, Visible/Racial Minorities are well represented at 24.1 per cent, above levels in the external community (22.4 per cent).

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 2004 with that of 1998. A further complication is that in 1998, people on disability leave were included while in 2004, they were not. The data shows that the representation of Persons with Disabilities has increased by 1.6 per cent from 1998 to 2004, and by 2.0 per cent over the past year. Since 1998, York has consistently exceeded the external levels of representation of the Persons with Disabilities group (5.3 per cent), reaching our highest level yet of 8.0 per cent of all employees. Even more dramatically, this group now makes up 9.1 per cent of faculty and librarian positions – an impressive 6.1 per cent since 1998, and a 1.9 per cent increase over the past year. Recent increases this significant must be carefully examined and analyzed through the detailed study of 'new hires' data. They may be indicative of a combination of the correlation to our aging workforce, of greater societal awareness of what constitutes a disability, or of an increased confidence in the 'safety to disclose.' York continues to focus on its goal to increase the representation of this group in all areas of the workforce.

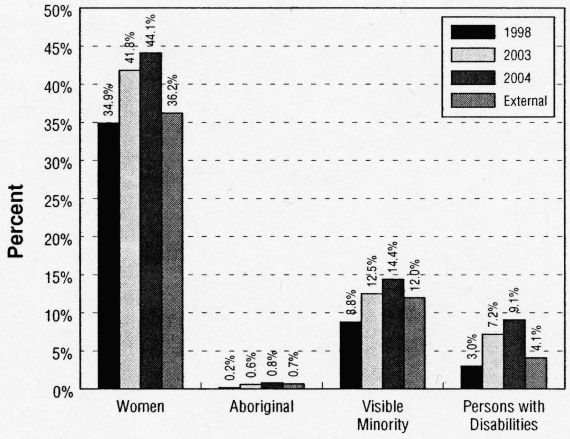
The accompanying charts show the representation of the designated equity groups among all York employees and among faculty and librarians in 1998, 2003, 2004, and the external workforce based on the 2001 Canada Census.

Figure 6: Representation of Designated Equity Groups Among All York Employees – per cent



Source: Department of Human Resources & Employee Relations

Figure 7: 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.

Source: Department of Human Resources & Employee Relations

Employment Equity: Goals for 2005-2006

In the year ahead, employment equity efforts will build upon the solid representation the University has established, and will seek to further improve the response rate to York's workforce surveys and re-surveys through continued follow up. York will also investigate the possibility of implementing voluntary online surveys to facilitate the improved electronic capture, accessibility, and reporting of employment equity statistics. York University Temporary Agency (YUTA) will focus on opening additional candidate pipelines by liaising with external outreach agencies that support equity groups.

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 faculty and non-academic staff demonstrate a high level of goodwill and creative, positive thinking. Mandatory, well-received workshops continued for members of faculty search committees.

York's affirmative action strategy encourages planning and ownership by each large area in non-academic staff hiring. In this vein, the Division of the Vice-President Academic met with each Faculty to review its individual affirmative action plans. The plans were presented individually and in consolidated format to the Non-academic Affirmative Action Review Committee, and received approval.

Over the past two years, the Review Committee has held meetings to begin this process and has made progress by initiating, developing and executing non-academic affirmative action plans for several divisions. Divisions that completed their first affirmative action plans in the earlier stages have now been asked to review and update their plans, while the remaining Divisions were asked to start the process of plan development.

In support of affirmative action in its hiring practices, the Department of Human Resources and Employee Relations created an accommodation handbook. In addition, the York University Temporary Agency (YUTA) in HR&ER proactively increased the number and depth of its outreach initiatives with organizations that support the targeted groups and to which York sends its non-academic job postings.

FACILITIES SERVICES

Michael P. Graham, Assistant Vice-President

Facilities Services (FS) consists of several functional operating areas. Maintenance, Utilities and Energy Management includes Keele campus maintenance and the management of energy and utilities at both campuses. Custodial, Grounds and Glendon Facilities Services is responsible for custodial, grounds and vehicles, and waste management services at the Keele campus as well as all Facilities Services at Glendon. Facilities Development manages and oversees all new construction and University fire safety. Facilities Planning provides services such as space planning, interior design, renovation project coordination and space data management. Information and Financial Services includes project scheduling, communications, accounting and information systems. Campus Planning 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, 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.

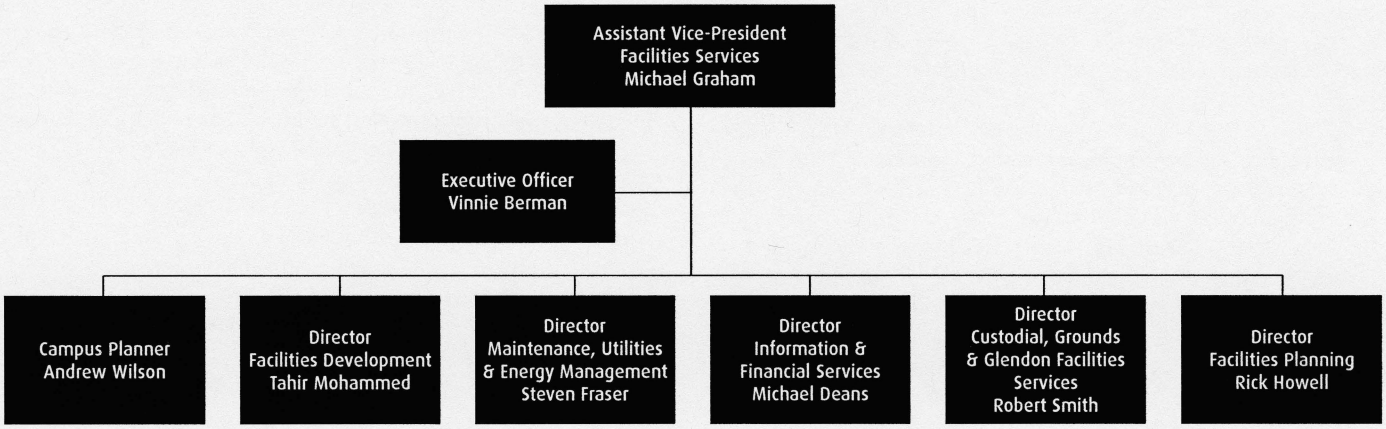
Facilities Services has a total of 428 employees: 34 managers, 18 professionals 338 staff and 38 student employees. FS continues to hire a number of new professional employees to support and oversee the capital development and space renovation programs. Support services in the department such as custodial, grounds and maintenance have also added staff to address the requirements of an expanded plant and growing campus population.

In the last year, Facilities Services adopted a theme of "Customer Focused Service Delivery" to clarify the department's mandate and create a focus for its employees. Key elements of this new direction include improving customer service performance, monitoring and improving employee performance, improving work flow processes, employee accountability, and employee recognition.

Budget

The budget represents the combined operating budgets for the functional areas within Facilities Services and does not include capital and renovation budgets for major building and alteration projects. The budget plan also assumes those revenues for cost recoverable services provided to the University as well as the projected expenses for those services.

Figure 8: Department of Facilities Services Organizational Chart



Facilities Services

(Dollars)	Operating Results by Expense Type 2004-2005 Actuals	2005-2006 Budget
Revenue:		
External cost recoveries	2,521,819	2,643,732
Internal cost recoveries	9,507,075	8,927,393
Other revenues	11,929	-
Central allocations	36,586,024	39,284,019
Total Revenue	**48,626,847**	**50,855,144**
Expenses:		
Faculty - Administration	-	-
Faculty - Full-time	-	-
Faculty - Contract	-	-
Teaching assistants	-	-
Research	-	-
Support/Administration	22,914,133	23,880,388
Other	142,130	75,000
Total Salaries and Benefits	**23,056,263**	**23,955,388**
Operating costs	10,668,257	9,831,162
Amortization of capital assets	-	-
Cost of goods sold	2,000	2,000
Taxes and utilities	14,507,370	17,362,973
Scholarships & bursaires	-	-
Interest on long-term debt	-	-
Total Expenses	**48,233,890**	**51,151,523**
Total Revenue less Expenses	**392,957**	**(296,379)**
Previous Year's Carryforward	**520**	**393,477**
Carryforward to Next Year	**393,477**	**97,098**

FS: OBJECTIVES MET IN 2004-2005

Successful Completion and Occupancy of New Facilities

The Pond Road Residence was completed in time for student occupancy in September 2004, adding 440 undergraduate residence spaces to the Keele campus. Designed as a green project, this residence building features many sustainable design principles including a high efficiency wall panel system, in-floor heating and cooling, high ceiling and operable windows to encourage natural convection circulation, and heat recovery domestic hot water systems.

To help accommodate the recreational needs of York's growing student population, construction of the 1,400 square meter addition to the Tait McKenzie Centre was completed, with occupancy in November 2004. The physical addition doubled the size of the campus Fitness Centre; expanded and consolidated service operations; increased change room and locker capacity; and provided additional space for the athlete injury clinic.

Both projects were completed within anticipated timelines and within prescribed budgets.

Construction of the Accolade Buildings

This project consists of two distinct buildings, comprising 13,655 net assignable square meters, on the south side of the University Common in the campus core, that are being constructed using the design-build method. 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. Construction of both buildings progressed well during 2004-2005 and the West Building will be ready for use for classes in September 2005. Completion of the East Building is anticipated in December 2005 in time for the winter 2006 term.

Utilities Infrastructure Upgrades

Several upgrades were completed during 2004-2005 including the replacement of valves on the main high pressure steam lines at numerous buildings on campus, extensive water main repairs campus wide, initiation of the installation of a third cooling tower for the University's chilled water system (required for the increased number of Keele campus buildings), and the replacement of main valves in the cooling distribution system.

Ripple Program and Other Planning Projects

Most renovation projects in the first and second phases of the "ripple" program associated with the Seymour Schulich Building, the Technology Enhanced Learning Building and the Student Services Centre were completed. (This is the backfilling of building spaces vacated by departments and operations that relocated to these new facilities.) The remaining second and third phase projects will be completed by the end of calendar 2006. The largest project in this multi-phase, multi-year ripple program – the total renovation of the Health, Nursing and Environmental Studies Building – was completed in time for the start of the 2004-2005 academic year. The ripple program has provided an opportunity to rationalize space use, rejuvenate existing buildings and create high quality new teaching spaces.

In order to meet 2004-2005 classroom needs, a major renovation was undertaken of the Moot Court in the Osgoode Hall Law School for interim use as a 390-seat classroom. In anticipation of the space ripple from the new Accolade buildings, a space review of all undergraduate colleges took place. As well, work proceeded with the Faculty of Arts to develop a long-term plan for the reconciliation of its departmental spaces and the accommodation of its growth.

Convocation Site

In both June and October 2004, the landscape area east of Scholars Walk referred to as the Osgoode-Atkinson Green was developed as the site for the University's convocation and, for these occasions, a large tent structure was erected to house the events. Facilities Services continues to explore programming concepts for the longer-term development of this green space and accommodation of York's convocation ceremonies.

Landscape Master Plan

With the addition of the Planner position, a landscape master plan development process was introduced, including a participatory planning and design workshop at the Keele campus with students, faculty and staff; external planning and design consultants; and representatives from both the City and the Toronto Regional Conservation Authority.

Service Improvement

To improve service to the University community, a new organizational model was rolled out for custodial and grounds services, which integrates personnel expertise and equipment of the Keele and Glendon campuses and creates a more centralized and connected organization. FS continued to monitor and assess custodial and waste management collection services both inside buildings and on the campus grounds, particularly during evenings and weekends, to ensure that service levels continue to meet the needs of University programs and the increasing population.

Key recommendations of the Service Request Review undertaken during 2004-2005 were implemented. Both the functions of renovation planning and coordination were consolidated within the Facilities Planning area to improve process, communication and delivery to the client. Internal processes have been reviewed and streamlined. A pilot application of the University's Financial Records System (FRS) was launched to allow University departments and clients to track progress on projects and expense activity. A multi-phase upgrade of the Maximo information system was initiated, to coordinate staff work time more effectively, provide on-line work orders and service requests, enable the tracking and management of preventative maintenance across the University, and provide additional internal reporting capabilities – to improve operational functionality and service delivery overall.

Quarterly meetings were also initiated whereby the AVP and directors within FS meet with Faculty and departmental facilities managers from across the University to share information, discuss common issues and resolve problems. Additionally, design of a new FS website began in the spring of 2005 to make it more service oriented and customer friendly.

FS: PERFORMANCE INDICATORS

Facilities Management: Financial Performance

The following two tables illustrate the year-over-year performance of the Facilities Management area, which is responsible for ongoing management of the entire University plant, including custodial, grounds, maintenance, renovations and utilities. Figure 10 presents the operating budget and actual performance for the past two years, together with the budget plan for 2005-2006. Figure 9 illustrates actual unit operating costs per gross square meter per unit for the academic and administrative buildings. These tables identify an increase in University academic/administrative facility space of approximately 5 per cent while the unit operating cost (excluding energy) per gross square meter remains relatively unchanged. There have been increases in the net operating cost per square meter for energy for the combined Keele and Glendon campuses. The cumulative increase of approximately 7 per cent over the past two years reflects a combination of prices and increased building area and demand, offset by cost savings derived from the University's cogeneration program.

Figure 9: Summary of Operating Cost per Unit Gross Area For Two-Year Period

	Actual 2003-2004 $/M2	Actual 2004-2005 $/M2	Budget 2005-2006 $/M2
Keele Campus:			
Caretaking	$18.68	$19.23	$19.49
Grounds & Vehicles	5.84	5.39	5.29
Maintenance	13.74	13.20	14.31
Utilities	6.28	6.01	5.70
Operating Costs, Excluding Energy	**44.54**	**43.83**	**44.79**
Energy	19.61	20.66	23.46
Net Operating Costs Keele	**64.15**	**64.49**	**68.25**
Glendon Campus:			
Operating Costs, Excluding Energy	47.59	50.51	49.94
Energy	29.19	36.62	32.07
Net Operating Costs Glendon	**76.78**	**87.13**	**82.01**
Net Operating Costs, Keele & Glendon	**$64.90**	**$65.76**	**$69.00**

Utilities: cost of operating the University's central utilities, staffing, etc.
Energy: cost of purchasing electricity, gas and oil

Source: Department of Facilities Services

Figure 10: Financial Operating Results For Two-Year Period May 01, 2003 – April 30, 2005 and Budget for 2005-2006

Keele Campus

	2003-2004			2004-2005			2005-2006	
	Budget	Actual	Space GM^2	Budget	Actual	Space GM^2	Budget	Space GM^2
Caretaking								
Total Expenditures	$ 8,657,134	$ 8,608,644	660,394	$ 9,502,372	$9,298,991	689,150	$9,693,979	705,730
Recoveries	(182,300)	(437,471)	(222,916)	(505,207)	(461,353)	(229,468)	(413,307)	(229,468)
Net	8,474,834	8,171,173	437,478	8,997,165	8,837,638	459,682	9,280,672	476,262
Grounds & Vehicles								
Total Expenditures	3,518,249	3,986,573	660,394	3,712,018	3,932,526	689,150	3,778,643	705,730
Recoveries	(1,183,497)	(1,432,764)	(222,916)	(1,228,155)	(1,453,185)	(229,468)	(1,257,952)	(229,468)
Net	2,334,752	2,553,809	437,478	2,483,863	2,479,341	459,682	2,520,691	476,262
Maintenance								
Total Expenditures	6,957,796	7,163,136	660,394	7,799,286	7,318,072	689,150	7,645,186	705,730
Recoveries	(991,500)	(1,150,005)	(222,916)	(1,207,128)	(1,251,744)	(229,468)	(830,000)	(229,468)
Net	5,966,296	6,013,131	437,478	6,592,158	6,066,328	459,682	6,815,186	476,262
Utilities								
Total Expenditures	2,569,837	2,787,570	660,394	2,622,444	2,799,899	689,150	2,715,521	705,730
Recoveries	—	(38,133)	(222,916)	—	(36,426)	(229,468)	—	(229,468)
Net	2,569,837	2,749,437	437,478	2,622,444	2,763,473	459,682	2,715,521	476,262
Energy								
Total Expenditures	15,374,643	15,442,696	660,394	16,267,206	15,860,270	689,150	18,759,414	705,730
Recoveries	(5,656,786)	(6,865,522)	(222,916)	(5,748,919)	(6,363,561)	(229,468)	(7,584,918)	(229,468)
Net	9,717,857	8,577,174	437,478	10,518,287	9,496,709	459,682	11,174,496	476,262
Net Operating Keele	**$29,063,576**	**$28,064,724**	**437,478**	**$31,213,917**	**$29,643,489**	**459,682**	**$32,506,566**	**476,262**

Glendon Campus

	2003-2004			2004-2005			2005-2006	
	Budget	Actual	Space GM^2	Budget	Actual	Space GM^2	Budget	Space GM^2
All accounts (excluding Energy)								
Total Expenditures	$ 1,505,091	$ 1,606,805	42,072	$ 1,647,793	$ 1,691,549	42,337	$ 1,632,930	42,337
Recoveries	(266,368)	(294,203)	(14,489)	(274,683)	(308,497)	(14,956)	(265,410)	(14,956)
Net	1,238,723	1,312,602	27,583	1,373,110	1,383,052	27,381	1,367,520	27,381
Energy								
Total Expenditures	1,132,310	1,221,341	42,072	1,257,777	1,476,860	42,337	1,304,339	42,337
Recoveries	(355,254)	(416,252)	(14,489)	(392,516)	(474,037)	(14,956)	(426,256)	(14,956)
Net	777,056	805,089	27,583	865,261	1,002,823	27,381	878,083	27,381
Net Operating Glendon	**2,015,779**	**2,117,691**	**27,583**	**2,238,371**	**2,385,875**	**27,381**	**2,245,603**	**27,381**
Net Operating Glendon & Keele	**$31,079,355**	**$30,182,415**	**465,061**	**$33,452,288**	**$32,029,364**	**487,063**	**$34,752,169**	**503,643**

Source: Department of Facilities Services

FS: GOALS FOR 2004-2005

Complete Accolade Buildings for Occupancy

It is the goal of Facilities Services to complete the construction and "fit-up" of the Accolade West Building so that classrooms in this facility can be used beginning in September 2005 and to open the Accolade East Building for full use in January 2006.

Utilities Infrastructure Upgrades

To meet University demands, a number of infrastructure upgrades are required to renew, improve and expand utility services at the Keele campus. Projects for 2005-2006 include refractory and natural gas repairs to both cogeneration plants; the rebuilding of cooling pump #1 in the University's chilled water and cooling distribution system; re-certification of all main steam line safety valves in accordance with the Technical Safety Standards Act; repair to various boilers in the heating system; and a new automated relay system for high voltage switch gears for the two major Keele campus electrical substations.

Accolade Ripple Program

Consultation and planning will begin for those spaces vacated by Faculty of Fine Arts departments moving into the new Accolade buildings. Plans to backfill spaces in Complex 1 will be developed as part of a larger institutional plan focused on improved Faculty, college, teaching and student spaces. Renovations will begin in the spring of 2006. The "Accolade Ripple" will embrace approximately 7020 square meters.

Deferred Maintenance Program

A comprehensive project implementation plan will be drafted to address deferred maintenance that was identified by a facility condition audit (VFA) undertaken during 2004-2005. The plan will package and prioritize renewal projects and work items to be sequentially implemented as funds become available.

Energy Sustainability

FS is currently in the RFP process of selecting a company to become a partner in developing an Energy Sustainability Plan and Program, which will include energy conservation initiatives and result in improved infrastructure and building systems through a multi-year program.

Customer Focused Service Delivery

To develop further the commitment of FS personnel to the philosophy of customer focused service delivery, a number of FS based training programs will be implemented during 2005-2006. This will build on the appointment of a FS manager of employee development and communications and the staging during 2004-2005 of employee retreats on customer service that created an open environment and discussion for service improvement.

Service Improvement

Facility managers will continue to meet on a quarterly basis to discuss facilities related issues. A listserv will be developed for information sharing and notification of changes within Facilities Services. The "Maximo" maintenance web site will be online for internal users in summer 2005 with web access available in fall 2005. The redesigned Facilities Services web test site will be rolled out to a pilot group of community users in fall 2005. Specific workshops and consultations will be conducted with community members in relation to development and renovation activities in campus precincts and specific campus sites.

Landscape Master Plan

A draft landscape master plan will be shared interactively with the University community through the Facilities Services website in fall 2005. Building on the successful Keele campus workshop with students, faculty and staff held in spring 2005, general workshops will be conducted at the Glendon campus, with the York University Board of Governors and also with members of senior University management.

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 2004-2005

WSIB 2004 Safety Groups Program

York University, with 15 other Ontario universities, participated in the WSIB Safety Groups Program by committing to implement five accident prevention initiatives that fall within the four main categories prescribed by WSIB: Leadership; Organization; Hazard Recognition; and Assessment and Controls.

In 2004, the following five safety groups objectives were achieved. In April 2005, York was audited by WSIB to verify achievement of the safety group objectives and the University received a score of 100 per cent.

- Established a network for university Biosafety Officers: an electronic "listserv" has been established for Biosafety Officers and a first meeting/seminar was held in October 2004.
- Provided instruction and training to senior managers on accessing and using the Job Task Hazard Analysis database.
- Expanded DOHS resource website to include resource materials for every job hazard identified in the Job Task Hazard Analysis.
- Developed a regular compressed gas safety training program.
- Reviewed accident records for slips and falls and recommended preventive measures. In 2004, lost time claims due to slips and falls decreased by 33 per cent from 2003.

University Biosafety Program

In 2004 a list of elements was identified for the University Biosafety Program and more than 50 per cent of the elements were developed.

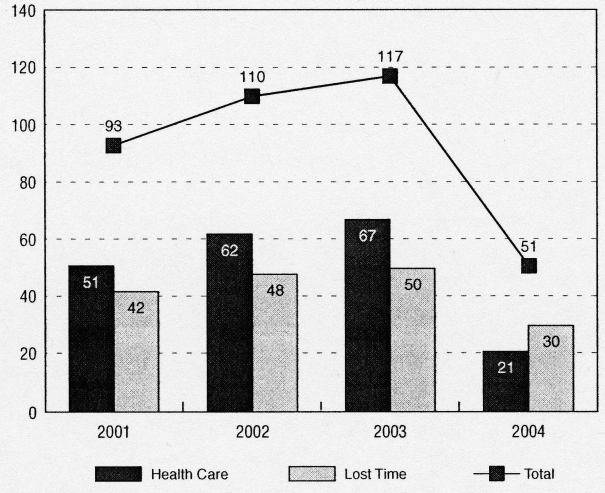
DOHS: PERFORMANCE INDICATORS

Figure 11: Work Days Lost Annually

	2000	2001	2002	2003	2004
Number of Work days lost annually	487	445	1,002	492	408
Full time Employee Population	3,112	3,211	3,331	3,468	3,644
X260 paid work days	809,120	834,860	866,060	901,680	947,440
Work days lost per 1000 employees	**0.60**	**0.55**	**1.18**	**0.55**	**0.43**

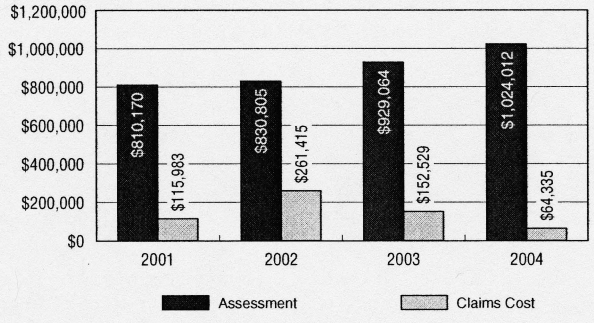
Source: Department of Occupational Health & Safety

Figure 12: Number of WSIB Claims



Source: Department of Occupational Health & Safety

Figure 13: WSIB Costs



Source: Department of Occupational Health & Safety

DOHS: GOALS FOR 2005-2006

WSIB 2005 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:

- Review and update the University's asbestos inventory and management program to include the development of more comprehensive tracking, inspection and reporting procedures.
- Develop written guidelines for managers on how to conduct workplace inspections, to complement the existing training workshops.
- Develop laboratory decommissioning guidelines, to ensure the clean-up and disposal of potentially hazardous materials when an occupant vacates a laboratory space.
- To mitigate the potential for repetitive strain and other injuries, develop an information pamphlet for computer users that promotes workstation ergonomics.
- Develop a procedure for the application, approval, renewal and cancellation of a biosafety certificate for workers required to use biohazardous materials.

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 2004-2005

Enterprise-Wide Risk Management Initiative

Over the last two years, York University has been conducting an Enterprise-Wide Risk Management Initiative. In early 2003, an extensive risk assessment was conducted to identify and prioritize the key risks impacting the University. In late 2004, an updated assessment was undertaken to accomplish the following key objectives:

- Incorporate sustainable risk management practices into University management processes;
- Expand the initiative to include more participants from the University in order to drill down deeper within the organization to gain broader and richer input; and
- Re-evaluate the results from the initial assessment to identify any changes in the risks as well as in their prioritization and risk management assessment.

The exercise involved individual consultation and facilitated risk assessment workshops with senior University personnel, including Vice-Presidents, Deans and a number of Assistant and Associate Vice-Presidents.

In summary, the assessment identified fifteen strategic, first-tier risks and ten second-tier risks. A report outlining the results of the risk assessment is found in the *President's Message and Report Overview* on page six of this *Planning, Budget and Accountability Report.*

Internal Audits Completed

A number of audits covering compliance, financial, value-for-money, and other internal processes were completed in 2004-2005. These include:

- Information Technology Strategy Implementation,
- Office of the University Secretary and General Counsel,
- Osgoode Hall Law School,
- Electronic Funds Transfer,
- Cash Management in Parking Services,
- Human Resources Activity Review, and
- Great-West Life – Management of Employee Health and Dental Benefits.

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 (ATOP), Capital Spending, SuperBuild Modernization, and U.S. Federal Family Education Loan Programs. In addition, support for the year-end financial audit was provided to the external auditors. The following table summarizes the audit activities for the fiscal year 2004-2005.

Figure 14: Audit Activity for the Year ended April 30, 2005

Audit Areas	Number of Projects	Completed	Underway
Financial Management	4	4	
Compliance	5	5	
Operations	5	4	1
Information Technology	4	2	2
Other	7	6	1
Total	**25**	**21**	**4**
Percentage		84%	16%

Source: Department of Internal Audit

Quality Improvement Program

To ensure that Internal Audit continues to add value and 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 published by the Institute of Internal Auditors (IIA).

In addition, Internal Audit has adopted internationally recognized management control frameworks in conducting its audits such as the COSO (Committee of Sponsoring Organizations of the Treadway Commission) Internal Control Framework, the COBIT (Control Objectives for Information and related Technology) Information Technology Governance Framework, ISO 17799 for Information Security Management, and the Canadian Comprehensive Auditing Foundation Standard for Reporting and Auditing in the Public Sector.

During the year, work was carried out to increase audit efficiency and improve Internal Audit infrastructure and capability. This work included the development of an Internal Audit Manual, standards for conducting Faculty audits, and the introduction of computerized audit data mining software.

INTERNAL AUDIT: PERFORMANCE INDICATORS

By April 30, 2005, some 84 per cent of the planned audit engagements for the year had been completed and the rest were well underway. Internal Audit continued to track management actions on recommendations from completed audits, working with the departments or Faculties concerned, and prepared semi-annually a detailed tracking report of corrective actions taken for the Audit Committee of the Board of Governors. A total of 40 of 68 (59 per cent) corrective actions were reported completed during 2004-2005.

Additionally, Internal Audit has helped to implement Enterprise-Wide Risk Management across the University, to encourage continuous improvement in management processes and to introduce value-for-money concepts.

INTERNAL AUDIT: PLANS FOR 2005-2006

Internal Audit Plan

In April 2005, the Board Audit Committee approved the York University Internal Audit Plan for 2005-2006. The risk-based Internal Audit Plan identifies audit activities in the areas of compliance, financial, value-for-money, and other internal processes including information technology. In addition, continuous support to the Enterprise-Wide Risk Management Initiative is to be provided.

Internal Audit will continue to provide periodic, independent assurance that management has mitigated the University's organizational risks and that management systems are operating effectively. Internal Audit's primary deliverables include:

- A recommended annual Internal Audit Plan,
- Regular reports summarizing the state of risk management and management control,
- Identification of system deficiencies with suggestions for improvement, and
- Assessment of corrective management actions.

CAMPUS SERVICES AND BUSINESS OPERATIONS

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 the York Bookstores at the Glendon and Keele campuses; management of University leases and agreements; Housing and Food Services, which coordinates machine vending and 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 and produces customized course kits; and Security, Parking and Transportation Services.

Collectively, CSBO has 222 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.

CSBO: OBJECTIVES MET IN 2004-2005

Maintain Client Satisfaction in Housing

Results of undergraduate resident surveys at both Keele and Glendon campuses indicate that satisfaction levels have remained consistently high, exceeding the benchmarks established in 2002-2003.

Successful Occupancy of New Undergraduate Residence

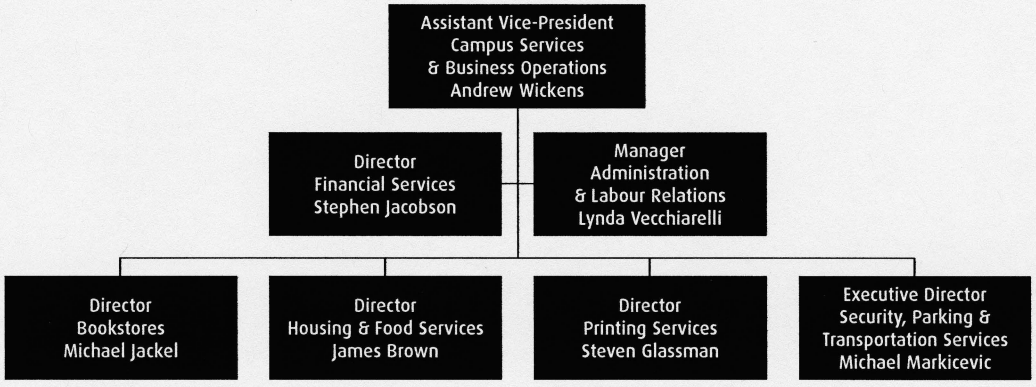
The Pond Road Residence opened in September 2004 at 100 per cent occupancy of its 428 rentable beds. An occupancy rate consistent with other Keele campus undergraduate residences (99 per cent) was maintained throughout its first year of operation.

Operational and Service Improvements in Bookstores and Printing Services

A new inventory control system was purchased, installed and implemented in March 2005 utilizing internal staff resources. A renovation of both the entrance and the refund/buyback area of the Keele campus Bookstore was completed in December 2004, giving the store a bright new look while enhancing pedestrian traffic control and customer throughput capabilities for rush periods in September, January and May.

Printing Services undertook a thorough process that will culminate early in the 2005-2006 year with the replacement of equipment and technological upgrading of capabilities that will increase productivity and offer greater range of graphic solutions.

Figure 15: Campus Services and Business Operations Organizational Chart



Improve Service Delivery in Security

Security Services continued to develop the Campus Relations Officer Program initiated in 2003-2004; implemented a comprehensive review of its training programs, standard operating procedures and reporting protocols; restructured and re-assigned functional duties; and began a process to update security software and technology. Plans have been initiated to develop security awareness and partnering programs within the University community. Working with Facilities Services and the Office of VPFA, significant progress was made in completing and upgrading card access and CCTV installations in a number of campus buildings. A project was undertaken, with broad consultation and input, to develop a dynamic and sustainable, University-wide Emergency Preparedness Program.

Maintain Commuter Modal Split and Enhance Parking & Transportation Services

The commuter modal split achieved in 2003-2004 was 40 per cent single occupant vehicles and 60 per cent alternative modes of transportation, such as transit, carpooling, and cycling. In 2004-2005, the number of single occupant vehicles coming onto campus increased by less than 1 per cent while the University population grew by 6 per cent. Also, during 2004-2005, the quality and coverage of lighting in four Keele campus parking lots were improved; significant costs were avoided by redeploying lot control equipment and designing lot changes to take advantage of existing infrastructure. At the Glendon campus, parking equipment upgrades were completed including additional CCTV cameras and the relighting of the lower lot to improve safety and operational efficiency.

CSBO: PERFORMANCE INDICATORS, 2004-2005

CSBO Financial Performance

The financial operating results for CSBO's revenue generating operations that appear in Figure 16 reflect higher than budgeted revenues, including contributions of $1.6 million from the ancillaries capital maintenance reserve. Daily parking and TTC Metropass sales exceeded revenue expectations by $895K and $554K respectively while all other business units met or exceeded revenue targets.

Total expenditures exceeded budget plan by $246,000, but included a contribution of $1.5 million to the ancillaries capital maintenance reserve from Housing and Hospitality for future capital expenditures. Expenditure reductions in the range of $1.5 million resulted largely from cogeneration efficiencies.

Housing, Hospitality & Food Services

Housing and Hospitality net revenues exceeded budget by 32.5 per cent while also contributing $1,471,000 to the ancillaries capital reserve fund for long term maintenance and renovations. Net revenues for Food and Vending Services, both campuses, exceeded budget targets by $152,000.

Occupancy in undergraduate residences at the Keele campus remained above 99 per cent although, with the addition of 428 new beds in The Pond Road Residence, additional business had to be developed through Seneca@York and the York University English Language Institute to sustain that occupancy level. Glendon campus residence occupancy remained at 99 per cent while guaranteeing residence to all students admitted to Glendon. The York Apartments continued to trend downwards to a 95 per cent occupancy rate in 2004-2005, remaining just at the level of occupancy necessary to achieve revenue expectations.

Student Housing Services continued to track student satisfaction with cleaning, maintenance and other services in the York apartments and the Keele and Glendon undergraduate residences. Figures 18-20 illustrate the results of the 2004-2005 surveys along with comparable results for 2002-2003 and 2003-2004.

Services overall in the York Apartments were rated as good or above by 59 per cent of respondents and this is in line with similar ratings of approximately 60 per cent in each of the previous two years.

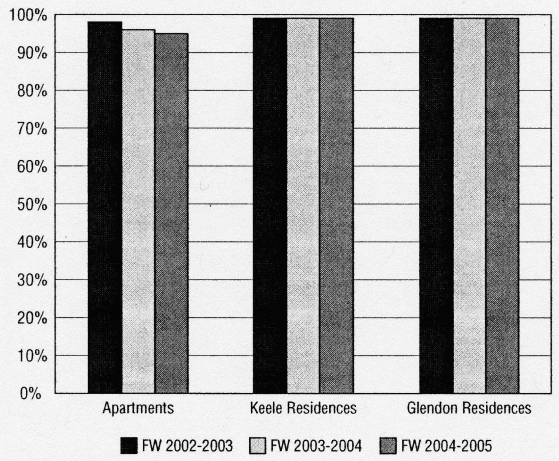
Figure 16: CSBO Ancillary Operations, Financial Results for the Twelve Months Ending April 30, 2005

	2004-2005 Budget			Year End Actual		
	Revenue	Expenses	Surplus (Deficit)	Revenue	Expenses	Surplus (Deficit)
Housing and Hospitality	23,555,648	26,792,698	(3,237,050)	23,782,736	25,965,346	(2,182,610)
Food and Vending Services	1,323,620	1,175,614	148,006	1,379,711	1,080,176	299,535
York Card	223,565	223,565	—	1,398,563	197,534	1,201,029*
Lease & Agreement Management	159,380	63,404	95,976	158,681	(33,544)	192,225
Bookstore	20,163,910	19,531,971	631,939	21,328,579	20,690,933	637,646
Printing Services	2,537,405	2,402,262	135,143	2,742,993	2,510,992	232,001
Parking & Transportation Services	14,348,681	17,607,348	(3,258,667)	16,260,683	17,631,673	(1,370,990)
Grand Total	**62,312,209**	**67,796,862**	**(5,484,653)**	**67,051,946**	**68,043,110**	**(991,164)**

*Revenue includes a one-time transfer from the Ancillaries Reserve for YU "one-card" program

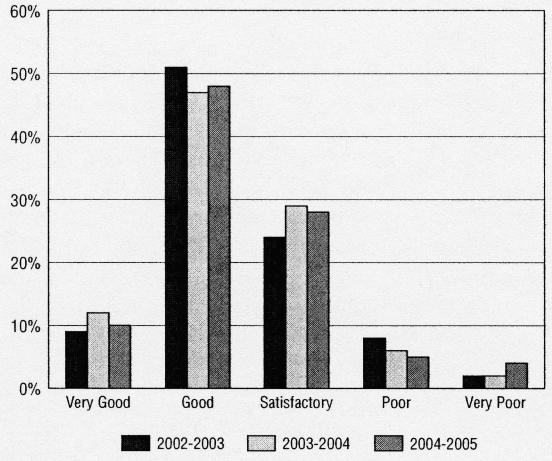
Source: Department of Campus Services and Business Operations

Figure 17: Student Housing Occupancy Rates



Source: Housing & Food Services

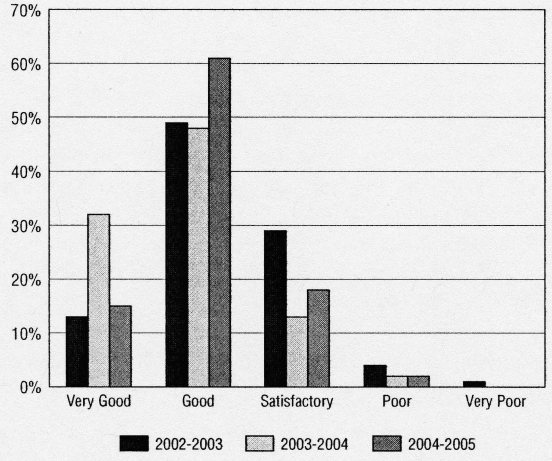
Figure 18: Satisfaction Survey – York Apartments



Source: Housing & Food Services

In the Keele campus undergraduate residences, the overall rating of services as good or very good dropped slightly from 80 per cent in 2003-2004 to 76 per cent in 2004-2005, but this remains significantly higher than the 62 per cent rating in 2002-2003.

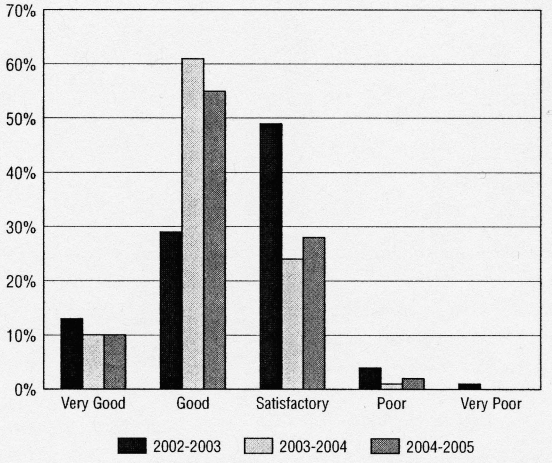
Figure 19: Satisfaction Survey – Undergraduate Residences, Keele Campus



Source: Housing & Food Services

At the Glendon campus, 65 per cent of those responding to the survey rated services as good or very good overall, reflecting continuing improvement of client satisfaction over the past two years.

Figure 20: Satisfaction Survey – Undergraduate Residences, Glendon Campus



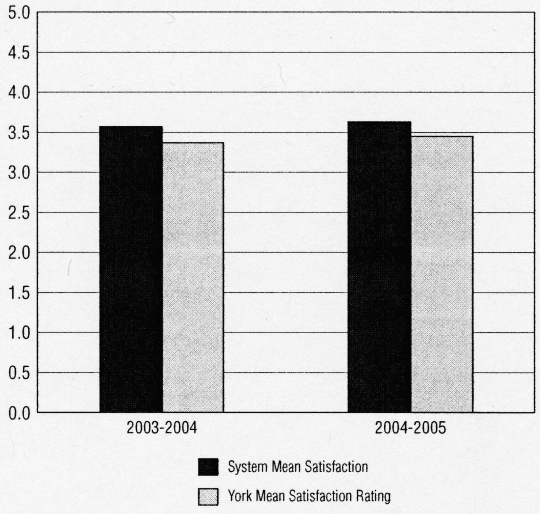
Source: Housing & Food Services

In 2003, York contracted the National Association of College and University Food Services (NACUFS) to conduct surveys of student/client satisfaction with ten of the main food services on its Keele and Glendon campuses. In each of 2003-2004 and 2004-2005, NACUFS employed the same survey instrument for approximately 60 universities and colleges with 90,000 questionnaires returned.

The ratings are based on a five point scale, from very dissatisfied to very satisfied, where higher scores (5) indicate a greater degree of satisfaction. In the "dining hall" category, York surveyed students in three dining hall locations: Winters, Stong/Bethune, and Glendon. Figure 21 presents the mean scores on "overall satisfaction" for York compared to the mean satisfaction ratings for all dining halls at institutions across North America that participate in the NACUFS survey. York's scores were close to 3.5 on a 5-point scale, placing near the mean for the system, and showing improvement over the two years from 3.37 to 3.45.

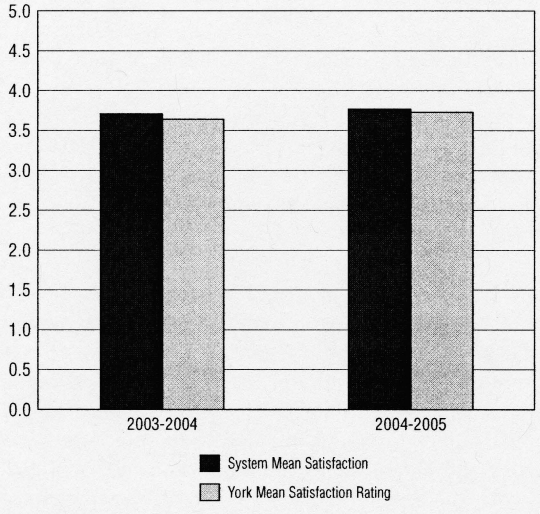
Eight of York's other locations were included in the "retail" category surveys, including the food services in Central Square, the Technology Enhanced Learning Building, Atkinson, Osgoode, the Kosher Deli (Complex I), Megabytes (Computer Science and Engineering Building), and the Tim Horton's in the William Small Centre. York's scores were above 3.5 on a 5-point scale, placing near the mean for the system, and showing improvement over the two years from 3.64 to 3.73.

Figure 21: York University Food Services Dining Hall Satisfaction Ratings



Source: Housing & Food Services

Figure 22: York University Food Services Retail Satisfaction Ratings



Source: Housing & Food Services

Lease and Agreement Management

This functional area in CSBO negotiates and manages the University's portfolio of leases and agreements with a mandate of optimizing the University's return, providing good customer service to lease and agreement holders, and meeting other related institutional objectives. In 2004-2005, actual net revenues in this area exceeded budget targets by $96,250.

Bookstores

Bookstores net revenue was on target for 2004-2005 with gross sales up 7.8 per cent over previous year, which includes significant increases attributed to sales of used textbooks and in the York Shop.

Figure 23: Performance Measures for Bookstores

	2001-2002	2002-2003	2003-2004	2004-2005
Sales per Student FTE*	$ 436	$ 436	$ 447	$ 451
Sales per NASM**	6,188	6,709	7,563	7,743
Sales per Staff	227,361	234,311	257,446	273,984
Average line-up time during peak periods (minutes)	10	12	11	11

* Prior year numbers revised based on FTE's rather than FFTE's

** NASM – net assignable square metres of space

Source: Bookstores

Printing Services

Overall printing revenue for the year showed a small decline of 2 per cent from 2003-2004. Expenses were controlled and operations improved, so financial targets were exceeded. The production of course kits remained the largest item required for the academic community. Printing Services improved its print on demand service, a fast re-order program that allows internal University constituents to order only required quantities, thus reducing inventory levels and the possibility of waste. The community uptake to the improved service is reflected in the 18 per cent increase in the number of jobs produced.

Figure 24: Performance Measures for Printing Services

	2002-2003	2003-2004	2004-2005
Revenues	$ 2,984,239	$ 2,815,410	$ 2,742,993
Digital impressions	37,145,891	36,656,230	37,781,243
Number of Jobs	12,359	12,108	14,291
Impressions per student FTE	1,007	896	876
Revenue per student FTE	$ 81	$ 69	$ 64

Source: Printing Services

Security, Parking and Transportation Services

Overview of 2004-2005 Security Incidents

Reported incidents increased from 1,877 in 2003-2004 to 2,189 in 2004-2005, which represents a 17 per cent increase in incidents. Based on the total University population as reported in the York University Fact Book, the incident rate in 2004-2005 was 38.8 incidents per 1,000 people compared to 35.1 for the prior year. Theft under $5000 (Private Property) continues to be the leading incident type at a rate of 5.6 incidents per 1,000 people, compared to 5.7 for the prior year.

The top 5 incidents, shown below, accounted for 49 per cent of the total calls for Security service.

Figure 26: York University Incidents, Compared to City of Toronto

	2002 Crimes Against Persons per 1,000 Population	2003 Crimes Against Persons per 1,000 Population	2004 Crimes Against Persons per 1,000 Population	2002 Property Crimes per 1,000 Population	2003 Property Crimes per 1,000 Population	2004 Property Crimes per 1,000 Population
City of Toronto*	14	13	12	38	45	43
Toronto Police 31 Division*	16	13	15	32	38	36
York University	3	2	3	16	14	14

*Data from Toronto Police Services Annual Reports

Source: Security, Parking & Transportation Services

Figure 25: 2004-2005 Top Five Incident Types Reported to York Security

Incident Category	2004-2005	Number of Incidents per 1,000 People (Campus Population)
Theft, Under $5000 (Private Property)	318	5.6
Emergency Medical	215	3.8
Mischief, Under $5000 (University Property)	209	3.7
Fire Alarms	202	3.5
Information	125	2.2
Total	**1,069**	

Source: Security, Parking & Transportation Services

Security Services continued to categorize and track incidents, which allows for comparison with the City of Toronto. The categories are as follows:

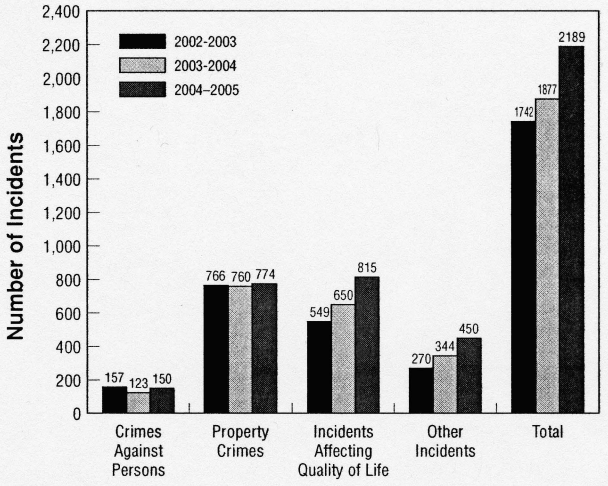
Crimes Against Persons: Involve the application and /or threat of force to a person. These include all sexual assault, assault, harassment, and homicide categories, abduction, indecent acts, intimidation, robbery, and uttering threats. Using total population figures from the York University Fact Book, the 2004-2005 rate of incidents of Crimes Against Persons was 2.66 per 1,000 people compared to 3.0 incidents in 2003-2004 and 4.25 in 2002-2003.

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 2004-2005 rate of incidents for Property Crimes was 13.7 per 1,000 people compared to 18.57 incidents in 2003-2004 and 20.76 in 2002-2003.

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 2004-2005 was 14.43 per 1,000 people compared to 15.88 in 2003-2004, and 14.87 incidents in 2002-2003.

For comparative purposes, data in Figure 26 is presented by calendar year, which is the Toronto Police Services' reporting year.

Figure 27: Year to Year Comparison for 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 collision, among others.

Source: Security, Parking & Transportation Services

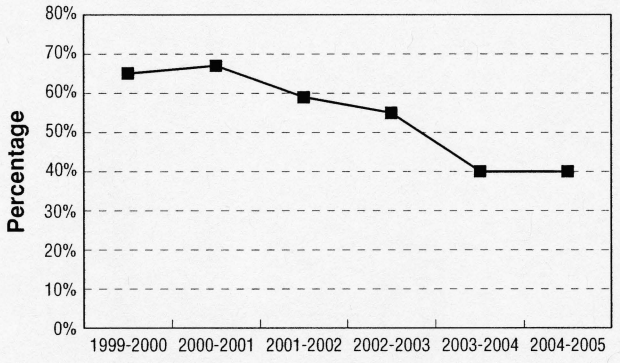
Overview of Parking and Transportation Services

As reported earlier, the commuter modal split during 2004-2005 was generally maintained at the previous year's ratio of 40 per cent single occupant vehicles and 60 per cent other. While the population of the University grew by approximately 6 per cent in 2004-2005, the number of vehicles coming onto campus increased by less than 1 per cent. The increased transportation demand of the expanded population was almost wholly absorbed by modes other than single occupant vehicles, and included transit, carpooling and cycling. The reduction in vehicles on campus achieved over the past two years is estimated to have reduced approximately 83.93 tonnes per day in vehicular air pollutants and greenhouse gas emissions.

While the average number of transit vehicles on campus daily increased from 1,000 to 1,100, the Parking and Transportation service counter handled 7,868 GO student pass applications and the selling of 17,153 TTC metro passes in addition to the routine parking enquiries and decal sales. In total, there were more than 46,391 face-to-face counter transactions, in addition to those conducted by telephone and Web application.

During 2004-2005 Parking and Transportation Services engaged in considerable analysis and planning in response to a number of developments. The dramatic shift in commuter modal split that commenced during 2003-2004 reduced parking demand and revenues are trending short of projections. Other influences included land development activity at the University affecting the supply and location of surface lot parking; increasing demand for transit resulting from University population growth and emerging bus loading capacity issues in the Common; a shift in parking revenue patterns from permit to daily and hourly parking; and challenges from parking clients regarding parking regulation enforcement arising from municipal by-law reform.

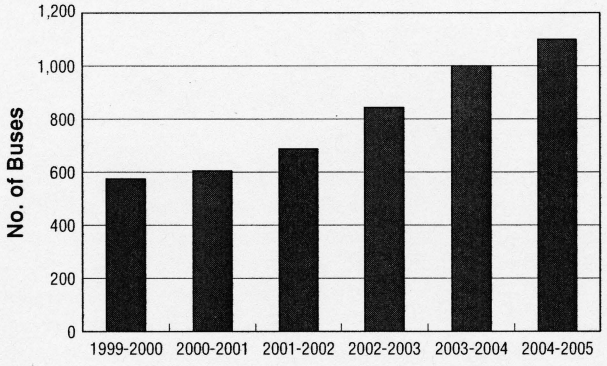
Figure 28: Per cent of York Population Commuting in Single Occupant Vehicles



Based on counts in September of each year

Source: Security, Parking & Transportation Services

Figure 29: Daily Buses on Campus (TTC, GO, YRT)



Based on counts in September of each year

Source: Security, Parking & Transportation Services

CSBO: GOALS FOR 2005-2006

Successful Implementation of the "YU-Card"

Beginning in September, 2005, CSBO will work collaboratively with a number of University departments to implement the "YU-Card" as a one-card system for York, replacing the existing library card, meal plan card and sessional validation card. Ultimately, the YU-Card will provide photo identification and act as an internal debit card, copying and printing card and access card for the York community. Implementation will occur over the next year; eventually about 60,000 cards will be issued.

Implement the CSBO Strategic Plan

During 2004-2005, Campus Services and Business Operations carried out a strategic planning exercise. The Strategic Plan produced a number of specific goals and actions for the CSBO business units for the next three years based on an assessment of anticipated issues and challenges for the Department in the future. Action plans have been developed at the business unit level and will begin to be implemented in 2005-2006.

Develop a CSBO Capital Budget

Coincident with the development of a coordinated capital plan for the University, CSBO will examine its capital needs for the future and will produce a comprehensive capital budget to form part of the Ancillaries Long Term Plan. This budget will address funding needs for major maintenance and improvements to housing units, parking lots and garages, and for the purchase of vehicles and significant pieces of equipment.

Operational Reviews of Housing and Hospitality

During 2004-2005, CSBO completed an operational review of its parking services. This is part of a long term approach to ensure that ancillary operations are providing the desired level of service in the most cost efficient way possible. Building on this work, CSBO will carry out a major review of Housing and Hospitality in 2005-2006.

Food Service Strategy for the University

CSBO will lead the development of a Food Service Strategy for the University by bringing together the various units within the University providing food services, including the York University Student Centre and the York University Development Corporation (operator of York Lanes), to develop a framework for coordinated planning and management of food services at York. The ultimate objective will be to ensure service which meets community needs and which allows contracted operators to be commercially successful.

Implement the York Emergency Preparedness Program

A review of the University's Emergency Preparedness was completed in 2004 and a project was undertaken during 2004-2005 to develop a comprehensive, University-wide program. These initiatives were driven by the need for York to update its decade-old Emergency Response Plan, and by some of the lessons learned as a result of recent incidents, including the SARS outbreak and the power blackout of August 2003. During 2005-2006, an Emergency Preparedness Office will be established and the full program will be put in place.

Revise Policy Frameworks for Parking and Security

Staff in Security, Parking and Transportation Services has been examining and revising policies and practices that govern operations in security and parking. During 2005-2006, this work will result in a clear and integrated policy framework that will protect the interests of the University and provide greater transparency and accountability to the York community.