

York University Board of Governors Notice of Meeting

Tuesday, June 27, 2017, 1:30 to 4:30 pm
 5th Floor, Kaneff Tower, Keele Campus

PAGE

I. CLOSED SESSION

II. OPEN SESSION – 1:50 pm approximately

1. Chair’s Items (R. Waugh)
 - a. Report on Items Decided in the Closed Session
 - b. Consent Agenda Approval
2. Executive Committee (R. Waugh) *2:10 pm*
3. President’s Items (M. Shoukri) *2:15 pm*
 - a. A Decade of Impact
 - b. Kudos Report..... 1
 - c. Presentation: Empower Student Initiative (V. Belegrinis)
 - d. Presentation: Student Representative Roundtable Annual Report (D. O’Hara, E. Alloul)
4. Academic Resources (H. Wu) *3:00 pm*
 - a. June 2017 Report on Appointments, Tenure and Promotions (For approval) 8
5. External Relations (J. Lassonde) *3:10 pm*
 - a. Impact: The Campaign for York University 25
6. Finance and Audit Committee (O. Ibrahim) *3:15 pm*
 - a. Budget Plan and Financial Statements (Presentation, T. Pound-Curtis)
 - 2017-2018 Annual Budget (For approval) 62
 - Financial Statements for the Year ended 30 April 2017 (For approval)..... 140
 - b. Appointment of External Auditors (For approval)..... 170
 - c. Capital Projects (For approval)
 - Execution of Lease Extension, Miles S. Nadal Management Centre 173
 - Campus Washroom Renewal/Upgrade..... 176

- 7. Governance and Human Resources Committee (D. McFadden) *3:50 pm*
- 8. Investment Committee (R. Williamson) *4:00 pm*
 - a. Endowment Distribution Rate 2017-2018 (For approval)..... 178
- 9. Other Business
- 10. In Camera Session *4:10 pm*

CONSENT AGENDA

- 1. Minutes of the Meeting of May 2, 2017..... 181
- 2. Pension Fund Board of Trustees Re-appointment..... 186
- 3. Banking Resolution Update 188

INFORMATION ITEMS

- 1. Academic Resources Committee:
 - a. Vice-President Research and Innovation Items..... 189
 - b. Markham Campus Update..... 196
 - c. Vice-President Academic and Provost’s Items (Year End Report) 210
 - d. Cyclical Program Reviews: Report of the Joint Sub-Committee on Quality Assurance and Final Assessment Reports as presented to Senate..... 268
- 2. Governance and Human Resources Committee:
 - a. 2016 Health, Safety and Employee Well-Being Annual Report 372
- 3. Investment Committee:
 - a. 2016 Annual Investment Report 387



THIS IS EXCELLENCE KUDOS REPORT

MAY-JUNE 2017



York partnered with Immigration, Refugees & Citizenship Canada (IRCC) and the Institute for Canadian Citizenship (ICC) to host a special Canada 150 [Community Citizenship Ceremony](#) for thirty-five new Canadians. (Photo: ICC/Alyssa K. Faoro)



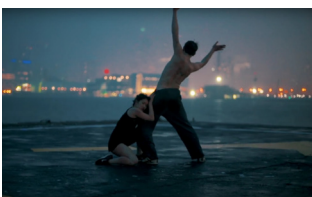
The York University-TD Community Engagement Centre awarded [Catalyst Grants](#) to five projects led by partnerships between York University and the Jane-Finch community.



Glendon professors [Valérie Schoof](#) and [Swann Paradis](#) received the 2016-17 Principal's Research Excellence Awards.



Lassonde professor [Nima Tabatabaei](#) received more than \$700,000 in funding from the Canadian Institutes of Health Research (CIHR) and Natural Sciences and Engineering Research Council of Canada (NSERC) for research on oral health.



Graduate students [David Outevsky](#) and [Regina Bautista](#) won the International University Global Theatre Experience (IUGTE) Best Idea Award for their short dance film *Fleeting Encounters, Shifting Pathways*.



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MA student [Hawa Sabriye](#) was awarded an Aga Khan Foundation of Canada Fellowship in Mozambique.



Osgoode LLM student [Dustin Klaudt](#) received the Colin B. Picker Prize in Comparative Law from the Younger Comparativists Committee of the American Society of Comparative Law.



The Glendon School of Public and International Affairs (GSPIA) received a [\\$2M gift](#) from BMO Financial Group to create academic leadership opportunities.



Sociology professor [Eric Mykhalovskiy](#) was awarded the 2017 Canadian Association for HIV Research-Canadian Foundation for AIDS Research (CAHR-CANFAR) Excellence in Research Award in the Social Sciences.



Anthropology Professor Emerita [Margaret Critchlow](#) was awarded the Weaver-Tremblay Award by the Canadian Anthropological Association for her research in Vanuatu.



History professor [Craig Heron](#) was honoured with the 2017 Lee Lorch Award presented by the Canadian Association of University Teachers (CAUT).



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York Lions men's soccer player [Jonathan Lao](#) was named the Ontario University Athletics (OUA) male athlete of the year.



Professors Ian Garrett, Theodore Noseworthy, Sapna Sharma and Graham Wakefield received [\\$140,000 in funding](#) through the Ontario government's Early Researcher Awards program.



The Faculty of Science received \$100,000 from [Berna and Earle Nestmann](#) for the Dean's Undergraduate Research Awards, which fund summer research positions for science students.



The 2017 recipients of the [President's University-Wide Teaching Awards](#) will be celebrated at Spring Convocation:

- Teaching Assistant - Sabina Mirza, Faculty of Education
- Contract/Adjunct Faculty Member - Véronique Tomaszewski, Glendon College
- Full-Time Faculty Member - Alex Czekanski, Lassonde School
- Senior Full-Time Faculty Member - Andrea Davis, Faculty of LA&PS



Osgoode [JD students](#) Yadesha Satheaswaran, Shani Ocquaye and Emily Finnie received awards from the Women's Law Association of Ontario (WLAO).



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Come From Away, a musical created by York alumni David Hein (BFA '97) and Irene Sankoff (BA '99), won three [Toronto Theatre Critics Awards](#), including best new Canadian musical and best overall production of a musical in 2016-17.



AMPD alumna [Joanna Yu](#) won the 2017 Pauline McGibbon Award for her contributions to Ontario's theatre community.



PhD student [Chris Chen](#) received a national volunteer award from CurioCity for his work to promote science literacy to high school students with the York chapter of Let's Talk Science.



York Lions athletes [Mohab El-Nahas](#) and [Shady El-Nahas](#) each won the gold medal in their respective weight classes at the Canadian Open Judo Championships.



York Postdoctoral Fellow [Heather Fitzsimmons Frey](#) was awarded a Banting Fellowship for her project with York's Department of Theatre.



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Twelve remarkable Canadians will be recognized with honorary degrees at [Spring Convocation](#) to mark Canada 150:

- Karen Weiler - Eminent jurist
- William Fisch - Community advocate and public service leader
- Matt Galloway - Canadian radio personality, community leader
- Wanda MacNevin - Social worker, activist, author
- Michael Dan - Medical doctor, social entrepreneur and philanthropist
- Haley Wickenheiser - Olympic athlete, author and motivational speaker
- Steve Paikin - Public affairs journalist, author, filmmaker
- William MacDonald Evans - Public servant, former Canadian Space Agency President
- His Excellency the Right Hon. David Johnston - Governor General of Canada, legal scholar, university administrator
- Bharat Masrani - Bank executive, champion of York University
- Cindy Blackstock - Community leader, child advocate, social worker
- Hon. Marion Boyd - Social justice advocate and political pioneer





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APPOINTMENTS:



York University Chancellor [Gregory Sorbara](#) was reappointed for an additional three-year term, effective June 14, 2017.



York University appointed [Dr. James Orbinski](#) as the inaugural Director of the Dahdaleh Global Health Research Institute (DGHRI).



Professor [Norma Sue Fisher-Stitt](#) was appointed Interim Dean of the School of the Arts, Media, Performance and Design.



Former Osgoode Dean, Provost and Vice-President Academic of York University and Ontario Deputy Attorney General [Patrick J. Monahan](#) (LLB '80) was appointed to the Ontario Superior Court of Justice.



Glendon Principal [Donald Ipperciel](#) was appointed Knight of the Order of the Academic Palms by the Government of the French Republic.



Psychology professor [Ellen Bialystok](#) was invested as an Officer of the Order of Canada for her research on the benefits of bilingualism.



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Osgoode appointed award-winning journalists [Gail J. Cohen](#) and [Roxana Olivera](#) to its inaugural Journalist in Residence program.



Leading legal education scholar [Paul Maharg](#) was appointed as distinguished professor of practice at Osgoode.



IP Osgoode Professor [David Vaver](#) was invested as a Member of the Order of Canada for his work on intellectual property law.

Board of Governors

To: Board of Governors

From: Henry Wu, Chair, Academic Resources Committee

Date: June 27, 2017

Subject: **June 2017 Report on Appointments, Tenure and Promotion**

Motion and Rationale:

The Academic Resources Committee recommends that the Board of Governors approve the President's June 2017 report on appointments, tenure and promotion.

This report covers appointments recommended since the Committee and Board met in February along with recent tenure and promotion decisions. I confirm that tenure and promotion decisions followed due process and that the advice of the appropriate bodies was considered. Appointments have been made in support of existing activities and strengths, and to further strategic objectives.

The final column of the appointments tables identifies the nature of the funding, which can take the form of regular replacements funded by Faculties or the York University Libraries, appointments in new areas that are Faculty-funded, institutionally supported strategic hires, or endowed chairs and professorships.

Documentation is attached as Appendix A (appointments) and Appendix B (tenure and promotion).

Table 1 Recommendations for Appointment – Full-Time Faculty Members¹ (since meeting of February 27, 2017)

Name	Department, Field	Rank	Highest Degree	Research Agenda/Specialization	Funding
Arts, Media, Performance and Design					
Bjorg Olafson, Freya (F)	Dance, Dance for Screen	Assistant Professor, Pre-candidacy 1	MFA, New Media (Donau Universität Krems Austria, 2007)	Ms Bjorg Olafson is professionally trained in the Professional Program of the Canada's Royal Winnipeg Ballet. As a performer, creator and educator, her work focusses on video, audio, painting and performance in an ongoing exploration of how technology can animate, reinstate and destabilize the meaning(s) of the corporeal body.	Faculty Funded
Sunstrum, Pamela (F)	Visual Arts and Art History, The Expanded Image	Assistant Professor, Pre-candidacy 1	MFA (Maryland Institute College of Art, 2007)	Ms Sunstrum's career of solo and group exhibitions centred around themes of the Universe, landscapes, imagined futures an all the unknown existences that those futures may hold. She has worked in Africa, Southeast Asia, Europe, Canada and the US. Ms Sunstrum has some teaching (adjunct and part-time) at the University of Witwatersrand, Johannesburg and Maryland Institute College of Art.	Faculty Funded
Education					
Parehk, Gillian (F)		Assistant Professor, Pre-candidacy 2	PhD, Critical Disability Studies (York, 2014)	Dr Parehk will be nominated for a Tier 2 Canada Research Chair in Inclusion, Disability and Education in the Fall 2018 competition. Dr Parehk has been a postdoctoral fellow at OISE/University of Toronto and Research Coordinator with the Toronto District School Board. Dr Parehk's research addresses how perceptions of ability and disability are constructed, institutionalized in schools, and ultimately shape student's access to opportunities and educational outcomes.	Specially Funded
Glendon					
Allard-Tremblay, Yann (M)	Sociology	Assistant Professor, Pre-candidacy 1	PhD, Philosophy (St. Andrews/Stirling, 2012)	This appointment is made under the Incentive Program for the Recruitment of Aboriginal (Indigenous) Faculty and Librarians. Dr Allard-Tremblay has held a postdoctoral fellow at both the University of Montreal and at McGill University and is currently an Indigenous Project	Specially Funded

¹ All appointments effective July 1, 2017 except where indicated in the Name column.

Note: "Specially funded" includes Endowed Chairs, Canada Research Chairs, etc.

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				Manager in Quebec. Dr Allard-Tremblay's research focus is on the role of epistemology in theoretical reflections on political concepts.	
Cormier, Andrée-Anne (F) 1-Jul-18	Philosophy, Law and Social Thought	Assistant Professor, Pre- candidacy 1	PhD, Philosophy (Montreal, 2016)	Dr Cormier is completing a two year postdoctoral fellowship in the Department of Law at Pompeu Fabra University, Spain. Her expertise is in applied philosophy and research focus is on the rights of children, the rights of animals and on the tension between civic education and various conceptions of the good.	Faculty Funded
McDonough Dolmaya, Julie (F) (on offer)	Translation	Assistant Professor, Candidacy 1	PhD, Translation Studies (Ottawa, 2009)	This appointment is made through the CUPE Conversion program in the professorial stream. Dr McDonough Dolmaya has been teaching on contract in the School of Translation, Glendon College since 2008. She has also been a freelance translator since 2005. Dr McDonough Dolmaya's research areas include translation in the context of Canadian history and politics, translation in online spaces, and translation ethics.	Faculty Funded
Takam, Aurélie (F)	French Studies	Assistant Professor, Pre- candidacy 1	PhD, Linguistique Française (Montreal, 2011)	Dr Takam comes to us from the Department of French Studies, University of Toronto. She completed postdoctoral studies at the Child Language Development and Disorders Lab at McGill University. Dr Takam has taught a variety of courses at the Universities of Yaounde, Montreal, Saint-Boniface and Toronto. Dr Takam is an expert in psycholinguistics, sociolinguistics and experimental linguistics.	Faculty Funded
Health					
Conder, Julie (F)	Psychology, Critical Thinking, Writing & Communication	Assistant Lecturer, Pre- candidacy 1	PhD, Psychology (McMaster, 2015)	This appointment is made to the alternate stream. Dr Conder is completing a Postdoctoral Fellow in Psychology, Neuroscience & Behaviour and is also an Educational Research Consultant at McMaster University. Until recently, she held the position of Researcher and Curriculum Development Associate at McMaster's Institute for Innovation and Excellence in Teaching and Learning.	Faculty Funded
Epstein, Iris (F)	Nursing	Assistant Professor, Pre- candidacy 1	PhD, Nursing (Toronto, 2007)	Dr Epstein is currently teaching at the Sally Horsfall Eaton School of Nursing at George Brown College and has been a sessional instructor at York previously. She is also a Nurse Manager at the Dr Solomon Facial Plastic Surgery and ENT clinic in Thornhill. Dr Epstein's research is focused on health care, technology and place.	Faculty Funded

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Fründ, Ingo (M)	Psychology, Computational Neuroscience	Assistant Professor, Pre-candidacy 1	PhD, Natural Sciences (Otto-von-Guericke-Universität, 2008)	Since obtaining his PhD, Dr Fründ has held the following positions: Research Associate at Otto-von-Guericke-Universität and Technische Universität, postdoctoral researcher for the Centre for Vision Research at York, Data Scientist at Zalando SE, Berlin, and Deep Learning Engineer at Twenty Billion Neurons GmbH, Berlin. Dr Fründ's research focuses on the extremely important and emerging field of deep learning by using computational methods to integrate machine learning and neural networks.	Faculty Funded
Hoffman, Stephen (M)	Health Policy and Management	Full Professor with tenure	PhD, Health Policy (Harvard, 2015)	Dr Hoffman will be nominated for a Tier 1 Canada Research Chair in Global Governance and Social Innovation in the October 2017 competition. Dr Hoffman is working towards a Doctorate in Law at the Sciences Po Law School in Paris. Dr Hoffman comes to us from his position as Associate Professor of Law and Director of the Global Strategy Lab at the University of Ottawa. Dr Hoffman is a senior scientist and international lawyer who specializes in global health law, global governance and institutional design.	Specially Funded
Kandilas, Constantine (Gus) (M)	Kinesiology & Health Science	Assistant Professor, Pre-candidacy 1	M.Sc., Athletic Therapy (Indiana State, 1986)	This appointment is made through the CUPE Conversion program in the alternate stream. Mr. Kandilas has held course director positions in the School of Kinesiology & Health Science at York since 1990. He is the owner/practitioner of the Burlington Centre for Osteopathy & Athletic Therapy. Mr. Kandilas is active in the field of athletic therapy as a teacher, clinician and field therapist.	Faculty Funded
Meisner, Brad (M)	Kinesiology & Health Science	Assistant Professor, Pre-candidacy 2	PhD, Kinesiology & Health Science (York, 2011)	Dr Meisner comes to us from a three-year contractually limited appointment in the Health and Human Performance Department at Dalhousie University. His research focuses on studying the influence of negative aging stereotypes on health and functioning older adults.	Faculty Funded
Orbinski, James (M)	Health Policy and Management	Full Professor with tenure	M.D. (McMaster, 1989)	Dr Orbinski will be appointed the inaugural Director of the Dahdaleh Global Health Research Institute. Dr Orbinski currently holds the position of professor and CIGI Research Chair in Global Health at the Balsillie School of International Affairs at Wilfrid Laurier University; and at the University of Toronto, he is a professor (status) in the Dalla Lana School of Public Health and the Munk School of Global Affairs. He is a	Specially Funded

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				member of the College of Family Physicians of Canada. Dr Orbinski's current research interests focus on the health impacts of climate change, humanitarianism, intervention strategies around infectious diseases, and global health governance.	
Pathman, Thanujeni (F)	Psychology, Developmental Neuroscience	Assistant Professor, Pre-candidacy 1	PhD, Psychology (Emory, 2011)	Dr Pathman comes to us from her position as Assistant Professor in the Department of Psychology at the University of North Carolina. Her research interests are in cognitive development specifically on the development of episodic memory.	Faculty Funded
Wojtowicz, Magdalena (F)	Psychology, Pediatric Clinical	Assistant Professor, Pre-candidacy 1	PhD, Clinical Psychology (Dalhousie, 2014)	Dr Wojtowicz is currently a Clinical Neuropsychologist and Staff Research at Harvard Medical School and has completed a two-year Clinical and Research Postdoctoral Fellowship at Harvard Medical School and Massachusetts General Hospital. Dr Wojtowicz's research focuses on mild brain injury and ADHD.	Faculty Funded
Liberal Arts and Professional Studies					
Baxter, Paul (M)	Social Science	Assistant Lecturer, Pre-candidacy 1	M.A., Political Science (Western Ontario, 2006)	This appointment is made through the CUPE Conversion program in the alternate stream. Mr. Baxter has taught at Queen's, Laurentian and York and has held a contractually limited appointment in the Dept. of Social Science at York. His interest in the criminal justice system draws on political science, sociology, history and the law.	Faculty Funded
Bernholtz, Marlene (F) (on offer)	Writing	Assistant Lecturer, Pre-candidacy 1	M.A., English Literature (York, 1979)	This appointment is made through the CUPE Conversion program in the alternate stream. Ms Bernholtz has held course director positions in the Writing Department at York for the past 12 years where she specializes in working with ESL students and students with designated learning disabilities. Ms Bernholtz has built an independent consulting business on strategic and effective business communication practices.	Faculty Funded
Colby, Gordana (F)	Economics	Assistant Lecturer, Pre-candidacy 1	PhD, Economics (York, 2000)	This appointment is made through the CUPE Conversion program in the alternate stream. Dr Colby has been a contract faculty member in the Department of Economics at York since 1997. Her research and teaching interests are in applied microeconomics, health economics, duration analysis and nonparametric estimation.	Faculty Funded

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Cortés, G. Matias (M)	Economics, Applied Economics	Assistant Professor, Pre-candidacy 2	PhD, Economics (UBC, 2012)	Dr Cortés comes to us from the University of Manchester where he has been an Assistant Professor since 2012. His research field is in labour economics, macroeconomics and applied econometrics with specific interests in topics related to occupational mobility, technological change and wage inequality.	Faculty Funded
DiGrazia, Joseph (M)	Sociology, Research Methods	Assistant Professor, Pre-candidacy 1	PhD, Sociology (Indiana, 2014)	Dr DiGrazia is completing a Neukom Postdoctoral Fellow at the Neukom Institute and Department of Sociology, Dartmouth College. Dr DiGrazia's research interests include political sociology, social movements, and computational social science.	Faculty Funded
Elfner, Emily (F)	Languages, Literatures and Linguistics, Human Communication Science	Assistant Professor, Pre-candidacy 1	PhD, Linguistics (Massachusetts, 2012)	Dr Elfner comes to us from the University of British Columbia where she is completing a Postdoctoral Teaching and Learning Fellowship with the Department of Linguistics. She previously held a postdoctoral fellowship at McGill and with the First Nations and Endangered Languages Program at UBC. Dr Elfner's research is in phonology and phonetics, and on the theoretical and empirical study of prosody.	Faculty Funded
Iacobelli, Sandra (F)	Administrative Studies, Tax Auditing	Assistant Lecturer, Pre-candidacy 1	LLM (York, 2017)	This appointment is made to the alternate stream. Ms Iacobelli's LLM will be conferred in June 2017 and she holds a B.Comm. at the University of Toronto and a CPA designation. Ms Iacobelli has held contractually limited positions at York and at Guelph and has professional experience as a management consultant at Karabus Management and a senior associate at PricewaterhouseCoopers.	Faculty Funded
Kwak, Laura (F)	Social Sciences, Law & Society	Assistant Professor, Pre-candidacy 1	PhD, Social Justice Education (OISE, Toronto, 2016)	Dr Kwak has held research assistant positions at Ryerson University and OISE. Her research and teaching background is in racial governmentality, representations of racialized leadership in Anglo-American democracies, and the intensification of state-sanctioned racism in an era declared post-racial.	Faculty Funded
Li, Jessica T. (on offer) (F)	Languages, Literatures and Linguistics	Assistant Professor, Pre-candidacy 1	PhD, Comparative Literature (Toronto, 2007)	This appointment is made through the CUPE Conversion program in the professorial stream. Dr Li has held a postdoctoral fellowship in the School of Social Sciences and been a course director in the School of Social Sciences and the Departments of Humanities and Languages,	Faculty Funded

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				Literatures and Linguistics at York since 2008. Dr Li's research foci are cultural translation, gender relations and diasporic politics in Chinese literature.	
Medovarski, Andrea (on offer) (F)	Humanities	Assistant Professor, Pre-candidacy 1	PhD, English (York, 2007)	This appointment is made through the CUPE Conversion program in the professorial stream. Dr Medovarski has held contract faculty positions at York since 2010. She held a postdoctoral fellowship at OISE from 2008-2010 and taught at the University of Guelph in 2007. Dr Medovarski has a substantial body of work that focuses on the cultural flows and movements of people across various Diasporas.	Faculty Funded
Penak, Nicole (F)	Social Work	*Lecturer/ Assistant Professor, Pre-candidacy 1	PhD, Adult Education and Community Development (OISE, Toronto, 2019)	This appointment is made under the Incentive Program for the Recruitment of Aboriginal (Indigenous) Faculty and Librarians. Ms Penak self identifies as Mi'kmaw and Maliseet. She has teaching experience at George Brown College, Ryerson, Toronto and York Universities. She has substantial recent practice experience with Indigenous communities: Anishnawbe Health, Aboriginal Legal Services, and counselling support to Toronto Aboriginal Support Services Council.	Specially Funded
Singh, Jakeet (M)	Political Science, Theory	Assistant Professor, Pre-candidacy 3	PhD, Political Science (Toronto, 2012)	Dr Singh comes to us from Illinois State University where he has been an Assistant Professor in the Department of Politics and Government since 2011. Dr Singh's research is rooted in a decolonial approach to social and political thought.	Faculty Funded
Stefanidis, Georgios (M)	Economics, Empirical Macro	*Lecturer/ Assistant Professor, Pre-candidacy 1	PhD, Economics (Minnesota, 2017)	Mr. Stefanidis is expected to complete his PhD by July 2017. Mr. Stefanidis has taught in Department of Economics at the University of Minnesota. His major fields of concentration are in macroeconomics and international financial economics.	Faculty Funded
Stille, Saskia (F)	Languages, Literatures & Linguistics, ESL	Assistant Lecturer, Pre-candidacy 1	PhD, Curriculum Studies (OISE, Toronto, 2013)	This appointment is made to the alternate stream. Dr Stille comes to us from her position as Assistant Professor in the Faculty of Education at Simon Fraser University. She previously held a contractually limited appointment in the Department of Languages, Literatures & Linguistics (ESL) at York. Dr Stille is an active researcher in literacy and plurilingualism.	Faculty Funded
Tegelberg, Matthew (M)	Social Science,	Assistant	PhD, Cultural	Dr Tegelberg currently holds a contractually limited appointment in the	Faculty

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	Interdisciplinary Studies	Professor, Pre-candidacy 1	Studies (Trent, 2012)	Department of Social Science at York. His research explores the intersection of technology, culture and communication in two major areas of study: critical social theory and environmental communication.	Funded
Widmer, Alexandra (on offer) (F)	Anthropology	Assistant Professor, Pre-candidacy 1	PhD, Social Anthropology (York, 2007)	This appointment is made through the CUPE Conversion program in the professorial stream. Dr Widmer has taught on contract in the Department of Anthropology at York since 2013. She held a postdoctoral researcher position from 2009-2011 followed by a visiting assistant professorship position in 2012-13 at the Max Planck Institute for the History of Science, Berlin. Dr Widmer's research focuses on the gendered, social and political lives of biomedicine and science in colonial and post-colonial contexts.	Faculty Funded
Lassonde School of Engineering					
Boakye-Yiadom, Solomon (M)	Mechanical Engineering, Smart Transportation	Assistant Professor, Pre-candidacy 1	PhD, Mechanical Engineering (Manitoba, 2015)	Dr Boakye-Yiadom comes to us from the University of Waterloo where he has held a two-year postdoctoral fellowship in the Mechanical and Mechatronics Engineering Department. His research interests are in processing and characterization of advanced materials, dynamic mechanical properties of materials, and advanced manufacturing techniques.	Faculty Funded
Gales, John (on offer) (M)	Civil Engineering, Materials	Assistant Professor, Pre-candidacy 2	PhD, Structural Engineering (Edinburg, 2013)	Dr Gales comes to us from his position as Assistant Professor in the Department of Civil and Environmental Engineering at Carleton University. Previously, he held a postdoctoral fellow in structural engineering at Queen's University. Dr Gales' current research interests include the development of sustainable construction materials for the Canadian industry and investigating issues surrounding the repurposing of structures.	Faculty Funded
Hanson, Ronald (M)	Mechanical Engineering, Aerospace	Assistant Professor, Pre-candidacy 1	PhD, Aerospace Science and Engineering (Toronto, 2013)	Dr Hanson is currently a postdoctoral fellow and research engineer at the Institute for Aerospace Studies at the University of Toronto. He is the founder of Applied Fluid Dynamics Inc. Dr Hanson's interests involve actuator/sensor development, aeroacoustics, experimental fluid dynamics, flow control, and aerodynamics.	Faculty Funded
Harris, Jeffery (M)	Mechanical Engineering	Assistant Lecturer, Pre-	PhD, Mechanical Engineering (U of	This appointment is made to the alternate stream. Dr Harris comes to us from the University of Toronto where he has held a postdoctoral	Faculty Funded

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		candidacy 1	T, 2013)	fellowship and has been a Research Associate and Course Instructor for the past few years. Dr Harris has a proven-track record of teaching, a commitment to innovative teaching methods, and a strong interest in sustainability, energy and engineering design.	
Kaur Brar, Satinder (on offer) (F)	Civil Engineering	Full Professor with tenure	PhD, Water Sciences (INRS-Eau, 2007)	Dr Kaur Brar will hold the James and Joanne Love Chair in Environmental Engineering for a five-year term. She is currently a Full Professor at INRS, Centre Eau Terre Environment. Dr Kaur Brar's research interests include urban, industrial, and agricultural waste water treatment; chemical pollutants; microorganisms; recycling and processing of solid waste; industrial and urban contamination of land.	Specially Funded
Melenka, Garrett (M)	Mechanical Engineering , Biosystems	Assistant Professor, Pre-candidacy 1	PhD, Mechanical Engineering (Alberta, 2016)	Dr Melenka recently defended his PhD at the University of Alberta. He specializes in the fields of composite materials, mechanical testing, optical strain measurement, rapid prototyping and orthodontics.	Faculty Funded
Perras, Matthew (on offer) (M)	Civil Engineering, Geotechnical	Assistant Professor, Pre-candidacy 1	PhD, Geological Engineering (Queen's 2014)	Dr Perras is currently a research associate and lecturer at the Engineering Geology Group at the Swiss Federal Institute of Technology (ETH), Zurich. His research is on 3D printing applications for rock mechanics with laboratory testing focus and environmental controls on fracture growth with both a laboratory and in-situ data acquisition focus.	Faculty Funded
Rezaeri-Zare, Afshin (M)	EECS, Power Engineering	Associate Professor, Pre-candidacy 1	PhD, Electrical Engineering (Tehran, 2007)	Dr Rezaeri-Zare comes to us from his position of Network Planning Engineering at Hydro One. He also holds an Adjunct position at Ecole Polytechnique Montreal where he regularly teaching and serves on graduate committees. Dr Rezaeri-Zare's research studies how to improve resiliency of the electrical power system to disturbances such as solar storms and to challenges such as integrating renewable energy generation, electrical vehicles and other stresses on the power grid.	Faculty Funded
Sadeghi-Naini, Ali (on offer) (M)	EECS, Electrical	Assistant Professor, Pre-candidacy 1	PhD, Biomedical Engineering (Western, 2011)	Dr Sadeghi-Naini is currently a sessional assistant professor in the Department of Medical Biophysics at the University of Toronto. He is also a Scientist in the Odette Cancer Centre at Sunnybrook Health Sciences Centre. From 2011 to 2015, he held a Postdoctoral Research Associate position in the Departments of Medical Biophysics and	Faculty Funded

Note: "Specially funded" includes Endowed Chairs, Canada Research Chairs, etc.

*PhD not completed at the time of hiring. Formal appointment at rank of Lecturer until doctorate is completed, at which point the rank is converted automatically to Assistant Professor.

				Radiation Oncology at Sunnybrook Research Institute. His research background is in electrical, computer and biomedical engineering, artificial intelligence, medical biophysics and radiation oncology.	
Urner, Ruth (F)	EECS, Machine Learning/ Robotics	Assistant Professor, Pre-candidacy 1	PhD, Computer Science (Waterloo, 2013)	Dr Urner comes to us from MPI for Intelligent Systems in Germany where she has been a Senior Research Scientist since 2015. She previously held a postdoctoral fellowship at Carnegie Mellon University with the Department of Machine Learning. Dr Urner's research focuses on development mathematical foundations and understanding of machine learning algorithms and paradigms.	Faculty Funded
Osgoode Hall Law School					
Bandopadhyay, Saptarishi (M)		Assistant Professor, Pre-candidacy 1	S.J.D., Faculty of Law (Harvard, 2016)	Dr Bandopadhyay is currently a Catalyst Fellow and Visiting Professor at Osgoode Hall Law School. He held an associate position at Radon & Ishizumi between 2006 and 2010. Dr Bandopadhyay's research interests include intellectual property law and policy, international environmental law and policy, disaster management and legal history of the environment.	Faculty Funded
Drake, Karen (F)	Indigenous Law	Associate Professor with tenure	Master of Laws (Toronto, 2013)	Professor Drake comes to us from Lakehead University where she has held the position of Assistant Professor and Associate Professor in the Faculty of Law since 2013. Professor Drake's research interests include the intersection between liberalism and Aboriginal rights, Métis legal issues, and the role of legal processes and education in promoting reconciliation with Indigenous peoples.	Faculty Funded
Nadler, Jennifer (F)	Contracts Law	Assistant Professor, Pre-candidacy 1	S.J.D., Faculty of Law (U of T, 2012)	Dr Nadler has been a Visiting Scholar at Osgoode and an instructor of Contract Law and Property Law at Osgoode's Professional Development Centre since 2013. Dr Nadler's research interests are in private law, theoretical jurisprudence, and law and literature.	Faculty Funded
Science					
Connor, Steven (on offer) (M)	Biology	Assistant Professor, Pre-candidacy 1	PhD, Neuroscience (Alberta, 2011)	Dr Connor will be nominated for a Tier 2 Canada Research Chair in Neurophysiology in the October 2017 competition. He is completing a postdoctoral fellowship at the Djavad Mowafaghian Centre for Brain Health at the University of British Columbia. Dr Connor has an	Specially Funded

Note: "Specially funded" includes Endowed Chairs, Canada Research Chairs, etc.

*PhD not completed at the time of hiring. Formal appointment at rank of Lecturer until doctorate is completed, at which point the rank is converted automatically to Assistant Professor.

				established research program in Neuroscience, in particular on the molecular and cellular basis of brain plasticity and neurodevelopmental disorders.	
Hili, Ryan (M)	Chemistry, Synthetic Organic	Assistant Professor, Pre- candidacy 3	PhD, Organic Chemistry (U of T, 2010)	Dr Hili comes to us from his position as Assistant Professor in the Department of Chemistry at the University of Georgia. Previously he held postdoctoral fellowships at Howard Hughes Medical Institute and Harvard University. Dr Hili's research uses biochemical tools in a highly innovative approach to the discovery of functional biomolecules relevant to disease, and new modes of catalysis for organic synthesis.	Faculty Funded
Nivillac, Nicole (F)	Biology	Assistant Lecturer, Pre- candidacy 2	PhD, Biology (York, 2010)	This appointment is made to the alternate stream. Dr Nivillac has held course instructor and contractually limited positions at York University since obtaining her PhD. Her teaching falls squarely within microbiology/genetics/cell biology areas. Dr Nivillac has an excellent record of pedagogical development and delivery and has pedagogical collaborations with colleagues at the University of Guelph and the University of Windsor.	Faculty Funded
Young, Cora (F)	Chemistry	Assistant Professor, Pre- candidacy 3	PhD, Environmental Chemistry (Toronto, 2009)	Dr Young will be appointed the Guy Warwick Rogers Chair in Chemistry for a 5-year term. She has held the position of Assistant Professor in the Department of Chemistry at Memorial University since 2012. She previously completed a two-year postdoctoral fellowship at the University of Colorado. Dr Young's research is centred on the application and development of trace analytical techniques to atmospheric chemistry problems at the forefront of the discipline.	Specially Funded
Schulich School of Business					
Devine, Avis (F)	Real Estate & Infrastructure	Associate Professor, Pre- candidacy 2	PhD, Finance (Cincinnati, 2013)	Dr Devine comes to us from her position of Assistant Professor of Real Estate at the College of Business and Economics at the University of Guelph. Dr Devine's research interests focus on the financial impacts of sustainability and energy efficiency on real estate.	Faculty Funded
Lyons, Brent (M)	Organization Studies	Assistant Professor, Pre- candidacy 2	PhD, Organizational Psychology	Dr Lyons comes to us from his position as Assistant Professor of Management and Organization Studies at Simon Fraser University. Dr Lyon's research interests focus on social change, identity management	Faculty Funded

Note: "Specially funded" includes Endowed Chairs, Canada Research Chairs, etc.

*PhD not completed at the time of hiring. Formal appointment at rank of Lecturer until doctorate is completed, at which point the rank is converted automatically to Assistant Professor.

			(Michigan State, 2013)	strategies, and disabilities in the workplace.	
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Table 2 Recommendations for Appointment – Contractually Limited Appointments² (since meeting of February 27, 2017)

Name	Department, Field	Rank	Highest Degree	Research Agenda/Specialization	Length of Term
Liberal Arts and Professional Studies					
Alipio, Cheryll (F)	Humanities, Children's Studies	Sessional Assistant Professor	PhD, Anthropology (Washington, 2009)	Since obtaining her PhD, Dr Alipio has been a postdoctoral fellow at the National University of Singapore, an Instructor at Cornish College of the Arts, a Lecturer at the University of Washington and an Assistant Professor at the University of Queensland, Australia. Dr Alipio's research analyses the impact of different forms of employment, such as transnational migrant labour in the Philippines and professional shift work in Australia.	1 year
Law, Tuulia (F)	Social Science	Sessional Assistant Professor	PhD, Criminology (Ottawa, 2016)	Dr Law is currently a part-time teacher in Criminology at the University of Ottawa and has also taught at Carleton University. Her research is on the intersecting topics of sex work, gendered violence, and criminalized masculinities.	1 year
Samuel, Jeannie (F)	Social Science	Sessional Assistant Professor	PhD, Public Health Sciences (U of T, 2015)	Dr Samuel comes to us from her sessional assistant position in the School of Health Studies at Western University. Her research agenda focuses on mechanisms for addressing health inequities faced by indigenous, racialized and marginalized people.	1 year
Stephens, Christianne	Anthropology	Sessional	PhD, Anthropology	Dr Stephens has held positions as Sessional Instructor at McMaster	1 year

² All appointments effective July 1, 2017 except where indicated in the Name column.

Note: "Specially funded" includes Endowed Chairs, Canada Research Chairs, etc.

*PhD not completed at the time of hiring. Formal appointment at rank of Lecturer until doctorate is completed, at which point the rank is converted automatically to Assistant Professor.

(F)		Assistant Professor	(McMaster, 2010)	University and Sessional Assistant Professor at York since obtaining her PhD. Dr Stephens' research focus is on indigenous health and environment concerns in a First Nations community in Southern Ontario.	
Glendon					
Levine, Gabriel (M)	Multidisciplinary Studies, Drama Studies	Sessional Assistant Professor	PhD, Social and Political Thought (York, 2014)	Dr Levine is completing a postdoctoral fellowship with the Department of Theatre at Concordia University and is a Program Mentor at the School of Art Institute of Chicago. He is a practicing theatre artist and has toured internationally. His research investigates "experiments with tradition"; how suppressed or abandoned performance practices are reinvented into creative life.	1 year
Osgoode Hall Law School					
Mondélice, Mulry (M)	International Studies	Sessional Assistant Lecturer	PhD, Law (Cotutelle Université Laval / Panthéon-Assas, Paris 2 / I, 2015)	This appointment is made to the alternate stream. Dr Mondélice comes to us from McGill University where he currently holds a postdoctoral fellowship in the Faculty of Law. He has taught a variety of courses in international law and human rights and has demonstrated use of experiential education and innovative pedagogical methods.	10 months
Maharg, Paul (M)	Osgoode Professional Development	Sessional Professor	LLB (Glasgow, 1992)	Dr Maharg comes to us from the Australian National University where he has been a Professor of Law since 2013. Dr Maharg is the leading expert on digital legal education.	3 years
Nedelsky, Jennifer (F)	Law	Sessional Professor	PhD, The Committee on Social Thought (Chicago, 1977)	Dr Nedelsky comes to us from her position of Professor of Law and Political Science at the University of Toronto. Dr Nedelsky's teaching and scholarship have been concentrated on feminist theory, theories of judgment, American constitutional history and interpretation, and comparative constitutionalism.	5 years
Simmons, Martha (F)	Dispute Resolution	Sessional Assistant	PhD (York, 2015)	Dr Simmons is currently a Visiting Professor and Director of the Mediation Intensive Program and Mediation Clinic at Osgoode Hall Law	3 years

Note: "Specially funded" includes Endowed Chairs, Canada Research Chairs, etc.

*PhD not completed at the time of hiring. Formal appointment at rank of Lecturer until doctorate is completed, at which point the rank is converted automatically to Assistant Professor.

		Professor		School. She is a certified Collaborative Lawyer and mediator. Dr Simmons' research focus is on dispute resolution and legal education.	
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Note: "Specially funded" includes Endowed Chairs, Canada Research Chairs, etc.

*PhD not completed at the time of hiring. Formal appointment at rank of Lecturer until doctorate is completed, at which point the rank is converted automatically to Assistant Professor.

a. Recommendations for Promotion to Full Professor

Name	Faculty	Unit (If Applicable)	Highest Degree (University)	Specialization(s)
Abdullah, T (M)	Liberal Arts and Professional Studies	History	PhD (Georgetown)	Ottoman History and the History of Iraq
Berger, B (M)	Osgoode Hall Law School		JSD (Yale)	Law and Religion, Constitutional Law/Theory, Law of Evidence
Hudak, K (F)	Science	Biology	PhD (Waterloo)	Plant biochemistry
Hudson, A (F)	Arts, Media, Performance and Design	Visual Arts	PhD (Toronto)	Art History
Lavoie, G (M)	Science	Chemistry	PhD (MIT)	Organometallic Chemistry
McLaren, R (M)	Science	Chemistry	PhD (Ottawa)	Chemistry
McPherson, K (F)	Liberal Arts and Professional Studies	History	PhD (Simon Fraser)	History of Health Care, Nursing and the History of Women in North America
Milevsky, M (M)	Schulich School of Business	Finance	PhD (York)	Derivative Valuation, Insurance & Annuities
Murray, R (M)	Health	Psychology	PhD (Toronto)	Brain Behaviour and Cognitive Science
Mykitiuk, R (F)	Osgoode Hall Law School		PhD (Columbia)	Health Law, Disability Law, Family Law, Feminist Legal Studies
Rosenbaum, S (F)	Health	Psychology	PhD (Toronto)	Cognitive Neuroscience
Wong, W (F)	Arts, Media, Performance and Design	Design	PhD (Hong Kong Polytechnic)	Graphic Design
Young, G (M)	Glendon	Psychology	PhD (Montréal)	Developmental Psychology

Recommendations for Tenure and Promotion to Full Professor

Name	Faculty	Unit (If Applicable)	Highest Degree (University)	Specialization(s)
Vukovich, G (M)	Lassonde	Earth and Space Science and Engineering	PhD (Toronto)	Space Engineering

b. Recommendations for Tenure and Promotion to Associate Professor

Name	Faculty	Unit (If Applicable)	Highest Degree (University)	Specialization(s)
Badwall, H (F)	Liberal Arts and Professional Studies	School of Social Work	PhD (OISE, Toronto)	Social Work Theory and Practice
Bassett-Gunter, R (F)	Health	School of Kinesiology & Health Science	PhD (McMastey)	Health and Exercise Psychology
Cowdy, C (F)	Liberal Arts and Professional Studies	Humanities	PhD (York)	Children's and Young Adult Literature, Canadian Literature and Culture
Dawson, A (M)	Glendon	Sociology	PhD (McGill)	Political Sociology; Violence; Comparative Historical Sociology
Elwick, J (M)	Science	Science and Technology	PhD (Toronto)	History of Science
Hossein, C (F)	Liberal Arts and Professional Studies	Political Science	PhD (Toronto)	Critical Race Studies and Social Economy
Johnson, M (M)	Science	Physics and Astronomy	PhD (California, Santa Cruz)	Cosmology and General Relativity
Liegghio, M (M)	Liberal Arts and Professional Studies	School of Social Work	PhD (Wilfred Laurier)	Social work and Mental Health Research
Perry, C (M)	Health	School of Kinesiology & Health Science	PhD (Guelph)	Exercise Psychology
Wilkin, C (F)	Liberal Arts and Professional Studies	Human Resource Management	PhD (McMaster)	Human Resource Management

c. Recommendations for Tenure and Promotion to Associate Lecturer

Name	Faculty	Unit (If Applicable)	Highest Degree (University)	Specialization(s)
Nilsen-Berec, J (F)	Health	School of Nursing	MScN (York)	Nursing
Pyée, A (F)	Glendon	History	PhD (York)	Canadian Immigration

Board of Governors

Memorandum

To: Board of Governors

From: Jeff O'Hagan, Vice-President Advancement

Date: June 27, 2017

Subject: Impact: The Campaign for York University

BACKGROUND

In support of the strategic and academic priorities of the University, all fundraising and alumni relations activities across the campus are coordinated and focused in a single, comprehensive Campaign.

York is at an inflection point in its history, and is building and expanding its reach and impact locally and globally. We have embarked on the most ambitious fundraising Campaign in our history to seek the support of our alumni and friends to provide philanthropic funds to help accelerate and build our capacity to meet the opportunities ahead of us.

CAMPAIGN GOALS AND THEMES

Publicly launched on April 21, 2016, Impact: The Campaign for York University is committed to raising **\$500 million** and doubling the number of alumni engaged in making a difference in the lives of our students and the communities we serve.

Fundraising projects and priorities are coordinated in support of three key themes:

Preparing Engaged Global Citizens: Student awards and programs

The Campaign will dramatically increase financial support for our students to improve accessibility and enrich the learning experience.

Board of Governors - External Relations Committee

Building Stronger Communities: Investing in our campus learning environments

Our campuses are expanding and we are in an unprecedented period of growth and renewal of our infrastructure. We are committed to building our campus community, and fostering our students' commitment to focus on community building, locally and globally.

Mobilizing New Ways of Thinking: Building on our research and academic strengths

We are investing in the minds and the tools we need to play a growing role as a leader in research and academic programs. By recruiting and retaining top professors and researchers, we will continue to innovate and provide our students with the environment they need to expand their impact and open their minds.

CAMPAIGN PLANNING

Working with KCI (Ketchum) as our Campaign counsel, the Division of Advancement has been leading a comprehensive and strategic Campaign planning process involving PVP, Deans and Faculties to coordinate priority Campaign fundraising projects and themes in support of York's strategic academic priorities.

Additionally, the marketing aspects of the Campaign have been developed as part of the current branding and positioning efforts of the University in partnership with Communications and Public Affairs, to ensure continuity and consistency of messaging and maximum impact.

CAMPAIGN PROGRESS

When the Campaign was launched in the spring of 2016, we announced that we had raised \$270 million toward our \$500 million goal.

For the fiscal year ending April 30, 2017 we exceeded our \$45 million annual goal by raising \$45.6 million in new one time gifts and pledges.

Additionally, with the recent confirmation of the funding of the Markham Campus, we have included the donation of the land from the City of Markham in the Campaign. This is a major donation valued at approximately \$35 million.

Therefore, we are now confirming that we have raised a total of \$350 million toward our \$500 million goal.

Board of Governors - External Relations Committee

Some other notable recent donations include:

- **\$5 million** matching gift from Seymour Schulich in support of the new Schulich School of Business building currently being constructed
- **\$4 million** from Tim and Frances Price and the Brookfield Partners Foundation to establish the Brookfield Centre in Real Estate & Infrastructure at the Schulich School of Business
- **\$3 million** from the Waugh Family Foundation to support the new Schulich Building and the Waugh Chair in Business History
- **\$2 million** from BMO to Glendon in support of the School of Public and International Affairs
- **\$2 million** from the Carswell Family Foundation to support a Chair in Community Research (Music) in AMPD
- **\$1.8 million** in Cloud Computing Credits and Software from IBM Canada in support of ADERSIM
- **\$1.33 million** from the Simons Foundation to support post-doctoral fellowships in the Faculty of Science
- **\$500,000** from Community Foundations of Canada for Queen's Diamond Jubilee Scholarships

Please see Appendix A & B for a listing of Campaign advertisements and news articles.

ALUMNI ENGAGEMENT

The Campaign aims to double the number of York Alumni engaged in making a difference in the lives of our students and the communities we serve.

York's alumni community numbers more than 300,000 and our alumni engagement efforts are integrated with our fundraising efforts through the Campaign.

All alumni activity is focused on three key goals:

1. Encourage, support and celebrate Alumni philanthropy

Alumni giving has been increasing at all levels and we are committed to continue to build on this success through the Campaign.

Board of Governors - External Relations Committee

More than 43,500 alumni have made donations to York and more than 75% of the 35,000 donors to this Campaign are alumni.

2. Increase Alumni engagement to enrich the student experience and support student recruitment

Many alumni want to help our students and we are actively partnering with the Division of Students and the Faculties to engage alumni to help recruit new students and have a positive impact on their experience at York.

More than 75,000 alumni have had some form of engagement with York and we are committed to expanding this engagement through a number of strategic efforts including mentoring, teaching, internships, recruitment, and parent engagement.

3. Strengthen institutional reputation through Alumni network

The success of the University can be measured by the success of our alumni and we aim to better reflect the success of our alumni to raise the profile of the University.

Please see Appendix C for a listing of some alumni engagement activities.

CAMPAIGN ADS



THIS IS IMPACT

[BUILDING STRONGER COMMUNITIES]



MAKING AN IMPACT: TIMOTHY PRICE

Timothy Price (Hon LLD '09), Honorary Governor and long-serving volunteer, believes in York University and the power of innovation in education. Price, along with his wife, Frances, and the Brookfield Partners Foundation have generously donated gifts totalling over \$5.4 million to help fund cutting-edge research, student support and new infrastructure across a range of projects—from business to the arts. With your support, we will continue to provide dynamic new learning experiences.

Timothy Price, Chair of Brookfield Funds

IT STARTS WITH YOU. HELP MAKE AN IMPACT.
YORKU.CA/IMPACT

YORK 
 UNIVERSITÉ
 UNIVERSITY

THIS IMPACT

[\$1.3 MILLION FOR EARLY-CAREER SCIENTISTS]

MAKING AN IMPACT: JIM & MARILYN SIMONS
York University thanks Jim & Marilyn Simons for their \$1.3 million gift to establish York Science Fellowships in the Faculty of Science – an elite postdoctoral program in one of the most research-intensive academic units at York. This generous investment will help early-career scientists advance research in areas such as astrophysics, genomics, materials science and more. With your support, we will continue to provide innovative new research opportunities.

IT STARTS WITH YOU. HELP MAKE AN IMPACT.
YORKU.CA/IMPACT

YORK UNIVERSITY

THIS IS IMPACT

[\$3 MILLION FOR INNOVATION IN EDUCATION]



York University Professor Emeritus of Physics and Astronomy, Allan Carswell and wife, Helen

MAKING AN IMPACT: CARSWELL FAMILY FOUNDATION

York University thanks Allan Carswell and the Carswell Family Foundation for helping to empower tomorrow's leaders. Their generous \$2 million gift will create a groundbreaking research partnership between the School of the Arts, Media, Performance & Design and the Regent Park School of Music. An additional \$1 million contribution will fund new graduate scholarships at the Faculty of Science and the Lassonde School of Engineering. With your support, we look forward to building dynamic new learning experiences.

IT STARTS WITH YOU. HELP MAKE AN IMPACT.
YORKU.CA/IMPACT





THIS IMPACT

[\$1.8M TO ADVANCE EMERGENCY PREPAREDNESS]

MAKING AN IMPACT: IBM CANADA
In an unprecedented academic-industry partnership, York University is teaming up with IBM Canada to pioneer state-of-the-art solutions to disaster and emergency preparedness. By integrating IBM's cutting-edge analytic capability with York's big-data, multi-disciplinary research expertise, our research teams will generate more effective, data-driven strategies. This initiative is a critical step towards establishing an Emergency Management Ecosystem of public and private organizations. With your support, we will continue to pioneer dynamic new learning experiences.

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YORKU.CA/IMPACT

YORK UNIVERSITY

THIS IS IMPACT

[\$2M TO ADVANCE GLOBAL PUBLIC POLICY]

MAKING AN IMPACT: BMO FINANCIAL GROUP
York University thanks BMO Financial Group for its new donation of \$2 million to Glendon's School of Public & International Affairs. In this increasingly globalized world, the complexity of crafting intelligent and effective policy demands a higher level of research and teaching excellence, transcending borders, cultures and languages. This generous gift will help York continue to meet the emerging needs of tomorrow's policy-makers. With your support, we look forward to developing dynamic new learning experiences.

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GLENDON
SCHOOL OF PUBLIC & INTERNATIONAL AFFAIRS

YORK U
UNIVERSITY



THIS IMPACT
[\$3 MILLION TO GLOBAL BUSINESS INNOVATION]

MAKING AN IMPACT: WAUGH FAMILY FOUNDATION
York University thanks alumnus Rick Waugh, Chair of the Board of Governors, and the Waugh Family Foundation for their \$3 million gift to Canada's pre-eminent business school, the Schulich School of Business. This investment will fund a Chair in Business History and support the construction of the new Graduate Study and Research Building, which will offer unique learning opportunities for Schulich students. With your support, we will continue to provide dynamic new learning experiences.

IT STARTS WITH YOU. HELP MAKE AN IMPACT.
YORKU.CA/IMPACT

Schulich School of Business
YORK UNIVERSITY

THIS IS IMPACT

[PREPARING ENGAGED GLOBAL CITIZENS]



Anna-Maria Kaneff, MBA, BSFS; Dimitrina Kaneff, MEcon; Ignat Kaneff, CM, OOnt, LLD (Hon.); Kristina Maria Kaneff, BA, MSc (Oxon), JD

MAKING AN IMPACT: THE KANEFF FAMILY

York University thanks the Kaneff family for their investment in student success. In addition to funding scholarships, their generous gifts totalling \$8 million have helped create progressive learning spaces at Osgoode Hall Law School and the Lassonde School of Engineering designed to stimulate exciting ideas. With your support, we look forward to providing dynamic new learning environments.

IT STARTS WITH YOU. HELP MAKE AN IMPACT.
[YORKU.CA/IMPACT](https://yorku.ca/impact)



THIS IS IMPACT

[MOBILIZING NEW WAYS OF THINKING]



Left to right: Stacey Krembil, Robert Krembil (MBA '71, LL.D.'00), Linda Krembil, Mark Krembil. Portrait by Cavouk

MAKING AN IMPACT: THE KREMBIL FAMILY

York University thanks the Krembil family for their generous donations of more than \$6.5 million. Their gifts are fuelling cutting-edge neuroscience research within York's Faculties of Science and Health, creating new experiential education programs and improving access to scholarships at the Schulich School of Business. With your support, York will continue to provide dynamic new learning experiences.

IT STARTS WITH YOU. HELP MAKE AN IMPACT.
YORKU.CA/IMPACT



CAMPAIGN ARTICLES



Schulich announces Brookfield Centre in Real Estate & Infrastructure

June 19, 2016

As part of its Leading Change initiative, the Schulich School of Business officially announced the establishment of the Brookfield Centre in Real Estate & Infrastructure made possible by a generous \$4-million donation from Timothy Price (Hon LLD '09) and his wife Frances Price, together with the Brookfield Partners Foundation.



Timothy Price

Price is chairman of Brookfield Funds, a division of Brookfield Asset Management Inc. and leading asset manager with more than \$200 billion worth of assets under management in property, renewable energy and infrastructure

Schulich's Leading Change initiative is part of York's most ambitious fundraising effort to date, **Impact: The Campaign for York University**. The campaign is more than halfway to its goal of \$500 million in commitments to mobilize new ways of thinking, prepare engaged global citizens and build stronger communities.

During the announcement at St. Andrew's Club in Toronto last Wednesday, it was also revealed that the Brookfield Centre in Real Estate & Infrastructure will be supported by sector-related programming and a new chair – the Timothy R. Price Chair in Real Estate & Infrastructure – to be established in honour of Price's exceptional leadership and contributions to Canada's thriving real estate industry.

The Brookfield Centre will become the hub of real estate and infrastructure industry outreach, alumni engagement, research, teaching excellence and experiential learning at the Schulich School of Business. The establishment of the Brookfield Centre will also provide funding for new professorships and executives-in-residence, while creating new scholarships and student awards.

Mamdouh Shoukri, president and vice-chancellor of York University, announced the \$4-million gift and said: “On behalf of York University and all of our Schulich students, faculty and staff, I wish to thank Tim, Frances and the Brookfield Partners Foundation for this incredible contribution to our students and to the University’s bright future.”

Shoukri added that one of Schulich’s great strengths is “its strong ties to the business community, which is exemplified by its relationship with Tim and Brookfield.”



Schulich Dean Dezső J. Horváth, Timothy Price, Frances Price and President and Vice-Chancellor Mamdouh Shoukri

Schulich Dean Dezső J. Horváth thanked the Price family and the Brookfield Partners Foundation for their strong support over the years.

“Schulich’s program in real estate and infrastructure is well established and highly regarded by industry,” he said. “But the funding provided today by Tim and Frances and by the Brookfield Partners Foundation will take our successful Real Estate & Infrastructure program to an even higher level.”

Price, who has a longstanding association with the Schulich School of Business and York University, also recognized the significance of the program.

“Real estate and infrastructure are a very significant part of ongoing economic growth in all nations, and leadership will continue to be highly valued in realizing the potential of large

projects,” he said. “The Brookfield Centre has a golden chance to be in the vanguard of providing leaders in these fields – as Schulich has already realized in its program.”

Price has been a member of the Dean’s Advisory Council at Schulich for more than 20 years and received the Outstanding Contribution to the Schulich School of Business Award in 2011. He is also a longtime member of the York University Board of Governors, has served as chair of the York University Foundation Board of Directors, and is currently a Cabinet Member for Impact, York University’s fundraising campaign launched earlier this year. He received the York University Bryden Alumni Award in 2004 and was nominated by Schulich to receive an honorary degree that York University awarded him in 2009.

In concluding his remarks, Price said: “I have been fortunate in my life to work with people like Peter Bronfman who are inspirational in their philanthropy. I have also been lucky to be able to give back to institutions that are making a difference in our community. Schulich has been an outstanding example of making a difference. Giving back provides leverage to our Institutions and gives them the greater ability to grow and flourish. The giving provides purpose in being able to direct a gift where it can be most beneficial in the hands of deserving people who will make great things happen.”

In addition to the announcement regarding the Brookfield Centre in Real Estate & Infrastructure, Schulich also announced the official launch of Canada’s first 12-month Master of Real Estate and Infrastructure program – one of only a few programs of its kind in the world – with classes set to begin in January 2017. More information about the Master of Real Estate and Infrastructure program can be found on the [MREI website](#).

Schulich has offered an MBA specialization in real estate since 1991 and expanded the program in 2009 to include infrastructure to reflect growing international interest in addressing global infrastructure needs.

Landmark US \$1-million gift from Jim and Marilyn Simons establishes leading science fellowship program

October 26, 2016



York President and Vice-Chancellor Mamdouh Shoukri

York University President and Vice-Chancellor Mamdouh Shoukri announced a US \$1-million barrier-breaking gift from Jim and Marilyn Simons that will create the York Science Fellows program in the Faculty of Science. The program will fund at least 12 three-year postdoctoral fellowships, valued at \$72,000 per annum each, including contributions from the Faculty and supervisory faculty members. The announcement was made Oct. 24 at a special event on the University's Keele campus.

“The Simons’ gift gives York University the ability to strengthen our research culture by propelling forward scholarship by bright, young minds and reinforcing the sciences as a signature strength of our University,” said President Shoukri. “On behalf of the University, I wish to express our gratitude to Jim and Marilyn Simons for this generous support.”

Postdocs are essential to scientific undertakings because they bring new energy, cultivate new ideas and enhance research productivity. Through the fellowships, the donation will help prepare young researchers to be leaders in their fields and close the financial gap that restricts the number of top-level talent Canadian universities can attract.



From left: Jeff O'Hagan, vice-president advancement, York University; Patricia Weisenfeld, vice-president, special initiatives, Simons Foundation; and Faculty of Science Dean Ray Jayawardhana

On behalf of the Simonses, Patricia Weisenfeld, vice-president of special initiatives at the Simons Foundation, said, "This gift conveys confidence that exciting research is happening here at York, and the Foundation sets the bar high. York embodies our values of excellence and aligns with our belief that when we invest in talented young scientists, we invest in the world. We are pleased to help expand opportunities for these young scientists and researchers."



Patricia Weisenfeld, vice president of special initiatives at the Simons Foundation

Together, Jim and Marilyn Simons manage the Simons Foundation, a charitable organization that has promoted scientific research in mathematics and the basic sciences at universities and institutions in the U.S. and abroad for more than 20 years.

A celebrated mathematician, businessperson and philanthropist, Jim Simons is chair of the Foundation, and founder and board chair of Renaissance Technologies LLC, a qualitative investment firm, as well as Math for America, a non-profit that enhances math teaching in public school. He received an honorary doctorate of science from York earlier this year. He holds a BS and PhD in mathematics from the Massachusetts Institute of Technology and the University of California at Berkeley respectively and served on the faculty of Stony Brook University. His most influential research involved the discovery of and application of geometric measurements, now called Chern-Simons Invariants.

Marilyn Simons is president of the Simons Foundation and has more than 25 years of experience supporting non-profit organizations in promoting basic science research and in improving K–12 education in underserved communities. She holds a BA and PhD in economics from Stony Brook University.

The Simons' transformative gift directly supports "Impact: The Campaign for York University", a \$500-million fundraising and alumni engagement initiative. One of the campaign's main priorities is to mobilize new ways of thinking, including investment in young researchers that drive innovation, of which postdoctoral fellowships are a large part.

"From personal experience when I was as postdoc myself and now as a mentor, I know that postdocs are at the forefront of scientific discovery," said Ray Jayawardhana, dean of the Faculty of Science. "We are thrilled to share in a new investment in emerging scientists and to serve as a top destination for postdocs looking to launch their independent scientific careers. I can't wait to see the exciting discoveries and contributions that York Science Fellows will make during their time here and beyond."



York U announces game-changing \$2M gift for music education partnership

November 22, 2016 [SHARE](#) [f](#) [t](#) [e](#) ...

York University and the Regent Park School of Music (RPSM) announced on **Nov. 16** a \$2-million gift from York Professor Emeritus Allan Carswell and the Carswell Family Foundation to support research and programming to help children succeed through music and the arts.

“It is an honour to thank the Carswell Family Foundation for this incredible gift, which will strengthen evidence-based research in music education and programming, and transform the lives of children for years to come,” said Mamdouh Shoukri, York University president and vice-chancellor.



Above: From left, Diane Carswell, Don Carswell, Dean Shawn Brixey, Professor Allan Carswell and Richard Marsella with Regent Park School of Music student Melissa Khan (front)

The gift will establish the Helen Carswell Chair in Community Engaged Research in the Arts, an endowed position within the School of the Arts, Media, Performance & Design (AMPD) at York University. The Chair will facilitate and direct interdisciplinary projects to enhance community music and art programs locally and globally. The position is named in honour of Helen Carswell, wife of Professor Carswell, a lifelong music lover and an advocate for music education.

“The Helen Carswell Chair will amplify the scope and impact of the research being done by artists and scholars at York in collaboration with community partners, and the outstanding work being done by the Regent Park School of Music,” said Shawn Brixey, dean of AMPD. “It establishes a crucible in which scholarly research, creative practice, and community art-making

come together to generate even more powerful, influential and lasting outcomes to benefit our local community and society at large.”

The funding will also develop a new partnership between York and RPSM to increase the school’s reach to children in the Jane-Finch community and enable practical, interdisciplinary research on music teaching to create best practices and strengthen RPSM’s programming.



Students from the York University Gospel Choir sang with the Regent Park School of Music students

“This remarkable gift from the Carswell Family Foundation will be a game-changer for Regent Park School of Music and the 1,300-plus kids we are currently reaching in Jane-Finch and across the city,” said Richard Marsella, executive director of RPSM. “The partnership with York University will give us access to academic researchers, who will inform and improve what we do to help kids succeed through music. We are delighted to be part of this truly unique community and academic initiative.”

A worldwide expert in laser-imaging technology, Carswell is a renowned entrepreneur and philanthropist. For 30 years, he served as a full-time professor of physics at York University. He pioneered a new remote sensing laser technology known as Light Detection and Ranging (LIDAR). Carswell founded the company Optech Incorporated, which commercialized the technology. In 2014, Carswell received an honorary doctorate in science from York University.

“I was aware of the many interests that York University and the Regent Park School of Music have in common, and I saw the potential for fruitful collaborations,” said Carswell. “I am excited to be here to celebrate this partnership that will enhance a broad spectrum of activities brought about by young people’s special attraction to music.”

More than 100 people gathered in the Joseph G. Green Theatre on York University’s Keele campus to celebrate the gift. The event featured musical performances by Grammy Award-winning vocalist Liberty Silver, who is also a two-time Juno Award recipient. Silver sang “Be the Best You Can Be,” and in the spirit of collaboration, the Regent Park School of Music Choir and the York University Gospel Choir sang “Grateful,” composed by Karen Burke, associate

professor in AMPD. The event closed with a performance of “Music Speaks Louder than Words” by the York Harmony Chorus (the chorus is an *a cappella* ensemble based in Newmarket, Ont.)



Liberty Silver

“Music is a universal language that transcends borders, and I’ve always felt that it’s part of a well-rounded education,” said Sylvena Solomon, whose daughter, Eryka Walters, 15, has been a student at RPSM for 10 years and sang at the Carswell gift celebration. “RPSM has made my daughter who she is, and without funding, these children would not be exposed to the same programs and opportunities. Performing at York gives them exposure to an academic environment, and plants a seed of hope and self-confidence that they belong here and can accomplish their goals.”

Operating in several regions of the city, RPSM is one of Toronto’s most diverse music schools and provides extracurricular music education to youth that might not otherwise have access.

“RPSM taught me how to conduct myself in front of an audience and gain confidence, which definitely helped me in my adult life,” said Portia-Marie Siegel, a fourth-year communications student at York and 2012 graduate of RPSM, who attended the event. “I had the best experience. This funding and partnership will help ensure that these children have a wonderful outlet for their creativity.”

Prof. Carswell and the Carswell Family Foundation focus on community philanthropy that has a direct impact. The foundation has previously supported York University with funding for new scientific research labs, awards and scholarships. Earlier this year, the foundation made a \$1-million gift to the University to fund graduate scholarships in the Faculty of Science and the Lassonde School of Engineering.



York U, IBM Canada partner to enhance emergency management degree programs

February 22, 2017

Students enrolled in York's emergency management programs will have access to world-leading technology and tools, thanks to a new partnership between York University and IBM Canada.

IBM Canada is awarding a \$1.8-million in-kind gift to accelerate the Advanced Disaster, Emergency and Rapid Response Simulation (**ADERSIM**), a cloud-enabled platform housed at York University that enhances disaster and emergency planning through leading-edge modeling and simulation technology.



As the first academic-industry partnership in Canada to address disaster and emergency management at scale, ADERSIM uses IBM's deep analytics capabilities coupled with York's big data and interdisciplinary research expertise to meet Canada's current and future demands in emergency management and public safety.

York University is the first in Canada to offer **bachelor's** and **master's** degrees in emergency management, equipping students with the tools to manage, and in some cases mitigate, emergencies such as flooding, hurricanes, global warming and terrorism.

"York University and IBM share a common goal to advance state-of-the-art disaster management systems," said Mamdouh Shoukri, president and vice-chancellor of York University. "This gift marks the beginning of an extraordinary collaboration to build an emergency management ecosystem of startups, government agencies, emergency responders and community organizations working to develop greater, more accurate solutions in disaster and emergency preparedness and mitigation."

IBM's support includes a \$1.4-million contribution in cloud credits to support ADERSIM's research team and community partners. The credits provide crucial access to the latest in cloud technologies to accelerate the development of applications that support simulating disaster risk and planning operations. The gift also includes a \$400,000 discount on the IBM Cognitive Cities capabilities that form the building blocks of ADERSIM.

“IBM has a long history of supporting innovation in Canada, especially around research and development,” said Pat Horgan, vice-president, manufacturing, development and operations, IBM Canada. “Today’s announcement with York University is a direct result of this kind of innovation. ADERSIM is a big step towards drastically improving disaster and emergency planning in a way that could impact the safety of all Canadians. This is a significant initiative, and we are proud to be part of it.”

IBM’s gift is part of a \$5-million multi-partner investment. Other funding partners include: the Natural Sciences and Engineering Research Council of Canada (NSERC); the Ontario Research Fund (ORF); and, York University. The innovative partnership aims to expand and grow ADERSIM’s disaster and emergency management portfolio.

The ADERSIM program will equip approximately 80 trainees with strong theoretical and professional skills in information searching, data mining and knowledge management.

Last year, York University launched “Impact: The Campaign for York University”, a \$500-million fundraising and alumni engagement initiative. The campaign aims to mobilize new ways of thinking, including investing in the bright minds that drive innovation, as well as to build stronger communities, which will enrich learning and research throughout York’s local and global networks. ADERSIM directly supports these priorities.



York University's president addresses the future of work at the Canada-UK Chamber of Commerce

April 11, 2017

In the heart of London, England, York University and the Canada-United Kingdom Chamber of Commerce joined forces and hosted a business luncheon to discuss innovation, automation and the future of work. Held at Pewterers' Hall, some 80 guests met to assess how universities and large business enterprises need to embrace innovation to survive, respond to societal needs and help society adapt to an ever changing world.



Guests listen as York President and Vice-Chancellor Mamdouh Shoukri delivers his speech.
Photo Credit: Jose Farina

York University President and Vice-Chancellor Mamdouh Shoukri and York alumna Moya Greene (JD '78), CEO of the Royal Mail Group, offered the keynote speeches.

In his opening remarks and introduction of Greene, Shoukri acknowledged several similarities between them, including their efforts to help large, complex organizations confront and deal with change, to differentiate and build on strengths and to successfully evolve in increasingly competitive landscapes.



Above: From left, President of the Canada-UK Chamber of Commerce William Swords, President and Vice-Chancellor Dr. Mamdouh Shoukri, CEO of the Royal Mail Group Moya Greene (JD '78), and Dadco owner and Chairman, York alumnus and Honorary Doctor of Laws recipient Victor Phillip Dahdaleh. Photo Credit: Jose Farina

“To remain competitive in this new landscape of automation and digital disruption, governments are increasingly developing innovation policies and agendas to challenge all sectors, including academia, to contribute to knowledge mobilization and innovation in order to transform ideas into marketable products, services and business models, drive growth across all industries, and improve the lives of citizens,” said Shoukri.

He highlighted York University’s decade of impact, addressing the changing and accelerating nature of automation, and acknowledging the important role for universities in anticipating the evolving nature of work and preparing students for future careers.



Moya Greene

In her speech, Greene spoke about the impact of automation on the private sector using the example of past and future evolutions of the postal service. In her role as the CEO of the Royal Mail Group, Greene said she looks to innovate through the management of the business and development of the strategy. The first non-Briton and the first woman to lead the Royal Mail, Greene was previously the president and CEO of Canada Post, where she led a successful change agenda, increasing profits and streamlining operations. Greene also worked in the Canadian federal public service over a 17-year period and has a strong track record of strategic planning, complex negotiations and relationship building in the public and private sectors.



Above: From left, Executive Director of Alumni Engagement Guy Larocque (BA '89, MA '97), Dadco owner and Chairman, York alumnus and Honorary Doctor of Laws recipient Victor Phillip Dahdaleh, Catherine Lavoie, Head of Recurring & Card on File Payments at Visa International Caroline Drolet (BA '95, IMBA '98), Vice-President Advancement Jeff O'Hagan, and Senior Trade Commissioner at the High Commission of Canada Greg Houlahan. Photo Credit: Jose Farina

York University students and alumni abroad attended the event. Among those at the event were Schulich student Roshaan Hajira, who is currently finishing her last semester of undergraduate studies at the University of Manchester's Alliance Manchester Business School, and Maddaline Bertolo, a third-year student studying at Keele University in Newcastle-Under-Lyme. Also attending were York University Vice-President Advancement Jeff O'Hagan, Dadco owner and Chairman, York alumnus and Honorary Doctor of Laws recipient Victor Phillip Dahdaleh, York University Director of Principal Gifts Lisa Gleva, and the President of the Canada-UK Chamber of Commerce William Swords.



York U receives \$2M from BMO Financial Group to educate future global policymakers

May 16, 2017

A \$2-million gift from BMO Financial Group to York University will be used to create academic leadership opportunities at the The Glendon School of Public and International Affairs (GSPIA), the first bilingual graduate school of its kind in Canada.

“We are very grateful to BMO Financial Group for this generous gift, which will help us to develop dynamic new learning experiences to meet the emerging needs of tomorrow’s policymakers,” said York University President and Vice-Chancellor Mamdouh Shoukri. “I look forward to seeing the positive impact this funding will have, not only in the York and Glendon communities, but in our global community as well.”

This latest gift in BMO Financial Group’s ongoing partnership with York will be channeled into two academic leadership opportunities: the BMO Financial Group Directorship, which will be created from the existing BMO Financial Group Visiting Professorship in Public Affairs; and the BMO Visiting Fellows, a position that has attracted a steady stream of talented scholars and practitioners in Canadian public affairs since 2013.



Donald Ipperciel

“In this increasingly globalized world, the complexity of crafting intelligent and effective policy demands a higher level of research and teaching excellence – one that transcends borders, cultures and languages,” said Donald Ipperciel, principal, Glendon Campus. “The continued generosity of BMO Financial Group will be instrumental in supporting The Glendon School of Public and International Affairs’ leading priorities in these areas for years to come.”

The GSPIA director will lead all aspects of research and graduate programming, including new program offerings and internships, and will continue to strengthen ties between the school and the public sector. The director will also expand GSPIA’s research and impact, with more debates, speakers and conferences addressing important issues in world affairs.

Visiting fellows teach graduate seminars, participate in conferences, conduct public lectures and publish news articles with the goal of educating masters students and the general public about important public policy and issues.

“We’re thrilled to be adding another chapter to our ongoing partnership with York University and contributing to The Glendon School of Public & International Affairs’ work in preparing the best and brightest to lead the discourse on important public policy issues that will impact Canadians for decades to come,” said Steve Murphy, senior vice-president, GTA Division, BMO Bank of Montreal.

BMO Financial Group’s gift is the largest made to the Glendon Campus as part of York’s most ambitious fundraising and engagement effort to date, **Impact: The Campaign for York University**. The campaign’s goal is to raise \$500 million in commitments to mobilize new ways of thinking, prepare engaged global citizens and build stronger communities.

To learn more about the country’s only bilingual liberal arts college, visit the Glendon Campus website at www.glendon.yorku.ca/about.

ALUMNI ACTIVITY

Bryden Alumni Awards

November 2016

330 people gathered at the ROM for the annual York University Bryden Alumni Awards Gala. This year's award recipients were (pictured clockwise from top left):

- Outstanding Achievement: Catherine Zahn, BSc '74 , President & CEO, Centre for Addiction and Mental Health
- Tentanda Via: Jennifer Keesmaat, MES '99, Chief Planner & Executive Director, City of Toronto
- One to Watch: Cheyanne Ratnam, BSW '12, MSW '14 , Founder & Project Manager, What's The Map: Mobilizing Newcomer Homeless Youth; Primary Investigator/Researcher, Child Welfare Permanency and Family Project
- Outstanding Contribution: Bill Graham, MBA '86, Chair of the National Board, Canadian Automobile Association; Executive-in-Residence, Schulich School of Business, York University



Alumni-Student Mentoring Program

February 2017

This past year, hundreds of Schulich students benefited from the Schulich Mentorship Program. The experience has been so positive for Schulich students that they are eager to pay it forward when they graduate. Alumni are able to sign-up for this program through the Alumni Online community and indicate that they are willing to mentor a student.

Alumni mentors and students also enjoyed a fun and dynamic evening of speed mentoring at the Courtyard Marriott. This year, they had record breaking attendance with more than 110 alumni and student participants.

Francophonie Day

March 2017

York University celebrated its diversity and commitment to French- English bilingualism with a new cross-campus initiative—“Ensemble en Français” or “Together, in French.” This event, in recognition of “la semaine internationale de la Francophonie” or “Francophone Week” was a collaborative effort between the Faculty of



Liberal Arts and Professional Studies, Glendon College, and the Alumni Office. Together we delivered exciting programs that engaged both students and alumni—including a career panel and a resume writing workshop. The excitement continued as the Faculties delivered additional performance programs in arts, music, food, literature, and poetry. To kick off the week, bilingual alumni from a variety of programs, including French Studies, Communications, and Environmental Studies, spoke to students about the value of bilingualism in the workplace and provided insights into a variety of career paths. Students were excited to hear about ways in which they can apply their language skills to launch careers in sales, banking, human resources, and government. Alumni were thrilled to share their insight with York U's bright, bilingual students.

Red and White Day – Campus Alumni Breakfast *March 2017*

The Alumni Office hosted its Campus Alumni Breakfast on March 23rd to celebrate Red and White Day. President Shoukri thanked alumni and spoke about the impact of all alumni contributions.



Canada-UK Chamber of Commerce *March 2017*

York University and the Canada-United Kingdom Chamber of Commerce joined forces and hosted a business luncheon to discuss innovation, automation, and the future of work. More than 80 alumni and guests attended to hear speakers President Shoukri, and York alumna Moya Greene (JD '78) CEO of the

Royal Mail Group. It was an opportunity to continue to build relationships with alumni and local leaders of the business community.



York University students on exchange were invited. Schulich student Roshaan Hajira, currently finishing her last semester of undergraduate studies at the University of Manchester's Alliance Manchester Business School, and Maddaline Bertolo, a third-year student studying at Keele University in Newcastle Under-Lyme, attended the event. Guidance counsellors from local high schools were also among the guests, and were exposed to York University in order to help them consider our institution as a possible destination for their graduating students.

Schulich Alumni Recognition Awards

April 2017

This year, four outstanding alumni received recognition:

- Outstanding Executive Leadership: Stephen J. Sadler (MBA '79)—Chairman & CEO, Enghouse Systems Ltd.
- Outstanding Progress and Achievement: Stacey A. Mowbray (MBA '88)—President of the Americas, Weight Watchers International, Inc.
- Outstanding Public Contribution: Philip A. Taylor (MBA '79)—Senior
- Outstanding Contribution to the Schulich School of Business: Jonathan Cheung (MBA '73)—President, Schulich China Alumni Chapter Managing Director & Head of the Americas, Invesco Ltd.



Come From Away

April 2017

More than 80 alumni and friends gathered to watch one of Broadway's newest sensations. We celebrated York Alumni David Hein (BFA '97) and Irene Sankoff (BA '99) and their production of the Tony Award-winning Come from Away on the Broadway stage.

After the show, guests engaged in an "audience talk back" where the creators, cast and crew answered questions from the audience. Guests then attended a post-show reception at the nearby Kimpton Muse Hotel & Restaurant. Among guests were President Shoukri, Dean Shawn Brixey, Dean Ray Jayawardhana and Bill Hatanaka from the Board of Governors



Come from Away is scheduled to return to Toronto in 2018 and we will be partnering with them again for a Toronto alumni event.

Glendon Alumni Breakfast *April 2017*

Alumni and Development staff hosted a breakfast in Glendon Hall. Alumni, faculty, and staff from both Glendon and Keele campus made new connections and caught up with old friends and colleagues. Dr. Nicolas-Guillaume Martineau, Assistant Professor in the Department of Economics, spoke about his experience at Glendon, and where it has led him today.



GRADitude 2017 *April 2017*

Some of York University's soon-to-be alumni, comprising the brightest and most engaged students, gathered at the Rosehill Venue and Lounge in Toronto for the annual GRADitude celebration.

Over 200 people, including existing alumni, donors and sponsors, filled the intimate venue to celebrate the achievements and dedication of the soon to be graduates. With remarks from Executive Director Guy Larocque; Randy Williamson, York University Alumni Board Chair and Brendan Schulz, Executive Director, Student Success, Division of Students, the graduating students were welcomed into York's growing alumni family. They were also encouraged to make invaluable connections throughout the evening with alumni and representatives of some of our official alumni networks and to learn more about the benefits of being part of a strong alumni community.



In addition to the big GRADitude 2017 celebration, soon-to-be grads were also prepared with an exclusive GRADitude Club Lunch'N'Learn earlier that week led by guest speaker and York alumnus, Tim Cork (BA '81). Tim, a celebrated author, master motivator, and world-class speaker, shared tips on how to take the work out of networking – an especially timely subject for soon to be graduating students.

Glendon Class of '66 and '67 reunion

April 2017

Glendon hosted a 50th Anniversary reunion for the classes of 1966 and 1967. The alumni in attendance make up the first two classes to graduate under a York University curriculum. An organizing volunteer committee worked closely with the Alumni Office to provide an opening reception, tours of Glendon with student ambassadors, and a buffet dinner with remarks from Glendon Principal Donald Ipperciel. To celebrate this special milestone a Classes of 66-67 Scholarship Award has been set up to award Glendon students who are excelling in liberal arts courses. It was announced at the event that almost \$5,000 has been raised of the \$25,000 goal, confirming the first five years of funding for this award.

Kinesiology – 50th Anniversary Dinner

May 2017

The School of Kinesiology Hosted their 50th anniversary dinner for alumni, faculty, coaches, and staff. Over the past 50 years, the School of Kinesiology and Health Science has continued to grow in both its size and reputation for excellence. In 2016, the program was ranked 21st worldwide by the Shanghai Ranking's Global Ranking of Sport Science Schools and Departments. Researchers in the School of Kinesiology and Health Science are at the leading edge in concussion research, muscle health and regeneration, vision research, physiology, diabetes, obesity, cardiovascular health, neuroscience, epidemiology, and more.



Osgoode Hall Law School Dean's Annual Alumni Reception

May 2017

This May, Osgoode Hall hosted the Dean's Annual Alumni Reception. Over 100 alumni, faculty, staff, and friends took part.

- Alumni Golden Key Awards: This award honours alumni for contributions to the profession, Law School and legal community in four categories: achievement, one-to-watch, public sector and service to Osgoode.
- Achievement: John Rosen '68, Delia Opekokew '77
- Public Sector: Julia Shin Doi '92, '07 (LLM), Amanda Kabejja Serumaga '94
- Service: Lynn McGrade '88
- One-to-Watch: Kyle Rees '12
- Dianne Martin Medal: This medal is given to members of the Canadian



legal community who exemplify Dianne' Martin's commitment to law as an instrument for achieving social justice and fairness. Although not always awarded to Osgoode graduates, both recipients this year were alumni. Paul Copeland '65, Jeffery Wilson '76

- Mentor of the Year: This award is given to an alumnus involved in the Osgoode Mentor Program. Joe Hoffman '12

Start2Finish

May 2017

York University hosted The Start2Finish 5K run for change—the largest children's run in Canada. The run marks the conclusion of their Running and Reading Club Program. The mission of Start2Finish is to break the cycle of child poverty by providing ongoing educational support to Canada's at-risk children. More than 75 York University alumni registered to volunteer. Alumnus Karl Subban (B. Ed, 1990) addressed the crowd.



Schulich Connect Reunion Program

April 2017

Schulich hosted their annual reunion program—CONNECT 2017. The theme for this year's conference was "Leading Change." More than 250 alumni, students, and friends were in attendance—taking part in special networking opportunities and variety of panels featuring industry experts.



Lions Cup

May 2017

York hosted the 16th annual Lions' Cup. This event has raised more than \$5 million over a period of 15 years, helping more than 350 students.



Ottawa Reception

June 2017

York hosted an alumni reception in Ottawa. President Shoukri and President Designate Lenton took part in an interactive fireside chat moderated by Glendon Principal Donald Ipperciel. The audience heard from Dr. Shoukri and Dr. Lenton on the changes that have happened over the past 10 years, as well as the vision for the future. Over 70 local alumni attended the popular event.



Argos Tailgate

June 2017

York University will be hosting a tailgate party as the Toronto Argonauts take on the Hamilton Tiger Cats. For only \$35, Alumni will receive a walk-in pass for the Argos' tailgate Zone and get the party started with fellow York alumni.



Rogers Cup

August 2017

York University will once again be providing alumni with exclusive benefits to this year's Roger's Cup. On August 8th, York Alumni will receive a 40% savings on day matches, as well as a 25% savings on night matches. On other days during the tournament (August 7th – August 13th, excluding finals), Alumni will save 25% on platinum and gold seating, as well as 20% on silver, bronze, and blue savings. Alumni who are attending Roger's Cup on that day can enjoy a special York Alumni BBQ.



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Chancellor
(LLD '13, LLB '81, BA '78)

Mamdouh Shoukri
President & Vice-
Chancellor

Richard Waugh
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(LLD '07, MBA '74)

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(LLD '04)

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Goldfarb**
(*LLD '09, **LLD '03)

Roy McMurtry
(LLD '91, LLB '58)

**Douglas* & Sandra
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(*LLD '13 & BA '83)

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(*LLD '10)

Seymour Schulich
(LLD '03)

Rudolph Bratty
(LLB '57)

Robert Krembil
(LLD '00, MBA '71)

**Barry & Honey
Sherman**

**Marshall* & Judith
Cohen**
(*LLD '86, LLM '63, LLB '60)

Pierre Lassonde
(LLD '14)

Helen Vari
(LLD '03)

**Victor Phillip* &
Mona Dahdaleh**
(*BA '78)

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(*LLB '84)

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(LLD '15)

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(BA '82)

Mitchell Goldhar
(BA '85)

Lorna Marsden

Paul Cantor
(DJur '12)

**William* & Jan
Hatanaka**
(*BA '77)

David McFadden
(LLD '12, LLB '70)

**Michael Dan* &
Amira Bojadzija-
Dan****
(*LLD '17, **PhD '10)

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(LLD '04, MBA '69)

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(BSc '89)

Vijay Kanwar
(LLM '12)

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Aidan Flatley
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Larry Keating

Timothy Price
(LLD '09)

Karim Lakhani

Randy Williamson
(LLB '88)

Ajay Virmani

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Board of Governors

Memorandum

To: Board of Governors

From: Ozench Ibrahim, Chair, Finance and Audit Committee

Date: 27 June 2017

Subject: Multi-Year Budget Plan for 2017-18 to 2019-20

Recommendation:

The Board Finance and Audit Committee recommends that the Board of Governors approve the following proposed updated Budget Plan for 2017-18.

Background and Rationale:

In Fall 2014, the University confirmed its plan to transition to the new SHARP (Shared Accountability and Resource Plan) Model, effective fiscal 2017-18.

The Budget Plan being presented today represents the inaugural presentation of a three-year budget plan for the SHARP Budget Model. The format of the budget is considerably different than the format presented under the previous incremental budget model approach. Significant transparency of the budget details can be located in the tables located at the end of the Budget Document.

The Budget Document outlines the basis for the underlying revenue assumptions for enrollment, tuition and grant revenue, investment income and miscellaneous revenue. The Budget document also outlines all the underlying assumptions for all the major expenditures including compensation, pension costs, faculty complement and new strategic investments.

The Budget Plan presented has been prepared based on the existing government funding formula. The University is currently negotiating with the Government on a new Strategic Mandate Agreement (SM2) which is expected to be finalized by the end of June 2017.

Board of Governors

Subject to the outcome of these negotiations there could be significant implications to the enrollment plans currently used to budget revenues and associated expenses for the outer fiscal years of 2018-19 and 2019-20. Consequently, approval for 2017-18 Budget Plan is the only one being requested at this time.

The Budget Plan is projecting an in-year deficit of \$16.9 million for 2017-18 reducing to a projected deficit of \$4.2 million 2018-19 and returning to an in-year surplus position in 2019-20.

The Operating Budget Plan Summary is provided below:

OPERATING BUDGET PLAN SUMMARY			
2017-18 to 2019-20			
(in \$millions)			
Operating Revenues	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Government Operating Grants	\$ 309.6	\$ 311.7	\$ 316.6
Student Fees	584.7	633.8	683.6
Grants and Student Fees Subtotal	894.2	945.5	1,000.1
Funding from Donations, Endowments, & Trusts	8.0	6.9	6.9
Investment Income	8.6	8.5	8.5
Other Recoveries	48.3	45.7	45.9
Total Operating Revenues	<u>\$ 959.1</u>	<u>\$ 1,006.6</u>	<u>\$ 1,061.5</u>
Total Expenditures			
Salaries and Wages	\$ 541.8	\$ 559.4	\$ 581.7
Employee Benefits	148.7	152.6	158.1
Operating Costs	138.8	152.0	153.1
Taxes and Utilities	26.2	28.7	28.9
Scholarship and Bursary	73.7	72.9	74.1
Interest on Long-Term Debt	20.8	21.0	21.1
Transfers to Research, Ancillary, and Capital Funds	25.9	24.3	24.9
Total Expenditures	<u>\$ 976.0</u>	<u>\$ 1,010.9</u>	<u>\$ 1,041.9</u>
In Year Surplus (Deficit)	(16.9)	(4.2)	19.6
Opening Accumulated Surplus (Deficit)	(16.9)	(33.8)	(38.3)
Closing Accumulated Surplus (Deficit)	<u>\$ (33.8)</u>	<u>\$ (38.0)</u>	<u>\$ (18.4)</u>



Multi Year Budget Plan

2017-18 to 2019-20

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Budget Highlights

This report contains the proposed Budget Plan Report for the three-year budget cycle 2017-18 to 2019-20. Fiscal 2017-18 is the first year of the new SHARP Budget model, and the proposed Budget Plan has been developed using this new model, based on projected data. The outer year projections provide the framework in which the university's budget will be prepared for fiscal 2018-19 and 2019-20 as anticipated at the time of the preparation of this report, and will be updated each year to reflect changes in the economic conditions and most recent information regarding the university's revenues and expenses. The budget framework is informed by the academic and financial priorities over the next three years.

The multiyear budget is projecting a small operating deficit in fiscal 2017-18 and an operating surplus in 2018-19 and 2019-20. Caution should however be exercised as the government has announced changes to funding under Funding Formula Review and through the ongoing negotiations for the next round of Strategic Mandate Agreements 2017-18 to 2019-20 (SMA2), as this may result in changes to future year enrolment projections and funding associated with domestic enrolments.

The current university projections were prepared based on the Strategic Mandate Agreement 2014-2017 (SMA1), which set out the domestic enrolment targets the University was planning to achieve. York experienced declines in domestic enrolments during this period as a result of weakening of enrolment demand in the system. This had a disproportionate impact on some faculties. The current projections are based on an enrolment plan that seeks to grow enrolments back to the SMA1 target, the level upon which Ministry funding is based.

It is important to note that 2017-18 is a pivotal year as the Ministry of Advanced Education and Skills Development (MAESD) is implementing a new postsecondary education funding formula. This is as a result of the recommendations from the Funding Formula Review undertaken by the Ministry in 2015-16, that proposed a framework to more strongly link funding to outcomes as opposed to enrolment only.

In the new funding formula, funding for universities has been grouped into three bins – 1) an enrolment bin linked to enrolment, 2) a quality and differentiation bin linked to outcomes based metrics and, 3) a special purposed grant bin.

Funding in the enrolment bin will be governed by a corridor mechanism which would ensure that grant revenue remains constant at 2016-17 levels as long as enrolment remains within +/- 3% of 2016-17 enrolments (also known as the corridor midpoint). There are ongoing discussions through the SMA2 process to negotiate funded enrolments beyond the 2016-17 levels. While the Ministry has not committed to providing additional funding for enrolment growth beyond the corridor enrolments, the proposed Budget Plan has been developed using projections based on the existing funding formula, which assumes funded enrolment growth. Should the ongoing SMA2 negotiations not yield additional funding for growth; revisions will have to be made to the outer year projections (2018-19 to 2019-20) in order to ensure the university aligns its enrolments to government funding. This could have significant implications to the projected revenue and may require concomitant adjustments to expenses.

The Budget Plan is guided by two foundational documents of the University. The *University Academic Plan 2015-2020* outlines three overarching principles:

- Academic quality
- Student Success
- Engagement and outreach

Also, the Budget Plan is guided by the *White Paper - Becoming an Engaged University 2010-2020*, which envisions York as having an international reputation as a leading engaged university that enhances learning and research through academic excellence, diversity, social relevance, and civic engagement by the year 2020.

As part of meeting the goals set out in the *University Academic Plan* and the *White Paper*, the University is planning on hiring 98 new faculty members (tenure track and contractually limited appointments) in 2017-18. This means a net increase of 50 new hires when retirees and departures are taken into account. In 2018-19 and 2019-20, the plan is to increase faculty by a net of 27 and 28 faculty, respectively, for a total of 105 net new faculty by 2019-20. These appointments will help ensure continued success in the future by enhancing the student learning and research experience, improving academic quality and support the *White Paper's* goal of becoming a leading engaged university. Table 1 shows the details of projected faculty hires for 2017-18 to 2019-20.

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
New Hires			
Tenure Track	79	58	54
CLAs	19	7	11
Total	98	65	65
Retirements/Departures			
Tenure Track	35	25	20
CLAs	13	13	17
Total	48	38	37
In-Year Increase (Decrease)			
Tenure Track	44	33	34
CLAs	6	(6)	(6)
Total	50	27	28
NOTE: These are budgeted numbers only, and do not represent approved hires at this time			

The following strategic investments will also support the goals in the *White Paper* and in the *University Academic Plan*:

- \$1.0 million in Strategic enrolment response funding
- \$1.4 million in start-up costs for the Markham Campus
- \$0.5 million for the Sexual Violence Response Centre
- \$1.0 million Library investments
- \$1.0 million for Community safety
- \$1.0 million for Academic Strategic Appointments
- \$0.35 million for new positions in the VP – Research and Innovation Division

To implement SHARP for May 1, 2017, the entire budget planning process shifted the enrolment planning target setting to September to achieve budget cycle integration. Faculties and Shared Service units were provided their budget envelopes in late November 2016, and detailed budget plans were developed at the end of February for review by divisional heads in March and April.

The university has been operating in a difficult budget context for a number of years where York's costs exceeded its revenues. Combined with declines in enrolment, this has led to significant faculty and institutional deficits within a constrained provincial funding policy context, where differentiation and accountability are major drivers. The university set in motion plans to address its financial situation over a four year time frame. The fiscal year 2017-18 is the third year of this four year framework, where all faculties and departments would be required to resolve their in-year structural deficits.

The Budget Plan presented accomplishes this objective with a reported small in-year deficit of \$7.9 million in 2017-18 and future budget years reporting operating surpluses.

Looking ahead, the major risk factors associated with the multi-year Budget Plan include:

- Achieving enrolment targets
- Achieving budget plans
- Addressing structural deficits within specific areas
- The impact of government funding formula changes
- Managing emerging budget pressures and funding strategic priorities in a resource constrained context

1. Structure of the Multi-Year Budget Plan Report

The multi-year budget report, including the 2017-18 Budget is presented in the Appendices as follows:

- Appendix 1A** Provides a high level summary of projected revenue and expense
- Appendix 1B** Provides a high level summary of apportionment of operating revenues
- Appendix 2** Provides details on Provincial Operating Grants and Student Fees
- Appendix 3** Provides further detail on Apportionment of Operating Revenues to Faculties/Schools and Administrative Units
- Appendix 4** Provides a high level summary of projected expenses by nature of expenditure
- Appendix 5** Provides a high level summary of projected expenses by Academic Unit, Shared Services and General Institutional Costs
- Appendix 6** Contains the summary Budget Allocations to Shared Services and General Institutional Costs
- Appendix 7** Contains the summary calculation of projected multi-year budget positions by Faculty/School
- Appendix 8** Contains projected multi-year budget and expenditure allocations by Shared Service Unit
- Appendix 9** Provides a summary of the General University Fund Allocations
- Appendix 10** Provides details of Faculty Transition Adjustments

2. Fiscal Context

2.1 The Economic Climate

York's operating budget is comprised mostly of two revenue streams – 33% in government grants and 60% in tuition fee revenue, much of which is regulated or directed by government. This means limited flexibility for universities to increase revenue.

In the recent past, the government has limited funding increases to enrolment growth. The 2017 Provincial Budget announced that there would be no funds allocated for enrolment growth above the 2016-17 levels. According to government population projections, the provincial demographics of university age students are expected to decline for two more years. However, the government's OSAP reforms are having a

positive impact on enrolments and accessibility at Ontario's universities. The number of high school students applying to Ontario's universities is up 1.6% over last year despite an overall decline in secondary school graduates. This demonstrates that postsecondary education is recognized as key to a brighter economic future for graduates, and for the province.

As indicated previously, the Ministry is implementing a new funding model in 2017-18. In this formula, more grant funding is linked to outcomes unlike previously when grant funding was linked strictly to enrolment. In the new formula, the Ministry has created three funding bins – a funding bin linked to enrolment, one linked to quality and differentiation measured using agreed upon outcomes based metrics and a special purpose or targeted funding bin which supports targeted funding for initiatives such as French language, disability supports, etc. The Ministry has committed to maintaining the 2016-17 funding level for all universities through the second round of SMAs that are currently being negotiated and will be in place for three years (2017-18 to 2019-20).

The government's tuition fee framework initially announced in March 2013-14, and set to expire in 2016-17 has now been extended for another two years. This framework limits the tuition fee increases to an institutional average of 3%. The proposed Budget Plan has assumed the same tuition fee framework for the next three years.

2.2 Enrolment Projections

A key planning assumption which drives revenue and cost changes is the enrolment plan. The current overall multi-year enrolment plan is provided in Table 2. The plan outlines the overall projected enrolment by domestic and international students for both undergraduate and graduate enrolments.

Overall, the actual 2016-17 enrolments were above budget targets with most of the growth coming from undergraduate and graduate international students.

There was an increase in total undergraduate enrolments (domestic and international) in 2016-17 compared to 2015-16, with the increase entirely resulting from strong growth in international students. Current enrolment projections indicate positive year-over-year growth in domestic students beginning in 2017-18 and onwards. This is supported by the strong applications for York from Ontario high school students for September 2017, at 9.9% increase over the previous year. This increase is higher than the average Ontario system-wide applications that were at 2.9% over the same period.

As a result of enrolment decline challenges in the domestic undergraduate category, York will continue to experience fewer enrolments in 2017-18 compared to previous years. This is attributed to more students in the graduating cohort compared to those in the entering cohorts in the last few years. It is expected that as the smaller cohorts flow through and begin to graduate, enrolment will reach 45,000 full time equivalent undergraduate (domestic and international) students by 2018-19, surpassing the 2012-13 levels of 44,300.

With respect to graduate students, the University's current plan for domestic graduate enrolment is to achieve the first round of SMA enrolment levels, which are similar to the enrolment levels reached in 2008-09 for masters and slightly lower for doctoral. This

plan will be informed by the current discussions with the Ministry under the second round of SMA negotiations.

This enrolment plan is to grow domestic enrolments back to the levels that are currently funded by the Ministry and is in line with our SMA1 commitments. The enrolment plan will be revisited once the SMA2 negotiations with MAESD have been completed. The negotiations are expected to be finalized by the end of June 2017.

TABLE 2: Enrolment FTE results 2016-17 and projections to 2019-20

	2016-17^a	2017-18^p	2018-19^p	2019-20^p
Undergraduate Domestic	37,002	37,395	38,746	40,262
Undergraduate International	5,058	5,703	6,301	6,768
Masters Domestic	6,216	6,426	6,802	7,101
Masters International	1,541	1,465	1,515	1,557
Doctoral Domestic	2,934	2,869	2,872	2,893
Doctoral International	596	633	654	672
TOTAL	53,347	54,491	56,889	59,253

a - actuals; p - projections

2.3 Tuition Fees

Tuition fees at York are determined in accordance with the provincial government's Tuition Fee Policy Framework for domestic students, and market demand and pricing in comparison to peer universities for international students.

On December 15, 2016, the Ministry announced a two-year extension of the current Tuition Fee Framework for Ontario universities. With the extension, the Tuition Fee Framework is now set to expire in the spring of 2019.

Under the extended Tuition Fee Framework, university governing boards may increase tuition fees subject to the following constraints:

- Tuition fees for domestic students in Arts and Science, and selected other undergraduate programs may increase by 3% per year in 2017-18 and 2018-19.
- Tuition fees for domestic students in graduate programs and high cost professional programs may increase by 5% per year in 2017-18 and 2018-19
- The overall average rate of tuition fee increase across all publicly funded programs at an institution is capped at 3.0% per year.

The tuition revenue projections for 2017-18 to 2019-20 have been developed based on the Ministry Tuition Fee Framework and using enrolment projections based on faculty enrolment contracts. The projections for the first two years (2017-18 and 2018-19) fall within the tuition framework, while revenue projections for 2019-20 assume a continuation of the current tuition fee framework. These rates were approved by the Board of Governors in February 2017.

As a condition of benefiting from tuition fee increases under the Tuition Fee Framework, the Ministry requires that universities and colleges agree to participate in the Student Access Guarantee (SAG). This SAG obligation warrants that participating institutions, such as York University, provide students in first-entry and second-entry programs with additional financial resources to fund direct education costs (tuition, books, compulsory fees, equipment and supplies) when these costs are above the range provided through the Ontario Student Assistance Program (OSAP). An amount of \$22.9 million (\$21.1 million in tuition set-aside funds and \$1.8 million in other institutional funds) was disbursed in support of students in 2015-16 under the SAG program.

The computation of SAG is influenced by institutional decisions to increase tuition, students' need for OSAP, and students' additional resources above OSAP.

At York, approximately 67.1% of full time domestic undergraduate and graduate students receive support from the provincial needs based assistance program (OSAP), based on 2015-16 numbers. Within that population many students also receive funds from the University's student aid program. In addition, many undergraduate students benefit from the provincial Ontario Tuition Grant (OTG) program which provided \$950 per term for up to 2 terms in 2016-17. The combination of these University and provincial student financial aid programs enhances access to the University's education opportunities for a wide array of students.

In addition to the Provincial and University student aid programs, The University provides scholarship funding to students who meet certain academic standards. In 2015-16, these programs provided funding to undergraduate and graduate students of approximately \$25.3 million.

In the 2016 Ontario Budget, the Ministry announced a transformation of the OSAP program, which could impact York's SAG obligation.

Multi-year reforms to OSAP include:

- **“Free” Tuition for eligible students:** Effective in academic year 2017-18, the province will be consolidating many of the existing provincial OSAP grants into a single Ontario Student Grant. This will provide eligible full-time OSAP students with parental income of less than \$50,000/year with grants to cover the average cost of tuition. MAESD estimates that this will allow over 200,000 Ontario university/college students to benefit from grants exceeding the cost of their tuition. Depending on York's proportion of these students, York's SAG may change.
- **Net Billing:** Effective in academic year 2018-19 (2017-18 for pilot institutions), all publicly assisted universities or colleges must present the student billing statement inclusive of OSAP aid and institutional aid (if applicable).
- **Net Tuition:** Effective for academic year 2018-19, first-year/first-entry students receiving an offer of admission, will be presented with the net cost of attending that program; i.e. tuition less OSAP aid and institutional aid (if applicable).

York University's Office of Student Financial Services (a department in the Office of the University Registrar) is actively engaged as a university sector representative in Ministry and the Council of Ontario Universities consultations on both OSAP Transformation and SAG. York leads the sector in the planning and implementation across the province, and has been regarded as "Best Practice" by the Ministry.

2.4 Federal Funding

Federal funding provided to universities to support research is not part of the University's operating budget. However, included in the Operating Budget is the Federal Research Support Fund, which together with the Provincial Research Overhead Infrastructure Envelope is provided to institutions in support of research overhead costs.

In 2016-17, York was allocated \$6.3 million from both the federal and provincial governments to offset institutional research costs. The budget projections have assumed the same amount for 2017-18 to 2019-20.

As a long standing subject of government advocacy, universities have been requesting that the federal government recognize the full cost of research in its research funding policy, with a 40% rate as a minimum target for indirect costs. The government began to provide institutional costs of research funding in 2003-04 through what is now called the Research Support Fund. This is currently contributing \$5.3 million to the University's operating budget.

The federal government supports graduate students by providing fellowships on a competitive basis. These funds do not flow through the University's budget, but they provide indirect budget relief to faculties by freeing up funds that would otherwise have to be used for graduate student support.

2.5 Compensation

The University has been exercising restraint with respect to compensation both in collective bargaining and in setting compensation for employees not represented by unions. This restraint has been in effect for the last two rounds of collective bargaining and is in accordance with the direction that was signaled by the Province a number of years ago. This was further supported by the fiscal realities faced by the University due to recent undergraduate domestic enrolment declines, reduction in government grants and a change in the Ministry Tuition Fee Framework which reduced tuition fee increases from a previous 4-8% range to a 3-5% range. The University has negotiated multi-year compensation settlements with declining levels of increases in each of the last two rounds of negotiations.

With the exception of YUSA Unit 2, the University has completed negotiations with all of its unions including the Faculty. Agreements are in place through to the middle of 2018 for the major bargaining groups (YUFA, OHFA, YUSA, CUPE 1356). The University will commence its next round of bargaining over the summer and fall of 2017 with CUPE 3903 for its teaching assistants, sessional instructors and graduate assistants. Further details are included in the *Key Planning Assumptions* section of this report.

2.6 Pension

Similar to other Canadian public sector institutions the University has a defined contribution plan, which has a defined benefit component that provides a minimum level of pension benefits. The current economic and financial climate and the regulatory landscape create considerable uncertainty with respect to pensions.

The York Pension Plan currently reports a modest going concern surplus; however, due to historic long-term interest rates it is facing a solvency deficit. The University applied and received Stage II solvency relief from the Province which relieved the University from making any principal contributions to amortize its deficit. In December of 2016, the Province provided an extension to Solvency Relief based on York's valuation that will be filed in summer 2017, for December 2016. The new relief provisions will require the University to commence payments to amortize 25% of the solvency deficit plus interest commencing in January 2018. Expense projections include annual pension special payments of \$4.0 million in 2017-18. The estimated special payments for fiscal 2018-19 and 2019-20 are expected to rise to \$8 million annually. Further details are included in the *Key Planning Assumptions* section of this report.

2.7 Other Future Liabilities

The University has many future liabilities not currently funded through the operating budget. Deferred maintenance across the two campuses is estimated at \$178.3 million. Both the Keele and Glendon campus experienced an increase in their respective total liability compared to the prior year. The proportionate share of deficiencies is higher at the Glendon College with \$19.9 million (15.2%) of the total liability a direct result of the age of the campus.

The operating budget sets aside a total of approximately \$6.0 million annually for deferred maintenance at both campuses.

Additional funds are available to address deferred maintenance through the Provincial Facilities Renewal Program (FRP). In 2014 the Province announced its intention to phase in increases to the FRP program. With this increase, York expects to see its annual budget allocation grow from the current level of \$2.5 million in 2016-17 to \$6.0 million by 2019-20.

Pursuant to the Federal Government announcement in 2016 to create a Strategic Investment Fund to support investments in infrastructure in post-secondary institutions, the Province removed the restriction on the FRP funds that were originally intended for deferred maintenance related costs to permit its use to support new capital construction for a period of two years.

3. The Budget Process

3.1 The Planning Process

York University adopted the Shared Accountability & Resource Planning (SHARP) budget model in fiscal 2017-18. This is a modified version of an Activity Based Budget model (ABB) that assumes shared financial responsibility and will replace the former incremental budget model. The SHARP model is a culmination of many years of research and extensive consultation with the York community.

With the implementation of SHARP the University aligned its budget cycles to better support its academic priorities and processes. The new university budget planning cycle for SHARP is fully integrated with the enrolment planning cycle and identifies the parameters and timelines around which the annual university budget planning process is developed. The integrated budget cycle identifies all the activities and timelines required to support resource decision making at the University and to inform the development of the annual institutional budget

Academic and shared service units are responsible for developing strategic initiatives within their faculties/units that align with their priorities and with institutional priorities as outlined in the *University Academic Plan 2015-2020* and in the *White Paper*. These initiatives are submitted to the University Budget and Planning Committee (UBPC), which is responsible for prioritizing and rendering funding decisions that reflect institutional priorities. Faculties also work with the Office of Institutional Planning and Analysis (OIPA) to develop multi-year enrolment projections, which are used to inform faculty budget envelopes.

University Shared Services support the central academic mission of York University by providing quality administrative services to the York community and enhancing quality of campus life. In 2017-18, Shared Service units will retain their previous year base budgets, adjusted for the permanent base reduction for the Transition tax under the SHARP Budget model and additional allocations that consist of 50% of their negotiated salary increments. For any other additional funding to their budget, Shared Service units are required to submit requests through the UBPC, and be approved by the President.

In early fall after the UBPC decisions are completed and approved, the Finance Department distributes Budget envelopes to faculties (excluding faculty direct revenues) and Shared Service units. Faculties and Shared Services then begin developing detailed three-year rolling budget plans to be completed by the end of January.

At this time, the faculties review their budget plans with the Provost & VP Academic, and the Shared Services also review their budget plans with their respective Vice-President. All budget plans are expected to be finalized and approved by the Vice Presidents by the end of February.

Once all the budgets are approved, the Finance Department prepares a comprehensive institutional budget document to be presented to the Board Finance & Audit Committee, and to the Board of Governors, for review and approval.

The faculty budget plans are based on projected enrolments. Once actual data is available at year-end, the Finance Department recalculates faculty budgets based on actuals and communicates any adjustments that will be made on a slip-year basis, to faculties to assist them with planning for the next budget cycle.

3.2 York's Budget Model

The new SHARP Budget model that is in place for 2017-18 has the following benefits:

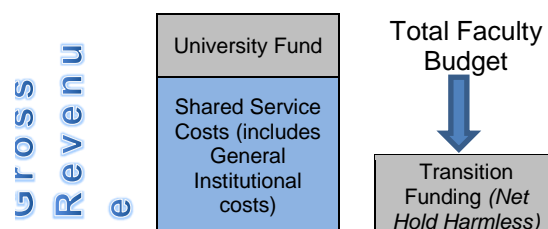
- Provides a high degree of transparency enabling a clear understanding of university revenues and expenses
- Facilitates greater alignment of resources with priorities
- Provides faculties with greater control over the revenue they generate and the costs they incur, and enables them to seek out new opportunities for revenue growth and cost control
- Is based on clear and agreed upon allocation methodologies
- Provides a predictable and sustainable framework for budget planning
- Clearly identifies accountability
- Highlights costs of operating and opportunities to improve service

Under the SHARP Budget model, revenue is attributed to the faculty/unit that generates it. Most of the institutional revenue is attributed to faculties, as they engage in teaching and research, and generate associated funding streams through tuition and government operating grants. Revenue that cannot be reasonably attributed to a faculty or unit is assigned to the General University Fund (see Figure 1).

A faculty's annual budget allocation is equal to its share of the University's gross revenue (attributed revenue) less its share of expenses, including shared service costs, and its contribution to the University Fund. This allocation primarily reflects revenues generated from its programs and student enrolments.

In addition to revenues generated from its programs and students, some faculties are allocated transition funding from the University Fund.

Figure 1: York's SHARP Budget Model



Faculty Budget
EnvelopesFaculty Budget
Envelope

The process of attributing revenues and costs to faculties has been designed to be simple and straight forward, using readily available and easily verifiable revenue and cost parameters. For revenue attribution, the parameters used are the same or as close as possible to the parameters used to flow these funds to the University. Shared Service costs are attributed to faculties using costs drivers which were chosen based on their suitability as a measure of the extent to which a faculty/unit utilizes a particular resource or service. Examples of cost drivers include number of students, number of faculty and staff, net assignable square meters occupied, etc.

The budget planning cycle is based on a three-year rolling window. Planning assumptions are updated each year, and new assumptions are prepared for one additional year. Revised revenue and expense projections are then prepared for the new cycle based on these assumptions.

3.3 Surplus/Deficit Management

The University has a multi-year budget planning cycle that at an institutional level strives to achieve a balanced position on an annual basis. In recent years significant budget pressures have been experienced due to the decline in undergraduate domestic enrolment, a government approved tuition fee framework with a reduced level of fee increases, reductions in government grants and significant cost pressures created by pension solvency contributions.

Operating deficits have accumulated in the Academic Division. The University has been focusing on achieving balanced in-year positions in this Division for the period ending in 2017-18. Once the University has successfully achieved in-year balanced positions, it will focus on developing plans to eliminate the cumulative deficits.

4. Key Planning Assumptions

4.1 Revenue Projections

University operating revenues are derived primarily from provincial operating grants and tuition fees. Other operating revenues include investment income, endowment income, donations, funding for indirect costs of research and other miscellaneous revenue. The University projects total revenues of \$959.1 million in 2017-18; \$1,006.7 million in 2018-19; and, \$1,061.5 million in 2019-20, for a total increase of \$102.4 million over the planning period.

4.1.1 Operating Grants

Operating grants are primarily enrolment-driven government grants that flow to the University based on eligible enrolments. A total of \$309.6 million is projected in

operating grants in 2017-18; \$311.7 million in 2018-19; and, \$316.6 million in 2019-20, for a total increase of \$7.0 million over the planning period. Details of operating grants are included in Appendix 2.

The increase over the planning period is the result of a projected modest growth in the number of students; there is no increase to per student funding.

The budget assumes the following for provincial grants:

- No changes have been projected related to the revision of the provincial funding formula;
- The budget projections are based on faculty enrolment contract targets and the available information about the current provincial funding;
- The budget projections do not include funding for capital expansion;
- The provincial government operating grants do not include an inflationary increase;
- Funding will be received for enrolment growth for both undergraduate and graduate students using the current funding formula and existing envelopes. For graduate expansion, the assumption is that growth will be funded up to the SMA1 agreement allocation. In cases where faculty projections exceed this allocation, faculties will receive only the corresponding tuition revenue.

4.1.2 Tuition Fee Revenue

Faculties receive tuition revenue generated from credit programs based on the number of students registered in the faculty. This methodology applies to domestic and international students, both at the undergraduate and graduate levels.

A breakdown of tuition fee revenue, including centrally collected ancillary fees, continuing/professional education fees, student referenda fees and application fees, is included in Appendix 2. The domestic tuition fee revenue is generated using enrolment projections from faculty enrolment contract targets and Board approved tuition fee rates based on the current Ministry Tuition Fee Framework for 2017-18 and 2018-19. The fee rates used for 2019-20 assume a continuation of this Tuition Fee Framework.

It is important to note that tuition revenue increases are as a result of both increases in tuition fee rates and higher enrolments. The Ministry Tuition Fee Framework allows for fee increases of up to 3% for entering and continuing domestic students in undergraduate Arts and Science programs, and up to 5% for entering and continuing students in graduate and high cost professional programs; with the overall average institutional fee increase not to exceed 3%. In order to stay within this framework, the University must balance fee increases between the graduate and professional programs. In most cases, fee increases are not applied to regular graduate programs (both masters and doctoral). The overall institutional tuition fee increase for the next two years is estimated to be slightly lower than 3% on average for domestic students.

International tuition fees are not regulated under the Ministry's Tuition Fee Framework and are set at a level that takes into consideration the full cost of providing a program and fees for comparable programs at peer universities. It is estimated that on average,

international tuition fees will increase by about 5% for most programs over the next three years, with slight variations depending on the faculty and program. With the decline in the Canadian dollar, tuition fees are relatively more favorable for students from key international markets such as China, India and the United States.

Table 3a to Table 3d summarizes the approved tuition fee rates for some of the programs offered at York.

TABLE 3a. Approved Undergraduate Domestic Fee Rates (\$)

	2016-17	2017-18	2018-19
Arts, Science and Other	6,408	6,600	6,798
Bachelor of Design	9,425	9,708	9,999
UG Prof. Programs (BCom, ITEC, BPA, BBA/iBBA, etc)	8,715	9,151	9,608
BEng - Computer Science	10,458	10,981	11,530
BEng - Mechanical/Civil/Electrical	11,576	12,155	12,763
JD/LLB	24,996	26,246	27,558

TABLE 3b. Approved Undergraduate International Fee Rates (\$)

	2016-17	2017-18	2018-19
Arts, Science and Other	21,512	23,664	26,030
Bachelor of Design	21,985	23,084	24,238
UG Prof. Program (BCom, ITEC, BPA, BDEM)	23,820	25,725	27,783
UG Prof. Programs (BBA/iBBA)	25,825	27,116	28,472
BEng - Computer Science	23,820	25,011	26,261
BEng - Software, Computer, Geometrics, Space	28,584	30,013	31,513
BEng - Mechanical/Civil/Electrical	29,702	311,887	32,746
JD/LLB	25,821	27,112	28,468

TABLE 3c. Approved Graduate Domestic Fee Rates (\$)

	2016-17	2017-18	2018-19
Non-Professional Masters Programs (3 Terms)	4,785	4,785	4,785
Doctoral Programs (3 Terms)	4,785	4,785	4,785
MBA/iMBA/MF/MBAN (2 Terms)	35,311	37,076	38,930
LLM/PDP - International Business Law	22,983	24,132	25,339
Master of Real Estate and Infrastructure (2 Terms)	34,420	36,141	37,948
Master of Human Resources Management	32,640	34,272	35,985
Master of Conference Interpreting	7,293	7,293	7,293

TABLE 3d. Approved Graduate International Fee Rates (\$)

	2016-17	2017-18	2018-19
Non-Professional Masters Programs	18,825	18,825	18,825
Doctoral Programs	18,000	18,000	18,000
MBA/iMBA/MF/MBAN (2 Terms)	45,002	47,502	50,002
LLM/PDP - International Business Law	35,538	35,538	38,381
Master of Real Estate and Infrastructure (2 Terms)	45,002	47,502	50,002
Master of Human Resources Management	47,286	51,069	55,154
Master of Conference Interpreting	20,755	20,755	20,755

4.1.3 Ancillary Fees

Centrally collected ancillary fee revenue includes fees charged to students as permitted by Ministry Guidelines. These include fees in the following categories: athletics and recreation, counselling fees, cultural and special services fees and student referenda fees. Increases in compulsory ancillary fees are regulated by Ministry Guidelines and in accordance to a student protocol agreement between the University and the student government.

4.1.4 Tuition Fees for Continuing and Executive Education Programs

The School of Continuing Education and some faculties offer continuing and/or executive education programs. The fees in these types of programs are not regulated by the Ministry's Tuition Fee Framework, and are set based on the cost of the program and market demand. These programs generate a significant amount of revenue (they are projected to generate revenue of \$49.5 million in 2017-18, \$51.3 million in 2018-19 and \$53.1 million in 2019-20). Some of the continuing and executive education programs offered are certificates in Advanced Cyber Security, Dispute Resolution, Big Data Analytics, Risk Management, and Human Resources Management; and English language courses taught at the English Language Institute (including the Summer Immersion Program), etc.

4.1.5 Endowment Income

The University has been the beneficiary of many generous donations over the years and has experienced significant growth in its Endowment Fund as a direct result of these donations and strong investment performance. The value of the Endowment Fund at the end of April 2017 was \$468.0 million dollars. The income generated from these endowments is restricted for the purposes identified by the various donors to support student aid and endowed chairs.

The University has adopted a distribution formula which pays out to the University operating budget in the range of 3% to 5% of the market value of the assets, with a target of around 4%. The distribution formula aims to increase the payout annually by the rate of inflation, while preserving the purchasing power of the original endowment's capital. The payout rate is confirmed in the spring and paid out during the summer of each fiscal year. For 2017 the payout rate has been set at \$3.96 per unit and is projected to increase by 1.52% to \$4.02 per unit for 2018. The total distribution in 2016 was \$14.0 million and is expected to increase to \$14.5 million in 2018.

4.1.6 Investment Income

The University has short and medium term assets composed of operating and research funds, expendable donations, and capital reserve funds. These Short-Medium Term investments are held and managed separately from the assets of the University endowments and pension funds and are governed by the Short-Medium Term Fund Investment Guidelines under the responsibility of the Board Investment Committee.

The investment strategy of the Fund is formulated to address the University's requirements for maintaining adequate liquidity and producing incremental yield while

ensuring the flexibility needed for matching of the University's obligations and commitments to planned and anticipated cash flows.

The investment income generated by this strategy makes up a small but important portion of the total operating revenue. This revenue will fluctuate based on the size of available funds and market conditions.

The projection is based on assumptions of cash balances, revenue and expenditure rates, divisional reserve balances, capital expenditure patterns, research revenue forecasts and investment return rates. The investment income is projected at \$8.0 million for the duration of the planning period.

4.1.7 Fees and Other Recoveries

The income source of \$48.3 million in 2017-18, \$45.7 million in 2018-19 and \$45.9 million in 2019-20 includes application, registration and examination fee revenue, fines and penalties, course material fees, contributions from ancillary operations, miscellaneous income, etc.

4.1.8 Indirect Costs of Research on Grants and Contracts

The funding in this category includes the Federal Research Support Fund (previously known as Indirect Costs of Research Program) and indirect costs recovered through the Provincial Research Overhead and Infrastructure program. The Research Support Fund applies to certain NSERC, SSHRC, CIHR and Networks of Centres of Excellence funding programs, whereas the Research Overhead and Infrastructure applies to all indirect costs of research.

The University's rate of federal indirect costs of recovery is now at 18.7%. The value at \$5.4 million is projected to remain constant over the planning period. Revenue from the provincial Research Overhead and Indirect Costs of Research Envelope is projected to remain at \$0.9 million over the planning period.

4.2 Expenditure Projections

Expenditure projections by nature of expenditures are included in Appendix 1A. A more detailed view outlining projections for each faculty, shared service and general institutional costs are included in Appendix 5, 7 and 8.

The university finds itself in a resource constrained environment resulting from weakness in domestic enrolments, no expected growth in provincial funding, a tuition fee framework that limits fee increases for domestic enrolments and pressures to fund a pension solvency deficit, compensation increases and ongoing economic instability. The university is therefore restrained in allocation of resources while it must continue to focus on its mission to deliver quality academic programs and commitment to research. Expenditure allocations are proposed within these competing constraints to ensure quality of programs.

The relative size of government funding envelopes in comparison to total university funding has been declining for years, and is projected to continue to decline. In light of this, as well as declining enrolments over the last few years and fee increase restrictions under the tuition fee framework, the University must be prudent in its resource allocation while ensuring that teaching and research quality, and the student experience are not compromised. Decisions on the proposed expenditure allocations have taken into account these competing priorities and constraints.

Total expenditures are proposed to increase from \$976.0 million in 2017-18, rising to \$1,010.9 million in 2018-19 and compared to \$1,041.9 million in 2019-20, a total increase of \$65.9 million (or 6.8% compared to 2017-18).

4.2.1 Shared Service Costs

As described in the *Budget Planning Process* section, Shared Services provide faculty, students, and academic administrators with physical, technological, administrative and human services in support of teaching and research. The Shared Services are organized in 11 “cost bins” as follows: Financial Management; Academic Management; Human Resources; York Libraries; Advancement; CSBO; UIT; Graduate Studies; Students Services; Research; and, General Institutional costs.

General institutional and space costs make up the largest and second largest shared service cost bins. General institutional costs consist of collective agreement commitments, pension and post-retirement costs, tuition waivers, bad debts, interest on capital debt, capital reserve payments and scholarships and bursary costs. The space costs are occupancy costs related to utilities, maintenance and caretaking.

Shared Service costs attributed to faculties and ancillaries are projected to total \$232.2 million in 2017-18, \$229.4 million in 2018-19 and \$231.4 million in 2019-20, whereas General Institutional costs are projected to total \$118.2 million in 2017-18, \$110.9 million in 2018-19 and \$120.9 million in 2019-10.

The annual budgets for Shared Services are established as follows:

- Rolling the 2016-17 incremental base funding of the Shared Service forward to 2017-18 and later years;
- Adding estimated salary increment funding (Shared Service units are funded at 50% of funded salary increases);
- Applying any transitional plan assessments or budget cuts as required; and
- Applying any additional funding outlined in the institutional budget plan or approved by the President based on recommendations of the University Budget Planning Committee.

The annual budgets for the general institutional costs are established as follows:

- Funding decisions outlined in the institutional budget plan approved by the President based on recommendations of the UBPC; and
- Automatic adjustments as required by collective agreement commitments.

4.2.2 Pension Special Payments and Pension Related Costs

The University is required to file a pension valuation every three years. The last year the valuation was filed was for December 2013, when the University reported a going concern deficit of \$17.7 million and a solvency deficit of \$124.1 million. The University applied and was granted solvency relief under stage 2 of the Ontario Government's temporary solvency funding relief program. This relief reduced the University's requirement to amortize the solvency deficiency over five years and limited the required contributions to interest only. These special payments amounted to \$4.0 million annually and are included in the cost tables.

To address the budget pressure created by the going concern and the pension solvency deficiency, the University employed a number of strategies. One of the strategies included obtaining agreement from its employee groups to gradually increase the employee and employer contribution for the Money Purchase component of the Pension Plan. Prior to March 1, 2014 employee contributions were 4.5% of earnings up to the YMPE (year's maximum pensionable earnings) plus 6% of earnings above the YMPE. These contributions have increased to 6.75% on earnings up to the YMPE and 9.15% on earnings above the YMPE by March 1, 2016.

Notwithstanding, the University continued to make annual special contributions of \$4.0 million annually and the Fund has experienced strong investment returns in the intervening period.

The overall economic and financial climate and the regulatory landscape continue to be challenging for pension plans. Interest rates continue to be at historic lows, affecting investment returns and risk taking, making it much more difficult to achieve higher investment returns in the long term.

The increased contributions from employee groups, strong investment returns, combined with the University's continued special payments has resulted in an improvement in the financial health of the Pension Plan. This actuarial valuation reported a going concern surplus of \$134.2 million in 2016 (\$115.9 million in 2015) and a solvency deficit of \$122.1 million (\$170.9 million in 2015).

In the fall of 2016, the Ontario Government extended the Temporary Solvency Relief Program and based on the 2016 valuation results, the University will be required to amortize 25% of the solvency deficit over 7 years and pay interest on the remaining deficit. It is projected that this will increase the University's Pension Special Payment from the current level of \$4.0 million to \$8.0 million effective 2018. The Budget Plan has included these costs in the multi-year expenditure estimates.

The government recently announced a new funding framework for Defined Benefit plans that is a result of its review of the solvency funding. Highlights of the new framework include requiring funding on an enhanced going concern basis; requiring funding of a reserve within the plan; and, requiring funding on a solvency basis in the event the plan's funded status falls below 85%. These requirements may be advantageous to

York and may reduce the pressure on requirements for solvency payments. The details of the calculation of the size of the reserve are yet to be released.

4.2.3 Academic Expense Budgets

Each faculty is expected to budget total expenditures within its faculty Budget envelope and other direct revenue. Examples of direct revenue are non-credit tuition fees, external cost recoveries, internal cost recoveries, inter-fund transfers and budget allocations to/from other departments (i.e., allocations that are not centrally sourced).

Faculties are responsible for the hiring of tenure and teaching stream faculty, the hiring of staff, and to fund costs such as salary increments, professional expense reimbursements (PER), which are funds made available to faculty members for the direct pursuit of their professional responsibilities, progress-through-the-ranks (PTR) funding as per collective agreements with Faculty Associations, research overloads, graduate supervision, graduate student support, service teaching among faculties, etc. They are also responsible for their enrolment shortfall (100% impact of grant and tuition), and to budget contingency funds for items such as renovation costs.

4.2.4 General University Fund

As part of the SHARP Budget model, the University has created a General University Fund that will be financed from unallocated revenue and by attributions by faculties and units. This Fund has been created for the purposes of funding the following:

1) Strategic Initiatives

These are funds set aside for strategic allocations including incentives for institutional priorities and assistance for special projects undertaken by Faculties and/or Units.

2) Transition Funding

As part of transitioning from the incremental budget model to the SHARP Budget model, the university made a decision to hold faculties harmless to the impact of the change in Budget Models based on their 2013-14 budgets. Hence faculties that will be negatively impacted by the change to SHARP will receive a total of \$26.4 million from the General University Fund through what is called the Budget Implementation Formula Adjustments (BIFA's). This is the difference between funding for a faculty under the incremental budget model and SHARP based on 2013-14 results.

3) Contingency Funds

These are funds set aside to manage institutional risks and unforeseen costs. Contingency funding may be earmarked for such risks as increased pension solvency contribution, government grant adjustments, etc.

4.2.5 Compensation Assumptions

The budget model holds all faculties responsible for covering salary and benefit increases. Shared service units receive 50% of their salary increments and are held responsible to fund the remaining portion of their increments through cost efficiencies. Most employee compensation increases are driven by collective agreements and all known and assumed agreements have been factored into the budgets of the faculties, schools and shared service units. Where agreements are not known, an extension of the current negotiated rates of increases has been assumed.

The contract expiry dates for employee groups with agreements are as follows:

TABLE 4: Contract Expiry Dates

Employee Group	Contract Expiry Date
CUPE 3903 Unit 1 (Teaching Assistants)	August 31, 2017
CUPE 3903 Unit 2 (Contract Faculty)	August 31, 2017
CUPE 3903 Unit 3 (Graduate Assistants)	August 31, 2017
YUSA Unit 1 (Full-time Clerical, Technical)	July 31, 2018
CUPE 1356-1 (Full-time Security and Parking)	August 31, 2018
CUPE 1356 (Caretakers/Groundskeepers, Drivers & Maintenance Employees)	August 31, 2018
IUOE Local 772 (Stationary Engineers)	June 30, 2018
OHFA (Osgoode Faculty - 53 members)	June 30, 2018
YUFA (Full-time Faculty)	April 30, 2018
OPSEU-1 (Full-time instructors at YUELI)	April 30, 2018
OPSEU-2 (Casual instructors at YUELI)	April 30, 2018
CUPE 3903 Unit 4 (part time librarians)	August 31, 2018
CUPE 1356-2 (Part-time Security and Parking)	Pending Ratification
YUSA Unit 2 (Part-time Clerical, Technical)	Negotiations in Progress

5. Review of the University Funding Formula

5.1 Funding Formula Review

The government is currently conducting a review of its funding formula for Universities. The revised formula will be implemented in fiscal 2017-18. The revised formula will flow grants to institutions through three funding buckets:

Enrolment Driven grants – this will include a Core Operating Grant (COG) in which each institution will be given a base level of operating funding based on a specific level of eligible university enrolment. Each eligible student will generate an equal level of grant which will be weighted by program, and the COG will be governed by an enrolment corridor mechanism.

Differentiation Envelope – allocates a portion of total grant funding based on an institution’s performance against negotiated outcomes. The negotiated framework for these outcomes is part of the 2017-2020 SMA negotiations. These negotiations are currently ongoing.

Special Purpose grants – these are grants that address government and system priorities such as special funding for initiatives that improve access for indigenous learners, francophone students and students with disabilities.

Key elements of the new funding formula include:

A planned approach to enrolment growth – there no longer will be automatic funding for growth. Institutions will need to participate in a growth planning and funding allocation exercise through the SMA process, and the government will need to decide to provide the funding for any projected growth outside the funding corridor.

Support for declining enrolments – the new model has a provision for transitional support for institutions with declining enrolments. This will be done through the SMA process.

Protecting institutional revenue – a key principle of the reforms to the funding model is that institutions will not be adversely affected by changes to the formula. The total grants in each institution’s COG and in the Differentiation Envelope will remain the same in 2017-18 through 2019-20 as the final actual operating grants in 2016-17. There will be no additional funding provided as result of funding formula changes and no institution will see a reduction in grants.

5.2 Impact of proposed Funding Formula changes on the University Budget

The SHARP Budget model will continue to attribute funds to faculties based on the current funding formula until such a time as the implications of changing to the revised funding formula will be determined. A full review of the implications for the University and faculty budgets will be carried out once the SMA2 negotiations are complete and the metrics are confirmed with MAESD. The process for developing a revised SHARP allocation mechanisms that mirrors the new provincial funding formula will commence shortly after, and will identify the split between enrolment-driven and differentiation grants. At that time shadow results will be developed and a transition plan will be put in place.

APPENDICES

**Total Operating Budget
(in \$millions)**

	<u>Table Reference</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
University Operating Revenues				
Government Operating Grants	[Table 2]	\$ 309.6	\$ 311.7	\$ 316.6
Student Fees	[Table 2]	584.7	633.8	683.6
Grants and Student Fees Subtotal		894.2	945.5	1,000.1
Funding from Donations, Endowments, & Trusts		8.0	6.9	6.9
Investment Income		8.6	8.5	8.5
Other Recoveries		48.3	45.7	45.9
Total Operating Revenues		\$ 959.1	\$ 1,006.6	\$ 1,061.5
Total Expenditures				
	[Tables 4 /5]			
Salaries and Wages		\$ 541.8	\$ 559.4	\$ 581.7
Employee Benefits		148.7	152.6	158.1
Operating Costs		138.8	152.0	153.1
Taxes and Utilities		26.2	28.7	28.9
Scholarship and Bursary		73.7	72.9	74.1
Interest on Long-Term Debt		20.8	21.0	21.1
Transfers to Research, Ancillary, and Capital Funds		25.9	24.3	24.9
Total Expenditures		\$ 976.0	\$ 1,010.9	\$ 1,041.9
In Year Surplus (Deficit)		(16.9)	(4.2)	19.6
Opening Accumulated Surplus (Deficit)		(16.9)	(33.8)	(38.3)
Closing Accumulated Surplus (Deficit)		\$ (33.8)	\$ (38.0)	\$ (18.4)

**Apportionment of Operating Revenues
(\$ millions)**

	<u>Table Reference</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
APPORTIONMENT OF OPERATING REVENUES				
Apportionment of Operating Revenues				
Faculties & Schools	[Tables 3 / 7]	\$ 606.8	\$ 646.4	\$ 702.4
Shared Services	[Tables 3 / 8]	232.2	229.4	231.3
General Institutional (GI)	[Table 3]	118.2	110.9	120.9
University Fund	[Table 3]	1.9	20.0	7.0
Total Apportionment of Operating Revenues	[Table 3]	<u>\$ 959.1</u>	<u>\$ 1,006.7</u>	<u>\$ 1,061.5</u>

Operating Grants and Student Fees
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Government Operating Grants			
Base Operating Grants	\$ 251.3	\$ 251.3	\$ 251.3
Undergraduate Accessibility	-	-	4.7
Graduate Accessibility	1.0	1.0	1.2
General Quality Tied To Multi-Year Accountability Agreeer	13.0	13.0	13.0
Performance Funding	1.1	1.1	1.1
Municipal Tax Grant	2.9	2.9	2.9
Targeted Program Grants			
Nursing	11.0	11.0	11.0
French Language	10.4	12.6	12.6
Teacher Education	6.3	6.3	6.3
Collaborative Design	1.4	1.4	1.4
Accessibility for Students with Disabilities	1.5	1.5	1.5
Bursaries for Students with Disabilities	0.8	0.8	0.8
Aboriginal Support	0.5	0.5	0.5
Interpreter Fund	1.0	1.0	1.0
Research Overhead	6.3	6.3	6.3
Other Special Purpose Grants	1.2	1.2	1.2
Total Government Operating Grants	<u>\$ 309.6</u>	<u>\$ 311.7</u>	<u>\$ 316.6</u>
Student Fees			
Credit Tuition Fees	\$ 498.4	\$ 545.8	\$ 593.8
International Student Recovery	(4.7)	(5.2)	(5.5)
Continuing/Professional Education Tuition	49.5	51.3	53.1
Centrally Collected Ancillary Fees	29.6	29.9	30.2
Student Referenda	8.2	8.3	8.4
Application Fees	3.6	3.6	3.6
Total Student Fees	<u>\$ 584.7</u>	<u>\$ 633.8</u>	<u>\$ 683.6</u>

**Calculation of Budget Envelopes for 2017-18
(\$ millions)**

	Budget			SHARP Budget Envelope	Strategic University Fund Commitments		Faculty/Unit Revenues	Total Budgeted Revenues
	SHARP Revenues	Allocations to Shared Services & GI	Contribution to University Fund		Net Transition Adjustments	Fund Commitments		
Faculties & Schools:								
Liberal Arts & Professional Studies	\$ 293.7	\$ (100.3)	\$ (5.0)	\$ (5.5)	\$ 182.9	\$ 6.0	\$ 1.5	\$ 190.3
Arts, Media, & Performance Design	43.5	(21.2)	(0.9)	13.7	35.1	0.9	2.0	38.0
Environmental Studies	13.3	(5.6)	(0.4)	4.0	11.4	0.4	0.5	12.3
Education	19.5	(6.2)	(0.4)	2.5	15.4	1.0	5.1	21.5
Glendon	29.8	(13.5)	(1.0)	3.5	18.9	1.0	16.5	36.4
Schulich	84.5	(17.3)	(2.2)	(0.3)	64.7	2.2	21.8	88.7
Osgoode	40.0	(10.0)	(1.2)	3.6	32.5	1.2	8.6	42.2
Health	119.4	(45.8)	(2.2)	(8.9)	62.6	2.3	3.8	68.6
Science	68.8	(25.8)	(1.0)	8.8	50.8	1.2	1.3	53.3
Lassonde	46.7	(15.7)	(0.6)	(0.3)	30.1	2.6	2.6	35.3
Continuing Studies	-	(1.3)	(0.5)	(0.5)	(2.3)	0.5	21.9	20.1
Faculties & Schools Subtotal	759.4	(262.7)	(15.4)	20.6	501.9	19.3	85.6	606.8
Shared Services	[Table 6]	178.9		(4.0)	174.9	10.4	46.9	232.2
General Institutional	[Table 6]	87.1		(1.3)	87.1	4.4	26.7	118.2
Contribution from Ancillary Units	4.5	(3.2)			-	-	-	-
University Fund	36.0	(0.1)	15.4	(15.4)	36.0	(34.1)		1.9
Total University	\$ 799.9	-	-	-	\$ 799.9	-	\$ 159.2	\$ 959.1
								[Table 1]

Budgeted Expenses, Net of Recoveries
by Nature of Expenditure
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Budgeted Expenses, Net of Recoveries			
Salaries & Wages	\$ 541.8	\$ 559.4	\$ 581.7
Employee Benefits	148.7	152.6	158.1
Operating Costs	138.8	152.0	153.1
Scholarships & Bursaries	73.7	72.9	74.1
Taxes and Utilities	26.2	28.7	28.9
Interest on Long-Term Debt	20.8	21.0	21.1
Transfers to Research, Ancillary, and Capital Funds	25.9	24.3	24.9
Total Budgeted Expenses, Net of Recoveries	\$ 976.0	\$ 1,010.9	\$ 1,041.9

Budgeted Expenditures by Faculty/Unit (\$ millions)			
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Faculties & Schools			
Liberal Arts & Professional Studies	\$ 190.3	\$ 197.5	\$ 211.8
Arts, Media, & Performance Design	39.2	40.4	43.5
Environmental Studies	14.0	13.9	14.2
Education	22.0	21.9	22.4
Glendon	36.4	38.0	40.1
Schulich	86.1	92.6	99.0
Osgoode	38.1	39.9	41.0
Health	67.7	69.9	71.6
Science	51.4	55.3	57.3
Lassonde	43.0	45.6	47.4
Continuing Studies	20.6	21.0	21.7
Provost's Academic Fund	6.0	6.0	6.0
Total Faculties & Schools	614.7	642.1	676.1
Shared Services			
Financial Management	15.9	16.0	16.2
Academic Management: President's Division	12.7	10.7	10.7
Academic Management: VPA&P	17.6	17.2	17.4
Human Resources	7.9	7.2	6.8
York Libraries	30.7	32.3	33.3
Advancement	12.1	12.2	12.4
CSBO & Community Safety	66.8	66.0	66.1
UIT	21.0	20.7	20.5
FGS: Administrative Support	3.9	3.4	2.7
Student Services	43.8	43.8	43.6
VPRI	8.7	8.3	8.3
Total Shared Services	241.2	237.9	238.0
General Institutional			
Collective Agreement	6.7	7.0	7.0
Pension & Post Retirement	11.5	11.5	15.5
Tuition Waivers	7.5	7.5	7.5
Bad Debts	4.9	4.9	4.9
Other GI Costs	12.9	12.1	12.1
Capital Debt	20.9	21.1	21.2
Capital Reserve Payments	11.0	11.0	11.0
Scholarships & Bursaries	25.3	23.1	23.1
Other GI Commitments	17.4	12.7	18.5
Total General Institutional	118.2	110.9	120.9
General University Fund	1.9	20.0	7.0
Total Operating Expenditures	\$ 976.0	\$ 1,010.9	\$ 1,041.9

Budget Allocations to Shared Services & GI
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Shared Services Costs			
Financial Management	\$ 13.8	\$ 13.8	\$ 13.9
Academic Management: President's Division	10.5	10.5	10.6
Academic Management: VPA&P	15.2	15.3	15.3
Human Resources	7.0	7.0	7.1
York Libraries	31.3	31.7	32.2
Advancement	6.7	6.8	6.8
CSBO & Community Safety	53.5	53.8	54.1
UIT	16.4	16.5	16.6
FGS	2.7	2.7	2.7
Student Services	18.6	18.8	19.0
VPRI	7.9	8.0	8.0
Shared Services Cost Charged to Faculties & Schools	<u>183.5</u>	<u>184.8</u>	<u>186.2</u>
Attribution of General Institutional Costs to Shared Services ¹	(4.6)	(4.6)	(4.6)
Total Shared Services Budget Allocations	<u>\$ 178.9</u>	<u>\$ 180.2</u>	<u>\$ 181.6</u>
General Institutional Costs			
Collective Agreement	\$ 7.0	\$ 7.0	\$ 7.0
Pension & Post Retirement	8.4	8.4	8.4
Tuition Waivers	7.5	7.5	7.5
Bad Debts	4.8	4.8	4.8
Other GI Costs	11.5	11.5	11.5
Capital Debt	20.9	21.1	21.2
Capital Reserve Payments	11.0	11.0	11.0
Scholarships & Bursaries	11.5	11.5	11.5
General Institutional Costs Charged to Faculties & Schools	<u>82.5</u>	<u>82.7</u>	<u>82.9</u>
Recovery from Shared Services ¹	4.6	4.6	4.6
Total General Institutional Allocations	<u>\$ 87.1</u>	<u>\$ 87.3</u>	<u>\$ 87.5</u>
Total to Shared Services and General Institutional	<u>\$ 266.0</u>	<u>\$ 267.5</u>	<u>\$ 269.0</u>

*Note*¹

The amount reported for each Shared Service is reflective of its respective cost of space, collective agreement benefits, pension & post retirement, and bad debts.

Faculty/School Budget Positions
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<u>Liberal Arts & Professional Studies</u>			
Total Budgeted Revenues [as per Table 3]	\$ 190.3	\$ 202.1	\$ 220.8
Total Budgeted Expenses, Net of Recoveries	(190.3)	(197.5)	(211.8)
In Year Surplus/(Deficit)	0.1	4.6	9.0
Opening Accumulated Surplus/(Deficit)	(52.8)	(52.7)	(48.1)
Closing Accumulated Surplus/(Deficit)	\$ (52.7)	\$ (48.1)	\$ (39.1)
<u>Arts, Media, & Performance Design</u>			
Total Budgeted Revenues [as per Table 3]	\$ 38.0	\$ 40.8	\$ 44.2
Total Budgeted Expenses, Net of Recoveries	(39.2)	(40.4)	(43.5)
In Year Surplus/(Deficit)	(1.3)	0.3	0.8
Opening Accumulated Surplus/(Deficit)	(15.7)	(17.0)	(16.6)
Closing Accumulated Surplus/(Deficit)	\$ (17.0)	\$ (16.6)	\$ (15.9)
<u>Environmental Studies</u>			
Total Budgeted Revenues [as per Table 3]	\$ 12.3	\$ 13.5	\$ 15.3
Total Budgeted Expenses, Net of Recoveries	(14.0)	(13.9)	(14.2)
In Year Surplus/(Deficit)	(1.6)	(0.5)	1.1
Opening Accumulated Surplus/(Deficit)	(3.0)	(4.6)	(5.1)
Closing Accumulated Surplus/(Deficit)	\$ (4.6)	\$ (5.1)	\$ (4.0)
<u>Education</u>			
Total Budgeted Revenues [as per Table 3]	\$ 21.5	\$ 21.8	\$ 22.3
Total Budgeted Expenses, Net of Recoveries	(22.0)	(21.9)	(22.4)
In Year Surplus/(Deficit)	(0.5)	(0.1)	(0.0)
Opening Accumulated Surplus/(Deficit)	4.0	3.5	3.4
Closing Accumulated Surplus/(Deficit)	\$ 3.5	\$ 3.4	\$ 3.4
<u>Glendon</u>			
Total Budgeted Revenues [as per Table 3]	\$ 36.4	\$ 38.1	\$ 40.3
Total Budgeted Expenses, Net of Recoveries	(36.4)	(38.0)	(40.1)
In Year Surplus/(Deficit)	0.0	0.1	0.2
Opening Accumulated Surplus/(Deficit)	(8.9)	(8.9)	(8.8)
Closing Accumulated Surplus/(Deficit)	\$ (8.9)	\$ (8.8)	\$ (8.6)

Faculty/School Budget Positions
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<u>Schulich</u>			
Total Budgeted Revenues [as per Table 3]	\$ 88.7	\$ 93.7	\$ 101.0
Total Budgeted Expenses, Net of Recoveries	(86.1)	(92.6)	(99.0)
In Year Surplus/(Deficit)	2.6	1.1	2.0
Opening Accumulated Surplus/(Deficit)	(10.1)	(7.5)	(6.4)
Closing Accumulated Surplus/(Deficit)	\$ (7.5)	\$ (6.4)	\$ (4.5)
<u>Osgoode</u>			
Total Budgeted Revenues [as per Table 3]	\$ 42.2	\$ 43.0	\$ 44.8
Total Budgeted Expenses, Net of Recoveries	(38.1)	(39.9)	(41.0)
In Year Surplus/(Deficit)	4.1	3.1	3.8
Opening Accumulated Surplus/(Deficit)	11.7	15.9	18.9
Closing Accumulated Surplus/(Deficit)	\$ 15.9	\$ 18.9	\$ 22.7
<u>Health</u>			
Total Budgeted Revenues [as per Table 3]	\$ 68.6	\$ 72.8	\$ 79.4
Total Budgeted Expenses, Net of Recoveries	(67.7)	(69.9)	(71.6)
In Year Surplus/(Deficit)	0.9	2.9	7.8
Opening Accumulated Surplus/(Deficit)	0.2	1.0	3.9
Closing Accumulated Surplus/(Deficit)	\$ 1.0	\$ 3.9	\$ 11.7
<u>Science</u>			
Total Budgeted Revenues [as per Table 3]	\$ 53.3	\$ 58.3	\$ 63.6
Total Budgeted Expenses, Net of Recoveries	(51.4)	(55.3)	(57.3)
In Year Surplus/(Deficit)	1.9	3.1	6.3
Opening Accumulated Surplus/(Deficit)	(3.0)	(1.1)	2.0
Closing Accumulated Surplus/(Deficit)	\$ (1.1)	\$ 2.0	\$ 8.3
<u>Lassonde</u>			
Total Budgeted Revenues [as per Table 3]	\$ 35.3	\$ 40.8	\$ 47.8
Total Budgeted Expenses, Net of Recoveries	(43.0)	(45.6)	(47.4)
In Year Surplus/(Deficit)	(7.6)	(4.8)	0.4
Opening Accumulated Surplus/(Deficit)	(10.5)	(18.2)	(23.0)
Closing Accumulated Surplus/(Deficit)	\$ (18.2)	\$ (23.0)	\$ (22.6)

Faculty/School Budget Positions
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<u>Continuing Studies</u>			
Total Budgeted Revenues [as per Table 3]	\$ 20.1	\$ 21.5	\$ 22.9
Total Budgeted Expenses, Net of Recoveries	(20.6)	(21.0)	(21.7)
In Year Surplus/(Deficit)	(0.5)	0.6	1.2
Opening Accumulated Surplus/(Deficit)	17.1	16.6	17.1
Closing Accumulated Surplus/(Deficit)	\$ 16.6	\$ 17.1	\$ 18.3
<u>Provost's Academic Fund</u>			
Total Budgeted Expenses, Net of Recoveries	\$ (6.0)	\$ (6.0)	\$ (6.0)
In Year Surplus/(Deficit)	(6.0)	(6.0)	(6.0)
Opening Accumulated Surplus/(Deficit)	20.3	14.3	8.3
Closing Accumulated Surplus/(Deficit)	\$ 14.3	\$ 8.3	\$ 2.3
<u>Total Faculties & Schools</u>			
Total Budgeted Revenues [as per Table 3]	\$ 606.8	\$ 646.4	\$ 702.4
Total Budgeted Expenses, Net of Recoveries	(614.7)	(642.1)	(676.1)
In Year Surplus/(Deficit)	(7.9)	4.3	26.3
Opening Accumulated Surplus/(Deficit)	(50.6)	(58.5)	(54.2)
Closing Accumulated Surplus/(Deficit)	\$ (58.5)	\$ (54.2)	\$ (27.9)

Shared Services Budget Positions
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<u>Financial Management</u>			
Total Budgeted Revenues [as per Table 3]	\$ 15.0	\$ 15.1	\$ 15.1
Total Budgeted Expenses, Net of Recoveries	<u>(15.9)</u>	<u>(16.0)</u>	<u>(16.2)</u>
In Year Surplus/(Deficit)	(0.9)	(0.9)	(1.0)
Opening Accumulated Surplus/(Deficit)	<u>7.3</u>	<u>6.4</u>	<u>5.4</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 6.4</u>	<u>\$ 5.4</u>	<u>\$ 4.4</u>
<u>Academic Management: President's Division</u>			
Total Budgeted Revenues [as per Table 3]	\$ 12.0	\$ 10.5	\$ 10.5
Total Budgeted Expenses, Net of Recoveries	<u>(12.7)</u>	<u>(10.7)</u>	<u>(10.7)</u>
In Year Surplus/(Deficit)	(0.6)	(0.3)	(0.2)
Opening Accumulated Surplus/(Deficit)	<u>2.0</u>	<u>1.3</u>	<u>1.0</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 1.3</u>	<u>\$ 1.0</u>	<u>\$ 0.9</u>
<u>Academic Management: VPA&P</u>			
Total Budgeted Revenues [as per Table 3]	\$ 18.8	\$ 18.2	\$ 18.3
Total Budgeted Expenses, Net of Recoveries	<u>(17.6)</u>	<u>(17.2)</u>	<u>(17.4)</u>
In Year Surplus/(Deficit)	1.2	1.0	0.9
Opening Accumulated Surplus/(Deficit)	<u>0.6</u>	<u>1.8</u>	<u>2.8</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 1.8</u>	<u>\$ 2.8</u>	<u>\$ 3.7</u>
<u>Human Resources</u>			
Total Budgeted Revenues [as per Table 3]	\$ 7.3	\$ 6.7	\$ 6.8
Total Budgeted Expenses, Net of Recoveries	<u>(7.9)</u>	<u>(7.2)</u>	<u>(6.8)</u>
In Year Surplus/(Deficit)	(0.6)	(0.5)	(0.0)
Opening Accumulated Surplus/(Deficit)	<u>1.4</u>	<u>0.8</u>	<u>0.3</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 0.8</u>	<u>\$ 0.3</u>	<u>\$ 0.3</u>
<u>York Libraries</u>			
Total Budgeted Revenues [as per Table 3]	\$ 30.5	\$ 31.0	\$ 31.9
Total Budgeted Expenses, Net of Recoveries	<u>(30.7)</u>	<u>(32.3)</u>	<u>(33.3)</u>
In Year Surplus/(Deficit)	(0.2)	(1.3)	(1.4)
Opening Accumulated Surplus/(Deficit)	<u>1.0</u>	<u>0.8</u>	<u>(0.5)</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 0.8</u>	<u>\$ (0.5)</u>	<u>\$ (1.9)</u>

Shared Services Budget Positions
(\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<u>Advancement</u>			
Total Budgeted Revenues [as per Table 3]	\$ 9.6	\$ 9.1	\$ 9.2
Total Budgeted Expenses, Net of Recoveries	<u>(12.1)</u>	<u>(12.2)</u>	<u>(12.4)</u>
In Year Surplus/(Deficit)	(2.6)	(3.1)	(3.2)
Opening Accumulated Surplus/(Deficit)	<u>4.3</u>	<u>1.7</u>	<u>(1.4)</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 1.7</u>	<u>\$ (1.4)</u>	<u>\$ (4.6)</u>
<u>CSBO & Community Safety</u>			
Total Budgeted Revenues [as per Table 3]	\$ 65.9	\$ 65.7	\$ 66.1
Total Budgeted Expenses, Net of Recoveries	<u>(66.8)</u>	<u>(66.0)</u>	<u>(66.1)</u>
In Year Surplus/(Deficit)	(0.8)	(0.4)	0.1
Opening Accumulated Surplus/(Deficit)	<u>1.5</u>	<u>0.7</u>	<u>0.3</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 0.7</u>	<u>\$ 0.3</u>	<u>\$ 0.4</u>
<u>UIT</u>			
Total Budgeted Revenues [as per Table 3]	\$ 20.4	\$ 20.1	\$ 19.9
Total Budgeted Expenses, Net of Recoveries	<u>(21.0)</u>	<u>(20.7)</u>	<u>(20.5)</u>
In Year Surplus/(Deficit)	(0.6)	(0.6)	(0.6)
Opening Accumulated Surplus/(Deficit)	<u>1.9</u>	<u>1.3</u>	<u>0.7</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 1.3</u>	<u>\$ 0.7</u>	<u>\$ 0.1</u>
<u>FGS: Administrative Support</u>			
Total Budgeted Revenues [as per Table 3]	\$ 2.7	\$ 2.7	\$ 2.7
Total Budgeted Expenses, Net of Recoveries	<u>(3.9)</u>	<u>(3.4)</u>	<u>(2.7)</u>
In Year Surplus/(Deficit)	(1.2)	(0.7)	(0.0)
Opening Accumulated Surplus/(Deficit)	<u>2.8</u>	<u>1.6</u>	<u>0.9</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 1.6</u>	<u>\$ 0.9</u>	<u>\$ 0.9</u>
<u>Student Services</u>			
Total Budgeted Revenues [as per Table 3]	\$ 41.9	\$ 42.1	\$ 42.6
Total Budgeted Expenses, Net of Recoveries	<u>(43.8)</u>	<u>(43.8)</u>	<u>(43.6)</u>
In Year Surplus/(Deficit)	(1.9)	(1.6)	(0.9)
Opening Accumulated Surplus/(Deficit)	<u>7.8</u>	<u>5.9</u>	<u>4.3</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 5.9</u>	<u>\$ 4.3</u>	<u>\$ 3.3</u>
<u>VPRI</u>			
Total Budgeted Revenues [as per Table 3]	\$ 8.1	\$ 8.0	\$ 8.1
Total Budgeted Expenses, Net of Recoveries	<u>(8.7)</u>	<u>(8.3)</u>	<u>(8.3)</u>
In Year Surplus/(Deficit)	(0.6)	(0.3)	(0.3)
Opening Accumulated Surplus/(Deficit)	<u>2.9</u>	<u>2.3</u>	<u>2.0</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 2.3</u>	<u>\$ 2.0</u>	<u>\$ 1.7</u>
<u>Total Shared Services</u>			
Total Budgeted Revenues [as per Table 3]	\$ 232.2	\$ 229.4	\$ 231.3
Total Budgeted Expenses, Net of Recoveries	<u>(241.2)</u>	<u>(237.9)</u>	<u>(238.0)</u>
In Year Surplus/(Deficit)	(9.0)	(8.5)	(6.7)
Opening Accumulated Surplus/(Deficit)	<u>33.7</u>	<u>24.8</u>	<u>16.3</u>
Closing Accumulated Surplus/(Deficit)	<u>\$ 24.8</u>	<u>\$ 16.3</u>	<u>\$ 9.5</u>

General University Fund
(\$ millions)

	Table Reference	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
REVENUES				
SHARP Revenues, Net of Shared Services Cost				
Net Investment Income		\$ 8.5	\$ 8.5	\$ 8.5
Fines and Penalties		3.0	3.0	3.0
Contribution from Ancillary Operations		2.4	2.4	2.4
Centrally Collected Ancillary Fees		8.6	8.6	8.6
MAESD Unearned Grant		13.1	3.9	-
Miscellaneous Revenues		0.2	0.2	0.2
Total SHARP Revenues, Net of Shared Services Cost	[Table 3]	<u>35.9</u>	<u>26.6</u>	<u>22.7</u>
Faculty/School Contributions to University Fund	[Table 3]	<u>15.4</u>	<u>15.4</u>	<u>15.4</u>
Total Revenues		<u>51.3</u>	<u>42.0</u>	<u>38.1</u>
ALLOCATIONS				
Net Transition Adjustments	[Table 3]	15.4	15.4	15.4
Strategic Investments				
Faculties	[Table 3]			
Refund of University Fund Contribution		15.4	-	-
Other Commitments		3.9	1.9	0.8
Shared Services	[Table 3]	10.4	0.9	0.9
General Institutional	[Table 3]	<u>4.4</u>	<u>3.8</u>	<u>14.1</u>
Total Strategic Commitments	[Table 3]	<u>34.1</u>	<u>6.6</u>	<u>15.8</u>
Total Allocations	[Table 3]	<u>49.4</u>	<u>22.0</u>	<u>31.1</u>
Revenues less Allocations	[Table 3]	1.9	20.0	7.0
Cumulative Opening Balance of University Fund		21.9	23.8	43.8
Cumulative Ending Balance of University Fund		<u>\$ 23.8</u>	<u>\$ 43.8</u>	<u>\$ 50.8</u>

**Calculation of Faculty Transition Adjustments
(\$ millions)**

	Hold Harmless Funding	Tax	Net Transition Adjustments
Faculties & Schools:			
Liberal Arts & Professional Studies	\$ (5.5)	-	\$ (5.5)
Arts, Media, & Performance Design	14.2	(0.5)	13.7
Environmental Studies	4.2	(0.2)	4.0
Education	2.9	(0.5)	2.5
Glendon	4.2	(0.7)	3.5
Schulich	1.5	(1.7)	(0.3)
Osgoode	4.4	(0.8)	3.6
Health	(8.9)	-	(8.9)
Science	9.4	(0.6)	8.8
Lassonde	-	(0.3)	(0.3)
Continuing Studies	-	(0.5)	(0.5)
Total Faculties & Schools	<u>\$ 26.4</u>	<u>\$ (5.7)</u>	<u>\$ 20.6</u>



Report to the Board of Governors on SHARP Budget Plan 2017-18 to 2019-20

Trudy Pound-Curtis, Interim VP Finance & Administration
Lisa Phillipps, Interim VP Academic & Provost
June 27, 2017

Agenda

1. Current Approved Budget Plan 2016 - 2018
2. Year End Financial Results – 2016-17
3. Divisional Carryforward Positions
4. Capital Markets Update
5. OUAC Confirmation/Accept Statistics – Fall 2017
6. Graduate Admissions Update Fall 2017
7. SHARP Budget Model – Conceptual, Background, Guiding Principles
8. Context for Budget Planning
9. University Budget Plan
10. Major Budgeted Revenue Sources
11. Projected Budgeted Revenue Allocations
12. Projected Budgeted Expenditures
13. Projected Shared Services & GI Allocations
14. Calculation of Budget Envelopes – 2017-18
15. Major Budget Risks

Appendices

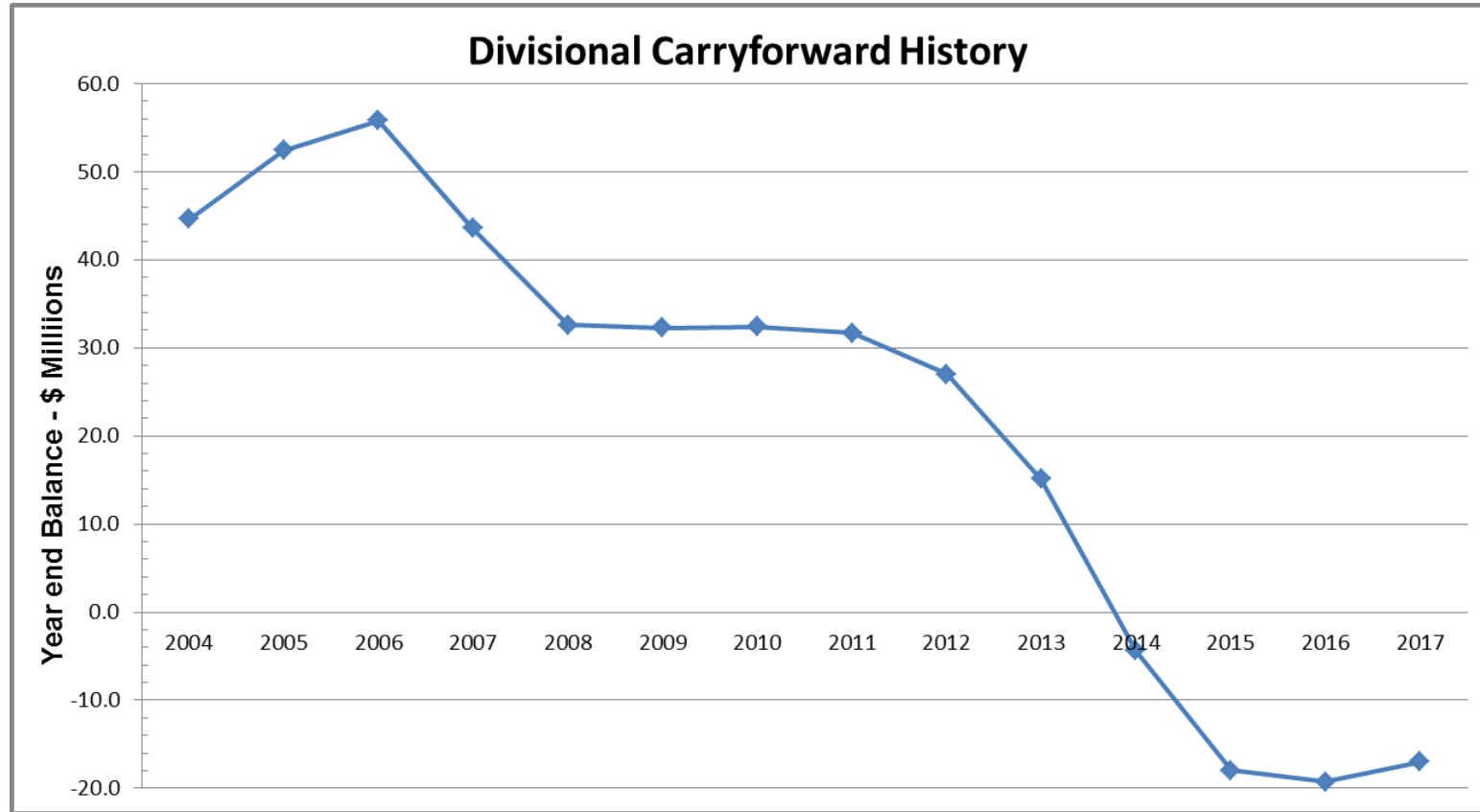
Current Approved Budget Plan 2016-2018 (including Projected Division Deficits)

OPERATING BUDGET PLAN SUMMARY			
2016-17 to 2018-19			
(\$ millions)			
	<u>2016-17</u>	<u>Illustrative</u>	
		<u>2017-18</u>	<u>2018-19</u>
<u>Revenue</u>			
Total Operating Revenue per June 2015 Plan	778.5	789.7	789.7
Tuition Fee Increases - 2018/19	in plan	in plan	10.0
Total Operating Revenue - June 2016 Plan	778.5	789.7	799.7
<u>Expenses</u>			
Total Operating Expenses per June 2015 Plan	780.8	786.0	786.0
Compensation/Benefits Escalation - 2018/19	in plan	in plan	10.0
Interest on May 2016 Bond Issue	3.6	3.6	3.6
Existing Base Budget Allocation Reductions:			
Progress Through the Ranks Deficit Repayment	(2.5)	(2.5)	(2.5)
Capital "Ripple Program" Deficit Repayment	(1.5)	(1.5)	(1.5)
Divisional Expenditures in excess of annual allocation	20.6	18.8	(0.0)
Total Operating Expenses per June 2016 Plan	801.0	804.4	795.5
Net Annual Surplus/Deficit	(22.4)	(14.7)	4.1
Prior Year Carryforward Balances	(19.2)	(41.6)	(56.3)
Ending Cumulative Balance (including Divisional Deficit postions)	(41.6)	(56.3)	(52.2)
Budget Cuts as per Plan	2.50%	TBD	TBD

Divisional Year End Results 2016-2017

Division	Opening Cumulative Position	Approved Budget In-year Surplus (Deficit)	Actual In-Year Surplus (Deficit)	Variance to Approved Budget Surplus (Deficit)	Actual Ending Cumulative Position
President's	1.9	0.7	0.0	(0.6)	2.0
VP Advancement	3.2	(0.2)	1.1	1.3	4.3
VP Academic					
Arts, Media, Performance & Design	(14.0)	(1.8)	(1.7)	0.1	(15.7)
Education	4.7	(1.2)	(0.7)	0.5	4.0
Environmental Studies	(1.7)	(0.7)	(1.3)	(0.6)	(3.0)
Glendon	(8.5)	(0.6)	(0.5)	0.1	(8.9)
Graduate Studies	3.6	(1.4)	(0.5)	0.9	3.1
Health	0.8	(1.2)	(0.6)	0.6	0.2
Liberal Arts & Professional Studies	(48.2)	(4.3)	(4.5)	(0.2)	(52.8)
Lassonde School of Engineering	(9.9)	(2.0)	(0.6)	1.4	(10.5)
Osgoode Hall Law School	7.9	2.4	3.9	1.5	11.7
Schulich School of Business	(11.2)	0.2	1.1	0.9	(10.1)
Science	(3.0)	(0.8)	0.1	0.9	(3.0)
Libraries	0.9	(1.2)	0.1	1.3	1.0
Total Faculties	(78.7)	(12.5)	(5.2)	7.3	(83.9)
VPA&P	34.7	3.6	3.2	(0.4)	38.0
Vice Provost Students	6.8	(1.9)	1.0	2.9	7.8
Divisional Contingency	0.0	(6.0)	0.0	6.0	0.0
VP Academic Total	(37.2)	(16.8)	(1.0)	15.8	(38.2)
VP Finance & Administration	11.7	(2.2)	0.4	2.6	12.1
VP Research	2.3	(0.6)	0.6	1.2	2.9
Total All Divisions	(18.0)	(19.2)	1.1	20.2	(16.9)

Divisional Carry Forward Positions - 2004 to 2017



Capital Markets Update - Endowment and Pension Fund

Endowment Performance to April 2017

	<u>Fiscal YTD</u> <u>12 months</u>	<u>Calendar YTD</u> <u>4 months ended</u>
Fund Rate of Return	17.22%	6.45%
Policy Benchmark	<u>18.98%</u>	<u>5.92%</u>
Value Added	<u>-1.75%</u>	<u>0.53%</u>

Pension Fund Performance Calendar Year 2016

Total Fund (net return)	7.60%
Benchmark	<u>4.30%</u>
Value Added	<u>3.30%</u>

OUAC Confirmation/Accept Statistics

OUAC Confirmation/Accept Statistics

York Successes:

- Strategic Enrolment initiatives producing **notable gains in a competitive environment**
 - Faculty SEM and central team efforts, early offers, recruitment and brand campaigns, program changes, scholarship and student support programs
- York **regained its 10% market share** of confirmations in Fall 2017
 - Has not been at 10% level since 2008
- York had the **largest number increase in confirmations** (Dom and Int'l all choices) of Ontario institutions and had the second highest gain in first choice confirmations in the system.
 - In percentage terms, York had the **third largest gain** in confirmations (Dom and Int'l and all choices) of all Ontario institutions
 - **10.6% increase** in total, Domestic up 10.5%, International up 10.8%
 - GTA universities up 2.7% in confirmations but is -0.4% (down) on confirmations without York

Undergraduate Admissions Update Fall 2017

Undergraduate Admissions Update Fall 2017

OUAC 101 Accepts June 5, 2017

All Accepts (Domestic + Int'l)

System	+ 1.0 %
York University	+ 10.6%

All Domestic Accepts

System	+ 0.2 %
York University	+10.5%

All International Accepts

System	+ 13.1 %
York University	+ 10.8%

1st Choice Accepts

System	+ 0.8%
York University	+ 6.9%

Domestic 1st Choice Accepts

System	+ 0.6%
York University	+ 8.5%

International 1st Choice Accepts

System	+ 4.2%
York University	- 17.0%

OUAC 101 Applications May 2017

All Applications (Domestic + Int'l)

System	+ 3.2%
York University	+ 9.7%

1st Choice Applications

System	+ 1.8%
York University	+ 6.1%

Graduate Admissions Update Fall 2017

Doctoral

Applications

Domestic: + 13.7%

International: + 44.5%

Total: + 26.4%

Offers

+ 4.3%

+ 9.2%

Total: + 5 %

Accepts June 2

+5.6%

+60.6%

Total: +11.6%

Masters

Applications

Domestic: + 8.8%

International: + 38%

Total: +21%

Offers

+ 5%

+ 17.8%

Total: + 8.7 %

Accepts June 2

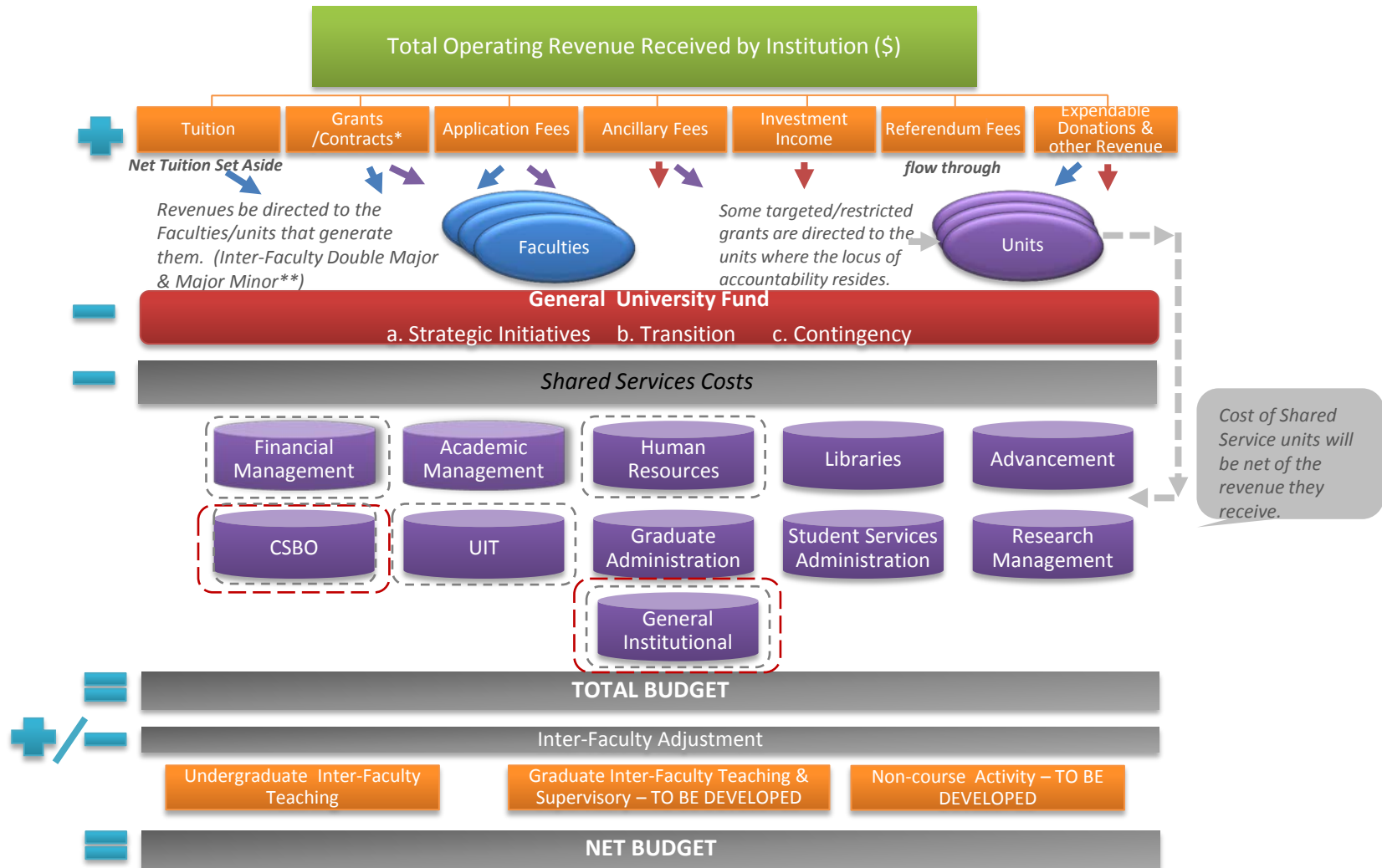
+7.7%

+ 21%

Total: +11%

SHARP BUDGET MODEL

SHARP Budget Model - Conceptual



* Grants /Contracts includes formula funding, target grants, research overhead, accessibility grants, grant in lieu .

** Inter-Faculty tuition and grant revenues for Double Major and Major Minor programs will be allocated to both Faculties.

■ Shared Service units cost bins attributed to Faculties. Each cost bin has associated sub-bins and drivers. Service level and commitments will be defined through SHARP.

□ Cost attribution to Faculties and Ancillary units.

▭ Assigned space (CSBO bin), Collective Agreement benefit commit. and Pension & post-retirement benefit costs (GI bin) attributed to Faculties, Ancillary and Shared Service units.

SHARP Budget Model - Background

- The Working Group on Budget Modelling (WGBM) was established in summer 2011 with the following deliverables:
 - **Stage 1:** Explore alternative budget model approaches and make a recommendation
 - **Stage 2:** Design the conceptual model for the recommended approach
 - **Stage 3:** Model the results and develop a transition
 - **Stage 4:** Model implementation, training and shadow budget

SHARP Revenue Formulas – Guiding Principles

- Flows to the unit that generates it
- Is attributed using the same formula or simplified version through which the institution receives it
- What cannot reasonably be attributed has been put in the University Fund
 - (e.g. interest income, undesignated donations, fines & penalties, institutional overhead from student ancillaries, Ancillary & York Lanes contributions to operating)

Context for Budget Planning

- Current approved Budget Plan to 2016-17 based on incremental Budget approach
- SHARP Budget Model adopted by University May 1, 2017
- Budget presentation format different under SHARP
- Budget Plan has not yet been approved by the Board; approval sought for 2017-18 only
- The new Markham campus has not yet been incorporated into the proposed 2017-18 Budget Plan

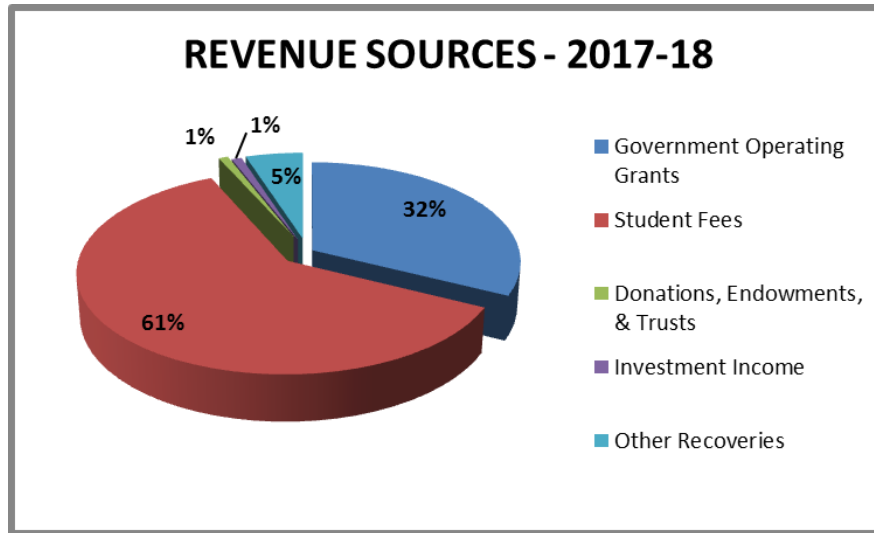
The University Budget Plan

- Significant uncertainty exists with respect to total revenue in the outer years as the University is negotiating its second round of the Strategic Mandate Agreement covering 2017-18 to 2019-20
- With the completion of these negotiations, significant changes may be required with respect to the enrolment growth projected in the current plan

Operating Budget Plan Summary – 2017-18 to 2019-20 (\$ millions)

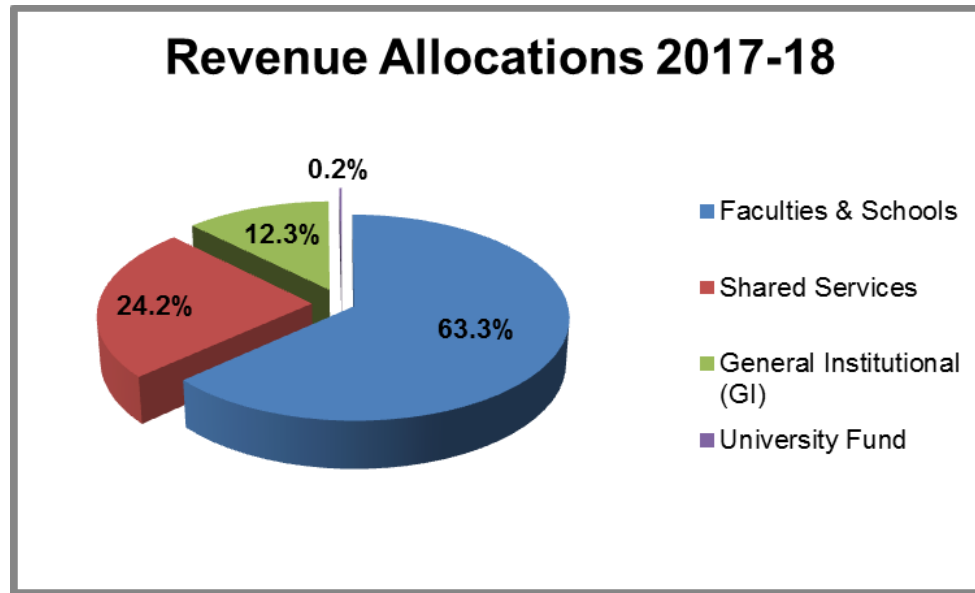
Operating Revenues	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Government Operating Grants	\$ 309.6	\$ 311.7	\$ 316.6
Student Fees	584.7	633.8	683.6
Grants and Student Fees Subtotal	894.2	945.5	1,000.1
Funding from Donations, Endowments, & Trusts	8.0	6.9	6.9
Investment Income	8.6	8.5	8.5
Other Recoveries	48.3	45.7	45.9
Total Operating Revenues	<u>\$ 959.1</u>	<u>\$1,006.6</u>	<u>\$ 1,061.5</u>
Total Expenditures			
Salaries and Wages	\$ 541.8	\$ 559.4	\$ 581.7
Employee Benefits	148.7	152.6	158.1
Operating Costs	138.8	152.0	153.1
Taxes and Utilities	26.2	28.7	28.9
Scholarship and Bursary	73.7	72.9	74.1
Interest on Long-Term Debt	20.8	21.0	21.1
Transfers to Research, Ancillary, and Capital Funds	25.9	24.3	24.9
Total Expenditures	<u>\$ 976.0</u>	<u>\$1,010.9</u>	<u>\$ 1,041.9</u>
In Year Surplus (Deficit)	(16.9)	(4.2)	19.6
Opening Accumulated Surplus (Deficit)	(16.9)	(33.8)	(38.3)
Closing Accumulated Surplus (Deficit)	<u>\$ (33.8)</u>	<u>\$ (38.0)</u>	<u>\$ (18.4)</u>

Major Budgeted Revenue Sources (\$ millions)



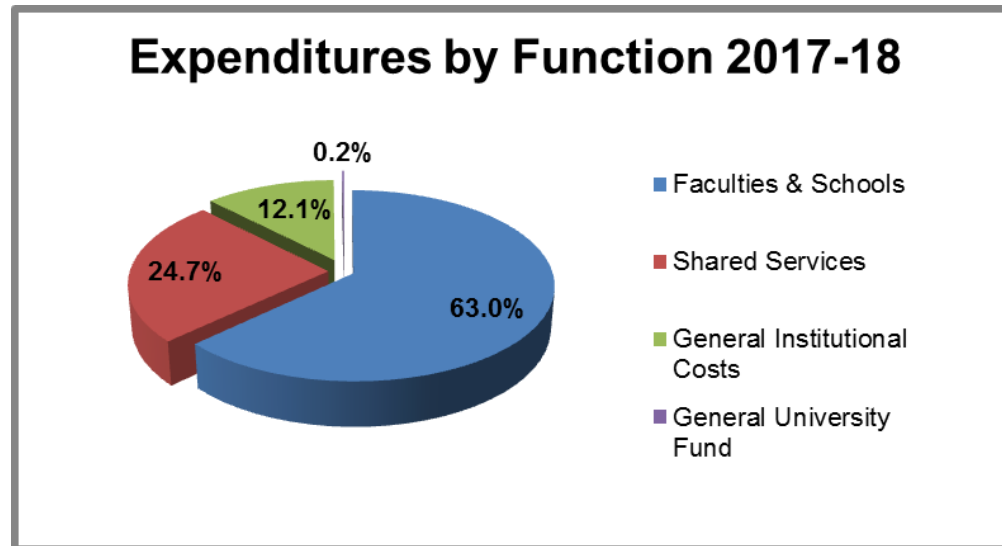
	2017-18		2018-19		2019-20	
	Amount	% Share	Amount	% Share	Amount	% Share
Government Operating Grants	\$ 309.6	32%	\$ 311.7	31%	\$ 316.6	30%
Student Fees	584.7	61%	633.8	63%	683.6	64%
Donations, Endowments, & Trusts	8.0	1%	6.9	1%	6.9	1%
Investment Income	8.6	1%	8.5	1%	8.5	1%
Other Recoveries	48.3	5%	45.7	5%	45.9	4%
TOTAL REVENUE	\$ 959.1	100%	\$ 1,006.7	100%	\$ 1,061.5	100%

Projected Budgeted Revenue Allocations (\$ millions)



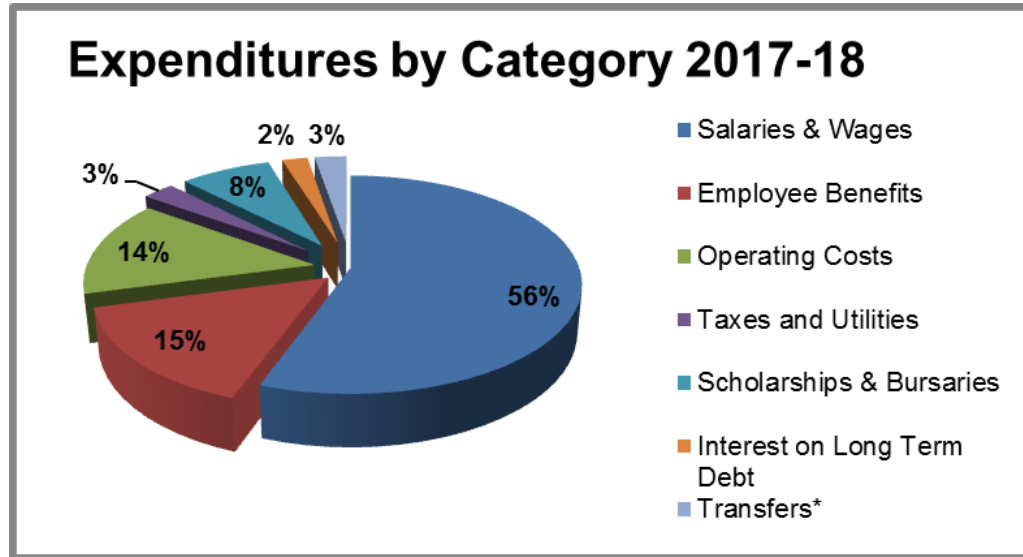
	<u>2017-18</u>		<u>2018-19</u>		<u>2019-20</u>	
	<u>Amount</u>	<u>% Share</u>	<u>Amount</u>	<u>% Share</u>	<u>Amount</u>	<u>% Share</u>
Faculties & Schools	\$ 606.8	63.3%	\$ 646.4	64.2%	\$ 702.4	66.2%
Shared Services	232.2	24.2%	229.4	22.8%	231.3	21.8%
General Institutional (GI)	118.2	12.3%	110.9	11.0%	120.9	11.4%
University Fund	1.9	0.2%	20.0	2.0%	7.0	0.7%
TOTAL ALLOCATIONS	\$ 959.1	100%	\$ 1,006.7	100%	\$ 1,061.5	100%

Projected Budgeted Expenditures by Function (\$ millions)



	2017-18		2018-19		2019-20	
	Amount	% Share	Amount	% Share	Amount	% Share
Faculties & Schools	\$ 614.7	63.0%	\$ 642.1	63.5%	\$ 676.1	64.9%
Shared Services	241.2	24.7%	237.9	23.5%	238.0	22.8%
General Institutional Costs	118.2	12.1%	110.9	11.0%	120.9	11.6%
General University Fund	1.9	0.2%	20.0	2.0%	7.0	0.7%
Total Operating Expenditures	\$ 976.0	100%	\$ 1,010.9	100%	\$ 1,041.9	100%

Projected Budgeted Expenditures by Category (\$ millions)



	2017-18		2018-19		2019-20	
	Amount	% Share	Amount	% Share	Amount	% Share
Salaries & Wages	\$ 541.8	55.5%	\$ 559.4	55.3%	\$ 581.7	55.8%
Employee Benefits	148.7	15.2%	152.6	15.1%	158.1	15.2%
Operating Costs	138.8	14.2%	152.0	15.0%	153.1	14.7%
Taxes and Utilities	26.2	2.7%	28.7	2.8%	28.9	2.8%
Scholarships & Bursaries	73.7	7.5%	72.9	7.2%	74.1	7.1%
Interest on Long Term Debt	20.8	2.1%	21.0	2.1%	21.1	2.0%
Transfers*	25.9	2.7%	24.3	2.4%	24.9	2.4%
Total Budgeted Expenses	\$ 976.0	100%	\$ 1,010.9	100%	\$ 1,041.9	100%

* Transfers to Research, Ancillary and Capital Funds

Projected Shared Services & GI Allocations (\$ millions)

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Shared Services Costs			
Financial Management	\$ 13.8	\$ 13.8	\$ 13.9
Academic Management: President's Division	10.5	10.5	10.6
Academic Management: VPA&P	15.2	15.3	15.3
Human Resources	7.0	7.0	7.1
York Libraries	31.3	31.7	32.2
Advancement	6.7	6.8	6.8
CSBO & Community Safety	53.5	53.8	54.1
UIT	16.4	16.5	16.6
FGS	2.7	2.7	2.7
Student Services	18.6	18.8	19.0
VPRI	7.9	8.0	8.0
Shared Services Cost Charged to Faculties & Schools	183.5	184.8	186.2
Attribution of General Institutional Costs to Shared Services	(4.6)	(4.6)	(4.6)
Total Shared Services Budget Allocations	\$ 178.9	\$ 180.2	\$ 181.6
General Institutional Costs			
Collective Agreement	\$ 7.0	\$ 7.0	\$ 7.0
Pension & Post Retirement	8.4	8.4	8.4
Tuition Waivers	7.5	7.5	7.5
Bad Debts	4.8	4.8	4.8
Other GI Costs	11.5	11.5	11.5
Capital Debt	20.9	21.1	21.2
Capital Reserve Payments	11.0	11.0	11.0
Scholarships & Bursaries	11.5	11.5	11.5
General Institutional Costs Charged to Faculties & Schools	82.5	82.7	82.9
Recovery from Shared Services ¹	4.6	4.6	4.6
Total General Institutional Allocations	\$ 87.1	\$ 87.3	\$ 87.5
Total Allocations to Shared Services and General Institutional	\$ 266.0	\$ 267.5	\$ 269.0

*Note*¹

The amount reported for each Shared Service is reflective of its respective cost of space, collective agreement benefits, pension & post retirement, and bad debts.

Calculation of Budget Envelopes for 2017-18

(\$ millions)

	SHARP Revenues	Budget Allocations to Shared Services & GI	Contribution to University Fund	Net Transition Adjustments	SHARP Budget Envelope	Strategic University Fund Commitments	Faculty/Unit Revenues	Total Budgeted Revenues
Faculties & Schools:								
Liberal Arts & Professional Studies	\$ 293.7	\$ (100.3)	\$ (5.0)	\$ (5.5)	\$ 182.9	\$ 6.0	\$ 1.5	\$ 190.3
Arts, Media, & Performance Design	43.5	(21.2)	(0.9)	13.7	35.1	0.9	2.0	38.0
Environmental Studies	13.3	(5.6)	(0.4)	4.0	11.4	0.4	0.5	12.3
Education	19.5	(6.2)	(0.4)	2.5	15.4	1.0	5.1	21.5
Glendon	29.8	(13.5)	(1.0)	3.5	18.9	1.0	16.5	36.4
Schulich	84.5	(17.3)	(2.2)	(0.3)	64.7	2.2	21.8	88.7
Osgoode	40.0	(10.0)	(1.2)	3.6	32.5	1.2	8.6	42.2
Health	119.4	(45.8)	(2.2)	(8.9)	62.6	2.3	3.8	68.6
Science	68.8	(25.8)	(1.0)	8.8	50.8	1.2	1.3	53.3
Lassonde	46.7	(15.7)	(0.6)	(0.3)	30.1	2.6	2.6	35.3
Continuing Studies	-	(1.3)	(0.5)	(0.5)	(2.3)	0.5	21.9	20.1
Faculties & Schools Subtotal	759.4	(262.7)	(15.4)	20.6	501.9	19.3	85.6	606.8
Shared Services		[Table 6] 178.9		(4.0)	174.9	10.4	46.9	232.2
General Institutional		[Table 6] 87.1			87.1	4.4	26.7	118.2
Contribution from Ancillary Units	4.5	(3.2)		(1.3)	-	-		-
University Fund	36.0	(0.1)	15.4	(15.4)	36.0	(34.1)		1.9
Total University	\$ 799.9	-	-	-	\$ 799.9	-	\$ 159.2	\$ 959.1

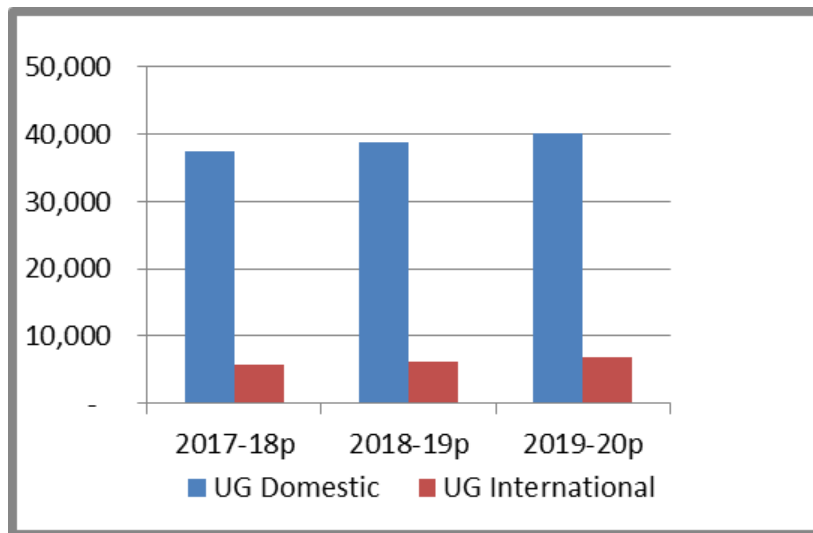
Major Budget Risks

- The budget planning context remains a challenging one
- Looking ahead, the significant issues to be managed include:
 - Achieving enrolment targets
 - Achieving the budget plans
 - Addressing structural deficits within specific areas
 - Impact of government funding formula changes
 - Managing emerging budget pressures and funding strategic priorities in a resource constrained context

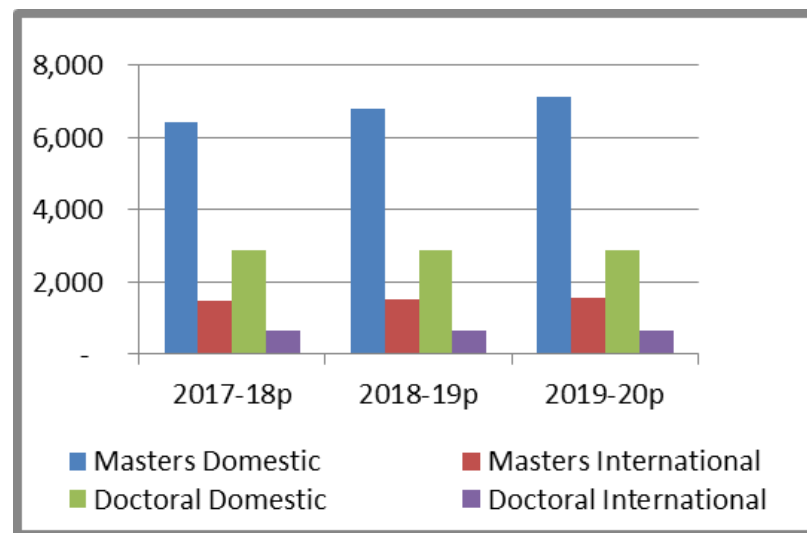
Appendices

Appendix 1. Budget Assumptions - University Enrolment Plans

Undergraduate Enrolments



Graduate Enrolments



Enrolment projections 2017-18 to 2019-20

	2017-18p	2018-19p	2019-20p
UG Domestic	37,395	38,746	40,262
UG International	5,703	6,301	6,768
Masters Domestic	6,426	6,802	7,101
Masters International	1,465	1,515	1,557
Doctoral Domestic	2,869	2,872	2,893
Doctoral International	633	654	672
TOTAL	54,491	56,889	59,253

Appendix 2. Budget Assumptions - Institutional Complement Plans

- The University Budget Plan includes an assumption to hire 98 new faculty members (tenure track and contractually limited appointments) in 2017-18, for a net increase of 50 new hires when retirees and departures are taken into account
- In 2018-19 and 2019-20, the plan is to increase faculty by a net increase of 27 and 28 faculty, respectively, for a total of 105 net new faculty by 2019-20
- The complement plans in the outer years may be adjusted once the implications of SMA2 and Funding Formula changes are confirmed+

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
New Hires			
Tenure Track	79	58	54
CLAs	19	7	11
Total	98	65	65
Retirements/Departures			
Tenure Track	35	25	20
CLAs	13	13	17
Total	48	38	37
In-Year Increase (Decrease)			
Tenure Track	44	33	34
CLAs	6	(6)	(6)
Total	50	27	28

NOTE: These are budgeted numbers only, and do not represent approved hires at this time.

Appendix 3. Budget Assumptions - Tuition Revenue

- The tuition revenue projections for 2017-18 to 2019-20 developed based on the Ministry Tuition Fee Framework and using enrolment projections based on faculty enrolment contracts
- Revenue projections for 2017-18 and 2018-19 fall within the tuition framework and for 2019-20, assumes a continuation of the framework
- The fee rates were approved by the Board of Governors in February 2017

Appendix 4. Budget Assumptions - Operating Grants Funding Formula

- The Budget Plan is based on the following assumptions regarding operating funding from the Ministry:
 - Enrolments funded based on the current funding formula, no changes to revenue related to the new funding formula
 - Graduate growth will be funded up to the SMA1 target allocation
- The SHARP Budget model will continue to attribute funds to faculties based on the current funding formula until details of SMA2 negotiations are completed and a transition plan has been developed

Appendix 5. Budget Assumptions - Compensation Assumptions

- Most compensation increases driven by collective agreements; these have been factored into budgets of faculties, schools and shared service units
- Extension of the current negotiated rates of increases assumed where collective agreements are not known
- The SHARP Budget model holds all faculties responsible for covering salary and benefit increases
- Shared service units receive 50% of their salary increments and are responsible to fund the remaining portion

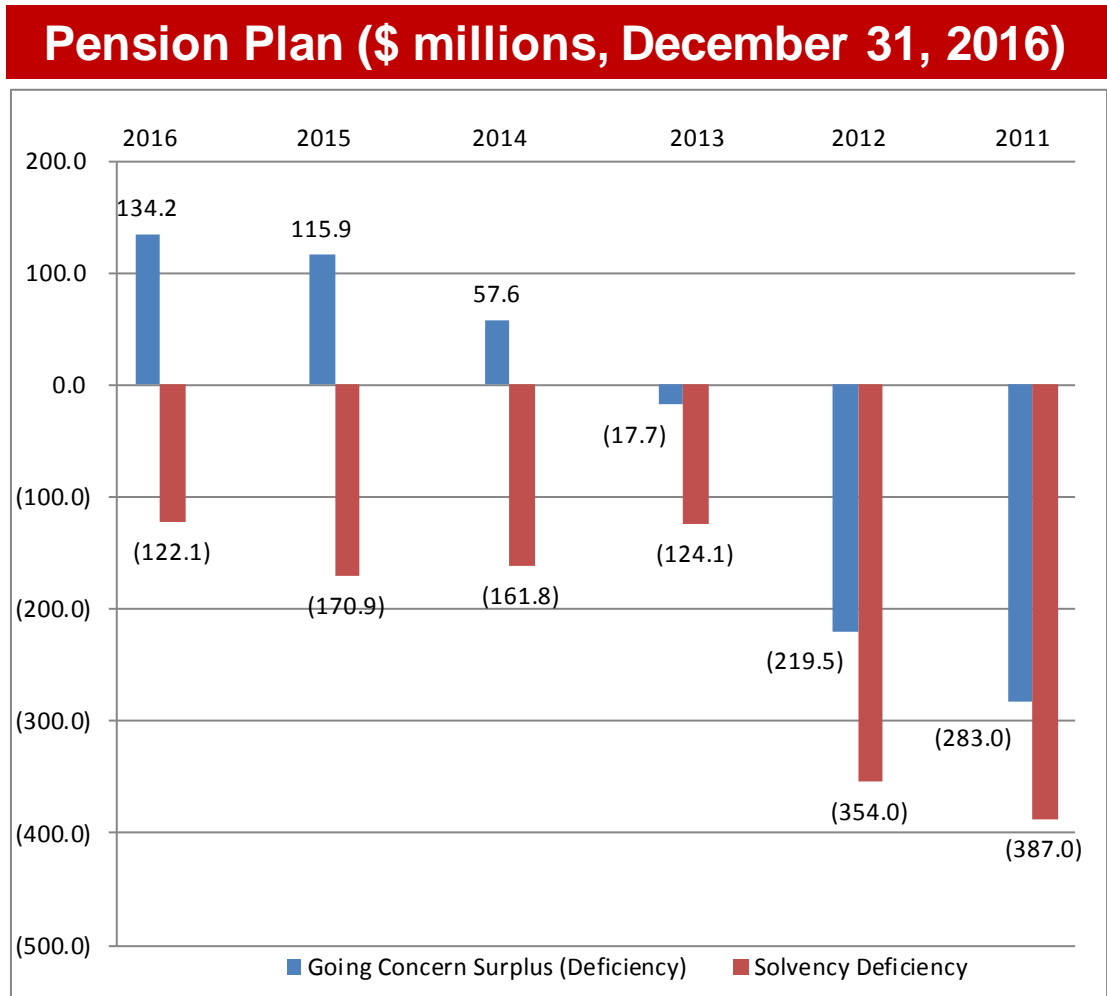
Appendix 6. Budget Assumptions - Pension Plan Special Payments

- York is required to file a pension valuation every three years
- The last year the valuation was filed was for December 2013, when the University reported a going concern deficit of \$17.7 million and a solvency deficit of \$124.1 million
- The University was granted solvency relief under stage 2 of the Government's temporary solvency funding relief program
- Required contribution was limited to interest only that amounted to special payments of \$4.0 million annually
- The relief program was extended in fall 2016, and based on the terms of the extension, York's Pension Special Payment will increase to \$8.0 million effective 2018
- A new funding framework for Defined Benefit plans was recently announced, no details of the calculation of reserves have been released

Appendix 7. Pension Plan Update - Going Concern Valuation Results as of December 2016

	December 31, 2016	December 31, 2015
Assets		
Market Value of assets	\$ 2,314.2	\$ 2,162.4
Money purchase accounts	<u>1,090.1</u>	<u>1,037.0</u>
Defined Benefit Assets	\$ 1,224.1	\$ 1,125.4
Going Concern Liabilities		
Non-retired member minimum guarantee liability	\$ 93.2	\$ 89.4
Pensioner liability	946.1	865.3
Deferred indexing reserve	30.4	44.0
Non-reduction provision	<u>14.8</u>	<u>10.8</u>
Total Liabilities	\$ 1,084.5	\$ 1,009.5
Going Concern Position	\$ 139.6	\$ 115.9
Prior year credit balance	<u>(5.4)</u>	<u>\$ 0.0</u>
Surplus/(Unfunded Liability)	\$ 134.2	\$ 115.9
Assumptions		
Discount rate	5.75%	5.75%
Salary increases	4.00%	4.00%
Inclusion of non-reduction reserve	Post January 1, 1992 Money Purchase only	Post January 1, 1992 Money Purchase only

Appendix 8. Pension Plan Update - Going Concern/Solvency Valuation Year End Results



Appendix 9. Other Strategic Investments

- The following strategic investments have been incorporated in the Budget Plan:
 - \$1.0 million in Strategic enrolment response funding
 - \$1.4 million in start-up costs for the Markham Campus
 - \$0.5 million for the Sexual Violence Response Office
 - \$1.0 million in Library investments
 - \$1.0 million for Community safety
 - \$1.0 million for Academic Strategic Appointments
 - \$0.35 million for new positions in the VP – Research and Innovation Division

Appendix 10. Cost Attribution Methodology - Shared Services, Cost Bins and Drivers

Shared Service	Cost Bins	Sub-Bins	Driver Methodology
VPF&A Division (<i>excl. CSBO, UIT, HR & Faculty Relations</i>)	Financial Management		Total Oper. & Research Expend. (3-yr rolling average, slipped 1 yr)
President's Division; VPA&P; Faculty Relations	Academic Management		UG FFTE/Grad & fac FTE (FT&PT); excl. SCS
Human Resources	Human Resources		Population of faculty & Staff (Headcount)
Libraries	Collections		UG FFTE/Grad & faculty FTE (FT&PT); excl. OSG, SCS
	Operating Costs		UG FFTE/Grad & faculty FTE (FT&PT); excl. OSG, SCS
Advancement	Alumni & Community Relations		Degrees Awarded (5yr Average)
	Development (<i>excl. Development Officers</i>)		75% Degrees Awarded (5yr Avg) & 25% Funds Raised (10 yr Avg)
CSBO (<i>Space costs separated by campus - Keele & Glendon - and exclude Nadal & PDP which are self-funded</i>)	Utilities & Facility Maintenance	Assigned Space	Net Assignable Square metres (NASM)
		Common/Unassigned Space	Total Population – FFTE (UG) and FTE (Grad, fac, staff); excl. off-campus students (OSG - PDP, EDU - off-campus, SSB - India) & SCS students
		Teaching Space	Space Utilized/Length of Time Space is Utilized
	Other Campus Services (e.g. Security, etc)		Total Population - Headcount (UG, Grad, fac, Staff); excl. off-campus students (PDP, Education, Schulich - India) & SCS students
UIT	Enterprise Academic Services		Student Population – FFTE (UG) and FTE (Grad); excl. SCS students
	Common Services		Total Population – FFTE (UG) and FTE (Grad, fac, staff), excl. YUELI, DCE students
Faculty of Graduate Studies	Graduate Administration		Grad Population (Headcount) - excl. LLM/PDP and SSB Masters
Student Services	Student Services Administration	Other - Office of VP, etc	Student Population (Headcount); GL @ 75%,
		Recruitment	Student Population (Headcount); excl OSG LLM/PDP; OSG UG @25%; Schulich Grad @ 0%; GL @ 75%
		Admissions	Student Population (Headcount); OSG UG @25%; Schulich Grad @ 75%
VP Research & Innovation	Research Services		Population of faculty (Headcount) - Ten. Stream & Prob (50%) Research Expenditure (3-yr rolling average, slipped 1 yr); (50%)
General Institutional Costs	Collective Agree. Benefit Commitments		Adjust Standard Fringe Benefit Rate to include collective agreements by employee group
	Pension & Post-Retirement Benefits		Pensionable Salary Base of eligible employee groups
	PTR Deficit Repayment		Population of faculty (Headcount) – TS/Prob, CLAs, SRCs
	Tuition Waivers		Population of eligible Faculty employees (Headcount of fac & staff)
	Bad Debts		Ratio of uncollectible fee to total revenue (stud. accounts only)
	Other General Institution Costs		UG FFTE/Grad & fac FTE (FT&PT); excl. SCS
	Capital Debt/Reserve Payment	Capital Debt	Net Assignable Sq. Metres (NASM) of Faculties, SCS adj. for Donations/Funds Raised
		Capital Reserve Paymt	Net Assignable Square Metres (NASM) of Faculties, SCS
	Centrally Funded UG & Grad Scholarships/Burs.	138	Stud. Population of FFTE(UG) and FTE(Grad); OSG UG @ 75%; excl. SCS students

Appendix 11. c

York University														
Activity Drivers														
2015-16		Expense Drivers												
		Faculties, SCS & ELC												
		LAPS	AMPD	Env Studies	Education	Glendon	Schulich	Osgoode	Health	Science	Engin.	SCS	ELC	Total
	Enrolment Share (UG FTEs, GRAD FTEs)	46.1%	6.6%	1.7%	2.6%	4.9%	5.7%	2.5%	20.3%	7.1%	2.5%	-	-	
	Enrolment Share (Heads, FT & PT)	49.4%	5.8%	1.8%	1.7%	3.7%	5.4%	2.7%	19.7%	7.2%	2.6%	-	-	
Driver	BIN													
Total Operating Exp. (3yr rolling avg)	Financial Management	27.9%	6.1%	2.0%	3.8%	4.9%	12.0%	5.4%	10.5%	8.9%	4.0%	1.7%	1.2%	88.4%
UG FFTE/Grad, Fac. excl. SCS FTE (FT&PT)	Academic Management	46.1%	6.7%	1.8%	2.6%	5.0%	5.8%	2.5%	20.0%	7.1%	2.5%	0.0%	0.0%	100.0%
Faculty & Staff Heads	Human Resources	36.9%	9.0%	5.4%	3.8%	5.2%	6.0%	3.2%	12.6%	9.5%	3.1%	0.7%	0.3%	95.8%
UG FFTE/Grad, Fac. excl. SCS FTE (FT&PT)	York Libraries - Collections	47.3%	6.9%	1.8%	2.7%	5.2%	5.9%	0.0%	20.5%	7.3%	2.6%	0.0%	0.0%	100.0%
UG FFTE/Grad, Fac. excl. SCS FTE (FT&PT)	York Libraries - Operating Costs	47.3%	6.9%	1.8%	2.7%	5.2%	5.9%	0.0%	20.5%	7.3%	2.6%	0.0%	0.0%	100.0%
Degrees Awarded (5yr Avg)	Advancement - Alumni & Comm. Rel.	43.6%	5.8%	2.4%	8.8%	3.9%	8.0%	4.1%	17.9%	4.3%	1.3%	0.0%	0.0%	100.0%
Degrees Awd(5yr Avg) & Funds Raised(10yr Avg)	Advancement - Development	33.9%	5.9%	2.9%	6.9%	3.8%	10.1%	8.4%	16.8%	4.7%	6.8%	0.0%	0.0%	100.0%
Net Assignable Sq metres(NASM)	CSBO - Assigned Space - GL	0.0%	0.0%	0.0%	0.5%	99.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Net Assignable Sq metres(NASM)	CSBO - Assigned Space - KL	20.7%	18.0%	2.5%	2.7%	0.0%	5.3%	8.2%	12.4%	18.0%	11.1%	1.2%	0.0%	100.0%
Total Population - FFTE(UG) and FTE(G,Fac, Staff)	CSBO - Common/Unassigned Space - GL	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total Population - FFTE(UG) and FTE(G,Fac, Staff)	CSBO - Common/Unassigned Space - KL	48.6%	7.1%	1.9%	2.2%	0.0%	6.3%	2.5%	21.0%	7.6%	2.7%	0.1%	0.0%	100.0%
Space Utilized & length of time utilized	CSBO - Teaching Space - GL	0.0%	0.0%	0.0%	0.4%	99.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Space Utilized & length of time utilized	CSBO - Teaching Space - KL	63.5%	2.9%	2.8%	0.9%	0.1%	8.0%	0.1%	9.3%	6.1%	1.8%	4.6%	0.0%	100.0%
Total Pop. - Heads (UG,G,Fac Staff)	CSBO - Other Campus Services - GL	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total Pop. - Heads (UG,G,Fac Staff)	CSBO - Other Campus Services - KL	51.1%	6.3%	2.0%	1.5%	0.0%	5.9%	2.1%	20.4%	7.7%	2.8%	0.1%	0.0%	100.0%
Total Pop. - Heads (UG,G,Fac Staff)	CSBO - Other Campus Services - Security	48.6%	6.0%	1.9%	1.4%	5.0%	5.6%	2.0%	19.4%	7.3%	2.7%	0.1%	0.0%	100.0%
Student Pop. - FFTE(UG) and FTE(G)	UIT - Enterprise Academic Services	46.1%	6.6%	1.7%	2.6%	4.9%	5.7%	2.5%	20.3%	7.1%	2.5%	0.0%	0.0%	100.0%
Total Pop. - FFTE(UG) and FTE(G,Fac, Staff)	UIT - Common Services	45.7%	6.7%	1.8%	2.7%	5.0%	5.9%	2.6%	19.8%	7.2%	2.5%	0.1%	0.0%	100.0%
Grad Heads - Excl. LLM/PDP and SSB Masters	FGS - Graduate Admin.	40.4%	8.8%	8.0%	7.3%	3.6%	1.2%	2.4%	14.4%	9.6%	4.1%	0.0%	0.0%	100.0%
Student Heads - Admin. no discount	VPS - Student Services - Admin.	49.4%	5.8%	1.8%	1.7%	3.7%	5.4%	2.7%	19.7%	7.2%	2.6%	0.0%	0.0%	100.0%
Student Heads - Recruitment discount	VPS - Student Services - Recruitment	51.8%	6.1%	1.9%	1.7%	3.8%	3.0%	0.6%	20.6%	7.6%	2.8%	0.0%	0.0%	100.0%
Student Heads - Admission discount	VPS - Student Services - Admissions	49.7%	5.8%	1.9%	1.7%	4.9%	4.8%	1.5%	19.8%	7.3%	2.7%	0.0%	0.0%	100.0%
Faculty Heads & Research Exp. -50/50	VPRI - Research Management	30.1%	5.9%	3.8%	3.3%	3.6%	4.3%	3.0%	19.8%	17.7%	8.6%	0.0%	0.0%	100.0%
As determined by collective agreements	GI - Collective Agree. Benefit Commit.	43.0%	8.5%	1.7%	2.6%	7.5%	9.2%	1.7%	13.3%	6.9%	2.2%	0.6%	0.2%	97.4%
Pensionable Salary Base - Eligible Emp.	GI - Pension & Post-Retirement Ben.	35.8%	7.7%	2.2%	3.3%	6.0%	10.5%	5.7%	10.8%	8.5%	5.1%	1.2%	0.1%	96.8%
Population of faculty Heads (TS/Prob, CLAs, SRCs)	GI - PTR Deficit Repayment	43.0%	8.0%	2.7%	3.4%	6.1%	6.0%	4.5%	11.6%	9.8%	5.0%	0.0%	0.0%	100.0%
# of Eligible Emp. in revenue generating units	GI - Tuition Waivers/Exchange Stdns	36.6%	7.3%	2.3%	3.5%	5.7%	7.9%	5.7%	11.1%	9.1%	4.0%	1.4%	0.2%	94.8%
Ratio of Uncoll. fees to Total rev. (stud a/cs)	GI - Bad Debts	39.2%	4.8%	1.3%	1.4%	3.7%	11.3%	5.3%	13.3%	6.3%	2.6%	0.0%	0.0%	89.2%
UG FFTE/Grad, Fac & YUELI FTE (FT&PT)	GI - Other General Institution Costs	46.1%	6.7%	1.8%	2.6%	5.0%	5.8%	2.5%	20.0%	7.1%	2.5%	0.0%	0.0%	100.0%
NASM - Assigned Space adj. for Funds Raised (Fac & SCS)	GI - Capital Debt	20.4%	17.2%	2.4%	2.6%	3.8%	3.5%	7.9%	12.3%	17.8%	10.9%	1.1%	0.0%	100.0%
NASM - Assigned Space (Fac & SCS)	GI - Reserve Payment	19.9%	17.3%	2.4%	2.6%	3.8%	5.1%	7.9%	12.0%	17.3%	10.6%	1.1%	0.0%	100.0%
FFTE(UG) and FTE(G) - Excluding SCS	GI - Centrally Funded UG & G Scholarships/Burs.	46.3%	6.7%	1.8%	2.6%	4.9%	5.8%	2.0%	20.4%	7.1%	2.5%	0.0%	0.0%	100.0%

Note: The total may not sum up to 100% where shared service costs are also attributed to Ancillary units.

Board of Governors

Memorandum

To: Board of Governors

From: Ozench Ibrahim, Chair, Finance and Audit Committee

Date: June 27, 2016

Subject: **Financial Statements for Year ended 30 April 2017**

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve the Financial Statements for the year ended April 30, 2017 as attached.

FINANCIAL STATEMENTS

APRIL 30, 2017

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Introduction to York University Financial Statements – 2016-2017	2
Summary of Revenue and Expenses	4
Independent Auditors’ Report on Financial Statements	8
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Statement of Operations and Changes in Deficit	10
Statement of Changes in Net Assets	11
Statement of Cash Flows	12
Notes to Financial Statements	13

Final, For Finance and Audit Committee Approval

STATEMENT OF ADMINISTRATIVE RESPONSIBILITY

The administration of the University is responsible for the preparation of the financial statements, the notes thereto and all other financial information contained in this annual report.

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations. The administration believes the financial statements present fairly, in all material respects, the University's financial position as at April 30, 2017 and the results of its operations and its cash flows for the year then ended. In order to achieve the objective of fair presentation in all material respects, the use of reasonable estimates and judgments was employed. Additionally, the administration has ensured that all financial information presented in this report has been prepared in a manner consistent with that in the financial statements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the administration has developed and maintains a system of internal control designed to provide reasonable assurance that University assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The University has retained Aon Hewitt in order to provide an estimate of the University's liability for pension and other post-employment benefits. The administration has provided the valuation actuary with the information necessary for the completion of the University's report and retains ultimate responsibility for the determination and estimation of the reported pension and other benefit liabilities.

The Board of Governors carries out its responsibility for review of the financial statements and this annual report principally through its Finance and Audit Committee ("Committee"). The majority of the members of the Committee are not officers or employees of the University. The Committee meets regularly with the administration, as well as the internal auditors and the external auditors, to discuss the results of audit examinations and financial reporting matters, and to satisfy itself that each party is properly discharging its responsibilities. The auditors have full access to the Committee with and without the presence of the administration.

Ernst & Young LLP, Chartered Professional Accountants, the auditors appointed by the Board of Governors, have reported on the financial statements for the year ended April 30, 2017. The independent auditors' report outlines the scope of their audit and their opinion on the presentation of the information included in the financial statements.

Trudy Pound-Curtis
Interim Vice-President, Finance and Administration
AVP Finance and Chief Financial Officer

Mamdouh Shoukri
President and Vice-Chancellor

INTRODUCTION TO YORK UNIVERSITY FINANCIAL STATEMENTS – 2016-2017

In 2016-2017, the University continued to manage its finances in a very challenging fiscal environment. The current year was characterized by continued weakness in domestic enrolments offset in part by continued strong demand for international undergraduate enrolment and positive capital market performance. Quality undergraduate and domestic graduate enrolment growth continued to be key priorities for the University as part of an overall focus on achieving the objectives of the University Academic Plan. Increased tuition fees and higher international enrolments partially offset by lower domestic enrolments provided some additional operating income overall. Cost pressures largely associated with salaries and benefits declined due to lower compensation settlements.

Grants and contract funding increased to \$380 million in 2017 compared to \$372 million in 2016. The increase was largely attributable to increased funding for research, as provincial operating grants continued to remain largely static.

The Statement of Operations and Changes in Deficit reports total tuition fee revenue increasing from \$520 million in 2016 to \$556 million in 2017. The majority of this growth was associated with increases in approved tuition fee rates and continued strong enrolment at the international level, offset in part by lower domestic enrolments.

Salaries and benefits increased from \$697 million in 2016 to \$715 million in 2017. The increase in salary and benefits reflects salary and wage escalation.

Scholarships and bursaries increased from \$69 million in 2016 to \$81 million in 2017 and reflects the University's ongoing investment in student support for both graduate and undergraduate students.

Interest on long-term debt increased from \$24 million in 2016 to \$27 million in 2017. The University issued a new debenture of \$100 million on May 26, 2016, which resulted in higher interest costs in fiscal 2016-2017. The proceeds from this debenture together with government investments from the Strategic Initiative Fund will be invested in capital projects to support the University's academic mission.

As summarized on the Balance Sheet, the University's unrestricted deficit has decreased from \$40 million in 2016 to \$39 million in 2017. The decrease in the deficit is the result of a small surplus in the University's ancillary operations, after allowing for transfers to the University's capital and academic reserves.

The University's investment in capital assets decreased from \$1,429 million in 2016 to \$1,428 million in 2017. This change reflects the impact of amortization of the existing capital base, offset by construction in progress of the Schulich and Farquharson Life Sciences facilities, and the commencement of construction of the new Student Centre, which is financed entirely by student levies.

Investments at April 30, 2017 totalled \$1,032 million, as compared to \$841 million at April 30, 2016. Investments consisted of \$469 million in endowments (\$412 million last year) and \$563 million in other investments (\$429 million last year). The increase in the market value of endowments was the result of a strong performance in investment returns (17.2% for the current fiscal year). The increase in other operating investments was largely the result of the debenture issue in May of 2016.

Trudy Pound-Curtis
Interim Vice-President, Finance and Administration
AVP Finance and Chief Financial Officer

SUMMARY OF REVENUE AND EXPENSES

Total Revenue and Expenses

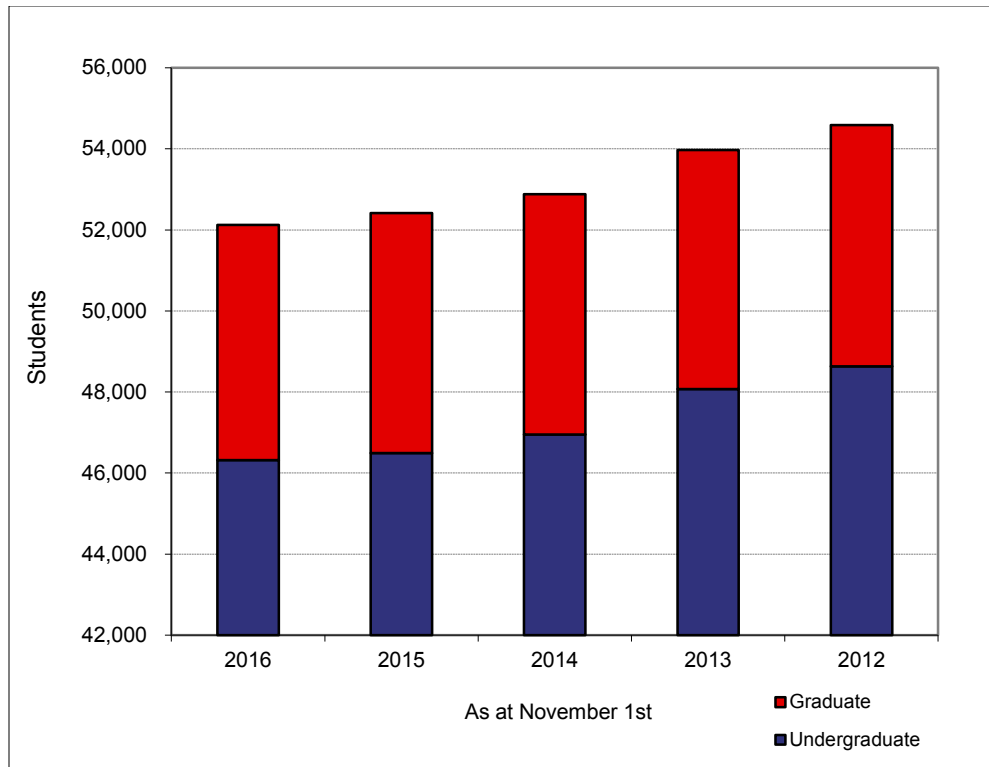
(Millions of dollars)

Year Ended April 30	2017	2016	2015	2014	2013
	\$	\$	\$	\$	\$
<u>REVENUE</u>					
Student fees	555.5	519.8	498.2	476.7	453.2
Grants and contracts	380.3	371.7	371.7	391.0	387.4
Sales and services	66.2	64.8	62.0	62.6	62.8
Fees and other recoveries	31.7	31.8	30.4	30.4	28.2
Investment income	25.1	23.6	25.6	29.8	23.8
Amortization of deferred capital contributions	16.2	15.6	13.9	14.3	14.6
Donations	12.1	8.6	10.5	8.2	9.1
Other	8.0	5.3	4.7	3.9	4.0
	1,095.1	1,041.2	1,017.0	1,016.9	983.1
<u>EXPENSES</u>					
Salaries and benefits	715.4	696.8	691.1	711.4	693.0
Operating costs	142.9	138.9	132.8	133.1	123.7
Scholarships and bursaries	80.8	68.8	61.0	60.3	59.6
Amortization of capital assets	45.3	42.7	41.5	42.1	44.4
Taxes and utilities	33.3	33.0	33.2	29.9	29.2
Interest on long-term debt	26.8	23.5	23.5	19.9	19.2
Cost of sales and services	14.2	14.2	14.0	15.9	16.8
	1,058.7	1,017.9	997.1	1,012.6	985.9

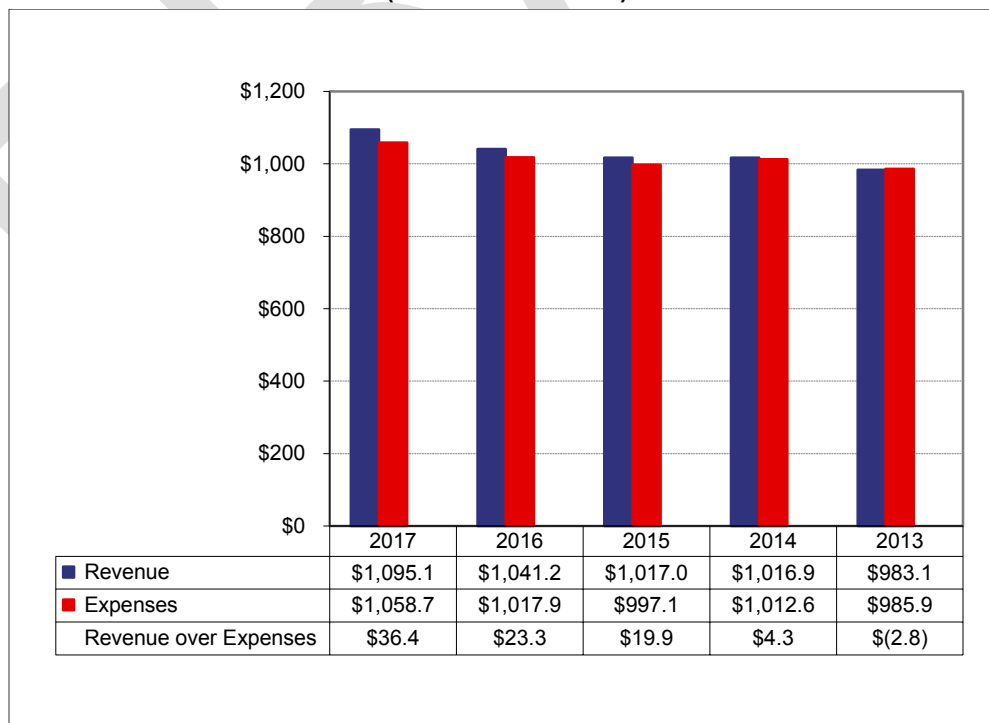
% of Total Revenue and Expenses

Year Ended April 30	2017	2016	2015	2014	2013
	%	%	%	%	%
<u>REVENUE</u>					
Student fees	50.7	49.9	49.0	46.9	46.1
Grants and contracts	34.7	35.7	36.5	38.4	39.4
Sales and services	6.0	6.2	6.1	6.2	6.4
Fees and other recoveries	2.9	3.1	3.0	3.0	2.9
Investment income	2.3	2.3	2.5	2.9	2.4
Amortization of deferred capital contributions	1.5	1.5	1.4	1.4	1.5
Donations	1.1	0.8	1.0	0.8	0.9
Other	0.8	0.5	0.5	0.4	0.4
	100.0	100.0	100.0	100.0	100.0
<u>EXPENSES</u>					
Salaries and benefits	67.6	68.5	69.3	70.3	70.3
Operating costs	13.5	13.6	13.3	13.1	12.6
Scholarships and bursaries	7.6	6.8	6.1	5.9	6.0
Amortization of capital assets	4.3	4.2	4.2	4.2	4.5
Taxes and utilities	3.1	3.2	3.3	2.9	3.0
Interest on long-term debt	2.6	2.3	2.4	2.0	1.9
Cost of sales and services	1.3	1.4	1.4	1.6	1.7
	100.0	100.0	100.0	100.0	100.0

ENROLMENT 2012 – 2016

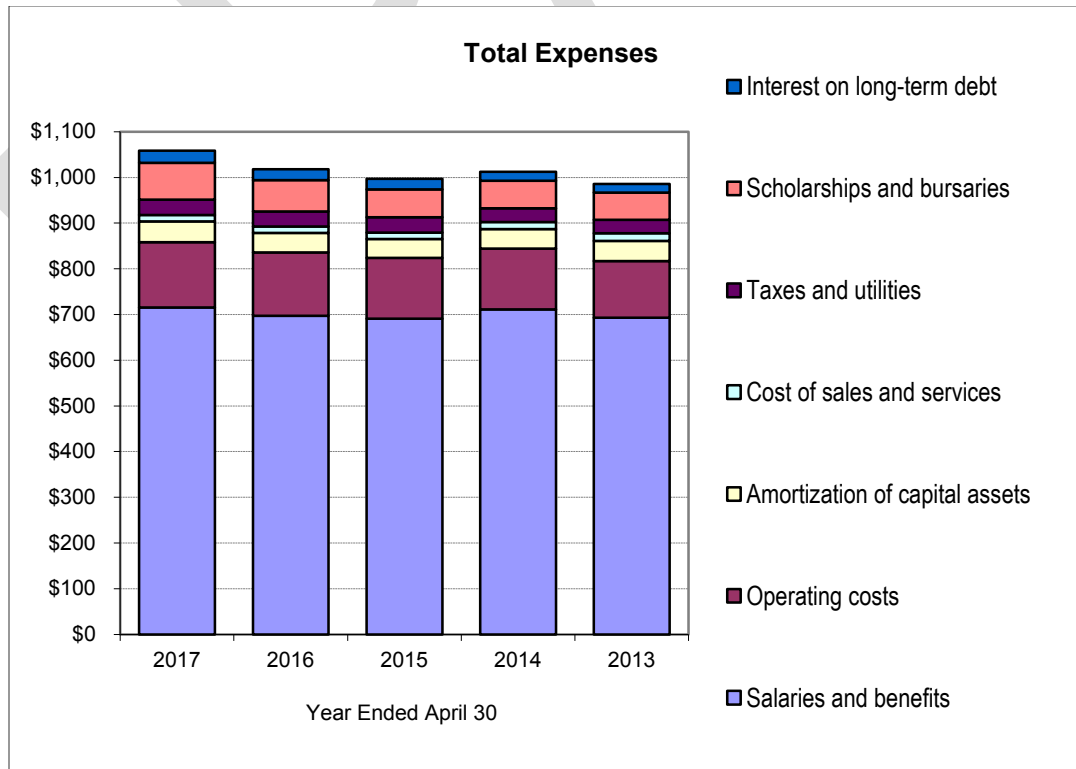
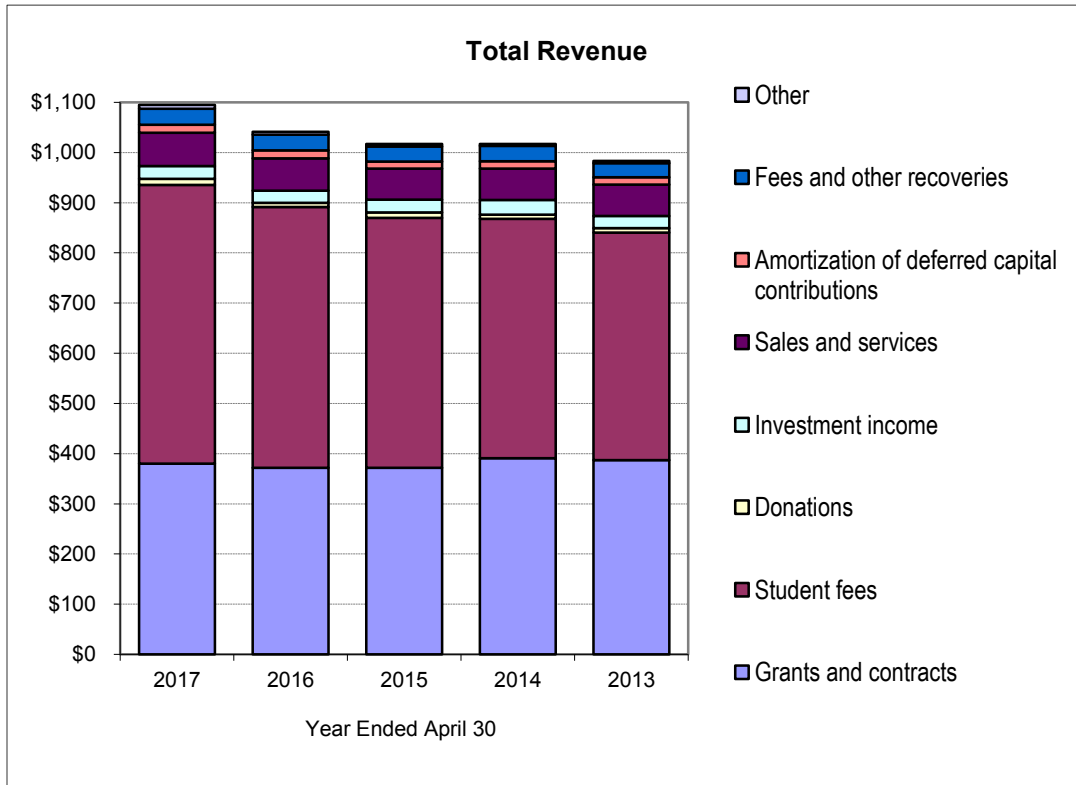


REVENUE AND EXPENSES Year Ended April 30 2013 – 2017 (Millions of dollars)



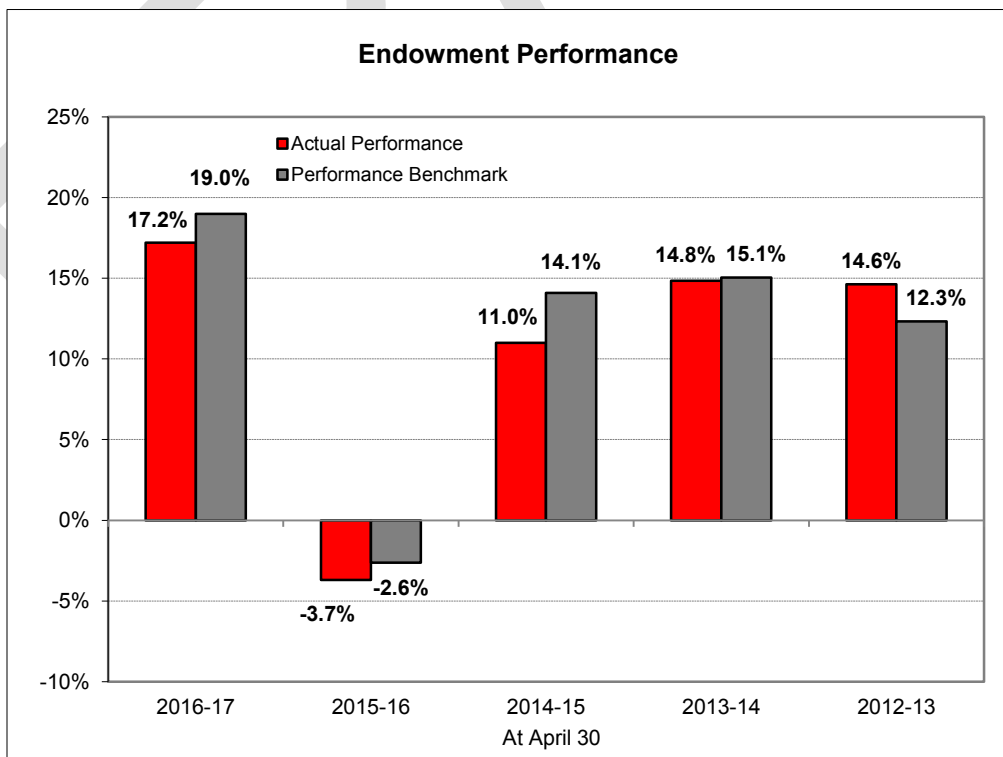
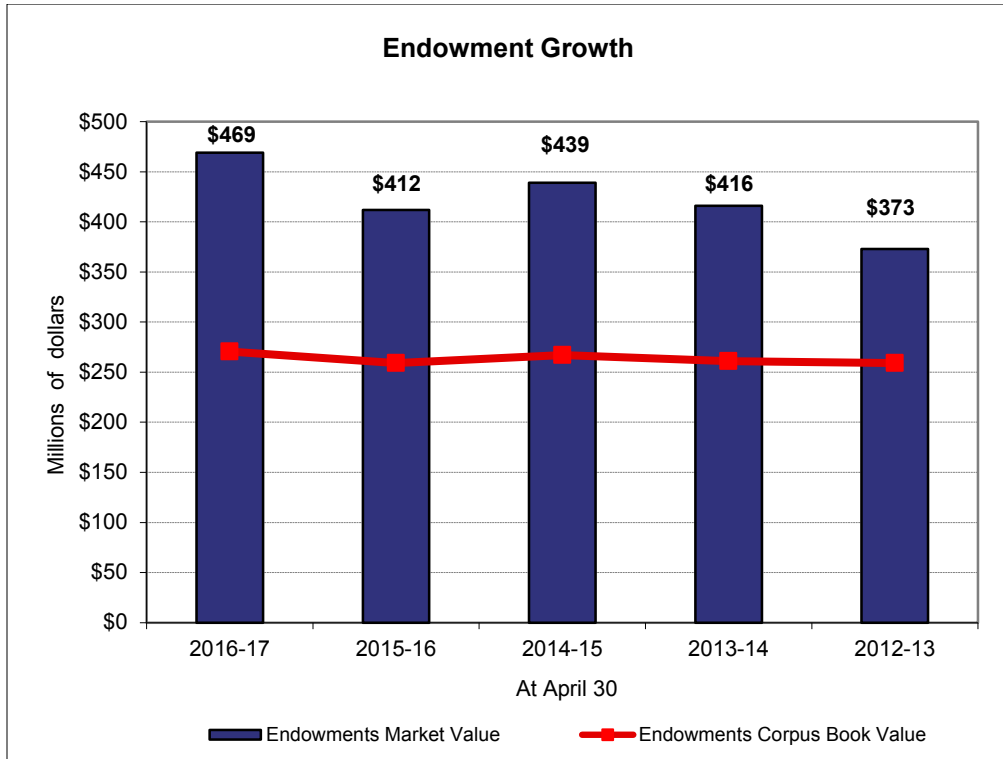
SUMMARY OF REVENUE AND EXPENSES

2013 – 2017
(Millions of dollars)



ENDOWMENT GROWTH AND PERFORMANCE

2013 – 2017



INDEPENDENT AUDITORS' REPORT

To the Board of Governors of York University

We have audited the accompanying financial statements of **York University**, which comprise the balance sheet as at April 30, 2017, and the statements of operations and changes in deficit, changes in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of **York University** as at April 30, 2017, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Toronto, Canada
June 27, 2017

Chartered Professional Accountants
Licensed Public Accountants

BALANCE SHEET
(Thousands of dollars)

As at April 30

	2017	2016
	\$	\$
ASSETS		
Current		
Cash and cash equivalents	41,810	56,165
Accounts receivable (note 4)	83,991	60,838
Inventories	3,773	4,215
Prepaid expenses	16,275	15,142
Total current assets	145,849	136,360
Pension plan asset (note 13)	204,069	82,642
Investments (note 3)	1,032,451	841,171
Investment in lease (note 4)	42,736	43,099
Capital assets, net (note 5)	1,428,215	1,429,115
	2,853,320	2,532,387
LIABILITIES		
Current		
Accounts payable and accrued liabilities (notes 8 and 14)	109,806	111,793
Current portion of long-term debt (note 9)	623	708
Deferred revenue	36,296	33,279
Total current liabilities	146,725	145,780
Deferred contributions (note 6)	145,189	132,617
Long-term liabilities (notes 8 and 13)	145,037	141,544
Long-term debt (note 9)	499,306	400,464
Deferred capital contributions (note 10)	385,756	384,464
Total liabilities	1,322,013	1,204,869
Commitments and contingent liabilities (notes 7 and 16)		
NET ASSETS		
Deficit	(39,122)	(40,291)
Internally restricted (note 11)	1,114,129	970,049
Endowments (note 12)	456,300	397,760
Total net assets	1,531,307	1,327,518
	2,853,320	2,532,387

See accompanying notes

On behalf of the Board of Governors:

Rick Waugh
Chair

Mamdouh Shoukri
President and Vice-Chancellor

STATEMENT OF OPERATIONS AND CHANGES IN DEFICIT
(Thousands of dollars)

Year ended April 30

	2017 \$	2016 \$
REVENUE		
Student fees	555,534	519,752
Grants and contracts (note 6)	380,276	371,650
Sales and services	66,218	64,835
Fees and other recoveries	31,730	31,772
Investment income (note 3)	25,123	23,636
Amortization of deferred capital contributions (note 10)	16,219	15,610
Donations	12,090	8,641
Other	7,988	5,337
Total revenue	1,095,178	1,041,233
EXPENSES		
Salaries and benefits (note 13)	715,399	696,751
Operating costs	142,907	138,887
Scholarships and bursaries	80,761	68,846
Amortization of capital assets	45,307	42,663
Taxes and utilities	33,339	33,030
Interest on long-term debt (note 9)	26,804	23,522
Cost of sales and services	14,200	14,191
Total expenses	1,058,717	1,017,890
Revenue over expenses for the year	36,461	23,343
Employee benefit plans – remeasurements (note 13)	110,936	(37,066)
Net transfers to internally restricted net assets (note 11)	(144,010)	(9,792)
Net transfers (to) from internally restricted endowments (note 12)	(2,218)	25,595
Change in deficit in the year	1,169	2,080
Deficit, beginning of year	(40,291)	(42,371)
Deficit, end of year	(39,122)	(40,291)

See accompanying notes

STATEMENT OF CHANGES IN NET ASSETS
(Thousands of dollars)

Year ended April 30				2017	2016
	Deficit	Internally restricted	Endowments	Total	Total
	\$	\$	\$	\$	\$
		<i>(note 11)</i>	<i>(note 12)</i>		
Net assets, beginning of year	(40,291)	970,049	397,760	1,327,518	1,356,098
Revenue over expenses for the year	36,461	-	-	36,461	23,343
Employee benefit plans – remeasurements <i>(note 13)</i>	110,936	-	-	110,936	(37,066)
Net transfers from deficit to internally restricted net assets <i>(note 11)</i>	(144,010)	144,010	-	-	-
Contribution related to artwork	-	70	-	70	272
Investment income (loss) on externally restricted endowments and amounts made available for spending <i>(note 12)</i>	-	-	52,901	52,901	(30,203)
Contributions to externally restricted endowments <i>(note 12)</i>	-	-	3,421	3,421	15,074
Net transfers to internally restricted endowments from deficit <i>(note 12)</i>	(2,218)	-	2,218	-	-
Net assets, end of year	(39,122)	1,114,129	456,300	1,531,307	1,327,518

See accompanying notes

STATEMENT OF CASH FLOWS
(Thousands of dollars)

Year ended April 30

	2017 \$	2016 \$
OPERATING ACTIVITIES		
Revenue over expenses for the year	36,461	23,343
Add (deduct) non-cash items:		
Amortization of capital assets	45,307	42,663
Amortization of deferred capital contributions	(16,219)	(15,610)
Amortization of transaction costs	42	34
Employee benefit plan expense	44,803	42,548
Net change in non-cash balances <i>(note 14)</i>	(13,676)	(228)
Contributions to employee benefit plans	(51,438)	(50,321)
Cash provided by operating activities	45,280	42,429
INVESTING ACTIVITIES		
Purchase of investments, net <i>(note 14)</i>	(138,379)	(63,205)
Purchase of capital assets <i>(note 14)</i>	(40,903)	(69,325)
Cash used in investing activities	(179,282)	(132,530)
FINANCING ACTIVITIES		
Repayment of long-term debt	(708)	(758)
Issue of debenture, net of transaction costs	99,423	-
Contributions restricted for capital purposes	17,511	50,131
Contributions to externally restricted endowments	3,421	15,074
Cash provided by financing activities	119,647	64,447
Net decrease in cash and cash equivalents during the year	(14,355)	(25,654)
Cash and cash equivalents, beginning of year	56,165	81,819
Cash and cash equivalents, end of year	41,810	56,165

See accompanying notes

NOTES TO FINANCIAL STATEMENTS

(All amounts are in thousands of dollars unless otherwise indicated)

APRIL 30, 2017

1. DESCRIPTION OF THE ORGANIZATION

York University ("York" or the "University") was incorporated under the *York University Act, 1959* and continued under the *York University Act, 1965* by the Legislative Assembly of Ontario. The University is dedicated to academic research and to providing post-secondary and post-graduate education. The University is a registered charity and under the provisions of Section 149 of the *Income Tax Act* (Canada) is exempt from income taxes.

York's financial statements reflect the assets, liabilities, net assets, revenue, expenses and other transactions of all the operations of the University and organizations in which the University has a controlling shareholding. Accordingly, these financial statements include the operations, research activities and ancillary operations of the University and the York University Development Corporation (an Ontario corporation of which the University is the sole shareholder) that oversees the development of designated undeveloped York lands and which owns York Lanes shopping mall.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Part III of the *CPA Canada Handbook – Accounting*, which sets out generally accepted accounting principles for not-for-profit organizations in Canada and includes the significant accounting policies set out below.

a) Revenue recognition

The University follows the deferral method of accounting for contributions, which include donations and grants. Grants are recorded in the accounts when received or receivable, if the amount to be received can be reasonably estimated and collection is reasonably assured. Donations are recorded in the accounts when received since pledges are not legally enforceable claims. Unrestricted contributions are recognized as revenue when initially recorded in the accounts. Externally restricted contributions, other than endowments, are initially deferred when recorded in the accounts and recognized as revenue in the year in which the related expenses are recognized. Externally restricted contributions received towards the purchase of capital assets are deferred when initially recorded in the accounts and amortized to revenue on the same basis as the related depreciable capital assets are amortized. Externally restricted endowment contributions are recognized as direct increases in net assets when initially recorded in the accounts.

Student fees are recognized as revenue when courses and seminars are held. Sales and services revenue is recognized at the point of sale or when the service has been provided.

Investment income (loss), which consists of interest, dividends, income distributions from pooled funds, realized gains and losses on all investments and unrealized gains and losses on investments recorded at fair value, are recorded as investment income (loss) in the Statement of Operations and Changes in Deficit, except for investment income designated for externally restricted endowments. The amount made available for spending related to externally restricted endowments is recognized as investment income, and any restricted amounts available for spending that remain unspent at year-end are deferred and categorized as deferred contributions. Investment income on externally restricted endowments in excess of the amount made available for spending, losses on externally restricted endowments and deficiency of investment income compared to the amount available for spending are recognized as direct increases (decreases) to endowments.

Investment income (loss) designated for internally restricted endowments is recognized in the Statement of Operations and Changes in Deficit. The investment income (loss) net of all actual spending against internal endowments is transferred between the unrestricted deficit and internally restricted endowments through the Statement of Changes in Net Assets.

b) Use of estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the administration to make estimates and assumptions that affect the reported amounts of assets and liabilities, related amounts of revenue and expenses, and disclosure of contingent assets and liabilities. Significant areas requiring the use of estimates relate to the assumptions used in the determination of the valuation of pension and other retirement benefit assets/obligations and the recording of contingencies. Actual results could differ from those estimates.

c) Cash and cash equivalents

Cash and cash equivalents consist of cash on deposit and investments with a maturity of approximately three months or less at the date of purchase, unless they are held for investment rather than liquidity purposes, in which case they are classified as investments.

d) Inventories

Inventories are stated at the lower of cost and net realizable value. The cost of inventories is assigned by using the first-in, first-out method or weighted average cost method, depending on the nature and use of the inventory items. The same costing method is used for all inventories having a similar nature and use.

e) Financial instruments

Investments reported at fair value consist of equity instruments that are quoted in an active market as well as pooled fund investments, derivative contracts and any investments in fixed income securities that the University designates upon purchase to be measured at fair value. Transactions are recorded on a trade date basis, and transaction costs are recognized in the Statement of Operations and Changes in Deficit in the period during which they are incurred.

Investments in fixed income securities not designated to be measured at fair value are initially recorded at fair value plus transaction costs, which represents cost, and are subsequently measured at amortized cost using the effective interest rate method, less any provision for impairment.

Long-term debt is initially recorded at fair value, which represents cost, and subsequently measured at amortized cost using the effective interest rate method. Long-term debt is reported net of related premiums, discounts and transaction issue costs.

Other financial instruments, including accounts receivable and accounts payable, are initially recorded at fair value, which represents cost, and subsequently measured at cost, net of any provisions for impairment.

f) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Amortization of capital assets is provided on a straight-line basis over their estimated useful lives as follows:

	Annual Rate	Years
Buildings, facilities and infrastructure	2.5% to 10%	10 to 40
Equipment and furnishings	10% to 33.3%	3 to 10
Library books	100%	1

Construction in progress expenditures are capitalized as incurred and are amortized as described above once the asset is placed into service. Capitalized expenditures include interest on related debt funding of such expenditures.

Donations of items included in the art collection are recorded as direct increases in capital assets and net assets at an appraised value established by independent appraisal in the period received by the University. The art collection is considered to have a permanent value and is not amortized.

g) Foreign exchange translation

The University accounts for revenue and expense transactions denominated in a foreign currency at the exchange rate in effect at the date of the transactions. Monetary assets and liabilities denominated in a foreign currency are translated at year-end exchange rates, and any translation gain or loss is included in the Statement of Operations and Changes in Deficit. Foreign exchange gains and losses on investments are accounted for consistent with investment income.

h) Employee benefit plans

The University has a defined contribution pension plan, which has a defined benefit component that provides a minimum level of pension benefits. The University also has other retirement and post-employment benefit plans that primarily provide medical and dental benefits. The University accounts for the cost of benefits related to the defined contribution plan as contributions are due.

The University accounts for its defined benefit employee plans using the immediate recognition approach. The University recognizes the amount of the accrued benefit obligations, net of the fair value of plan assets measured at year-end, adjusted for any valuation allowances. Current service and finance costs are expensed during the year. Remeasurements and other items related to actuarial gains and losses and differences between actual and expected returns on plan assets and past service costs are recognized as a direct increase or decrease in net assets. The accrued benefit obligations for employee benefit plans are determined based on actuarial valuation reports prepared for funding purposes. These reports are required to be prepared at least on a triennial basis. In years where actuarial valuations are not prepared, the University uses a roll-forward technique to estimate the accrued liability using assumptions from the most recent actuarial valuation reports.

3. INVESTMENTS

a) Investments consist of the following:

	2017	2016
	\$	\$
Cash	4,424	21,408
Short-term investments	12,285	8,128
Guaranteed investment certificates	260,513	133,189
Canadian government bonds	84,028	98,000
Canadian corporate bonds	194,363	182,508
Foreign bonds	46,737	44,527
Mortgages	84,541	88,787
Canadian equities	75,678	70,414
US equities	91,454	103,855
International and emerging markets	152,633	85,675
Infrastructure	25,134	-
Other	661	4,680
Total	1,032,451	841,171

Investments in pooled funds have been allocated among asset classes based on the underlying investments held in the pooled funds.

All investments are recorded at fair value, except certain bonds, mortgages and other investments, which are carried at amortized cost. As at year-end, investments are recorded in the accounts as follows:

	2017	2016
	\$	\$
Fair value – endowments	468,624	411,960
Amortized cost	563,827	429,211
Total	1,032,451	841,171

Investments are exposed to foreign currency, interest rate, other price, and credit risks (*note 17*). The University manages these risks through policies and procedures governing asset mix, equity and fixed income allocations, and diversification among and within asset categories.

To manage foreign currency risk, a hedging policy has been implemented for the University's foreign currency denominated investments to minimize exchange rate fluctuations and the resulting uncertainty on future financial results. All outstanding contracts have a remaining term to maturity of less than one year. The University has contracts outstanding held in foreign currencies, as detailed below.

The notional and fair values of the foreign currency forward contracts are as follows:

	2017		2016	
Currency sold	Notional value (CAD \$)	Fair value of contract (CAD \$)	Notional value (CAD \$)	Fair value of contract (CAD \$)
USD	22,695	(443)	21,866	906

The fair value of the foreign currency forward contracts is included in other investments. The change in the fair value of the foreign currency forward contracts is accounted for consistent with investment income in the Statement of Operations and Changes in Deficit.

b) Investment income consists of the following:

	2017	2016
	\$	\$
Investment income (loss) on endowments, net of management fees <i>(note 12)</i>	67,043	(17,732)
Remove investment loss (income) credited to external endowments <i>(note 12)</i>	(64,729)	16,385
Add allocations for spending on external endowments, net of deferrals	11,943	14,842
Investment income attributable to endowments	14,257	13,495
Other investment income	10,866	10,141
Total	25,123	23,636

4. INVESTMENT IN LEASE

The University has entered into a direct finance lease with the Ontario Infrastructure and Lands Corporation ("OILC"), formerly the Ontario Realty Corporation. The leased facilities are located on the Keele campus and are occupied by the Archives of Ontario. The lease commenced on February 25, 2009 for an initial period of 25 years plus three options to extend the term, each for 10 years. Prior to the commencement of the lease, the OILC exercised the first ten-year renewal option.

To construct the facilities used by the Archives of Ontario, in May 2007 the University entered into contractual agreements with a consortium that undertook the design, construction and financing of the facility during the construction phase of the project.

As payment for the cost of the facility, York assigned the revenue stream under the OILC lease to the consortium for a period of 35 years. However, York remains liable for the lease payments to the consortium should OILC default.

The present value of the lease payments due from OILC at lease commencement was determined to be \$45 million based on a discount rate of 10.5% and with no residual value assigned to the Archives of Ontario facility.

The carrying value of the investment in lease comprises aggregate minimum lease payments due from OILC over 35 years less unearned finance income at a rate of 10.5%. The balance is calculated as follows:

	2017	2016
	\$	\$
Aggregate future minimum lease payments	124,874	129,692
Less unearned finance income	(81,775)	(86,267)
Investment in lease <i>(note 8)</i>	43,099	43,425
Less current portion recorded in accounts receivable	(363)	(326)
Balance, end of year	42,736	43,099

Minimum future lease payments are expected to be as follows:

	\$
2018	4,818
2019	4,818
2020	4,818
2021	4,818
2022	4,818
Thereafter	100,784
Total	124,874

The University has recorded the amounts owed to the consortium under the lease assignment within the liabilities section of the Balance Sheet. The current portion of \$363 (2016 – \$326) is reported within accounts payable and accrued liabilities while the long-term portion is reported in long-term liabilities as \$42,736 (2016 – \$43,099) (*note 8*). This liability has been discounted at a rate of 10.5% and will reduce over the 35-year lease assignment term, concurrent with the reduction to investment in lease.

5. CAPITAL ASSETS

Capital assets consist of the following:

	2017			2016		
	Cost \$	Accumulated amortization \$	Net book value \$	Cost \$	Accumulated amortization \$	Net book value \$
Land	590,301	-	590,301	590,301	-	590,301
Buildings, facilities and infrastructure	1,245,341	509,459	735,882	1,245,667	479,832	765,835
Equipment and furnishings	136,379	82,419	53,960	146,481	90,708	55,773
Library books	57,910	57,910	-	59,353	59,353	-
Construction in progress	42,214	-	42,214	11,418	-	11,418
Art collection	5,858	-	5,858	5,788	-	5,788
Total	2,078,003	649,788	1,428,215	2,059,008	629,893	1,429,115

- a) During the year, the total cost of items added to library books was \$4,365 (2016 – \$4,334) and the total cost of items removed was \$5,808 (2016 – \$6,226).
- b) The Glendon campus land and a majority of the Keele campus land were acquired by grants. These grants had restrictive covenants, which have been registered on the title of the property, and which purport to limit use of the properties for educational or research purposes at the University level.

6. DEFERRED CONTRIBUTIONS

Deferred contributions represent unspent externally restricted grants and donations and unexpended available income on externally restricted endowments. The changes in deferred contributions are as follows:

	2017			2016		
	Research and other grants and contracts \$	Donations and expendable balances from endowments \$	Total \$	Research and other grants and contracts \$	Donations and expendable balances from endowments \$	Total \$
Balance, beginning of year	92,074	40,543	132,617	76,388	37,501	113,889
Contributions, grants and investment income	88,651	29,933	118,584	76,594	58,914	135,508
Transfers to revenue	(75,852)	(30,160)	(106,012)	(60,908)	(55,872)	(116,780)
Balance, end of year	104,873	40,316	145,189	92,074	40,543	132,617

7. CREDIT FACILITIES

The University has an unsecured demand operating facility in the amount of \$20 million. This facility bears interest at a rate that varies with the balances on deposit, ranging from the bank's prime rate of 2.7% plus or minus 0.5%. Letters of credit in the amount of \$5.4 million (2016 – \$3.9 million) have been utilized against this facility.

8. LONG-TERM LIABILITIES

Long-term liabilities consist of the following:

	2017 \$	2016 \$
Obligation under lease assignment (<i>note 4</i>)	43,099	43,425
Less current portion recorded in accounts payable and accrued liabilities	(363)	(326)
Long-term portion of obligation under lease assignment	42,736	43,099
Employee other benefits (<i>note 13</i>)	102,301	98,445
Total	145,037	141,544

9. LONG-TERM DEBT

Long-term debt consists of the following:

	2017	2016
	\$	\$
Debentures		
Senior unsecured debenture bearing interest at 6.48%, maturing on March 7, 2042	200,000	200,000
Senior unsecured debenture bearing interest at 5.84%, maturing on May 4, 2044	100,000	100,000
Senior unsecured debenture bearing interest at 4.46%, maturing on February 26, 2054	100,000	100,000
Senior unsecured debenture bearing interest at 3.58%, maturing on May 26, 2056	100,000	-
Other debentures bearing interest at 5.88% to 7.63%, maturing from 2018 to 2023 Weighted average interest rate is 7.17% (2016 – 7.07%)	2,269	2,861
Term Loans		
Term loan bearing interest at 4.50%, maturing in 2023	764	855
Mortgages		
Mortgage bearing interest at 5.38%, matured on July 1, 2016	-	25
	503,033	403,741
Unamortized transaction costs	(3,104)	(2,569)
	499,929	401,172
Less current portion	(623)	(708)
Total	499,306	400,464

Scheduled future minimum annual repayments of long-term debt are as follows:

	\$
2018	623
2019	505
2020	474
2021	506
2022	354
Thereafter	500,571
Total	503,033

Certain buildings, with an insignificant net book value, have been pledged as collateral for certain mortgages and certain term loans. The amount of interest expense during the year on long-term debt was \$26,804 (2016 – \$23,522).

10. DEFERRED CAPITAL CONTRIBUTIONS

The changes in the deferred capital contributions balance are as follows:

	2017 \$	2016 \$
Balance, beginning of year	384,464	349,943
Contributions received in the year	17,511	50,131
Amortization of deferred capital contributions	(16,219)	(15,610)
Balance, end of year	385,756	384,464
Comprising:		
Capital contributions - expended	377,320	360,632
Capital contributions - unexpended	8,436	23,832
Balance, end of year	385,756	384,464

11. INTERNALLY RESTRICTED NET ASSETS

Details of internally restricted net assets are as follows:

	2017 \$	2016 \$
Departmental carryforwards	51,744	36,511
Academic strategic investment and contingency fund	21,919	26,290
Progress through the ranks	-	3,704
Computing systems development	13,973	11,399
Contractual commitments to employee groups	7,357	5,499
Research programs	25,495	24,133
Employee pension benefits (<i>note 13</i>)	204,069	82,642
Sinking fund	66,513	63,225
Investment in capital assets	64,453	81,987
Land appraisal reserve	585,602	585,602
Capital reserve	98,586	76,306
Future funded capital projects	(25,582)	(27,249)
Total	1,114,129	970,049

Internally restricted net assets include funds committed for specific purposes that reflect the application of the Board of Governors' policy as follows:

- i. Departmental carryforwards – These represent the cumulative positions of all Faculties and Divisions with net unspent balances at year-end. Under Board policy, which is approved annually, Faculties and Divisions are entitled to carry forward the net unspent funds from previous years' allocations. These funds provide units with a measure of flexibility established through prudent administration over several years to assist with future balancing of their budgets in the face of additional anticipated budget reductions, as well as resources that are to meet commitments made during the year.
- ii. Academic strategic investment and contingency fund – This represents funds set aside to address future academic and strategic initiatives of the University.

- iii. Progress through the ranks (“PTR”) – This is the cumulative difference between the amounts paid for progress through the ranks salary adjustments and the budget funds provided under York’s salary recovery policy. PTR adjustments are planned to be self-funding over time. Effective with the implementation of the University’s new budget model, PTR is now budgeted annually.
- iv. Computing systems development – The University is planning to implement or upgrade several administrative computing and information systems. These appropriated funds support forward commitments for these systems planned or in progress, as well as planned future stages of system implementation not yet contracted for at year-end.
- v. Contractual commitments to employee groups – This is the net carryforward of funds to meet future commitments defined under collective agreements with various employee groups.
- vi. Research programs – This represents appropriations for internally-funded research.
- vii. Employee pension benefits – This represents the pension asset associated with the pension plan.
- viii. Sinking fund – This represents funds set aside to retire capital debt.
- ix. Investment in capital assets – This represents the net amount of capital assets funded using internal capital.
- x. Land appraisal reserve – This represents the increase to the appraised value of University land, as at May 1, 2011.
- xi. Capital reserve – This represents funds restricted for deferred maintenance, capital emergencies and capital projects planned or in progress.
- xii. Future funded capital projects – This represents projects that will be funded in the future through a combination of budget allocations, donations and debt.

12. ENDOWMENTS

Endowments include restricted donations received by the University and funds that have been internally designated. Investment returns generated from endowments are used in accordance with the various purposes established by the donors or by the Board of Governors. On an annual basis, the University determines the distribution for spending after a review of each individual endowment’s original contribution, market value, and consideration of the long-term objective to preserve the purchasing power of each endowment.

The changes in net assets restricted for endowments are as follows:

	2017			2016		
	Internally restricted \$	Externally restricted \$	Total \$	Internally restricted \$	Externally restricted \$	Total \$
Balance, beginning of year	15,531	382,229	397,760	42,038	396,446	438,484
Contributions	-	3,421	3,421	-	15,074	15,074
Investment income (loss)	2,314	64,729	67,043	(1,347)	(16,385)	(17,732)
Available for spending	(96)	(11,828)	(11,924)	(24,248)	(13,818)	(38,066)
Transfers	(455)	455	-	(912)	912	-
Balance, end of year	17,294	439,006	456,300	15,531	382,229	397,760

Ontario Student Opportunity Trust Fund and Ontario Trust for Student Support

Externally restricted endowments include grants from the Government of Ontario under the Ontario Student Opportunity Trust Fund ("OSOTF") and the Ontario Trust for Student Support ("OTSS") matching programs. These programs provided matching funds for eligible endowment donations in support of student aid. Investment income earned on these funds is used to finance awards to qualified students.

The position of these fund balances, at book and market value, are calculated as follows:

For the year ended April 30	OSOTF I	OSOTF II	2017	2016
	\$	\$	\$	\$
Endowment Funds:				
Endowment at book value, beginning and end of year	67,583	10,714	78,297	78,297
Endowment at market value, end of year	106,902	16,218	123,120	110,230
Expendable Funds:				
Balance, beginning of year	20,789	1,590	22,379	16,417
Realized investment gains, net of capital protection	7,293	1,091	8,384	11,346
Bursaries awarded	(3,938)	(626)	(4,564)	(5,384)
Expendable funds available for awards, end of year	24,144	2,055	26,199	22,379
Number of bursaries awarded	2,108	322	2,430	2,291

OTSS	2017	2016
For the year ended March 31*	\$	\$
Endowment Funds:		
Endowment at book value, beginning and end of year	45,764	45,764
Endowment at market value, end of year	67,492	61,916
Expendable Funds:		
Balance, beginning of year	12,442	7,290
Realized investment gains, net of capital protection	4,817	7,154
Bursaries awarded	(2,134)	(2,002)
Expendable funds available for awards, end of year	15,125	12,442
Number of bursaries awarded	1,259	1,055

*As per reporting guidelines as determined by the Ministry of Training, Colleges and Universities.

The expendable funds available for awards are included in deferred contributions (*note 6*) on the Balance Sheet.

13. EMPLOYEE BENEFIT PLANS

The University has a number of funded and unfunded benefit plans that provide pension, other retirement and post-employment benefits to most of its employees. The pension plan is a defined contribution plan, which has a defined benefit component that provides a minimum level of pension benefits. The most recent actuarial valuation for funding purposes for the pension plan was performed as at December 31, 2016.

Other retirement benefit plans are contributory health care plans with retiree contributions adjusted annually. A plan also provides for long-term disability income benefits after employment, but before retirement. The most recent actuarial valuation for other post-retirement benefits was performed as at November 1, 2014. The most recent actuarial valuation for post-employment benefits was performed as at April 30, 2017.

Information about the University's benefit plans is as follows:

	2017		2016	
	Pension benefit plan \$	Other benefit plans \$	Pension benefit plan \$	Other benefit plans \$
Plan surplus (deficit), beginning of year	82,642	(98,445)	104,628	(91,138)
Employee benefit plan expense	(35,161)	(9,642)	(31,679)	(10,869)
Remeasurements	110,031	905	(35,529)	(1,537)
Employer contributions	46,557	4,881	45,222	5,099
Plan surplus (deficit), end of year	204,069	(102,301)	82,642	(98,445)
Additional Information:				
Plan assets	2,464,927	-	2,128,389	-
Plan obligations	(2,260,858)	(102,301)	(2,045,747)	(98,445)
Plan surplus (deficit), end of year	204,069	(102,301)	82,642	(98,445)
Employee contributions	31,406	-	29,541	-
Benefits paid and administrative expenses	94,994	4,881	87,877	5,099

Remeasurements consist of actuarial gains (losses) and the difference between expected and actual investment returns on plan assets.

The pension plan surplus is recorded in assets on the Balance Sheet. The other benefit plan deficiency is included in long-term liabilities (*note 8*) on the Balance Sheet.

The significant actuarial assumptions adopted in measuring the University's accrued benefit surplus (deficit) and benefit costs are as follows:

	2017		2016	
	Pension benefit plan %	Other benefit plans %	Pension benefit plan %	Other benefit plans %
Accrued benefit surplus (deficit)				
Discount rate	5.75	5.75	5.75	5.75
Rate of inflation	2.00	2.00	2.00	2.00
Rate of compensation increase	4.00	4.00	4.00	4.00
Benefit expense				
Discount rate	5.75	5.75	6.00	6.00
Rate of inflation	2.00	2.00	2.00	2.00
Expected long-term rate of return on plan assets	5.75	-	6.00	-
Rate of compensation increase	4.00	4.00	4.50	4.50

For measurement purposes, 4.77% (2016 – 4.82%) and 4.99% (2016 – 5.07%) annual increases in the cost of covered health care benefits were assumed for the post-retirement benefit and post-employment benefit plans, respectively. For both plans, the rate of increase was assumed to decrease gradually to 4.00% (2016 – 4.00%) in 2030 and remain at that level thereafter.

The assets of the pension benefit plan are invested as follows:

	2017 %	2016 %
Equities	59	57
Fixed income	30	33
Other	11	10
Total	100	100

14. ADDITIONAL INFORMATION

The net change in non-cash balances related to operations consists of the following:

	2017 \$	2016 \$
Accounts receivable	(23,153)	(2,776)
Inventories	442	(58)
Prepaid expenses	(1,133)	(2,485)
Accounts payable and accrued liabilities	(5,421)	4,996
Deferred revenue	3,017	(18,633)
Deferred contributions	12,572	18,728
Net change in non-cash balances related to operations	(13,676)	(228)

The purchase of investments is calculated as follows:

	2017	2016
	\$	\$
Change in investments	(191,280)	(33,002)
Investment income (loss) on externally restricted endowments less amounts made available for spending (note 12)	52,901	(30,203)
Purchase of investments, net	(138,379)	(63,205)

The purchase of capital assets is calculated as follows:

	2017	2016
	\$	\$
Additions to capital assets	(44,407)	(61,730)
Change in current year, from the previous year, in accounts payable and accrued liabilities related to capital asset additions	3,434	(7,867)
Donations of artwork	70	272
Purchase of capital assets	(40,903)	(69,325)

As at April 30, 2017, accounts payable and accrued liabilities include government remittances payable of \$2,880 (2016 – \$18,217).

15. RELATED ENTITY

The University is a member, with eleven other universities, of a joint venture called TRIUMF, Canada's national laboratory for particle and nuclear physics located on the University of British Columbia ("UBC") campus. TRIUMF is an unincorporated registered charity, and each university has an undivided 8.33% (2016 – 8.33%) interest in its assets, liabilities and obligations. The land and buildings it occupies are owned by UBC. The facilities and its operations are funded by federal government grants, and the University has made no direct financial contribution to date. TRIUMF's net assets are not contemplated to be and are not readily realizable by the University. The University's interest in the assets, liabilities and results of operations are not included in these financial statements (see also note 16(c)).

The following financial information as at March 31 for TRIUMF was prepared in accordance with Canadian Public Sector Accounting Standards, including accounting standards that apply to government not-for-profit organizations, except that all capital assets and related provisions for decommissioning costs, if any, are expensed in the year in which the costs are incurred.

	2017	2016
	\$	\$
	(Unaudited)	(Audited)
Statement of Financial Position		
Total assets	47,731	32,020
Total liabilities	20,136	8,322
Total fund balances	27,595	23,698
Statement of Combined Funding/Income and Expenses		
Revenue	74,626	71,873
Expenses	70,729	68,286
Surplus of revenue over expenses	3,897	3,587

16. COMMITMENTS AND CONTINGENT LIABILITIES

a) **Litigation and other regulatory proceedings**

The nature of the University's activities is such that there is usually litigation and/or other regulatory proceedings pending or in prospect at any one time. With respect to known claims at April 30, 2017, the University believes it has valid defences and appropriate insurance coverage in place. Therefore, such claims are not expected to have a material effect on the University's financial position. There exist other claims or potential claims where the outcome cannot be determined at this time. Should any additional losses occur, they would be charged to income in the year they can be estimated.

b) **Canadian University Reciprocal Insurance Exchange ("CURIE")**

The University participates in a reciprocal exchange of insurance risks in association with other Canadian universities. This self-insurance reciprocal, CURIE, involves a subscriber agreement to share the insurable property and liability risks of member universities for a term of not less than five years. Plan members are required to pay annual deposit premiums, which are actuarially determined and expensed in the year. Plan members are subject to further assessment in proportion to their participation in the event premiums are insufficient to cover losses and expenses. As at December 31, 2016, CURIE was fully funded.

c) **TRIUMF**

While there is no intention of decommissioning the TRIUMF facilities, the TRIUMF joint venture members have complied with federal legislation by putting in place a decommissioning plan, including a funding plan, in the event TRIUMF is decommissioned. The decommissioning plan is updated regularly in compliance with TRIUMF's licensing requirements. As at March 31, 2016, the balance in the fund, \$10.9 million, is held in an escrow account to fund decommissioning costs. Each member university has entered into an agreement confirming they will share the cost of any funding shortfall in the event decommissioning costs exceed funding available for decommissioning.

d) **Capital and other commitments**

The estimated cost to complete committed capital and other projects as at April 30, 2017 is approximately \$85.1 million. These capital projects will be financed by government grants, internal funds, and fundraising.

17. FINANCIAL INSTRUMENTS

The University is exposed to various financial risks through transactions in financial instruments.

Foreign currency risk

The University is exposed to foreign currency risk with respect to its investments denominated in foreign currencies, including the underlying investments of its pooled funds denominated in foreign currencies, because the fair value and future cash flows will fluctuate due to the changes in the relative value of foreign currencies against the Canadian dollar. The University uses foreign currency forward contracts to manage the foreign currency risk associated with its investments denominated in foreign currencies (*note 3*).

Interest rate risk

The University is exposed to interest rate risk with respect to its investments in fixed income investments including a pooled fund that holds fixed income securities, its investment in lease and offsetting liability, and with respect to its fixed rate debt, because the fair value will fluctuate.

Credit risk

The University is exposed to credit risk in connection with its accounts receivable and its short-term and fixed income investments because of the risk that one party to the financial instrument may cause a financial loss for the other party by failing to discharge an obligation. The credit quality of fixed income investments is managed by the University's investment managers in accordance with policies of the University. The external managers are responsible for the regular monitoring of credit exposures. The majority of the University's investments in fixed income securities are of investment grade.

Other price risk

The University is exposed to other price risk through changes in market prices (other than changes arising from interest rate or currency risks) in connection with its investments in equity securities and pooled funds.

Liquidity risk

The University is exposed to liquidity risk to the extent that it will encounter difficulty in meeting obligations associated with its financial liabilities.

Board of Governors

Memorandum

To: Board of Governors

From: Ozench Ibrahim, Chair, Finance and Audit Committee

Date: 27 June 2017

Subject: Appointment of External Auditors

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve the reappointment of Ernst & Young LLP as the auditors for the University for the fiscal year 2017-2018 under terms and fees to be negotiated similar to prior years.

Background:

York University is required to have an external audit conducted annually. Ernst & Young has been retained by the University as its external auditor for in excess of 20 years.

There are currently only two of the four major accounting firms in Canada that have substantial expertise in auditing universities in Ontario. Ernst & Young is one of them.

York's administration reviews the service levels annually. In addition, the University performs a review of the fees that are charged and compares them with the fees paid by other Ontario universities. The current fee level is in line with rates charged to institutions of similar sizes. Attached for reference is the recent survey of audit fees for Ontario universities.

The University has been assigned Diana Brouwer, CPA, CA as our lead partner of Ernst and Young. Diana is an Assurance Partner specializing in the Canadian government and not-for-profit sectors. Diana has volunteered within the Public Sector Accounting Board on a taskforce and has also been a speaker at various conferences. Diana was

Board of Governors

the audit partner for the University of Toronto for many years and has been working on York's audit for the last four years.

AUDIT FEES CHARGED TO UNIVERSITIES OF ONTARIO

	REGULAR (\$)			ENROLMENT (\$)		
	2012-13	2013-14	2015-16	2012-13	2013-14	2015-16
Algoma	38,595	35,000	33,500	1,750	1,850	1,950
Brock	99,830	84,200	76,000	10,800	11,000	11,000
Carleton	85,130	74,130	72,950	12,660	12,660	12,630
Guelph	115,120	142,600	100,000	5,500	5,500	5,000
Lakehead	30,100	30,100	31,600	3,900	3,920	4,000
Laurentian	52,850	43,350	42,775	13,000	13,000	11,020
McMaster	123,500	123,500	129,500	23,000	22,000	22,000
Nipissing	32,900	30,500	26,950	3,800	3,800	4,190
NOSM	23,875	23,500	24,000	0	0	0
OCADU	58,000	59,500	63,000	7,750	8,000	8,250
UOIT	100,500	78,000	74,250	12,000	12,000	12,750
Ottawa	120,000	108,000	117,000	12,600	13,200	23,500
Queen's	114,500	104,500	108,000	10,200	10,500	11,000
Ryerson	85,000	86,500	88,000	15,000	15,000	15,000
Toronto	125,300	118,800	113,000	7,750	6,500	6,500
Trent	53,925	53,475	57,500	20,200	23,275	21,000
Waterloo	136,080	119,016	124,200	13,500	13,770	14,580
Western	131,000	111,700	117,400	14,000	14,100	14,400
Wilfrid Laurier	85,100	72,600	64,800	6,750	7,000	13,700
Windsor	70,200	71,600	71,600	4,900	5,000	7,000
York	126,000	119,700	119,700	8,900	8,900	7,500
Total (\$)	1,807,505	1,690,271	1,655,725	207,960	210,975	226,970

Board of Governors

AUDIT FEES CHARGED TO UNIVERSITIES OF ONTARIO

	CAPITAL (\$)			OTHER PROVINCIAL (\$) ¹		
	2012-13	2013-14	2015-16	2012-13	2013-14	2015-16
Algoma	995	0	1,100	2,400	0	0
Brock	2,975	4,500	7,650	0	0	0
Carleton	7,900	7,900	3,710	12,400	2,400	6,580
Guelph	5,355	7,140	7,850	74,340	43,050	37,500
Lakehead	2,000	2,000	2,000	11,050	7,880	8,405
Laurentian	3,500	3,100	3,100	6,400	4,800	4,800
McMaster	10,000	12,700	8,500	69,675	113,150	71,300
Nipissing	3,000	2,000	1,000	0	0	0
NOSM	0	0	1,950	7,725	7,875	8,270
OCADU	8,100	2,700	3,525	0	0	13,900
UOIT	4,500	3,000	3,000	0	0	0
Ottawa	3,900	4,100	4,800	21,700	33,850	49,650
Queen's	6,300	6,350	2,950	6,000	17,650	15,150
Ryerson	2,850	10,650	11,100	33,700	25,250	18,925
Toronto	10,400	10,400	24,300	107,350	106,650	73,200
Trent	1,200	1,200	1,200	2,700	3,225	2,075
Waterloo	3,240	3,294	3,456	69,012	46,008	123,120
Western	1,700	3,600	3,650	39,750	34,700	53,200
Wilfrid Laurier	5,100	1,400	5,900	0	1,200	0
Windsor	8,900	5,000	4,950	4,550	8,650	4,150
York	5,700	4,500	4,500	47,500	85,500	37,250
Total (\$)	97,615	95,534	110,191	516,252	541,838	527,475

Board of Governors

Memorandum

To: Board of Governors

From: Ozench Ibrahim, Chair, Finance and Audit Committee

Date: 27 June 2017

Subject: Execution of Lease Extension, Miles S. Nadal Management Centre

Recommendation

The Finance and Audit Committee recommends that the Board of Governors approve to extend and amend the agreement with Cadillac Fairview for the existing space in the Ernst & Young Tower at 222 Bay Street, Toronto, for the Miles S. Nadal Downtown Management Centre of the Schulich School of Business through July 31, 2027.

Lease Information

This offer from Cadillac Fairview to extend and amend the Terms and Conditions of the present lease covers a ten year period commencing August 1, 2017 and includes a Tenant Improvement Allowance of \$300,000.

Two basic options were explored; a 5 year and a 10 year lease. Given the circumstances of Schulich's long-term commitment to be downtown, and its substantial investment in improvements in this location, negotiating every 5 years is not as cost effective as a 10 year lease term. The 5 year lease offer precluded the possibility of a Tenant Improvement Allowance valued at \$300,000, which was included in the 10 year option.

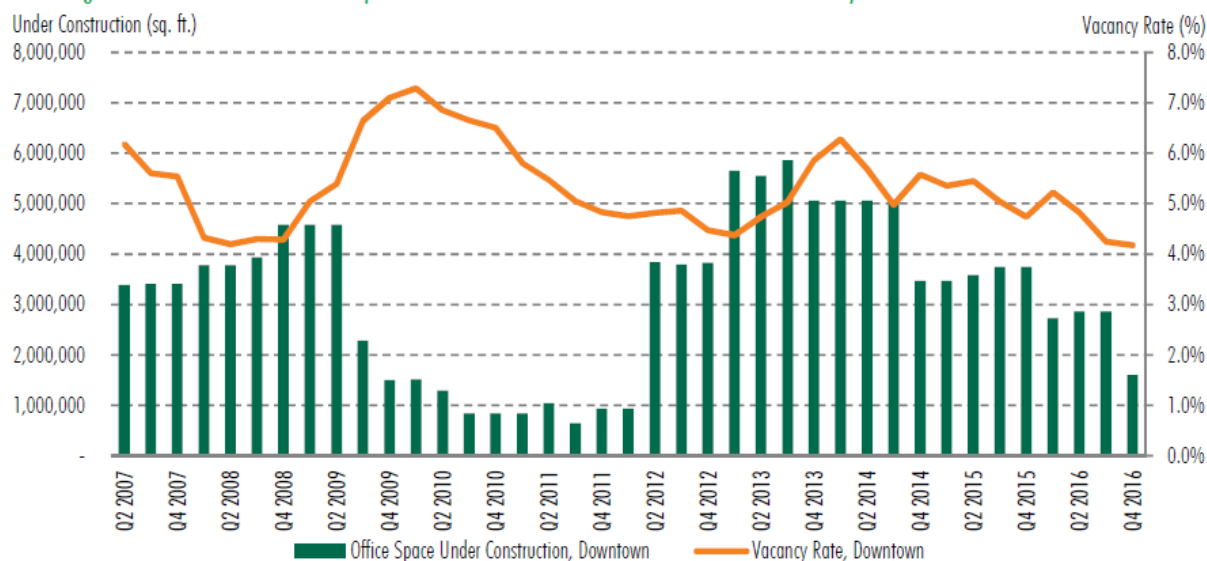
The Downtown Office Market

Demand in the downtown office market continues to outpace new supply, resulting in a very tight office market. These market conditions are expected to continue for the next several years. The downtown office market has reached a vacancy rate of 4.2%, the lowest vacancy rate in recorded history, and the lowest downtown vacancy rate in North America, illustrated in Fig. 2.

Board of Governors

Given current market conditions, both net asking rental rates and achieved net effective rates are expected to increase in the Financial Core.

Figure 2: Downtown Toronto Office Space Under Construction vs. Downtown Toronto Office Vacancy Rate



Source: CBRE Research, Q4 2016.

Q4 2016 CBRE Research

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The terms of the lease extension have been reviewed to the satisfaction of University Counsel. At York's request, some language of the original lease has been modified to make it consistent with the University's current risk management practices and insurance requirements.

The proposal for the two options considered is outlined below:

Current Rent		Option 1 5 years - No tenant Improvement Allowance			Option 2 10 years – with 5 year review option + tenant improvement allow			
Rate per Sq. Ft.	Total	Rate per Sq. Ft.			Rate per Sq. Ft.	Total	Tenant Improvement Allowance	
\$22.50	\$461,514	Year 1-2	\$25.70	\$527,152	Year 1-3	\$26.25	\$538,434	\$300,000
		Year 3-5	\$26.75	\$548,690	Year 4-6	\$28.75	\$589,713	
					Year 7-10	\$31.25	\$640,993	

*According to CBRE Marketview, Net Rent, Q4 2016 (\$SF) is \$30.68 compared to \$26.53 for the entire downtown office market.

Board of Governors

Option 2 was considered the preferred option for a number of reasons:

1. This option included a much needed option of a \$300,000 tenant allowance which will permit the University to complete the required renovations to classroom layout and furniture upgrades that were not able to be covered in the previous renovation.
2. York's space is somewhat unique in the typical downtown market including the TSE Boardroom designated a historic facility and the double column grid that prevails on this particular floor, and the fact that it is a fire "cross-over floor" that requires a continuous corridor layout.
3. Other than the new E&Y Tower due for completion in 2017, no significant further office developments are currently under construction. Available space is at a premium.

Board of Governors

Memorandum

To: Board of Governors

From: Ozench Ibrahim, Chair, Finance and Audit Committee

Date: 27 June 2017

Subject: Campus Washroom Renewal Upgrade Program

Recommendation:

The Finance and Audit Committee recommends that the Board of Governors approve a capital project to upgrade public washrooms on the Keele and Glendon Campuses for a value of up to \$3.5 million.

Background:

In January 2016, under the Institutional Integrated Resource Planning (IIRP) exercise that was sponsored by the Vice-President Finance and Administration and the Provost, the working group on Campus Experience undertook a review of public spaces in relation to campus experience. The working group included representation from students, staff and faculty, and the review included surveys and an open forum seeking student input on use of public spaces and perception of public spaces. The responses from the open forum and the surveys pointed to an overall dissatisfaction with the condition of public spaces, particularly washrooms. The survey results supported the need identified by Campus Services and Business Operations (CSBO), based on the number of closures and service calls for repairs for these spaces.

Rationale:

Upgrades and renewal of campus washroom suites will address the issues identified in the IIRP, Campus Experience working group's report and have a positive impact on the student experience; it will also support retention efforts, and assist the University in meeting AODA guidelines.

Board of Governors

An inventory of all washrooms on both campuses was conducted and targeted 59 of the most run down and in need of renovation at both the Keele and Glendon campuses. The locations are mainly in older academic buildings, built in the 1960s.

Criteria used to select the washrooms to renovate is based on 1) consultation with CSBO Maintenance and Custodial Services, all Faculty Facilities Managers and feedback from the IIRP Survey, 2) washrooms located in the highest pedestrian traffic areas and building occupancy 3) present state of repair.

The cost projection for renovations is based on the current bathroom that York's Housing Services is undertaking and recent revocations on campus. Cost per square meter for renovation is estimated at \$5,207. The total budget to renovate the 59 washrooms over a five year period is \$7.1 million. The range of cost is \$50,000 to \$200,000 per washroom depending on the size of the facilities.

The University currently has \$3.5 million available in its capital reserves to commence this work and it is anticipated that somewhere in the range of 20 washrooms can be completed out of this initial allocation.

The IIRP report is recommending that the University budget \$1-2 million per year for the next five years to complete the renovation for all the washrooms identified in the inventory that require renovations.

The University will issue a public tender to select a vendor to commence this work during 2017.

Board of Governors

Memorandum

To: Board of Governors

From: Randy Williamson, Chair, Investment Committee

Date: 27 June 2017

Subject: **Endowment Distribution Accrual Rate 2017-18**

Recommendation:

The Investment Committee recommends that the Board of Governors approve a 2017-18 distribution accrual rate of \$4.02 per unit, representing an increase of \$0.06 per unit (1.52%) over the 2016-17 distribution accrual rate of \$3.96 per unit.

Background

The York University Endowment Fund includes all endowed donations received by York University and the former York University Foundation as restricted for the purposes designated by each donor. The restricted purposes are generally for provision of scholarships and bursaries, research chairs and other special projects. The endowed assets are invested in long-term investments in accordance with the Board approved Statement of Investment Policies and Procedures.

The responsibility for the investment of the funds resides with the Board of Governors of the University through its Investment Committee. Responsibility for setting of the distribution policy now resides with the Board Investment Committee as a result of revisions to the Terms of Reference of this Committee.

Smoothed Banded Inflation Spending Formula

The principle factors to be considered in the determination of the amount to be distributed each year per the new spending policy are:

- Fund performance represented by the 48-month moving average unit value (at April 30, 2017, 36 months of data had accrued)

Board of Governors

- Inflation rate represented by the year-over-year change in Toronto CPI as at fiscal year end

Rate setting guidance is duly expanded through additional consideration to:

- Capacity of individual endowments to sustain the dual objectives of steady inflation-adjusted spending and maintenance of purchasing power of capital
- Ability of individual endowments to meet the expectations documented in donor agreements
- Impact of spending rate on Endowment Fund accumulated earnings and the University budget process
- Subfund Accounting implementation efficiency
- Start-up period data constraints during lead up to 48-month standard, as to be attained as of April 30, 2018.

Following are the inputs for the proposed 2017-18 unit distribution accrual rate, as for spending commitment to be allocated to beneficiaries at beginning of fiscal 2018-19:

Actual and Proposed (P)	<u>Unit Value</u>	<u>Distribution Rate</u>	<u>Yield</u>
May 1, 2014	\$100.0000	\$3.90/unit	3.90%
April 30, 2015	\$106.8879	\$3.96/unit	3.70%
April 30, 2016	\$ 98.2817	\$3.96/unit	4.03%
April 30, 2017	\$111.6046	\$4.02/unit (P)	3.60% (P)

Factors, April 30, 2017	<u>12-Mo.</u>	<u>24-Mo.</u>	<u>36-Mo.</u>
Change in Unit Value (cumulative)	13.56%	4.41%	11.60%
Fund Rate of Return (annualized)	17.22%	6.25%	7.82%
CPI – Toronto (average annual)	2.22%	2.31%	1.90%
CPI – Canada (info, average annual)	1.64%	1.66%	1.38%

Proposed

Increase in Rate (avg. ann.) **\$4.02/unit** 1.52% 0.76% 1.54%

Proposed Distribution Rate 2017-18

Based on the factors above, administration recommends the 2017-18 distribution rate increase to **\$4.02 per unit**.

Board of Governors

The proposed distribution rate would incorporate an adjustment for the inflation rate increase for the last two years, catching up with the fact that for the last one year there had been no increase in the distribution accrual rate.

The overall impact of the conversion to the SBI methodology has resulted in more funding on average and overall to be distributed.

Given the one-year return of 17.22% and the two-year annualized return of 6.25% annualized, it is prudent to adopt a conservative approach. This is particularly an imperative for new endowments with less than two years invested.

The University has converted to a new budget model effective May 1, 2017. Under this new budget model any disruption in endowment distribution will have to be absorbed by the faculties. Faculty budgets continue to be under pressure and it is critical where possible to mitigate any pressures on their budgets. A decision to increase the distribution rate to \$4.02 per unit will serve to support the University and its faculty budgets.

On a yield basis, the proposed payout of \$4.02/unit represents 3.60% of the beginning of year unit value, which results in a planned withdrawal of a lower proportion of market value by comparison to the yield measure of 4.03% in 2016-17 providing additional support to the objective of preserving the real value of capital.

York University Board of Governors - Minutes

Meeting: Open Session 2 May, 2017 at 1:30 pm
5th Floor Kaneff Tower, Keele Campus

Present:	Regrets:	Others:
Rick Waugh, Chair Jacques Demers Sheila Forshaw Bill Hatanaka John Hunkin Ozench Ibrahim Vijay Kanwar Konata Lake Julie Lassonde Andy Lennox Bernie Lightman David McFadden Earle Nestmann Honey Sherman Mamdouh Shoukri Gregory Sorbara Paul Tsaparis Ajay Virmani Amanda Wassermuhl Bobbi-Jean White Randy Williamson Henry Wu Hana Zalzal Maureen Armstrong, Secretary Cheryl Underhill, Assistant Secretary	Elisa Alloul Laura Formusa Dan O'Hara Jane Rowe Lauren Sergio	Kurosh Amoui Domenico Cerisano Michael Charles Rob Haché Barbara Joy Guy Larocque Laurie Lawdon Rhonda Lenton Ran Lewin Alex Matos Ijade Maxwell Rodrigues Paul McDonald Kristin Morrison Ananya Mukherjee-Reed David Mutimer Jeff O'Hagan Lisa Philipps Trudy Pound-Curtis Bud Purves Mina Rajabi (YUGSA) Joel Roberts Liisa Stephenson Susan Webb Richard Wellen (YUFA) Robert Everett, Assistant Secretary Elaine MacRae, Board Coordinator

I. OPEN SESSION

1. Chair's Items

- a. Report on Items Decided in the Closed Session

The Chair reported that the following items were decided in the Closed session:

- The re-appointment of Gregory Sorbara as Chancellor of York University for a three-year term commencing 1 June 2017

York University Board of Governors - Minutes

- the appointment of Carol McAulay as the Vice-President Finance & Administration for a five-year term commencing 30 October 2017
- the appointment of David Mutimer as a Senate nominee to the Board, and Joel Roberts as a student nominee to the Board, each to serve a two-year term from 1 July 2017 to June 30, 2019
 - b. Consent Agenda Approval

The Board approved by consent:

- the minutes of the meeting of 28 February 2017
- the annual approvals of the three Occupational Health & Safety; Workplace Violence; and Workplace Harassment policies

2. Executive Committee

- a. Action Taken on Behalf of the Board

Referring to the written report circulated with the agenda, the decisions taken by the Executive Committee on time-sensitive matters were noted.

- b. External Relations Terms of Reference and Mandate

The documentation circulated with the agenda was noted. The External Relations committee completed its mandate review exercise. The proposed revisions reflect its current focus and activities. It was duly *agreed*,

That the Board of Governors approve the revisions to the Mandate and Terms of Reference of the External Relations Committee, as set out in Appendix A.

- c. Vice-Chair / Chair-Elect Selection Advisory Committee

Following the Executive Committee meeting held earlier in the day, revisions were made to the proposed membership of the Vice-Chair / Chair-Elect Selection Advisory Committee. In addition to the members of the Governance & Human Resources Committee, the members of the Executive Committee will participate on the selection committee to ensure the input of the Board committee chairs in the selection exercise. Revised documentation was distributed at the meeting; a copy is filed with these minutes. It is anticipated that a nomination for the Vice-Chair / Chair-Elect will come to the Board for approval in June. It was duly *agreed* that,

The Board of Governors approve that the members of the Governance and Human Resources and Executive Committees serve as the members of the Selection Advisory Committee to propose the name of the Vice-Chair/Chair-

York University Board of Governors - Minutes

Elect, with the exception of any member(s) of the committees who lets their name stand for consideration for the Vice-Chair / Chair-Elect position.

Governors were invited to submit to the Secretary suggestions for the criteria by which the Vice-Chair / Chair-Elect nominees would be considered, and for names of individuals who it was believed would best fill the chair's position when Mr. Waugh steps down in June 2018.

3. President's Items

The President provided the following remarks:

- The contributions to the University by outgoing Dean of Graduate Studies Barbara Crow
 - Welcoming all the Interim academic administrators, including Interim Deans, Richard Hornsey at the Lassonde School of Engineering; Ravi de Costa at the Faculty of Environmental Studies, and Fahimul Quadir at the Faculty of Graduate Studies; Interim Vice-President Academic and Provost Lisa Philipps, and Interim Vice-President Finance & Administration Trudy Pound-Curtis
 - The appointment of Debbie Hansen as the Executive Director of the new Community Support & Services Department
 - His recent speaking engagements at the International Society for Innovation Management and the Canada UK Chamber of Commerce
 - Highlights of both the recent Federal and Provincial budgets
 - Progress on the second Strategic Mandate Agreement with the Province
 - A gift of \$2M by the Bank of Montreal to the School of Public Affairs, Glendon
 - Successful alumni event in New York City to the Tony nominated Broadway play written by two York alumni, Come from Away
- a. Briefing in the Shared Accountability & Resource Planning Budget Model

The Interim Vice-President Finance & Administration, Trudy Pound-Curtis, provided a presentation on the implementation of the new SHARP budget model; a copy of the slides is filed with these minutes. The new model is a tool that enables financial decision-making within the Faculties and administrative units; the accountability framework for financial decisions and oversight is not changing. Careful preparation has been done for the implementation of the new budget model as of 1 May 2017, including contingency plans for transition issues.

b. Kudos Report

The report as distributed was noted.

York University Board of Governors - Minutes

4. Academic Resources Committee

- a. Establishment of the Helen Carswell Chair in Community Engaged Research in the Arts

Documentation was noted, and a correction made to the name of the proposed Chair. It was duly *agreed* that the **Board of Governors approve the establishment of the Helen Carswell Chair in Community Engaged Research in the Arts.**

5. External Relations Committee

In support of the Committee's goal of creating opportunities for governors to deepen their knowledge of activities taking place at York, Ms Lassonde noted the campus tour and presentation by faculty members on two exciting University research projects held in April. Additionally, a new set of "points of pride" was identified and highlighted for governors.

6. Finance and Audit Committee

As required, the Committee received and reviewed the audited Student Association Financial Statements at its meeting in May. It also received a status report on the operating budget.

- a. Student Referendum Fees

Ms. Ibrahim spoke to the documentation included in the agenda. Having confirmed that the quorum requirements for the referenda were met, it was duly *agreed* that,

the Board of Governors approve the following referenda results:

1. **Graduate Student Pub: Implement a one-time levy of \$3.04 per graduate student (full and part time) per term, for three consecutive terms, to contribute towards a graduate/faculty pub. The levy will begin in Summer 2017 or Fall 2017, depending on the processing time required by Student Financial Services. This fee will not apply to Graduate Students in the Schulich School of Business.**
2. **Legal & Literary Society Orientation Fee: Implement a Juris Doctorate student levy of \$70, effective Fall 2017, for incoming first year students and exchange students, with an opt-out provision.**
3. **Legal & Literary Society Fee Indexing: Adjust annually, all current and future Legal & Literary Society levies, paid by Juris Doctorate students, to increase or decrease annually in accordance with the Toronto Consumer Price Index. This will impact the Faculty Government – LLB, the Osgoode Yearbook and the Legal and Literary Society Orientation Fees.**

York University Board of Governors - Minutes

7. Governance & Human Resources

Mr McFadden reported that the committee continued its discussion of nominees for membership on the Board, with decisions taken to move forward with several candidates. At least one formal nomination to the Board is anticipated at its next meeting in June. It also reviewed an updated version of the draft Executive Compensation Policy. Once finalized, the policy will come to the Board for approval as required by the Province. The committee also received a briefing on labour relations.

Mr McFadden gratefully acknowledged Professor Richard LeBlanc for providing all governors with a copy of his new book, *The Handbook of Board Governance*.

8. Investment Committee

On behalf of the Committee, Mr. Williamson reported on the investment performance of both the endowment and pension funds, noting that both are achieving strong results. The committees continue to monitor their respective fund managers' performance. And both the Investment Committee and the Pension Fund Board of Trustees are engaging the services of an external firm to provide a carbon footprint analysis of the Funds' equity holdings as a starting point to understand the portfolios' exposure to climate change risk and identify questions for further exploration.

9. Land and Property Committee

At its meeting the committee was briefed on the standing items of business including status reports on the Markham campus, subway expansion, the Quad student residence construction and the status of the capital construction projects in progress. Two points of significance are that:

- the York University subway station will be included on the Toronto Doors Open schedule in May, allowing the public to tour the station; and
- the Bergeron Centre for Engineering Excellence has been awarded LEED Gold certification

10. Other Business

There was none.

11. In Camera Session

An *in camera* session was held; no decisions were taken.

Rick Waugh, Chair _____

M. Armstrong, Secretary _____

Board of Governors

Memorandum

To: Board of Governors

From: Rick Waugh, Chair, Executive Committee

Date: June 27, 2017

Subject: Pension Fund Board of Trustees Appointments

Recommendation:

The Executive Committee recommends that Board of Governors approve the appointments and re-appointment below effective July 1, 2017 for a three-year term.

Background:

The Pension Fund Board of Trustees (BoT) has responsibility for the pension fund as delegated by the Board of Governors under a Trust Agreement. Its Terms of Reference, approved by the Board of Governors, specify that various bodies recommend members. Those recommended become members when they are approved by the Board of Governors and have signed an acknowledgement that they are bound by the Trust Agreement. Even though a specific body nominates a Trustee, once appointed, Trustees do not represent only that particular body, but have fiduciary responsibilities to all the members and beneficiaries of the pension plan.

The normal term of office is three years, with retiring members being eligible for re-appointment to a maximum of nine consecutive years.

Board of Governors

Nominees:

Sonny Day, as a YUSA nominee

Sonny Day is the 2nd Vice President of the York University Staff Association. Prior to working in the union office he has worked for over 10 years at York as an analyst in the University Information Technology department. He has served a co-chair of the YUSA Health and Safety Committee, and as a member of the Constitution & Policy Committee and as a steward, and has served on the YUSA Executive Board. This is Sonny's first term as a Pension Trustee.

Melanie Cao, as a YUFA nominee

Melanie Cao is a Professor of Finance in the Schulich School of Business, York University; she has been at York since 2000. Professor Cao has been teaching and conducting research in the finance and investments fields for 20 years, and she has a deep understanding of financial markets and products. She has experience working in the financial industry and consulting for financial firms in the past. She has a PhD in Finance from University of Toronto, and an MBA in Finance and Accounting from Queen's University. This is Melanie's first term as a Pension Trustee.

Amin Mawani, as a YUFA nominee

Amin is an Associate Professor of Taxation at the Schulich School of Business, researching and teaching is in the area of both personal and corporate tax-sheltered plans. He has graduate degrees in accounting (PhD, University Waterloo), economics (MA, University of Toronto) and law (LL.M in Taxation, Osgoode Hall Law School). He is a Chartered Professional Accountant (CPA, CMA), and is also a Certified Financial Planner (CFP). He currently teaches at both Schulich and Osgoode. This is Amin's first term as a Pension Trustee.

Walter Silva, as a CUPE 1356 nominee (re-appointment)

Walter Silva is a Plumber in the Maintenance Dept. of Campus Services & Business Operations. He has been working at York since 1989 and is currently the President of CUPE Local 1356. This is Walter's third term as a Pension Trustee.

Memo

To: Board of Governors
From: Ozench Ibrahim, Chair, Finance and Audit Committee
Date: 26 June 2017
Subject: **Banking Resolution Update**

Recommendation:

The Finance and Audit Committee recommend that the Board of Governors approve the following resolution to take effect 1 July 2017:

The following are the authorized signing officers on University bank accounts as approved by the Board as of 1 July 2017:

GROUP A

Chair, Board of Governors	Rick Waugh
President	Rhonda Lenton
Vice-President Academic & Provost (Interim)	Lisa Philipps
Vice-President Finance and Administration	Carol McAulay*
Secretary of the University	Maureen Armstrong

GROUP B

Assistant Vice-President Finance and CFO	Trudy Pound-Curtis
Comptroller	Aldo DiMarcantonio
Assistant Comptroller	Cameron Rogers
University Treasurer	Laurie M. Lawson
Senior Manager, General Accounting and Compliance	Sanish Samuel

For payments issued on the accounts held with the Bank of Montreal, HSBC Canada and the Royal Bank of Canada, any two signing officers of Group A and Group B are authorized to sign and/or endorse cheques, drafts, letters of credit, and orders for the payment of money.

All other banking obligations or liabilities of the University will require either two signatures of Group A or one of Group A and one of Group B.

*Effective 30 October 2017

Rationale

The Banking Resolution has been updated to reflect the change in President, Vice-President Academic & Provost, Vice-President Finance & Administration.

Board of Governors

Memorandum

To: Henry Wu, Chair, Academic Resources Committee

From: Robert Haché, Vice-President Research and Innovation

Date: June 26, 2017

Subject: VPRI Report

1. Granting Council Competition Results and Awards 2016/17

Social Sciences and Humanities Council (SSHRC)

Insight Grant supports research to build knowledge and understanding about people, societies and the world by supporting research excellence in all subject areas eligible for funding from SSHRC. Insight Grants provide long-term funding for mature research projects proposed by individuals or teams. Insight Grants may range from \$7,000 to \$400,000 for a minimum duration of 3 to 5 years; with a maximum amount per year of \$100,000.

SSHRC Insight Grant	2016/17	2015/16	2014/15	2013/14
Awards Received	25/67 applications	25/73 applications	17/85 applications	25/97 applications
Success Rate	37.3% (40%)	34.2%	20%	25.8%
Funding Received	\$3,131,014	\$3,203,210	\$3,365,058	\$5,473,526

Insight Development Grants support research in its initial stages. The grants enable the development of new research questions, as well as experimentation with new methods, theoretical approaches and/or ideas. Funding is provided for short-term research development projects, of up to two years

SSHRC Insight Development Grant	2016/17	2015/16	2014/15	2013/14
Awards Received	12/42 applications	15/43 applications	8/50 applications	15/42 applications
Success Rate	28.6% (32.1)	34.9%	16%	28.8%
Funding Received	\$646,858	\$781,594	\$476,758	\$918,792

Partnership Development Grant (PDG) supports research and related activities in the social sciences and humanities, including knowledge mobilization and the meaningful involvement of students and new scholars, by fostering new research partnership activities involving existing and/or potential partners; or – design and test new partnership approaches for research and/or related activities that may result in best practices or models that either can be adapted by others or have the potential to be scaled up at a regional, national or international level.

SSHRC PDG	2016/17	2015/16	2014/15	2013/14
Awards Received	0/3 applications	3/9 applications	3/6 applications	2/4 applications
Success Rate	0% (37.1%)	33.3%	50%	50%
Funding Received	\$0	\$573,391	\$584,918	\$626,792

Connection Grant supports the potential of social sciences and humanities research for intellectual, cultural, social and economic influence, benefit and impact on and beyond the campus by supporting specific activities and tools that facilitate the flow and exchange of research knowledge.

SSHRC Connection Grant	2016
Awards Received	7/9 applications
Success Rate	77.8%
Funding Received	\$174,258

SSHRC did not provide any information on overall success rates.

Partnership Grant- PENDING

Natural Sciences and Engineering Research Council of Canada (NSERC)

Discovery Grant (DG) program is NSERC's largest and longest-standing program. It accounts for about one-third of NSERC's annual budget. The DG Program is highly valued within the Canadian research community. Supports ongoing research programs with long-term goals, rather than a single short-term project or collection of projects. Grant holders typically receive up to five years of funding before they must apply for their next Discovery Grant.

NSERC DG	2016/17	2015/16	2014/15	2013/14
Awards Received	48/77 applications	30/52 applications	38/57 applications	34/57 applications
Success Rate	61.8%	57.7%	66.7%	59.65%
Funding Received	\$6,616,890	\$4,670,000	\$5,598,000	\$4,530,000
With Additional Funds*	\$6,917,890			

*Additional

York has received one **Discovery Grants Supplement** for \$40,000/year for three years to a researcher who received a Discovery grant in the last competition and whose research addresses a specific target area.

York has also received one **Discovery Accelerator Supplement (DAS)** - this is an extra \$40,000/year for three years on top of the regular Discovery grant for the researcher.

NSERC has not provided any additional information on statistics or success rates.

Sub-Atomic Physics (SAP) Discovery Grants- York received one award for one year of \$46,000.

Northern Research Supplement (NRS) -York received 1 award out of 3 applications, for total funding of \$15,000. Last year York submitted one NRS application and it was not successful.

Research Tools and Instruments grants (RTI) university researchers are able to obtain up to \$150,000 in support for research tools and instruments with a net cost between \$7,001 and \$250,000. Universities are provided with a quota for the number of RTI applications that they can submit to NSERC. This quota is based on the number of NSERC-funded researchers at the university.

NSERC RTI	2016/17	2015/16	2014/15	2013/14
Awards Received	5/14 quota applications	2/12 quota applications	6/12 applications	3/8 applications
Success Rate	35.7%	16.7%	50%	37.5%
Funding Received	\$594,761	\$291,458	\$657,955	\$345,303

Strategic Partnership Grant to increase research and training in targeted areas that could strongly enhance Canada's economy, society and/or environment within the next 10 years. Research and training under these grants must be conducted through a partnership between academic researchers and industry or government organizations. York submitted four letters of intent (LOI) and one was invited forward for consideration. This is the first year that this competition has an LOI stage so there are no previous year results available for comparison. NSERC has not provided any information on national success rates.

Canadian Institutes of Health Research (CIHR)

Project Grant is designed to capture ideas with the greatest potential to advance health-related fundamental or applied knowledge, health research, health care, health systems, and/or health outcomes.

CIHR Project Grant	2016
Accepted for Final stage	9/17 applications
Applications Approved	3
Funding Received	\$2,723,399
Success Rate	33% (37.6%)

Early Researcher Awards

York University Professors Ian Garrett, Theodore Noseworthy, Sapna Sharma and Graham Wakefield have each received \$140,000 in funds through the Ontario government's Early Researcher Awards program. These awards help support early career researchers and provide the resources to continue to build their innovative programs.

Graduate Awards

Banting Postdoctoral Fellowships provides \$70,000 a year for up to two years

- Heather Fitzsimmons Frey, AMPD, Theatre with supervisor Marlis Schweitzer

Vanier Graduate Scholarships provides \$50,000 per year for up to three years

- Erica Tatham, Clinical Psychology
- Tyrone Hall, Communication and Culture
- Elan Marchinko, Theatre
- Kam Phung, Schulich - Administrative Studies
- Claudia Siconolfo, Cinema and Media Studies

2. International Rankings:

Ranked	Area	Ranking
#3 Internationally, #1 in Canada	Ethics	Center for World University Rankings (CWUR), 2017
#21 Internationally, #3 in Canada	School of Kinesiology and Health Science	Shanghai Ranking, 2016
#1 in Ontario	Communications & Media Studies	QS World University Ranking, 2017
#1 in Ontario	Collaborative Research Publications (international partnerships)	SciVal, 2016
#1 in Ontario	Publication Research Impact: -Business Management & Accounting -Energy -Engineering	SciVal, 2016 (All Science Journal Classification)
#2 in Ontario	Publication Research Impact -Health Professions	SciVal, 2016 (All Science Journal Classification)
#2 in Ontario	-Law -Arts & Humanities -Art & Design	QS World University Ranking, 2017

3. Strategic Research Plan Refresh

Context



Strategic Research Plan 2018-2023

- Examine progress over the past 5 years
- Update Areas of Strength
- Refresh Areas of Opportunity
- Linking the Strategic Research Plan to the Plan for the Intensification and Enhancement of Research (PIER)

Timeline



4. The YU Discovery Hub

Opening in Summer 2017, the YU Discovery Hub (the Hub) will serve as an engagement centre to the community, connecting and engaging with existing and future students, as well as community and faculty members. The Hub will bring together York University's bright minds with community members in a space that encourages idea generation, creativity, entrepreneurship, social innovation, sustainability and technological advancements with a commitment to community building and engagement. The Hub's location, in close proximity to York's eventual Markham Centre campus will serve as a catalyst to develop and foster collaborative partnerships within business, social services, secondary and elementary schools within the York Region with York and the new campus.

Key Hub Activities

In order to create an innovative and creative environment that attracts community members, students, and partners, York University needs permanent service offerings, events and regular activities within the space. Innovation York will be a key driver of activity in the Hub, it will be supporting the following activities:

A. Co-working Accelerator Space

Co-working space within the Hub for startup ventures will be available. The space will be primarily focused on community based entrepreneurs, social enterprises, and service-based ventures.

B. Entrepreneurship Training

The Hub will provide high quality entrepreneurship and innovation programming, serving as a location to bring programming traditionally delivered on campus (e.g. LaunchYU, BEST) and to the community.

C. Entrepreneurship & Partnership Events

York University has a growing presence within the York Region and the Greater Toronto Area and as such, large scale partnerships and partnering events have become a priority. Large scale events such as CommunityBUILD and the YRDSB Innovation Creativity and Entrepreneurship event will take place at the Hub.

D. Community Collaborations

The Hub will house a range of activities that will bring together innovative and ground-breaking collaborations. As an example of the connectivity the Hub will support, the first planned activity is a collaboration between Innovation York and the York Region District School Board in the development and delivery of a pilot for credit innovation course for Grade 12 students.

E. Maker Space

The maker space will be the result of a proposed partnership with NewMakelt, a not-for-profit organization in Newmarket that has created a creative space for entrepreneurs

and artists to work and collaborate. The Hub maker space will be approximately 1000 square feet and will consist of three distinct areas: maker space, youth area, and co-working design space. In addition, the proposed partnership would take advantage of other co-working and classroom facilities within the Hub on an as needed basis, in order to support entrepreneurs and deliver regular training workshops. The stakeholders for the Hub maker space will be youth, new and established entrepreneurs, as well as small businesses. The goal is to engage the community so that they are actively using the space and engaging/collaborating with York University, making York University a household name and a likely choice for post-secondary education for youth and adults alike.

York University Markham Centre Campus Project Schedule September 2021 'Doors Open'

Deliverable	Target & Milestone Dates
Non-academic functional programming stakeholder meetings	Week of April 10 th and 17 th , 2017
Kick-off meeting with Seneca – non-academic functional programming	April 17 th , 2017
Provincial budget announcement expected	Week of April 17 th , 2017
Academic functional stakeholder meetings – Resource Planning Group	End of April, 2017
Start concept design development – Diamond and Schmitt	End of April, 2017
Non-academic functional programming stakeholder meetings	Week of May 8 th and 22 nd , 2017
Ministry of Advanced Education and Skills Development funding – draft agreement	June 1 st , 2017
Non-academic functional programming review and feedback sessions	Week of June 11 th , 18 th , and 25 th , 2017
Final non-academic functional program report issued and stakeholder review	Week of June 26 th and July 3 rd , 2017
Begin schematic design	Month of July & August 2017
Engage cost consultants	Week of August 4 th , 2017
Engage legal advisors	Week of September 4 th , 2017
Business plan verification – construction & operating – including input from cost consultants	Month of September & October 2017
Determine construction procurement model	Month of September 2017
Finalize funding documents with Ministry of Advanced Education and Skills Development	October 1, 2017
Design development and municipal approvals	October 2017 to September 2018
- Site plan application	January 2018
Approval of Project budget and municipal agreements with York University Board of Governors	Early December 2017
- Region of York Funding Agreement	Early December 2017
- City of Markham Land Transfer Agreement	Early December 2017
- Provincial Funding Agreement	Early December 2017
Start full construction drawings	Month of December 2017
Pre-qualify construction firms	Month of June 2018
Issue for tender	Month of August 2018
Start construction of YUMCC Project	Month of October 2018
Substantial Completion of YUMCC Project	Month of April 2021
York University Markham Centre Campus Opening for York University Students	September 1, 2021

York University Markham Centre

Lisa Philipps, Interim VPA and Provost

Undergrad Programs – by Faculties

Faculty	Undergrad Programs
Arts, Media, Performance & Design	<ul style="list-style-type: none"> • NEW Bachelor of Arts “VERGE” – Visualization; Games and Entertainment; Critical and Creative Entrepreneurship
Education	<ul style="list-style-type: none"> • Bed – Intermediate/Senior cohort with Math and Science focus
Environmental Studies	<ul style="list-style-type: none"> • BES (Environmental Management stream) - with GIS Certificate option
Liberal Arts & Professional Studies	<ul style="list-style-type: none"> • Bachelor of Commerce • NEW BA – Social Science/Liberal Arts • NEW BA – Criminal Justice Administration
Lassonde Engineering	<ul style="list-style-type: none"> • NEW Bachelor of Applied Science (BASc) - Liberal Engineering
Science	<ul style="list-style-type: none"> • NEW BSc – Medical Biotechnology • NEW BSc – Entrepreneurial Science



Graduate Programs – by Faculties

Faculty	Graduate Programs
Arts, Media, Performance & Design	<ul style="list-style-type: none">• NEW Master of Arts (Interdisciplinary)
Education	<ul style="list-style-type: none">• MEd
Liberal Arts & Professional Studies	<ul style="list-style-type: none">• NEW MSc - Management
Lassonde Engineering	<ul style="list-style-type: none">• NEW Masters – Big Data/Computer Science (Phase 1 or 2 TBD)
Science	<ul style="list-style-type: none">• NEW Masters in Biotechnology

Iterative Program Development

- Each participating Faculty has own planning committees and process, with Faculty Council updates
- YU MCC Academic Program Committee
 - Chair: Vice-Provost Academic Alice Pitt
 - Members from each Faculty (Associate Deans/Programs Leads)
- Ongoing conversations:
 - 'Common First Year' to support transition to University
 - Integrated Experiential Education
 - Collaboration among Programs
 - Multi-purpose instructional spaces
 - Course spaces for non-majors
 - Capstone courses
 - Options to Support Interdisciplinary Studies (eg minors, certificates)

Proposed Seneca Programming

Program Type	Program Name
Degree	Bachelor of Interactive Media <ul style="list-style-type: none">• potential for collaboration with AMPD
Pathway Programs	<ul style="list-style-type: none">• Arts & Science – Science University Transfer• Liberal Arts – University Transfer• Social Service Worker – Gerontology• Computer Programmer

York-Seneca Co-ordination

- York Seneca Partnership Steering Committee
 - Led by VP Academic/Provost from each institution
 - Markham a frequent agenda item
- academic planning leads for MC programs at each institution will be brought together in early fall
- Communications channeled through Deans Offices and Manager, York Seneca Partnership (Paula Green), within office of Vice-Provost Academic Alice Pitt

Experiential Education

- YU Experience Hub to provide support and leadership within University
- York Region government to provide support and leadership for partnerships with service agencies, non-profits, businesses
- Workshop Series bringing parties together now
- Planning will increase experiential education opportunities across York University



Program Approvals Timeline

Proposal development	Underway
Faculty Curriculum Committee external review (new programs)	Fall 2018
Faculty Council approval	April 2019
Senate approval	Oct 2019
Quality Council approval of new programs	Feb 2020
MAESD approval of new programs	April 2020

Governance – What We Know

- All academic programs will be delivered by existing Faculties
- Program requirements and activities will be aligned with their respective Faculty Councils
- York University's current collegial * governance policies, procedures and processes will serve the Markham Centre campus
- Search getting underway for Vice-Provost Markham to lead campus development and eventual program delivery

Academic Governance Options Paper: Questions for Input 2017-18

- *Unit status/affiliation for programs* and on-site academic leadership may take various forms depending on factors such as size of program/program clusters
- *Faculty complement*: new hires; opportunity for faculty to request transfer to Markham; faculty teaching at two campuses
- *For Markham-based faculty*, how to achieve local community while also integrating with units and Faculties based at Keele
- *Graduate program leadership*, student support, TA's
- *Representation* of YUMC in Faculty Councils, Senate and their Sub-Committees
- Other Academic Governance Questions?

Broader Governance Questions

- Student government representation
- Staff reporting through CPMs
- Governance of community partnerships
- Other?

York in Markham (June 2017)

New Enterprise Drive facility will serve as an innovation centre to the community, connecting and engaging with existing and future students and community members.



- **Maker Space** (NewMakelt partnership)
- **Training Programs:** entrepreneurship, building, and creativity
- **Accelerator Space**
- **Community Engagement Events**
- **Community Collaborations:** YRDSB

Comments, Questions, Discussion



Board Academic Resources Committee Year-End Report June 26, 2017

Lisa Philipps, Interim Vice-President Academic & Provost

Institutional Integrated Resource Plan (IIRP): Advancing UAP Priorities

IIRP: Background

- IIRP framework endorsed by Senate in September 2015
- Pan-university approach to priority-setting to advance quality and sustainability
- Complements and operationalizes planning processes and documents (e.g., White Paper, UAP, SRP, SMA, Faculty and Divisional IRPs)
- Reflects York's strategic priorities and commitments to academic quality, student success, scholarly achievement, community engagement
- Six overarching institutional initiatives identified:
 - quality teaching and learning
 - high quality academic programs
 - research intensification
 - high quality affordable services to support academic priorities
 - optimal academic organizational structures (graduate revisioning)
 - student centric approach (advising, campus experience)

} faculty complement

IIRP Working Groups 2016

ENHANCING PROGRAM QUALITY

Alice Pitt & Jonathan
Warren, Co-Chairs

ENHANCING THE QUALITY OF TEACHING & LEARNING

Susan Murtha, Chair

PLAN FOR THE INTENSIFICATION AND ENHANCEMENT OF RESEARCH (PIER)

Robert Hache & Alidad
Amirfazli, Co-Chairs

STUDENT ADVISING

Janet Morrison & Michael
Longford,
Co-Chairs

TECHNOLOGY ENHANCED LEARNING (eLearning)

Will Gage & Bob
Gagne, Co-Chairs

EXPERIENTIAL EDUCATION

Will Gage, Chair

REVISIONING THE ROLE OF FGS

Barbara Crow, Chair

CAMPUS EXPERIENCE

Robert Castle & Patrick
Hazzard,
Co-Chairs

QUALITY ADMINISTRATIVE SERVICES

Bob Gagne & Markus
Biehl, Co-Chairs

IIRP Implementation/Action Strategy: 2017-20

- Based on recommendations of IIRP Working Groups and community consultations
- Many build on efforts already under way
- Principles for identification of key actions:
 - Broad support – often crossing multiple Working Groups
 - Potential for significant impact in advancing UAP priorities around quality, student success, community engagement
 - Support safe, approachable, accessible, attractive campus
 - Areas that will benefit from institutional perspectives and coordination
- Implementation subject to usual governance processes

Existing Pan-University Efforts are Showing Results

While York continues to face challenges around budget and enrolments in a competitive environment, considerable progress is being made:

- Improvements to YUQAP cyclical review process
- New program development (e.g., Ed Master of Leadership and Community Engagement; SSB Masters programs; Integrated Science BSc) and program renaming (B.Com.) successful in attracting new students to York
- Research funding growth - \$33.3M for VISTA (Vision Science to Application) from Canada First Research Excellence Fund; \$7M boost in SSHRC funding
- Attention to student experience and success, e.g., mental health strategy; expansion of award-winning YUStart program to 9,500 incoming students, including international students
- Ongoing improvements to campus spaces; anticipation of impact/opportunities of subway completion
- Increased applications/conversions

OUAC Confirmation/Accept Statistics

York Successes:

- ✓ Strategic Enrolment initiatives producing **notable gains in a competitive environment**
 - Faculty SEM and central team efforts, early offers, recruitment and brand campaigns, program changes, scholarship and student support programs
- ✓ York **regained its 10% market share** of confirmations in Fall 2017
 - Has not been at 10% level since 2008
- ✓ York had the **largest number increase in confirmations** (Dom and Int'l all choices) of Ontario institutions and had the second highest gain in first choice confirmations in the system.
 - In percentage terms, York had the **third largest gain** in confirmations (Dom and Int'l and all choices) of all Ontario institutions
 - **10.6% increase** in total, Domestic up 10.5%, International up 10.8%
 - GTA universities up 2.7% in confirmations but is -0.4% (down) on confirmations without York

Undergraduate Admissions Update Fall 2017

OUAC 101 Accepts June 5, 2017

All Accepts (Domestic + Int'l)

System	+ 1.0 %
York University	+ 10.6%

All Domestic Accepts

System	+ 0.2 %
York University	+ 10.5%

All International Accepts

System	+ 13.1 %
York University	+ 10.8%

1st Choice Accepts

System	+ 0.8%
York University	+ 6.9%

Domestic 1st Choice Accepts

System	+ 0.6%
York University	+ 8.5%

International 1st Choice Accepts

System	+ 4.2%
York University	- 17.0%

OUAC 101 Applications May 2017

All Applications (Domestic + Int'l)

System	+ 3.2%
York University	+ 9.7%

1st Choice Applications

System	+ 1.8%
York University	+ 6.1%

Graduate Admissions Update Fall 2017

Doctoral

Applications

Domestic: + 13.7%

International: + 44.5%

Total: + 26.4%

Offers

+ 4.3%

+ 9.2%

Total: + 5 %

Accepts June 2

+5.6%

+60.6%

Total: +11.6%

Masters

Applications

Domestic: + 8.8%

International: + 38%

Total: +21%

Offers

+ 5%

+ 17.8%

Total: + 8.7 %

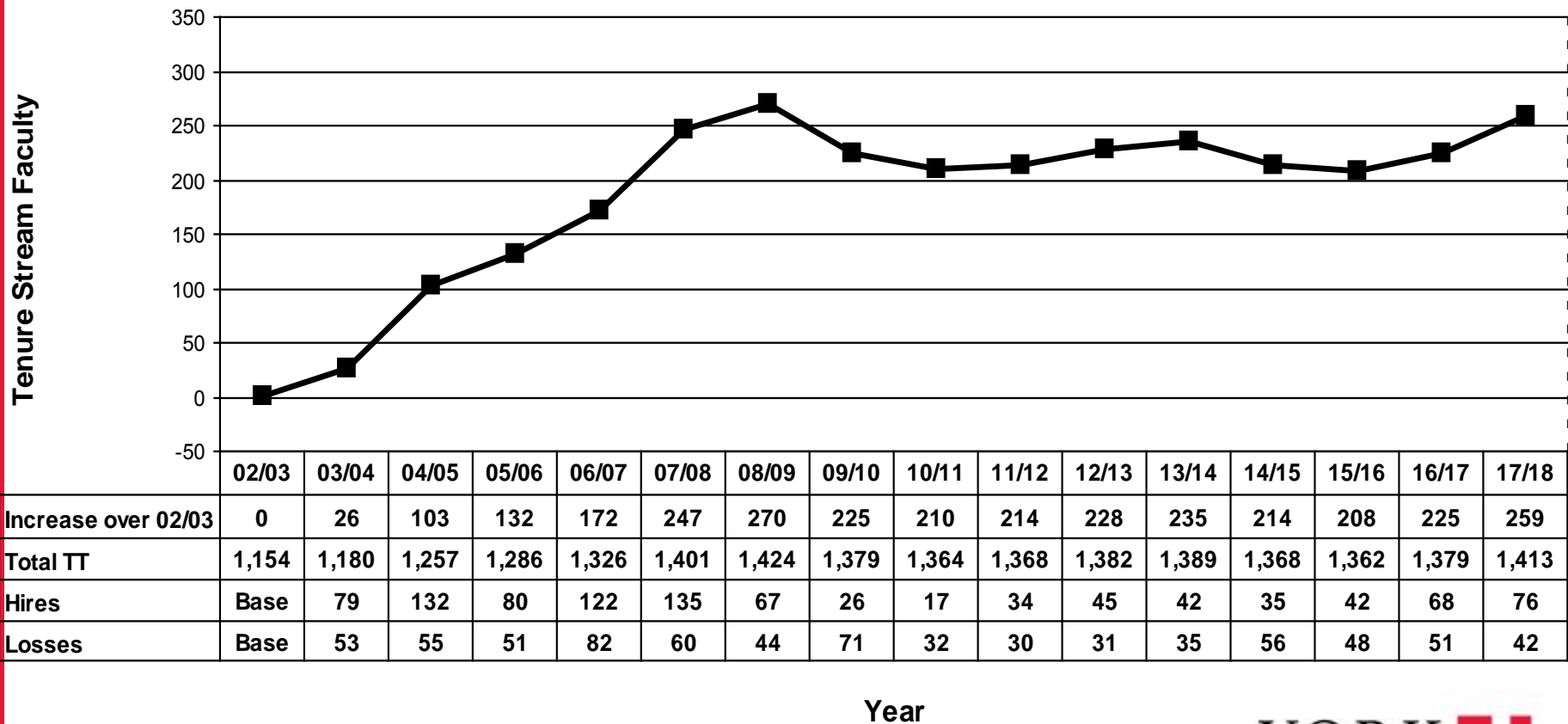
Accepts June 2

+7.7%

+ 21%

Total: +11%

Complement Recovery – Cumulative Change in Tenure Track Faculty Complement (Heads), 2002-03 to 2017-18 (October 1 to October 1) (excluding Librarians)



York's Planning Context

Looking Forward

External Context Remains Challenging

Enrolment decline

- Ontario demographics
- Applications in Ontario declining through to 2021
- Increasing competition among Ontario universities

Financial challenges

- Constrained tuition fee framework
- No grant funding for growth
- Continuing funding challenges for direct and indirect costs of research

Increasing accountability

- Government funding model tied to “differentiation” metrics in SMA2

Trends in Post-Secondary Education

- Government interest in differentiation within the system
- Prioritizing student learning experience (including access to online and experiential education) and career preparation
- Emphasis on research measures and the role of post-secondary education for socioeconomic development of communities
- Access and student mobility initiatives including:
 - Enhanced pathways and credit transfer
 - Technology enhanced learning, open access and collaboration
 - Recruitment of international students

Key Continuing Issue for York: Top Programs – 101 Applications

- Continued reliance on small number of programs
 - Capacity in high demand programs
 - Application concentration in limited number of programs

Fall 2016

1. Schulich Administration
2. Kinesiology
3. Biology (Top 3 = 26%)
4. Engineering
5. Administrative Studies (Top 5 = 38%)
6. Criminology
7. Nursing
8. Psychology
9. Computer Science
10. Film (Top 10 = 57%)

No
Change

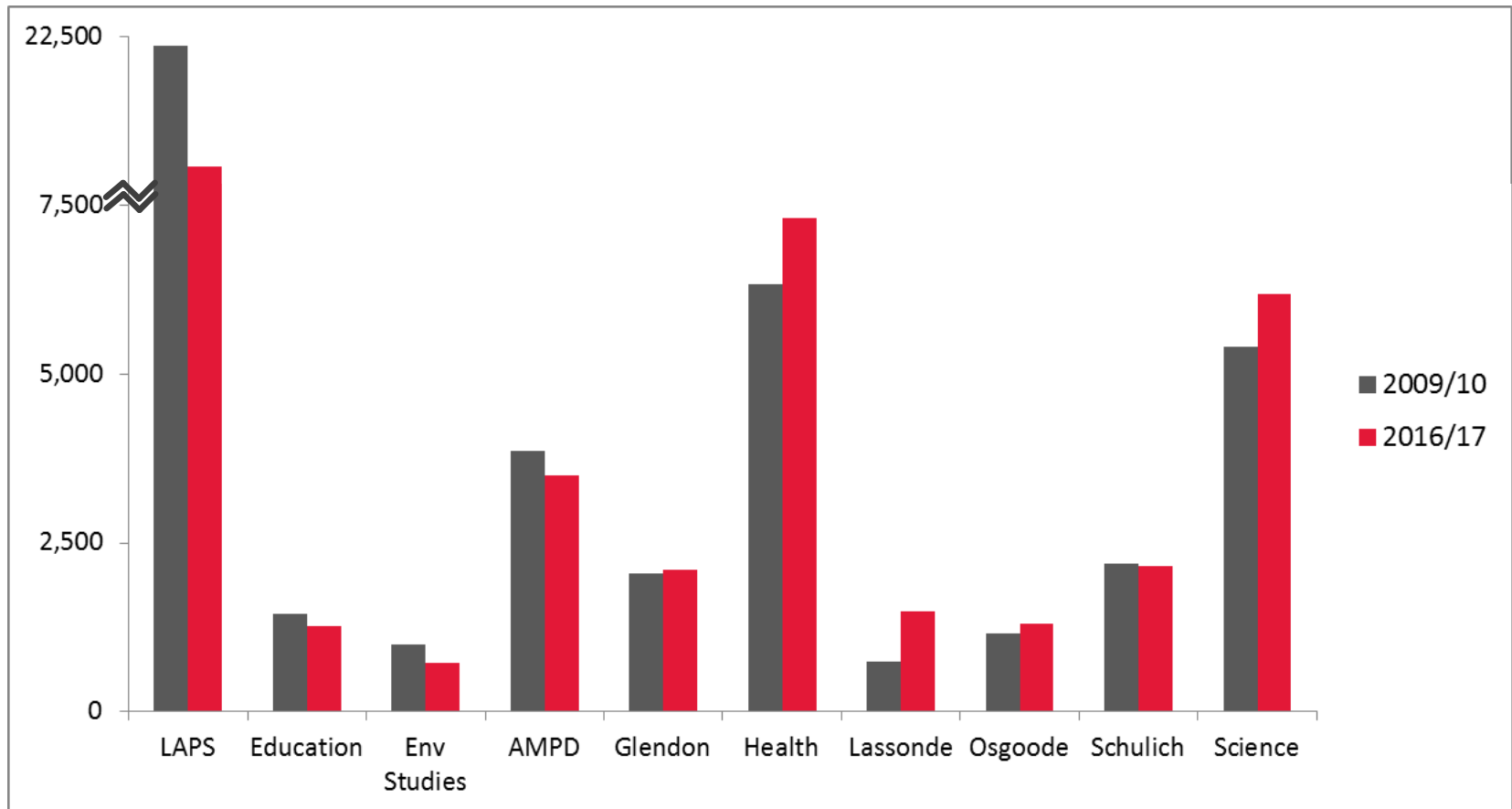
Fall 2017

1. Commerce (formerly ADMS)
2. Schulich Administration
3. Biology (Top 3 = 26%)
4. Kinesiology
5. Engineering (Top 5 = 40%)
6. Criminology
7. Psychology
8. Computer Science
9. Film
10. Law & Society (Top 10 = 60%)

Top 50 = 93%

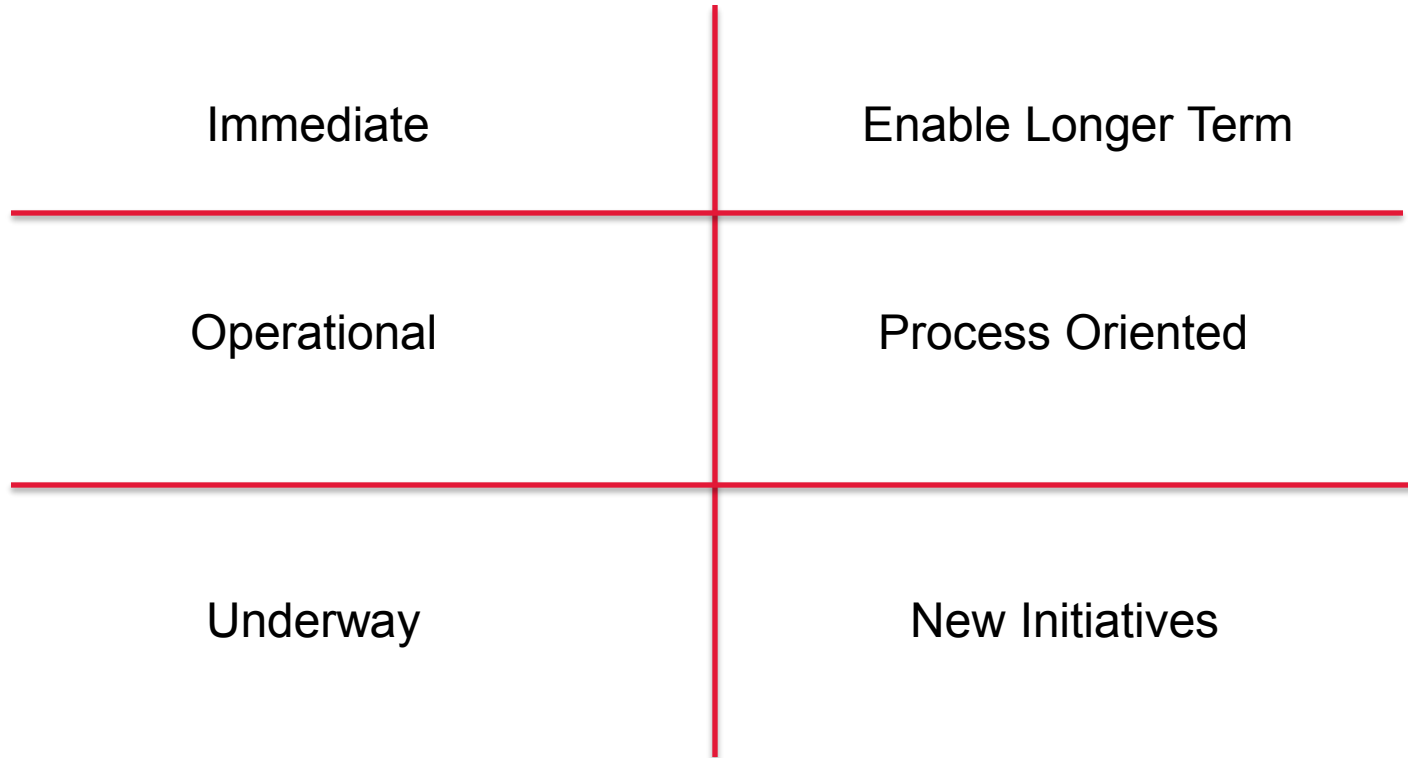
Top 50 = 94%

Changing Enrolment Patterns: Student Enrolment (Total FTEs) by Faculty in 2009-10 and 2016-17



IIRP KEY INITIATIVES: ALIGNMENT WITH UAP PRIORITIES

IIRP Actions Range Across:



UAP Priority 1: Innovative, Quality Programs for Academic Excellence

NEW WORKING GROUP ON QUALITY PROGRAM DESIGN

- broad representation of interested faculty and students, staff with critical expertise
- to generate resources for innovation at Faculty + program level
- and build consensus about broader institutional directions

**COMMON YEAR +
STUDENT
PATHWAYS**

**GRADUATE
ATTRIBUTES**

UAP Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities

- Incorporate PIER objectives into local IRPs
- Broader engagement, alignment of faculty and Faculties with institutional objectives
- Build the research culture
- Continue to build faculty complement and align complement plan with research objectives
- Enhance and coordinate administrative support services for research (Faculty and central)
- Develop measures of progress in research intensification (institutional and discipline-based) and improve standings
- Enhance research infrastructure
- APPRC continue to discuss progress with Deans

UAP Priority 3: Enhanced Quality in Teaching and Student Learning

Continue efforts to embed EE as a component of curriculum in all programs

Every Faculty develop its own eLearning strategy

Provide infrastructure and resources in support of EE and eLearning (sustain funding for YU Experience Hub; AIF)

Deeper/broader engagement of Teaching Commons to provide leadership, in collaboration with Faculties, to advance TEL pedagogies

Establishment of teaching chairs; expanding teaching awards and opportunities for recognition of teaching excellence

AVP Teaching & Learning:

- AIF Steering Committee
- EE Leads, eLearning Leads

UAP Priority 4: A Student-Centred Approach

Focus on Advising

Foster high quality undergraduate **academic advising, together with other advising functions** (financial, careers, etc.), as key to retention and success of students

Engage and empower students to make informed decisions about their academic and life goals by providing **accessible, timely and accurate** advice, delivered with **care and accountability**

Establish effective **governance** of advising with leadership and coordination from the Student Success Centre and leadership from each Faculty

Establish a pan-university **working group**

Develop a **system-wide framework** to advance advising at York including role clarity and a pan-university model for advising

Foster an active **community of practice** of advisors; provide training and development

Investigate and pursue **technological solutions**, including support for “Wayfinding”, student self-service, early alert, and a **new Student Information System (4 year project launching summer 2017)**

UAP Priority 5: Enhanced Campus Experience

Harry Arthurs Common: consultation (Fall 2017) to redesign the Common to better serve the York community after subway opening

Upgrading of shared public spaces:

- focus on student spaces: Stong College JCR pilot project
- public lounges/seating spaces, Central Square Bear Pits

Enhanced effectiveness
and accountability in
space oversight

Inventory of classrooms and lecture halls (including IT) completed to support prioritized action plan

- led by a newly formed Classroom Committee

Washroom renovations, prioritizing 20 key units out of 650

UAP Priority 6: Enhanced Community Engagement

- Opportunities for community engagement cut across several areas of IIRP initiatives, e.g., experiential education and research partnerships
- Internal community engagement is critical for the implementation of all IIRP initiatives
- New opportunities for community outreach and engagement include:
 - Markham campus planning + storefront opening
 - Indigenization strategy (to be brought forward 2017-2018)
 - Internationalization initiatives

UAP Priority 7: Enabling the Plan

Graduate Studies restructuring:

- Build on current initiatives to clarify governance roles of FGS and resource Faculties (continuing 2017-18)

New Curriculum Management System:

Critical technology to deliver on program quality and student advising priorities

(resources allocated for 2 year project)

Quality Administrative Services:

- Administrative data collection and comparison; costing and benchmarking process under way summer 2017 in collaboration with other universities; for report fall 2017

Process and Change Management:

- Develop expertise in process analysis and improvement, change management and service excellence, in support of academic objectives (replace PRASE office with new unit Fall 2017)

IIRP Next Steps

- Progress report on IIRP initiatives to be provided to Senate in the Fall, including:
 - Accountabilities
 - Timelines and milestones
 - Measures of progress
 - Status

APPENDIX

HIGHLIGHTS OF 2016-2017

Academic Quality: Programs and Research

- New programs approved:
 - Master of Leadership and Community Engagement (MLCE)
 - BSc option for Psychology at Glendon
 - Communications at Glendon
 - Dual credential with EM Lyon and Glendon's International Studies program
 - Dual credential for MPIA with Laval
- Bachelor of Administrative Studies renamed Bachelor of Commerce
- Change of name of Political Science Department to Department of Politics for clarity and to support recruitment
- Program rankings - examples:
 - Art and Design and Humanities 2nd in Ontario in QS World rankings
 - Psychology, Anthropology and Law in top 100 in the world in QS rankings
 - MBA 1st in Canada on several rankings
- Recruitment and appointment of Indigenous faculty
- VISTA (Vision Science to Application) – York receipt of \$33.3M (of \$122M total) for Canada First Research Excellence Fund project
- Appointment of Dr. James Orbinski as inaugural Director of Dahdaleh Institute for Global Health Research
- Research funding success – York researchers receive total boost of \$7 million in SSHRC awards
- Seven new York Research Chairs (total 23)

Student Experience and Success

- Expansion of YUStart to eight Faculties and 9,500 incoming students in 100+ majors (received the 2017 CACUSS Innovation Award and 2nd Prize in the 2017 CAUBO Quality and Productivity Awards)
- Significant growth and success of digital marketing initiatives in attracting student interest and presenting program and career options clearly to students
- Launch of Student Mental Health Strategy as part of York's Campus Mental Health Strategy, along with student and staff training/education
- Piloted "Becoming YU" leadership and career program supporting students to translate co-curricular and part-time job experiences into marketable skills and competencies
- 9% increase in disbursement of donor funded awards

Student Experience and Success: Access and Mobility

- Access initiatives:
 - With funding from City of Toronto and in partnership with FCJ Refugee Centre, Critical Approaches to Migration and Uprootedness (Sociology) is the first Canadian university bridging course available to residents with precarious immigration status
 - Young Inventors initiative (led by Harriet Tubman Institute with Jane-Finch community partners) encourages youth to pursue STEM fields
 - Funding to support York/Ryerson research project on math competencies/math learning among direct entry and transfer students
 - 324 new undergraduate registrants from Black Creek community in 2016-2017
- Student mobility: articulation agreements, e.g.,
 - Fitness and Health (Georgian) to Kinesiology (Health)
 - Creative Photography (Humber) to Visual Art & Art History (AMPD)
 - Arts and Science University Transfer (Seneca) to BSc options at York
 - Biotechnology (Seneca) to Biology (Science)
 - Independent Illustration (Seneca) to Visual Art & Art History (AMPD)

Student Experience and Success: International

- Increased participation in Global Connections (pre-arrival online transition)
- YI Global Liaisons (connects new and current students)
- International student module in YUStart
- Peer program brings together international and domestic students
- Global Café programming throughout academic year
- FES semester abroad program in Costa Rica (Las Nubes)
- York membership in Learning Beyond Borders
- York membership in Academics Without Borders for faculty and student involvement in global development projects
- 19% increase in applications for global learning opportunities
- Survey to identify barriers to global engagement
- Enhanced financial support through YI Mobility Award and Global Internship Award
- AIF funding allocated to eight projects to internationalize curriculum
- LA&PS introduced York World Scholars program for high-achieving international students pursuing double majors

Community Engagement

- Launch of York University Community Engagement website: <http://community.info.yorku.ca/>
- York University Anchor Institution & Community Benefits Framework developed (President's Sustainability Council Social Justice & Human Rights WG)
- Year 3 of York – TD Community Engagement Centre Catalyst Grants (15+ projects co-led by York and community partners to date)
- Year 2 of Indigeneity in Teaching & Learning Fund (14 projects supporting indigenization of York curriculum)
- Completion of Hart House renovation as dedicated space for Indigenous students, faculty and community
- Celebrated 5th year of “Walk of Excellence” (annual event welcoming 400+ graduates from Black Creek high schools); May 2017 hosted by Faculty of Science

Community Engagement (cont'd)

- Development of new YorkU community engagement/maker/entrepreneurship space within new Markham storefront (opening June 2017)
- July launch of a summer high school entrepreneurship program with York Regional District School Board to be hosted at York Markham storefront
- Expansion of Launch YU program that has now touched over 3500 students faculty and staff
- Innovation York saw over 100 industry interactions resulting in \$19M in industry cash and in-kind contributions (300% increase over previous year) and 16% increase in funding from research agreements

Valuing People and Strengthening the Workplace

- 2nd Employee Engagement Survey completed (results to be discussed with Faculties/units, unions for follow-up)
- Establishment of institutional sexual violence policy and creation of Sexual Violence Response Office (for faculty, staff and students)
- Campus Mental Health Strategy

ENROLMENT RESULTS 2016-17

2016-17 Undergraduate Full-Year FFTE Enrolments

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Enrolment Contract Target	2016-17 University Budget Target ¹	2016-17 Actual
Eligible	40,631.8	39,713.7	38,095.8	36,981.4	-433.5 37,031.3	347.7 36,250.1	36,597.8
Visa	3,211.7	3,569.9	3,994.2	4,449.8	264.2 4,793.6	509 4,548.8	5,057.8
Other Ineligible³	263.2	259.0	261.6	248.9	261.6	259.0	266.1
Total	44,106.7	43,542.6	42,351.6	41,680.1	42,086.5	41,057.9	41,921.7

1. University Budget Target includes projected Engineering growth over 2011-2012
2. Excluding on-site exchange which generate no revenue.

2016-17 Masters Fall FTEs

	Nov 2007 Actual	Nov 2013 Actual	Nov 2014 Actual	Nov 2015 Actual	Nov 2016 Enrolment Contract Target	2014/15 to 2016/17 Ministry Target ¹	Nov 2016 Actual
Eligible	2,587.7	2,320.5	2,280.4	2,269.3	-129 2,391.7	-326.7 2,589.4	2,262.7
Visa	160.3	414.6	559.3	561.2	561.2	N/A	591.5
Other Ineligible	119.6	148.0	148.4	141.3	141.3	N/A	130.0
Total	2,867.6	2,883.1	2,988.1	2,971.8	3,094.2	N/A	2,984.2

1. Targets as provided in SMA, April 16, 2014. Government reduced the target from the previous target by 159.58 FTEs from 2,748.98 FTEs

2016-17 Doctoral Fall FTEs

	Nov 2007 Actual	Nov 2013 Actual	Nov 2014 Actual	Nov 2015 Actual	Nov 2016 Enrolment Contract Target	2014/15 to 2016/17 Ministry Target 1	Nov 2016 Actual
Eligible	1,019.4	987.0	987.3	1,039.1	-28.4 1,080.6	21.6 1,030.56	1,052.2
Visa	127.3	196.1	204.3	212.3	212.3	N/A	207.9
Other Ineligible	274.1	463.8	429.6	417.6	417.6	N/A	376.0
Total	1,420.8	1,646.9	1,621.2	1,669.0	1,710.5	N/A	1,636.1

1. Targets as provided in SMA, April 16, 2014. Reduced from previous target by 181.6 from 1,212.16

2016-17 Undergraduate Full-Year FFTE Enrolments

	Eligible	Visa	Other Ineligible ²	Total
AMPD	2,158.3	170.4	266.1	2,594.7
Education	1,063.7	4.8	-	1,068.5
FES	392.7	37.1	-	429.8
Glendon	2,076.0	185.1	-	2,261.0
Health	8,860.5	285.0	-	9,145.5
LAPS	14,946.3	3,461.8	-	18,408.1
Lassonde	1,741.5	423.3	-	2,164.8
Osgoode	954.2	11.2	-	965.4
Schulich	1,613.4	109.4	-	1,722.7
Science	2,791.3	369.8	-	3,161.1
Total	36,597.9	5,057.9	266.1	41,921.9

1. University Budget Target includes projected Engineering growth over 2011-2012

2. Includes only AMPD Design .

2016-17 Undergraduate Full-Year FFTE Enrolments vs Target

	Eligible	Target	diff	Visa	Target	diff
AMPD	2,158.3	2,173.7	-15.4	170.4	150.4	20.0
Education	1,063.7	1,072.6	-8.9	4.8	3.0	1.8
FES	392.7	409.0	-16.3	37.1	46.5	-9.4
Glendon	2,076.0	2,176.8	-100.8	185.1	180.3	4.8
Health	8,860.5	9,039.9	-179.4	285.0	249.7	35.3
LAPS	14,946.3	14,987.0	-40.7	3,461.8	3,358.5	103.3
Lassonde	1,741.5	1,628.8	112.7	423.3	320.7	102.6
Osgoode	954.2	947.7	6.5	11.2	13.7	2.5
Schulich	1,613.4	1,647.7	-34.3	109.4	99.7	9.7
Science	2,791.3	2,948.5	-157.2	369.8	371.0	1.2
Total	36,597.9	37,031.7	-433.8	5,057.9	4,793.6	264.3

2016-17 Masters Fall FTE Enrolments

	Eligible	Visa	Other Ineligible	Total
AMPD	184.5	9.6	1.5	195.6
Education	124.6	-	4.9	129.5
FES	210.4	4.0	18.6	233.0
Glendon	78.8	14.3	7.8	100.9
Health	221.8	3.3	28.5	253.6
LAPS	558.2	84.7	21.4	664.3
Lassonde	52.7	41.5	5.2	99.4
Osgoode	208.0	56.1	-	264.1
Schulich	476.7	357.2	32.6	866.5
Science	147.0	20.8	9.5	177.3
Total	2,262.7	591.5	130.0	2,984.2

2016-17 Doctoral Fall FTE Enrolments

	Eligible	Visa	Other Ineligible	Total
AMPD	85.8	8.0	28.5	122.3
Education	55.8	3.0	15.9	74.7
FES	42.3	8.3	14.9	65.5
Glendon	5.5	1.0	5.3	11.8
Health	178.0	9.3	65.5	252.8
LAPS	472.4	66.7	174.0	713.1
Lassonde	37.2	41.3	18.9	97.4
Osgoode	35.1	15.0	7.4	57.5
Schulich	26.0	15.0	6.9	47.9
Science	114.1	40.3	38.7	193.1
Total	1,052.2	207.9	376.0	1,636.1

COMPLEMENT PLANNING

Complement: Update on Tenure Track Appointments Made in 2016-17 and Authorized and Made to Date in 2017-18 (Heads)

FACULTY	Total Authorized for Search 2016-17	Total Appts. Made 2016-17	Appts. in Progress 2016-17	2016-17 Failed or Delayed and Rolled Over to 2017-18	Tenure Track (professorial) Authorized for 2017-18	Tenure Track (alternate) Authorized for 2017-18	Tenure Track (endowment) Authorized for 2017-18	Canada Research Chairs Authorized 2017-18	Total Authorized for Search 2017-18 (includes 9 rolled over from 2016-17)	Total 2017-18 Appts. Made to Date)
LAPS	19	18	-	1	18	5	-	1	24	13
ED	1	1	-	-	-	1	-	1	2	1
FES	2	2	-	-	-	-	-	-	-	-
AMPD	3	2	-	1	3	-	-	1	4	-
GL	9	8	-	1	4	-	-	-	4	3
HH	14	13	-	1	10	2	-	-	12	4
LSE	12	9	2	1	11	4	-	1	16	4
OSG	2	2	-	-	3	-	-	1	4	2
SCI	10	9	-	1	4	1	-	3	8	3
SSB	5	2	-	3	3	-	3	1	7	2
LIB	-	-	-	-	5	-	-	-	5	-
TOTALS	77	66	2	9	61	13	3	9	86	32

Source: Office of VPA&P

June 2017

Tenure-Stream Complement (Summary of Hires and Losses) 2009-10 to 2017-18 (Preliminary)

FACULTY	Hires (prelim.)	Retirements	Resignations	Terminations	Deaths	Total Departures (prelim.)	Hires minus Departures (prelim.)
LAPS	121	110	35	7	7	159	-38
EDUCATION	10	9	0	0	2	11	-1
FES	12	14	0	1	1	16	-4
AMPD	18	32	3	0	3	38	-20
GLENDON	28	21	6	1	2	30	-2
HEALTH	56	30	13	1	1	45	11
LASSONDE	56	7	2	0	2	11	45
OSGOODE	22	14	4	0	1	19	3
SCIENCE	51	26	7	3	4	40	11
SCHULICH	23	9	13	1	1	24	-1
<u>All Faculties</u> <u>(excluding</u> <u>Libraries)</u>	397	272	83	14	24	393	4

Source: Office of VPA&P & York University Fact Book

June 2017



Details by Faculty - Tenure Stream Complement 2009-10 to 2017-18 (to date)

FACULTY	2009-10 to 2016-17 ⁵ Appointments Made and Departures			2017-18 ¹ (July 1 to June 30) Appointments Made to Date/In Progress and Confirmed Departures (Prelim.)					
	Hires	Departures ²	Change in Tenure Stream Complement 2009-10 to 2015-16	CRC	Faculty Funded	Endow	Total ³ (professional and alternate ⁴)	Departures ² (confirmed to date)	Preliminary Change in Tenure Stream Complement 2009-10 to 2016-17
LAPS	98	145	-47	1	22	0	23	14	-38
EDUCATION	9	9	0	1	0	0	1	2	-1
FES	12	15	-3	0	0	0	0	1	-4
AMPD	14	34	-20	1	3	0	4	4	-20
GLENDON	24	28	-4	0	4	0	4	2	-2
HEALTH	44	39	5	0	12	0	12	6	11
LASSONDE	41	8	33	1	14	0	15	3	45
OSGOODE	18	16	2	1	3	0	4	3	3
SCIENCE	43	39	4	3	5	0	8	1	11
SCHULICH	18	20	-2	1	2	2	5	4	-1
All Faculties (excluding Libraries)	321	353	-32	9	65	2	76	40	4
LIBRARIES	13	14	-1	0	0	0	5	1	3

Source: Office of VPA&P & Fact Book

Notes:

¹2017-18 total of 76 does not include 5 failed searches or 5 authorized Librarian appointments

²Departures includes retirements, resignations, deaths and terminations

³ Eight (8) CUPE Conversion included

⁴A total of thirteen (13) authorized positions are in the alternate stream (including 4 alternate stream CUPE Conversions)

⁵ 2016-17 numbers include 2 Lassonde appts. in progress

Joint appointments are counted in Home Faculty

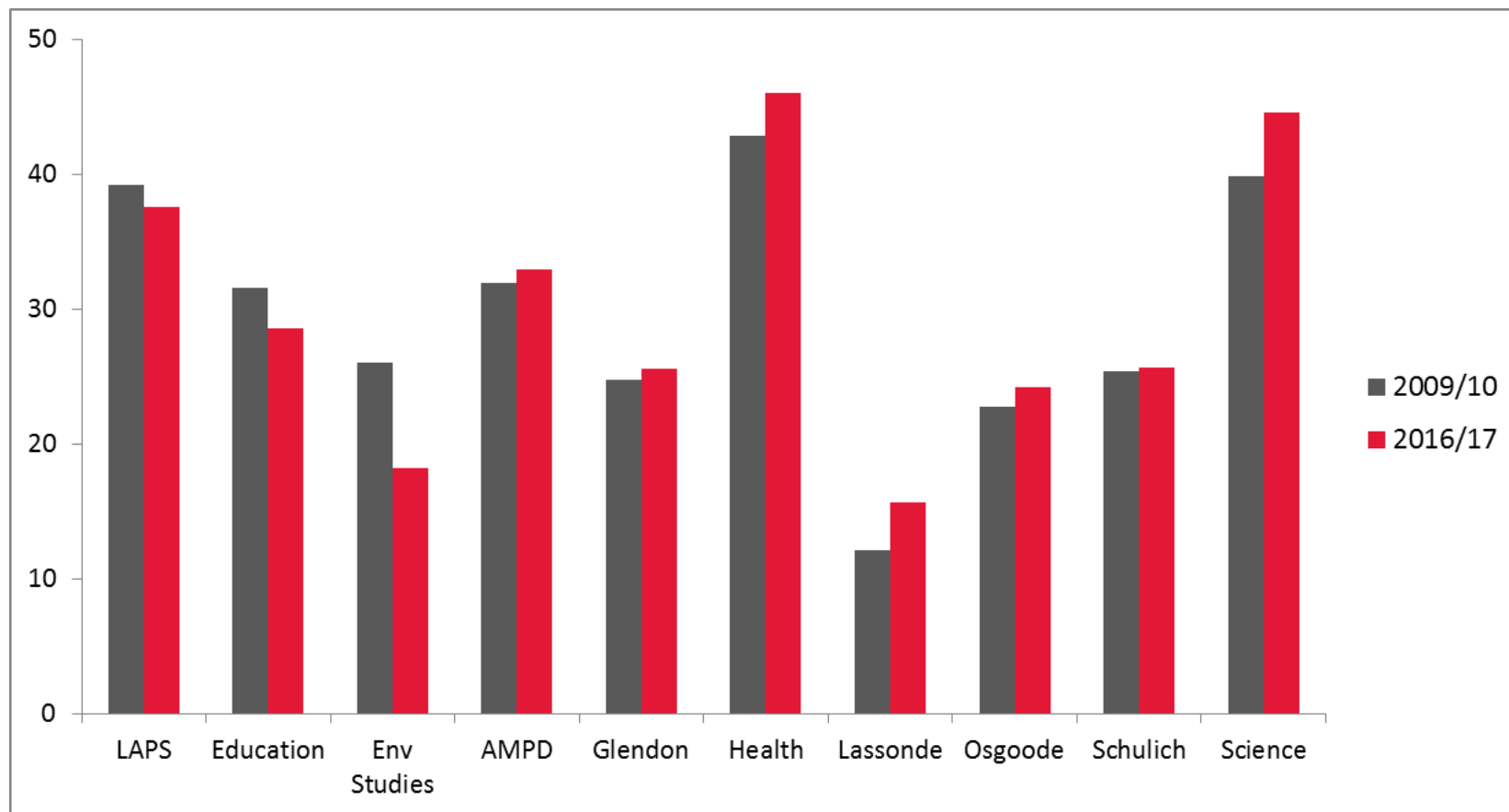
Legend:

CRC = Canada Research Chairs

Endow = Endowment

STUDENT/FACULTY RATIOS

Total Student FTEs to Tenure Stream Faculty (FTF) Ratios by Faculty in 2009-10 and 2016-17



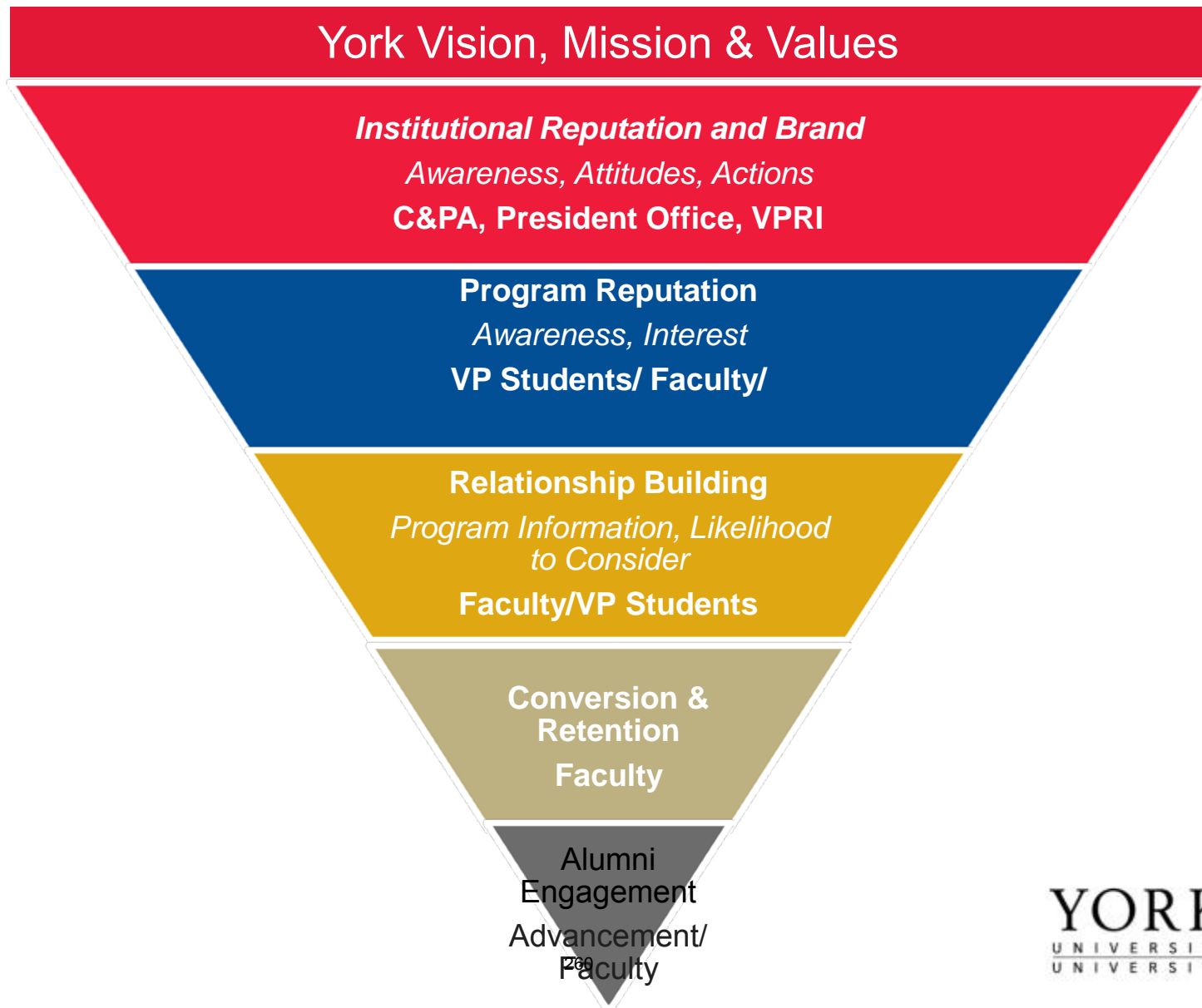
Student Faculty Ratios

	2009/10 Actual	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Actual
Undergraduate FTE/Tenure Stream FTE	31.5	32.8	33.2	33.4	32.4	31.7	31.4	31.3
Graduate FTE/Tenure Stream FTE	3.4	3.4	3.4	3.4	3.4	3.4	3.5	3.4
Total (UG + Graduate) FTE / Tenure Stream FTE	34.9	36.2	36.5	36.8	35.8	35.2	34.9	34.7
Undergraduate FTE / Combined Full-time/Contract Faculty FTE	18.6	18.3	18.3	18.5	18.0	17.5	18.0	17.7
Graduate FTE / Combined Full-time/Contract Faculty FTE	2.0	1.9	1.9	1.9	1.9	1.9	2.0	1.9
Total(UG + Graduate) FTE / Combined Full-time/Contract Faculty FTE	20.6	20.1	20.2	20.4	19.8	19.4	20.0	19.6

Source: OIPA

COMMUNICATIONS AND MARKETING

Communication Framework: Institutional Brand Campaign, Digital Program marketing working synergistically



Institutional Advertising and Earned Media Supporting Priorities



- ✓ [OPEN YOUR MIND] advertising campaign and messages are **breaking through** the clutter to reach prospective students and parents
- ✓ Much higher proportion of parents & applicants described recent **news stories** as **positive** versus last year

- ✓ Advertising campaign is **positively impacting perception** of York's reputation – eg. Parents who saw our advertising were twice as likely to say York's reputation had improved

- ✓ Strong increase to **find out more** about York and **increase the likelihood** they will **consider** York for PSE
- ✓ [OPEN YOUR MIND] generated **12,000 leads** which were nurtured via VP Students

Digital Program Marketing Campaign Supporting Our Efforts

Digital program marketing has seen significant growth year-over-year, successfully surpassing the goal of driving 10,000 applications towards priority programs.

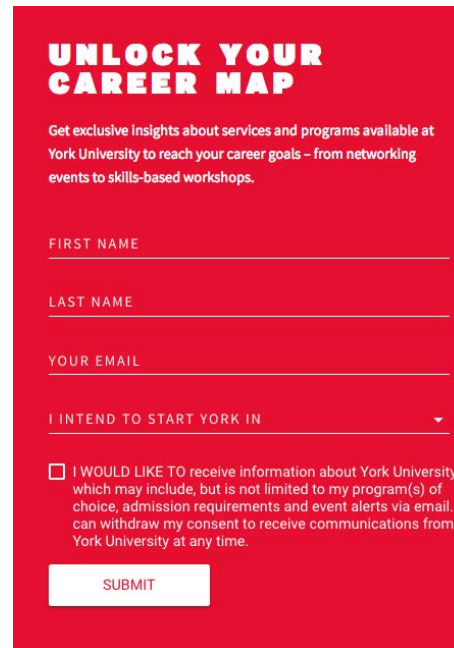
Key Performance Measures (KPIs)*	2015-2016	2016-2017	% change
Digital Program Marketing Budget	\$460,000	\$460,000	-
Number of Priority Programs	29	56	93% ↑
Ad Impressions	29,352,988	56,947,679	95% ↑
Ad Clicks	42,774	147,509	245% ↑
Click-through Rate	0.15%	0.22%	47% ↑
Applications driven by Digital Marketing (A)	26,180	44,968	71% ↑
Priority Program Applications driven by Digital Marketing (B)	8,373	27,459	229% ↑
Percentage of Applications driven by Digital Marketing that are for Priority Programs (B/A)	32%	61%	91% ↑
Total York Applications (C)	60,029	67,775	13% ↑
Percentage of York applicants who have engaged with a digital program ad (A/C)	44%	66%	50% ↑

* Based on results as of March 31, 2017

Digital Program Marketing Campaign Supporting Our Efforts

Downloadable Career Map PDFs highlight career/ professional development, experiential education and student life opportunities.

78% of prospects who were presented with the Career Map chose to download the resource. This reinforces the appetite for program-to-career connections.



Priority program landing page with career-oriented call-to-action

Prospects request for program information to receive exclusive career content.

Digital Program Marketing Campaign Supporting Our Efforts

Conversion results as of March 31, 2017 shows early signs of success.

- 19,242 (43%) of the applications driven by digital marketing have resulted in an offer.
- 1,813 (9%) of those who received an offer have accepted their offer.



Academic Planning and Priorities - In Summary

UAP 2015-20 Priorities & Benchmarks

Core Priorities – White Paper, University Academic Plan 2015 - 2020

Achieving Academic Excellence through Innovative Quality Programs

Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities

Enhanced Quality in Teaching and Student Learning

Key Objectives

Faculty-led plans to enhance program quality and address challenges

Enhance comprehensiveness and interdisciplinarity

Refine YUQAP to include SLOs and assessment alignment

Increase in collaboration including programming that spans the Faculty

Increase reportable research outcomes and enhance measures

Enhance quality and quantity of research and KM aimed at shaping public debate

Enhance and project ORUs

Increase number of researchers pursuing external research funding

Increase in scholarly, research, creative activities

Increase in grant applications

Increase in impact including expanded open access

Increase in research collaboration and partnerships

YU Innovation Strategy and expanded innovation activities

Increase in research funding

266 Stronger research infrastructure

Expand open access to York research

Increase research partnerships

Establish York as innovation hub

Expand collaboration among faculty members and outside

Establish & implement Institutional Research and Facilities Plan

Significantly expand TEL including online/blended and open access materials

Strengthen graduate student population and PDFs

Expand faculty development support

Every program has an EE component

Expand international learning opportunities including in the curriculum

Experiential learning component in every program

Increase in online/blended courses and programs

Increase in other TEL tools that enhance student learning

Increase in number of students having international experience

Increased effectiveness of Teaching Commons / faculty supports

Metrics/Benchmarks

Improved FT faculty:student ratios

Increase in high quality applications and conversions

Improved proportionate distribution of applications across academic programs

Increase in innovative curriculum through research activities, EE activities, international opportunities, etc

Reinvigorated liberal arts through program excellence and promotion, program combinations

More highly ranked programs

Increased comprehensiveness including innovative degree programs in Health, Engineering, Science, Business-Related, Professional Programs and Content

Degree streamlining and decrease in degree requirement complexity

Refined YUQAP

UAP 2015-20 Priorities & Benchmarks

Core Priorities – White Paper, University Academic Plan 2015 - 2020

	Enhancing the Campus Experience	Enhancing Community Engagement	Student-centred Approach	Enabling the Plan
Key Objectives	Enhance campus spaces and physical infrastructure aligned	Increase engagement at all levels of York faculty, staff and students in institutional planning processes	Develop new integrated student advising model	Develop high quality and effective administrative services
	Enhance social academic spaces	Implement mental health strategy	Actively monitor student learning needs to inform academic supports	Increase training / PD
	Create spaces for community interactions	Expand community outreach and engagement	Cross-train and allocate staff members to priority areas	Significantly enhance advocacy and communications to enhance York's reputation
	Leverage new facilities in cause of creating welcoming spaces	Finalize Internationalization Strategy including 15-20% international students	Increase contact time between faculty and students	Review academic unit structures to advance achievement of objectives
	Enhance community-based approach to campus safety	Celebrate York's diverse community and surrounding vibrant communities	Raise funds for scholarships and bursaries, PDFs	Enhance data quality and analytics
	Enhance ecological sustainability	Increase continuing studies and professional development (CS/PD)	Continue SEM implementation	Establish evaluation metrics
	Develop campus as a destination	Broader engagement at all levels of York faculty, staff and students in institutional planning processes	Increase in applications, conversions and retention	Establish 10 yr integrated enrolment, complement & space plans
	Create Cultural Innovation Fund	Comprehensive mental health strategy	Increase in student satisfaction	Achieve financial sustainability
Benchmarks	More welcoming, sustainable and beautiful campus	Increased local and global collaboration and partnerships for research, teaching & learning	Decrease in student petitions	Balanced three-year rolling budget
	Greater community engagement on campus	Obtained 15 – 20% international	Increase in staff performance and satisfaction	Enhanced professional development
	Improved facilities for teaching and research	Significant increase in CS/PD	Increase in donor student support	High quality professional administrative services
	Enhanced social academic interactions inclg faculty-student	Increased celebrations/recognition ²⁶⁷	Stronger completion rates for both undergraduate and graduate (6 yrs)	Integrated and demonstrably effective communications
	Maintained / strengthened campus safety		Enhanced student supports for undergraduate and graduate	10 year integrated long-term plan
	York seen as a destination		Increase in faculty-student interactions	Agreed-upon metrics and data to support analysis
				Better alignment of academic structures to support priorities

Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

Report to the Full Committees

The Sub-Committee met on April 28, 2017 submits the following report to the full Committees.

1. Cyclical Program Review Reports

Attached are the Final Assessment Reports for recently completed CPRs. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee along with the Board itself, and the Quality Council. They are also posted online.

The Sub-Committee confirms that the Faculties and programs have developed implementation plans that address reviewers' recommendations and take into account other opportunities that emerged in the review process.

- Information Technology (Graduate and undergraduate)
- Economics (Graduate)
- Interdisciplinary Studies (Graduate)
- Professional Writing (Undergraduate)
- Psychology (Health; undergraduate and graduate)
- Digital Media (Undergraduate)

In all cases, the Sub-Committee agreed that it was not necessary to meet with the Deans / Principal and members of the programs reviewed to explore matters in greater depth. There were no requests to move up 18-month follow-up reports.

As always, the Sub-Committee strives to identify matters of general importance to quality assurance in its review of CPRs. This is crucial since the University Academic Plan enjoins us to “develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews).” Reflection on the latest batch of CPRs yields the following observations:

- As we noted in January, learning outcomes and course mapping must be fully articulated by program planners, who should always be mindful of the need for coherence in degree offerings.
- We also reiterate a previous observation that academic planning must be coordinated. CPRs are now organized to help align undergraduate and graduate planning, but coordination should be regularized and sensitive to the needs of students at both levels. Similarly, programs should take advantage of the many opportunities for collaboration with other programs on and between campuses as they seek to enrich their curriculum while maintaining program integrity. In this regard the UAP commits the creation of more “Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation.”
- The distribution of graduate supervision continues to be uneven in a number of programs. Mentoring of junior faculty members is also inconsistent. We urge colleagues to work toward a more equitable distribution of supervisory responsibilities and do all they can to ensure that new appointees are in a position to pursue successful careers from the outset.

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum & Pedagogy Committee

Report to Senate

- The YUAQP asks reviewers, programs and Faculties to address resource matters. This is not done in all cases. Resources are not equated with budgets. In the context of CPRs, the concern is with the allocation of resources to teaching, learning, research and support for students, either by programs alone or in concert with others.
- Given the importance of student learning outcomes in the development of programs, it is important all courses be mapped. In this light, it should be routine for programs to review course syllabi to ensure that they are consistent with expectations and continue to contribute to a coherent set of degree requirements and smooth progression through their studies by students.
- Psychology in the Faculty of Health has undertaken a commendable and fruitful review of its offerings and requirements, with the result that substantial modifications have been made that are consistent with quality imperatives.

Documentation is attached as Appendix A.

2. Eighteen-Month Follow Up Reports

The Sub-Committee also received a number of eighteen-month follow up reports. Such reports are required by the YUQAP, and they focus on progress toward attaining implementation plan goals. Documents were received for:

- International Studies (Glendon)
- French Studies (Graduate and undergraduate, Glendon)
- JD/LLM Professional (Osgoode)
- Sociology (Undergraduate, Glendon)
- Economics (Undergraduate, Glendon)
- Linguistics (Undergraduate, Glendon)

Progress has been satisfactory in all instances. Consequently the Sub-Committee did not request meetings with the relevant parties.

Documentation is attached as Appendix B.

3. Quality Assurance 2015 Audit: York University's Follow-Up Report

In May 2016 York received the results of the Quality Assurance Audit that began in 2015. Members of the Sub-Committee, APPRC and ASCP met with the auditors in the autumn of that year, and the report has been shared with the parent committees and Senate. The requisite response to the audit recommendations has now been drafted by the Vice-Provost Academic and her staff. The Sub-Committee reviewed the response and agreed that it constituted a full and appropriate response to the findings and recommendations.

Documentation is attached as Appendix C.

Academic Policy, Planning and Research Committee
Academic Standards, Curriculum & Pedagogy Committee
Report to Senate

4. YUQAP Administration: Templates

Refinements to the documentation provided during reviews are continuous. The Sub-Committee has approved revisions to the external reviewers' report template, which has been revised to match the new Self-Study Template (received by the Joint-Sub Committee in January) and enhance the direction to the external assessor(s). It also agreed that a new template for "non-major modifications" was ready for use. This template was created to assist in the preparation of proposals that fall between Major and Minor Modifications. The template requires most of the information contained in a Major Modification template. However, it does not require proponents to comment on the alignment between the program changes with Faculty and/or University academic plans or to provide a detailed outline of the changes to the program and the associated learning outcomes. Proponents are asked to include an updated mapping of the revised requirements to the learning outcomes.

Documentation is attached as Appendix D.

5. Reviewers

The Sub-Committee discussed the need to recruit internal reviewers that are at "arm's length" and are well versed in reviews. A number of ideas emerged from a preliminary exchange of ideas, including the possibility of establishing a pool of reviewers (for example, one comprising former members of APPRC and ASCP), establishing clearer guidelines in the reviewer selection process, or convening an annual meeting of reviewers. We will explore this matter in future.

6. Schedule to June 2017

The Sub-Committee anticipates meeting once more before the end of June and to file a final report with APPRC and ASCP shortly after it has met.

K. Krasny, Chair of the Sub-Committee



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Information Technology (ITEC) – undergraduate: BA, BAS; graduate: Master of Information Systems and Technology, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2005 - 2013

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

Program Description

At the undergraduate level Information Technology (ITEC) is offered through the BA program in the Faculty of Liberal Arts and Professional Studies, and as a stream in the Bachelor of Administrative Studies (BAS). The BA options include specialized honours, honours, double major, minor and a 90 credit degree option. An undergraduate certificate in Information Technology Auditing and Assurance is also available as a concurrent or standalone option.

In 2010 the Masters in Information Systems and Technology (MAIST) admitted its first students.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BA	223	457	48 Hons; 55 90 credit; 4 certificates
MAIST	13	17	16

Reviewers appointed by the Vice-Provost Academic:

Reda Alhadj, Professor, Department of Computer Science, University of Calgary
Liwen Vaughan, Professor, Faculty of Information and Media Studies, University of Western Ontario

Prof. Jianhong Wu of Department of Mathematics, and Statistics, York University (withdrew from the Review Committee prior to submission of the report)

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities



- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: December 2 and 3, 2015

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. The Follow-up Report, due in November 2018, will report on progress and/or completion of the plan's priorities.

Vice Provost Statement on the Review Process

The Undergraduate and Master's programs in the School of Information Technology (BA, Information Technology, BAS, Information Technology, MA in Information Technology) launched a review in the Fall of 2013. A self-study report was received by my office on September 30, 2015, a decanal agenda of concerns was received November 19, 2015, a review team made up of two external and one internal review members was constituted, and a site visit was held on December 2 and 3, 2015.

The external review report identified concerns about the curriculum and student experience. In addition, the reviewers were confronted with a divergence of opinion among faculty members that raised concerns about the collegial process in relation to the development and conclusions of the self-study. This concern led to their conclusion that they could not fulfill all of the requirements of the criteria for their report.

From the perspective of my office, their report did identify clear and strong recommendations that serve the programs well in specific terms of quality enhancement. However, the report's concerns about the process led me to ask that the Dean's Office and the School work together to develop next steps.

The School has named a new Director, a new Undergraduate Program Director, and a new Graduate Program Director, all committed to addressing the issues raised by the review report. In addition, the new team has undertaken the imperative of creating collegial organizational structures that are instrumental for the development and stewardship of the undergraduate and graduate programs on offer.

In order to facilitate a way forward, I met with the Program leadership and the Dean's Office to establish timelines for completion of the review, including specific dates for submission of a Program Response to the recommendations included in the External Reviewers report. The Dean's Implementation Plan was required two weeks later, developed in collaboration with the School. My memo indicated that this plan would "establish a timeline for the elaboration of student learning outcomes for each undergraduate program and the graduate program, as well as the mapping of the curriculum against these outcomes".

I also stated, "The formal process of the CPR must reflect and advance the unique and influential role your programs play in enhancing York's reputation for cutting-edge programs that prepare students to enter the work force and become leaders in their careers and communities."

These specified timelines were met and I have determined that the Dean's Implementation Plan meets our YUQAP criteria.

Program Strengths

The External Reviewers' Report notes that "ITEC positions itself as a cross between computer science and business studies. We believe that the ITEC curriculum overall achieves this goal".

The current structure of the graduate program very appropriate in offering three options for the Master's program; namely course based, project based, and thesis based. The expectations for each option, the number of courses, and the time needed to complete are all appropriate.

Reviewer's Recommendations from the report of January 2016:

The External Reviewers stated, "...the existing graduate and undergraduate curricula need further improvement to reflect the current state of the art in the disciplines covered and to keep the students up to the level expected of IT graduates in industry and academia. Courses in emerging topics should be integrated into the curricula, including big data analytics, mobile app development, and cloud computing". They also indicated that improvements were need on the business studies side of the curricula.

The resulting recommendation is that the Department should establish a curriculum committee to review the curriculum with attention to theory and practice and with a view to establish a more advanced curricula that meets both the requirements of international organizations related to the field, such as ACM, and the expectations of industry.

At the graduate level there is a need to offer more graduate courses in more current topics. This would benefit thesis-based students who wish to carry out advanced research projects and prepare course-based students to take more competitive positions in industry. The reviewers emphasized the need to have more faculty members who are active in research in order to attract more students and motivate them to excel.

The reviewers heard that the same course may be offered differently by different instructors. It is important to require reasonable adherence to the approved course objectives and they emphasized the need to avoid deviations from course objectives.

In addition they heard from students that programming courses sometimes required essay type work instead of programming. This does not comply with the usual practice in other similar programs.

The reviewers made a number of observations and suggestions about how to improve the experience of students. These included areas of student support, recruitment, internship, computer lab equipment and student space.

1. Faculty members should focus their attention on the most current content for courses and ensure adherence to course outlines to avoid duplication.
2. There should be more interaction between faculty members to enable to above recommendations.
3. A further full review should be undertaken when adequate information has been collected and collated and a well-organized site visit can be facilitated.

Dean’s Implementation Plan

The Dean’s Implementation Plan states, “The Dean’s Office is very encouraged to see how seriously the ITEC program has taken the issues raised throughout the CPR process, and how it has thoughtfully responded to them with a constructive and forward-looking eye. This experience is indicative of the value of the CPR and Quality Assurance process, if colleagues engage with it substantively”.

The Plan generally focuses on the undergraduate program, particularly around curriculum and the student experience and internal program governance.

Action	First responsibility	Final Responsibility	Timeline
Assess the quality of the ITEC undergraduate applicant pool and determine if and how this impacts retention	Dean’s office will provide all relevant data to complete such assessment	ITEC will provide a report to the Dean’s office on retention patterns	June 2017

Develop a retention strategy to increase the current % of students who continue in the program after 2 years (39% in 2014)	Dean's office will provide all relevant data to complete such assessment	SIT will develop a strategic report on retention for presentation to the Dean's Office	September 2017
Complete the ongoing review and renewal of the undergraduate curriculum including the addition of more practice focused courses	School of Information Technology (SIT)	SIT to present a curricular report to the Dean's Office of steps already taken and future directions for curriculum at the undergraduate level	September 2017
Develop a more detailed and nuanced governance framework for the School of Information Technology (SIT), including a hiring protocol, which addresses issues experienced in the past.	School of Information Technology (SIT)	Dean's office will ensure compatibility with Faculty policy/practices and relevant documents	June 2017
Review of graduate program curriculum	School of Information Technology (SIT)	Presentation of curricular changes to the Associate Dean Graduate and Research	September 2017
Report on increasing student support at the undergraduate and graduate level	School of Information Technology (SIT)	SIT presenting the report to the Dean's Office for comment and support	September 2017

The Follow-up Report for the School of Information Technology is due in November 2018 and should provide a fulsome report on progress or completion of the items in the plan above.

Alice J. Pitt
Vice-Provost Academic
York University

Economics, Graduate, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2008-2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

Program Description

The Graduate Program in Economics at York University offers graduate programs leading to two degrees: MA in Economics and PhD in Economics. The Graduate Program in Economics at York University began with the Master’s program in 1971. The Doctoral program began in 1978.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master’s level	38	57	47
PhD	8	24	1

Reviewers appointed by the Vice-Provost Academic:

Rose Anne Devlin, Professor, Department of Economics, University of Ottawa
 Chris Robinson, Professor, Department of Economics, Western University, Ontario
 Peter Victor, Professor, Faculty of Environmental Studies, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Dean’s /Principal’s Agenda of Concerns
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: Wednesday, April 20, 2016

The Reviewers began the site visit with Vice-Provost, Alice Pitt. Through the rest of the day the reviewers had the opportunity to meet with the Dean of FGS, Barbara Crow; Associate Dean of LA&PS, John-Justin McMurtry; Economics Chair, Mahmudal Anam, Graduate Program Director, George J. Georgopoulos, University Librarians, program faculty



members and a group of students. The Reviewer's Report notes that "a lively lunch meeting" was held with about 25 graduated students, followed by meeting with 20 faculty members.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due September 2018. The next CPR will begin in the Fall of 2021 and will align with the undergraduate program.

Strengths:

About the faculty complement in the Economics graduate program, the Reviewers made the following comment, "The faculty complement provides for high quality PhD supervision and recent hires suggest that this will only increase in the future."

According to the Self-Study Report, 97% of master's students complete their one year program within the expected time. With regards to completion times for the doctoral program, the Reviewers noted, "The introduction of the ECON7000 workshop-type course, in which students present their dissertation work, was considered by the graduate students as a positive improvement for the program. Several students spoke about the importance of this course in helping them to develop topics and stay on track."

The Reviewers observed that "clear and ambitious learning objectives" have been developed for the MA and PhD programs that are in alignment with OCAV degree level expectations. The also noted that student funding for PhD students is generous.

Recommendations for Enhancement

The External Reviewers noted in their report, that while the MA program is functioning well, "Our impression of the PhD program is that it is a program in flux." They note that over the past few years there have been changes for the better; however, improvements are still necessary to meet the program's potential.

The Reviewers recommendations focused on the PhD program and commended "the recent initiatives and the research active faculty responsible for them, together with the recent hiring" as providing a good foundation for the future. They urged that the "Department make changes that will protect and build on the(se) assets."

The suggestions included the following:

- The department should encourage and support involvement of the

recent hires in the PhD program in obtaining grants and publishing their research. More generally, the department should encourage their faculty members to apply for internal funds designed to provide seed money for larger, external, funding opportunities. These funds often finance research assistantships, which may have the added benefit of helping PhD students looking for thesis topics.

- The department should continue with the recent changes in the program and encourage research communication and collaboration between the students, the recent hires and other active research faculty.
- A challenge that is often faced by programs that follow a reasonably standardized regime concerns the ability to maintain curriculum currency and freshness. Standard graduate programs in Economics often adjust slowly. The Reviewers recommended that some thought be given to increasing the program's attractiveness by providing a greater opportunity for interdisciplinary study: by "[s]trengthening links to other units through cross-listing courses, joint seminars, collaborative research and joint appointments, which is comparatively easy at York, the Department would be able to distinguish itself in a positive way from Departments of Economics in other universities."
- The department was urged to investigate the possibility of collaboration with faculty at other area universities at the level of supervision of PhD students when the topic permits in cases of particularly promising students; and to consider the possibility of a more active workshop program with full involvement of the PhD students. (This could even take the form of a requirement for the students in terms of certain tasks connected with the workshop.)
- The Reviewers recommended supporting the formation of research groups for informal presentation of research by students and faculty, as well as ensuring graduate students are aware of funding for conferences.
- A mentoring program to help junior people supervise should be formalized.

Implementation Plan

The Dean's Implementation Plan commends the program for a thoughtful self-study document and the reviewers for thoughtful consideration of opportunities for enhancement. The Plan notes, "There are many helpful suggestions in both reports (collaboration with other faculties and faculty members, research workshops and groups, more research and publishing opportunities for graduate students, etc.), and this Dean's Implementation Plan will address those appropriate to its form, but it is hoped that the Economics graduate program reflect on these reports as it works forward and continues to evolve and implement these helpful suggestions."

The Dean notes, “The first, and consistent, issue raised in the review was a concern around the consistency and support for graduate supervision and, perhaps relatedly, the timely completion of the Ph.D. The Dean’s Office is in support of the graduate programs examining what can be done to improve supervision from within program culture (as opposed to providing release or other individual rewards) and to ensure consistency as much as possible for graduate students.”

The first row in the chart below outlines the action item, responsibilities and timeline for an action item to address this issue.

The second and third items in the chart highlight how to action two recommendations made by the reviewers. With regards to the third item, an exit survey, the Dean’s Implementation Plan notes the following, “This seems like a good idea, and one that might well be extended to other graduate programs in LA&PS in the future.”

The final item on the chart below responds to the Reviewers’ observation that there is a “disturbing downward trend in the tri-council funding” of graduate program faculty research. In the Dean’s Office’s opinion, “this situation needs to be addressed strategically and with some urgency.”

Action	First Responsibility	Final Responsibility	Timeline
Review and report on the supervisory culture and time to completion for the Ph.D.	GS Economics	GS Economics with the Associate Dean Graduate Studies & Research	September 2017
Proposal for the creation of a graduate placement officer	GS Economics	Review by the Dean’s Office	September 2017
Development of an “exit survey” for graduates	GS Economics	GS Economics with consultation of the Associate Dean Graduate Studies & Research	Constructed by November 2017 and distributed for all 2018 graduates
Retreat and report on tri-council funding	GS Economics	GS Economics in concert with the Associate Dean Graduate Studies & Research	November 2017

The Joint Sub-Committee noted at its April 28, 2017 meeting that changes to the curriculum for the PhD program have been approved in February 2017 and hopes this will address the issues above. In addition the Joint Sub-Committee urges that the Dean's Office and Program be sure to pay particular attention to the decrease in Tri Council funding (and acknowledges that this is an item in the Dean's Plan). The Follow-up Report, due in November 2018, will provide an update on the plans outlined above.

Alice J. Pitt
Vice-Provost Academic
York University

Interdisciplinary Studies, MA, Liberal Arts and Professional Studies

Cyclical Program Review – 2008-2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

Program Description

The Graduate Program in Interdisciplinary Studies, offered by the Department of Humanities in the Faculty of Liberal Arts and Professional Studies,

Program	Registrations 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master's level	13	26	6

Reviewers appointed by the Vice-Provost Academic:

Dr. Hillel Goelman, Chair, Interdisciplinary Studies Graduate Program, The University of British Columbia

Dr. Thomas Loebel, Department of English, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- Dean's /Principal's Agenda of Concerns
- University, Faculty and Program planning documents

Site Visit: May 31, 2016

The reviewers conducted interviews with: Dr. Alice Pitt, Vice-Provost, Academic; Dr. Barbara Crow, Dean of the Faculty of Graduate Studies; Dr. Ananya Mukherjee-Reed, Dean, Liberal Arts and Professional Studies; Dr. Cheryl van Daalen-Smith, Graduate Program Director, Interdisciplinary Studies Program; Dr. Christopher Innes, Founding Director of the IS Program; Members of the IS Executive Committee, current students and alumni of the IS Program.



Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due in November 2018. The next CPR will begin in the Fall of 2022 and will align with programs in the Department of Humanities.

Strengths:

The reviewers identified the program's curriculum, structure and learning outcomes as representing the "state of the art" for interdisciplinary graduate programs, with its list of completed theses testament to the creativity of its students. They write: "The IS program is to be commended for the clarity of expectations and achievements which characterize the student's progress through the program, from the initial application process through to the final thesis defense and beyond. At every critical milestone students are assessed through a combination of course work, annual and interim progress reports, development of a thesis proposal, and creation of a scholarly research thesis."

The program requirements and learning outcomes are clear, appropriate and in alignment with the relevant provincially-approved degree level expectations.

Students cite the flexibility they have in designing individualized programs of learning as a major strength.

Opportunities for Enhancement:

Students face a number of challenges. On average full-time students complete their programs of study in eight semesters instead of the expected four semesters over two years. Students encounter difficulties in obtaining permission to enrol in courses offered other programs, leading to frustration and delays. Students find it difficult to bring together their supervisors for meetings. A significant number of students do not complete the thesis and therefore do not graduate. Efforts to address issues focus on clarifying expectations and resources in a new handbook and new website and the practice of having the graduate program director attend the initial meeting of the supervisory committee. However, these issues require continued exploration and attention; in addition to expectations for students, supervisory committees' responsibilities to students must be confirmed.

It is important to ensure sustainability for the core course in interdisciplinary studies, an essential course which addresses the theory and practice of interdisciplinary inquiry. Such a course also provides cohesion to the students in the interdisciplinary program.

The External Review Report followed up on the recommendations made in

the previous review in 2008, noting progress and providing suggestions where issues identified have not been fully resolved. While office space and student space have been provided, the reviewers note that students face difficulties securing studio space, and given the nature of the program as independent from departments, students have few opportunities to supplement their funding package.

Implementation Plan

The review report specified three recommendations for the Graduate Program in Interdisciplinary Studies, two of which are addressed in the Dean's Implementation Plan. The third recommendation is the creation of a journal: "The creation and implementation of student-edited, online journal of interdisciplinary studies would yield important benefits for the students in graduate interdisciplinary programs at York and elsewhere." The Dean's Implementation plan notes that this would be a student led project and is outside of the Dean's responsibilities.

The Dean's Implementation Plan acknowledges "the thorough and considered response" on the part of the program to the Review Report. It notes that, while a formal policy to ensure that IS students have access to courses offered by other programs is not practical, earlier identification on the part of students would enhance the program's administration's efforts to secure space, and greater clarity on the web site would ensure that students better understand that access to courses cannot be guaranteed. The plan calls for a review of the process and information for students.

1. Core course: The Review Report strongly endorses the institution of an IS program core course: "This report strongly endorses the implementation of this course (3.0 credits). It is essential that graduate students participate in a core course which addresses the theory and practice of interdisciplinary inquiry."

The Dean's Implementation Plan notes that the following should be done in short order. This would involve the "transformation of the required course from a 6.0 credit Seminar course to a 3.0 credit Interdisciplinary Theory and Practice and 3.0 Seminar course."

2. The creation of a Doctoral Program in Interdisciplinary Studies was identified in 2008 and reaffirmed in this 2016 review: "This report strongly affirms this recommendation, which was voiced in interviews with current students, alumni and current Executive Committee members."

The Dean's Implementation Plan states, "The issue of the PhD in Interdisciplinary Studies is a complex one," and indicates that the Dean's

Office is not convinced of the merits of such a program. However, the Dean's Office is willing to discuss the idea of a doctoral program provided that, "Such a proposal, while in no guaranteed to ultimately gain support, would need to include clear data on perspective students, curriculum, budget, and rationale. It should also address the issue of declining graduate enrollments across York and how this program would not "cannibalize" enrollments in other programs."

The chart below outlines the actions and timelines related to recommendations 1 and 2 above and, in the first row, outlines actions and timelines for the improvement of course enrolment for students in this program.

Action	First Responsibility	Final Responsibility	Timeline	
Review the process to enrol in, and information available for, IS students on the opportunities for access to graduate courses	IS Graduate Program in consultation with other GPD's	Associate Dean Graduate and Research with relevant graduate programs	August 2017	
Transform the "core" course of IS as suggested above	IS Graduate Program	LA&PS and FGS	July 2017	
Develop a IS Ph.D. proposal (Notice of Intent) which addresses the concerns outlined above	IS Graduate Program	Review by Dean's Office	December 2017	

The Follow-up report, due in November 2018, will report on progress related to all three of the items in the plan above.

Alice J. Pitt
 Vice-Provost Academic
 York University

Professional Writing and English Studies, Undergraduate, Faculty of Liberal Arts and Professional Studies

OFFICE OF THE
 VICE-PROVOST
 ACADEMIC

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

9th FLOOR
 KANEFF TOWER
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 TORONTO ON
 CANADA M3J 1P3
 T 416 650 8017
 F 416 736 5876

Program Description

The Professional Writing Program focuses on theoretical and practical aspects of professional writing across a range of genres. The program seeks to facilitate development of analytic and critical skills in our students while simultaneously providing an introduction to writing in a variety of applied fields: publishing, government, journalism, community service, corporate communications and nonprofit institutions. This program is one of only a few in Canada.

The program proposal originated in 2002 in the English Department as a means of diversifying the curriculum through recognition of a growth in communication related areas having a need for professional writing skills. The initial partner with English and Seneca was the Centre for Academic Writing in the Faculty of Arts. In 2009 the Faculty of Arts and Atkinson College merged to become LA&PS, and the LA&PS Writing Department was established by integrating the writing centres from the two merging units.

The Professional Writing Program is administered by the Writing Department in the Faculty of Liberal Arts & Professional Studies (LA&PS). The program is offered in collaboration with the Seneca College School of Media and the LA&PS Department of English.

The four Professional Writing degrees offered are:

- Honours BA in Professional Writing
- Specialized Honours BA in English and Professional Writing
- BA in Professional Writing (a delayed-entry program, first available 2015/16)
- Honours Minor BA in Professional Writing (first available 2015/16).

Program	Accepts 2015	Enrolment FTES 2015	Degrees Awarded 2015
English and Professional Writing	34	65	19



Professional Writing	30 (2015)	130	40
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Reviewers appointed by the Vice-Provost Academic:

Dr. Doug Brent, Professor, Department of Communication, Media and Film, University of Calgary
 Dr. Karen Anderson, Associate Professor, Department of Sociology
 York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- Dean’s /Principal’s Agenda of Concerns
- University, Faculty and Program planning documents

Site Visit: Monday, March 7, 2016

The reviewers were provided with what they described as “a detailed and highly useful self-study that included a range of statistics on matters such as enrollment trends together with student survey data and other important information,” in addition to a Dean’s Letter of Concerns that helped direct their inquiry.

The reviewers had the opportunity to speak with a broad range of instructors and administrators associated with the program, including: Alice Pitt, Vice Provost Academic, J.J. McMurtry, LA&PS Associate Dean Programs, Ron Sheese, Writing Department Chair Kerry Doyle, Writing Undergraduate Program Director, Catherine Davidson and Scott McLaren, Library, Sharon Winstanley, Program Director, Seneca College, Kim Michasiw, English and Writing Departments, Stephanie Bell, Faculty Member and Director, Writing Centre, Writing Program faculty members: Geoffrey Huck, Paul McLaughlin, Dominique O’Neill, Marlene Bernholtz.

In addition the reviewers held extended discussions with approximately thirty PRWR students representing a wide cross-section of academic levels and professional interests.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the

recommendations will be included in the Follow-up Report due November 2018. The next CPR will begin in the Fall of 2022.

Strengths:

The Reviewers concluded the paragraph of their report with the following, “(the Professional Writing Program) positions York to distinguish itself as an institution that offers an unusually forward-looking program that has the potential to offer students an education particularly suited to the complex world of the second decade of the twenty-first century”.

In their report, the Reviewers stated the following: The “Curriculum mapping for Professional Writing course outcomes to York University undergraduate degree level expectations,” represents an impressive and convincing piece of evidence for the ability of the courses in the program to meet Undergraduate Degree Level Expectations (UDDLEs) on a course by course basis.

The Reviewers noted that “students were ready with both praise and blame for the curriculum, often seeming to praise and blame exactly the same elements.” Meeting with a mix of students from the old and the newly revised curriculum may be the reason for this. Amongst the commentary on individual course requirements, the reviewers said they, “nearly fainted when we heard students heap praise on courses such as Grammar and Editing. Possibly the practical orientation of this group has helped them see the point of courses that most students would deride as dull and irrelevant.”

As a recent addition to the program options for York students, the unit has already undertaken substantive curriculum review and is poised to develop as theoretically-informed specialization that provides practical skills in an emerging area of demand across academic and professional programs.

Opportunities for Enhancement:

The Review Report provided fifteen recommendations for consideration by the program and the Faculty. The Program Response to the report reflects on each of these and notes the instances where aspects of the recommendations have already been taken up. The Reviewers recommended no radical changes in curriculum until the current curriculum changes have been rolled out and tested. The report provided a lively engagement with the program’s efforts and offered some suggestions for consideration. There were two recommendations that focused on the relationships with the English program and the ESL program; the department acknowledged both recommendations with appreciation of the distinctions between the two program’s roles. In addition, the joint work with Seneca was acknowledged, and the program expects to bring forward concrete proposals in the near future to clarify joint offerings in relation to the program’s articulated learning outcomes.

The Reviewers made particular note in their report of the need for additional faculty members to replace retirements. They also noted the need for robust program-level advising. The Program Response document notes that they have submitted a hiring priority document for tenure stream appointments, and that the program assistant now has advising responsibilities incorporated into the job description.

The recommendations made by the Reviewers are appended to the end of this Final Assessment Report.

Dean's Implementation Plan (selected)

The Dean's Implementation Plan document focuses on building the strength of the program and notes that "[I]t would seem that indeed the Program is "at a crossroads," requiring both a renewal of the faculty complement and a re-visioning of the role that it plays within LA&PS and the university more broadly, but the opportunities for the program... are significant." The Plan also acknowledges the relationship with the Writing Centre, a student service unit that involves faculty from Professional Writing, and notes that this strength will be kept in mind as the program moves forward.

The Dean's Implementation Plan acknowledges the recommendations included in the reviewer's report, as well as the unit's response, and has used them as a guide to the broader action items in the plan without reproducing them verbatim. In addition, the Dean's Plan acknowledges both the need and the urgency of replacing full-time faculty for the program and the normal processes will be followed to address this.

The Dean commends the Professional Writing program for its recent and thorough curriculum restructuring, which included the overhaul of course proposals and program changes. However the plan notes that "there is still work to be done to create more clarity in the curriculum – from reviewing the designation of courses, to rewriting course descriptions and perhaps creating more focus (removing Editing Shakespeare for example) and "rigour" as the reviewers put it, to rethinking of some courses, to focusing on improving the curriculum in the Digital Authorship and Institutional Writing streams, to creating co-op opportunities for students."

There is a need to clarify the relationships between Professional Writing and other programs, faculties and Seneca College. There is an opportunity to provide professional skills through a minor and other "course packages" for liberal arts students and there is "also significant appetite across the University for collections of courses in Professional Writing," including the Lassonde School of Engineering. The Dean's Office will actively support the development of these ideas and views them as indicative of a program that, while emerging as a 'discipline' in academic terms, holds great potential to enhance the essential skills of students in professional and academic programs.

The Dean's Plan acknowledges that work has been done to ensure advising for students is of the highest quality and indicates that the efforts of the Program, the Dean's Office, through the Associate Dean of Students, on this front should continue.

The Professional Writing program in concert with the Dean's Office specifies the following actions, along with corresponding timelines:

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review Report (addressing the reviewers concerns in detail – building on the program's response – as well as an assessment of the changes made)	Program	Dean's Office in conversation with the Program	May 2017
Discussions with English (about ENPR), ESL (about administrative collaboration), and Seneca (about the nature of the relationship between the two programs)	Program in consultation with the Dean's Office	Dean's Office working with the program and other units	Ongoing in the spring and summer of 2017
Development of a Professional Writing minor	Program	Program	June 2017
Ensure student advising is of the highest quality through a report on advising issues	Program	Dean's Office through Associate Dean Students	June 2017

Progress on the specific elements of the Dean's plan outlined in the chart above will be the subject of the Follow-up Report due in November 2018.

Alice J. Pitt
Vice-Provost Academic
York University

Appendix A

Recommendations, External Review Report for Professional Writing, April 2016

Recommendation 1:

Although we recommend no radical changes in curriculum until the present curriculum changes have been thoroughly rolled out and tested, we suggest:

- reconsidering the optional nature of some courses that are foundational to the practical aspects of the program,
- reconsidering the separate designations for WRIT and PRWR courses,
- taking credentialing requirements at least partly into consideration,
- rewriting some course descriptions to better reflect their content, and
- investigating how at least some courses could be rethought to include more portfolio-ready assignments.

Recommendation 2:

Consider rethinking some of the more purely theoretical courses in the program to make their relevance to practice clearer, without sacrificing their intellectual rigour on the altar of making them more palatable to students. (The reviewers are well aware that this is more easily said than done.)

Recommendation 3:

Foreground the Digital Authorship and Institutional Writing streams in future hires, course creation and departmental promotional materials.

Recommendation 4:

(This recommendation is directed more at LA&PS itself than to the Writing Department.) Explore with the English Department the possibility of making the EN portion of the ENPR degree at least somewhat more structured without making it restrictive.

Recommendation 5:

Exercise extreme caution in considering bringing the ESL program into Writing. In particular, do not expect the sorts of students who take ESL to be very interested in pursuing a career in Professional Writing.

Recommendation 6:

Work out the structure and relative merits of the various possibilities for joint work with Seneca, and make sure that everyone knows as much as possible about how these academic pathways work.

Recommendation 7:

Continue the present practice of having no separate enrollment restriction unless the supply/demand ratio shifts radically in future. 3

Recommendation 8:

LA&PS must decide whether or not it wishes to make a serious commitment to this highly valuable program, and if so, to squeeze from its meagre resources at least two new positions in the professoriate as well as replacing retirements. Such appointments should be made with the primary goal of increasing the deep expertise of the professoriate in the theoretical and practical aspects of Writing Studies, even if outside advice needs to be brought in to advise future hiring committees.

Recommendation 9:

Monitor closely possible areas where the program's resources may be being unreasonably diffused, and take steps to rectify any such excessive demands.

Recommendation 10:

Seek more information on where students end up after graduation, and on the expectations of potential employers. However, treat such information as advisory rather than restrictive.

Recommendation 11:

Investigate setting up a Co-op or Internship program for Professional Writing students. Our bias is for the former, as it offers more opportunities for students' workplace experience to influence their understanding of their academic experience as well as the reverse, but we have no strong opinion on this matter.

Recommendation 12:

Although it is important to take declining enrollments as a heads-up to make sure that the department's curriculum, and its publicity efforts, are the best they can be, our best advice here is not to panic. The program's numbers remain reasonably healthy.

Recommendation 13:

Insure that proper training in responding helpfully to student writing is provided to graduate teaching assistants who may have no prior background in the area.

Recommendation 14:

The University and the Faculty must recognize the need for robust program-level advising in addition to centralized advising, and help students understand where to go for what types of advice. To be blunt, the various levels of advising need to stop kicking sand in each others' faces.

Recommendation 15:

Investigate ways of using senior students as mentors (as opposed to program advisors) for junior students.

Psychology, Undergraduate and Graduate, Faculty of Health

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

Program Description

Program	Accepts 2015	Enrolment FTES 2014/15	Degrees Awarded 2015
Psychology BA, BSc	894	3795	Hons: 942 90-credit: 440 Minor: 43
Masters	145	239	125
PhD	55	252	32
Graduate Diploma			26

Reviewers appointed by the Vice-Provost Academic:

Dr. Jane Ledingham, Professor, University of Ottawa
 Dr. Donald H. Saklofske, Professor, University of Western Ontario
 Dr. Robert Drummond, Professor, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Dean’s /Principal’s Agenda of Concerns
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: June 14 and 15, 2016

The Review team began the site visit with a meeting with Alice Pitt, Vice-Provost Academic. The Reviewers met with the following individuals: Harvey Skinner, Dean, Faculty of Health; Barbara Crow, Dean and



Associate Vice-President, Faculty of Graduate Studies; Susan Murtha, Associate Dean, Teaching and Learning, Faculty of Health; Joel Goldberg, Chair, Department of Psychology, Faculty of Health; Jennifer Connolly, Undergraduate Psychology Program Director, Faculty of Health; Jennifer Steele, Associate Undergraduate Psychology Program Director, Faculty of Health; Adrienne Perry, Graduate Psychology Program Director, Faculty of Health and the Master of Calumet College, Jennine Rawana.

The Reviewers visited Scott Library and met with Catherine Davidson, Associate University Librarian and the Associate Librarians from the Scott Library and. The Reviewers held meetings within the Faculty of Health on the Keele campus with the undergraduate and graduate staff, undergraduate faculty members, undergraduate students, including the Undergraduate Psychology Students' Association, Peer Assisted Study Session (P.A.S.S.) tutors, Student Health Ambassadors at York (SHAY) and Student Senators. The Reviewers met with Graduate faculty and with graduate student on the Keele campus and also met with Louise Hartley, Director of the York University Psychology Clinic.

The Review Team also met with Donald Ipperciel, Principal, Glendon College and Timothy Moore, Chair, Department of Psychology, Glendon College and visited the Frost Library which is located on the Glendon campus. A separate Implementation Plan has been submitted for the Glendon programs and further details about the site visit may be found there.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due November 2018. The next Cyclical Program Review will begin in the Fall of 2022.

Strengths:

The Dean's implementation Plan provided an excellent summary of the strengths of the program as noted by the Reviewers, and it is reproduced here in its entirety.

There are several unique features that the reviewers emphasized as favorable for faculty members and attracting high quality students both to the graduate and undergraduate program that include:

- four main undergraduate programs offering a broad range of courses, experiential learning opportunities (e.g., high impact practices such as community based research, thesis research in labs, etc.), and some courses in online formats that allow a diverse student body various degree routes to acquire a BA or BSc degree.
- innovative and high quality graduate programs providing opportunities for students to conduct research, learn, and acquire skills in different

areas of psychological specialization (7 disciplinary areas, two established clinical programs, as well as graduate diplomas in Health Psychology, Neuroscience, and Quantitative methods are offered).

- based on criteria such as publications, grants, Canada Research Chairs, international subject rankings, and quality supervision, faculty members can be considered among the 'best' for both research and teaching.
- openness to growth, redesign, and innovation to keep the program "at the forefront of psychological science and practice" which includes:
 - a new undergraduate proposal for a neuroscience program that anticipates a "shift and key future emphasis in both the discipline and practice in psychology";
 - development of new undergraduate writing and critical thinking courses that "go beyond the usual 'content only' focused courses";
 - a new graduate stream in clinical neuropsychology that is CPA accredited.

Strengths of the program pointed out by the reviewers:

- the program compares favorably to other Psychology programs within Ontario and across Canada;
- recent proposed changes to the undergraduate program have strengthened it and the course offerings;
- the program maps onto learning objectives;
- support and guidance from visionary and dedicated program directors and administrators have the support and respect of the larger university;
- faculty members are highly productive;
- continued success results from an ability to implement innovations because of alignment, support and problem solving approach from the Dean's office, the Chair, UPD, GPD, senior staff, to faculty members.

Opportunities for Enhancement:

The Dean's Implementation Plan makes the following comments on the review report and the program's response and plans:

Weighing discrepancies between reviewers' comments and Chairs action plan:

The Chair, on behalf of the program, has written a considered response to the five recommendations outlined by the reviewers and aligned his comments with the recommendations from the self-study. The challenges and recommendations described by the reviewers fall into three main categories: staffing/succession planning, faculty complement, space/infrastructure.

Although the reviewers also spoke about attracting high quality students (by

maintaining and/or improving time to completion for grad students, using summer schools in an innovative way to attract students to the non-clinical programs, increasing communication with students to ensure needs are met, addressing community safety/labour disruption issues, greater shift to online/experiential course options and more person centered learning, addressing the demands of a diverse changing student body, engaging alumni, need for a greater number of full-time faculty teaching at the undergraduate level) and managing change (financial stress associated with new SHARP budget model, uncertainty created by the appointment of a new Dean, tensions between faculty members and administration when new directions are required) they did not list them as one of their five main recommendations and thus the program did not write a response to these.

Therefore, I considered these largely out of scope for this decanal implementation plan. Moreover, some of the issues are largely beyond the scope of the Dean (e.g., labour disruptions, broad community safety issues, the uncertainty of the new budget model). Never-the-less, it is worth pointing out that the Faculty at large has already started to address issues such as expanding digital learning, improving time to completion, new learning models and using our diversity as an asset.

The Dean's Implementation Plan

The Plan submitted by the Dean provides an excellent compilation of the recommendations to be acted upon and the actions to be taken, as a well as a chart which lays out responsibilities and timelines for completion. The information below has been taken directly from the Dean's Implementation Plan.

Staffing/Succession Planning

Due to the administrative demands to ensure quality and integrity for a high enrollment program the recommendation by the reviewers is to support the hiring of an assistant/associate UPD (A-UPD). The program is eager to formally establish an associate UPD position, which would require an organizational change. The current A-UPD began a three-year term in a 'special advisor to the dean's role in 2015. Originally when this position was granted it was because the program was undergoing the cyclical program review and revising their program. While I am open to such a change, the program would need to carefully describe the job duties and expectations, how the role adds value, and provides a return on the added investment with respect to the priority goals of the Faculty and University's Institutional Resource Plan.

The reviewers also recommended that the program engage in succession planning. The program has begun succession planning to ensure inclusivity, continuity, and change implementation. They want to encourage interested

departmental members to participate in leadership development training, workshops, and retreat activities. I agree there is a need for succession planning and leadership development. It is also a priority with the University administration (e.g., AVP T & L) to create leadership and management skills development for Chairs, GPDs and UPDs. The first iteration of the Chairs and Directors leadership training took place in the Fall of 2016 focusing on people who were early in their tenure as Chair/Director. The Faculty of Health had one of our new Chairs attend this leadership training. Moving forward our aim is to encourage all new Chairs/Directors to participate in a leadership-training event. I understand that the intention is for the leadership training to also be open to those who are contemplating the idea of taking on the Chair/Director role. I will work with the Psychology Chair to ensure that such leadership development is available to faculty members interested in participating. Finally, there is continuity in administrative leadership, I have indicated a willingness to extend the appointments of the incumbents with the caveat that the end of the terms must be staggered across multiple years.

Faculty Complement

The reviewers commented that as the program grows and faculty members age there is a “need to prioritize areas of research for replacement hires”. In addition, they noted that as new directions in Psychology emerge, it becomes important to support new hires. In particular, the reviewers supported an alternate stream hire to design and implement courses to teach writing and critical thinking. The program has submitted a complement plan proposing 12 strategic hires over the next few years. In 2016 there were 3 successful hires. In 2017 there were 4 requested positions including an alternate stream position for the teaching of critical thinking and communication to support the implementation of the revised curriculum. Both the previous Dean and I have been very supportive of Psychology attaining new hires. In 2015/2016 there were 4 proposed hires and three were successful. In 2016/2017, there were 5 hires granted (4 new plus 1 that was rerun due to a failed search from 2015/16) including the alternate stream hire. Two searches and negotiations are complete, three searches are complete and I am currently in negotiation with two candidates, and I await the hiring committee recommendations for the last candidate. The new hires directly address the department’s priorities in areas such as developmental, pediatric clinical neuropsychology, and writing//communication. Two other hires address emergent areas in psychology such as neuro-imaging and computational neuroscience/deep learning. The Provost has recently approved expedited searches to replace two faculty members (neurophysiology, quantitative methods) who have submitted resignations. In summary, despite stable enrolments, the Psychology Department has expanded at a faster rate than almost all other academic units on campus.

Space/Infrastructure

The reviewers described the physical facilities for Psychology at Keele as

'tired, crowded, and scattered', unsuited to its functions, with classrooms that are not entirely functional and outdated equipment. However, the reviewers did not specifically include a recommendation. This may have been because their visit was concentrated in only a small number of buildings which host faculty, staff and students from the Department. That said, my long term objective is to develop a funding and space plan which will enable the Faculty of Health, including the Department of Psychology, to occupy new state-of-the-art building for teaching, research, clinical practice, and administration. Such a plan will need to be prioritized against other university needs. It will also require us to develop a plan to generate as much as \$120 million dollars.

In the near term, the University and Faculty of Health have taken some steps to improve our space and infrastructure. For example, shortly after the review, the University received significant funding to renovate one of our wet lab spaces, and to build a new Vivarium facility. We have also submitted a request for a small office addition to the Sherman building. We are also scheduled to renovate offices and research space in Stong/Calumet College, which may also provide highly functional new space for a small number of psychology faculty. We are actively exploring partnerships which might find off campus space which also helps us connect with the broader community and organizational partners. Finally, I should also point out that some facilities, such as the Sherman Health Science building, and the Life Science Building, which both host faculty and students from psychology are both relatively new and state of the art.

The reviewers indicated that there is no "space where informal communication between faculty and students can take place outside of the classroom." Their recommendation is to "initiate long term planning to refurbish and unify different facilities and allowance for common interaction sites." I agree. We have already created one new student lounge. The University's Academic and Operational plans have also made this an institutional wide objective. Plans are underway to create more informal student meeting and study spaces.

The Chair noted an eagerness to refurbish and renew the Behavioral Sciences Building (BSB), and consolidate space in Calumet College (affiliated with Psychology students as well as other programs students). As well as establish a lounge in BSB for informal communication opportunities between students and faculty members. I'm delighted that a new lounge is in the works for the BSB building. However, a major refurbishment of the BSB building has not been explored in depth. Given the building is largely made of concrete and cinder block and its inefficient design and inaccessibility to community groups, it is difficult to imagine a scenario which would justify a major upgrade. Rather, I favour minor modifications as a short and medium term solution while our long term focus is on developing and funding new state of the art facilities which not only meet teaching, research, and administrative needs, but help connect us with community groups and other external partners.

Finally, the reviewers commented on a need for continued support to maintain and supplement existing infrastructure. In particular, they recommended to “support administration of the program and thus funds for physical changes in undergraduate office for confidential discussions”. The Chairs response was that the program is eager to move forward with renovation plans in BSB 291-292. While I appreciate the need, such measures would be short term, and therefore, not the best use of scarce resources. Rather, we must keep our focus on long term opportunities.

Plans and Actions Underway

Actions	Responsible Party	Timeline
Staffing and succession planning (appointment of an A-UPD)	Deans office	Current position until 2018,
Succession planning and Leadership development	AVP T&L	2017 and beyond
Faculty renewal (replace retirees, new alternate stream hire to support new program requirements)	Program	2015/16 – 3 new hires 2016/2017 – 5 hires (4 new plus 1 failed search from 2015/16) including the alternate stream. 2 searches and negotiations are complete, 3 searches are complete and the dean is currently in negotiation with 2 candidates, and is waiting for recommendations for the last candidate. 2 replacement hires already approved for 2018-19 complement plan.
Space – expand, refurbish, and to allow for common interaction site between faculty members and students	Program and Deans office	Short term solutions are being implemented in 2018-2019 and will add to the major new facilities already previously developed. A long term space, funding and facility plan is in development.

The Follow-up Report, due in November 2018, will provide an update on how these activities are progressing.

Alice J. Pitt
 Vice-Provost Academic
 York University

Digital Media, Undergraduate, School of Arts, Media, Performance and Design, with the Lassonde School of Engineering

Cyclical Program Review – 2008-2015

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

Program Description

The Digital Media undergraduate program first accepted students in the 2008-2009 academic year. It was collaboratively developed over a number of years by faculty members in what was then the Department of Computer Science and Engineering (Faculty of Science and Engineering), Fine Arts Cultural Studies (Faculty of Fine Arts), and Communication Studies (Faculty of Arts). The program is a Specialized Honours Bachelor of Arts (120 credits taken over four years).

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Digital Media BA	41	86	12; 2 Certificates

Reviewers appointed by the Vice-Provost Academic:

Dr. Jeremy Cooperstock, Associate Professor, Electrical and Computer Engineering, Faculty of Engineering, McGill University

Dr. Paula Wilson, Senior Lecturer, Department of Biology, Faculty of Science, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- Dean's /Principal's Agenda of Concerns
- University, Faculty and Program planning documents

Site Visit: March 9, 2016

The Reviewers met with Spiros Pagiatakis, Associate Dean of Research & Graduate Studies; AMPD Digital Media Coordinator, Don Sinclair; the Lassonde Digital Media Coordinator, George Turlakis and the Director of



Computing from Lassonde. In addition the reviewers met with faculty from program, the University Librarians and also had a meeting with both the Dean of AMPD, Shawn Brixey and with the Dean of Lassonde, Janusz Kozinski. There was an opportunity to meet with 20 students from a fourth year class. Facilities visited included the Transmedia Lab in AMPD, the Art and Technology Learning Laboratory in AMPD, the Bergeron Centre for Engineering Excellence and the Scott Library.

A meeting with the Vice-Provost Academic was cancelled due to illness; however, the review team was advised that a phone meeting could be scheduled

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due November 2018. The next CPR will begin in the Fall of 2022.

Strengths:

- The Digital Media program demonstrates a reasonable balance between the foundations of math, computer science, signal processing and “physical computing,” along with a wide range of electives that provide a level of nimbleness necessary given the rapid pace of change in the area. A fourth-year capstone course, offered by Electrical Engineering and Computer Science, Digital Media Project, was designed for the program. Learning outcomes are clearly articulated; however, as noted below, stronger mapping of outcomes to courses should be undertaken.
- In AMPD the Digital Media program has been well supported by a strong program coordinator.
- Two new Canada Research Chairs, who will hold cross-appointments in the new department of Computational Arts, signal commitment to the program, and the Deans of both Faculties are enthusiastic about the interdisciplinary and collaborative nature of this program.
- The program is supported by labs in AMPD, housing equipment and software and reflecting appropriate investments.
- Students may take advantage of the Professional Experience Program, which has recently been transferred to Lassonde from the central Career Services Centre, a change expected to result in an increased number of students taking advantage of this important opportunity.

Opportunities for Enhancement

The External Review Report provided commentary around a number of areas for improvement. The Reviewers did note, “There is strong evidence that the program has been responsive to issues as they arise and engaged in ongoing improvements and enhancements.” The recommendations made by the

External Reviewers resulted from their consideration of the self-study document, the Deans' Agendas of Concern, and comments made during meetings with faculty and students.

- The weak math skills of some incoming students create challenges in the program. An exploration of ways to close the gap in math and programming skills should be undertaken and consideration given to an additional math fundamentals courses, perhaps combined with a placement test to identify the need of students. Clarification of the importance of math for prospective students is essential.
- It is important, although not simple, to ensure that the Lassonde home of the Digital Media program, the Department of Electrical Engineering and Computer Science, be well supported in terms of student support as well as from the perspective of faculty members with a focus on improving the program.
- Advising for this program is Faculty based, and students have found it challenging at times as advisors from one or the other Faculty are not comfortable with advising about courses taught in the other area. The Faculties should improve advisor training and consider publishing an "advising fact sheet" and annual "group advising" sessions for students each spring. The program is encouraged to Monitor the students' understanding of requirements.
- Faculty members should increase interactions with the librarians to better exploit the library resources in support of student learning. The Reviewers noted, "The student experience, teaching approach and "retention culture" appear to be quite different in the two Faculties and would benefit from a higher level of integration/harmonization." The reviewers recommended that the program focus on ensuring there is coherence to the program, including, for example, the possibility of introducing digital-media-focused problems and applications within the introductory courses in the courses taught in the Department of Electrical Engineering and Computer Science (EECS). A clear curriculum map to program expectation and learning outcomes with courses would enhance coherence.
- Enrolment management practices for the courses taught through EECS create frustration and uncertainty in the minds of students. The program should take steps to mitigate this situation.
- Some senior level courses in EECS are not available to students as a result of prerequisites not being part of the program requirements, in spite of the fact that these courses are listed on the "suggested progress chart." The program needs to ensure students can benefit from these course options.
- The Program should seek input from experts on campus on how to achieve their goals regarding gender balance and how to enhance a learning environment where both genders are equally motivated to participate, collaborate and provide leadership.

Implementation Plan

The attached chart, collaboratively developed by the Deans of AMPD and Lassonde, addresses the recommendations, with suggested approaches and an identified lead for follow-up, specifies roles, responsibilities and a timeline for each action. The plan is commended for its clarity and commitment to ensuring collaborative stewardship of the program.

A follow-up report, due November 2018, will provide details of the outcomes.

Alice J. Pitt
Vice-Provost Academic
York University

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-up	Resources	Timeline for Addressing Recommendation
#1 - Provide more extensive program and advising information to new students. And #2 - Improve and coordinate program advising.	Visit two key courses annual (e.g., courses where students are unsettled with respect to knowing how the course(s) support future courses).	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time	Fall 2017
	Establish bi-annual joint advising meeting and brainstorming session to enhance collaboration between LCS and AMPD advising teams. These sessions will include academics and non-academic administrators.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, LSE Advising Team, AMPD Advising Team	UPDs and Advising Team Time	Fall/Winter 2017-2018
	Design and create student advising factsheets.	AMPD and LSE Advising Team	Advising Team Time	Summer 2017
	Design and create student FAQs.	AMPD and LSE Advising Team	Advising Team Time	Summer 2017
	Establish an advising process and procedures document (service agreement) between AMPD and LSE. (e.g., how/when/where to update advising information, articulate where students can go and for what purpose, outline and describe purpose of meetings and desired outcomes, etc)	Associate Dean AMPD, Associate Dean Lassonde, Chairs of both departments	Leadership Time	Summer 2017
	Review and make consistent, all online-advising materials relative to degree requirements.	AMPD and LSE Advising Team	Advising Team Time	Fall/Winter 2017-2018
	Institute mandatory advising for all digital media students in all years	AMPD and LSE Advising Team	Advising Team Time	Spring 2017
	Create a communications plan relative to increase unit cohesion.	AMPD	Assistant Dean in AMPD	Fall/Winter 2017-2018
#3 - Explore ways to close the gap in math and programming skills.	Review and evaluate student preparations in mathematics prior to program entry and identify possible ways to improve math experience, either with support prior to entry, or the introduction of a bridging course prior to MATH 1019.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time	2017-2018 to change the curriculum; 2018-2019 for implementation
	Ensure student advising factsheets and FAQ resources include information on math support at York (E.g., Bethune services, liberal engineering, open math labs in science, etc)	AMPD Digital Media Coordinator, LE Digital Media Coordinator, to review	UPD Time	

	Secure agreement between LSE, AMPD, and FS to offer joint math support for MATH 1019.	Associate Dean AMPD, Associate Dean Lassonde	Leadership Time	
	Review course design in MATH 1019 and add tutorials.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time MATH AND EECS dept curric. committees	
	Investigate whether computing requirements (e.g., EECS 1012) are appropriate or could be replaced by a second year program specific computing course.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time	
	Review degree entrance requirements from one 4U math course to two 4U math courses in order to prepare students for 3rd and 4th year EECS courses	Digital Media Program Council, Math Dept	Council Time	
	Build required math (calculus, applied linear algebra) and programming (2nd year EECS) pre-requisites into Year 1/2 of the program, at least for Developer stream.	Digital Media Program Council	Council Time	
	Curriculum committee chair will encourage EECS 2030 and EECS 2011 course directors to offer digital media related assignments.	Digital Media Program Council	Council Time	
#4 - Improve communication and collaboration with program librarians.	Establish a bi-annual meeting with the subject matter librarian to review and discuss library needs relative to attempts at addressing curricular improvement.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, John Dupuis, Librarian		Fall/Winter 2017-2018
	Finalize online resource guide for digital media students and faculty.	Rob van der Bliet, AMPD Digital Media Coordinator, LE Digital Media Coordinator,		
	Formally introduce initiatives, such as Steacie Hackfest participation, into DAT 2100.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, John Dupuis, Librarian		

#5 - Invest resources to better understand the factors currently affecting retention, and develop strategies to improve retention.	Institute bi-annual meetings of academic leadership (e.g., Associate Deans, Chairs, UPDs) to discuss factors affecting retention and strategy development aimed at improving retention, with the information gathered from the following new activities aimed at underpinning how best to improve:	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time	Fall/Winter 2017-2018
	Determine the relationship between high school math and success in the program.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, Teaching Commons	UPD Time, Council Time	Summer 2017
	Design and create a student survey, targeted at those transferring out of the program, to understand their reasons for leaving. Possible factors may include: workload, non-adequate preparations, student expectations changing, support, etc	ISR, Teaching Commons, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR, Teaching Commons	Fall 2017
	Implement and launch survey annually.	ISR, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR	Winter 2018
	Review survey results and evaluate how best to processed on implementing actions for continuous program improvement.	ISR, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR	Summer 2018
	Design, create, launch and review results of a student survey, targeted to students in each year level aimed at gathering information relative to their experiences.	ISR, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR	Fall 2017
	Establish formalized data requests of OIPA aimed at annual retention data analysis. Identify the levers OIPA uses to evaluate and model retention and evaluate how these data and levers can be used to inform retention strategies.	OIPA, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	UPD Time	Fall/Winter 2017-2018
	#6 – Explore ways to increase recruitment and retention of women to the program.	<i>Increase the number of female Faculty members:</i>		
Finalize approval of Affirmative Action Plan for Computational Arts to prioritize gender balance.		Associate Dean AMPD	Associate Dean AMPD Time	Fall/Winter 2017-2018
Ensure both IRPs for LSE and AMPD include a priority to recruit females within the curriculum.		Associate Dean AMPD, Associate Dean LSE	Leadership Time	Fall/Winter 2017-2018

Ensure Department Plans for EECS and Computational Arts include a priority on hiring female faculty members	Associate Dean AMPD, Associate Dean LSE, Department Chairs	Leadership Time	Fall/Winter 2017-2018
<i>Increase the number of female students:</i>			
Continue to explore ways to encourage, reward and publicise participation in outreach, recruitment, student leadership, mentorship and creative activities related to inclusivity.	Lassonde lead, coordinate with AMPD	Assistant Dean of Inclusivity and Diversity in LSE, Director of Design and Recruitment in LSE	Summer/Fall 2017
Ensure all Digital Media students are invited to 50:50 initiatives implemented in Lassonde.	Lassonde lead, coordinate with AMPD	Assistant Dean of Inclusivity and Diversity in LSE,	Summer/Fall 2017



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International Studies, Undergraduate, Glendon College

Cyclical Program Review – 2002 - 2012

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 15, 2015

Program description

This academic program, approved by Senate in 1968, consisted primarily of a mix of selected courses that had an international component from three major departments, Economics, History, and Political Science, but also included courses from other social sciences departments that also had an international component. The program was revised in 1999, introducing a more structured and interdisciplinary approach based on required courses defined and controlled by the International Studies Program. In 2006, the Senate of York University approved the transformation of the International Studies Program into a Department of International Studies (DIS). In September 2011, the Department reexamined its academic program and introduced the concept of three thematic pillars that touch on fundamental issues in international society, but also strengthen the program's interdisciplinary approach and identity.

Program	Accepts 2013	Enrolments FTEs 2013	Degrees Awarded 2013
International Studies	114	260	61

Reviewers:

Dr. Claire Turenne Sjolander, Professor, School of Political Studies and Vice-Dean, Graduate Studies, Faculty of Social Sciences, University of Ottawa

Dr. Ann M. Hutchison, Associate Professor, Department of English, Glendon College, York University

Site Visit: November 20, 2012

The site visit consisted of meetings with senior academic leadership at York University, including Rhonda Lenton, Vice Provost Academic, Kenneth McRoberts, Principal of Glendon College, Christina Clark-Kazak, Acting Chairperson, International Studies, Glendon College, and Stanislav Kirschbaum, Chairperson (on leave), Department of International Studies, Glendon College. The reviewers also met with faculty, students and staff from the Department.

Outcome:

The Joint-Committee on Quality Assurance asked that the Decanal Implementation plan be updated and expanded. Follow-up report was finalized in Autumn 2014. Final Assessment Report accepted in April 2015. The 18-month follow-up report due in October 2016.

Program Strengths

- Option of an international Bachelor of Arts, annual student symposium, student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students.
- Responsive to student input with result that tutorials have been added to large introductory courses and several courses have been revised in terms of content and format, including the Capstone ILST 4501.
- Students appreciate bilingual nature of program, its interdisciplinarity, small class size, and student diversity (including international students). The International Studies Student Organization is strong.
- High rate of retention to graduation

The Decanal Agenda of concerns identified several issues for the reviewers to consider

- How to understand decline in number of majors, particularly given departmental organization, and account for the length of time to completion
- How to understand the relationship between International Studies and other Departments, particularly in terms of elective course offerings
- How to determine whether or not students are prepared effectively for pursuit of graduate study
- How to understand low registration for internships

The Reviewers made several recommendations intended to strengthen the program's identity and curriculum

1. Rename the "Resources and Wellbeing" cluster so that it more closely reflects the material found in that cluster of courses.
2. Explore partnerships for cross-listing courses with other academic units on campus.
3. Rationalize its optional courses so that those that are retained clearly contribute to the pillars identified by the program.
4. Ensure that disciplines other than Political Science figure more prominently in the program.
5. Review the material covered in each International Studies course to reduce redundancies as much as possible.
6. Work to revitalize the professional internship component of the program so that a greater number of students are able to complete an internship.
7. Explore the development of a co-op option within International Studies.
8. Examine ways in which students can benefit from second-language support when taking International Studies courses in their second language, including developing a mechanism to direct students towards the language courses that are most appropriate given their abilities and language acquisition ambitions.
9. In order to preserve the stability and continuity of the program, the fourth tenure-track position should be replaced with a tenure-track appointment if the person currently holding the position does not return to International Studies at Glendon College at the end of her leave.
10. Regional clusters ("area studies") within the program should be developed through collaboration with other academic units already offering courses in these areas.
11. The Department of International Studies should offer a minor in IS.
12. The Department of International Studies should review its governance structure in order to develop structures that facilitate exchanges between IS and related disciplines (representatives from other departments), especially as concerns curriculum innovations and revisions.

Decanal Implementation Plan

A Decanal Implementation Plan submitted by Principal McRoberts responds to each recommendation extracted from the consultants' report. The Plan supports several changes that would be initiated at the program level and advanced through internal processes and identifies recommendations that have already been implemented. An updated plan was provided by Principal Ipperciel to provide timelines and assurance that the Office of the Principal is involved in implementing changes. The program also provided an update, which is reflected in the summary below.

The following recommendations are in the process of being implemented:

- Courses cross-listed with other programs are being made available to students to satisfy the 'outside the major' requirements, and changes to the governance structure of the department facilitate such collaboration. One result has been the increase in course offerings with an international focus in both French and English.
- Enrolment patterns are being used to rationalize optional course offerings, and a process for reviewing courses to address redundancies has been established.
- The professional internship is being revitalized to increase student participation. This initiative has been deemed preferable to the introduction of a co-op option.
- One tenure track replacement position has been authorized.
- A minor in International Studies is scheduled for September 2016 launch.

The department is also working with the Office of the Principal to address two decanal issues that were not addressed by the review report: the ability for students to complete the program in four years and student success in entering graduate programs. The program identifies initiatives designed to increase major enrolment, and there is some indication that, while applications continue to decline, acceptances are showing signs of increasing.

The review report made three recommendations for which the department provided reasons for not implementing. The report raised a concern about the strength of the program's interdisciplinarity given the fact that it is housed in a department consists of faculty members identified with the discipline of political science. The Principal agrees with the department that it is not necessary to reflect the interdisciplinary nature of the program in department members because the program's governance structure ensures appropriate collaboration with other contributing units. The Principal also agrees that the Centre for Second language Study will take primary responsibility for providing students with second language support. Finally, in response to a recommendation to develop regional clusters in addition to its thematic clusters. The Principal agrees that the development of regional clusters in collaboration with other programs is too ambitious an undertaking to develop formally, and the fact that student interest is matched with faculty research expertise where possible achieves the aim of the recommendation to the best extent possible at this time.

Summary

The International Studies program, the annual student symposium, the student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students. The program demonstrates its commitment to ongoing improvement. It has identified further enhancements that have been endorsed by the consultants and encouraged by the Principal. Among the plans already begun is a review of course offerings that may satisfy the "courses outside of the major" requirement. This has resulted in an increase of major courses available in French and in English. A tenure track appointment has been authorized. The program is also focused on student success in the areas of experiential education, student completion times and student success in entering graduate programs.

Alice J Pitt, Vice-Provost Academic
April 2015



**Dean's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality
 Assurance**

Please submit report to YUQAP@yorku.ca by October 31, 2016.

Program	International Studies
Faculty and Home Academic Unit	Glendon College
Program options (example, BA, MA, Phd)	BA, iBA
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: November 20, 2012 FAR date: April 15, 2015 Follow-up Report Date: October 2016
Launch of next Cyclical Program Review Cycle	Fall 2019 Site visit (anticipated): Fall 2020 or Winter 2021

Enrolment data from the Final Assessment Report April 15, 2015

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
International Studies	114	260	61

Enrolment data from 2015-2016

Program	Registrations (in-take)	Enrolment FTES 2015	Degrees Awarded 2015
International Studies	95	260	57

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Diversification of disciplinary training (outside of Political Science) of faculty members	Ongoing	Program, Principal's Office	A faculty member with training in Sociology was hired July 1 st , 2016; a CLA in international law is currently in the hiring process; 3 faculty members have been hired in the new business program (see below)
Increasing student enrolment	Ongoing	Program, Student recruitment	In addition to ongoing efforts to recruit students to our regular program through participation in recruitment fairs and campus days, we have launched a new double degree program in International Studies and Business with EM-Lyon, which is likely to attract different students (francophones and francophiles interested in international business) and thereby increase our pool of potential majors.
Increase cross-listed courses	Ongoing	Program; other relevant programs; Curriculum committee	The department has proactively sought to cross-list new courses with other relevant departments and has also accepted most requests to cross-list courses.

Increase internships	Ongoing	Program; Principal's office; College- level experiential education coordinator	The department holds termly information session on our current internship opportunities and sends out information on relevant internships to all International Studies students; the department is working with the College-level experiential education coordinator to make administrative changes to our program to make it more effective and responsive to students.
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2. Please report on recent additional Initiatives to Enhance Program Quality that have surfaced since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Dual degree program in International Studies and Business with EM-Lyon	Started September 2016	Program, Principal's Office	Too early to determine success, but much interest, as demonstrated by current students and prospective students at recruitment fairs.

Please comment on the alignment between the initiatives above and the University Academic Plan.

The major initiatives undertaken by the Department of International Studies align particularly well with the University Academic Plan 2015-2020 (UAP). In terms of the priorities defined in the UAP, the initiatives, especially the launching of a double degree programme in International Studies and Business with EM Lyon show innovation and the creation of a quality programme (Priority 1) and, through new positions, enhanced quality in teaching and student learning (Priority 3).

Signature of the Dean/Principal :

Date: October 27, 2016



French Studies/Études françaises, Undergraduate and Graduate, Glendon

Cyclical Program Review 2004-2012

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 15, 2015

Program description:

French Studies has been offered Glendon since its creation as a Faculty of York in 1966. At the undergraduate level degree options for French Studies include a BA program or a bilingual or trilingual International BA (IBA) program. Both the IBA and BA offer the following options: Specialized Honours BA/IBA, Honours BA/IBA and BA/IBA with options in the honours programs for a double major or a minor in French Studies. The Department also offers a large number of French as A Second Language courses to support the bilingual requirement of the College. As of 2012(?) these courses are offered by the Centre of Excellence for French as a Second Language.

The MA program in Études françaises was established in 1995 and is housed primarily at the Glendon campus of York University. Initially developed to serve primarily part-time students, the program offers courses in the evening and on weekends as well as during the week days. Today most students study full-time. Two fields, literature and linguistics, are offered. A course only option for the MA was begun in 1999. In 2010 a PhD program in Études francophone was established but was not under review at this time.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BA (UG) – Major 1, 2 and minor - 600	150	374	21 Hon BA; 14 BA; 168 Certificates
MA – 19	6	14	8
PHD - 15	6	11	

Reviewers appointed by the Vice-Provost Academic:

François Paré, Professor, Department of French Studies, University of Waterloo
 Douglas Walker, Professor Emeritus, Department of French, Spanish, and Italian, University of Calgary
 Douglas Freake, Associate Professor, Department of English/Humanities, York University

Site Visit: January 30-February 1, 2013

The site visit at Glendon included meetings with senior academic leadership from the University, including the Vice-Provost Academic, Alice Pitt, and the Interim Dean of Graduate Studies, Barbara Crow. The reviewers met with the Glendon Principal, the Chair of the department of French Studies, the Graduate Program Director, faculty members and groups of undergraduate and graduate students.



Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **October 2016**.

Program Strengths:

Undergraduate:

- The programs align well with Glendon’s mandate “to emphasize the importance of bilingualism in a multicultural context.”
- Until recently, the program has served majors as well as provided courses to satisfy Glendon’s bilingual requirements. With the establishment of the *Centre de formation linguistique pour les Études en français*, the Department’s undergraduate program can focus its attention on FSL and French as a first language language courses in 3 areas (language, literature and linguistics) mainly to students doing a major or a minor in French Studies. The review report takes note of the self-study’s description of courses designed for French native speakers as “un fleuron de notre programme.”
- The program provides an original array of literature courses, and its offerings in language and linguistics are diverse and original.
- A Certificate in Professional Writing is available to Francophone students, and students are well prepared to enter graduate level study in French Studies and Translation.
- Students appreciate the small classes, the bilingual environment and related activities, the sense of community, the program offerings, and ‘demanding but fair’ professors.
- A host of international programs are provided, including study abroad opportunities in France, Belgium and Switzerland.
- The research profile of department members is strong.

Graduate:

- The MA program is well-aligned with faculty research and with undergraduate programs at Keele and Glendon with a view to preparing students for further graduate study in French linguistics or French and Francophone literatures or to enhancing graduates’ career opportunities in areas such as bilingual administration, education, traditional and digital media, publicity and business.
- The well-laid out program, with fields in linguistics (sociolinguistics and French in a Canadian context) and literatures (theories and genres, women’s writings, literature and society) is served by a large number of faculty members and is distinct in its offerings.
- The quality of applicants has improved, and students appreciate the high quality of the courses and excellence of teaching.
- The review report “recognizes the exceptional potential of the MA program at York University.”

Opportunities for Program improvement (selected from self-study and reviewers' report):

Undergraduate:

- While the establishment of the *Centre de formation linguistique pour les Études en français* provides the opportunity for the Department to refine its focus, there is a need to establish clear communication between the Department and the Centre.
- Increased efforts are required in order for non-Francophone students to navigate the program and the course descriptions.
- The large number of preparatory language courses required for admission to the major needs to be reviewed.
- In spite of an impressive list of courses, the demands of three areas on the curriculum can result in restrictions on the availability of a sufficient number of courses at the advanced levels.
- Increased summer offerings would serve students' needs.
- There are opportunities for stronger collaboration between Keele and Glendon in the areas of curriculum and scheduling coordination, adoption of a single placement test that includes an oral component, more active promotion of each other's activities and offerings, and enriching faculty complement through joint appointments. The joint appointment between French Studies and the Faculty of Education is viewed as providing strength to both programs and could be emulated.
- Students would benefit from more involvement in faculty research activities and in departmental discussions.
- The visibility of French Studies could be heightened; the web site needs improvement.
- There is a need to improve the space allocation in order to provide a departmental spatial community.

Graduate:

- The focus on research-based objectives as well as the language of promotional materials need to be reviewed to ensure the needs and aspirations of career-oriented MA students are appropriately reflected.
- The program requirements are onerous for a 3-term program, and, while completion times have improved, they are unsatisfactory. Reliance on Independent Reading courses suggest that the program's ability to offer courses does not match expectations that students will be able to complete requirements in a reasonable time.
- The program needs heightened visibility in order to recruit more and more highly qualified Francophone and non-Francophone students. Recruitment efforts on both campuses need to be a priority and research and external funding opportunities need to be emphasized and supported.
- Student experience would be enhanced by more opportunities to become aware of faculty research activities, possibilities for collaboration and for seeking funding. The report notes that Éditions DU GREF, housed at Glendon, provides training in scholarly publication but hints that more opportunities for students to publish would be welcome.
- There is a strong need for consultation with the *Centre de formation linguistique pour les Études en français* given that it intends to provide TAs and CLAs and to establish an independent research agenda.
- Faculty renewal is important for all aspects of the MA program and key in the area of linguistics.

Decanal Implementation Plan (selected);

The decanal implementation addresses recommendations that surface throughout the report as well as those summarized at the end and reflects the unit's response. Priorities and timelines are summarized as follows:

- The plan notes that the Department has already reduced the number of required introductory courses, has increased the number of summer offerings, and will enhance student participation in governance by September 2014. The plan also commits the Glendon Research Office to creating a faculty-wide "Research Apprentice Program" to facilitate student involvement in faculty research by September 2015.
- The plan supports efforts to deepen collaboration with LA&PS to enhance student mobility and increase course offerings in both programs (particularly in the Summer term), to harmonize courses, particularly at 1000 and 2000 year levels, and to harmonize faculty complement renewal. The plan notes improved IT resources will facilitate cross-campus communication and points out discussions regarding curriculum are already underway. These efforts are scheduled to be underway by November 2014 with significant progress by October 2016.
- The review report notes that "when bridges are established, the combined French course offerings on the Keele and Glendon campuses...would clearly outperform any other French program in Canada in terms of the sheer number and variety of courses offered."
- The plan is supportive of a common placement testing but suggests that Glendon must work towards use of a single test at Glendon for non-francophone students before entering into discussion with Keele. The status of this recommendation will be reviewed in October 2016 and needs to be communicated immediately to the Dean of LA&PS.
- The plan notes that Glendon is in the process of modernizing its web infrastructure which will make it possible to improve departmental websites more easily and effectively. This project is due to be completed by June 2015.
- The plan encourages the Department to establish formal mechanisms for ensuring good communication with the *Centre de formation linguistique pour les Études en français* and with the Principal's Office concerning areas of mutual concern.
- The plan notes that Glendon's space needs are acute but should be resolved in the mid- to long-term by major capital investment; the Office of the Principal hopes to alleviate the problem in the immediate term with a space management plan. The October 2016 follow-up report will address the status of space management.
- The plan commits to promoting research services to graduate students.
- The plan invites discussion with the graduate program on how reliance on Independent Reading Courses, given resource constraints, can be addressed.

Summary:

The French Department is the largest department at Glendon with nearly 17% of undergraduate majors, the largest graduate program at Glendon (with Keele) and faculty members actively engaged in research. It offers a diverse curriculum in the areas of language, literature and linguistic at the graduate and undergraduate levels with an impressive array of original courses and, at the undergraduate level, study abroad

opportunities. Many of the recommendations in the review report have already made good progress towards implementation. The establishment of the *Centre de formation linguistique pour les Études en français*, along with the recent establishment of a PhD program (with Keele) will allow the Department to focus more assertively on Francophone and non-Francophone students specializing in French Studies at graduate and undergraduate levels. Enhanced communication between the Centre and the Department and with the Office of the Principal will support the development of the mandates of each and establish conditions for future collaboration, particularly in terms of the involvement of graduate students in research and teaching opportunities at the Centre. An emphasis on opportunities to enhance the program's visibility and sustainability by way of deepened coordination and collaboration with Keele has been embraced as key to the realization of the potential of French Studies at York in general and at Glendon to increase the number of its majors and enhance the reputation of its offerings at the undergraduate as well as graduate levels. There are opportunities to increase the number of majors at Glendon, to raise the visibility of French Studies at York University, and to realize more fully the potential of the distinctiveness of a graduate program that now includes a Phd.

Alice J Pitt, Vice-Provost Academic
April 2015



**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: October 31, 2016

Program	French
Program options (example, BA, MA, Phd)	Undergraduate and graduate programs French Studies, Études françaises, Études francophones
Faculty and Home Academic Unit	French Department, Glendon College
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: Jan 31/Feb 1, 2015 FAR date: April 15, 2015 Follow-up Report Date: October 31, 2016
Launch of next Cyclical Program Review	Fall 2019 – to include the PhD program Site visit (anticipated): Fall 2020/Winter 2021

Enrolment data from the Final Assessment Report

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Undergraduate	150	374	21 Hon BA; 14 BA; 168 Certificates
Master's	6	14	8
PhD	5	11	

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registrations (in-take) 2015	Enrolment FTES 2015	Degrees Awarded 2015
Undergraduate	121	398	56, 13 minors, 222 certificates
Master's	4	7	4
PhD	0	15	0

Dean's/Principal's Implementation Plan Update

- 1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.**

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Convert all the French Dept courses to FRAN courses	Winter 2016	French Department (Glendon)	After a department-wide consultation, we realized that non-Francophone students were feeling discriminated against by having to take FRLS rather than FRAN courses. The change to only one rubric for all French courses of the department has been initiated from that consultation
Harmonizing the Glendon program with the French Studies program at LA&PS	ongoing	French Department (Glendon), French Department	We are working on standardizing the specialized programs of the two York French departments (Glendon and LA&PS)

		(LA&PS)	
Include one or two students in our General Assembly, so as to promote student engagement	Fall 2016	French Department (Glendon)	Discussions within the Department have been initiated since September in order to include in our "Statuts du département" a clause giving students the right to sit in our General Assembly. A student has already been invited to attend our next GA, November 4 th , 2016.

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Club des études françaises	Fall 2016	French Department (Glendon)	Creating a "Club des études françaises" in collaboration with students and animated by students is an excellent means of increasing student engagement and promoting interactions and use of French outside the classroom

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

Signature of the Dean/Principal :

Date: October 31, 2016



Juris Doctor (JD) and Professional LLM, Graduate, Osgoode Hall Law School

Cyclical Program Review – 2007 - 2012

Final Assessment Report and Implementation Plan_Executive Summary

Reported to Joint-Committee on Quality Assurance: April 15, 2015

Program description:

Established by The Law Society of Upper Canada in 1889, and the only accredited law school in Ontario until 1957, Osgoode Hall Law School is the oldest law school in the province, and one of the largest common-law law schools in Canada. Affiliated with York University since 1968, Osgoode remains at the forefront of legal education and innovation, offering the most diverse curriculum and experiential programming in the country. Students graduate with a Juris Doctor (JD), formerly known as the LLB.

In 1996, Osgoode Professional Development (OPD), a division of Osgoode Hall Law School, was created to satisfy the demand lifelong learning and specialized legal education. The Osgoode Professional LLM encompasses more than 15 different specializations. Osgoode Hall Law School also offers a research stream LLM which will undergo a review in 2013-2014.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Professional LLM	257	148	158
Juris Doctor	306	967	320

Reviewers appointed by Vice Provost Academic:

Ian Holloway, QC, Professor and Dean of Law, University of Calgary
 Geneviève Saumier, Professeur agrégé / Associate Professor, Faculté de droit / Faculty of Law, McGill University
 Markus Biehl, Associate Dean (Academic), and Associate Professor, Management and Information Science, Schulich School of Business, York University

Site Visit: February 23-25, 2014

The reviewers met with key administrative personnel, including senior academic leadership in the University and in Osgoode Hall Law School. In addition the reviewers met with faculty members and groups of students in both the JD program at the Keele campus of York University and the at the Osgoode Professional Development site in downtown Toronto.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. The Dean of Osgoode Law School is responsible for implementing recommendations as per the Decanal Implementation Plan. Follow-up report due October 2016.

Summary

Osgoode Law School is highly regarded for its excellence in the JD and LLM (Professional) programs. Recent renovations have enhanced the quality of space for



staff, faculty and students, and the School has undertaken innovative approaches to revising its curriculum in light of its own and York University's values and a changing landscape for legal education. In particular, new JD requirements emphasize experiential learning with the clear objective to provide relevant professional preparation for a range of areas of practice, and emerging professional development needs of practicing lawyers are identified and acted upon with ongoing programmatic changes and delivery flexibility provided by the use of technology. Student concerns about assessment and the Career Development Office as well as questions about the effectiveness of counseling and advising services are addressed in the dean's implementation plan that identifies approaches, responsible participants and timelines. A recommendation to develop a distinct degree designation for the LLM (Professional) to differentiate its more clearly from the LLM (Research) will be taken up in the cyclical program review of the LLM (Research) and PhD programs that is underway.

Alice J Pitt, Vice-Provost Academic
April 2015



**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yuqap@yorku.ca by: October 31, 2016

Program	Osgoode JD, LLM (Professional)
Faculty and Home Academic Unit	Osgoode Hall Law School
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: February 2014 FAR date: April 2015 Follow-up Report Date: October 31, 2016
Launch of next Cyclical Program Review	Fall 2021 Site visit (anticipated): Fall 2022

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Professional LLM	257	148	158
Juris Doctor	306	967	320

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Accepts 2015	Enrolment FTES 2014	Degrees Awarded 2015
Professional LLM	321	196	175
Juris Doctor	405	962	297

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Integration of Cyclical Program Review findings into Osgoode's 2017-2020 Strategic Plan	December 2016	Dean's Office, standing committees of Faculty Council, and various other divisions	The Cyclical Review has provided a significant point of departure for the Osgoode Strategic Planning process.
Related reviews of Career Development Office (CDO) and Wellness Program	May-November 2016	Associate Dean (Students), Assistant Dean, Students	As part of the Strategic Planning process and in response to the Cyclical Review, a number of reviews of various aspects of Osgoode's Student Services division have been undertaken. These include specific reviews of the Career Development Office (CDO) and the Wellness Program, as well as other broader measures such as participation in the LSSSE survey, roundtables, data collection, etc.
Amendment of Academic Rules in relation to the Grading Profile in Small Classes	April 2015	Faculty Council, Academic Policy and Planning Committee	Changes were made to the grading profile in relation to classes with 30 or fewer students in response to the recommendation of review of assessment practices and grade distribution. Feedback in general has been very positive.

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Providing opportunities to bring JD and LL.M.	May-September, 2016	Dean's Office, Assistant Dean & Executive Director,	Building on the Cyclical Review Recommendations, as part of the growth plan for the full-time LL.M. programs at

students together		Osgoode Professional Development (OPD), Assistant Dean, Students	OPD, Osgoode renovated a classroom in the Ignat Kaneff Building on Keele campus for these classes so LL.M. students are now better integrated on Keele Campus. New programs such as the Learning & Leading Series have launched (May 2016) designed to bring together JD and LL.M. students.
Faculty Recruitment Priorities for Future Programming	2016-2017	Dean's Office, Faculty Recruitment Committee	We have built on the Cyclical Review recommendation to be "nimble" and adjust faculty recruitment to future needs, particularly in private law, and for 2016-2017 we are pursuing searches in "Digital Governance" and "Contracts/Commercial Law" (private law) among other areas.
Proposed review of the first-year curriculum	2016-2016	Academic Policy and Planning Committee	The Academic Policy and Planning Committee of Faculty Council (APPC) is preparing to undertake a moderate review of the first-year curriculum this academic year.

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

A number of key themes set out in the University Academic Plan 2015-2020 (UAP) are reflected in the implementation plan update. As a whole, the UAP both informs and reinforces the goals set out in Osgoode's draft strategic plan 2017-2020.

In specific terms, while traces of each of the UAP's priorities are reflected in the implementation plan update, it appears as though the opportunities identified through the cyclical program review are mainly in three of the priority areas:

- Priority 1 – Innovative, Quality Program for Academic Excellence (Osgoode's strategic planning process, first-year curriculum review)
- Priority 3 – Enhanced Quality in Teaching and Student Learning (faculty recruitment priorities, amendment of academic rules in relation to grading profile)
- Priority 4 – A Student Centred-Approach (reviews of Career Development Office (CDO) and Wellness Program, bringing JD and LL.M. students together)

This is not to say that the other priority areas set out in the UAP are not of central importance to the Law School, but rather that these other areas were less in need of immediate attention than the ones outlined above.

Signature of the Dean/Principal:

Date: October 31, 2016



SOCIOLOGY – Undergraduate, Glendon College

Cyclical Program Review – 2005 - 2012

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 15, 2015

Program description:

Sociology is one of the eight departments created in 1968 when Glendon College was founded and as such has a long and established history. Sociology courses are popular as electives at Glendon and faculty actively participate in the Graduate Studies programs offered by York University, as well as Master’s in Public and International Affairs offered at Glendon.

Degree options include Specialized Honours BA and International BA (IBA) (bilingual or trilingual), the Honours BA or IBA, the Honours double major or major/minor in the BA or IBA and the Honours minor. There is also a BA option for students.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
M1, M2, Minor - 164	22	112	BA Hons – 24; BA - 14

Reviewers appointed by the Vice-Provost Academic:

Arnaud Sales, Emeritus Professor, Université de Montréal, Département de sociologie
 Douglas Baer, Professor, Victoria University, Sociology Department
 Bettina Bradbury, Professor, York University, Department of History and School of Gender, Sexuality and Women’s Studies, Faculty of Liberal Arts and Professional Studies and Glendon College, York University

Site Visit: March 20-22, 2013

During the site visit the reviewers met with Senior Academic Leadership from the University and from Glendon College, including Kenneth McRoberts, Principal, Glendon College, Stuart Schoenfeld, Actual Chair of the Department of Sociology, Brian Singer, Future Chair of the Department of Sociology, Sarah Coysh, Head Leslie Frost Library. In addition the reviewers met with faculty members, administrative staff and undergraduate students.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due October 2016.

Program Strengths:

- The program’s objectives are clear and well-aligned with the mission of Glendon College; its distinctive curriculum recognizes that differences in the social experiences and cultural influences between French and English languages translate into differences in the theoretical perspectives and disciplinary concerns of the two sociological communities. Further distinctiveness to each comes from a Canadian lens; the bilingual sociology



program provides access to this pluralism in sociology.

- The program serves students majoring in sociology in preparation for graduate study, students who study sociology as career preparation, and those for whom sociology is part of a liberal arts degree. It offers courses on classical and contemporary theory, qualitative and quantitative research methodologies, and courses on various specialty branches to provide a grounded and diverse curriculum.
- Sociology makes a significant contribution to interdisciplinary programs at Glendon and faculty support graduate programs in Social and Political Thought, Sociology, and Public and International Affairs.
- Full-time faculty members are active researchers.
- Students report higher than the Glendon average satisfaction rates, and program learning outcomes emphasize transferable skills (critical reading and thinking, ability to gather, assess and communicate information of various kinds, ability to learn on one's own, and the ability to communicate effectively in both oral and written presentations).

Opportunities for Program improvement (selected from self-study and reviewers' report)

- Faculty complement renewal to ensure the integrity of the program, increase the number of courses taught by full-time faculty members, and strengthen research activities are top priorities.
- The number of courses taught in French needs to be increased to maintain Glendon's unique bilingual character, and English and French versions of basic software should be made available.
- A bibliographical research module should be integrated into one of the core courses to ensure that students develop an awareness of available resources.
- A co-ordinating committee should be established with Glendon and LA&PS to "create synergy for both graduate and undergraduate programs."
- The department should develop a *Certificat d'études enquête de terrain en sciences sociales* to support student professional development and provide experiential learning opportunities.
- The department sees a benefit in providing increased summer offerings.
- A general recommendation for Glendon calls for improved support for students enrolled in the Faculty of Education's Bachelor of Education program (concurrent) housed at Glendon. More germane to sociology is the suggestion that the level of support provided to students who combine a sociology course with a course providing French credit, such as FSL 2010.

Decanal Implementation Plan (selected)

The Principal provided a thorough response to each of the review report's recommendations. A summary of actions to be implemented in key areas follows:

- The Principal agrees that faculty complement renewal is required and urges the department to establish strategic priorities; at the same time, the department's expression of willingness to be open to opportunities that may arise is welcome.

- While it is not realistic to increase the proportion of courses delivered by full-time faculty, the Principal notes that an effort is being made to have compulsory courses taught by full-time faculty.
- The Principal points out that the provision of courses taught in French is tied to the number of Francophone students; software is available in both languages, and the plan commits to improving awareness.
- The department will integrate a bibliographical research module in a 2000-level introductory course for January 2015.
- The Principal agrees with the department that informal communication between Glendon and LA&PS is working well.
- The department has developed a proposal for a *Certificat d'études enquête de terrain en sciences sociales*, but approval and implementation will have to be reassessed as the faculty composition evolves.
- The Principal agrees that support for sociology students enrolled in the B.Ed is important and depends on the availability of resources. The form French support for disciplinary courses takes will be determined by way of a Faculty policy, and when it has been developed, the sociology program will benefit from its implementation. No timeline provided

Progress on actions will be provided in the October 2016 follow-up report.

Summary

The program's objectives are clear and well-aligned with the mission of Glendon College; its distinctive curriculum recognizes that differences in the social experiences and cultural influences between French and English languages translate into differences in the theoretical perspectives and disciplinary concerns of the two sociological communities. The program and the reviewers of the program brought forward a number of recommendations to which the Principal has provided a thorough response.

Alice J Pitt, Vice-Provost Academic
April 2015

**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: October 31, 2016

Program	Sociology
Program options (example, BA, MA, Phd)	BA, iBA
Faculty and Home Academic Unit	Sociology Department, Glendon College
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: March 20-22, 2013 FAR date: April 2015 Follow-up Report Date: October 31, 2016
Launch of next Cyclical Program Review	Fall 2020 Site visit (anticipated): Fall 2021/Winter 2022

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BA, IBA	22	112	BA Hons – 24; BA - 14

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registered (intake) 2015	Enrolment FTES 2014	Degrees Awarded 2015
BA, IBA	31	36	36 majors, 5 minors

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Faculty complement renewal	No specific timeline	Provost	We hired one new tenure stream Professor in 2016 and have received a tenure stream position commencing July 2017 for an Indigenous scholar. Challenges remain for assuring the integrity of the Department as we have had 6 retirements in the last decade and only 3 replacement hires.
Increase the proportion of courses delivered by full-time faculty	No specific timeline	Provost, Principal and Department	Hiring 2 new tenure stream faculty members in 2016 and 2017 will allow us to increase the proportion of courses delivered by full-time faculty members. We also secured an LSTA appointment in 2016 which allows more continuity.
Increase the number of courses taught in French and ensure the availability of bilingual software	No specific timeline	Department and Principal	We have added the introduction course Perspectives Sociologiques in French, taught by a full-time faculty member as well as the upcoming course Corps et Sociétés. Software related to courses is available in both languages.

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Enhance and expand the type of courses available	No specific timeline	Department, Faculty Council	We added courses on Race and Ethnicity (EN), Corps et Sociétés Sociologiques (FR) and Perspectives Sociologiques (FR) expanding the options for Sociology majors.
Enhance student experiences and community life by re-establishing the Sociology Club.	2015-2016	Department	We relaunched the Sociology Club in 2015. With the support of Faculty, Sociology students formed the Sociology club, providing an opportunity for Sociology Majors to meet regularly and enhance the student community.

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

Faculty expertise, research output and teaching reflect and support the UAP's goals of promoting research and teaching excellence, innovation, social justice, diversity and inclusivity and sustainability. The Sociology department at Glendon also reflects and enhances the University's commitment to bilingualism as well as its "commitment to general education and the critical presence of liberal arts education throughout the curriculum" to "ensure that our graduates acquire the transferable skills so critical to adapting to the new demands of citizenship and changing work settings" as outlined in the 2015-2020 UAP. Our commitment to Indigenous scholarship and engagement with Indigenous communities is also reflected in our securing a tenure stream position for an Indigenous scholar for 2017 and our course offerings (First Nations in Canada has been offered regularly over the last 3 years in the Department, taught by an Indigenous scholar), both of which support the pan-University Indigenous Strategy.

Signature of the Dean/Principal :

Date: October 27, 2016



Economics/ Science économique – Undergraduate, Glendon College

Cyclical Program Review

Cyclical Program Review – 2006 - 2013

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: October 2015

Program description:

Glendon College is the bilingual faculty of York University, and the only institution in Southern Ontario offering bilingual university programs. The Economics Department was one of the first departments established at Glendon. In 1999, the department expanded its BA offerings to include an Honours bilingual program in Business Economics. Since 2007 students may also pursue bilingual or tri-lingual international Bachelor of Arts (iBA) in Economics or Business Economics. Students may obtain an honours degree (120 credits) or a 90 credit BA as well as having the option to add another major or a minor subject.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Business Economics	103	151	BA Hon: 15
Economics	26	122	BA Hon: 7; BA 14

Reviewers appointed by the Vice-Provost Academic:

Professor Pierre Lasserre, Département des sciences économiques, Université du Québec à Montréal
 Professor Dwayne Benjamin, Department of Economics, University of Toronto
 Georges Monette, Associate Professor, Department of Mathematics and Statistics, York University

Site Visit: October 27 and 28, 2014

The reviewers met with Alice Pitt, Vice-Provost, Academic, Donald Ippercil, Principal of Glendon College, the Chair of the Glendon Economics Department and the Coordinator of the Business Economics program. In addition the reviewers met with librarians from the University libraries, and faculty and student members from both the Glendon and Keele campuses.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due February 2017.

Program Strengths

- Faculty members are active researchers who contribute to Glendon’s bilingual mandate and to the high quality student experience in the liberal arts.
- The program has been responsive to prior program review recommendations to provide more flexibility in their program offerings to align with the LA&PS program as well as other Economics programs. Their comprehensive self-study demonstrates a strong commitment to sustain and heighten the quality of their programs and to meet the



demands of a heterogeneous student population. The review report states, “The most lasting impressions we have were the intensity of the passion felt by the faculty for the program and the engagement of the students....”

- “The curriculum is appropriate and conventional for an economics program with a business emphasis.” The program includes an “impressive offering of relatively new business-related economics courses,” and instructors use business-oriented examples in more conventional courses. (Review Committee Report) The RCR was impressed that “[t]he department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.
- Some courses are recognized as equivalents for Financial Accounting and Managerial Accounting accreditation, and the program is working with the new Chartered Professional Accountants to ensure that this recognition continue.
- Many students go on to prestigious graduate programs and, ultimately, academic careers, and students are well-prepared for public service careers.
- In addition to a small internship program, students have opportunities to work as research assistants with faculty members.
- Students are generally satisfied with academic advising and appreciate the availability and expertise of faculty members.
- Library support is strong.

Opportunities for Program improvement (selected from self-study and reviewers’ report)

The program provided a fulsome assessment of areas for enhancement, which the Review Committee Report fully engaged in its recommendations, the latter paying particular attention to Glendon’s unique context of small classes and bilingual campus and its strengths in Business Economics. Faculty resources are a source of concern, and the RCR’s recommendations highlight priorities for development as well as streamlining current demands.

- More predictable and the ‘right mix’ of course offerings in English and French would enhance student planning, and better use of specialized English-language courses in LA&PS would reduce duplication of Glendon courses. While enhancing the emphasis on French-language courses would indeed capitalize on Glendon’s unique mandate, the program notes, in response, that student French-language competence poses challenges as well. Better use of “Topics in X” courses would reduce program complexity, and more attention to standardization of courses to better align with LA&PS courses would streamline offerings. The program has not yet fully articulated its program level expectations, a process that would clarify objectives and align curriculum.
- Expectations for mathematics in general and for upper-year level applied courses need to be clarified and communicated with appropriate pre-requisite requirements enforced. Students need more opportunities to take Math, and financial economics should be part of the “branding” of the program rather than a new stream.
- A capstone research methods course would support students oriented to graduate study as well as those seeking employment with student-directed and faculty-supported research. The curriculum would be enhanced by adding “more bench-strength in academic business skills (especially accounting).” The RCR advises against subsuming Economics into a new Commerce program. Building on Business Economics holds the potential to differentiate Glendon, attract students with interests in business and remain true to Glendon’s mission.
- Where the program favours a dedicated writing and research course, the RCR points to the benefits of a ‘writing across the curriculum’ approach to cultivate communication skills in French and English and notes that upper-year undergraduates student TAs could enhance the student experience, especially in French-language courses.
- Stronger branding of the program and more emphasis on recruitment (by Glendon as well as York) of qualified Ontario as well as Quebec and international students is needed to address the issues of declining enrolment and declining quality of Ontario applicants. The program notes increased ‘105’ applicants, including international students, but is uncertain about the

quality of many of these applicants. The “bilingual niche occupied by Glendon” should be better exploited; communication and coordination between the administration and the Economics Department could be improved in consultation with the program.

- The RCR recommends enhanced professional academic advising, provision of a professional administrator to support and build internship opportunities within York and in the broader community, and improvements to physical and IT resources, including licensing for software for use outside of a dedicated computer lab. Strengthened administrative support and communication.
- Complement priorities: sub-disciplines of economics (Industrial Organization, Macroeconomics, Applied Microeconomics) and Accounting to fill needs in program, French and English.

Decanal (Principal’s) Implementation Plan (selected)

The Principal’s Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students. However, the Plan envisages development of new dual degree program in International Studies (Glendon) and Business Administration (EM Lyon) supported by new funding from the MTCU for French-language studies. This additional funding will allow the Faculty to add professors to the BUEC program who will at the same time offer courses in the new joint business program.

The Principal’s Plan supports the development of bilingual courses to enhance students’ discipline-specific skills. The Office of the Principal supports this initiative beginning April, 2015 for June 2016 implementation. The above-mentioned MTCU funding is essential to moving this forward. In addition, the department will review prerequisites and will continue discussions with the Mathematics department about enhancing courses to suit the needs of Economics students.

The Plan commits to assisting the program to increase the number of project-based courses. An experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal’s Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

Summary

The Reviewers noted that “The curriculum is appropriate and conventional for an economics program with a business emphasis,” and that the program includes an “impressive offering of relatively new business-related economics courses.” They also noted that the department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.

The areas for enhancement identified in the self study document which were incorporated fully into the reviewer’s recommendations, took into consideration Glendon’s unique context of small classes and bilingual campus and its strengths in Business Economics.

The Principal’s Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students and the development of bilingual courses to enhance students’

discipline-specific skills. The Plan commits to assisting the program to increase the number of project-based courses. In addition to providing support to develop more project based courses, it notes that an experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal's Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic
November 2015



**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: June 10, 2017

Program	Economics, Undergraduate, Glendon College
Program options (example, BA, MA, Phd)	BA (Hon), IBA
Faculty and Home Academic Unit	Economics Department, Glendon
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: October 27 and 28, 2014 FAR Date: October 2015 Follow-up Report Due Date: June 10, 2017
Launch of next Cyclical Program Review	Fall 2021 Site visit (anticipated): Fall 2022/Winter 2023

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Business Economics	103	151	BA Hon: 15
Economics	26	122	BA Hon: 7; BA 14

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015
Business Economics	85	149	BA Hon: 18
Economics	16	104	BA Hon: 9; BA 24

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
R1: Improve the program branding	We need better departmental website to advertise more accurately our programs. We are currently working on it.		
R2. Require MHF4U Advanced Functions and MCV4U Calculus and Vectors for admission into the program	As for Glendon Mathematics MHF4U and MCV4U are only recommended to enter our program. Students without this requirement have an opportunity to take a pre-calculus course.		MHF4U is a required course for the program at the Faculty of Liberal Arts and Professional Studies.
R3. Improve curriculum by developing formal streams of specializations in BUEC while steering clear of developing a separate program in commerce	<p>We introduced two new intermediate level courses in accounting: GL/ECON 3710 3.0 and 3720 3.0</p> <p>We have applied to receive accreditation for courses by the Chartered Professional Accountants of Canada (CPA Canada). GL/ECON 1000 3.0, GL/ECON 1010 3.0, GL/ECON, GL/MATH 1610 3.0, GL/MATH 1620 3.0,</p>		We still do not have stable teaching resources in accounting.

	<p>2710 3.0, GL/ECON 2720 3.0, GL/ECON 4310 3.0, GL/ECON 4315 3.0, GL/ECON 4275 received accreditation.</p> <p>New courses created for the joint EM Lyon/Glendon degree introduced by the department of international studies were cross-listed with our program, which should improve our course offering for BUEC students. We have agreed that we could integrate some of the course offering to offer/develop a new BUEC stream in International Business: This is an ongoing development.</p> <p>Benefiting from the EM Lyon project, our corporate finance credits GL/ECON 4310 and 4315 are now taught by a full time faculty member part-time with our department: this is completed and ongoing.</p> <p>We introduced Mergers and Acquisition, a new course with special emphasis on experiential education to be offered in the summer of 2017 for the first time reinforcing our finance stream in BUEC.</p>		
<p>R4: Ensure a logical progression through the program by setting clear</p>	<p>Completed: GL/MATH 1930 3.00</p>	<p>Glendon Economics</p>	

pre-requisites

and GL/MATH 1940 3.00 are now prerequisites to enroll in GL/ECON 2100 and 2200 which aligns our requirements with FLAPS and ensure/force a logical progression through the programs with clear math pre-requisites to enroll in intermediate level courses.

GL/ECON 2525 is now GL/ECON 3525 with GL/ECON 2100 as pre-requisite. Microeconomic theory is now required for most applied microeconomic courses: completed.

GL/ECON 3570 is now GL/ECON 4570 with GL/ECON 2100 which ensure a more logical progression through the program.

The following clear recommendation is now given to students wishing to pursue graduate school:

Honours BA degree:
It is strongly recommended that students who wish to pursue graduate studies in Economics take both [GL/ECON 3670 3.00](#) and [GL/ECON 4270 3.00](#), as well as [GL/MATH 1660 3.00](#), [GL/MATH 2660 3.00](#) and [GL/MATH 2670 6.00](#).

Specialized Honours BA: It is strongly recommended that students who wish to

	<p>pursue graduate studies in Economics take GL/ECON 3670 3.00 as well as GL/MATH 1660 3.00 and GL/MATH 2660 3.00.</p> <p>Not completed:</p> <p>Plan to replace GL/ECON 3540 by 4th level paper course in labour/population economics with GL/ECON 2100 as pre-requisite.</p> <p>Make GL/MATH 1660 a required course to receive an Honours and/or specialized Honours BA in Economics.</p>		
<p><i>R5: Offer some intermediate-level courses only in French</i></p>	<p>Most of our students do not have the sufficient language skill to implement R5. As of September 2016, GL/ECON-3620 will be only offered in French from now on.</p> <p>Financial accounting is now being offered in French only in the Winter term for students entering the program in January.</p> <p>We will continue to alternate our offering of GL/ECON 2100 and 2200 in French every other year.</p> <p>We are still contemplating the possibility of offering GL/ECON 3300 6.0 a core course of our BUEC program as a bilingual course. This course has no equivalent at York.</p>		<p>Enrollment in principles of micro and macro in French were significantly higher in 2016 compared to previous year.</p>

	This would partly address further exposing our students to the use of French in their major without compromising enrollment/retention: no final decision made.		
Recommendation 6. <i>Put in place an internship program</i>	Our internship credit is now limited to 3 credits. We dropped the 6 credits option. Unless real resources be dedicated to run a serious placement program, we cannot make more progress on this question at the departmental level.		Students increasingly want a placement option. Direct competition (U of T, Ryerson even FLAPS) are offering this option. Failure to address this question seriously will hamper enrollment in the future.
Recommendation 7.	There is a need to improve the content of our website. We are currently working on this: on going project.		
Recommendation 9. <i>Appoint new faculty to the program</i>	Retirements are expected in a foreseeable future. A faculty complement in macroeconomics (monetary economics / International Economics) is needed as well as stable fully bilingual teaching to ensure the quality and the perenity of the distinctive structure of Glendon BUEC program.		

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office,	Observations (comment on challenges or success)

		Program)	
UUDLE	We submitted our degree level expectations document (UUDLE) on April 13, 2016 as requested: completed		
Merging GL/ECON & GL/Math	Math expressed recently its reservations about this project which is therefore currently on hold.		This is not affecting the current structure of our programs and the ongoing collaboration between both departments.
Clinic for GL/ECON 1000 and 1010	We would like to put in place a "econ-clinic" to provide additional support to first year students in principles of micro and macro. We are thinking of senior student run tutorials. This is truly missing at Glendon College.		This could be implemented as a volunteer program but the Chair feels uncomfortable with unpaid work. Pooling resources between the class in English and French and receive TA support for this course at the beginning of the term would be a better approach. Unfortunately, we receive marker/graders based on enrollments too late in the term. A small amount of money dedicated to this project could be self-financing by retaining and/or attracting more students.

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

Signature of the Dean/Principal :

Date: March 18, 2017

Donald Ipperciel

Received via email

Linguistics and Language Studies (GLENDON)

Cyclical Program Review – 2003-2011

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: March 17, 2015

Program description:

The Linguistics and Language Studies program at Glendon College was established in 2003 within the Department of Multidisciplinary Studies. This is the first self-study of the Glendon Linguistics and Language Studies Program as an entity distinct from the historic resource-departments, English, Études françaises and Estudios Hispánicos.

Degree options include Specialized Honours BA and International BA (IBA) (bilingual or trilingual), which offers a specialized stream in Language Endangerment, Documentation and Revitalization Stream, the Honours BA or IBA, the Honours double major or major/minor in the BA or IBA and the Honours minor. There is also a BA option for students.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Linguistics and Language Studies	30	76	8 BA Hon 6 BA

Reviewers:

External Reviewer: Dr. John Archibald, Dean and Professor of Linguistics, Faculty of Humanities, University of Victoria

External Reviewer: Dr. Carrie Dyck, Associate Dean Arts (Research and Graduate and Associate Professor, Linguistics, Faculty of Arts, Memorial University

Internal Reviewer: Dr. Patrick Taylor, Associate Professor, Humanities, Faculty of Liberal Arts and Professional Studies, York University

Site Visit: November 25-27, 2012

Outcome: The Joint-Committee on Quality Assurance concluded that a meeting with program and decanal representatives from the Glendon Linguistics and Language Studies and the LA&PS DLLL Linguistics undergraduate programs to explore opportunities for deepening collaboration was warranted. The meeting was held on June 3, 2015. While there is acknowledgement that the interdisciplinary and tri-lingual nature of the Glendon program provides opportunities for Glendon students to avail themselves of the courses offered by the Department of Languages, Literatures and Linguistics DLLL, the more highly ladderred nature of the DLLL program poses challenges for DLLL students seeking major credit with Glendon offerings. There is agreement that 4th year restructuring should be explored in order that the two programs may take better advantage of each other’s strengths (Glendon’s offerings in Endangered Languages are attractive to DLLL students). In addition, the programs agree that linking their websites will sharpen students’ understanding of the choices available to them as well as heighten the visibility of the programs’ combined strength in Linguistics. The 18-month follow-up report will address specific recommendations for each program as report on progress on a more co-ordinated approach to curriculum planning and program requirements designed to benefit both programs.

18-month follow-up report due: December 2016



Program Strengths:

The Linguistics program, one of Glendon's largest programs, has a well-defined mission that aligns well with Glendon's focus on bilingual liberal arts education; it "requires students to develop a high level of linguistics awareness and support for their own language practices." The review report notes that an emphasis on language proficiency distinguishes the program from the Keele Linguistics program. Indeed, the program is unique at Glendon in that it alone requires students to fulfill its disciplinary requirements with courses in two languages. The program curriculum covers core areas of linguistics (syntax, semantics, phonology, morphology and phonetics) and offers instruction on an array of community languages (eg Rumanian, Persian). In addition to bilingual undergraduates degrees, the program offers trilingual degrees in English, French and Spanish, and this adds an attractive dimension to the employability of graduates. The program requirements are clear, appropriate and in alignment with relevant degree level expectations, and methods of assessment are appropriate and effective.

A Certificate in the Discipline of Teaching English as an International Language (Cert D-TEIL) provides an opportunity for professional training, and the design of this program includes an international practicum in Havana, Cuba. A majority of participants over 8 years have been LIN majors. The Centre for Research on Language contact provides some opportunity for experiential learning.

Opportunities for Program improvement (selected from self-study and reviewers' report):

The program could be enhanced by clearer articulation of the transferable skills graduates can be expected to develop. This would augment and not replace the information currently provided about the kinds of careers graduates move into.

A strong diversity of program offerings is possible because of the availability of courses in other areas; however, the review report identifies the sustainability of the program as a primary concern and describes several aspects of the issue that need to be addressed:

- The program currently has no dedicated faculty and is reliant on other units (English, French, Hispanic Studies) to mount courses and participate in the administration of the program; several faculty members are close to or post-retirement, and the 3 Departments (English, French and Hispanic Studies) have their own programs to mount;
- The program could be enhanced by better harmonization with the Keele program. The review report identifies a lack of information about how to access and receive credit for courses taken at either campus given differences in pre-requisites and grade-minimum requirements;
- The organizational location of the program within Multi-Disciplinary Studies and an administrative structure based upon a Co-ordinator and Executive Board may not provide the program with an effective decision-making capability; in light of this, the review report suggests a need for a strong and convincing articulation of the LIN program's immediate and longer-term needs in relation to curriculum reform and hiring priorities.

Decanal Implementation Plan (selected)

Principal Ken McRoberts' implementation plan emphasizes the need for the program to develop a plan outlining its future directions and generating hiring priorities. He notes that the eclectic nature of the program earns it a strong measure of popularity with students, but he argues that such eclecticism makes more urgent the necessity of a plan. The plan encourages the efforts undertaken by the program to better harmonize with the LAPS Linguistics program and to communicate clearly what Keele students might expect if they wish to take Glendon courses. The plan notes that the program members do not see the need for changes to the governance structure; indeed, the

program's response to review report clearly articulated that a co-ordinator from one of the three participating departments is selected for a three-year terms with other members serving one-year terms; ex officio members include the Director of the Centre for Research in Language Contact, the President of the Glendon Linguistics Club and the Director of the Language Training Centre for Studies in French.

Summary:

The Glendon Linguistics Program, housed within Multi-Disciplinary Studies, was approved in 2003 and draws its teaching and governance resources from the English, French and Hispanic Studies Departments. In addition to providing courses in the core areas of Linguistics, it also offers courses in community languages and it distinct in its provision for tri-lingual (French, English and Spanish) degrees and the requirement that students take courses offered in two of the three languages. It is increasingly attractive to students, and the primary focus over the next few years is the development of a 'future directions' document that will solidify the goals of the program and provide hiring priorities. Ongoing efforts to work with the LAPS Linguistics Program to harmonize requirements and communicate effectively to students are underway.

Alice J. Pitt
Vice-Provost Academic
York University



**Dean's/Principal's Follow-Up Report for Cyclical Program Review
For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: February 1, 2017

Program	Linguistics and Language Studies (Glendon)
Program options (example, BA, MA, PhD)	BA, BA (Hon) or iBA
Faculty and Home Academic Unit	Linguistics Department, Glendon
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: November 25-27, 2012 FAR Date: March 17, 2015 Follow-up Report Due Date: February 1, 2017
Launch of next Cyclical Program Review	Fall x 2019 Site visit (anticipated): Fall 2019/Winter 2020

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Linguistics and Language Studies	30	76	8 BA Hon 6 BA

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015
Linguistics and Language Studies	58	110	15 BA (Hon)/Other Degree 7 BA

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Regarding Future Directions: task forces were struck to examine the configuration of the program with respect to Categories and their component courses and to examine the statutes of the Program.	The work of the task forces is completed.	Linguistics and Language Study Program	<p>The first task force recommended the delisting of certain courses as LIN courses as they did not fit in with the directions of the program and were rarely followed by LIN majors; these courses remain as FRAN; a second recommendation (set of recommendations) was a proposal for the reconfiguration of courses within Categories; these recommendations have been approved by the program membership.</p> <p>The second task force recommended clarification of membership of the Program executive committee; this has been achieved.</p>
Following the recommendations of the first task force, courses have been redistributed within Categories, resulting in two new Categories and one additional Category	The initiative has been approved at Faculty Council and now awaits approval at the Senate level.	Linguistics and Language Study Program	It makes course selection for students more transparent; it also lends greater coherence to the structure of the Program coherent especially with respect to the Language Endangerment Stream and the increasing focus on Romance linguistics.
The report supported the hire of a linguist within the Département d'Etudes	In progress, near completion	DEF, Principal's Office	The new hire was recommended in light of the retirement of linguists in

Françaises			DEF.
Relations with the program at Keele have been addressed to make it easier for students in one program to have courses recognized by the other.	Completed	Linguistics and Language Study Program	The main issue was in having GL/LIN courses recognized by the DLLL program; courses have been renumbered to correspond with the corresponding courses at Keele to make recognition of equivalencies more transparent.

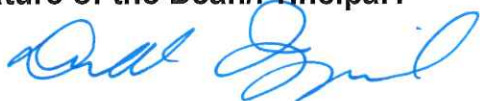
2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
A full time linguist has been hire (via the conversion program	Complete	Principal's Office	This has been a great benefit to the Program.
Four new courses have been added, two of which are intended as part of the Romance concentration and two of which are on Anishinaabemowin language and culture		Linguistics and Language Study Program	The creation of the two Anishinaabe courses is the result of student demand for expansion of the one which was formerly mounted under the rubric of 'Case Studies in Canada's Aboriginal Languages'

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

In particular, the focus on the Language Endangerment Stream fits well with the increasing focus on Experiential Education, as many of the required courses in the Stream fit into this concept. This is also true of the two course in Anishinaabemowin language and culture, which additionally help the University address the recommendations of the Truth and Reconciliation Commission.

Signature of the Dean/Principal :



Date: March 13/2017

Memorandum

To: Joint Sub-committee on Quality Assurance

From: Cheryl Underhill and Robert Everett, Co-Secretaries

Date: 21 April 2017

Subject: York University's Follow-Up Report on the Quality Assurance Audit

As members are aware, the Quality Council conducted its audit of York in November 2015. In general, the auditors concluded that there have been “significant efforts and significant successes in implementing quality assurance practices across the University. For reference, a copy of the *Summary of the Principal Findings of the Quality Assurance Audit* is attached.

The auditors deeded a number of recommendations (which must be adopted) and suggestions (which are offered for consideration) about improving processes based on their review of our framework documents, extensive discussions on site, and a careful assessment of processes for both CPRs and program approvals.

The Audit Process articulated within the COU Quality Assurance Framework includes the step of an Institutional one-year follow-up, as follows:

Within a year of the publication of the final audit report, the institution will inform the auditors, through the Secretariat, of the steps it has taken to address the recommendations. The auditors will draft an accompanying commentary on the scope and adequacy of the institution's response, together with a draft summary of their commentary, suitable for publication. The auditors' response and summary are then submitted to the Audit Committee for consideration. The Audit Committee will submit a recommendation to the Quality Council on whether or not to accept the institutional one-year follow-up response. When the Audit Committee is not satisfied with the reported institutional response, it recommends to the Quality Council the course of action to be taken.

York's follow-up report prepared by the Vice-Provost Academic is attached for discussion and confirmation at the meeting of the Joint-Sub Committee.



ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

**SUMMARY OF THE PRINCIPAL
FINDINGS OF THE QUALITY
ASSURANCE AUDIT OF
YORK UNIVERSITY**

MAY 2016

Summary of the Principal Findings of the Quality Assurance Audit of York University

May 2016

York University was audited in the fourth year of the first eight-year cycle of quality assurance audits under the Quality Assurance Framework (QAF) for Ontario universities. The objective of the audit is to determine whether an institution has complied with the provisions of its own Institutional Quality Assurance Policy (IQAP), as ratified by the Ontario Universities Council on Quality Assurance (the Quality Council). In addition, the audit provides the opportunity to identify any inconsistencies between an institution's IQAP and the QAF, and, as appropriate, note best practices and share suggestions about other best practices.

The audit involved an examination of four cyclical program reviews (CPRs), two new program approvals, one expedited approval and two major modifications conducted under the provisions of York's YUQAP. In the desk audit phase, the auditors reviewed primarily the June 2013 YUQAP (since that version applied to the programs reviewed) and also took into consideration the March 2011, November 2011 YUQAP versions and all the documentation relevant to the CPRs sent by York University. During their site visit (November 18-20, 2015), the auditors met with administrators, faculty, staff, and students involved in the quality assurance processes at York University. The auditors wish to express their sincere thanks to all those with whom they met for being generous with their time and for their thoughtful and frank discussions.

In particular, the audit focused on the following:

- Four cyclical program reviews:
 - Earth and Space Science, MSc, PhD and Earth and Atmospheric Science, BSc
 - History BA, MA, PhD
 - International Studies, iBA (Glendon)
 - Law, JD, LL.M
- Two new program approvals:
 - Accounting MAcc;
 - Global Health, BA, BSc
- One expedited new program approval:
 - World Literatures, GDip (Type 2)

- Two major modifications:
 - Communications and Culture, MA, PhD (Joint York-Ryerson)
 - Professional Writing, BA

The auditors noted a generally positive approach to quality assurance among the members of York University and found a commitment to further developing a culture of quality assurance at the Keele and Glendon campuses. While there has been some turnover in those leading the process, there is significant engagement with the quality assurance processes and ongoing improvement of the YUQAP and its associated practices. Extensive effort has been made in the development of learning outcomes for programs and ongoing work has been dedicated to making these important in the assessment of the academic quality of each program.

While examining a number of programs in great detail, the audit report also makes general observations about areas for improvement. The collection and tracking of documentation is an area of challenge, and York should review the ways in which documents are submitted, tracked, and archived throughout the quality assurance processes. The external review process and its accompanying report also require further consideration. Aspects of the review process need more full or consistent documentation, and some reports are not addressing the complete range of evaluation criteria required by the YUQAP. Finally, while recognizing the commitment to quality assurance at York, the auditors encourage the University to continue efforts to more directly engage members of the community with the goals and practices of quality assurance.

The audit report contains 11 Recommendations and 12 Suggestions. The Recommendations are intended to assist the university in achieving its quality assurance goals and must be acted upon. They identify several areas for improvement where quality assurance practices are not fully in compliance with processes outlined in the YUQAP: The recommendations cover a wide range of areas. Some recommendations are overarching and concern the completeness and accuracy of documentation in general (1) and for self-studies in particular (3 and 4). Additional recommendations are designed to ensure the completeness of the Cyclical Program Review schedule (11), the regularity of CPRs (2), and the posting of appropriate documentation (10). Other recommendations address the use of review teams and are designed to enhance the process of working with external reviewers (5, 8, and 9), internal reviewers (7) and the reports they produce (6). The Suggestions are matters York University is encouraged to consider as it continues to review and improve its current quality assurance practices.

RECOMMENDATIONS

York University must:

RECOMMENDATION 1: Retain complete and accurate documentation for each stage of all quality assurance processes.

RECOMMENDATION 2: Ensure that every program is reviewed at least once every eight years.

RECOMMENDATION 3: Provide comprehensive information in the self-study or new program proposal to ensure that all of the evaluation criteria are addressed.

RECOMMENDATION 4: Ensure that identified authorities who approve the self-study check that the content of the document includes all the relevant information required by the YUQAP.

RECOMMENDATION 5: Document how external reviewers are chosen to participate in quality assurance processes.

RECOMMENDATION 6: Enhance the methods of briefing the external reviewers on the requirement to address all the evaluation criteria set out in the YUQAP.

RECOMMENDATION 7: Amend the YUQAP to establish a clear process for the selection of the internal reviewer in the CPR processes.

RECOMMENDATION 8: Ensure that responsibility for contacting, selecting and vetting potential external reviewers is formally assigned to the Office of the Vice Provost Academic in conformity with the YUQAP.

RECOMMENDATION 9: Ensure that the “senior academic lead” from the academic unit arranges and manages the site visit of the reviewers (as set out in 7.8.4) or revise the YUQAP to indicate that the Office of the Vice Provost Academic oversees these aspects of the CPR process.

RECOMMENDATION 10: Ensure that the final approved documents posted on the Vice-President Academic and Provost’s Website on Quality Assurance conform to the description set out in “Reporting requirements and Access” (YUQAP 7.9.4).

RECOMMENDATION 11: Include on the Periodic Review Schedule all programs offered.

SUGGESTIONS

York University should:

SUGGESTION 1: Consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.

SUGGESTION 2: Consider implementing a process for dealing with the Review Committees' reports that do not meet the requirements of the YUQAP.

SUGGESTION 3: Enhance the communication with programs, concerning the Final Assessment Report and Executive Summary.

SUGGESTION 4: Establish practices for consistently involving students in the CPR, from the creation of the self-study to the 18-month Follow-Up Report.

SUGGESTION 5: Consider removing the current letter templates for "External Nominations for Cyclical Reviews."

SUGGESTION 6: Investigate how long it is taking to complete the cyclical reviews of its undergraduate and graduate programs, identify reasons for delays, and implement measures to reduce delays.

SUGGESTION 7: Consider amending the YUQAP to define the role of the internal reviewer.

SUGGESTION 8: Consider adding a brief note in the self-study template to indicate that the "Method and Preparation" section (1.3) should include reference to how stakeholders (faculty, staff, students, employers, alumni, etc.) took part in the development of the self-study and the overall cyclical review process.

SUGGESTION 9: Consider indicating on the Periodic Review Schedule where there are partner institutions and multiple sites.

SUGGESTION 10: Consider revising the YUQAP to clarify the steps involved in developing a proposal for a program that is subject to expedited approval.

SUGGESTION 11: Consider revising the YUQAP to reflect the current practice of University committees (APPRC, FGS, or FC) that are, or should be, involved in the approval pathways of cyclical program reviews, new programs, or expedited program approvals.

SUGGESTION 12: Add a statement in the YUQAP about the delegation of decision making on the distinctions between major and minor modifications to the Faculties by the Vice Provost Academic.

York University Quality Assurance: Recommendations, Suggestions and Responses	Response from York University
RECOMMENDATIONS	
<p>RECOMMENDATION 1: Retain complete and accurate documentation for each stage of all quality assurance processes.</p> <p>The QAF states that “It is essential that the auditors have access to all relevant documents and information to ensure they have a clear understanding of the institution’s practices” (5.2.3). Unfortunately, not all relevant documents were available in several parts of the audit. For instance, materials related to the selection of external reviewers were absent in most cyclical program reviews. At times, documents were missing from the initial materials provided to the auditors. Some of the absent documents were provided during the audit site visit by members of the academic unit undergoing a review. Other documents were never produced. The auditors also heard that external review committees received documents before arriving on campus, but without formal records of what was provided to the external reviewers, it was difficult to confirm what was included in the packages.</p> <p>Besides hampering the audit itself and being inconsistent with the principles of transparency and accountability that are central characteristics of quality assurance practices, the inconsistency in the retention of records will prevent or hinder the institution from managing and assessing its own quality assurance processes and practices. The ability to measure the efficiency of completing a program review or approving a new program is lost or limited without complete and accurate documentation. York might consider the adoption of a computer-assisted method of tracking documentation, as some other Ontario universities have done. A thorough review of the record-keeping practices associated with quality assurance processes should be a priority.</p>	<p>York University is committed to retaining complete and accurate documentation for each stage of all quality assurance processes.</p> <p>Standard Operating Procedures have been put in place to ensure that all documentation is captured. This includes e-mail correspondence which may include formal acknowledgement or authorization to proceed. Particular attention has been paid to the documentation related to external reviewers, including matters relating to selection and to maintaining records of what was provided to external reviewers and when.</p> <p>The Office of the Vice-Provost Academic has a shared directory which allows multiple staff members to see and store documentation related to program reviews and approvals. Standard Operating Procedures have been established to ensure consistent nomenclature for documents and standard practices for storage.</p> <p>York University has acquired a curriculum management tool (August 2016) and the Office of the Vice-Provost Academic will be a key participant in the deployment of the governance structures and business rules for this system over the next three to five years (beginning in 2016-2017). The initial focus will be on course approvals but the Office of the Vice-Provost is assured that elements of this tool will eventually be applied to program approvals and the Cyclical Program Review Process as well as the approval processes for new programs.. It should be noted that this same system is currently used by the University of Toronto, and it is expected that the shared experience will benefit both as the systems and tool evolve.</p>
<p>RECOMMENDATION 2: Ensure that every program is reviewed at least once every eight years.</p> <p>Section 7.1 of the YUQAP states that all Senate-approved academic programs,</p>	<p>The YUQAP will be amended to indicate that programs “are required to initiate a review at least once every eight years”.</p> <p>York University’s records for program review are tied to the initiation year rather than</p>

<p>certificates and diplomas “are required to complete a review every eight years, In accordance with the protocol, guidelines and schedule set out in the YUQAP.”</p> <p>The auditors encountered a few instances in which reviews were not completed within the eight-year requirement. The word "completed" is somewhat ambiguous in the YUQAP. The auditors suggest that the YUQAP be amended to indicate that these programs "are required to initiate a review at least once every eight years.”</p>	<p>the site visit or other elements.</p>
<p>RECOMMENDATION 3: Provide comprehensive information in the self-study or new program proposal to ensure that all of the evaluation criteria are addressed.</p> <p>The YUQAP states explicitly that Program Briefs for new programs “must address the evaluation criteria set out in the Quality Assurance Framework” (3.3) and that the self-study for all CPRs must include “the minimum evaluation criteria ... as defined by the QAF” (7.7). In most cases, the information provided in the new program briefs and the self-study addressed most of the criteria; however, some exceptions were seen. At times, learning outcomes were not fully addressed or the Quality Indicators related to student graduates were not included in the documents.</p>	<p>A Data Kit has been prepared for each program as a support for Self-Study preparation and will be included in the appendices of the Self-Study reports.</p> <p>The self-study template has been revised to ensure that all aspects of criteria are addressed. For example, the Program Learning Outcomes are now to be included as a specified in the template for the Self-Study.</p>
<p>RECOMMENDATION 4: Ensure that identified authorities who approve the self-study check that the content of the document includes all the relevant information required by the YUQAP.</p> <p>While several of the self-studies were models of best practice in including full discussion of all the required evaluation criteria, there were several instances in which important aspects of the self-study report were excluded. The YUQAP states that “The documentation for the reviewers will be reviewed and approved by the Office of the Vice Provost Academic, in consultation with the Associate VP Graduate/FGS Dean, to ensure that it meets the core elements of a self-study and program evaluation criteria” (7.6.4). It was not clear if or how these documents (which include the self-study) were reviewed and formally acknowledged as complete. No documentation of such a step was part of the materials submitted to the auditors.</p>	<p>Standard operating procedures have been put in place to ensure that a review of self-studies is undertaken prior to distribution to the External Reviewers.</p>

<p>RECOMMENDATION 5: Document how external reviewers are chosen to participate in quality assurance processes.</p> <p>The YUQAP, section 7.8 is clear on the specifics of how the “Reviewer selection and process” is to take place. Furthermore, the website documentation for both cyclical program reviews and new program approvals includes specific criteria for observing the arm’s length requirement for selecting reviewers. However, no documentation associated with this important protocol was included in any of the cyclical program reviews materials or the new program proposals that were audited. The auditors did hear that aspects of the selection process, for the most part, were consistent with the YUQAP, but in the interests of transparency and accountability, such practices should be fully documented.</p>	<p>Standard Operating Procedures for the maintenance of documentation related to the recommendations, ranking and commissioning have been established.</p> <p>Additional information is outlined in the response to Recommendation 8 below.</p>
<p>RECOMMENDATION 6: Enhance the methods of briefing the external reviewers on the requirement to address all the evaluation criteria set out in the YUQAP.</p> <p>The Review Committees’ reports offered detailed commentary on most of the evaluation criteria, but there were instances in which assessment of critical aspects of the criteria received scant or no attention. The Law program, for instance, received a very thorough report on many aspects of the JD and LLM; however, little was said about the appropriateness of the learning outcomes for the program and nothing about the appropriateness of the methods of assessment of student achievement of the intended program learning outcomes and degree level expectations.</p>	<p>Effective September 2016, the Vice-Provost Academic has established the practice of meeting alone with reviewers at the start of the site visit. In addition, reviewers are provided with all documentation related to the site visit, normally via electronic distribution.</p> <p>In addition, the Vice-Provost Academic has established the practice of a pre-site visit telephone meeting with the reviewer(s) when desirable.</p>
<p>RECOMMENDATION 7: Amend the YUQAP to establish a clear process for the selection of the internal reviewer in the CPR processes.</p> <p>The Quality Assurance Framework indicates that the University IQAP must “Describe how the members of the Review Committee are selected (4.2.4. b).”</p> <p>The process of selection for an internal reviewer, however, is not documented in the YUQAP. The internal reviewer is to be “from outside the discipline (or interdisciplinary group) engaged in the program” (7.8.1.4), but there is no clear indication of how this type of arm’s length protocol is observed or what expertise, if any, is required of such an individual. Also, there was no documentation of how this selection process took place for the cyclical program reviews or the new program proposal audited.</p>	<p>The Office of the Vice-Provost has established guidelines for selection of the internal reviewer. In addition, Standard Operating Procedures have been put in place to ensure documentation related to the appointment of an internal reviewer is maintained.</p> <p>Note: the YUQAP does not provide for an internal reviewer for new programs.</p>

RECOMMENDATION 8: Ensure that responsibility for contacting, selecting and vetting potential external reviewers is formally assigned to the Office of the Vice Provost Academic in conformity with the YUQAP.

The YUQAP indicates that “The Vice Provost Academic will commission the external reviewers in consultation with the relevant faculties/schools and ensure that the reviewers receive all relevant materials prior to the site visit” (7.2). In addition, the YUQAP indicates that the Vice Provost Academic has the role of informing “the reviewers of their roles and responsibilities” and “will normally meet with the reviewers ... prior to the commencement of the on-site visit and/or start of the review” (7.8.2). These statements imply that initial contact with the reviewers will be undertaken exclusively by the Vice Provost Academic, and this policy accords with best practice. However, the auditors heard that some academic units under review had contacted potential reviewers directly concerning their availability and willingness to act as external reviewers. This contact potentially undermines the arm’s length relationship between unit and reviewer and could compromise the integrity of the review. Moreover, this action is not consistent with the YUQAP.

Furthermore, the “External Reviewer Nominations for Cyclical Reviews” documentation on the Quality Assurance Procedures website includes a form letter to be used by units to contact external reviewers to determine their availability for the review process. This document indicates that units under review are encouraged to contact potential reviewers. The auditors argue strongly that the potential for compromising the integrity of the review process is significant enough that this template should be removed and the action of contacting the reviewers should be undertaken solely by the Office of the Vice Provost Academic. According to the documents posted on the website, the same protocol and documentation for approaching external reviewers is used for new degree program approvals. These should also be fully reviewed.

The Guidelines on external Reviewer Nominations provided for both New Programs Review and the Cyclical Program Reviews guiding York University practices have been revised to ensure clarity about responsibility for the Office of the Vice-Provost Academic in terms of the commissioning of external reviewers, including the consideration of recommendations by the Dean (and where a graduate program is involved, the Graduate Dean).

The information provided to programs on the YUQAP website in the prior to the 2016 CPR cycle, which suggested wording for initial contact with reviewers, has been removed.

<p>RECOMMENDATION 9: Ensure that the “senior academic lead” from the academic unit arranges and manages the site visit of the reviewers (as set out in 7.8.4) or revise the YUQAP to indicate that the Office of the Vice Provost Academic oversees these aspects of the CPR process.</p> <p>The YUQAP states that “the senior academic lead is responsible for arranging the schedule and providing the itinerary to the reviewers prior to commencement of the site visit” (7.8.4). In practice, however, the Office of the Vice Provost Academic seems to oversee these dimensions of the CPR. Certainly, there is abundant documentation indicating that the YUQAP is not being directly followed. It is up to the institution how these aspects of the CPR are undertaken, but either the practice or the YUQAP should be changed to bring practice and policy together.</p>	<p>The Senior Academic Lead from the program is indeed responsible for the arrangements of the site visit itinerary.</p> <p>The programs are supported by the Office of the Vice-Provost who finalizes the site visit dates in consultation with the reviewers, the Vice-Provost and the program, who coordinates with the relevant Deans.</p> <p>Once the date is set, the Senior Academic Lead sets the schedule for the day other than the initial breakfast meeting with the Vice-Provost. The Office of the Vice-Provost does review the itinerary prior to distribution to ensure the requisite meetings have been scheduled.</p>
<p>RECOMMENDATION 10: Ensure that the final approved documents posted on the Vice-President Academic and Provost’s Website on Quality Assurance conform to the description set out in “Reporting requirements and Access” (YUQAP 7.9.4).</p> <p>The YUQAP states that “The Executive Summary (provided for in Section 7.9.3 above) of the outcomes of the review, and the associated Implementation Plan (Section 7.9.3) shall be posted on the Website of the Vice-President Academic and Provost.” Final Assessment Report and Implementation Plan documents were posted for three of the programs reviewed during the audit: History (Keele) and History (Glendon), Earth and Space Science Engineering, and Juris Doctor (JD) and Professional LLM, Graduate. Each document is slightly different, with the Earth and Space Engineering report being the fullest. However, none of the documents offers a full Implementation Plan. Some refer indirectly to aspects of the programs that might need improvement, but no outline of specific deliverables or projected timelines is given. No document could be found on the site for the International Studies iBA (Glendon). Review of the processes for creating the documents and bringing them into alignment with the YUQAP is needed, and review of the tracking mechanisms for ensuring all documents are posted is also necessary.</p>	<p>The Final Assessment Report has been improved and now includes the charts that outline the prioritized Dean’s Implementation Plan activities with associated dates and responsible parties. Descriptions of the Reviewer’s recommendations and suggestions are incorporated into the FAR section “Opportunities for Enhancement”.</p> <p>After some experimentation, the Final Assessment Reports are now more robust and reflect the Dean’s Agenda of Concerns, the thorough recommendations of the External Reviewers Report, and the rich discussion of the Program Response. The Final Assessment Report contains a significant section that is dedicated to the Dean’s Implementation Plan.</p> <p>The Final Assessment Reports include all the programs under review, for example, the International BA ;programs that follow the BA program expectations and supplemented with additional requirements. There is no separate self-study expected for these programs.</p>

<p>RECOMMENDATION 11: Include on the Periodic Review Schedule all programs offered.</p> <p>According to the YUQAP, the review schedule should include “The University’s full complement of undergraduate and certificate programs [and] graduate and diploma programs” (7.3); in addition, the YUQAP is explicit in indicating that “The review cycle will include all dual or joint programs, multi-disciplinary, interdisciplinary, second-entry, multi-sited and inter-institutional programs, and all modes of delivery. Inter-institutional programs offered in partnership with other postsecondary institutions through affiliation, federation and other formal agreements are reviewed as entities distinct from the institutions within which they may reside” (7.3). The auditors noted inconsistencies between programs listed in the academic calendar and the ROTA: for example, a BSc and iBSc in Biomedical Science are listed in the Calendar, but were not found on the CPR schedule. Similarly with Graduate Diplomas in Business and Sustainability and East Asian Studies.</p>	<p>York University is a large institution with over 150 undergraduate programs and close to 60 graduate programs. In addition to these programs there are certificates, graduate diplomas and IBA options.</p> <p>The newly established Access Data Base that includes all programs and also includes information on the associated certificates and graduate diplomas, as well as inter-institutional relationships.</p> <p>The annual ROTA that is published in the spring for programs that will launch their Cyclical Program Review has been reviewed with the goal of provided the details of all programs and degrees, as well as intra and inter-institutional programs.</p>
<p>SUGGESTIONS</p>	
<p>SUGGESTION 1: Consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.</p> <p>Many of the self-study reports were comprehensive, but as the auditors heard from interviews held during the site visit, academic units often received advice on how to improve the self-study, revisions were made, and a signal was given to the unit indicating the self-study report was ready to go to the external reviewers. The YUQAP states, “The documentation for the reviewers will be reviewed and approved by the Office of the Vice Provost Academic, in consultation with the Associate VP Graduate/FGS Dean, to ensure that it meets the core elements of a self-study and program evaluation criteria” (7.6.4), but there is no documented step indicating that this review and approval took place.</p>	<p>As outlined in the response to Recommendation 4 above, standard operating procedures have been created to ensure that the Vice-Provost Academic has reviewed and approved the Self-Study prior to distribution to the reviewers. The SOPs also provide for retention of the statement of approval.</p>
<p>SUGGESTION 2: Consider implementing a process for dealing with the Review Committees’ reports that do not meet the requirements of the YUQAP.</p> <p>As noted in Recommendation 5, instances arise in which the Review Committees’</p>	<p>The Vice-Provost Academic has indeed encountered some External Review Reports that have been creative in their approach to the assessment of programs.</p>

<p>Reports do not fully address all aspects of the evaluation criteria set out in the self-study (or potentially the new program proposal brief). The example of the Law CPR is a case in point. In the Review Committee Report, little was stated about a critical aspect of the self-study—the appropriateness of learning outcomes and their link to assessment. The University might consider adding a provision to allow the Dean/Principal to return an unsatisfactory Review Committee Report for revision or to commission another one.</p>	<p>In these instances, the Vice-Provost Academic has been flexible and creative in ensuring that an adequate assessment of the program takes place. Consultation with the program, the Dean’s Office and the Joint Sub-Committee on Quality Assurance has proved effective in determining the best way, which may include requesting reviews, a new review or other options. The quality of the feedback and timeliness are key considerations.</p>
<p>SUGGESTION 3: Enhance the communication with programs, concerning the Final Assessment Report and Executive Summary. During the site visit, auditors asked if units had received the Final Assessment Reports and Executive Summaries. A variety of answers was given, but the majority responded that they were unaware of this step in the cyclical program review. The documentation was inconsistent in indicating how the units were informed on this matter, but it is good practice at the very least to send, retain copies of, and record notices that these documents were provided to the programs and posted on the website.</p>	<p>Communication with the program has been enhanced to ensure that in addition to the Launch Meeting held in the fall, there are individual meetings prior to the site visit, followed by an individualized memo, drawing attention to the process and timelines.</p> <p>Standard operating procedures have been established to ensure that all key communication with the programs is kept, including the distribution of the Final Assessment Report to the Deans, the Academic Lead in the program and the relevant Senate committees.</p>
<p>SUGGESTION 4: Establish practices for consistently involving students in the CPR, from the creation of the self-study to the 18-month Follow-Up Report. This suggestion arises as a result of both the documentation which is not always clear on the nature and degree of involvement of the students and on the meeting with students during the site visit. While the auditors did meet with a group of students, few had been directly involved in any of the quality assurance processes. Also, a few had heard second-hand about these, but there was limited knowledge of quality assurance, how it is carried out in the University, and how it is related to their own education. The auditors understand that there may be challenges associated with ongoing student engagement in the processes of the University, but it is worth reviewing student engagement in quality assurance. It might be possible to develop a student guide to quality assurance, for instance.</p>	<p>The Office of the Vice-Provost discusses student participation in the CPR at the Launch meeting, the Individual meetings, through review of the Site Visit Itinerary. The Office of the Vice-Provost Academic funds the development, distribution and reporting for student survey in programs where there are sufficient numbers and, in addition, a small amount of funding is available for student meetings during the Cyclical program review.</p> <p>The Idea of a student guide to quality assurance is an intriguing one and may be explored at a future date, when staff resources permit. In the meantime, the fact that York University has student representation on all of its approval bodies ensures that student input is possible and valued.</p>

<p>SUGGESTION 5: Consider removing the current letter templates for “External Nominations for Cyclical Reviews.”</p> <p>As noted in Recommendation 8, York has posted a template letter to be used by academic units as part of the “Initial Contact” with candidates who might act as external reviewers. This practice, in which those involved in programs engaged in a cyclical program review contact potential reviewers, may compromise the integrity of the arm’s length policy necessary for a meaningful review, and it is also not consistent with the YUQAP which states that “The Vice Provost Academic will commission the external reviewers in consultation with the relevant faculties/schools” (7.2). The overview information contained in this documentation is useful in guiding academic units in the cyclical program review process, but it is suggested that the template letter should be removed from the site.</p>	<p>As outlined above in the response to Recommendation 8, this has been completed.</p>
<p>SUGGESTION 6: Investigate how long it is taking to complete the cyclical reviews of its undergraduate and graduate programs, identify reasons for delays, and implement measures to reduce delays.</p> <p>The Auditors noted that the process for some of the CPRs extended over several years. While it is understood that there may be occasional reason for delay in some instances, the Auditors were concerned that these overly long delays may undermine the credibility and effectiveness of the quality assurance process. Timely processes will keep the process relevant for those involved, allow for renewal of educational practices, and engagement with current and evolving trends in the relevant disciplines. York may consider assessing the timeliness of the current processes and where specific reasons for delay are identified, streamline processes or develop more detailed suggested timelines for each stage of the CPR.</p>	<p>The Office of the Vice-Provost Academic has reviewed the timelines and noted that when there are labour disruptions by any of our unions, the Cyclical Program Reviews are impacted. Where possible, time is made up.</p> <p>The impact of leadership changes, particularly in our biggest faculties, has also been noted.</p> <p>However, the Office of the Vice-Provost Academic has now established a comprehensive reminder system and expect that this will improve timeliness.</p>
<p>SUGGESTION 7: Consider amending the YUQAP to define the role of the internal reviewer.</p> <p>During the site visit, the auditors heard that the internal reviewer usually acted as a guide to the culture of the University for the external reviewers. What was not clear from the YUQAP or from the interviews during the site visit was the degree of involvement by the internal reviewer in the construction of the reviewers’ report. The internal reviewer’s “signature” was part of the report, but the role was undeterminable.</p>	<p>Are we going to change YUQAP or just give some guideline information to the programs?</p>

<p>Did the internal reviewer make suggestions in the construction of the report? Did the internal reviewer write portions of the report? Or did the internal reviewer simply sign off upon completion of the report? A fuller description of the role of the internal reviewer would help bring consistency to the activities of this individual and provide guidance for those taking on the role.</p>	
<p>SUGGESTION 8: Consider adding a brief note in the self-study template to indicate that the “Method and Preparation” section (1.3) should include reference to how stakeholders (faculty, staff, students, employers, alumni, etc.) took part in the development of the self-study and the overall cyclical review process.</p> <p>It is an example of best practice to have section 1.3 included in the template for the self-study. Often this section of the self-study template was comprehensively filled out, but on some occasions the information was heavily concentrated on the early stages of consultation and did not track how the development and revision of the self-study, for instance, still involved faculty, students and staff at later stages. This addition to the self-study template will help the University to ensure that it meets YUQAP 7.6.4.</p>	<p>Cyclical Program Review templates for the Self-Study have reviewed and revised to ensure contemplation of and reflection on the data provided. At the individual meetings with programs, discussion about the involvement of students, staff, employers, faculty and alumni is discussed to ensure full participation.</p>
<p>SUGGESTION 9: Consider indicating on the Periodic Review Schedule where there are partner institutions and multiple sites.</p> <p>York University has a range of programs “offered in full or in part by its federated and affiliated institutions (colleges and universities) through collaborative or other affiliation agreements” (YUQAP 7.1). As part of the quality assurance process, it would be advantageous in terms of monitoring these programs to include the partner institutions and sites as part of the ROTA Cyclical Program Reviews schedule.</p>	<p>This is an excellent suggestion and has been incorporated in to the database for the Periodic Review Schedule and will be included as the ROTa is published.</p>
<p>SUGGESTION 10: Consider revising the YUQAP to clarify the steps involved in developing a proposal for a program that is subject to expedited approval.</p> <p>The "Protocol overview for new programs with an expedited approval" chart 4.2 of the YUQAP sets out, among other matters, the "Internal University Process" for expedited approvals. The chart indicates that, as part of the "Early Notification" stage, a "response is requested from AVP Graduate/FGS Dean for all graduate proposals." In</p>	<p>The Office of the Vice-Provost Academic has undertaken to elaborate the participation of the Dean of Graduate Studies in all stages, not only the Early Notification stage.</p> <p>In addition, the Office of the Vice-Provost Academic is working to establish some guidelines for response to the Notices of Intent to ensure a robust</p>

<p>some cases, specific written responses from the AVP Graduate/FGS Dean were not found for graduate program proposals, but it is not exactly clear what kind of "response" is expected at this Early Notification stage. York might clarify this step, along with clarification of what kinds of documentation are part of this early development stage, prior to the development of the Proposal Brief for the particular program.</p>	<p>response. Standard Operating Procedures are also being elaborated to ensure consultation and information exchange from the time of receipt of an NOI to the approval statement.</p>
<p>SUGGESTION 11: Consider revising the YUQAP to reflect the current practice of University committees (APPRC, FGS, or FC) that are, or should be, involved in the approval pathways of cyclical program reviews, new programs, or expedited program approvals.</p> <p>The YUQAP states that cyclical program reviews and new program proposals will be approved by the Senate Committee on Academic Standards, Curriculum and Pedagogy and the Senate Academic Policy, Planning and Research Committee (7.9.4 and 3.2.7). Expedited approvals, including major modifications, go to the Senate Committee on Academic Standards, Curriculum and Pedagogy, but they do not go to the Senate Academic Policy, Planning and Research Committee, according to Chart 4.2 in the YUQAP. However, the auditors observed that the World Literatures (GDip (Type 2)) followed an expedited process but was still sent on to the APPRC. To bring the policies of quality assurance into alignment with current practices, the YUQAP should be amended to reflect the option of including the APPRC in approvals for expedited approvals. The YUQAP might indicate the possibility of bringing these approvals to APPRC and the conditions under which expedited approvals are sent to this committee.</p>	<p>The Office of the Vice-Provost Academic has taken this suggestion under consideration and as the role of our Faculty of Graduate Studies evolves, will elaborate on the committees that have oversight or approvals of proposals.</p>
<p>SUGGESTION 12: Add a statement in the YUQAP about the delegation of decision-making on the distinctions between major and minor modifications to the Faculties by the Vice Provost Academic.</p> <p>The YUQAP (5.3) could be made clearer on who has full authority in making decisions about the distinction between a major and minor modification. It is currently not clear how any dispute on this matter would be resolved. While the auditors heard that no apparent disputes on this distinction have arisen to date, it is worth considering</p>	<p>The Office of the Vice-Provost Academic is in the process of reviewing this and will establish guidelines in the coming year to assist with making the determinations and clarifying the roles of those involved with those decisions.</p>

adding a specific statement on this matter to the YUQAP. The current practice appears to involve delegating the decision making to knowledgeable individuals in Senate or within the Faculties. While the auditors have no objection to this practice, it is worth documenting who has such authority, for the sake of transparency and to avoid confusion in times of transitions in staff or committee membership.

York University Quality Assurance Procedures (YUQAP) Cyclical Program Review

Review Committee Report on the [name(s) of program(s)]

Please provide feedback, as appropriate, on the evaluation criteria, the quality indicators and measures, as outlined below. If the review involves related undergraduate and graduate programs, please provide feedback specific to each program. This program-specific feedback may be provided in a single report or in two separate reports.

Members of the Review Committee (Name, rank, university and unit/department/program)

1. Outline of the Visit

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

2. General Objectives of the Program

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

3. Program Curriculum, Structure and Learning Outcomes

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any significant innovation or creativity in the content and/or delivery of the program.
- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations? Is there a clear curriculum mapping to the program level expectations?
- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).
- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?
- For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion is supported and managed to ensure that the program requirements are completed within the expected time period(s).
- Comment on the appropriateness of the mode(s) of delivery to meet the program learning outcomes.
- Comment on the courses offered, including availability, class sizes, and the proportion of courses taught by full-time faculty, retired faculty and contract faculty. For graduate programs, special attention should be paid to the expectation that students should be able to meet complete at least two-thirds of their coursework requirements through graduate-level courses.

4. Admissions and enrolment

- Are the admission requirements appropriately aligned with the program learning outcomes?

5. Students

For undergraduate and graduate programs comment on how the program is confronting enrolment and retention trends. Please include any observations on the academic supports available to students within the program or at the university, as well as the programs evaluation and response to student self assessments, NSSE results, course evaluation results.

For graduate programs in particular, please comment on the time to completion and any other opportunities or challenges, for example, challenges degree requirement sequencing as well as the number and timing of withdrawals. Special attention should be paid to the quality and availability of graduate supervision.) Comment, as appropriate, on the graduate student funding opportunities, including the availability of funding through faculty research grants, as well as student success in provincial and national scholarships, competitions and awards.

For both undergraduate and graduate programs, comment on the appropriateness any initiatives in place to foster the professional development of students in the program, including transferable or career-oriented skills, as well as the employment (or status) of recent graduates from the program. For graduate programs, comment on the scholarly output of graduates of the program.

6. Resources

Keeping in mind the institution's autonomy in determining priorities for funding, space and faculty allocation, comment on the appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s), as well as the appropriateness and effectiveness of academic services (e.g. library) to support the program(s) being reviewed. With respect to faculty resources, special attention should be paid to the appropriateness of any plans for future development, particularly in relation to the program objectives, area(s) of focus, learning outcomes, student need/demand, and graduate-level supervisory capacity.

Faculty complement: The Review Committee is urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program(s) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

7. Quality Indicators and Outcome Measures

Information and data about the quality indicators and outcome measures should be referenced in each section of the Self-Study documents and should be addressed through your discussion of the questions above.

8. Quality Enhancement

Given the information contained in the Program Brief, as well as discussions held at the site visit, comment on the appropriateness of areas identified as requiring improvement, those that hold promise for enhancement, and any initiatives or changes planned and/or taken to enhance the quality of the program and the associated learning and teaching environment.

9. Other Issues

10. Summary and Recommendations

Non-Major Modification Program Changes

1. Program:
 2. Degree Designation:
 3. Type of Modification: (Example: changes to degree / admission requirements)
 4. Effective Date:
-
5. State what the changes are (Example: increase / decrease to the number of major credits)
 6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.
 7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.
 8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.
 9. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.
 10. Provide a summary of how students currently enrolled in the program will be accommodated.
 11. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Board of Governors

Memorandum

To: Governance and Human Resources Committee

From: Trudy Pound-Curtis, Vice-President Finance and Administration (Interim)

Date: 1 May 2017

Subject: 2016 Annual Report – Health, Safety & Employee Well-Being

Report Overview

York University is committed to a workplace that is healthy and safe through the prevention of illness and injury and by ensuring legislative compliance. This report summarizes the health, safety and employee well-being activities at York University in 2016, and presents health, safety and employee well-being indicators that are quantitative measures of the University's performance. Also included is a report on achievements in 2016, as well as the priorities for 2017.

To ensure that the University meets its obligations under the *Occupational Health and Safety Act* and the University's occupational health and safety policy (Appendix I), the Board of Governors, through the Governance and Human Resources Committee, annually reviews and approves the policy, evaluates performance indicators of key areas, and reviews annual health and safety goals and objectives.

The Health, Safety & Employee Well-Being Unit develops programs to support health, safety and employee well-being with the goal of preventing or mitigating illness and injury and ensuring legislative compliance.

The University ensures compliance with direction received from the following regulatory agencies: Ministry of Labour, Ministry of the Environment, Canadian Nuclear Safety Commission, Public Health Agency of Canada, Canadian Food Inspection Agency, Ministry of Foreign Affairs, and the City of Toronto. In 2016, consultations and inspections were conducted and annual reports were filed, as/where required.

HSEWB also liaised with the following agencies regarding the University's licenses related to research activities and/or equipment: Ontario Ministry of Agriculture, Food and Rural Affairs, Canadian Council of Animal Care, Canadian Border Services Agency, Ministry of Health & Long-Term Care.

Highlights from the Health, Safety and Employee Well-Being Office

In 2016, with a number of staffing vacancies, the Health, Safety and Employee Well-Being unit (HSEWB) focused on service continuity and improvement, as well as recruitment.

Some highlights include:

- Moving towards an online chemical inventory and Safety Data Sheet system
- Workplace incident frequency and severity rates have decreased significantly over the past six years
- Continued consultation with respect to the University's Disability Support Program

Additionally, the unit has developed Mission and Vision statements:

Mission:

To be an organizational leader promoting a healthy and safe workplace through participation, engagement and shared responsibility.

Vision:

To develop, gather and provide credible and relevant information, services and tools to prevent illness and injury, promote good health, support employee recovery and optimize workplace participation, which serves the needs to the York University community.

Priorities:

- Promote the awareness of hazards and prevention of incidents
- Foster a culture of health, safety and inclusivity
- Coordinate access to recovery support
- Facilitate early and safe return to work

Approaches:

- Education and training
- Health promotion
- Policy and program development
- Risk assessment
- Advisory and support services, early intervention, collaboration, engagement and shared responsibility

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York University Occupational Health and Safety Management System

In 2016, Health, Safety and Employee Well Being (HSEWB) conducted consultations and inspections and filed annual reports as/where required.

The occupational health and safety (OHS) management system includes the following:

- Occupational health and safety policy and programs with oversight by the Health, Safety and Employee Well-Being Unit
- Internal Responsibility System for health and safety which includes management, faculty and staff, Joint Health and Safety Committees (JHSCs) and Area Health and Safety Officers

The OHS Management System includes the appointment of area Health and Safety Officers (HSOs) to advise management. There is currently a network of over **75** area **Health and Safety Officers (HSOs) representing all areas of the University**. All HSOs submit an annual report to HSEWB providing information relating to workplace safety and hazard control and actions taken or planned.

The area HSOs provide a link from HSEWB unit to the university community to disseminate health and safety information and contribute to the maintenance of a safe and healthy workplace.

HSEWB supports the network of HSOs through regular training, communication and forums to share best practices and learn about updates, including those from the Ministry of Labour, and Occupational Health and Safety in Ontario.

Policy

The Board of Governors, through the Governance and Human Resources Committee, annually reviews the Occupational Health & Safety Policy, the Policy on Workplace Violence, and the Policy on Workplace Harassment. **These policies are covered under a separate memorandum.**

Programs

Programs are reviewed, in conjunction with the JHSCs. An updated process to foster continuous improvement and collaboration is currently in development. Highlights of programs offered under HSEWB are outlined below.

Audit Program

York University implemented an Occupational Health and Safety Audit program in

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2011 and introduced the role of Health and Safety Advisor. As a centralized resource, the role of Health and Safety Advisor contributes to the advancement of an integrated model of health, safety and employee well-being. The audit program will be re-designed in 2017 to re-visit the purpose and methodology for the best outcomes – an audit cannot only check on the state of implementation of written programs, but can also present an opportunity for education and participation.

HSEWB provided support to the university community on a variety of health and safety issues and activities, including the development and provision of health and safety training. The HSEWB team provided **57 in-class health and safety training sessions**

Ergonomics Program

HSEWB continues to encourage completion of the ergonomics training as well as self-help tools for ergonomics and manual material handling.

Occupational Hygiene Assessment and Testing Program

In accordance with relevant legislation and internal policy and procedures, HSEWB conducts or arranges selected environmental testing, respirator fit testing, testing of equipment, and laboratory inspections. The testing could be to comply with legislative requirements (e.g. leak testing of radiation sources and certification testing of bio containment cabinets), for proactive monitoring, or in response to employee concerns.

Type of Tests Conducted	2014	2015	2016
Statutory Testing			
Bio-containment Cabinets/Laminar Flow Hoods	37	40	41
Radioactive Sealed Sources Leak Testing	3	0	7
Radioisotope Laboratories Monitoring	26	13	20
X-RAY Machine Quality Assurance Testing	0	2	2
Mandated by Internal Policies/Procedures			
Biosafety Laboratory Inspection and Commissioning	25	28	26
OHS Equipment Calibration	2	3	4
Ergonomics	25	19	146
Laboratory Inspections	11	24	26
Indoor Air Quality	60	29	22
Indoor Mould Assessment	21	32	5
Asbestos	n/a	31	23
Water	n/a	10	4
General Safety & Compliance	n/a	134	36
Chemical/Biological/Radiation	n/a	33	2
Other Hygiene	n/a	82	34
Workplace Noise Testing of Areas > 85 dBA	n/a	11	3

Medical Surveillance Program

Medical surveillance programs establish the initial health status (baseline) of a person and ensure adequate safety measures are enacted for the hazards present in the workplace. York University’s medical surveillance program includes medical surveillance for workers working with biological hazards and annual audiometric testing for workers exposed to high noise levels.

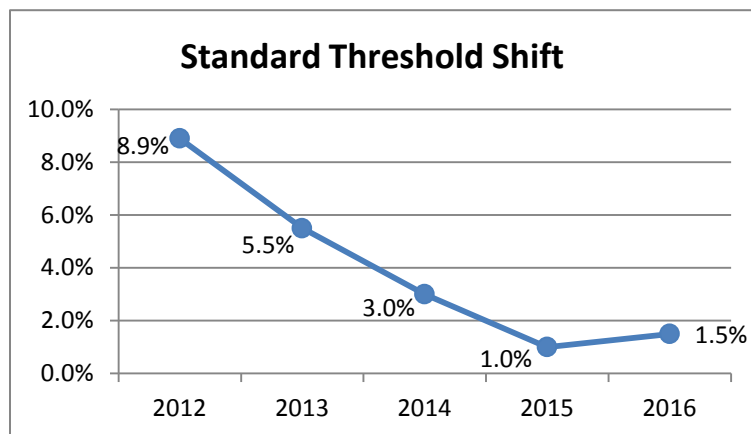
Workers who may be exposed to biological hazards are required to complete a medical questionnaire and be assessed by a medical practitioner to ensure that various immunizations and medical tests (e.g. TB tests) are completed before work begins, and annually for specific work activities.

Number of participants in medical surveillance activities:

	2014	2015	2016
Animal Care Workers and other biohazards	24	39	24
Audiometric Testing	98	36	87
Respiratory Fit Testing	51	17	51
Vision Screening for New Laser Workers	8	7	8

Hearing Conservation Program

Audiometric or hearing tests are conducted annually for workers exposed to high noise levels to monitor the effectiveness of the hearing conservation program. The Standard Threshold Shift (STS) shows the number of employees who have had a shift or change in their hearing levels when compared to prior testing. The STS level in 2016 was 1.46%.



Audiometric testing for 2016 was completed in the first week of April. Workplaces with

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an STS level in the range of 0-5% are considered to have a successful hearing conservation program, which illustrates the positive impact this program has had.

Joint Health and Safety Committees (JHSCs)

JHSCs assist in the creation and maintenance of a safe and healthy work environment and are an integral part of the University's OHS Management System. The University currently has **5 multi-workplace JHSCs**: CUPE 1356, 1356-1, 1356-2; CUPE 3903; IUOE; YUFA; YUSA.

The University's JHSC's assist in:

- Identifying actual and potential hazards in the workplace
- Receiving worker concerns, complaints and recommendations for workplace health and safety
- Discussing issues and recommending solutions

JHSCs are consulted in the review of the University's Occupational Health and Safety Policy and in the development and review of existing and proposed health and safety programs. The JHSCs conduct regular workplace inspections at least once annually, and they are also involved in accident investigations and participate in visits and inspections by the Ministry of Labour. As part of their responsibilities under the *Occupational Health and Safety Act*, JHSCs make recommendations to supervisors/managers to address health and safety concerns, including findings from workplace inspections.

To ensure due diligence, management must ensure that the structure and functions of the JHSCs comply with legislated requirements. The OHS Act requires JHSCs to meet at least once quarterly. In 2016, only two of the five JHSCs met the minimum requirement of quarterly meetings. As a result of an Ontario-wide Ministry of Labour review of MJHSCs, HSEWB is currently reviewing the structure of JHSCs at York to ensure legislative compliance.

Biosafety Committee

The Biosafety Committee is managed by the University Biosafety Officer (BSO) who works with the University Biosafety Committee to inspect commission and decommission labs, and develop procedures and guidelines for safe handling, emergency/spill response, disinfection and bio-hazardous waste disposal, as well as administer the permit/certification system for all biological research. There are currently 57 permit holders. The BSO also provides expert advice to the university community regarding exposure to bio-hazardous materials, including reportable communicable diseases, by liaising with HSEWB's medical consultants and regulatory agencies.

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Number of participants in biosafety activities:

	2014	2015	2016
Biosafety Certificate Approval - New	3	1	33
Biosafety Certificate - Renewal	22	37	25
Bio-containment Cabinets and Laminar Flow Hood Certification	40	38	41

The Biosafety Committee will implement a Project-Specific Risk Assessment Form, enabling researchers to perform and document risk assessment on their awarded grants. This will assist the Committee with implementing measures to mitigate risk.

A new permit application process has been approved by the Biosafety committee for Biosafety permit holders. As of January 3rd, 2017, this form will need to be completed and reviewed prior to funding being released for newly awarded grants. The annual Biosafety permit renewals will be replaced with increased lab inspections (minimum one per year per permit holder), and a full Biosafety Permit application will be required every 3 years.

Radiation Safety Committee

The Radiation Safety Program is managed by the University Radiation Safety Officer (RSO), who works with the University's Radiation Safety Committee to establish criteria for the use of nuclear substances at the University within the licensing conditions established by the Canadian Nuclear Safety Commission (CNSC). The committee also inspects, commissions and decommissions radioisotope laboratories, as well as develops procedures and guidelines for the safe handling and disposal of radioisotopes, and emergency response protocols. The RSO administers the permit system for use of all radioisotopes, provides radiation safety training to staff and students, and manages the dosimetry program (which measures individuals' radiation exposures). The Radiation Safety Program is reviewed by the Committee once every two years and was reviewed in 2016. The Committee meets quarterly and inspects all areas of radioisotope use at least once a year. An annual compliance report for 2016 was submitted by the Committee to the CNSC in January 2017.

The University was in compliance with all CNSC requirements in 2016. The University issued 21 internal radioisotope permits in 2016. Four previously-used labs were decommissioned in 2016. Seventy-one personal radiation doses were monitored in 2016; maximum dose received by any one user was less 0.02 mSv for body and 1 mSv for Extremity (finger), which is within the regulatory limit. Eleven radioisotope lab inspections were conducted in 2016; the majority of which were in full compliance; all non-compliances were corrected within 3 days.

Legislative Changes

The following legislative changes impacted Health, Safety and Employee Well-Being this year:

Transition from Canada's Workplace Hazardous Materials Information System 1988 to WHMIS 2015

The Workplace Hazardous Materials Information System (WHMIS) is changing to adopt new international standards for classifying hazardous chemicals and providing information on labels and safety data sheets. These new international standards are part of the Globally Harmonized System for the Classification and Labelling of Chemicals (GHS) and are being phased in across Canada between February 2015 and December 2018.

Federal, provincial and territorial governments must amend their WHMIS legislation and regulations to adopt the GHS standards. Ontario has amended both the *Occupational Health and Safety Act* (OHSA) and WHMIS Regulation to implement WHMIS 2015.

Implications for York: current training programs will need to be adapted to reflect GHS, and all faculty and staff are being retrained.

Bill 132: Sexual Violence and Harassment Action Plan Act

This bill received Royal Assent on March 8, 2016 and came into effect on September 8, 2016. This bill included amendments to the OHSA to include a definition of workplace sexual harassment and adds workplace sexual harassment to the definition of workplace harassment. Other amendments include adding additional requirements for programs that implement a workplace harassment policy required under the Act, imposing certain duties on employers to protect workers from workplace harassment, and allowing an MOL inspector to order an employer to cause an investigation of workplace harassment to be conducted by a third-party person.

Please refer to Appendix I for this policy. The anti-harassment policy and program is currently under review for alignment with the new Sexual Violence Policy and increased focus on prevention.

New Training Requirements for JHSC Certified Members

New *JHSC Certification Training Standards* came into effect on March 1, 2016. JHSC members certified under the 1996 standard retain their certification and do not require retraining. New members will be certified under the new standard.

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Biosafety Institutional Licenses under the Human Pathogens Toxins Act and Regulations

New regulations developed under the *Human Pathogens and Toxins Act* (2009) came into effect on December 1st, 2015. These regulations have significant impact on researchers in the Faculties of Health, Engineering, and Science, who use biological agents and animals.

The Public Health Agency of Canada (PHAC) has issued York University its Risk Group 2 (RG2) and Risk Group 3 (RG3) license, with conditions on restricted activities.

York University also submitted a Plan for Administrative Oversight to PHAC. The BSO and the Biosafety committee are preparing responses to PHAC queries related to this submission.

Workplace Accident Statistics and Costs

The following sections provide information on categories of workplace accidents. Management of injuries and tracking of injury trends enables the identification of causes and corrective actions, management of costs, as well as provides information to inform programs, procedures and training initiatives.

WSIB (Workplace Safety & Insurance Board) Claims

Workplace Safety and Insurance Board (WSIB) claims arise from workplace injuries requiring lost time or health care. The following summarizes the University's WSIB claims in 2016 (data as at February 28, 2017):

- 95 approved claims (43 lost time claims and 52 health care claims)
- 575.2 days lost
- 13.37 average days lost per claim
- Frequency rate: 0.49
- Severity rate: 6.61

Year	Approved Claims		Lost Days	Average # of lost days per claim	Frequency	Severity
	Lost Time	Health Care				
2016	43	52	575.2	13.37	0.49	6.61
2015	30	60	499.1	16.64	0.34	5.74
2014	39	60	617.3	15.83	0.46	7.33
2013	45	38	865.8	19.24	0.51	9.86
2012	44	52	838.9	19.07	0.51	9.71
2011	40	51	991.5	24.79	0.46	11.46
2010	50	63	1342	26.84	0.62	16.66

*Data as of February 28, 2017

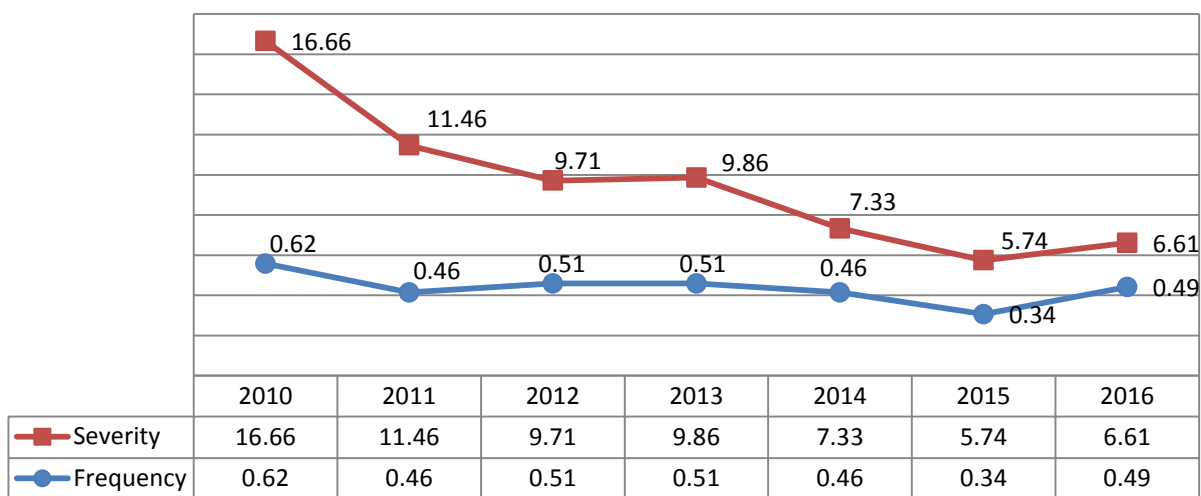
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Frequency and **severity**¹ are measures that show the impact of work-related injuries and illness on the university. These measures normalize injury statistics based on the number of workers and hours worked, allowing for better comparison of the measures between years as well as with other organizations as they are industry-standard measures.

Overall, **both frequency and severity rates have decreased significantly over the past six years, with a slight increase in the last year.** Frequency, a measure of the number of lost-time injuries per 100 full-time equivalent workers (or 200,000 hours worked) decreased 20.9% compared to 2010. Severity, a measure of the year-to-date days lost per 100 full-time equivalent workers (or 200,000 hours worked) decreased 60.3% compared to 2010.

The University continues to strive to reduce accidents and injuries through proactive measures such as health and safety training, inspections and workplace hazard assessments.

Workplace Injury Frequency and Severity Rates



Comparison to Ontario University WSIB Data

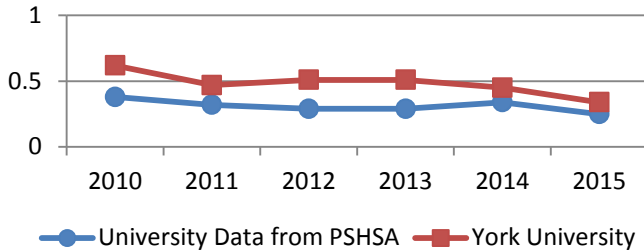
The following charts illustrate York University's WSIB injury frequency and severity rates as compared to the university sector in Ontario from 2010-2014. Frequency data is provided by the Public Services Health and Safety Association (PSHSA) and reflects statistics for all Ontario universities. Severity data presented is provided by Ontario universities that reported their annual data to CEHSO (Council of Environmental Health and Safety Officers of Ontario Universities).

¹Frequency – the number of lost-time injuries per 100 full-time equivalent workers or 200,000 hours worked

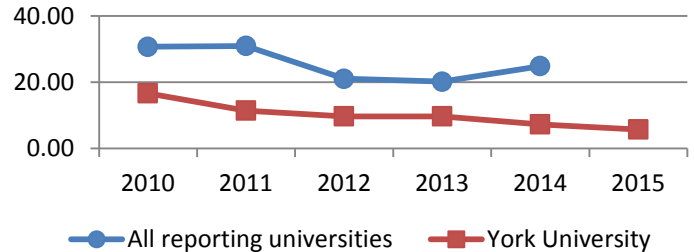
Severity – the year-to-date days lost per 100 full-time equivalent workers or 200,000 hours worked

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**Ontario Universities - Frequency
(6 year average)**



**Ontario Universities - Severity
(6 year average)**



WSIB Costs

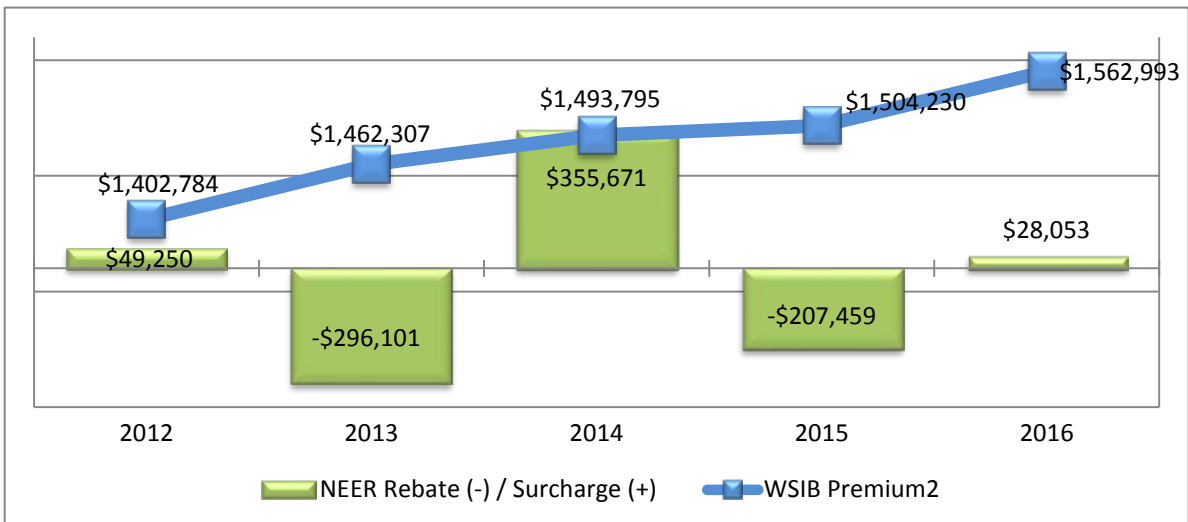
The WSIB premium rate of 36 cents per hundred dollars of payroll has remained the same since 2011. In 2010, the premium rate was \$0.34/\$100 of payroll.

The following summarizes the University's WSIB costs up to 2016 (data as of December 31, 2016):

- WSIB Premium: \$1,562,993.00
- NEER Overall rebate for the period of 2012-2015*: -\$33,173.55 (\$28,053 surcharge paid in December 2016 for 2012 to 2015 period).
- Performance Index: 1.98

**Note 2016 costs not finalized until March 2017 NEER due in June 2017 from WSIB.*

WSIB Costs 2012-2016



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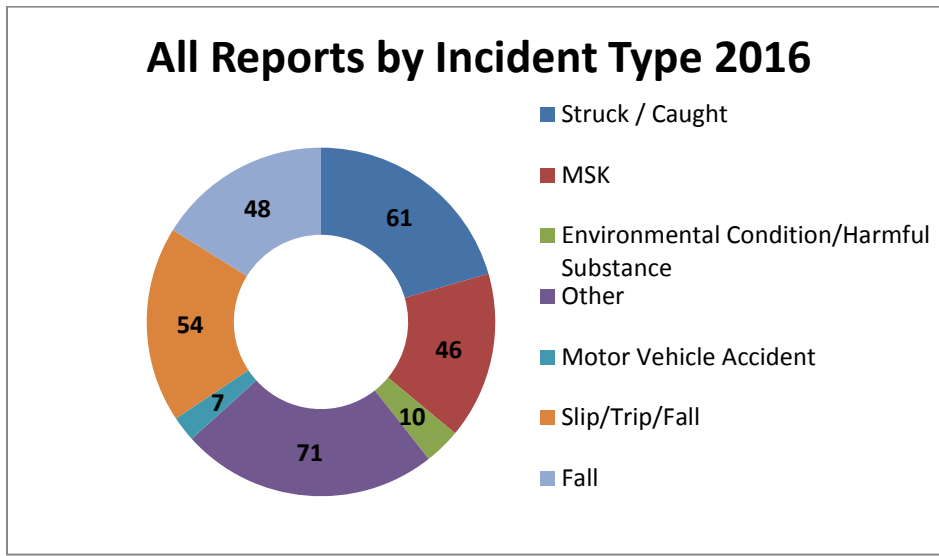
WSIB Performance Index

The WSIB Performance Index is a comparison between the NEER cost and the WSIB's forecast cost for the rate group. A performance index of less than 1.0 indicates a better-than-average performance and potential rebate, whereas a performance index of greater than 1.0 indicates a potential surcharge. The performance index, as of December 31, 2016 is 1.98, however this is subject to change as case management activities continue throughout this year for claims from 2013, 2014, 2015 and 2016. Efforts will continue to reduce costs by ensuring effective claims management, return to work, maximizing cost recovery through WSIB's Second Injury Enhancement Fund (SIEF) and third party transfer opportunities whenever possible. In addition, WSIB cost statements are reviewed for errors to effect retroactive cost claim adjustments.

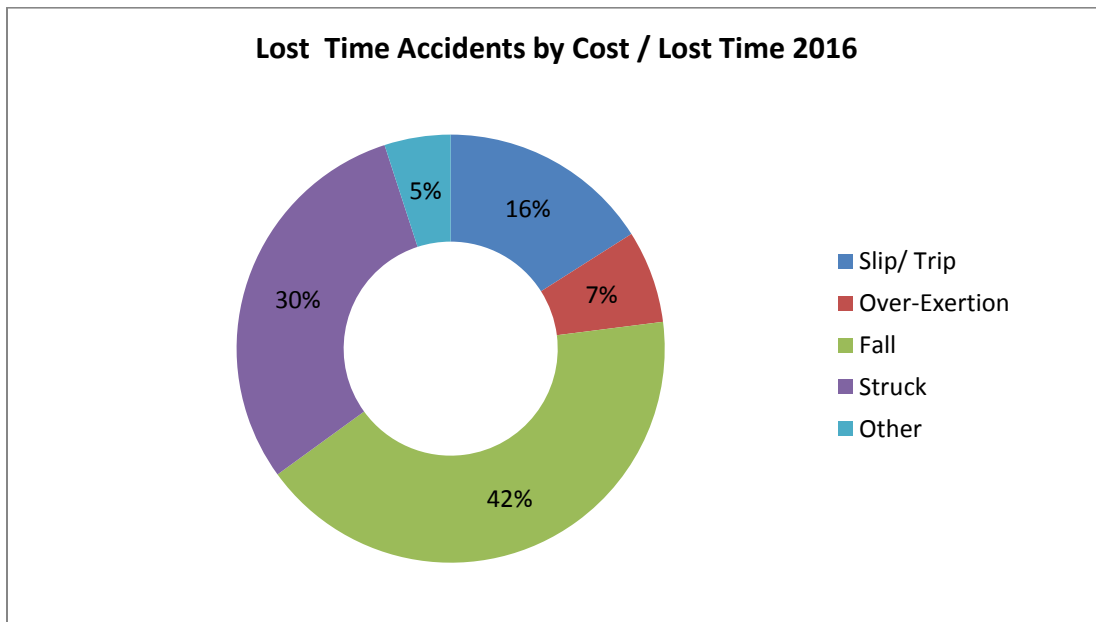
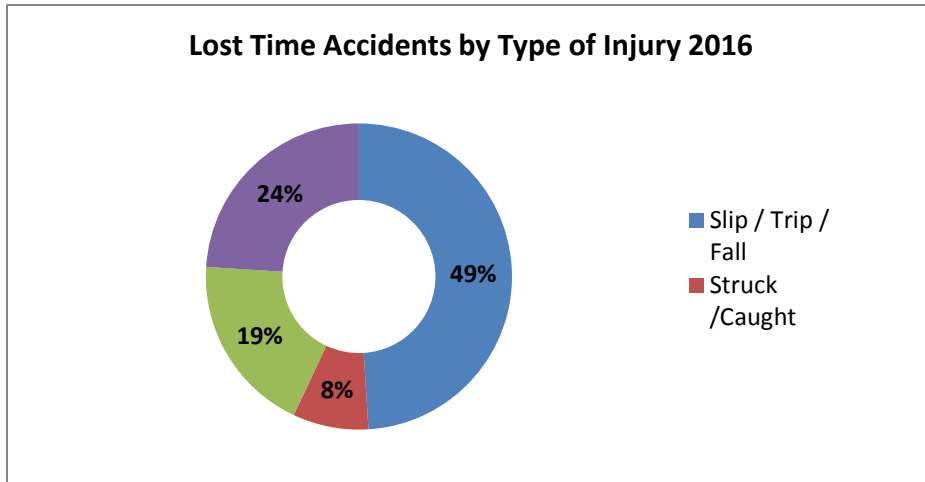
Year	2012	2013	2014	2015	2016
Performance Index	0.75	1.20	1.05	1.76	1.98

Causes of Workplace Injuries/Illness

The largest cause of all reported workplace injuries, illnesses and near misses in 2016 was struck/caught, accounting for 20.5% of reports. This is closely followed by slip/trip/fall (16%), and Musculoskeletal (18%).



The leading cause of workplace injuries involving lost time in 2016 continues to be slips, trips and falls, accounting for 49% of allowed claims. The largest cause of lost days due to injury is also slips/trips and falls, accounting for 42% of costs and lost time.



Disability Statistics

Long-term disability claims are adjudicated and managed by Sun Life once approved. HSEWB unit case-manages short-term absences greater than 10 days, assists with transition from Short Term Disability (STD) to Long Term Disability (LTD), ensures appropriate case management, and is involved in planning for return to work.

Long-Term Disability (LTD):

- 30 claims approved in 2016; average duration of active LTD claims is 65 months

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- 87 active LTD cases (as of March 14, 2017), 48 of which are deemed to be permanently disabled
- In 2015, 76% of LTD cases were resolved through return to work (2016 report pending in April 2017)

LTD Claim Statistics:

Year	Submitted Claims	Approved Claims	% Resolved Claims - Controllable		
			Return to Work	No Longer Disabled	Change of Definition
2016	<i>Unavailable until April 18, 2017</i>				
2015	39	37	76%	19%	5%
2014	28	25	62%	31%	8%
2013	42	30	76%	14%	10%

Claim Trends

LTD claim trends for the last year of data available (2015) indicate that mental health is the largest contributor of claims (35%), followed by cancer (22%), and musculoskeletal injuries (19%). These trends are the same as last year and are consistent with the LTD trends of our benchmark organizations. Reporting for 2016 is due in April 2017.

Disability Support Program

HSEWB continues to roll out the Disability Support Program and processes in collaboration with the various stakeholders. The goal of the program is to decrease the impact of illness and injury to the employee and workplace through the prevention and mitigation of absences. The Disability Support Program will have linkages to wellness and mental health promotion and attendance support program initiatives including tools and resources, which are essential for its successful implementation.

Accommodation in Employment for Persons with Disabilities

Employers have an obligation to accommodate workers who have a disability, either temporary or permanent. York University is committed to meeting the needs of any faculty or staff with a disability, requiring a medically supported accommodation, to enable them to perform their work and to fully participate in the workplace. The University applies the principles stated in the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, in the development of accommodation and early and safe return to work programs and strategies.

HSEWB is responsible for the administration and implementation of accommodation guidelines and procedures and works collaboratively with faculty and staff, unions, and academic administrators and non-academic managers to assist employees with

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disabilities to remain at work or return to work after recovering from an illness or injury.

2017 Priorities

HSEWB has developed a three-year plan in the following three priority areas:

- Enhance prevention-focused health and safety
- Develop disability support program
- Implement psychological health and safety standards



York University Endowment Fund

Annual Investment Report to the Board of Governors

For Year Ended December 31, 2016

York University Endowment Fund

Annual Investment Report

For Year Ended December 31, 2016

The Endowment Fund (the Fund) is a pool of commingled assets composed of the University's endowments as held in long-term investments. The endowments are mainly permanent gifts and bequests to York University received from donors as enhanced, where eligible, with matching capital provided by University and government programs. University-designated endowments held for support of specific priorities are invested alongside donor-endowed assets. Annual distributions are generated by the Fund investments for support of scholarships and academic chairs.

The Fund is governed by objectives and constraints as documented in the Statement of Investment Policies and Procedures (the Policy). The Board of Governors annually approves the Policy and any changes to the investment strategy or asset mix as proposed by the Investment Committee. The Investment Committee oversees the investments, portfolio managers and implementation of investment strategy.

The Fund assets are allocated for investment to eight portfolio managers each assigned with one or more distinct mandates. All mandates are actively managed with the exception of one-half of the Canadian bonds invested passively to track an index and the currency overlay.

The Fund in Review - 2016

The market value of the Fund as at December 31, 2016 was \$438.8 million, an increase of \$28.1 million relative to the December 31, 2015 valuation of \$410.7 million. The increase in 2016 was the net effect from combined inflows, outflows and appreciation. Inflows of \$12.9 million in contributed capital plus income and appreciation of \$32.0 million increased the value of the fund. Investment expenses of \$2.1 million together with University withdrawals of \$14.7 million in regular distributions decreased the value of the fund.

Distributions to support endowment beneficiaries form the greatest part of the withdrawals. Over the past four years, \$56 million has been removed cumulatively from the Fund and directed specifically to the purposes established by the University's donors.

The Fund one-year rate of return as at December 31, 2016 was 7.7% compared to 5.0% as at December 31, 2015. The Fund performance for 2016 fell short of the benchmark one-year rate of return of 9.4% by 1.6%.

The Fund four-year rate of return as of December 31, 2016 of 9.8% was short of the annualized benchmark performance for the same period of 11.2% by 1.4%.

Major equity and corporate credits markets during 2016 increased significantly. The return was dominated by strong Canadian Equities (S&P/TSX Composite, 21.1%), US markets (Russell 2500, 13.5%) followed by High Yield Bonds Markets (Citigroup HYM, 13.5%) and Global markets (MSCI ACWI, 4.1%).

The US dollar depreciated by 3.0% during 2016 relative to the Canadian dollar. Oil prices bounced from historical lows resulting in appreciation in Canadian markets.

Returns from Global fixed income markets were generally in low positive territory. The broad Canadian bond market measured by FTSE TMX Universe Bond Index returned 1.7%.

During 2016, the Fund return of 7.7% was an effect of its asset allocation (benchmark 9.4%). The 1.6% performance shortfall was a function of the relative underperformance in three categories, US Small/Mid cap equity, Global High Yield bonds and Global Equities. All other portfolios combined exceeded their respective benchmark indices, thus contributing positively to total fund performance. During Q3 2016, two new global equity portfolios were initiated with the funding of two specialist managers; in total \$138 million was transitioned from the legacy manager of global equities and emerging markets equities.

The passive currency hedging strategy had a positive impact and increased the value of total fund by 0.2% in 2016. The rate of return was driven by the CAD appreciation of 2.7% vs the USD.

Direct expenses charged to the Fund for investment management, custody, performance measurement and investment consulting services during calendar 2016 were \$2.1 million for a total expense ratio of 0.47%. The 2016 expenses and expense ratio were lower than levels during the prior year, respectively \$2.4 million and 0.57%.

The balance of this Report reviews the investments, asset mix and manager allocations. Performance of the Fund to December 31, 2016 is reviewed in absolute, relative and comparative terms. The Investment Committee's activities conducted during calendar 2016 are summarized in the final section.

Asset Mix

The Policy asset mix (Figure 1) effective throughout 2016, states the asset class weights set out in the Statement of Investment Policies and Procedures. Target weights are adjusted in accordance with the phase in period of Real Estate.

Figure 1

Policy Asset Mix

<u>Asset Class</u>	<u>Target Weight</u>	
Equities		
Canadian	15%	
US Small/Mid Cap	20%	
Global	30%	65%
Fixed Income		
Canadian Universe Bonds	10%	
Canadian Short Term Bonds	10%	
Global High Yield Bonds	<u>10%</u>	30%
Real Estate		
Canadian Real Estate	<u>5%</u>	5%

The Policy asset mix, determined through a periodic process involving an asset-liability study that incorporates projections for capital markets returns over a ten-year horizon, is chosen for its expected ability to meet the Fund's investment objective of funding endowment commitments each year into perpetuity, while preserving the real value of endowed capital.

The Fund's actual asset mix compared to the Policy target weights in effect as at December 31, 2016, is shown in Figure 2.

Figure 2

Actual Versus Target Asset Class Weights - December 31, 2016

<u>Asset Class</u>	<u>Market Value (\$Mil)</u>		<u>Actual Weight</u>		<u>Target Weight</u>		<u>Over/Under</u>	
Equities								
Canadian	\$	72.1	16.4%		15.0%		1.4%	
US Small/Mid Cap		88.4	20.2%		20.0%		0.2%	
Global		<u>136.1</u>	<u>31.0%</u>	67.6%	<u>30.0%</u>	65.0%	<u>1.0%</u>	2.6%
Real Assets								
Canadian Real Estate		24.8	5.7%	5.7%	5.0%	5.0%	0.7%	0.7%
Fixed Income								
Canadian Universe Bonds		35.7	8.1%		10.0%		-1.9%	
Canadian Short Term Bonds		36.0	8.2%		10.0%		-1.8%	
Global High Yield Bonds		44.4	10.1%		10.0%		0.1%	
Short-Term Investments		<u>1.6</u>	<u>0.4%</u>	26.8%	<u>0.0%</u>	30.0%	<u>0.4%</u>	-3.2%
Currency Hedge								
		(0.4)	<u>(0.4)</u>	-0.1%	<u>-0.1%</u>	0.0%	<u>0.0%</u>	-0.1%
		<u>\$438.8</u>		<u>100.0%</u>		<u>100.0%</u>		

Actual asset class weights are permitted to vary within a range of +/- 5% of the Policy target weights and are rebalanced periodically back to the target.

The University has engaged eight investment managers to manage ten specialty investment mandates including an allocation to handle operating liquidity held in a short-term investment fund. The managers have been selected to provide specific investment expertise. A specialty mandate is established for each that describes the asset class, investment objectives, constraints, and performance benchmark for that portfolio. The managers, their mandates, market values and fund weights are shown in Figure 3. The currency hedge applies to 50% of the USD exposure contained in the high yield bonds class. The passive overlay is composed of liquid three-month foreign exchange forward contracts and reported on a marked-to-market basis.

Figure 3

Specialty Mandates and Asset Allocations - December 31, 2016

<u>Investment Manager</u>	<u>Mandate</u>	<u>Market Value (\$ Mil)</u>	<u>Weight</u>
Equities			
Foyston, Gordon & Payne	Canadian	35.8	8.2%
Mawer	Canadian	36.3	8.3%
Westwood	US Small/Mid Cap	88.5	20.2%
Pier 21 - Carnegie	Global Equity	67.4	15.4%
TDAM Epoch	Global Equity	68.7	15.7%
Real Assets			
Bentall Kennedy	Canadian Real Estate	24.8	5.7%
Fixed Income			
TD Asset Management	Canadian Universe Bonds	35.7	8.1%
TD Asset Management	Canadian Short Term Bonds	36.0	8.2%
Stone Harbor	Global High Yield Bonds	44.4	10.1%
TD Asset Management	Short-Term Investments	1.6	0.4%
TD Asset Management	Currency Hedge	<u>(0.4)</u>	<u>-0.1%</u>
		<u>\$ 438.8</u>	<u>100.0%</u>

Performance Objectives

The Fund's return objective is quantified in the form of a performance benchmark, which is a weighted composite of specified capital markets indices. Each asset class is assigned a specific index or index-relative target for performance measurement and evaluation. For portfolios of publicly-traded securities, representing 95% of the Fund, each component index is broadly representative of a specified market, and is a transparent and reproducible sample of publicly-traded investable equities or bonds. For assets in privately-held portfolios, specifically Canadian real estate, the target benchmark is based on a premium of 2% above the return generated by the broad fixed income market.

The Canadian real estate benchmark index was introduced in October 2016 coinciding with the second transfer and full allocation to real estate investments and the attainment of the measurable level of 5% of total fund.

The performance benchmark follows in Figure 4.

Figure 4

Performance Benchmark 2016

<u>Asset Class</u>	<u>Weight</u>	<u>Index</u>
Canadian Equities	15%	S&P/TSX Composite
Small/Mid Cap US Equities	20%	Russell 2500
Global Equities	30%	MSCI ACWI
Canadian Universe Bonds	10%	FTSE TMX Canada Bond Universe
Canadian Short Term Bonds	10%	FTSE TMX Short Term Bond
Global High Yield Bonds	10%	Citigroup High Yield Market Capped
Canadian Real Estate	5%	Canada Bond Universe + 2%

The Fund return objective is to meet or exceed the four-year annualized rate of return produced by the Policy composite benchmark for the same period over most four-year annualized periods as measured year to year.

Fund performance is expressed as a total rate of return, gross of fees, in Canadian dollars. Fund rates of return are calculated by an independent performance measurement provider.

Evaluating Absolute Performance

Performance evaluation is conducted regularly on a monthly basis. The total fund rate of return is compared to the return of the composite benchmark and reported for intervals spanning one month to ten years. A formal performance evaluation is conducted semi-annually for review by the Committee that focuses on one-year and four-year returns to assess recent performance and longer-term success toward meeting Policy objectives. The results of individual portfolios and managers are reviewed, incorporating comparisons to performance statistics for portfolio risk and return and to the objectives and targets specified in each of the manager mandates.

Figure 5 presents the Fund's performance record for 2016 and successive annualized periods out to ten years (2007-2016), providing a snapshot of the longer-term success of the investment program.

Figure 5

Endowment Fund Long-Term Performance

Annualized Returns for Periods Ended December 31, 2016

	<u>1 Yr</u>	<u>2 Yrs</u>	<u>3 Yrs</u>	<u>4 Yrs</u>	<u>5 Yrs</u>	<u>6 Yrs</u>	<u>7 Yrs</u>	<u>8 Yrs</u>	<u>9 Yrs</u>	<u>10 Yrs</u>
Fund	7.7%	6.4%	7.5%	9.8%	10.4%	8.7%	9.3%	10.8%	7.0%	6.2%
Benchmark	9.4%	8.2%	9.0%	11.2%	11.3%	9.0%	9.6%	10.8%	7.1%	6.6%
	-1.6%	-1.9%	-1.6%	-1.4%	-0.9%	-0.3%	-0.3%	-0.1%	-0.1%	-0.4%

In absolute terms, on a ten-year annualized basis, the **6.2%** performance of the Fund has approximated the sum of the real spending target of 4.0%, and inflation of 2.0%. The return generated by the Fund during the past ten years was low relative to other ten-year periods as a consequence of the inclusion of several negative and low-return market periods, particularly in 2007, 2008, 2011, and to a lesser degree 2015 (see Annual Returns in Figure 6).

The Endowment Fund's investment program is fluid and developed in response to shifts in the investment environment, changes in the cash flows and evolving risks affecting various components of the Fund. The Committee has concentrated on diversifying among selected strategies and managers that align with the investment objectives of preserving capital through a range of capital market outcomes and providing annual distributions for inflation-adjusted spending.

Measuring Relative Performance

Figure 6 shows annual returns for the past ten years, 2007 to 2016, and the four-year annualized return to December 31, 2016. The returns are compared to the Policy benchmark as in effect for each of those past years. Currency strategy was introduced as an integral element of investment strategy in 2010.

Figure 6

Endowment Performance - Annual Returns											
	One-Year Returns as at December 31										Annualized Four Years
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2013-16
Fund	7.7%	5.0%	9.7%	17.3%	12.5%	0.8%	12.8%	21.7%	-19.1%	-0.3%	9.8%
Benchmark	9.4%	7.1%	10.6%	18.1%	11.4%	-1.5%	12.9%	20.2%	-18.6%	1.9%	11.2%
	-1.6%	-2.1%	-0.9%	-0.8%	1.1%	2.3%	-0.1%	1.5%	-0.5%	-2.2%	-1.4%

The one-year total rate of return as at December 31, 2016 for the Fund and its benchmark were respectively 7.7% and 9.4%. Excluding the impact of currency hedging, they were 7.5% and 9.2%. The currency hedging of 100% of foreign exposures contained in the high yield bonds portfolio, was adjusted to a 50% hedge of USD exposure in October 2015 to reflect the equity-like element of the asset class. During this year of mildly declining foreign exchange rates, mainly the depreciation of the USD to all world currencies including the Canadian dollar, the hedge increased overall results by 0.2%.

The 1.6% shortfall of total fund versus its benchmark in 2016 was attributable to the underperformance of several investment managers, with some drag due to the transitioning of one-third of assets into target global equity and Canadian real estate portfolios. US equities managed by Westwood underperformed the benchmark by 6.3% (7.2% return vs 13.5% benchmark). Global high yield bonds managed by Stone Harbor underperformed the benchmark by 4.5% (8.9% return vs 13.5%

benchmark). Total global equities underperformed the benchmark by 3.4% (0.1% return vs 3.3% benchmark, including the period of reallocation from Aberdeen Global Equities and emerging markets to Carnegie Worldwide Equity and Epoch Global Equity Shareholder Yield mandates at end of July 2016. The combination of value and stock picking styles espoused by these managers was not rewarded during the latter part of 2016. In October 2016, \$21.6 million was transferred into Bentall Kennedy representing the remaining 90% of assets originally queued for allocation in July 2014. Real estate outperformed the benchmark by 1.52% (5.2% vs 3.7% benchmark).

Over four years to December 31, 2016, the annualized return for the Fund was 9.8%. This resulted in underperformance of the Policy benchmark four-year annualized return of 11.2% by 1.4%. With the effect of fees, the results were approximately 1.9% behind target.

Capital markets returns for the principle indexes composing the performance benchmark for the past four calendar years and annualized for the four-year period are shown in Figure 7.

Figure 7

	Index Returns (CAD)				Annualized Four Years 2013-16
	<u>Annual Returns</u>				
	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	
Equity Indices					
S&P/TSX Composite	21.1%	-8.3%	10.6%	13.0%	8.5%
Russell 2500	13.5%	16.5%	16.7%	46.0%	22.5%
MSCI ACWI (All Countries)	4.1%	18.9%	14.4%	35.2%	16.1%
Fixed Income Indices					
FTSE TMX Canada Bond Universe	1.7%	3.5%	8.8%	-1.2%	3.1%
FTSE TMX Canada Short Term Bond	1.0%	2.6%	3.1%	1.7%	2.1%
Citigroup High Yield Markets Capped	13.5%	13.3%	11.1%	14.4%	13.1%

Review of Comparative Performance

Aon Hewitt provides data for comparison in the form of a sample of Balanced Funds. Comparative performance results for one-year and multi-year periods ended December 31, 2016 are presented in Figure 8.

The Balanced Funds group is provided for comparison as constituents are most likely to have common asset mix characteristics with the Endowment Fund. Differences in investment strategy arise from constituent funds' unique purpose, investment objectives and philosophy, size and program resources. These lead to variation in investment holdings and divergences in returns among members constituting the peer group members. In terms of magnitude of divergence from the median, asset mix typically has the highest impact, followed by the currency strategy and active management.

Figure 8**Balanced Funds - Comparative Analysis as of December 31, 2016**

	Annual Returns (%)				Annualized Returns (%)			
	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2 Yrs</u>	<u>3 Yrs</u>	<u>4 Yrs</u>	<u>10 Yrs</u>
Percentile Rank								
5th (highest)	13.6	8.3	13.1	20.6	8.8	9.7	12.1	7.8
25th	11.1	6.7	11.9	18.3	7.5	8.6	10.6	6.6
50th (median)	7.8	5.5	10.9	16.1	6.5	8.1	9.7	6.0
75th	6.6	3.6	9.8	14.7	6.1	7.5	9.5	5.6
95th (lowest)	4.7	(1.1)	8.1	13.1	4.9	6.5	8.8	4.8
Comparative								
York University	7.7	5.0	9.7	17.3	6.4	7.5	9.8	6.2
Quartile Rank	Q3	Q3	Q4	Q2	Q3	Q4	Q2	Q2

The statistics presented in Figure 8 exclude outlier returns that fall outside the range between 5th and 95th percentiles.

The Fund's one-year rate of return of 7.7% ranked in the third quartile in 2016, unchanged from the ranking in 2015. The four-year result of 9.8% fared well compared to the sample group, ranking high in the second quartile. The ten-year result ranked with a second quartile standing, demonstrating the Fund's performance exceeded more than one-half of the constituents' returns.

The comparative result for the latest year is due to manager underperformance while asset mix characterized by equities dominance was positive. The Endowment Fund's asset mix is overweight in emerging markets and total equities and underweight in US equities and longer bonds relative to the average balanced fund, representative of pension fund policies.

The Fund's more risky strategy, referring to degree of equities content, and asset mix are characteristic of the asset-liability structure adopted by endowment funds with perpetual investment horizons, a stance that performs well in many but not all markets. The strategy is reviewed at regular intervals and is adapted when changes in capital markets structure indicate that a more efficient and appropriate strategy will serve more effectively over the long term.

Endowments Growth

Over the five years since 2012, the Endowment Fund capital (book value) has expanded by \$12.7 million due to net contributions while market value has grown by \$88.3 million as a result of the contributed capital plus investment income and capital appreciation, net of distributions for endowed spending and investment expenses.

Figure 9**Pooled Endowments - Growth (\$ Millions)**

	<u>Market Value</u>	<u>Book Value*</u>	<u>MV-BV Ratio</u>
December 31, 2016	\$ 438.8	\$ 269.2	1.63
December 31, 2015	410.7	253.2	1.62
December 31, 2014	434.1	264.9	1.64
December 31, 2013	405.3	260.5	1.56
December 31, 2012	350.5	256.5	1.47

* Donations and Matching Funds

Endowment Fund book value constitutes the historical value of capital received from donors plus the historical value of capital matches from government and University matching programs. The endowment accounting and record keeping for book value and market value of individual endowments is performed on a unitized market valuation system basis, as introduced on May 1, 2014.

The change in the market value of the Fund during calendar 2016, shown in Figure 10, illustrates the effects of cashflows and earnings during the year.

Figure 10**Change in Total Fund Market Value (\$ Millions)**

Market Value, December 31, 2015		\$410.7
Contributions:		
Donations	12.9	
Reinvested Distributions		
Withdrawals:		
Regular Distributions	(14.7)	
Special Distributions		
Fund Expenses	(2.1)	
Earnings:		
Investment Income and Market Appreciation	<u>32.0</u>	
Net Change		<u>28.1</u>
Market Value, December 31, 2016		<u>\$438.8</u>

During the last four calendar years, \$55.8 million has been distributed from the Fund to endowment account beneficiaries. The conversion to the unitized market value system for accounts and the smoothed banded inflation methodology for calculating annual distribution has increased the amounts of the annual distribution as seen in Figure 11 from 2014-15 and on. The distribution amount in 2015-16 was larger due

to exceptional earnings distribution of \$3.5 million. The normalized 2016-17 amount of \$13.9 million is a 29% increase over the normalized amount, pre-unitization, of \$10.8 million for 2013-14. The result is a greater share of Fund earnings has been made available for key spending toward beneficiary purposes being mainly the support of student scholarships and bursaries and academic chairs.

Figure 11

**Distributions to
Endowment Beneficiaries**

Annual Distributions	
	\$ Million
2016-17	13.9
2015-16	17.4
2014-15	13.7
2013-14	10.8
Cumulative	<u>\$ 55.8</u>

To track the market value, unit holdings and historical values of each individual endowment, the University uses the services of an external provider of specialized endowment fund accounting. At the end of 2016, there were 2,100 individual endowed accounts under management.

Oversight

The Investment Committee conducts activities in accordance with its terms of reference and the Board-approved Statement of Investment Policies and Procedures. The Committee’s responsibilities are principally fund governance and investment strategy. Activities include regular monitoring of assets and performance, oversight and selection of portfolio managers, development of investment strategy and asset mix, review of fund expenses, and quarterly reporting to the Board. The Committee undertakes further initiatives as deemed timely and in the best interests of the Endowment Fund and its beneficiaries.

Investment Committee Activity – 2016

During 2016, activities undertaken by the Investment Committee and administration included:

Revision of Statement of Investment Policy and Procedures, incorporating changes to the asset mix, target weights, and performance benchmark, to amend the global equities and Canadian real estate benchmark components and weights and align with Fund liquidity requirements. The changes placed into effect as of October 2016, approved by the Board of Governors were:

- o Reduction from 35% to 30% allocation to global equities;

- Increase from 0% to 5% allocation to Canadian real estate asset class;
- Elimination of 20% allocation to global equities developed markets;
- Elimination of 10% allocation to emerging markets equities; and
- Introduction of 30% allocation to all-countries global equities, a capitalization-weighted index incorporating developed and emerging markets global equities (MSCI ACWI, all countries world index).

For the above changes to asset mix, the corresponding adjustments to the performance benchmark were adopted into Policy.

- Implementation of allocations to newly-hired investment managers based on search and selection processes begun in the previous year, including:
 - Hiring of Epoch Investment Partners, Inc., as sub-advisor to investment manager TD Asset Management Inc., for provision of global equities specialty management by way of the TD Emerald Global Equity Shareholder Yield Pooled Fund Trust. Funding of \$69 million was transferred at the end of July 2016.
 - Hiring of Carnegie Asset Management (renamed C Worldwide Asset Management), as sub-advisor to investment manager Pier 21 Asset Management Inc., for provision of global equities specialty management by way of the Pier 21 Worldwide Equity Pool. Funding of \$69 million was transferred at the end of July 2016.
 - Funding for the new global equities mandates was allocated from the legacy Aberdeen global equities and emerging markets mandates and these accounts were closed permanently.
 - Hiring of TD Asset Management Inc. as investment manager for the provision of the passive currency overlay.
 - Transferring of the value of the overlay, represented by \$36 million in currency hedges on US dollar exposures, to TDAM from the legacy manager Mesirow occurred in June 2016. The Mesirow account was closed permanently.
- Completion of allocation to Canadian real estate with the transfer of funds to Bentall Kennedy Prime LP in the amount of \$21.6 million in October 2016. The committed tranche of \$21.6 Million represented the remaining 90% of assets originally queued for allocation to the strategy since initial 10% funding in July 2014.
- Rebalancing of total fund to the revised asset mix weights contained in the October 2016 Policy included withdrawals from high-returns portfolios for

reallocation resulting in reductions to the most overweight portfolios as managed by Westwood and Stone Harbor.

- Adoption of a 2017-18 payout rate of \$3.96 per unit for purpose of monthly accrual of distribution during 2016-17. The payout rate is set by the Committee in advance for accrual in the leading fiscal period and the distribution occurs early in the following fiscal period). The amounts distributed to endowment accounts in Q3 2016 and Q3 2015 were respectively \$3.96/unit and \$3.90/unit.
- The responsible investment program initiatives and developments are ongoing. Administration continued to review the expanding activities and provide support to the York University Advisory Committee on Responsible Investing.

The Investment Committee launched the provision of a carbon footprint analysis of Endowment Fund equity holdings with the appointment of a specialist service provider for this purpose.

- Review of the Committee's Terms of Reference, last revised in 1998, was completed and revised Terms were adopted effective June 2016 that align beneficially with overall Board governance protocols.