



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, October 23, 2014
in the Senate Chamber, N940 Ross Building.

AGENDA

Table with 2 columns: Item description and Page number. Includes items like Chair's Remarks, Minutes of the Meeting of September 25, 2014, Business Arising from the Minutes, Inquiries and Communications, University Librarian re: Library Initiatives, Senate Members of the Board of Governors re: October Meeting of the Board, President's Items, Committee Reports, Executive, Academic Standards, Curriculum and Pedagogy, Tenure and Promotions Annual Report 2013-2014, Tenure and Promotions Appeals Annual Report 2013-2014, Academic Policy, Planning and Research, and Transfer of the Division of Continuing Education.

Note: The Provost Vice-President Finance and Administration will report to Senate under the auspices of APPRC.

7. Other Business

M. Armstrong, Secretary

Consent Agenda (Academic Standards, Curriculum and Pedagogy Report)

Table with 2 columns: Item description and Page number. Includes items like Change to the Requirements of the Diploma in Asian Studies and Changes to the Requirements of the MSc and PhD Programs, Physics and Astronomy.

Minutes

of the meeting held at 3:00 pm on Thursday, September 25, 2014
in the Senate Chamber, N940 Ross Building.

R. Mykitiuk <i>Chair</i>	M. Hamaoui	J.J. McMurtry	L. Serigio
P. Amarasooriya	C. Heidari	K. Michasiw	T. Shanahan
M. Amin	W. Heinrichs	M. Milo	J. Simeon
K. Anderson	C. Heron	G. Monette	H. Skinner
M. Annisette	R. Hornsey	D. Mutimer	I. Sloniowski
S. Ariyaratnam	M. Hosale	R. Myers	D. Spokiene
M. Armstrong <i>Secretary</i>	D. Hunt	P. Ng	B. Spotton Visano
A. Belcastro	C. Innes	J. O'Hagan	J. Steprans
K. Bird	D. Ipperciel	R. Owston	N. Sturgeon
G. Brewer	V. Jain	S. Pagiatakis	H. Tahmasebi
M. Budworth	A. Khandwala	S. Paradis	H. Tamim
H. Campbell	A. Khazak	S. Parsons	T. Ber
D. Cappadocia	J. Kozinski	A. Perry	G. Turlakis
G. Comninel <i>Vice-Chair</i>	A. Kumarakrishna	M. Phuong	P. Tsasis
B. Crow	S. Lawrence	B. Pilkington	S. Tufts
D. Curto	R. Lee	R. Pillai Riddell	D. Vaver
C. Davidson	R. Lenton	A. Pitt	A. Viane
R. De Costa <i>Acting Vice-Chair</i>	D. Leyton-Brown	B. Rahder	L. Visano
P. Delaney	B. Lightman	A. Richins	P. Walsh
J. Etcheverry	K. Little	I. Roberge	J. Warren
R. Furgiuele	A. MacLennan	R. Robski	L. Weir
J. Garrido	G. Malfatti	K. Rogers	R. Wellen
D. Golemi-Kotra	C. Mallette	M. Roy	T. Wesson
S. Gong	M. Martel	B. Ryder	J. Yeomans
R. Haché	L. McCann	L. Sanders	Q. Zha
M. Hamadeh	G. McFadden	A. Schrauwers	

1. Chair's Remarks

The Chair, Professor Roxanne Mykitiuk, greeted Senators at the beginning of the Fall Term and the outset of a new governance cycle. She introduced Maureen Armstrong, attending her first meeting as Senate Secretary, and the Acting Vice-Chair, Professor Ravi de Costa. Senators were encouraged to attend Convocation ceremonies in person and to urge their colleagues to participate in the occasions.

2. Minutes of the Meeting of June 26, 2014

It was moved, seconded and carried "that Senate approve the minutes of the meeting of June 26, 2014."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1 Academic Colleague to the Council of Ontario Universities

The Academic Colleague to the Council of Ontario Universities, Professor George Turlakis, highlighted major COU initiatives and matters of special interest to the Ontario postsecondary system, including Strategic Mandate Agreements, the possibility of Colleges of Applied Arts and Technology granting 90-credit degrees and self-contained Nursing programs, capital investments, and access for students with disabilities. Colleagues have expressed concern about the what they perceive to be the marginalization of the Liberal Arts in SMAs and are interested in the trend toward activity-based budgeting.

5. President's Items

In the absence of President Shoukri, Provost Rhonda Lenton provided a preliminary report on 2014-2015 enrolments and described efforts to mitigate the impact of shortfalls (which will, in any event, have significant ramifications for academic budgets). She also updated Senate on the following:

- the York in York Region campus bid
- building projects identified for possible funding under the Ministry of Training, Colleges and Universities' Capital Expansion Framework and other new or expanded facilities currently in development or under consideration
- consultations and implementation plans following the release of Academic and Administrative Program Review Task Force reports
- timelines for the rollout of the Shared Accountability & Resource Planning (SHARP) budget model
- honorary degree recipients at Autumn Convocation ceremonies
- details of a conference on "A Habitable Place for Indigenous Scholars: Opportunities and Responsibilities for Improving Recruitment and Retention in the University" to be held on October 30 and 31
- recipients of major funding through the SSHRC Partnership Grants program

Provost Lenton indicated that a comprehensive presentation on the subject of enrolments would be provided at the next Senate meeting.

6. Committee Reports

6.1 Executive

a) Nominees for Election to Senate Committees and Other Positions

The Acting Vice-Chair presented a slate of recommendations, including supplemental nominees whose names were circulated by e-mail in advance of the meeting. It was moved, seconded and *carried* "**that nominations be closed.**" As a result Senate extended the term of Professor Mykitiuk as Chair of Senate to June 30, 2015 and acclaimed Professor George Comninel (Political Science, Liberal Arts and Professional Studies) as the Vice-Chair and Chair-Elect. Also elected were new members of Academic Standards, Curriculum and Pedagogy Committee, Appeals Committee, and Tenure and Promotions Appeals Committee.

Professor Comninel was warmly applauded as he assumed his place beside the Chair.

b) Information Items

Senate Executive confirmed that it had not been necessary to exercise summer authority and reported on the following matters:

- its approval of Senate committee members nominated by Faculty Councils
- the results of surveys of Senators and committee members
- a retrospective on Senate actions in 2013-2014
- Senate attendance between September 2013 and May 2014

6.2. Academic Policy, Planning and Research

- #### a) Transfer of the Division of Continuing Education from Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost, and Renaming the Division the School of Continuing Studies (Notice of Motion)

APPRC served notice of its intention to recommend approval of the transfer of the Division of Continuing Education and its renaming as the School of Continuing Studies, and its Chair invited Senators to comment on the proposal. Several speakers indicated that they were untroubled by the transfer and renaming *per se*, but pointed to related aspects of the move that were concerning, including the following:

- the proposal appeared to paper over a long history of continuing education at the University and access for mature, part-time and non-traditional students
- some passages were speculative in nature or unclear about the goals and offerings of the School; they should be excised if the intention was to effect a transfer of the School and its current repertoire *only*
- commitments to ensuring that students could complete a degree in any mode made at the time that Arts and Atkinson merged (i.e. through a rotation of courses mounted in the day, night and weekend) had not been redeemed, and the recruitment of mature, part-time and non-traditional students had diminished; the School should not relieve Faculties of their obligations in this regard
- the shift implied an alteration of oversight over programs, and it would be helpful to have a clearer sense of the governance model

Others emphasized that the popularity of evening and summer courses had declined and resulted in course closure, but that there was intention to shift out of a full range of modes. The Faculty Council of Liberal Arts and Professional Studies had laid the groundwork for the transfer and would retain a sub-committee responsible for continuing education policy for LA&PS. The School will have a pan-University mandate even if some Faculties do not partner with it, and a new approach holds the promise of better profiling a wide range of opportunities. The document will be amended to remove some language and focus on the rationale for effecting a transfer.

b) Information Items

In the text of its report and a short presentation by the Committee's Chair, Academic Policy, Planning and Research informed Senate of items contained in reports received from the Provost and Vice-President Research and Innovation, the development of priorities for the year, sub-committee membership, the planning cycle for 2014-2015 (including the possibility of two open forums on academic priorities and timelines for University Academic Plan renewal), and its advice to the Provost on the desirability of facilitating consultations on the AAPR process.

6.3 Academic Standards, Curriculum and Pedagogy

a) Establishment of a Policy on Social Media Use, BScN Program, Nursing, Health

It was moved, seconded and *carried* "**that Senate approve the establishment of the Policy on Social Media within the School of Nursing, Faculty of Health, effective Fall-Winter 2014-2015.**"

b) Consent Agenda Items

Senate *approved by consent* ASCP recommendations to

- authorize the granting of degrees at the University's Convocations held from Fall 2014 to Spring 2015 to those students who have fulfilled the degree program requirements and who have been recommended by the Councils of the Faculties and Colleges for receipt of degrees
- authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education;
- authorize the granting of diplomas and certificates at the University's Convocations held from 2014 to Spring 2015 to those students who have fulfilled requirements and who have been recommended by the Councils of the Faculties for receipt of diplomas and certificates
- revise the Bachelor of Engineering (BEng) Progression Requirements to Maintain Honours Standing, Lassonde School of Engineering for Fall-Winter 2014-2015

c) Information Items

ASCP advised that its Coordinating & Planning Sub-Committee was not called upon to transact business under summer authority.

7. Other Business

There being no further business, Senate *adjourned*.

R. Mykitiuk, Chair _____

M. Armstrong, Secretary _____

York University Libraries Update to Senate



**Catherine Davidson, Interim University Librarian
October 23, 2014**

Student Success & Libraries

- **Student Papers & Academic Research Kit (SPARK)**
- **Undergraduate Research Fair**
- **Personal Librarian Pilot**

SPARK

Student Papers & Academic Research Kit

» [SPARK Home](#) » [Faculty](#) » [Teaching with SPARK](#)



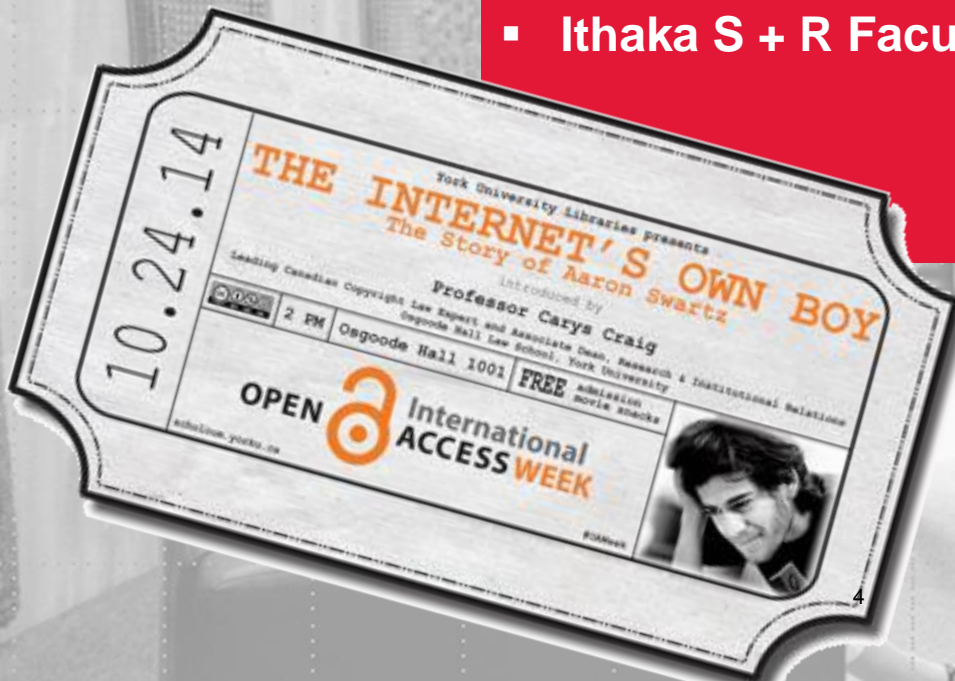
Community Engagement & Libraries

- Science Literacy Week
- Ioan Davies Lecture
- Greek-Canadian History Project
- Portuguese-Canadian History Project



Research Intensification & Libraries

- Scholarly Communication and Open Access
- YorkSpace, York Digital Journals
- Ithaka S + R Faculty Survey



Space & Libraries

Libraries are popular destinations for students

- **Frost Library Renovation Phase II**
- **Scott Learning Commons Phase II**



Looking Ahead : Building Capacity

- Preservation and dissemination
- Digital Culture
- Research Data Management



Description

Image of Murray Ross (left) and another man standing in the midst of the construction of the library stacks [at Scott Library, York University, Keele campus].

York University
Board of Governors
Synopsis of the 435th Meeting held on 6 October 2014

Remarks

Chair, Julia Foster, welcomed all on the Board to the new academic year, specifically the new governors who were in attendance David Leyton-Brown, Shadiya Aidid and Dragan Spasojevic. It was announced that Randy Williamson will be succeeding Tim Price as Chair of the Investment Committee going forward, and that he will also be Chair of the Pension Fund Board of Trustees effective the first of October.

The President spoke to the following matters:

- the highly successful student orientation this Fall
- the Bryden Alumni Award recipients for 2014
- the Honorary Doctorate recipients for the 2014 Fall Convocation ceremonies
- recent SSHRC research funding successes for faculty members at York
- the Times of London's 2014-2015 *Higher Education World University Ranking* of York among the top 250 universities in the world, and among the top 100 universities in the Arts and Humanities category
- the opening of the new Schulich School of Business campus in Hyderabad, India
- the naming of the new engineering building the *Bergeron Centre for Engineering Excellence* in recognition of Doug and Sandra Bergeron's generous donation to the University

Appointments / Re-Appointments

Governors

- Henry Wu re-appointed for a four-year term of 6 December 2014 - 30 June 2018

Pension Fund Board of Trustees

- Randy Williamson (Board nominee) for a three-year term commencing 1 October 2014
- Ed Furman (YUFA nominee) for a three-year term commencing 1 October 2014
- Christine Silversides (President's nominee) re-appointed for a three-year term commencing 1 October 2014

Approvals (Taken since the last Board meeting by the Executive Committee on behalf of the Board)

- Authorization for the President to execute a Memorandum of Understanding with the Region of York and the City of Markham for the construction of a new York University campus in Markham Centre
- The re-appointment of Lorne Sossin as Dean of Osgoode Hall Law School for the five-year term of 1 July 2014 – 30 June 2019
- The re-appointment of Janusz Kozinski as Dean of the Lassonde School of Engineering for the five-year term of 1 July 2014 – 30 June 2019

Approvals

- Re-appointment of Ernst & Young LLP as the external auditors for the University for the 2014-15 fiscal year

- Revisions to the York University Pension Plan text to implement changes agreed upon by the University and the York University All-Union Pension Group
- Pursuant to approval by referendum, an increase in the levy for MES students for the Graduate Environmental Studies Students Association from \$75 to \$118.50 for full-time students, and from \$37.50 to \$59.25 for part-time students
- Pursuant to approval by referendum, an increase to the levy for undergraduate students at Glendon for the World University Service of Canada from \$0.10 per credit to \$0.15 per credit

Reports / Presentations

- President Shoukri on the *York in York Region Campus* submission to MTCU
- An enrolment update by President Shoukri
- Susan Webb, Chief Communications & Marketing Officer, presented the updated “This is My Time” marketing campaign launched for 2014-2015.
- Each of the Academic Resources, Executive, Finance & Audit, Governance & Human Resources, Investment, Land & Property and Marketing, Communications and Community Affairs committees reported for information on matters discussed in their recent meetings.

The agenda for the meeting is posted on the Board of Governors website at <http://www.yorku.ca/secretariat/board/meetings.html>

For further information on any of the above items contact the University Secretariat.

Maureen Armstrong, Secretary

YORK UNIVERSITY KUDOS REPORT



SEPTEMBER

During homecoming celebrations, the York University Alumni Association recognized six outstanding individuals with scholarships. The recipients are students Sumeet Farwaha, Julia Pennella, Maya Prager and Erica Shligold; and graduates Jay Gajiwala and Tanvi Gupta.

PhD candidate Colin McGuire won two prizes for papers exploring the connection between music and martial arts.

The 14th annual Kenaidan-York University Lions Cup Golf Tournament raised more than \$290,000 in support of graduate students and student athletes.

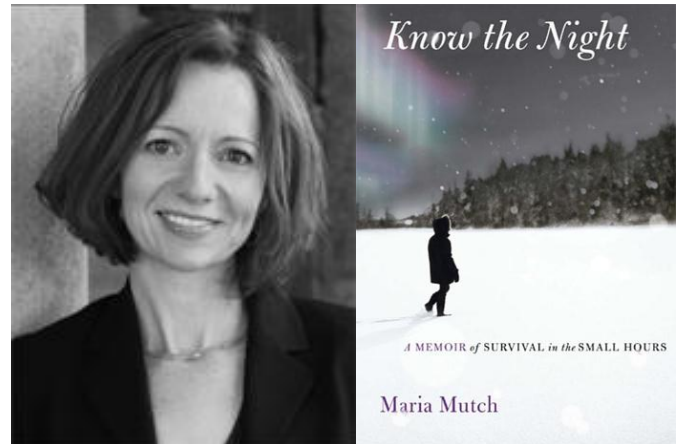
OCTOBER

Mark Terry (BA '80), a broadcast journalist and documentary filmmaker, has returned to York U to pursue a master's degree in humanities. Terry was awarded the Enbridge Graduate Student Award this past summer.

Lions women's tennis team captured the 2014 Ontario University Athletics championship on Oct. 5th at the Western Tennis Centre in London, ON.

Mark Schwartz, professor of management and business ethics in the School of Administrative Studies in LA&PS, has received a Master Teacher in Ethics Award from Brigham Young University. Schwartz is only the second Canadian academic to receive this distinction.

Alumna Maria Mutch (BFA '91) was named a finalist for the 2014 Governor General's Literary Award for Non-Fiction for her debut book "Know the Night: A Memoir of Survival in the Small Hours."



Mathematics Professor Huaxiong Huang appointed to the position of Associate Director for Industry Liaison at the Fields Institute for Research in Mathematics.

As of October 14, 2014, Lions men's soccer team is the No. 1 nationally ranked team. The Lions also lead the Ontario University Athletics (OUA) West standings with 40 points.

Schulich MBA program was ranked number one in the world by Corporate Knights, the world's largest circulation magazine with an explicit focus on responsible business.



Lecturer Pastor Valle-Garay from the Department of Languages, Literatures and Linguistics received the Pioneer in Education Award by the Hispanic Canadian Heritage Council.

Schulich Professor Theodore Noseworthy is York's new Canada Research Chair (CRC) in Entrepreneurial Innovation and the Public Good. Faculty of Health Distinguished Research Professor Douglas Crawford has been renewed as a CRC in Visual-Motor Neuroscience.

Alumni Harini Sivalingam (LLB '05) and husband Gary Anandasangaree (LLB '05), have established the Nagaratnam (Siva) Sivalingam Award, the first-ever graduate award in Tamil studies in memory of a pioneer and leader of the Tamil community.

York's dramatic overall improvement in the Times Higher Education World University rankings (THE) saw an increase of 57 places, from 291 in the world last year to 234 this year. Most other Canadian universities either declined in rankings or remained the same.

Also in the THE rankings, York ranked fourth in Canada and in the top 100 in the world in Social Sciences (95) and Arts & Humanities (97) for the first time.

At Schulich's 2014 Alumni Recognition Awards, the School honoured achievements of alumni in four categories: Outstanding Executive Leadership, Outstanding Progress and Achievement, Outstanding Public Contribution and Outstanding Contribution to the School. The recipients included:

- Michael Cooper (MBA '86), president and CEO of Dream Unlimited Corp
- John Ruffolo (BBA '88), CEO of OMERS Ventures
- J. Mark Lievonon (BBA '79, MBA '87), president of Sanofi Pasteur Limited Outstanding Public
- Howard Lichtman (MBA '82), president of The Lightning Group and co-founder of Ethnicity Multicultural Marketing and Advertising

At Fall Convocation 2014, York conferred five honorary degrees to an exceptional group of Canadians. The recipients included:

- Allan Carswell, internationally renowned scientist and former York professor;
- Rick Mercer, a Canadian cultural icon, satirist, and activist;
- Vivienne Poy, a former Canadian Senator and a champion of post-secondary education;
- Bonnie Patterson, an academic leader who has been a pioneer of post-secondary education in Ontario;
- Kathleen Taylor, a trailblazing bank executive and a graduate of both Osgoode Hall Law School and Schulich School of Business.

EXECUTIVE COMMITTEE

**Report to Senate
at its Meeting of October 23, 2014**

FOR INFORMATION

1. Senate Committee Priorities for 2014-2015

Senate committees develop priorities early in the governance cycle as a means of focusing on items of greatest importance. Priorities are reported to Senate Executive, which monitors progress at meetings of committee chairs and at other times during the year. Academic Policy, Planning and Research (APPRC) and Academic Standards, Curriculum and Pedagogy (ASCP) have communicated their priorities for 2014-2015 (see appendix A). Adjudicative committees do not normally establish priorities but are asked to ensure that they reserve adequate time and agenda space to deal with special tasks that may arise.

Senate Executive endorses ASCP's review of Fall Reading Days (formerly "Co-Curricular Days") and believes that Senators would appreciate the Committee's perspectives from the standpoint of original intentions and current impact. The review will be particularly apt in view of the recent reduction (from 4 to 2) in the number of days reserved. It is also hoped that committees will work with others to finalize the submission of program-specific Student Learning Outcomes (APPRC / ASCP through their Joint Sub-Committee on Quality Assurance) and unit-level standards (Tenure and Promotions). In doing so they should make certain that correspondents are provided with the necessary supports and receive constructive feedback in a timely fashion. In other respects Senate Executive views the priorities set by the two committees as appropriate, thoughtful and manageable.

Senate Executive's own priorities are the following:

- continue to ensure that Senate and its committees function in a manner consistent with the imperatives of the York Act, rules and procedures, principles of collegial governance and objectives outlined in the *University Academic Plan*
- complete a biannual review of the composition of Senate as is required under consolidated membership rules approved by Senate in May 2013 (and in view of a temporary allocation of seats to Glendon that is due to lapse on July 1, 2015)
- prepare amendments to the *Senate Policy on Accommodations for Students with Disabilities* based on work done by the Sub-Committee on Equity

Documentation is attached as Appendix A.

2. Approval of Senate Committee Members Nominated by Student Senators

Senate Executive has approved the following individuals nominated by student Senators to serve on the committees indicated:

Academic Standards, Curriculum and Pedagogy

Alicia Richins, BA Candidate, Year 4, Social Science / Economy and Society, LA&PS

Appeals

Melinda Phuong, BA and BEd Candidate, Year 5, Political Science/Psychology, LA&PS / Education

Ryan Robski, JD Candidate, Year 2, Osgoode Hall Law School

Alamgir Khandwala, BAS Candidate, Accounting, Year 3, LA&PS

Awards

Ana Vianej, BA Candidate, Year 3, International Studies, Glendon College

Houman Tahmasebi, BSc Candidate, Year 3, Biology, Science

Senate Executive

David Cappadocia, PhD Candidate in Kinesiology & Health Science, Year 5, Graduate Studies

Alicia Richins, BA candidate, Year 4, Social Science / Economy and Society, LA&PS

Executive Committee's Sub-Committee on Equity

Gayle McFadden, BSc Candidate, Year 5, Psychology, Health

Honorary Degrees and Ceremonials

Melinda Phuong, BA and BEd Candidate, Year 5, Political Science/Psychology, LA&PS

Senate Executive is grateful for the service of our newest student members. Given the significant contributions of students to committees, it is hoped that the five remaining open seats will be filled as soon as possible. The Faculty Councils of Arts, Media, Performance and Design and Liberal Arts & Professional Studies have yet to nominate their faculty members for Senate Executive, and we urge them to conclude their nominations process as soon as possible.

3. Vacancies on Senate Committees

There are two vacancies on the Tenure and Promotions Committee, and expressions of interest in these at-large positions are invited from Senators and other full-time faculty members with the rank of Associate or higher.

4. Equity Sub-Committee Membership

With one position yet to be filled, the members of the Sub-Committee on Equity this year will be Roxanne Mykitiuk (Senate Executive, Chair), Stacy Allison-Cassin (APPRC), Catherine Davidson (ASCP) Paul Delaney (Senate Executive) and Gayle McFadden (student Senator nominee). The Sub-Committee's policy focus for the autumn is described in item 1, above.

Roxanne Mykitiuk, Chair



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SECRETARIAT

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Memo

To: Maureen Armstrong, Secretary, Senate Executive

From: Robert Everett, Secretary, Academic Policy, Planning and Research Committee

Date: October 8, 2014

Re: **APPRC Priorities for 2014-2015**



The Academic Policy, Planning and Research Committee will pursue the following priorities for the coming year in a framework that privileges the University Academic Plan's priority areas and overarching themes of quality, student success, and engagement / outreach:

- participate effectively in the oversight of the AAPR process on behalf of Senate, and engage Senate as appropriate at timely intervals (UAP objective of promoting effective governance)
- lay the foundations for the renewal of the University Academic Plan with a view toward presenting the next iteration for Senate approval early in 2016 (academic planning sophistication; UAP objective of promoting effective governance; addresses all other constituent UAP objectives)
- support and participate in the research intensification initiative of Vice-President Research and Innovation described by APPRC in its report to Senate of September 25, 2014 (UAP objective of research intensification).
- attend to academic dimensions of the York in York Region campus initiative and provide advice on, and facilitate consideration of, proposals associated with the new site (UAP objectives associated with effective governance, building community and extending our global reach; strengthening interdisciplinarity and comprehensiveness)

These priorities are described more fully in the text that follows.

Overall context: The Committee discharges crucial accountability functions on behalf of Senate (e.g. in the evaluation and facilitation Vice-President's reports), has primary carriage over general academic planning matters, and deals with numerous other substantive matters. It is certain that the year ahead will be a full and significant one for APPRC as it will be for the University. Naturally a great deal of attention will focus on the SHARP budget model and

the AAPR Task Force reports that will be finalized on or about November 1 and released thereafter.

The priorities for 2014-2015 pivot around the Committee's ongoing responsibilities for monitoring progress toward the attainment of UAP goals and the most germane current contexts – such as enrolments and the application of the SHARP budget model.

AAPR process: At present, the AAPRC Task Forces are completing their review of Program Information Forms and are poised to prepare their reports. APPRC will continue to play a positive collegial role by facilitating the first open, collegial discussion of the reports at a planning forum shortly after the documents are released (an idea that emerged in the spring of last year and was endorsed by the membership at that time). The forum has been scheduled for Thursday, November 13, 2014. APPRC's routine engagement with the Provost, other vice-presidents and Faculty planners puts it in an ideal position to play a role on behalf of Senate with regard to the development of plans based on Task Force findings. Senate will look to APPRC to take a leading part as the process unfolds (which was confirmed at the September 16 meeting of Senate Executive). A second forum is tentatively scheduled for April / May 2015. It will likely be co-sponsored by the Provost and Vice-President Finance and Administration, and feature discussion of plans and strategies that have emerged from

University Academic Plan renewal: Although the current UAP spans the period 2010-2015 it was actually approved in February 2011, one year after Senate endorsed the companion document for the Provost's White Paper. With so many other major planning initiatives underway, it seems prudent to await the outcome of developments before launching the UAP renewal process. Even so, the Committee should be mindful this year of UAP timelines and take advantage of knowledge gained from these other initiatives. The AAPR process itself -- and the implementation plans developed by the Provost and Faculties -- will provide APPRC with a strong sense of academic priorities that are emerging and should be addressed in the UAP. Preparation of the next iteration of the UAP should also be grounded in a sound analysis of progress toward realizing objectives of the current version. It is essential to understand the goals that have been accomplished or are no longer priorities, and the Secretary has begun to prepare a summative report that will round off UAP 2010-2015 while setting the stage for renewal.

Research intensification: At the APPRC meeting of September 11, Vice-President Haché signaled his intention to stimulate a comprehensive, collegial dialogue about research intensification. Research Intensification is the name

of one of the seven priority areas in the UAP, and APPRC will make support for this initiative one of its own priorities for the year.

York in York Region campus initiative: In her presentation to Senate on September 25, Provost Lenton reported on the kinds of programs that Faculties may wish to develop and house at a campus in Markham. Along with Academic Standards, Curriculum and Pedagogy the Committee will be at the forefront of Senate processes. The preliminary list of possibilities compiled from Faculty submissions features a variety of innovative and unique programs. If the University succeeds in its bid, it will be necessary to move expeditiously through approval processes and APPRC can partner with ASCP, the Provost and others to ensure that proposals are well-crafted and subject to timely, careful and thorough review.

APPRC Sub-Committee Priorities

Although APPRC's Sub-Committees have not yet met, it is understood that they will have priorities of their own this year in addition to discharging routine aspects of their mandate. A preliminary list follows.

Technical Sub-Committee

- Advise the full Committee on items as necessary

ORU Sub-Committee

- Ensure that procedures are applied in a manner consistent with Senate policy and practices
- Review documents necessary for chartering applications
- Recommend charters for approval by APPRC / Senate

Joint Sub-Committee on Quality Assurance

- Ensure that processes conform with Quality Assurance policies and procedures
- Receive / review cyclical reviews and address issues in a timely and effective manner
- Work with others to ensure submission / feedback regarding Student Learning Outcomes

Memo

To: Roxanne Mykitiuk, Chair, Senate Executive Committee

From: Leslie Sanders, Chair, Academic Standards, Curriculum & Pedagogy

Date: 9 October 2014

Re: **ASCP 2014-2015 Priorities and Key Items of Business**

At its meeting earlier this month the *Senate Committee on Academic Standards, Curriculum & Pedagogy* confirmed its priorities and key items of business planned for 2014-2015; the list is attached with the ASCP lead, status of the initiative and planned actions/meeting dates identified. Progress on the initiatives will be overseen by the ASCP Coordinating & Planning Sub-committee. In addition to items brought forward for approval, periodic progress reports on the priorities will be provided to Senate throughout the year.

The identification of priorities was informed by input from the Vice-Provost Academic, the Vice-Provost Students and the Associate Vice-President Teaching & Learning so as to align the work of the Committee with priorities and initiatives in their respective Offices.

ASCP 2014-2015 Priorities and Key Items of Business

Priority	ASCP Lead	Status
Harmonizing degree structures and terminology (Definitions and criteria for each category/ option; e.g., Specialized Honours, stream, specialization)	C&P	Preliminary planning discussion 22 October C&P meeting.
Conversion of York's 9 point grading scale to 4 point scale	Registrar C&P	Review of background information and preliminary discussion 22 October C&P meeting.
Revisions to <i>Principles Regarding Grade Reappraisals</i>	A. Pitt C&P	Preliminary discussion to be led by Vice-Provost Academic with C&P 22 October.
Key Items of New Business for 2014-2015		
Educative session on Teaching Commons, facilitated by Celia Popovic, Director of Teaching Commons	S. Vail / ASCP	To ensure committee is aware the role TC plays in advancing teaching and learning. November 12 / 26
Progress Report on implementing the E-Learning and E-Teaching strategies	S. Vail / ASCP	To keep Committee abreast on progress and to receive feedback. Spring.
AAPR. Review and discussion of Academic Task Force Report.	ASCP	November 12 / November 26
Report from Vice-Provost Students on <i>YUStart</i>	Janet Morrison	10 December ASCP agenda
Discussion of role of the Fall Reading Days – academic programming?	A. Pitt / S. Vail	Fall
Items of Business Pending from 2013-2014		
Transfer credit initiatives - policy implications (e.g., enhanced block transfer credit guidelines; York students' return to studies legislation).	C&P initially	Initiative in progress within the Office of the Vice-Provost Academic to review transfer credit enhancements; proposals are likely forthcoming this year.
Senate Graded Feedback Policy	C&P initially	ASCP approved in principle the recommendation to require a core syllabus to be provided to students before the start of classes; Revisions to be drafted. Who to draft the core syllabus? Confirmation of support from YUFA and CUPE 3903?
Guidelines for Final Exam Periods	C&P initially	To be drafted; consultation with RO on issues to be addressed -item for C&P to oversee first
Revisions to <i>Policy on Repeating Passed or Failed Courses for Academic Credit</i>	C&P initially	To be drafted. To permit option of repeating course a third time to satisfy a program requirement; grade of record remains the second attempt. (C&P June). Consultation with Faculties.

First-year Leniency Petition Guidelines	C&P initially	Guidelines drafted; to be confirmed by ASCP and SAC. Consultation with Faculties required.
Development of a <i>Convocation In Absentia</i> proposal	ASCP Chair	Completed. Communication conveying the proposed initiative sent by ASCP to the Senate Honorary Degrees and Ceremonials Sub-committee in September.

CONSENT AGENDA

I. MINOR MODIFICATIONS

1. Change to the Diploma in Asian Studies • York Centre for Asian Research / Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that:

Senate approve a minor change to the Diploma in Asian Studies (Type II) such that the requirement for a graduate diploma committee be eliminated.

Rationale

The Diploma in Asian Studies is housed in the York Centre for Asian Research (YCAR), one of the University's organized research units, and is awarded concurrently by the Centre and the Faculty of Graduate Studies. The existing requirements include a graduate diploma committee for each student, comprised of two YCAR faculty associates to advise students on the completion of the requirements. It is proposed that the advising function be fulfilled instead by the YCAR Director and the Associate Director, the latter of which is also the Diploma Program Coordinator. The diploma committee is not akin to a graduate supervisory committee. Rather, members have provided a basic advising function on meeting the Diploma requirements. The Centre and the Faculty of Graduate Studies agree that the role is better suited to the Diploma Program Coordinator and the Director of the Centre.

Documentation is included in Appendix A.

Approved by: FGS Council 5 June 2014 • ASCP 1 October 2014

2. Changes to the Master's of Science Program in Physics & Astronomy • Graduate Program in Physics & Astronomy • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following changes to the requirements of the MSc program in Physics & Astronomy, effective FW 2015-2016:

- make PHYS 5000 3.0 and PHYS 5020 3.0 mandatory core requirements for the Physics stream in both the Research Project and Coursework options of the program
- replace PHYS 5000 3.0 with PHYS 5120 3.0 among the list of possible physics core course for the Astronomy Stream in both the Thesis and Research Project options in the program
- add a supervisory committee and research evaluation requirement for the Research Project option of the program
- reduce the course credit requirement from 18 to 15 for the Research Project option within the program

Rationale

The full proposal and revised calendar copy are included in the proposal attached as Appendix B. In sum the collection of changes to the requirements are relatively minor and are intended to enhance the fundamental physics and research components of the program and reduce time-to-completion averages. Current students in the MSc program will have the option to choose the existing or revised requirements.

Documentation is attached as Appendix B.

Approved by: FGS Council 5 June 2014 • ASCP 1 October 2014

3. Changes to the Doctoral Program in Physics & Astronomy • Graduate Program in Physics & Astronomy • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following changes to the requirements of the PhD program in Physics & Astronomy, effective FW 2015-2016:

- increase the maximum number of course credits waived for students in the doctoral program that hold an MSc degree from 9 to 15 (of 18 course credits)
- make PHYS 5000 3.0 and PHYS 5020 3.0 mandatory core requirements for the Physics stream of the PhD program
- replace PHYS 5000 3.0 with PHYS 5120 3.0 among the list of possible core courses for the Astronomy Stream in the PhD program
- remove PHYS 5190 3.0 and PHYS 5290 3.0 from the list of possible courses to satisfy the credit requirements in the Astronomy Stream in the PhD program

Rationale

The most substantive of the proposed program changes is the increase to the number of credits permitted to be waived for PhD candidates who hold an MSc degree in Physics & Astronomy. It is important context to note that the 18 credit requirement of the doctoral program at York is predicated on the program's determination that 18 credits taken at the graduate level (regardless of whether they were taken as part of the MSc degree) is sufficient for a PhD graduate. Typically students in the doctoral program hold an MSc degree and the course work completed for the Master's program is recognized as fulfilling, in part, the PhD course credit requirements. Increasing the number of course credits permitted to be waived for the PhD program from 9 to 15 reflects the recognition of the graduate level coursework already completed for the MSc degree and enables doctoral students to move forward in a timely fashion on their research and dissertation requirements. The practice of recognizing credits completed at the Master's level towards PhD requirements is common at Physics and Astronomy programs at peer universities, including the University of Toronto, McMaster.

The remaining coursework changes complement those proposed for the MSc program in Physics & Astronomy (#2 above) with the same goals in mind. Here too current students in the PhD program will have the option to choose the existing or revised requirements.

Supporting documentation is included in Appendix C.

Approved by: FGS Council 5 June 2014 • ASCP 1 October 2014

FOR INFORMATION

1. Sessional Dates for Su 2015 and FW 2015-2016

Attached are the sessional dates for Su 2015 and FW 2015-2016 which the committee is transmitting to Senate for information, attached as **Appendix D**.

Summer 2015

York is hosting the track and field events of the Pan Am and Parapan Games on the Keele campus in summer 2015. As detailed in the accompanying documentation, there is overlap in the timing of the Games and the summer academic session that year. To minimize possible disruptions to the academic session a four-day break has been accommodated in the summer schedule. Classes (including online/hybrid courses for consistency), tests and academic activities will be suspended between 21 – 24 July (during the Pan Am Games) and no exams will be held on 12 August (during the Parapan Games). The impact of the scheduling changes for the session is minimal, with the final exam dates occurring 1 or 2 days later than typical; the length of the term has been maintained in all cases. All Faculties were advised of the scheduling adjustments by the Registrar's Office, no concerns were conveyed in response. Even with these adjustments, classes will meet the prescribed number of times.

As suggested by ASCP, the Registrar's Office will generate a communication plan / FAQ list for Faculties to aid in their preparations for the summer session, particularly to address anticipated issues / questions related to the 4 day suspension of activities in July.

Fall/Winter 2015-2016

In June 2014 the *Senate Policy on Sessional Dates and the Scheduling of Examinations* was revised to incorporate two primary changes:

- establishing 2 days for orientation programming after Labour Day, before classes commence
- reducing the number of co-curricular days in the Fall Term from 3 to 2, and changing the nomenclature to *Fall Reading Days*

Those changes to the Fall term schedule have been reflected in the sessional dates for Fall/ Winter 2015-2016, consistent with the revised Policy. Senators will note that the **start of the Fall term will be on Thursday, 10 September 2015**, following two days of orientation programming on 8 and 9 September 2015. The **Fall Reading Days will be observed on 29 and 30 October 2015**.

Senators will note in the communication from the Registrar that Rosh Hashanah falls on 14 and 15 September 2015, which are the first Monday and Tuesday classes of the new academic year. ASCP has recommended that the Provost liaise with the Deans to ensure the necessary arrangements will be made within their Faculty for those courses where instructors will be absent on those days. Several options exist for instructors to provide a communication for students in place of their presence at the first class (including video lectures, posted messages etc. through a variety of programs available at the University), and it is hoped that the Provost's communication to the Deans will include a list of such options available to instructors.

2. Committee Membership

The Committee is pleased to welcome the following to the ASCP membership for 2014-2015:

Catherine Davidson, Interim University Librarian
Thomas Wesson (Schulich School of Business)
Alicia Richins, Undergraduate Student

Lisa Farley (Education)
Jennifer Steele (Health)

Leslie Sanders, Chair
Academic Standards, Curriculum & Pedagogy

Change to Program/Graduate Diploma Academic Requirements Proposal Template

1. Program/Graduate Diploma: Graduate Diploma in Asian Studies (GDAS)

2. Effective Session of Proposed Change(s): Fall 2014

3. Proposed Change(s) and Rationale

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

To remove the requirement that each student should have a graduate diploma committee of two YCAR Faculty Associates to advise and assist them in the completion of the requirements.

Since its inception, we have discovered that this component functioned as a nominal rather than an active mentorship. Students, who are all 'housed' in a variety of Faculties and departments, found it difficult to get to know two YCAR faculty members well enough for mentorship in the time permitted. Moreover, committee members were rarely requested to participate in students' research.

Those most involved in advising and assisting YCAR GDAS candidates are the YCAR Centre Coordinator and GDAS Administrator, the GDAS Coordinator/Associate Director of YCAR, and the Director of YCAR. It seems reasonable that the committee requirement is removed and the roles of advisement and assistance be taken over by the Director, Associate Director/Diploma Coordinator of YCAR.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The change will not affect learning outcomes.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

This modification does not affect other academic units.

d) A summary of any resource implications and how they are being addressed.

There are no resource implications.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

There will be no effects on the students currently enrolled in the graduate diploma.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>The Faculty of Graduate Studies and the York Centre for Asian Research (YCAR) offer a Graduate Diploma in Asian Studies (GDAS) that is awarded concurrently with a Masters or Doctoral degree for which the student is registered, on completion of all degree and graduate diploma requirements.</p> <p>The Graduate Diploma in Asian Studies answers the identified need among students who are looking for more Asian content in their studies, and to interest prospective employers who are looking for graduates with certifiable expertise in Asian Studies. It is an interdisciplinary program that provides the necessary foundation to conduct research in Asia and Asian Diaspora. Given the diploma program’s emphasis on non-spatially-contained definition of Asian studies, diaspora, identity and transnationalism among immigrant communities in Canada, students acquire a broad knowledge of contemporary Asian research and issues. The recognized diploma offers students promising career opportunities related to Asia in fields including education, development, business and the arts.</p> <p>ADMISSIONS REQUIREMENTS All candidates for the Graduate Diploma in Asian Studies must first be admitted to a graduate program at York University. They may register for the Graduate Diploma in Asian Studies once their master’s or Doctoral program of study has been clearly defined, normally before the course work has been completed.</p> <p>DIPLOMA REQUIREMENTS The Graduate Diploma in Asian Studies is available to graduate students at York who successfully complete the following requirements:</p> <p>1) Students are required to complete the</p>	<p>The Faculty of Graduate Studies and the York Centre for Asian Research (YCAR) offer a Graduate Diploma in Asian Studies (GDAS) that is awarded concurrently with a Masters or Doctoral degree for which the student is registered, on completion of all degree and graduate diploma requirements.</p> <p>The Graduate Diploma in Asian Studies answers the identified need among students who are looking for more Asian content in their studies, and to interest prospective employers who are looking for graduates with certifiable expertise in Asian Studies. It is an interdisciplinary program that provides the necessary foundation to conduct research in Asia and Asian Diaspora. Given the diploma program’s emphasis on a non-spatially-contained definition of Asian studies, diaspora, identity and transnationalism among immigrant communities in Canada, students acquire a broad knowledge of contemporary Asian research and issues. The recognized diploma offers students promising career opportunities related to Asia in fields including education, development, business and the arts.</p> <p>ADMISSIONS REQUIREMENTS All candidates for the Graduate Diploma in Asian Studies must first be admitted to a graduate program at York University. They may register for the Graduate Diploma in Asian Studies once their master’s or Doctoral program of study has been clearly defined, normally before the course work has been completed.</p> <p>DIPLOMA REQUIREMENTS The Graduate Diploma in Asian Studies is available to graduate students at York who successfully complete the following requirements:</p> <p>1) Students are required to complete the</p>

designated core course: **Geography 5700 3.0/Social Anthropology 5500 3.0/Sociology 6745 3.0/Communications and Culture 6536 3.0/Communications and Culture 6136 3.0/Humanities 6135 3.0: The Making of Asian Studies: Critical Perspectives**

- 2) Demonstrated competency in an Asian language relevant to the candidate's research
- 3) Two research papers with clear Asian content (excluding the core course paper)
- 4) Fieldwork or other experience in the Asian geographic region or in the Diaspora, normally of at least 12-week duration. In exceptional circumstances, archival work or other forms of fieldwork may qualify if this is central to the candidate's research.

Further details about the requirements can be found on the GDAS web site.

~~Each student has a graduate diploma committee comprising two YCAR Faculty Associates to advise and assist them in the completion of requirements.~~

For more information, contact gdas@yorku.ca, 416.736.5821, or visit the diploma administrator in Room 834 of the Kaneff Tower.

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designated core course: **Geography 5700 3.0/Social Anthropology 5500 3.0/Sociology 6745 3.0/Communications and Culture 6536 3.0/Communications and Culture 6136 3.0/Humanities 6135 3.0: The Making of Asian Studies: Critical Perspectives**

- 2) Demonstrated competency in an Asian language relevant to the candidate's research
- 3) Two research papers with clear Asian content (excluding the core course paper)
- 4) Fieldwork or other experience in the Asian geographic region or in the Diaspora, normally of at least 12-week duration. In exceptional circumstances, archival work or other forms of fieldwork may qualify if this is central to the candidate's research.

[Advising on the completion of these requirements will be provided by the Director and Associate Director of the York Centre for Asian Research \(the Associate Director is also the diploma program coordinator\), who will be responsible for confirming that these requirements have been met. Advising will also be provided by the Diploma program administrator.](#)

Further details about the requirements can be found on the GDAS web site.

~~Each student has a graduate diploma committee comprising two YCAR Faculty Associates to advise and assist them in the completion of requirements.~~

For more information, contact gdas@yorku.ca, 416.736.5821, or visit the diploma administrator in Room 834 of the Kaneff Tower.

* * * * *

graduates have adequate training in fundamental physics at the graduate level. The introduction of a supervisory committee and research evaluation requirement for MSc Research Project students ensures a minimum standard for the research expectations of the MSc by Research Project.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

These proposed changes were passed at a Physics and Astronomy Department meeting. The changes will not affect other academic units or programs/graduate diplomas.

d) A summary of any resource implications and how they are being addressed.

These changes are essentially resource-neutral. With the former program requirements, PHYS 5000, PHYS 5020 and PHYS 5030 were offered once every two years, as was a fourth “core” course, PHYS 5010. PHYS 5010 has been expired. PHYS 5030 and PHYS 5120 can be offered as needed but no more often than once every three or four years. This makes it possible to offer PHYS 5000 and PHYS 5020 every year.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

The students currently enrolled in the program will have the option to choose whether to be grandfathered through according to the existing program requirements or to follow the new program requirements.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>MSc Degree Requirements</p> <p>M.Sc. Degree by Thesis Candidates for the MSc degree by thesis in either the Physics or Astronomy Stream must fulfill the following requirements:</p> <p>Courses</p> <p>(a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and an oral presentation each year. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program. Satisfactory progress in research results in credit for Physics & Astronomy 6001 3.0: MSc Research Evaluation. At the discretion of the supervisory committee, students in their first year of study may have their research evaluation in their third term of study.</p> <p>(b) In addition to the Research Evaluation candidates must successfully complete a minimum of one and a half graduate courses (9 credits) or equivalent. Courses must be selected in consultation with the candidate's supervisor. Courses must include:</p> <p>Physics Stream:</p> <p>One course chosen from among: PHYS 5000 3.0: Quantum Mechanics I; PHYS 5020 3.0: Classical Field Theory; PHYS 5030 3.0: Statistical Mechanics.</p> <p>To complete course requirements, candidates must select one additional course from the Graduate Program in Physics & Astronomy, and the remaining course may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate</p>	<p>MSc Degree Requirements</p> <p>M.Sc. Degree by Thesis Candidates for the MSc degree by thesis in either the Physics or Astronomy Stream must fulfill the following requirements:</p> <p>1. Courses</p> <p>(a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and an oral presentation each year. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program. Satisfactory progress in research results in credit for PHYS 6001 3.0: MSc Research Evaluation.</p> <p>(b) In addition to the Research Evaluation, candidates must successfully complete a minimum of 9 course credits, or equivalent. Courses must be selected in consultation with the candidate's supervisor. Courses must include:</p> <p>Physics Stream: One course (3 course credits) chosen from: PHYS 5000 3.0: Quantum Mechanics I and PHYS 5020 3.0: Electromagnetism.</p> <p>To complete course requirements, candidates must select an additional 3 course credits from the Graduate Program in Physics & Astronomy. The remaining 3 course credits may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate programs. At least 6 course credits must be from courses not integrated with an undergraduate course.</p> <p>Astronomy Stream: PHYS 5090 3.0: Stars and Nebulae or its equivalent; PHYS 5490 3.0: Astronomical Research; and one course chosen from among: PHYS 5020 3.0:</p>

programs.

Astronomy Stream:

PHYS 5090 3.0: Stars and Nebulae or its equivalent; PHYS 5490 3.0: Astronomical Research; one course chosen from among: ~~PHYS 5000 3.0 Quantum Mechanics I, PHYS 5020 3.0: Classical Field Theory, PHYS 5030 3.0: Statistical Mechanics; PHYS 5390 3.0 Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy.~~

Thesis and Oral Examination

Candidates must conduct research under the general direction of a Supervisor and Supervising Committee and describe it in an appropriate thesis. The research and thesis should demonstrate the candidate's research ability in the area of investigation, and should normally be of such a standard as to warrant publication in the scientific literature. After the formal submission of the thesis, an oral examination, centred on the thesis research, is held. Prior to the oral examination each candidate delivers a formal public lecture describing his/her research work.

~~There are no language or cognate requirements.~~

MSc Degree by Research Project

~~Candidates must successfully complete three full graduate courses (18 credits), or equivalent, and conduct a research exercise (Physics & Astronomy 6000B 0.0), reporting the results in appropriate form. Courses must include:~~

Physics Stream:

~~One course chosen from among: PHYS 5000 3.0: Quantum Mechanics I, PHYS 5020 3.0: Classical Field Theory, PHYS 5030 3.0: Statistical Mechanics.~~

Astronomy Stream:

PHYS 5090 3.0: Stars and Nebulae or its

Electromagnetism, PHYS 5030 3.0: Statistical Mechanics, PHYS 5120 3.0: Gas and Fluid Dynamics. In addition, any candidate who lacks background in observational and/or theoretical methods of astronomy should consider taking PHYS 5390 3.0 Astronomical Techniques.

2. Thesis and Oral Examination

Candidates must conduct research under the general direction of a Supervisor and Supervisory Committee and describe it in an appropriate thesis. The research and thesis should demonstrate the candidate's research ability in the area of investigation, and should normally be of such a standard as to warrant publication in the scientific literature. After the formal submission of the thesis, an oral examination, centred on the thesis research, is held. Prior to the oral examination each candidate delivers a formal public lecture describing his/her research work.

MSc Degree by Research Project

Candidates for the MSc degree by project in either the Physics or Astronomy Stream must fulfill the following requirements:

1. Courses

(a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and an oral presentation each year. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program. Satisfactory progress in research results in credit for PHYS 6001 3.0: MSc Research

~~equivalent; PHYS 5490 3.0: Astronomical Research; PHYS 5190 3.0: Galactic Astronomy or PHYS 5290 3.0: Extragalactic Astronomy; one course chosen from among: PHYS 5000 3.0: Quantum Mechanics I, PHYS 5020 3.0: Classical Field Theory, PHYS 5030 3.0: Statistical Mechanics; PHYS 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy.~~

~~To complete course requirements, candidates must select half of the remaining courses from the Graduate Program in Physics & Astronomy, and the remaining courses may be selected from the Graduate Programs in Physics & Astronomy or related graduate programs.~~

~~There are no language or cognate requirements.~~

Evaluation.

(b) In addition to the Research Evaluation, candidates must successfully complete 15 course credits. Courses must be selected in consultation with the candidate's supervisor. Courses must include:

Physics Stream: PHYS 5000 3.0: Quantum Mechanics I and PHYS 5020 3.0: **Electromagnetism.**

To complete **the remaining** course requirements, candidates must select **at least 3 course credits** from the Graduate Program in Physics & Astronomy, and **another 6 course credits** may be selected from the Graduate Program in Physics & Astronomy or other science-related graduate programs. **At least 7.5 course credits must be from courses not integrated with an undergraduate course.**

Astronomy Stream: PHYS 5090 3.0: Stars and Nebulae or its equivalent; PHYS 5490 3.0: Astronomical Research; and one course chosen from among: PHYS 5020 3.0: **Electromagnetism**, PHYS 5030 3.0: Statistical Mechanics, **PHYS 5120 3.0: Gas and Fluid Dynamics.**

To complete the remaining course requirements, candidates must select **at least 3 course credits** from the Graduate Program in Physics & Astronomy, and another **3 course credits** may be selected from the Graduate Program in Physics & Astronomy or other science-related graduate programs. **Any candidate who lacks background in observational and/or theoretical methods of astronomy should consider taking PHYS 5390 3.0 Astronomical Techniques. At least 7.5 course credits must be from courses not integrated with an undergraduate course.**

2. Research Project

Candidates must conduct research under the general direction of a Supervisor and Supervisory Committee and describe it in a

MSc Degree by Coursework

Candidates must successfully complete ~~four full graduate courses (24 credits) and must successfully complete a minimum of two full graduate courses (12 credits) per year.~~ The progress of each coursework MSc student will be reviewed annually by the executive committee of the graduate program. In the event of failure to achieve satisfactory progress, the student will lose full-time status in the program.

Courses must include ~~two courses chosen from among:~~ PHYS 5000 3.0: Quantum Mechanics I, PHYS 5020 3.0: ~~Classical Field Theory~~, PHYS 5030 3.0: ~~Statistical Mechanics~~.

To complete course requirements, candidates must select half of the remaining ~~courses~~ from the Graduate Program in Physics & Astronomy, and the remaining ~~courses~~ may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate programs.

~~There are no language or cognate requirements.~~

written report. The research and report should demonstrate the candidate's research ability in the area of investigation.

MSc Degree by Coursework

Candidates must successfully complete 24 **course** credits, including a minimum of **9 course credits** per **school** year. The progress of each coursework MSc student will be reviewed annually by the **Executive Committee** of the **Graduate Program**. In the event of failure to achieve satisfactory progress, the student will lose full-time status in the program.

Courses must include: PHYS 5000 3.0: Quantum Mechanics I **and** PHYS 5020 3.0: **Electromagnetism**.

To complete course requirements, candidates must select half of the remaining **course credits** from the Graduate Program in Physics & Astronomy, and the remaining **course credits** may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate programs. **At least 9 course credits must be from courses not integrated with an undergraduate course.**

Change to Program/Graduate Diploma Academic Requirements Proposal

1. Program/Graduate Diploma: Physics and Astronomy

2. Effective Session of Proposed Change(s): F2015

3. Proposed Change(s) and Rationale

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

We propose several changes to the program requirements for the Graduate Program in Physics and Astronomy. Specifically, we wish to

- waive up to 15 of the 18 course credits required for students that hold an MSc degree. This differs from the existing program requirement that waives 9 of the 18 course credits required. The PhD course credit requirement of 18 is predicated on the idea that 18 credits taken at the graduate level (regardless of whether they were taken as part of the MSc degree) is sufficient for a PhD graduate. And since an MSc is the normal path to a PhD in Physics and Astronomy, courses taken at the MSc level are recognized as fulfilling, in part, the PhD course credit requirement.

The table below describes the course credit completion expectations depending on the type of MSc degree held by the PhD candidate:

Current course credit requirements

MSc Degree	MSc Course Credits	PhD Course Credits Taken	Total Course Credits Completed
Thesis	9	9	18
Project	18	9	27
None (Direct Entry or Internal Promotion)	0	18	18

Proposed course credit requirements

MSc Degree	MSc Course Credits	PhD Course Credits Taken	Total Course Credits Completed
Thesis	9	9	18
Project	15*	3	18
None (Direct Entry or Internal Promotion)	0	18	18

* The reduction from 18 to 15 credits for the MSc project was approved by FGS APPC in April 2014.

What is clear from the tables above is that currently, MSc Project graduates proceeding to the PhD are forced to take 9 additional course credits beyond what is required by an MSc Thesis graduate. This doesn't make sense from a standpoint of consistent training of PhD graduates, in that an MSc Project graduate has more coursework and less research experience than an MSc Thesis graduate. So at the PhD level, the MSc Project graduate does not need more coursework; s/he needs more research experience.

The main motivation for this change is to ensure that MSc degree holders who already have a sufficient foundation in coursework can focus on their research. This will ensure that PhD graduates have a consistent level of training, including coursework and research, regardless of their MSc degree path.

Please note that there is no distinction between MSc and PhD courses in Physics and Astronomy. The courses are all simply "graduate level" (and even then, several are integrated.) The PhD is "intellectually separate" from the MSc in that it focuses on a more in-depth (~4 years compared to ~2) and more independent (more originality, less supervisor direction) research experience.

The practice of allowing credits completed at the Master's level to count towards the PhD has precedent in other PhD program in physics. For example, the University of Toronto and the McMaster University PhD physics programs are very similar. At U of T, students complete 8 half-courses during a one-year MSc and are not required to complete any more courses at the PhD level. As per the U of T Physics Graduate Handbook, "Credit will be given for all graduate lecture courses completed in the MSc in this Department. Candidates with a relevant MSc from elsewhere will receive credit for a maximum of two (full) lecture courses." At McMaster, MSc Thesis students complete 4 half-courses and MSc Project students complete 6 half-courses. The McMaster PhD course requirement is as follows: "The minimum course-work requirement is completion of at least two half-courses registered as PGC at the 700 level beyond the courses required for the M.Sc. degree, for a total of six half-courses beyond the B.Sc." The McMaster MSc Project students therefore complete no courses at the PhD level.

Regarding how the accounting is done, record-keeping is relatively straightforward in a program of our size (~30 MSc and ~30 PhD students). The GPA knows which MSc students are Thesis and which are Project and takes into account the appropriate course requirements when the student enters the PhD program (verifying any PhD core course requirements that have not yet been met). The student, supervisor and GPA then know how many courses the student needs to take to complete the PhD course requirements (in this proposal, it would normally be either 3 or 9 credits). For MSc graduates from other institutions who are entering the PhD program, the GPD will assess the MSc transcript to identify how many course requirements are remaining. If the student is deemed to have the equivalent of 15 course credits, then only 3 additional credits may be required. Nevertheless, it is expected that the student will have to complete the PHYS core courses, to ensure a uniform standard for York PHAS PhD graduates.

2. make PHYS 5000 and PHYS 5020 mandatory for Physics stream. This replaces the requirement where the students had to choose one or two of three "core" courses. Since there is no longer a need to offer the third core course, this frees up resources such that these two courses can now be offered every year. This will allow students to complete

their course requirements earlier in their degree and will reduce PhD “time-to-completion” numbers.

3. replace PHYS 5000 with PHYS 5120 in the list of possible physics “core” courses for Astronomy stream students in the MSc Thesis and Research Project programs. The topics covered in PHYS 5120 3.0: Gas and Fluid Dynamics are more relevant for Astronomy students.
4. remove PHYS 5190 and PHYS 5290 from the Astronomy stream course requirements since there are typically insufficient resources to mount these courses.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The main motivation for the change to the number of PhD course credits waived is to ensure that PhD graduates have a consistent level of training, including coursework and research, regardless of their MSc degree path.

PHYS 5000 and PHYS 5020 are now mandatory for Physics stream students. This mandatory course requirement will ensure that all PhD graduates have adequate training in fundamental physics at the graduate level. Students who have already taken these courses (or equivalent) during their MSc degree have already fulfilled this requirement and must choose alternative Physics & Astronomy graduate courses to complete their course credit requirement. The latter also applies to the Astronomy stream course requirements.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

These proposed changes were passed at a Physics and Astronomy Department meeting. The changes will not affect other academic units or programs/graduate diplomas.

d) A summary of any resource implications and how they are being addressed.

These changes are essentially resource-neutral. With the former program requirements, PHYS 5000, PHYS 5020 and PHYS 5030 were offered once every two years, as was a fourth “core” course, PHYS 5010. PHYS 5010 has been expired. PHYS 5030 and PHYS 5120 can be offered as needed but no more often than once every three or four years. This makes it possible to offer PHYS 5000 and PHYS 5020 every year. PHYS 5190 and PHYS 5290 have rarely been offered in the recent past due to insufficient resources available.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

The students currently enrolled in the program will have the option to choose whether to be grandfathered through according to the existing program requirements or to follow the new program requirements.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>DEGREE REQUIREMENTS Candidates (PHD I and II) for the PhD degree must fulfil the following requirements:</p> <p>1. Courses (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the supervisory committee through meetings with the student and by a progress report consisting of a written paper and an oral presentation each year. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program. Satisfactory progress in research results in credit for Physics & Astronomy 7001 3.0: PhD Research Evaluation.</p> <p>(b) In addition to the Research Evaluation candidates must successfully complete a minimum of three full graduate courses (18 credits), or equivalent. Normally credit for one and a half of these courses is granted to candidates who hold an MSc from York University or another recognized university. Courses must be selected in consultation with the student's supervisor and based upon the area of research specialization.</p> <p>Courses must include:</p> <p>Physics Stream: Two half courses chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0 Statistical Mechanics.</p> <p>Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, either Physics & Astronomy 5190 3.0: Galactic Astronomy or Physics & Astronomy 5290 3.0: Extragalactic Astronomy, and two half courses chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5020 3.0:</p>	<p>DEGREE REQUIREMENTS Candidates for the PhD degree in either the Physics or Astronomy Stream must fulfil the following requirements:</p> <p>1. Courses (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and an oral presentation each year. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program. Satisfactory progress in research results in credit for PHYS 7001 3.0: PhD Research Evaluation.</p> <p>(b) In addition to the Research Evaluation, candidates must successfully complete a minimum of 3 credits, for a total of 18 credits beyond the BSc. Additional credits may be required, at the discretion of the Graduate Program Director or the supervisory committee. Courses must be selected in consultation with the student's supervisor and based upon the area of research specialization. Candidates must take the following courses if they have not already done so:</p> <p>Physics Stream: <ol style="list-style-type: none"> 1. PHYS 5000 3.0: Quantum Mechanics I 2. PHYS 5020 3.0: Electromagnetism. </p> <p>Astronomy Stream: <ol style="list-style-type: none"> 1. PHYS 5090 3.0: Stars and Nebulae or its equivalent; 2. PHYS 5490 3.0: Astronomical Research; 3. And one course chosen from among: PHYS 5020 3.0: Electromagnetism PHYS 5030 3.0: Statistical Mechanics, PHYS 5120 3.0: Gas and Fluid Dynamics. </p> <p>Any candidate who lacks background in</p>

~~Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics. Physics & Astronomy 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy.~~

~~Exemptions from the core requirements may be granted in cases for which it can be shown that such have been completed as part of the candidate's MSc program. In exceptional cases in which the candidate has undertaken coursework at the MSc level beyond that required by the institution awarding the degree, credit for up to three full courses may be given.~~

~~To complete course requirements, students may select courses from the Physics & Astronomy, Chemistry, Earth & Space Science, or Mathematics & Statistics graduate programs.~~

~~2. Dissertation and Oral Examination Candidates (PhD I and II) must successfully complete a significant piece of research, under the general direction of a Supervisor and a supervisory committee, and describe it in an appropriate dissertation. The research must be of such a standard that it would be acceptable for publication in the scientific literature. After the formal submission of the dissertation, an oral examination, centred on the dissertation-research is held. Prior to the oral examination each candidate delivers a formal lecture on his/her research work.~~

~~3. LANGUAGE AND COGNATE REQUIREMENTS~~

~~There are no language or cognate requirements for PhD candidates in the Graduate Program in Physics & Astronomy.~~

observational and/or theoretical methods of astronomy should consider taking PHYS 5390 3.0 Astronomical Techniques.

To complete the 18-credit post-BSc course requirement, candidates must select half of the remaining credits from the Graduate Program in Physics & Astronomy. Remaining credits may be selected from the Graduate Program in Physics & Astronomy or other science-related graduate programs. At least 12 of the 18 credits must be from courses not integrated with an undergraduate course.

2. Dissertation and Oral Examination
Candidates must successfully complete a significant piece of research, under the general direction of a Supervisor and a Supervisory Committee, and describe it in an appropriate dissertation. The research must be of such a standard that it would be acceptable for publication in the scientific literature. After the formal submission of the dissertation, an oral examination, centred on the dissertation research, is held. Prior to the oral examination each candidate delivers a formal **public** lecture describing his/her research work.

Proposed Summer 2015

During the summer of 2015, York University will be hosting the track and field events for the Pan Am and Parapan games. Some highlights of the events on campus:

- Main competition dates:
 - Pan-Am: July 21 – 25, 2 sessions/day
 - Parapan: Aug 10 – 14 mostly after 4 p.m.
 - Plus timeframes before and after for training and exclusive use of facilities
- Anticipated volumes:
 - Spectator capacity of stadium: 12,000
 - Athletes: 680 for Pan-Am, 370 for Parapan
 - Also: coaches, volunteers, employees, press, production staff, vendors
- Logistics:
 - Parking and public transit will accommodate the events
 - Security perimeters will be strictly enforced

The main competition dates for Pan Am occur during what would normally be the final classes of the summer term. Increased traffic and activity on campus may impact end of term activities such as in-class tests and exams and other capstone projects. Therefore the proposal for Summer 2015 is to suspend academic activities for four days, from July 21 to July 24 inclusive.

The four day “Pan Am Break” will minimize the risk of disruption to academic activities and enable students to freely participate as volunteers, spectators and employees during these dates. The full list of summer sessional dates is in Appendix A. The terms specifically impacted are:

Term	Start Date	End Date	Exam Start	Exam End	Notes
SU	May 4, 2015	August 5, 2015	August 10, 2015	August 20, 2015	No exams to be held Aug 12
S2	June 22, 2015	August 12, 2015	August 14, 2015	August 21, 2015	
D2	July 6, 2015	August 7, 2015	N/A	N/A	Exams included in class

Notes:

- Classes, tests and other academic activities suspended from July 21 – 24 inclusive
- Final classes occur according to standard number of classes per term
- No exams to be held August 12 which is the final Wednesday class for S2 courses; no other overlap occurs between S2 classes and SU exams
- Final dates of exam dates are only 1 or 2 days later than standard practice would generate

All faculties impacted were consulted for feedback. Replies were received from LA&PS and Environmental Studies who both agreed to the proposal.

Fall/Winter 2015-2016

The Fall/Winter 2015-2016 sessional dates have been developed reflecting the revised sessional dates policy approved at the June 26, 2014 Senate meeting.

Dates are as follows:

Fall Term	
Labour Day	Monday, September 7, 2015
Orientation Activities	Tuesday September 8 and Wednesday September 9, 2015
Fall First Day of Classes	Thursday, September 10, 2015
Fall Reading Days	Thursday October 29, 2015 to Sunday, November 1, 2015 ¹
Thanksgiving	Monday, October 12, 2015
Fall Last Day of Classes	Monday, December 7, 2015
Study Day	Tuesday, December 8, 2015
Fall Exam Start Date	Wednesday, December 9, 2015
Fall Exam End Date	Tuesday, December 22, 2015
Fall Exam Reserve Day	Wednesday, December 23, 2015 ²
Winter Term	
New Year's Day	Friday, January 1, 2016
Winter First Day of Class	Sunday, January 3, 2016 (for classes that meet on Sunday)
Family Day	Monday, February 15, 2016
Winter Reading Week	Saturday, February 13, 2016 to Friday, February 19, 2016 ¹
Good Friday/Easter Sunday	March 25, 2016 and March 27, 2016
Winter Last Day of Class	Monday, April 4, 2016 (final Friday class) ³
Winter Study Day	Tuesday, April 5, 2016
Winter Exam Start Date	Wednesday, April 6, 2016
Winter Exam End Date	Wednesday, April 20, 2016
Winter Exam Reserve Date	Thursday, April 21, 2016 ²

Notes:

1. Reading breaks incorporate Saturday and Sunday classes where feasible
2. Reserve dates are not used in the preliminary scheduling of exams. They are reserved in the event of disruption or for last minute, unplanned additions to the exam schedule.
3. The last day of class for winter term held on Monday will accommodate the 12th Friday class of the term.

Other important notes:

- Rosh Hashanah (Jewish New Year) falls on September 14 and 15 of 2015
- Passover begins April 22, 2016, after the end of the exam period

Appendix A
SU2015 SESSIONAL DATES

Term SU	
Start Date	Monday, May 04, 2015
End Date	Wednesday, August 05, 2015
Length of Term	12 Weeks
Victoria Day	Monday, May 18, 2015
Canada Day	Wednesday, July 01, 2015
"Pan Am" Break	July 21 to 24, 2015
Number of Class "Meets"	M12 / T12 / W12 / R12 / F12 / S12 / S12
Exams Start Date	Monday, August 10, 2015
No Exams	Wednesday, August 12, 2015
Exams End Date	Thursday, August 20, 2015

Term S1	
Start Date	Monday, May 04, 2015
End Date	Monday, June 15, 2015
Length of Term	6 Weeks
Victoria Day	Monday, May 18, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams Start Date	Wednesday, June 17, 2015
Exams End Date	Friday, June 19, 2015

Term I1	
Start Date	Monday, May 04, 2015
End Date	Monday, May 25, 2015
Length of Term	3 Weeks
Victoria Day	Monday, May 18, 2015
Number of Class "Meets"	M3 / T3 / W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule

Term I2	
Start Date	Monday, June 01, 2015
End Date	Friday, June 19, 2015
Length of Term	3 Weeks
Number of Class "Meets"	M3 / T3 / W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule

Term I3	
Start Date	Monday, June 22, 2015
End Date	Wednesday, July 15, 2015
Length of Term	3 Weeks
Canada Day	Wednesday, July 01, 2015
Number of Class "Meets"	M3 / T4 W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule

Term J1	
Start Date	Monday, May 04, 2015
End Date	Monday, June 01, 2015
Length of Term	4 Weeks
Victoria Day	Monday, May 18, 2015
Number of Class "Meets"	M4 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule

Term J2	
Start Date	Monday, June 01, 2015
End Date	Friday, June 26, 2015
Length of Term	4 Weeks
Number of Class "Meets"	M4 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule

Term J3	
Start Date	Monday, June 01, 2015
End Date	Wednesday, July 15, 2015
Length of Term	6 Weeks
Canada Day	Wednesday, July 01, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams	Exams for all faculties, to be incorporated into class schedule

Term S2 Class Normally Meets 2 Days per Week	
Start Date	Monday, June 22, 2015
End Date	Wednesday, August 12, 2015
Length of Term	6 Weeks
Canada Day	Wednesday, July 01, 2015
Break	July 21 to 24, 2015
Civic Holiday	Monday, August 3, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams Start Date	Friday, August 14, 2015
Exams End Date	Friday, August 21, 2015

Term S3	
Start Date	Monday, May 04, 2015
End Date	Wednesday, July 08, 2015
Length of Term	9 Weeks
Victoria Day	Monday, May 18, 2015
Canada Day	Wednesday, July 01, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams	Exams for all faculties, to be incorporated into class schedule

Term D2	
Start Date	Monday, July 06, 2015
End Date	Friday, August 07, 2015
Length of Term	4 Weeks
Break	July 21 to 24, 2015
Number of Class "Meets"	M4 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule

Senate Committee on Tenure and Promotions

Report to Senate
at its meeting of 23 October 2014

FOR INFORMATION

1. Tenure and Promotions Data, 2013-2014

The total number of files completed in 2013-2014 was 46, down from 78 in 2012-13. Of these cases, 9 were dealt with by a panel of the Senate Committee on Tenure and Promotions. The rest were reviewed by Faculty-based Senate Review Committees (SRC).

A statistical report of files reviewed in 2013-14 is set out in Table 1 and Table 2 (with 2012-13 data provided for comparison). The natural flow-through of appointees resulted in a significant reduction in files in 2013-2014. The same is true for the coming year, with just 16 new tenure applications expected. However, an increase in the number of advancements to candidacy has been observed: 30 cases were dealt with in 2013-14 and 29 are expected in 2014-15. This will result in a rise in tenure applications beginning in 2015-16. The yearly caseload from 2001-2002 to 2013-2014 is set out in Figure 1.

2. Unit-level Standards

The Senate committee continues to review unit-level standards and a summary report is provided in Table 3.

3. Appeals of Denial of Advancement to Candidacy

There were no appeals of denial of advancement to Candidacy in 2013-14.

4. Policy Query

From time to time the Committee receives requests from Faculty committees regarding interpretations of the *Tenure and Promotions Policy, Criteria and Procedures*. This past year the Faculty of Liberal Arts and Professional Studies sought guidance on the question of what constitutes quorum for adjudicating committees. The *Policy* itself is silent on this matter but the Committee recommended that in such cases committees turn to Faculty or Senate rules. The general rule for Senate committees – as it is for most Faculties and departments -- is that quorum is a majority of the voting members.

The members of the Senate Committee members view this as less than ideal for adjudicating committees as it allows the principal substantive assessment of an application for tenure and promotion to be conducted by a minimum of four colleagues. The Preamble to the *Policy* reminds us that society has entrusted the University to the collegium, and the future of the University is being entrusted to those to whom we grant tenure. In this context, the Committee concluded that cases should not be decided by a minimum number of committee members. The Committee also noted that adjudicating committees may have three student members, meaning that there could be situations where it would be possible for decisions to be made based on the votes of three students and only two faculty members (although this scenario has not yet been seen). This, too, was considered sub-

optimal. The Committee was also of the opinion that, while student members ought to be solicited, as adjudicating committees can proceed without them, then quorum should be based solely on full-time faculty participation.

The Committee advised that the Faculty may wish to establish quorum in its own standards to provide clarity to units, as has been done in some individual units across the University.

3. Senate Tenure and Promotion Sub-Committees

There are six Senate Review Committees constituted at the Faculty level where there are departments, each of them Sub-Committees of Senate Tenure and Promotions:

- Arts, Media, Performance and Design
- Glendon
- Health
- Lassonde
- Liberal Arts and Professional Studies
- Science

The sub-committees are composed of members of the Faculty Tenure and Promotions Committee plus two members of the Senate committee. Files originating with non-departmentalized Faculties (Education, Environmental Studies, Osgoode and Schulich) are considered by a panel of the Senate committee. These sub-committees report annually to the Senate committee and are asked to note particular issues that have arisen regarding the preparation and adjudication of files. These reports reiterate that there are ongoing issues. In general, it has been observed that there can be a lack of clarity in the Adjudicating Committee reports as to the application of the standards to the evidence and how this was reflected in the voting. Reports also describe lacunae in file preparation.

Of the files completed this year, 6 had been referred back by Review Committees (FPC) to Adjudicating Committees to address issues noted. In particular, File Preparation Committees are being asked to ensure that referees are at arm's length from the candidate, and if there is any indication that there may be a relationship, to explain either why this person is not at arm's length or why they are an exception under section F.3.1.3. of the *Policy*. As well, FPCs need to ensure that comment is sought from co-authors and collaborators.

To assist committees in the preparation and adjudication of files, in the autumn of 2013 the Senate committee updated the FAQs in the T&P Toolkit

<http://www.yorku.ca/secretariat/senate/committees/tandp/toolkit/faq/tandpfaq-index.html>.

Table 1
Number of Cases Completed 2013-2014 and 2012-2013
By Type of Application and Gender¹

Application Type:	Professor/ Sr Lecturer		T&P to Associate Professor/Lecturer		Tenure only		Promotion to Associate only		Total Number	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Number of Applications	21	21	25	56	0	1	0	0	46	78
Female Candidates	8	7	11	27	0	0	0	0	19	34
Male Candidates	13	14*	14	29	0	1	0	0	27	44

*1 application was for tenure and promotion to Professor

Table 2
2013-2014 Summary of Review Committee Recommendations to the President
by Decision and Gender

Application	Positive		Delay		Tenure without promotion		Deny (tenure applications only)		TOTAL
	M	F	M	F	M	F	M	F	
Professor/ Senior Lecturer	13	8							21
Tenure and promotion to Associate Professor/Lecturer	12	9			1		1	2	25
Tenure only									

Explanatory notes

Of the 46 completed files, the Adjudicating and Senate Review Committees recommendations were in agreement with the exception of three cases. The Review Committee dissented from two delay recommendations (recommending promotion to Professor) and from one deny recommendation (where it recommended tenure without promotion).

The President concurred in the recommendations of the Senate Committee in all but one case. In one instance when the Senate Review Committee dissented from the Adjudicating Committee's recommendation to deny tenure, the President concurred with the recommendation to deny.

¹ Data in Table 1 and Table 2 cover decisions made between September 1, 2013 and August 31, 2014.

Figure 1
Number of Tenure and Promotion Cases by Year, 2001-2002 to 2013-2014

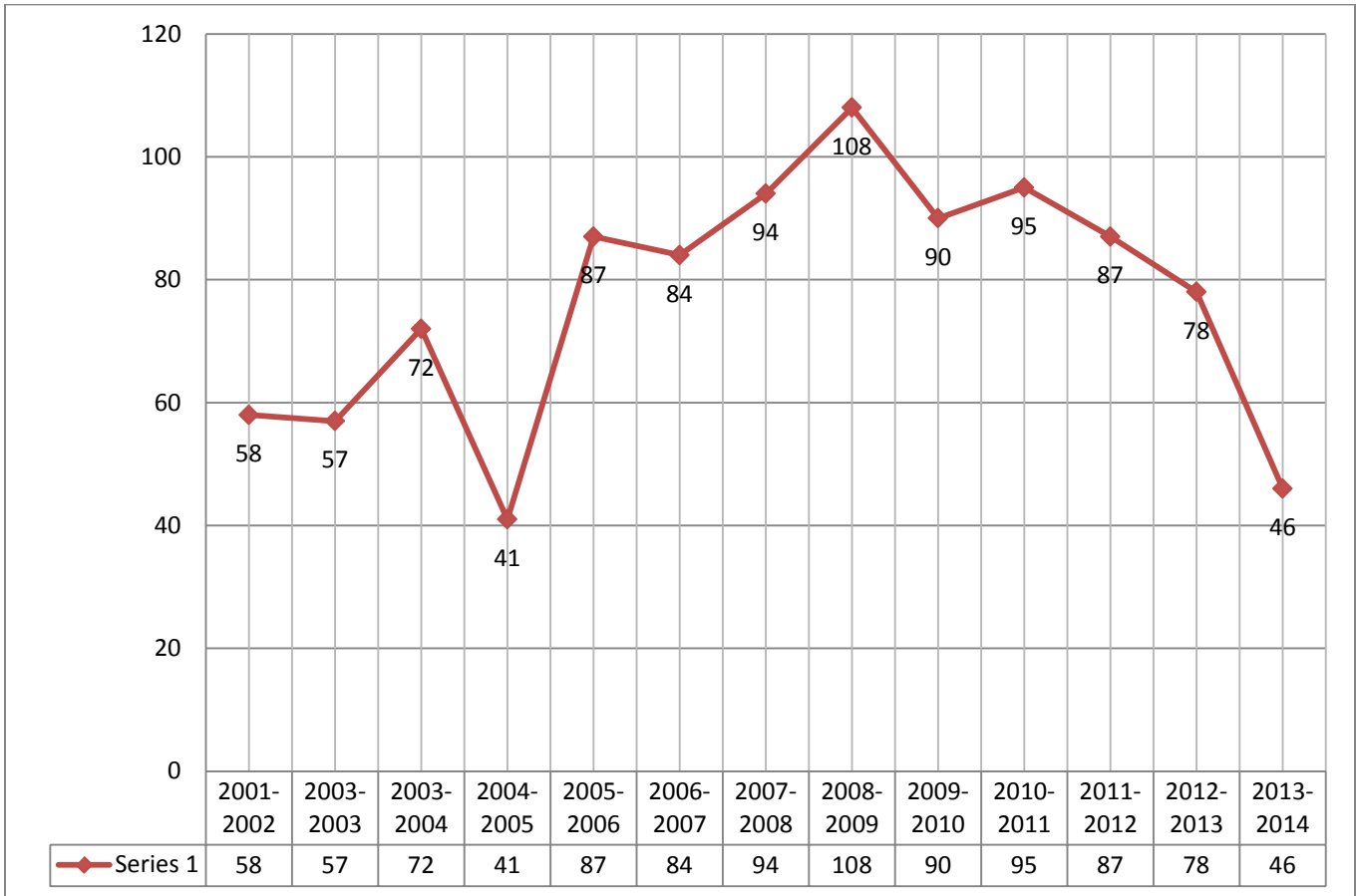


Table 3
Unit Level Standards Status as of October 2014²

Faculty / Unit	Last Senate Review	Status	Notes
Arts, Media, Performance and Design (Has submitted Faculty-wide standards)	September 2009	In accord	
Faculty of Education	May 2005	In accord	Revision in progress
Faculty of Environmental Studies	Aug 2006	In accord with minor revisions	Revision in progress
Glendon			
Economics	Oct 2010	In accord	
English	Oct 2013	Revision required	
French Studies	Jun 2008	In accord	
Hispanic Studies	Jun 2008	Requires clarification	
History	May 2005	Revision required	
International Studies		None submitted	
Mathematics		None submitted	
Multidisciplinary Studies		None submitted	
Philosophy	Oct 2008	In accord	
Political Science	May 12	In accord	
Psychology		None submitted	
Sociology		None submitted	
Translation	May 2005	Revision required	
Women's Studies		None submitted	
Osgoode Hall Law School	Mar 2013	In accord	
Schulich School of Business	Jun 2003	T&P in accord	
	May 2008	Professor in accord	
Science			
Biology	Dec 2009	T&P in accord; Professor requires minor revision.	Fall 2014 Senate review
Chemistry	Jun 2008	Revision required	Fall 2014 Senate review
Mathematics and	Dec 2010	In accord with	

² "In accord" means in accordance with University criteria and procedures.

"None submitted" means they have not yet been submitted for review by the Senate Committee on Tenure and Promotions.

Statistics		minor revisions	
Physics and Astronomy	May 2008	Revision required	Fall 2014 Senate review
Science & Technology Studies	Jun 2010	In accord	Note: Formerly Division of Natural Science whose standards were in accord. Updated standards reflecting the name change have been received.
Lassonde School of Engineering			
Computer Science & Engineering	Apr 11	In accord	
Earth and Space Science & Engineering	Jun 2008	Revision required	Under revision for 2014-15 re-submission
Department of Civil Engineering		New department	in preparation
Department of Mechanical Engineering		New department	in preparation
Faculty of Health			
Health Policy and Management	Oct 2008	In accord	
Kinesiology and Health Science	Feb 2013	T&P In accord	
Nursing	Dec 2010	In accord	
Psychology	Nov 2008	T&P only in accord with minor revisions.	
Liberal Arts and Professional Studies	Arts/Atkinson status	Current status	
Administrative Studies	In accord	In accord	The Senate T&P Committee understands these are under revision per suggestions from Faculty T&P Committee 202009-2010.
Anthropology		Senate review May-2010-needs revision	
Communication Studies		None submitted	
Economics	Arts: May 2005 minor revisions only; ATK: Sep 2006 as part of SASIT minor revisions only		
English		In accord - Jun 2010 with minor revisions	

Equity Studies		None submitted	
French Studies	Arts: Jul 2008 minor revisions only	Under review at Faculty committee	
Gender, Sexuality and Women's Studies	Feb 2013	Some revision required	
Geography	Arts: Jun 2008 minor revisions		
History	Arts: Jun 2008 minor revisions		
Human Resource Management		None submitted	
Humanities	Arts: Jun 2008 minor revisions		
Information Technology	ATK: May 2008 ratings require clarification		
Languages, Literatures and Linguistics	Arts: Feb 2004 revision required		
Philosophy	Arts: In accord Oct 2008		
Political Science	Arts: Oct 2003 revision required		
Public Policy & Administration	ATK: Apr 2009 minor revisions	Oct-11-accord	In
Social Science	Arts: May 2005 revision required; ATK: Jun 2008 ratings require clarification		
Social Work	ATK: Apr 2009 minor revisions		
Sociology	Arts: May 2005 revision required		
Writing Department	Arts: CAW in accord Oct 2007	Alternate stream only	

**Senate Tenure and Promotion Appeals Committee
Report to Senate
at its meeting of 23 October 2014**

FOR INFORMATION

1. Meetings in 2013-2014

The Senate Tenure and Promotion Appeals Committee met once in 2013-14, its first meeting since 2009-10. The Committee considered an appeal of denial of tenure, the first such appeal since 2006-07.

Sergio Villani, 2013-14 Chair



ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of October 23, 2014

The Senate of
York University

FOR ACTION

1. **Transfer and Renaming of the Division of Continuing Education¹**

Academic Policy, Planning and Research recommends:

that Senate approve the transfer the Division of Continuing Education *from* the Faculty of Liberal Arts and Professional Studies *to* the Division of the Vice-President Academic and Provost; and its renaming as the School of Continuing Studies.

Rationale

As the text of the proposal recalls, York has a long history of continuing education and the idea of a pan-University school has been raised by Provost Lenton (most recently in May) and her predecessor with APPRC and Senate in recent years. The *University Academic Plan 2010-2015* anticipates developments in this domain, committing York to “fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming” and “extending and developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students.”

The proposal was discussed at the Senate meeting of September 25 and transmitted to the Academic Standards, Curriculum and Pedagogy Committee of Senate for comments from the perspective of its mandate. Members of that Committee discussed the proposal at a meeting on October 1 which was attended by the Vice-Provost Academic (who has written in support of the proposal) and the current Executive Director, Continuing and Professional Education. Correspondence from ASCP is included in the documentation.

A common line of questions about the proposal turns on the governance model and collegial oversight. Responsibility for non-degree studies is delegated to the Faculties and to the Provost. Senate retains an oversight role. The governance model has four elements:

- delegation of responsibility to the Faculties and Provost
- continuing oversight by Senate through APPRC and ASCP; they receive an annual report on non-degree studies (subsequently transmitted to Senate) and have in the past been represented on an advisory committee established by the Provost to exercise authority in this domain
- review, approval and audit of courses and programs at the local level, normally by offices of the Deans / Principal
- explicit responsibilities of the Provost to work in concert with the Faculties to ensure that principles articulated by Senate are applied

¹ The recommendation was presented to Senate at its meeting of September 25 in the form of a notice of motion. The text of the proposal has been modified, and the rationale has been expanded, to address questions and comments by Senators and members of Academic Standards Curriculum and Pedagogy, and to reflect additional information gathered for APPRC.

Virtually all Faculties and some Organized Research Units offer continuing education that falls under this governance framework. Only one Faculty Council, that of Liberal Arts and Professional Studies, has had a body dedicated to the review and approval of continuing education curriculum. However, rules passed unanimously by the LA&PS Council on June 12, 2014 included the removal of the Director of Continuing Education from the Academic Policy and Planning Committee “*because the Division of Continuing Education no longer resides in LA&PS.*” There continues to be a Non-Degree Studies Sub-Committee within the Council’s structure with a mandate to “set policy...in the relationship between non-degree and degree studies.”

Senate has received annual reports on non-degree studies since the current framework was approved by Senate in 1996. Reports covering the two most recent years have been delayed but will be submitted to APPRC and ASCP in the near future. The Vice-Provost Academic has also confirmed that an inclusive advisory committee will be reactivated for the purpose of reviewing curriculum proposals and taking up broader relevant issues. The School’s programs will have advisory committees with collegial participation. There will also be periodic collegial assessments, akin to Cyclical Program Reviews, to ensure academic quality.

With regard to appointments, the hiring practices of the Division and YUELI will be unchanged by the move and the proposal has been discussed by the Joint Committee on the Administration of the Agreement of YUFA and the Administration.

The proposal has prompted a number of other questions during recent consultations. Correspondence from the Academic Standards, Curriculum and Pedagogy Committee helpfully enumerates the clarifications and nuances that have been elicited. In addition, Senators may wish to note the following:

With regard to the mixed model for non-degree studies (pan-university but with a continuing role for Faculties) and the voluntary nature of Faculty-School relations, it has been noted that the School can create a platform for further partnerships. Other Faculties have been or will be approached, and a number have signaled interest in complementary endeavours. The School’s Website can serve as a window on other opportunities for non-traditional and mature students or those interested in weekend, evening and online opportunities.

The School’s curriculum at the outset features career-oriented curriculum, just as the current Division does. It have been observed by proponents the kinds of certificates and courses on offer (see the list in the revised proposal) are known to be attractive here and elsewhere and can be mounted quickly online. Similarly, mature students who are considering university studies often think in terms of curriculum that will help their careers or reflect experiences.

The communication from ASCP concludes with an observation about the ability of the School to provide a pathway to degree studies in view of the inability of students to fulfill all of the requirements of a degree because some needed courses are not offered in a rotation that includes evening, weekend or online modes. The Vice-Provost Academic has written that the School “should not be seen as assuming the role of the Faculties, particularly, given the historical locations of the Division, for attending to the need to provide opportunities for part-time students, many of whom are mature students, pursuing degree programs.”

The proposal has been revised to excise passages that appeared to be speculative in nature or to downplay efforts by the University (specifically Atkinson College / the Atkinson Faculty of Liberal and Professional Studies) to serve non-traditional, mature and part-time students.

APPRC and ASCP will monitor development at the School and inform Senate through the annual reporting described above.

Documentation is attached as Appendix A

APPRC agreement to submit a notice of motion to Senate September 11, 2014

APPRC receipt of revised proposal reflecting Committee discussion

ASCP discussion October 1, 2014

APPRC final approval by e-mail canvas October 7-8

FOR INFORMATION

1. **Reports of the Vice-President Academic and Provost and Vice-President Finance and Administration**

The Provost and Vice-President Finance and Administration reported to APPRC on October 16 in anticipation of presentation to Senate on October 23. Together the two reports provide significant context for Senators and other academic planners. APPRC believes it is particularly important to note the following:

- the changing external context and the challenges it will pose (some of which are adumbrated in a letter to Minister responsible from MTCU – appended)
- accomplishments that are being made despite cutbacks and turbulent times for postsecondary education, and York enjoys an increasingly strong profile in ratings such as the recent *Times Higher Education* scorecard; there are noticeable improvements in student satisfaction discerned in NSSE's student survey
- planning and concrete initiatives are underway to boost enrolments

The reports describe the extent, distribution and budgetary implications of enrolment shortfalls. The consequences should not be downplayed. APPRC noted in its June 2014 report to Senate that "our inability to meet overall enrolment targets has a strong negative impact. Coupled with retention challenges, the downside risk is real and profound. It is imperative that we achieve enrolment targets and significantly improve retention rates." Other universities are experiencing challenges and enrolment demand will be somewhat weaker over the next several years.

The Provost has identified strategic enrolment management as a top priority for the near term, and the Committee agrees that it is imperative to realize improvements, for the University Academic Plan commits to "managing enrolments to ensure that overall and Faculty-specific targets are met while focusing attention on high quality." Enrolment is sensitive to intakes, retention and course loads, and it may be recalled that applications to York were actually up over last year even though the system as a whole and most universities experienced a decline. After seeing a rise in applications overall and first-choice applications most importantly, conversion proved difficult. Planners and individual faculty members can play instrumental roles by supporting efforts to recruit students and enhance advising throughout their studies.

Vice-President Brewer's report will lay out the current budgetary context and point to certain risks and contingencies in the future. The situation has worsened due to enrolment shortfalls, and the outlook.

Planners continue to wrestle with budget cuts and other challenges, and this reinforces the need for planning sophistication and focus.

Documentation is attached as Appendix B (Premier's Mandate Letter to the Minister of Training, Colleges and Universities and Provost's Report)

The reports of the Provost and Vice-President Finance and Administration's report will be posted on the Senate Website prior to the meeting.

2. Open Forum on November 13

As previously announced, Senators and other members of the community will be invited to attend an open forum on the topic of academic prioritization following the release of the Academic and Administrative Program Review Task Force reports at 9:00 a.m. on Thursday, November 13.

3. Priorities for 2014-2015

The Committee has advised Senate Executive that it will pursue the following priorities for the year:

- participate effectively in the oversight of the AAPR process on behalf of Senate, and engage Senate as appropriate at timely intervals (UAP objective of promoting effective governance)
- lay the foundations for the renewal of the University Academic Plan with a view toward presenting the next iteration for Senate approval early in 2016 (academic planning sophistication; UAP objective of promoting effective governance; addresses all other constituent UAP objectives)
- support and participate in the research intensification initiative of Vice-President Research and Innovation described by APPRC in its report to Senate of September 25, 2014 (UAP objective of research intensification).
- attend to academic dimensions of the York in York Region campus initiative and provide advice on, and facilitate consideration of, proposals associated with the new site (UAP objectives associated with effective governance, building community and extending our global reach; strengthening interdisciplinarity and comprehensiveness)

It is anticipated that the Executive Committee will provide Senate with fuller details about all committee priorities.

4. Communication to Senate Listserv Regarding AAPR

As the Chair noted in oral remarks at the Senate meeting of September 25, the Committee took note of a commentary on AAPR process by Senator Heron based on a survey of YUFA members.

5. Planning Cycle for 2014-2015 and Beyond

As reported by the Chair at the Senate meeting of September 25, the Committee has finalized the planning schedule for this year and beyond into 2015-2016.

November 13, 2014	Academic Planning Forum I	First open collegial discussion of AAPR Task Force reports
November 27, 2014	Senate meeting	Reflections on discussion at the November 13 forum
March 2015	APPRC regular meetings	Deans/Principal invited to make written submissions and comment on two related matters: <ul style="list-style-type: none"> • implementation of academic plans in view of Task Force report recommendations • suggestions about the next University Academic Plan
April – May 2015	Academic Planning Forum II	Focus on academic priorities as informed by the implementation of strategic plans flowing out of the AAPR process and discussions with the Deans/Principal per March 2015 meetings
September 2015	APPRC / Senate / community	Launch of the formal UAP renewal process with the presentation of a summative report documenting progress made on the attainment of objectives in UAP 2010-2015
September 2015 – January 2016	APPRC / Senate / community	UAP discussion paper / surveys / consultations / final draft / approval by Senate

6. Sub-Committee Membership Updated

The Committee has full populated all of its sub-committees and is grateful to the individuals listed below for their service.

Sub-Committee

Members

Technical Sub-Committee

Rhonda Lenton,(Ex officio – Provost) (Chair) ; Susan Dimock; Robert Haché (Ex officio - VPRI); Roxanne Mykitiuk; Rebecca Pillai Riddell; George Tourlakis

Quality Assurance
(Joint Sub-Committee with ASCP)
Organized Research Units

Mario Roy and George Tourlakis

Equity (Senate Executive)

Susan Dimock; Robert Haché (Ex officio - VPRI); Laurence Harris (Ex officio – ORU Director); Anders Sandberg; Preet Aulakh
Stacy Allison-Cassin

Rebecca Pillai Riddell, Chair

Memo

UNIVERSITY
 SECRETARIAT

1050 Kaneff Tower
 4700 Keele St.
 Toronto ON
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Tel 416 736 5310

To: Rebecca Pillai Riddell, Chair, Academic Policy, Planning & Research
 From: Leslie Sanders, Chair, Academic Standards, Curriculum & Pedagogy
 Date: 6 October 2014
 Re: **Transfer and Re-Naming: School of Continuing Studies**

At its meeting on 1 October 2014 the Senate Committee on Academic Standards, Curriculum and Pedagogy discussed the proposal to transfer and rename the Division of Continuing Education, as transmitted by APPRC. The Committee had a thorough discussion of the initiative in the context of curriculum and academic standards, with the Director of the proposed School of Continuing Studies, Tracey Taylor-O'Reilly. Enthusiasm was expressed by some members for the renewed focus on continuing studies through this vehicle.

Matters Clarified

In the course of the discussion, several matters about mandate and processes were clarified / expanded upon, including:

- that the School of Continuing Studies will only offer non-degree studies
- its mandate will be to provide (1) non-degree courses (2) non-degree certificates and (3) bridging-type programming and support for mature students who plan to transfer into degree programs housed within Faculties
- any new for-credit certificates / programming to be offered will come to ASCP and Senate for approval
- the “alternate” admissions route for students referenced in the proposal does not entail changes to admission standards, but rather provides for a fast-track process to support timely admissions for this cohort of students, which has the support of the University Registrar
- the governance model is not changing as a result of the unit transfer
- the academic oversight for the enterprise of continuing studies is provided through the Office of the Provost and the Provost’s Advisory Committee on Non-Degree Studies (which includes a member of ASCP); the annual reporting on non-degree study activities will be resumed by the Vice-Provost Academic to APPRC and ASCP
- the School’s website will act as a portal to direct interested students to the types of continuing studies and degree studies available at the University

Question / Observation

An overarching question remained about the initiative for some around the table. The School plans to provide Faculties an opportunity to partner on continuing study pathways into degree programs to be offered evening, weekends and/or online. Currently students have great difficulty or are unable to complete a full degree program through evening / weekend courses. In order for the School to commit to an undertaking to develop pathways to a full-range of degrees for non-traditional, part-time students, Faculties would need to address evening and weekend curriculum delivery. Some members were not confident that this issue will be remedied. Consequently the positioning of the School as pan-university with plans to broaden beyond market-driven programming may be overstating its mandate and intentions.

Proposal to Transfer and Rename the Division of Continuing Education

Prepared for Academic Policy, Planning and Research and Senate

Item and Action

This is a proposal to:

- transfer the Division of Continuing Education (DCE) from the Faculty of Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost; and
- re-name it as the School of Continuing Studies.¹

Rationale

Mandate and Make-Up

When moved to the Division of the Vice-President Academic and Provost, the School will become a pan-university entity. In the first stage, the School of Continuing Studies will assume responsibility for the existing activities of the Division of Continuing Education and incorporate the York University English Language Institute (YUELI; already established within the Division of the Vice-President Academic and Provost). Over time the School will develop new curriculum on its own or in conjunction with Faculties on a voluntary basis. This structural platform will provide York with a profile and prominence in continuing education that it has not had for many years. It will help realize key planning objectives associated with lifelong learning, diversification of curriculum, addressing the needs of non-traditional learners, and cater to demand by providing classes at convenient times throughout the year. This organizational arrangement will also create ancillary but significant benefits with regard to the allocation of resources and space, and it will return revenue to the University.

According to data provided by the Canadian Association for University Continuing Education (CAUCE), York's School of Continuing Studies will be the third largest such entity in Canada shortly after launch, largely as a result of the significant size of YUELI. The School will grow over time as it expands its repertoire of offerings.

Evolution of Continuing Education at York

A pan-university continuing education school is not a new concept at York. As early as 1966, a free-standing body called the Centre for Continuing Education was created to carry out responsibilities in this domain. Atkinson's Division of Continuing Education was created in 1995, and migrated to the new Faculty of Liberal Arts and Professional Studies when Atkinson and Arts merged.

More recently, Provost Monahan and then Provost Lenton have shared their aspirations for a more prominent, coherent, and farther-reaching consolidated continuing education school in discussions with APPRC and Senate

¹ The transferring and / or re-naming of an established academic unit requires approval by Senate (but not the Board of Governors).

Current State of Continuing Education

At present, York offers an array of continuing and professional curriculum through its Faculties. The following list is not exhaustive but is illustrative of the variety currently offered through Faculty continuing education units.

- LA&PS (DCE) Non-credit courses and certificates & bridging courses
- Education (PD) Non-credit courses
- Health (HLLN) Non-credit courses and certificates
- Business (SEEC) Non-credit courses and certificates
- Law (OPD) Professional masters degrees & non-credit courses and certificates

In addition, York offers an array of Professional Certificates (credit certificates) and Graduate Diplomas through the Faculties that are open to non-degree students.

Under the new structure, the Division of Continuing Education will continue to offer the following programs:

- Academic Bridging - Humanities
- Academic Bridging - Social Sciences
- Advanced Certificate in Dispute Resolution
- Certificate in Dispute Resolution
- Certificate in Diversity and Human Rights Compliance
- Certificate in Event Planning and Management for Professionals
- Certificate in Family Mediation
- Certificate Harm Reduction
- Certificate in Human Resources Management
- Certificate in Infant Mental Health
- Certificate Refugee & Forced Migration Issues
- Flight Dispatcher Examination Preparatory Program
- Oracle Database 11g Administrator DBA Certification Training

Relationship to University Plans

The changes described here embrace and give expression to York's long-standing aspirations of providing a broad array of continuing education opportunities to the community and our graduates in a modern, coherent, and responsive way. Although York's current Faculty-based approach has been very successful within the specific professional areas addressed by the Faculties, the scope has been limited and many community and employer needs have been left unmet.

The current University Academic Plan 2010-2015 emphasizes enhanced continuing education within the seven constituent elements of the Teaching and Learning section committing York to "fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming." The UAP also foresees "extending and developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students." A pan-university approach will facilitate innovation and advance other UAP goals such as Enriching the Student Experience, Building Community and Extending our Global Reach, and Strengthening Interdisciplinarity and Comprehensiveness. It is wholly consistent with the overarching themes of the UAP – academic quality, student success, and engagement and outreach.

Continuing education is also highlighted in the Provostial White Paper of 2010, where it is explicitly tied to internationalization and York's desire to "attract more high quality international students to York, particularly at the undergraduate level and in continuing professional development programs..." The School will play a vital role in giving effect to this goal.²

More specifically, the new School will complement and extend efforts to achieve numerous other planning objectives, such as:

- Expanding teaching and learning activities: The School will expand access and address teaching and learning objectives in the academic plan such as expanding experiential learning opportunities; access to online and hybrid courses; technology enhanced learning for in-class courses; increasing evening, weekend and online options; recruiting adult students with high academic potential for undergraduate and graduate degrees by creating new programs that ladder into these degrees, and supporting non-traditional students.
- Extending and developing enhanced coordinating structures for continuing and professional education: The School will enhance coordination and address structural and policy issues that affect all continuing or executive education operations on campus.
- Enhancing recruitment and support for international students: The School will build new programs designed specifically for international students and will enhance York's reputation and recruitment of post-degree international students³.
- Enhance interdisciplinarity: The School allows for the opportunity to partner with Faculties that have not traditionally had continuing education, and new programs will emerge that cross Faculties and disciplines.
- Seamless education through transfer credit and bridging programs: The School currently offers several bridging programs and courses and will develop new programs with the purpose of laddering seamlessly into undergraduate and graduate programs.
- Attention to program and unit structure: By bringing several operations together, programming opportunities and efficiencies are being found in line with UAP objectives associated with the number and array of entities. Duplications will be eliminated, space shared and many synergies are being found. The School may also provide support to Faculty-based units on a fee-for-service basis, thereby reducing Faculty costs.

Governance

Aside from moving administratively into the Division of the Provost and Vice President Academic under the new name of School of Continuing Studies, there will be no impact or change terms of the governance of existing types of courses and programs. In 1996, Senate approved principles that emphasized that non-degree studies should be characterized by a high degree of coordination and consultation (as well as non-competition). **The School will adhere to those principles and follow York's governance practices.**

In addition, the School's own internal processes will continue to be rigorous in terms of the approval, development and monitoring of programs and courses.

² Other White Paper passages touch on continuing education. For example, York will "develop degree-level and continuing studies curriculum that addresses civic responsibility and advances knowledge..." and "develop degree and continuing education programs to address identified community needs and interests."

³ International students can obtain Visas to study full-time in Canada for language and other non-credit university programs. In terms of recruiting international students for continuing education, Ontario colleges primarily dominate this market by recruiting international students to 8-12 month post-graduate certificates.

National and International Context

Most universities in North America have a university-wide continuing education operation. York is the only large university in Canada that does not. The School of Continuing Studies (SCS) will continue to support York's commitment to lifelong learning and will enhance the recruitment of students who may not yet be ready to start a degree program, or alternatively, graduates looking for additional professional preparation. A pan-university approach will also facilitate the development of new opportunities for revenue-generating professional programming and increase York's outreach to new student markets.

Many universities with a pan-university school will have separate continuing or executive education operations in professional Faculties such as Business, Law, Health and Education. At York, there is no expectation or requirement for those operations to join the SCS although there may be opportunities to collaborate. A strong advantage of SCS would nevertheless be its ability to work with all Faculties on a voluntary basis, including those interested in participating but who may not have the ability to sustain their own administrative structure to support the activities. SCS would also facilitate the development of interdisciplinary programs based on market demand that cross Faculty boundaries.

York is entering a local market (in the GTA) that is both the largest market in Canada and is also well served by Ryerson and the University of Toronto (the two largest schools in Canada). Consequently, York's competitive strategy must be distinct and bold. In addition to existing YUELI and DCE programs, the school is currently planning initiatives that leverage York's uniqueness in order to find our niche.

Further, planning is underway for an initiative tentatively called YU NOW (also referred to as York Express) that builds upon York's strength in offering evening, weekend and online courses, and addresses some of the administrative barriers encountered by adult students.

Re-Naming the Division

The title "Centre for Continuing Education" was popular in the 1960's and 1970's when York's Centre for Continuing Education was formed. A couple of these Centres still exist (such as at McMaster University and the University of Regina) as a result of having a long-standing and strong brand presence. Others, like McGill University, have rebranded as a "School of Continuing Studies."

After a review of the nomenclature in the field, the name School of Continuing Studies was recommended to be consistent with other large universities including the University of Toronto's School of Continuing Studies. Ryerson's Raymond G. Chang School of Continuing Studies uses this nomenclature as well. Other examples include McGill University, the University of British Columbia, the University of Victoria and Simon Fraser University.

Start Up Timelines

In November 2014, York plans to publically re-launch the re-named School of Continuing Studies with a marketing campaign that will include paid marketing and public relations initiatives aimed at obtaining positive media coverage for York and the continuing education and English language programs housed within.

Consultations and Support⁴

All Deans were consulted in the development of this proposal. The proposal is supported by the Vice-President Academic and Provost. It is also endorsed by the Vice-Provost Academic and the Dean of Liberal Arts and Professional Studies (LA&PS). See Appendix A.

Summary

The proposed School of Continuing Studies fulfills many of the goals of the University Academic Plan, allows York to provide a variety of unique and innovative programs to meet market needs, allows York to find administrative efficiencies, and is positioned to help York and its Faculties meet enrolment targets.

⁴ Proponents have worked with the University Secretariat on legislative aspects of the proposal and elements of the rationale.

Appendix A

Expressions of Support

All Deans were consulted in the development of this proposal. The following individuals have expressed their written support.

Don Hunt, University Registrar	Attached
Rhonda Lenton, VPA & Provost	Attached
Lorne Sossin, Osgoode	Attached
Alice Pitt, Vice Provost	Attached
Janusz Kozinski, Lassonde	Attached
Harvey Skinner, Health	Attached
Kim Michasiw, LA&PS	Attached

Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Rhonda Lenton, Provost and VP Academic
Date: September 7th, 2014
Subject: School of Continuing Studies Proposal



I write in strong support of the proposal before APPRC in relation to a School of Continuing Studies at York. There are several components of the proposal: the transfer of administrative responsibility for the (current) Division of Continuing Education from the Faculty of Liberal Arts & Professional Studies to the Division of the Vice-President Academic & Provost, the re-naming of the unit as the School of Continuing Studies (SCS), and the incorporation of the York University English Language Institute (YUELI) into SCS. These changes will facilitate a more coordinated and effective approach to the offering of continuing education programming at York.

Since continuing education has been an important subject of discussion at York for some time under the auspices of the VPA&P office, perhaps some background would be useful. Even though York has a history of outreach and service to a diverse range of students, the University has had a limited presence in the field of continuing and professional education. Until now, responsibility for this area has been decentralized across the University, with Faculty-based programming offered in Schulich, Osgoode, Education, Liberal Arts & Professional Studies (through its Division of Continuing Education) and Health as well as the VPA&P Division-based YUELI. This has resulted in limited coordination and oversight, as well as a lack of a focused external presentation in relation to continuing education opportunities at York. A number of reviews have been undertaken over the past several years intended to identify ways to enhance our continuing education efforts in order to attract and serve new and expanded constituencies of students, advance the University's reputation, and generate new revenues. These reviews highlighted the importance of coordinated, professional and evidence-based approaches to marketing, registration, and program development; flexibility; and better use of technology for both administration and programming. The current proposal reflects these reviews.

The proposal would establish a pan-university framework for continuing education at York,

with sufficient flexibility to permit those Faculties that have well-established continuing professional programs to continue to offer those programs. The proposal, however, opens up many new opportunities for York to address untapped markets by facilitating partnerships between the School and Faculties. The intention is to include YUELI, which provides an important pathway for students from non-degree to degree studies, within this framework. As is clearly articulated in the proposal, the Faculties have the expertise in program content while SCS will have expertise in providing the structures and administrative supports to facilitate and coordinate market research, marketing, recruitment, registrarial functions and the like. By consolidating these functions, it is anticipated that improved budget and strategic planning can be undertaken, better use can be made of technology for both program offering and service provision, and efficiencies can be achieved. Opportunities for collaboration across Faculties can also be identified. The leadership of the School will continue to work collaboratively with the Deans and will report to the Provost. The name “School of Continuing Studies” reflects current nomenclature in this competitive field.

The proposal is consistent with planning objectives at York and reflects our commitment to lifelong learning, enshrined in the *University Academic Plan*. It is anticipated that it will position York to expand its continuing education profile and to enhance the service we provide to the communities we serve. York’s current budgetary circumstances and enrolment picture mean that the attraction of new student constituencies - locally, nationally, and internationally – to the University through proactive marketing and innovative programs and services responsive to their needs (such as the offering of programs in a flexible variety of formats including online) will be critical for York.

It is anticipated that SCS will initially offer non-credit programs, certificates and enhanced pathways to degree programs. Other opportunities will be explored going forward, and any new initiatives will be subject to existing review processes. A “launch” of the School is anticipated in November 2014 and the newly created “York Express” initiative will provide enhanced recruitment and retention (including services such as advising, liaison and course access) for adult learners in specific LA&PS programs through an agreement with that Faculty.

As indicated, the proposal is intended to enhance York’s profile and competitiveness in the continuing studies/adult learning marketplace. With improved marketing and coordination of supports, as well as program repositioning and development, enrolments are expected to almost double (from about 600 in 2013-2014) within two years of the launch of the School and to continue to grow subsequently. Courses will continue to be taught by contract instructors. To support the development of programs, new infrastructure, and the launch of

the School, a short-term investment of funds from within the School will be required. The expectation is that the School will cover operating costs from the outset and that it will ultimately generate new revenues for the benefit of the entire institution both directly through its own programming and by attracting students who eventually transition into degree programs.

I am pleased to record my support for this proposal and to urge its approval by APPRC.

Cc: T. Taylor-O'Reilly
Deans

Memo

From: Alice J. Pitt, Vice-Provost Academic
To: Rebecca Pillai Riddell, Chair, APPRC
Date: Tuesday, September 2, 2014
Subject: Establishment of a School of Continuing Studies at York University

On behalf of the Office of the Vice-President Academic & Provost, I am writing to provide a statement of support for the proposal for the establishment of a pan-university entity, the School of Continuing Studies, which incorporates the York University English Language Institute, to be housed in the Division of the Vice-President Academic and Provost.

In order to establish a pan-university School of Continuing Studies (SCS), the Division of Continuing Education which is currently housed in the Faculty of Liberal Arts and Professional Studies, must be transferred to the Division of the Vice-President Academic and Provost. The advantages of a pan-university entity, which can work with all Faculties, are outlined in the proposal document. York University will benefit from this centralized approach.

Access to university studies is a key mission of York University. The new organization of the School of Continuing Studies offers opportunities for adults without the usual formal preparation or individuals, including our alumni, returning for professional studies, for our current students who might benefit from additional academic support before continuing their degree studies. This proposal outlines clearly a way to seize the opportunity to serve these populations in our unique location that spans the 416 and 905 regions.

By supporting recruitment to existing certificates and degree programs that have already passed through York University's academic governance requirements, policies and procedures, the School of Continuing Studies will be able to quickly establish itself with high-quality offerings. In addition, the partnership established between LAPS and the School of Continuing Studies will guide future collaboration on programs that ladder into full degree programs and other innovative programs that will strengthen York's capacity to provide professionally relevant programs to adult learners locally, nationally and internationally.

The Office of the Vice-Provost Academic is fully committed to supporting the navigation of operational and policy-related details to ensure that this innovative framework is successful. I am pleased to record the strong support of this office for this reorganization at York University.





Memorandum

To: Tracey Taylor-O-Reilly, Division of Continuing Education
Date: September 3, 2014
From: Don Hunt, University Registrar
Subject: **Establishment of a Pan-university School of Continuing Studies**

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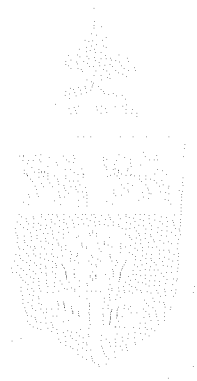
I am writing in response to the proposal as noted above. The Registrar's Office supports the establishment of this Pan-University entity. Some clarity will be needed around the planning and administration of the School of Continuing Studies in relation to integrated systems and processes.

We look forward to working collaboratively through any implementation challenges not foreseen in the review of this proposal.

Thank you for the opportunity to review and comment.

A handwritten signature in black ink, appearing to read "Don Hunt".

Don Hunt
York University
University Registrar
phone: 416-736-2100 ext 70704
fax: 416-650-8124
Partners in Student Success



September 2, 2014.

Professor R. Pillai Riddell
Chair, APPRC
c/o University Secretariat

Dear Professor Pillai Riddell:

It is with great pleasure that I write to you in support of the proposal for the School of Continuing Studies to become a pan-university enterprise. I have had the opportunity to participate in some of the discussions and consultations leading up to the proposal that is coming forward for action. As Dean of the Lassonde School of Engineering, embarking on the expansion of many new programs and innovations in engineering and science education, I am thrilled at the prospect that the School of Continuing Studies will be expanding its mandate.

The proposal aligns with many of the university's objectives outlined in the University Academic Plan, including expanding continuing education, expanding technology enhanced learning and interdisciplinary approaches, as well as creating new pathways to degree studies. The initiatives draw on many of York's strengths and respond to many of its ideals to advance its place in the higher education market by addressing both community and university needs. I would also anticipate that there will be opportunities to collaborate in new areas of advancing professional credentials within the technology and engineering sectors that would allow Lassonde enhance its professional profile through the pan-university School.

The plans for Lassonde have always included partnerships and life-long learning opportunities that fall under the umbrella of Continuing Studies, and the timing of this proposal fits nicely with Lassonde's next step in launching programs under this domain. As Lassonde is still in its start-up phase, the opportunity to work with the School of Continuing Studies would be a most welcomed partnership, both in terms of leadership and financial prudence. Given our current climate of fiscal restraint, it only makes sense to consolidate human and fiscal resources to operate in a manner that maximizes opportunities and leverages a sustainable model for continuing education activities as witnessed by our sister institutions in the GTA, and across the country. We also stand to collectively benefit from the various multi-disciplinary opportunities, connections with industry, and pathways for professional education that might not otherwise be realized.

I should also speak to the importance and need for engineering to continue to branch out and offer a multitude of post-graduate life-long learning options, as is indicative of quality Schools of Engineering, and as it is the expectation of industry to be doing so. The Canadian Engineering Accreditation Board (CEAB) articulates this very specifically and is imbedded as a core element as a graduate attribute in our programs -- an expectation of all graduating.

The University would be well served by broadening the scope of the current School of Continuing Studies, and bring the level of professionalism, support and services it can provide to all the constituents of the institution. I am happy to offer my support and urge my fellow colleagues to endorse the implementation of this proposal.

Please do not hesitate to contact me should the committee require a more in-depth perspective on how I believe a pan-university School of Continuing Studies would benefit the Lassonde School of Engineering and the university as a whole.

Kind Regards,


Janusz Kozinski,
Dean, Lassonde School of Engineering.Cc: R. Everett, APPRC
T. Taylor-O'Reilly, Executive Director, Continuing Education

Office of the Dean

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August 25, 2014

Rebecca Pillai Riddell,
Associate Professor, Health
Chair of APPRC

Dear Professor Riddell:

Re: School of Continuing Studies

I am very pleased to provide my support for the proposal to transfer the Division of Continuing Education (DCE) from the Faculty of Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost and re-name as the School of Continuing Studies (which will also incorporate the York University English Language Institute (YUELI)).

I strongly believe lifelong learning is a cornerstone of York University's mission and will play a significant role in its future. The School of Continuing Studies initiative builds not only on York's deep roots in accessible, high quality, responsive education but also current faculty-based activities in this area.

Osgoode Professional Development (OPD) is a vibrant and innovative component of Osgoode Hall Law School. Established in 1995, its mandate is to develop and deliver high quality, innovative professional education in legal fields, and to provide a sustainable stream of revenue to the Law School. OPD has become a national and international leader in the field and has enhanced Osgoode and York's reputation in legal and academic communities, and beyond.

OPD offers a host of non-credit professional development in a variety of formats, from the Intensive Trial Advocacy Workshop to one or two day conferences in a host of legal fields. Webinars (live and rebroadcast) have become a more important feature of these offerings in the past few years. In 2014, for example, 40% of OPD's non-credit program participants accessed programs online.

OPD now hosts over 25 certificate programs, and professional masters LL.M. program in seventeen specializations, many of which are customized for the needs of partner organizations. For example, we offer a certificate for the Ombuds community developed in collaboration with the Forum of Canadian Ombudsman. Certificates have been an area of

significant innovation in the integration of technology with professional development. Our Certificate in Public Procurement Law, for example, will be moving to an online format next year.

Since 1995, 2159 students have received their LL.M. through OPD based programs. The fastest growing professional masters program at OPD is the recently established LL.M. in the Common Law developed for the growing market of international students. In 2014-2015 alone, students from 28 countries will be at OPD pursuing professional masters programs.

While the market for professional development in legal fields has fluctuated, OPD continues to provide invaluable revenues to the Law School, which have funded accessibility, experiential education, research intensification and reinvestment in OPD to ensure it continues to thrive.

OPD staff and Osgoode's Assistant Dean and Executive Director of OPD, Victoria Watkins, have been involved in and supportive of the development of a York-wide continuing education division. We look forward to collaboration and sharing resources where it is mutually beneficial to do so and to enriching York's culture of – and passion for - lifelong learning.

In light of the Osgoode and OPD experience and in keeping with York's Academic Plan and our shared values, I strongly support the establishment of the School of Continuing Studies.

Sincerely,

Lorne Sossin

Memo

To: Tracey Taylor-O'Reilly

From: Harvey Skinner, Dean

Cc: Rhonda Lenton, Will Gage, Mary Wiktorowicz, Susan Murtha, Tania Xerri, Mary Verrilli

Date: September 5, 2014

Subject: Proposed School of Continuing Studies

I am pleased to write a letter in support of the proposed School of Continuing Studies (SCS). Indeed, I see the SCS as a welcome addition to York University by lending a higher profile to and enhancing York's offerings especially for adult learners.

The two new programs that SCS is proposing: 1) Certificate in Human Resource Management, and 2) York Express (allowing faster entry for adult learners - initially to two current 90-credit degree programs in the Faculty of Liberal Arts and Professional Studies) are innovative responses to the needs of adult learners. We will be interested in considering a similar approach for linking adult learners to our undergraduate and graduate programs in the Faculty of Health. With respect to professional development and continuing education, the proposed SCS offers important areas for collaboration with our Health Leadership and Learning Network (HLLN). For example, having access to supports and services on a fee for service basis from SCS, such as market research and promotion, program management and infrastructure (back office integration), would be a benefit for the growth and efficiency of our work in Health, especially HLLN.

There are several clarifications that would strengthen the proposal.

1. More explicit recognition needs to be given to existing and well established professional development and continuing education (PD-CE) units/divisions at York University, including the Schulich School of Business (SEEC), Osgoode Law School (OPD), Faculty of Education (EPD) and Faculty of Health (HLLN). These units have distinct brands, expertise and markets that are well established. SCS would need to respect boundaries and not encroach on these markets. Faculties with their own PD-CE units would continue to offer and launch new programs in areas where they



have specialized expertise. Faculties could collaborate with SCS where synergies would make this beneficial for both, and York University at large.

2. The Faculty of Health is interested in exploring competitive services to assist HLLN in the development of interdisciplinary programs and also for access to supports and services on a fee for service basis from the proposed SCS - such as market research and marketing services. These supports would be accessed by HLLN as needed, determined by the needs of the program, competitive with other similar providers, and selection based on the HLLN business model and financial plan.
3. The Faculty of Health looks forward to working with SCS to address structural and policy issues that affect all continuing or professional education operations on campus. We will provide support to facilitate discussions and become part of a campus network. This will be key to the success of all continuing, professional and executive education across the campus. It will lay groundwork for expansion and success in our collective marketplaces.
4. When SCS is launched, the branding should not overlap with but indeed complement others on campus. Care must be taken not to confuse the marketplace: eg. who may assume that all PD-CE units/divisions have been collapsed into one SCS division. The launch should explicitly address this concern, by mentioning the rest of us on campus - SEEC, OPD, EPD, HLLN and how we relate to the new SCS Division.

Overall, I applaud the multi-pronged approach by the proposed School of Continuing Studies to advancing adult education growth, knowledge mobilization and revenue generation at York University.



Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: September 17, 2014

Subject: Approval of the Transfer of the Division of Continuing Education from LA&PS to the Division of the Vice-President Academic and Provost, and to Rename it the School of Continuing Studies

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal to transfer the Division of Continuing Education from LA&PS to the Division of the Vice-President Academic and Provost, and to rename it the School of Continuing Studies.

The proposal is entirely accurate in its depiction of the current Division as having “struggled to realize its full potential.” Whether or not the Division’s institutional housing in the Atkinson Faculty of Liberal & Professional Studies before the merger that created LA&PS, and in LA&PS thereafter, is chiefly responsible for the Division’s struggles is an open question, but it has certainly made its contribution.

Transforming Continuing Education into a pan-University enterprise and tying it to York’s highly successful English Language Institute are moves entirely aligned, as the proposal documents, with the University Academic Plan especially as that plan touches upon York’s commitment to access, to life-long learning, and to engagement with its surrounding communities. A pan-University model is also in better alignment with the practice at most other universities. Not that being like all the others is desirable in itself, but a similar structure will allow the importation of successful practices from elsewhere with less modification for local difference.



Locating Continuing Studies outside any existing Faculty offers the School a flexibility of offerings that is more difficult to achieve from within a Faculty. It will be better able to support through advertising, recruitment, and a stream-lined admissions process, it will enable Faculties to augment enrolments in existing degree and certificate programs where there is unused capacity. Moreover, the mechanisms and infrastructure set up in the early phase will facilitate the future development of further bridging programs, of non-degree supports for degree students, and of applied, professionally-relevant programs that would serve both our own students' transition to the workforce and the needs of those in the greater York community wishing to acquire new skills or upgrade those they already have.

Given LA&PS's antecedent Faculties' historic commitment to access, any reorganization that allows for the likelihood of broadening and diversifying that access is to be supported. Both the LA&PS Dean's Office and the Faculty's Academic Planning & Priorities Committee, which was consulted on the proposal, are persuaded that a pan-University School of Continuing Studies offers that likelihood and is very much deserving of support.

The Premier
of Ontario

Legislative Building
Queen's Park
Toronto, Ontario
M7A 1A1

La première ministre
de l'Ontario

Édifice de l'Assemblée législative
Queen's Park
Toronto (Ontario)
M7A 1A1



September 25, 2014

The Honourable Dr. Reza Moridi
Minister of Training, Colleges and Universities
900 Bay Street
Third Floor, Mowat Block
Toronto, Ontario
M7A 1L2

Dear Minister Moridi:

I am honoured to welcome you to your role as Minister of Training, Colleges and Universities. We have a strong Cabinet in place, and I am confident that together we will build Ontario up, create new opportunities and champion a secure future for people across our province. The people of Ontario have entrusted their government to be a force for good, and we will reward that trust by working every day in the best interests of every person in this province.

As we implement a balanced and comprehensive plan for Ontario, we will lead from the activist centre. We will place emphasis on partnerships with businesses, communities and people to help foster continued economic growth and make a positive impact on the lives of every Ontarian. This collaborative approach will shape all the work we do. It will ensure we engage people on the issues that matter the most to them, and that we implement meaningful solutions to our shared challenges.

Our government's most recent Speech from the Throne outlined a number of key priorities that will guide your work as minister. Growing the economy and helping to create good jobs are fundamental to building more opportunity and security, now and in the future. That critical priority is supported by strategic investments in the talent and skills of our people, from childhood to retirement. It is supported through the building of modern infrastructure, transit and a seamless transportation network. It is supported by a dynamic business climate that thrives on innovation, creativity and partnerships to foster greater prosperity. And it is reflected across all of our government, in every area, and will extensively inform our programs and policies.

As we move forward with our plan to grow the economy and create jobs, we will do so through the lens of fiscal prudence. Our 2014 Budget reinforces our commitment to balancing the budget by 2017-18; it is essential that every area adheres to the program-spending objectives established in it. We will choose to invest wisely in initiatives that strengthen Ontario's competitive advantage, create jobs and provide vital public services to our families. The President of the Treasury Board, collaborating with the Minister of Finance, will work closely with you and your fellow Cabinet members to ensure that our government meets its fiscal targets. The President of the Treasury Board will also lead the government's efforts on accountability, openness and modernization as we implement new accountability measures across government.

.../2

As Minister of Training, Colleges and Universities, you will work to help Ontario become North America's leading jurisdiction for talent, skills and training. You will collaborate with colleges, universities, municipalities, training organizations, community organizations, employers, students — and across government to help Ontario develop a modern, forward-looking postsecondary education sector.

Your ministry's specific priorities include:

Helping People Choose their Path

- Introducing Experience Ontario, a new program to give recent high school graduates valuable work experience. I ask that you lead the implementation of this program, working closely with the Minister of Education.
- Working with the Minister of Economic Development, Employment and Infrastructure to extend the Youth Jobs Strategy. You will explore how best to support youth employment after the Youth Employment Fund ends.
- Working with the Ontario College of Trades to improve apprenticeship completion rates and enhance access to apprenticeship and the trades in Ontario.
- Continuing to recognize and meet the needs of diverse groups of learners, including Franco-Ontarians, Aboriginal Peoples, first-generation students, persons with disabilities and students with special needs through an equitable system of supports. I ask that you give Ontarians the support they need to be successful in our economy, including help as they transition from high school to postsecondary education and the workplace.
- Leading work to ensure that timely and relevant labour market information is available to support government, institutions, students, families and employers as they make important decisions about education, training and hiring.

Ensuring an Accessible, High-Quality and Sustainable Postsecondary Education System

- Balancing government stewardship of postsecondary education with institutional leadership. Your goal is to continue to build a postsecondary education system that is both high-quality and sustainable. I ask that you strengthen transparency and accountability between the government, institutions and the public.
- Focusing on key outcomes for students, institutions and the economy. You will work with our sector partners — including colleges, universities and employers — to assess key outcomes, including the labour market readiness and success of graduates. I ask that you recognize the unique roles that Ontario's colleges, universities and private career colleges play in fostering our province's diverse talent and future prosperity.

.../3

- Working with postsecondary institutions and the Higher Education Quality Council of Ontario to improve the consistency and availability of institution-level and system-level outcome measures. These measures will help inform the allocation of graduate spaces, updated program approval processes and the implementation of a reformed funding model for universities. Your goal is to drive differentiation in the postsecondary education sector and to uphold the government's commitment to accountability and transparency.
- Building on the success of the 30% Off Ontario Tuition grant, continuing to improve the efficiency and effectiveness of student financial assistance.
- Considering the new outcome measures and ongoing initiatives when developing the next tuition framework and the next round of Strategic Mandate Agreements, to be implemented for 2017-18.
- Ensuring that the new Ontario Online initiative is able to offer online courses for credit, beginning in 2015. Your goal is to improve system quality and increase options for students.
- Continuing work with the Ontario Council on Articulation and Transfer to enhance student pathways and reduce barriers for students who want to transfer among Ontario's 44 publicly funded postsecondary institutions.
- Working with the Minister of Finance and our partners in the university sector to improve the sustainability of university pension plans to support greater sustainability in universities.
- Working with institutions to bring focus to efforts to attract international students to Ontario and to institutions' internationally offered programs. I ask that you strike a balance between the benefits and challenges associated with these new forms of partnerships.

Building Ontario's Integrated Employment and Training System

- Ensuring our employment and training system connects job seekers with employers and helps Ontarians find the jobs that are right for them.
- Working collaboratively across government to strengthen relationships and improve the effectiveness and co-ordination of employment and training services.
- Working with ministers and President of the Treasury Board to determine how best to reallocate funding from the least effective employment and training programs to the most effective. You will ensure that programs are providing the best results for clients and are meeting the needs of Ontario's labour market.

- Collaborating with the Minister Responsible for the Poverty Reduction Strategy and other relevant ministers to focus resources on those who need them most — including persons receiving social assistance, persons with disabilities, the long-term unemployed, Aboriginal Peoples, newcomers and at-risk youth — as part of the government’s Poverty Reduction Strategy. You will continue to engage a broad range of stakeholders and partners, including municipalities and service delivery agents, throughout this work.
- Continuing to work in partnership with Aboriginal communities on the development of flexible policies, programs and services that respect and respond to the diversity within Aboriginal communities.
- Introducing a new, more consistent approach to assessing clients’ unique barriers to employment and tracking clients’ journeys through the system.
- Providing customized workplace training programs that will give individuals relevant work experience in high-demand occupations.
- Working with the ministers of Education and of Citizenship, Immigration and International Trade to ensure that, where appropriate, people are referred to bridge training, language instruction and other forms of adult education — and can transition between adult education and the integrated employment and training system.
- Building on the momentum of Ontario’s first summit on Talent and Skills in the New Economy. You will regularly convene representatives from the business, labour and academic communities to build partnerships and foster collaboration. I ask that you convene the next summit in early 2015.
- Implementing and monitoring the effectiveness of a new Canada-Ontario Job Grant. The grant is an employer-driven approach to help Ontarians gain the skills and training they need to fill available jobs.
- Continuing to work with the federal government on the future of federal support for skills training. You will seek fair federal policies in areas such as the Canada-Ontario Labour Market Development Agreement. You will also preserve Ontario’s ability to improve employment and skills training programs to meet the needs of unemployed Ontarians and employers.
- Continuing to support the success of the College of Trades. You will ensure the appointment of a Special Advisor to review the college’s application process and scope of practice of trades — including how this scope relates to enforcement.
- Measuring and reporting on results to ensure accountability and transparency across the employment and training system.

.../5

We have an ambitious agenda for the next four years. I know that, by working together in partnership, we can be successful. The above list of priority initiatives is not meant to be exhaustive, as there are many other responsibilities that you and your ministry will need to carry out. To that end, this mandate letter is to be used by your ministry to develop more detailed plans for implementation of the initiatives above, in addition to other initiatives not highlighted in this letter.

I ask that you continue to build on the strong relationships we have with the Ontario Public Service, the broader public sector, other levels of government, and the private, non-profit and voluntary sectors. We want to be the most open and transparent government in the country. We want to be a government that works for the people of this province — and with them. It is of the utmost importance that we lead responsibly, act with integrity, manage spending wisely and are accountable for every action we take.

I look forward to working together with you in building opportunity today, and securing the future for all Ontarians.

Sincerely,



Kathleen Wynne
Premier



Senate Fall Update Full Report: Enrolment and Complement

Rhonda Lenton
October 23rd, 2014

EXTERNAL CONTEXT AFFECTING ENROLMENT

- ❑ Demand for university education expected to be flat over the next few years with growth expected after 2018-2019 for the province as a whole
- ❑ Projected growth in York Region however is larger than any other municipality
- ❑ Expected growth of this cohort about 19,000 over the next two decades in York Region (2013 – 2036) followed by Peel
- ❑ Increasingly competitive environment:
 - College competition in the degree space
 - International competition
 - Provincial competition from regions facing declining demand
 - Universities expanding graduate programs

EXTERNAL CONTEXT (continued)

- ❑ New government's mandate letters to ministers (MTCU letter attached with APPRC Report)
 - Focus on fiscal discipline common theme
 - Higher education needs to meet needs of economy
 - Eliminate duplication through differentiation and partnership
 - International recruitment to be balanced

- ❑ Continuing emphasis on accountability through established metrics

- ❑ *Metrics will inform:*
 - *graduate space allocation*
 - *new program approvals process*
 - *new funding approach*

- ❑ Expect less revenue (i.e., any wage increments will have to be absorbed by employer through efficiency and increased productivity)

INTERNAL CONTEXT

❑ Clear vision

As a comprehensive, research-intensive university with internationally recognized programs that integrate our strengths in liberal arts and professional programs, guided by values of excellence, social responsibility and accessible education, York aspires to be Canada's leading engaged University educating global leaders for the 21st century who value diversity as exemplifying and modeling values of global citizenship.

❑ Strong planning culture

❑ Integrated Resource Planning framework

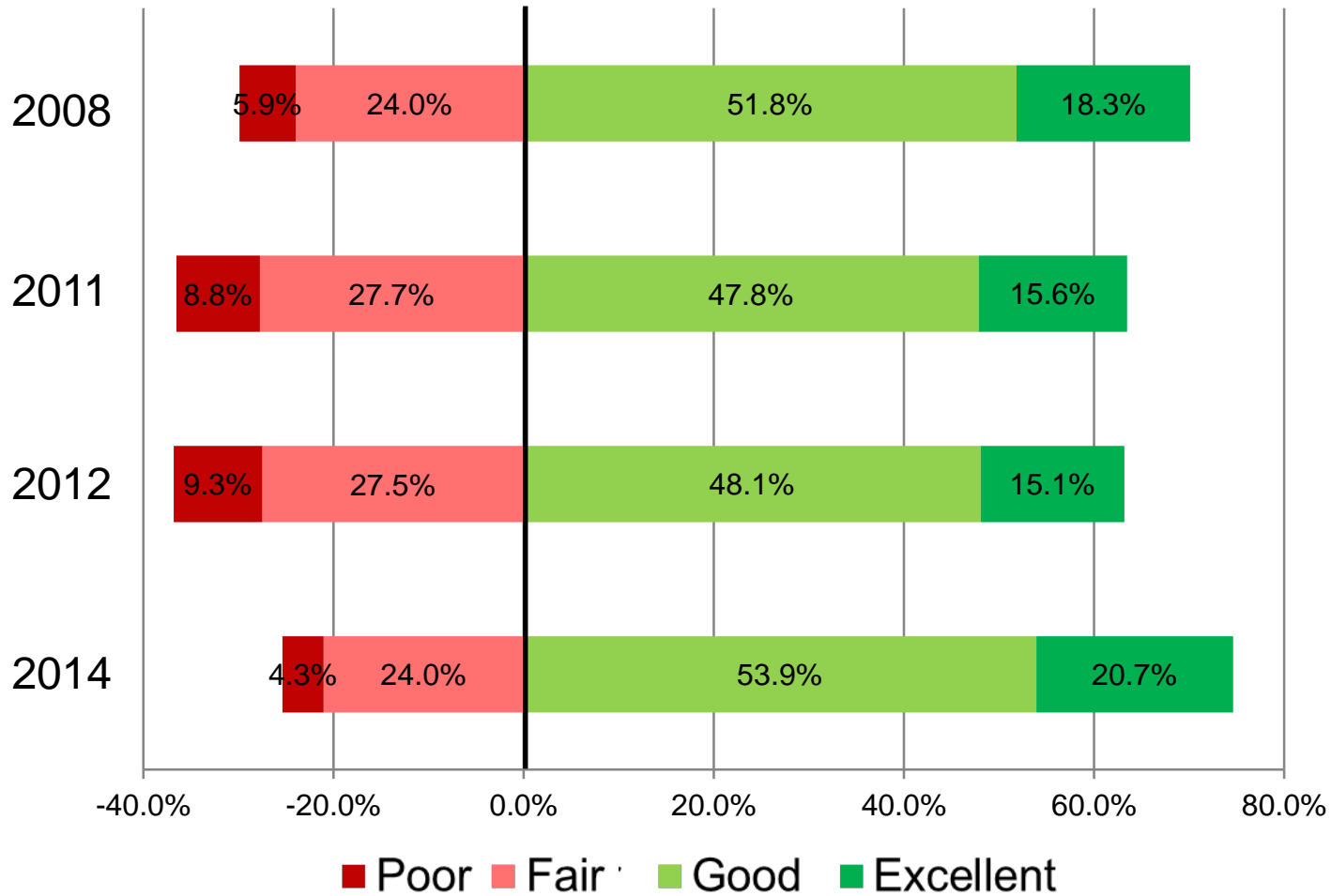
- coordinates strategic priorities, objectives and initiatives across University
- aligns priorities and resources

❑ Informed our *Strategic Mandate Agreement* with MTCU

EVIDENCE OF SUCCESS

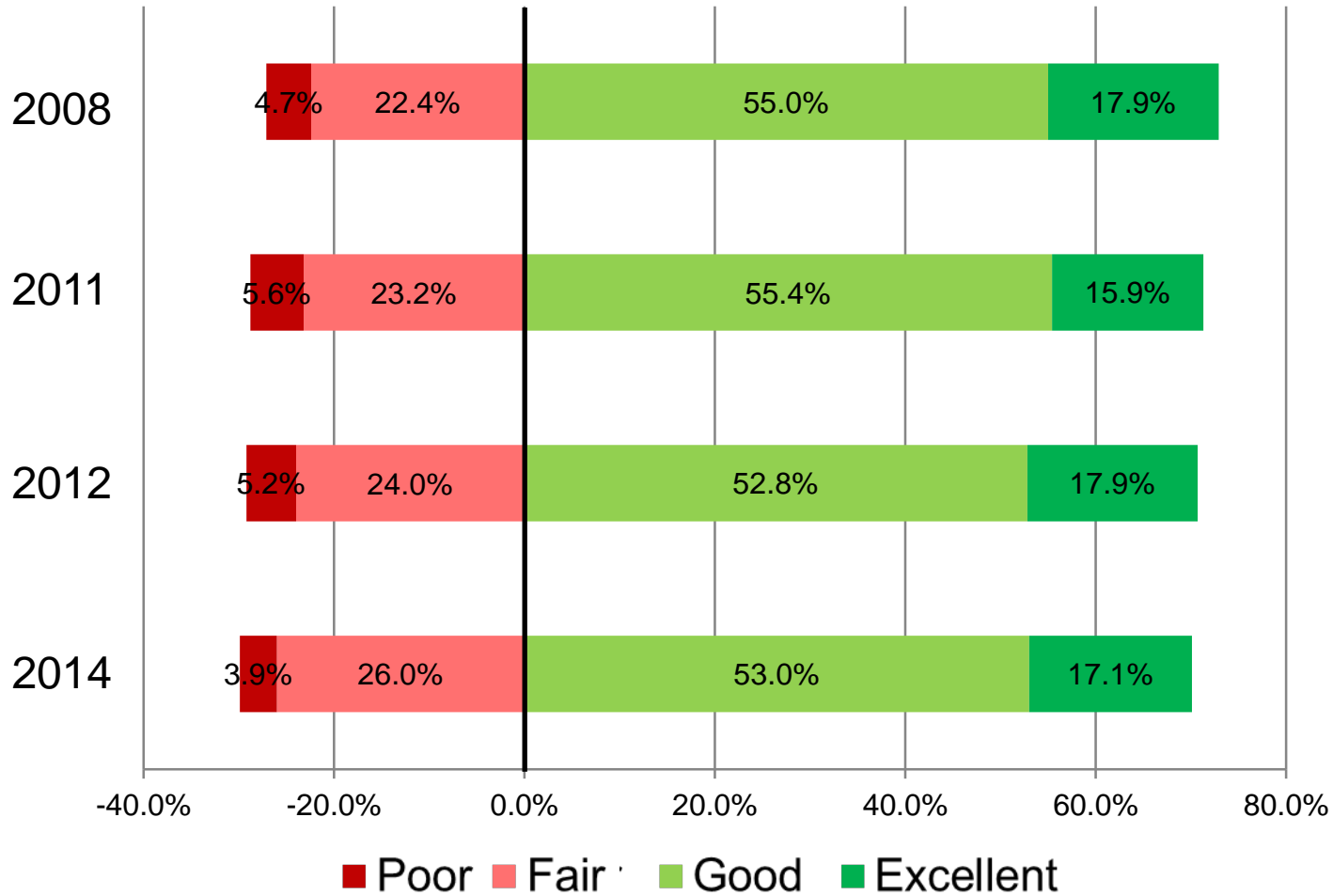
- ❑ YU has made significant progress (full update provided in spring Senate Report)
- ❑ *Times Higher Education World University Rankings*
 - York now ranked in the 226 – 250 band of universities worldwide
 - Next step is *top 200*
- ❑ Individual faculties/areas have even higher rankings:
 - Arts & Humanities (top 100)
 - Social Sciences (includes Business and Law) (top 100)
- ❑ Student rankings show improvements in 4th year

NSSE: OVERALL SATISFACTION 4th Year



Source: National Survey of Student Engagement (NSSE)/OIPA

NSSE: OVERALL SATISFACTION 1st Year



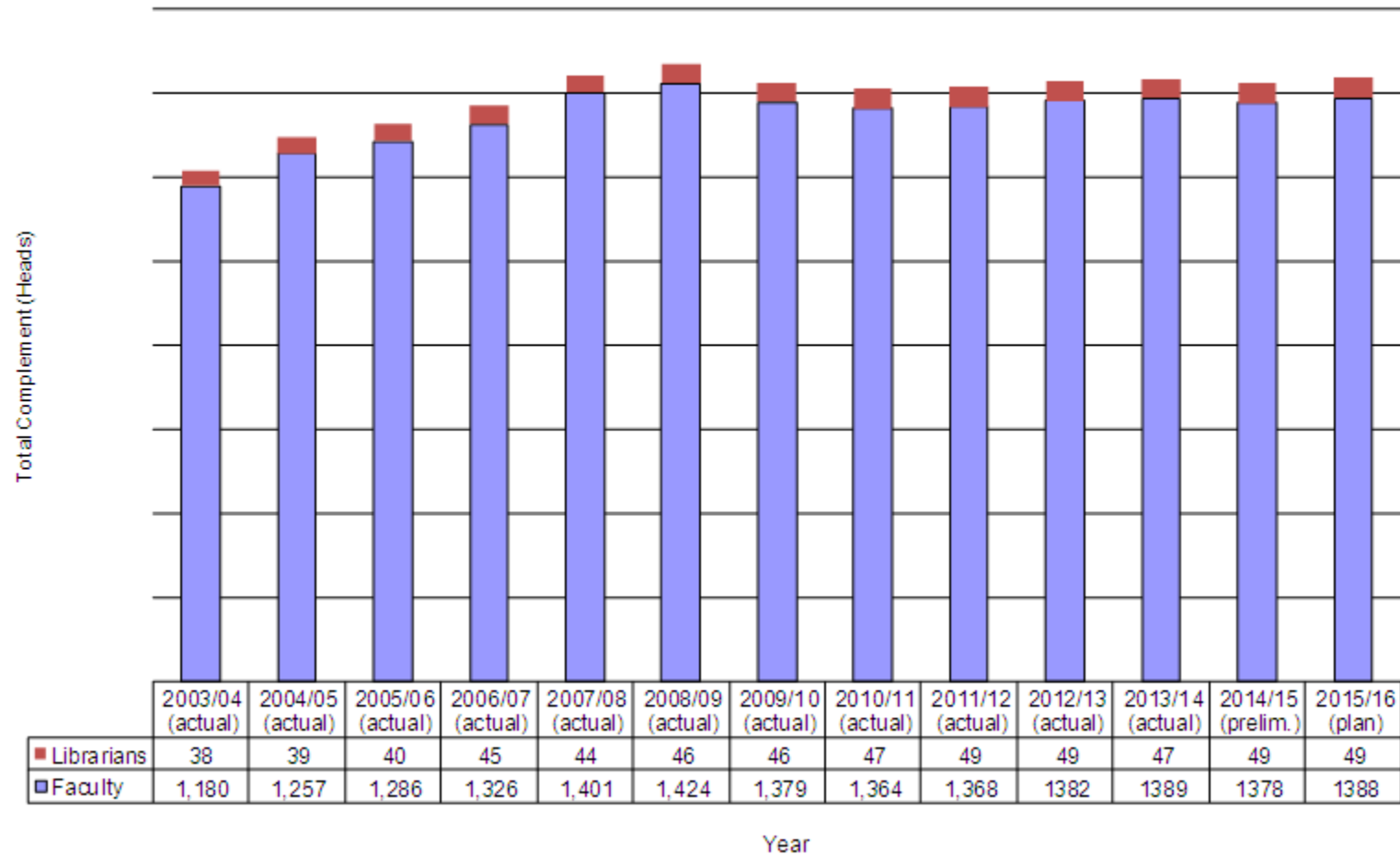
Source: National Survey of Student Engagement (NSSE)/OIPA

FACULTY RENEWAL CONTINUES: 2013 – 2014 CYCLE FOR 2014 – 2015 TENURE TRACK APPOINTMENTS (HEADS)

Faculty	Authorized 2014-15			Total Authorized 2014-15	2014-15 Appointments (MADE as of October 15, 2014)	2014-15 In Progress/Failed/Rolled Over/Other	2015-16 SEARCHES AUTHORIZED (as of October 15, 2014)
	\$30k Central top-ups (rolled over)	\$30k Central top-ups	Funded other sources				
Education	0	0	2	2	1	1	2
FES	0	.33	2	2.33	2.33	0	2
Arts, Media, Performance and Design	0	3	0	3	2	1	2
Glendon	0	1	2	3	3	0	4
Health	0	3	1	4	3	1	3
LA&PS	1	4	7	12	9	3	9
Lassonde	0	1	13	14	10	4	9
Osgoode	1	.67	3	4.67	3.67	1	1
Science	0	2	4	6	3	3	2
Schulich	0	2	2	4	3	1	3
Libraries	0	0	3	3	3	0	0
TOTAL	2	17	39	58	43	15	37

- Authorized and Made between July 1, 2014 and June 30, 2015
- Source: Office of VPA&P October 2014

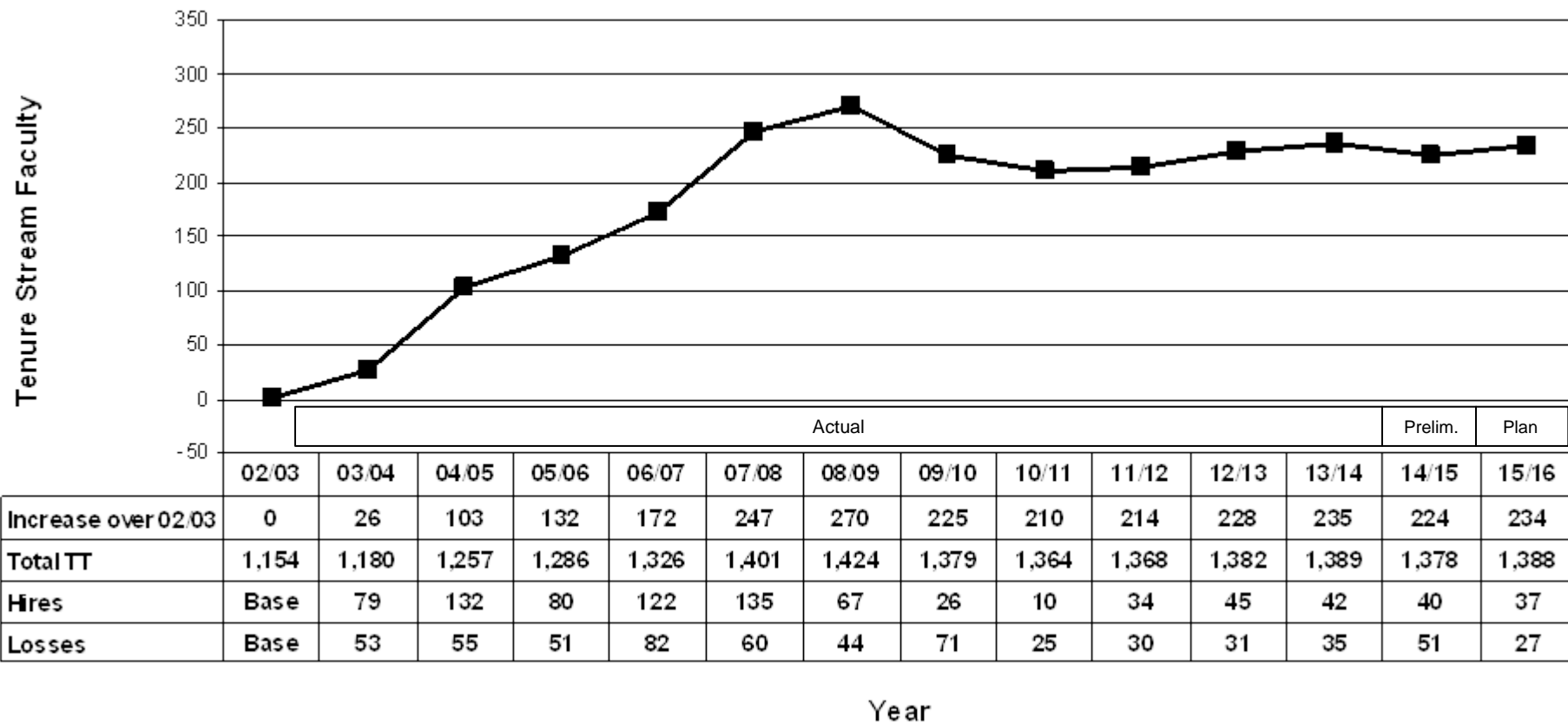
TENURE TRACK COMPLEMENT PLANNING: FACULTY AND LIBRARIANS (Heads) (October 1 to October 1)



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

October 2014

CUMULATIVE CHANGE IN TENURE TRACK FACULTY COMPLEMENT (Heads), 2002-03 to 2015-16 (October 1 to October 1) (not including Librarians)



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

October 2014

OTHER FULL-TIME COMPLEMENT: 2014-2015 Contractually Limited Appointments (Renewed/Continuing and New), Special Renewable Contracts (SRCs) and True Visitors

FACULTY	CLAs 2014-15 (as of October 1, 2014)		Continuing SRCs TOTAL	TRUE VISITORS SLOTS 2014-15 (16 available in total)
	RENEWED/ CONTINUING	NEW		
Education	2	-	-	1
FES	2	-	-	-
Fine Arts	1	1	1	-
Glendon	6	3	3	2
Health	5	7	-	-
LA&PS	42	21	8	7
Lassonde	0	2	-	-
Osgoode	2.5	-	-	-
Science	1	-	3	-
Schulich	3.5	1	-	-
Libraries	4	1	-	-
TOTAL	69	36	15	10

Source: Office of VPA&P

October 2014

CHALLENGES & OPPORTUNITIES

□ **Differentiation** – capitalizing on York’s opportunities in the areas of:

- *engaged teaching and pedagogical innovation*
- *engaged research*
- *engaged service*
- *reframing interdisciplinarity* – bridging our strengths in liberal arts and professional programs to create *global leaders for 21st century*
- *advancing comprehensiveness* with distinct, high quality undergraduate and graduate programs

CHALLENGES & OPPORTUNITIES

- ❑ **Resources** - ensuring we have the resources we need to realize the vision (see VPFA budget update)
 - maximizing effectiveness
 - generating new revenue
 - university advancement

- ❑ **Enrolment** – staying competitive and meeting targets that balance *vision/quality* and *financial sustainability*
 - SEM as a top priority

ENROLMENT CHALLENGE

Undergraduate

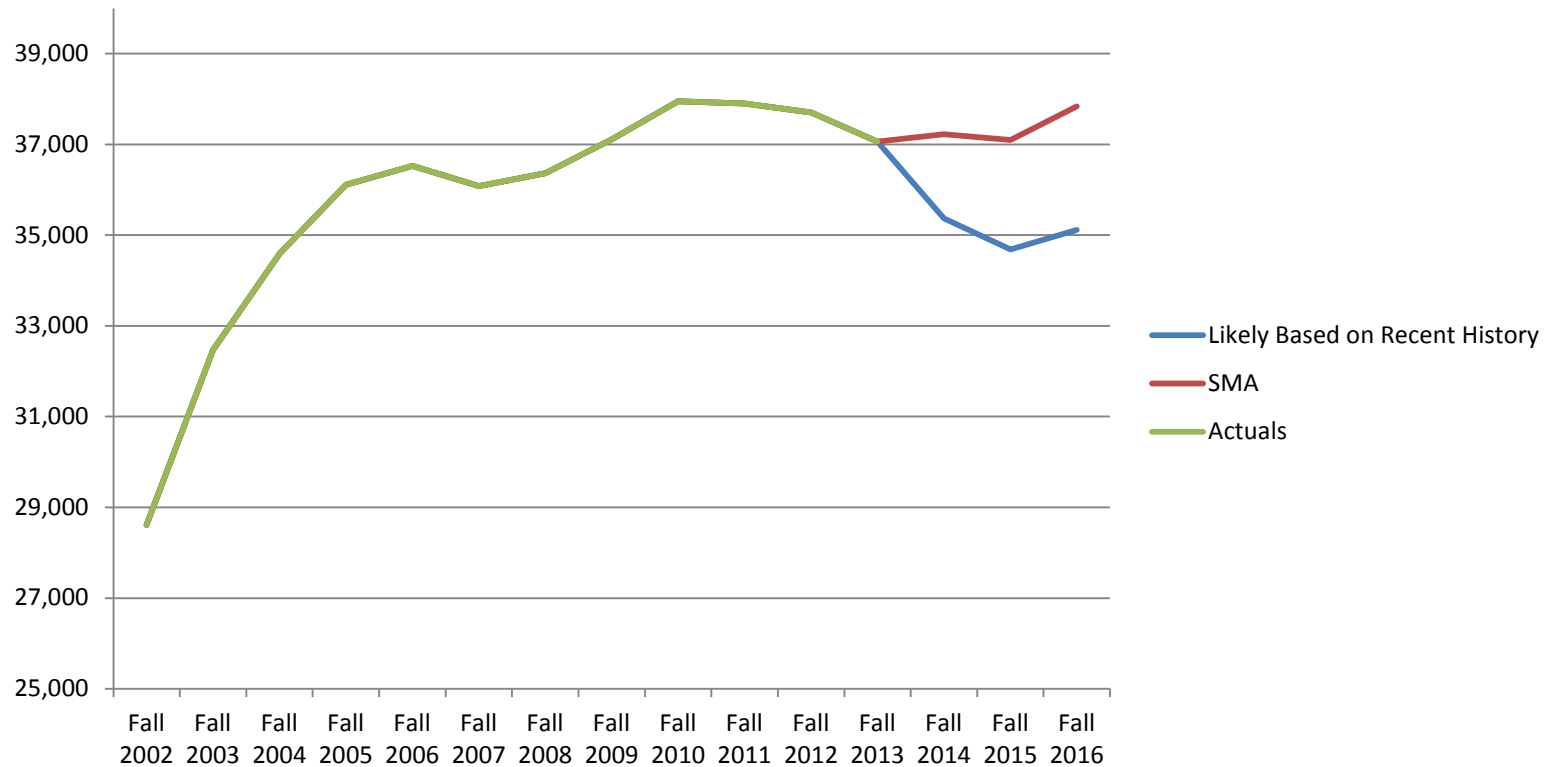
- ❑ York faced a decline in applications of approximately 9% in 2013 – 2014
- ❑ In 2014 – 15, applications were up compared to the system (+3.9% in 101s over previous year compared to -1.3% in the rest of the system)
- ❑ But increase in applications did not translate to registrations (101s down 10% in confirmations compared to (-1.3%) for the system)
- ❑ First year/FT 105 applications were up 12.9% and confirmations by 6.8% over last year

Graduate

- ❑ York under rebased SMA targets

ENROLMENT STORY @ YORK

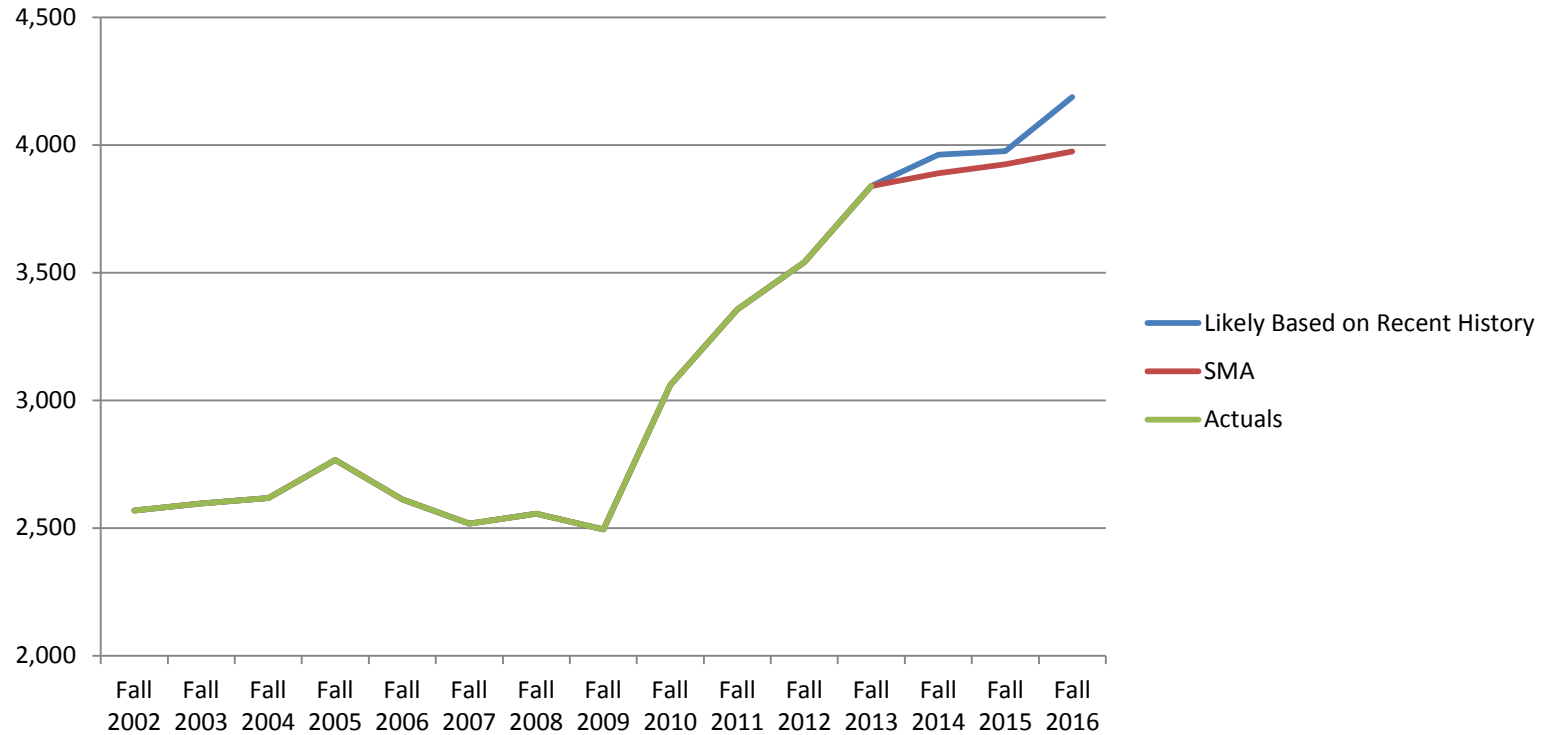
Full-time Eligible Undergraduate Heads*



*Details on numbers provided in Senate Package Appendix

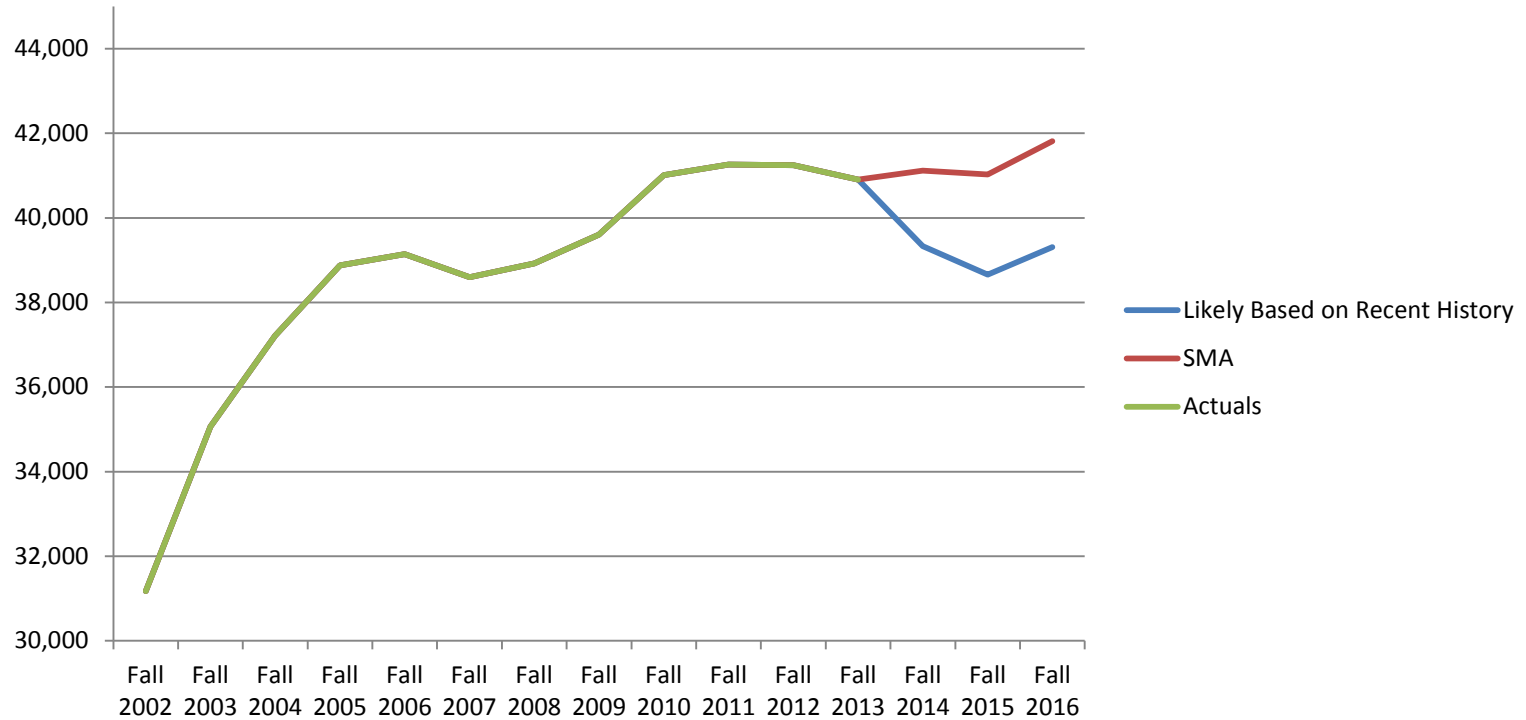
ENROLMENT STORY @ YORK

Full-time Ineligible Undergraduate Heads



ENROLMENT STORY @ YORK

Full-time Undergraduate Heads (Elig. and Inelig.)



ENROLMENT SUMMARY

□ Undergraduate

- About 2,000 FFTEs short of enrolment contracts (SMA targets)
- About 1,200 FFTEs short of York University June 2014 budget
- Largest impact of missed eligible targets in:
 - LAPS (960 FFTEs or about 5% short)
 - AMPD (539 FFTEs or about 16%) and
 - Science (211 FFTEs or about 4%)
- About 90+ FFTEs international target (currently about 10% of enrolment)

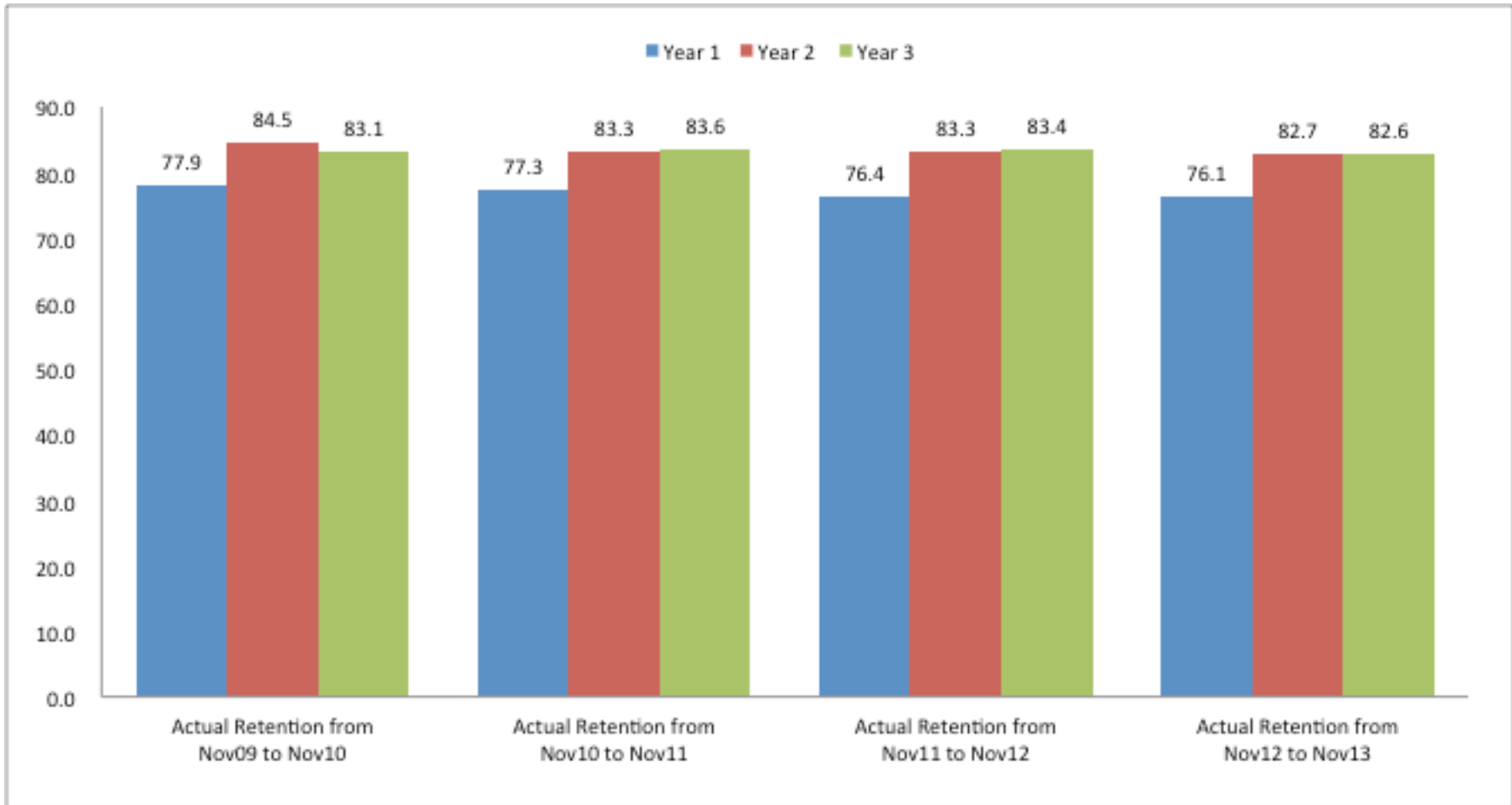
UNDERSTANDING ENROLMENT PARAMETERS

- ❑ Different strategies for undergraduate and graduate
- ❑ Parameters that affect *undergraduate* enrolment model (FFTEs):
 - Intakes influenced by:
 - *applications* to programs
 - *conversion* of offers to acceptances
 - Retention rates
 - Course loads (FFTE : head ratios)

IMPACT OF IMPROVING ENROLMENT FACTORS

- ❑ Increasing applications by 1% produces an additional 90 FFTEs
- ❑ Increasing conversion rates (offers : accepts) by 1% provides an additional 330 FFTEs
- ❑ Increasing retention rates by 1% produces an additional 190 FFTEs
- ❑ Increasing course loads by 1% produces an additional 415 FFTEs

STUDENT RETENTION BY YEAR LEVEL

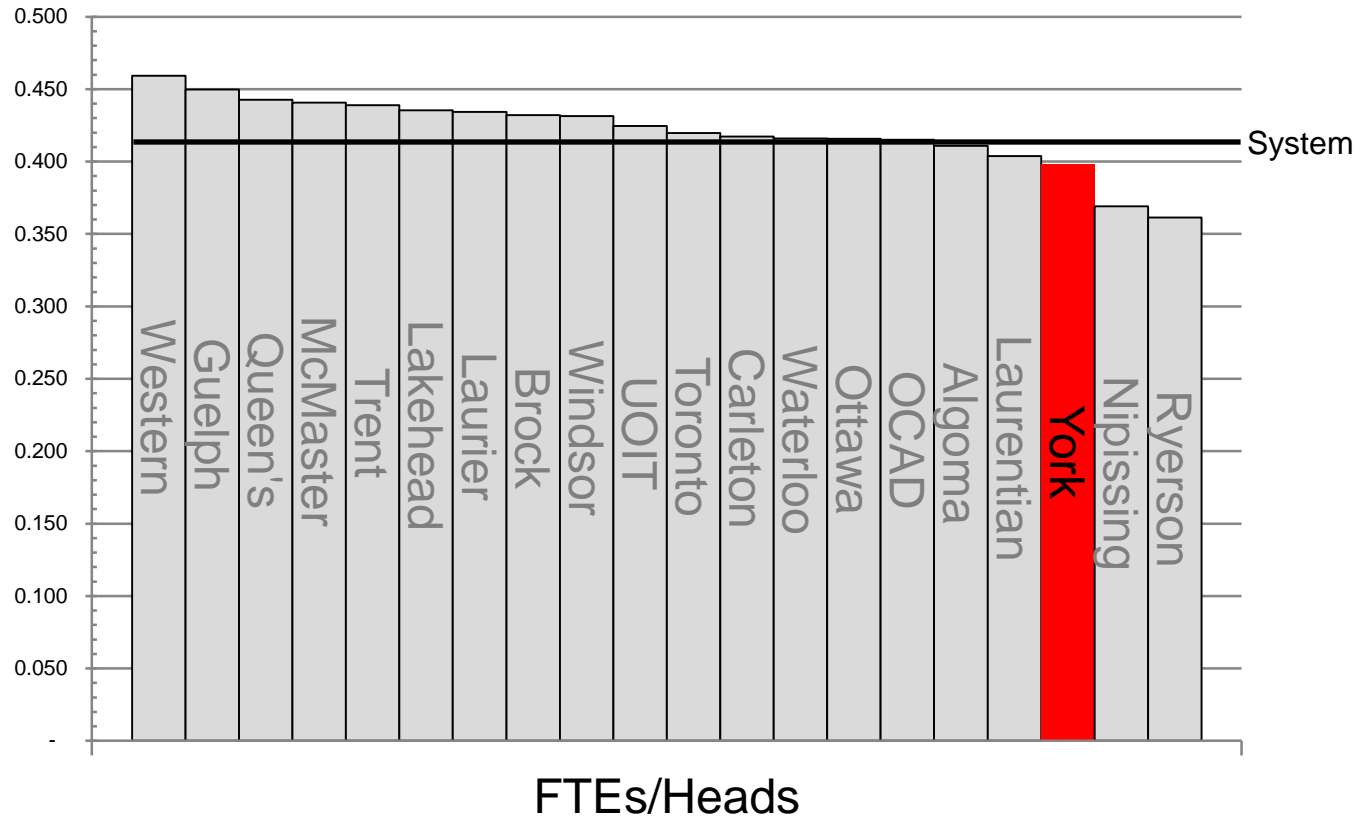


Institutional Retention (domestic and international)

Source: OIPA

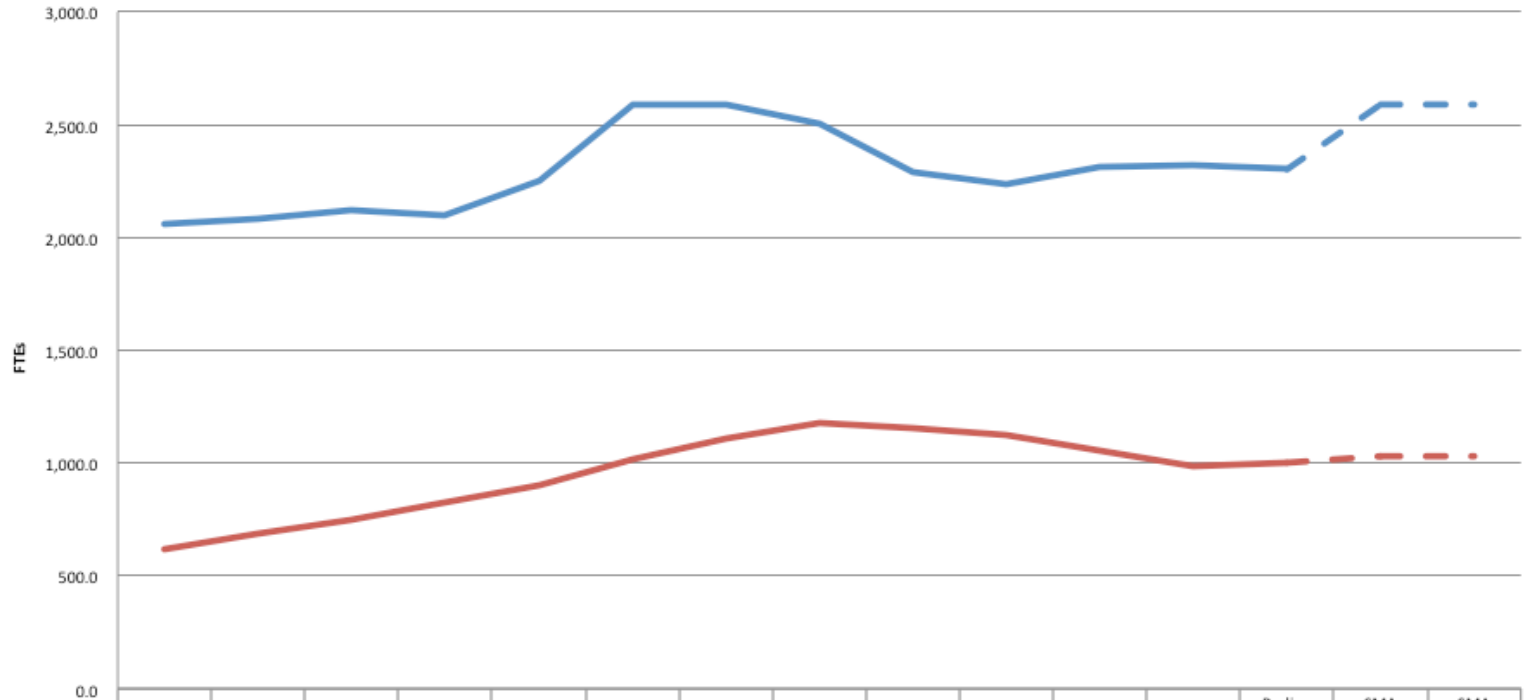
YORK ENROLMENT ISSUES RELATIVE TO SYSTEM

Average course loads



ENROLMENT STORY @ YORK

**Masters and Doctoral Enrolment
Eligible Nov 1st FTEs - 2002 to 2016**



	Actual Nov-02	Actual Nov-03	Actual Nov-04	Actual Nov-05	Actual Nov-06	Actual Nov-07	Actual Nov-08	Actual Nov-09	Actual Nov-10	Actual Nov-11	Actual Nov-12	Actual Nov-13	Prelim. (Oct-6-14) Nov-14	SMA Target Nov-15	SMA Target Nov-16
MASTERS Eligible Actual/Plan FTEs	2,058.2	2,081.1	2,121.2	2,099.0	2,249.3	2,587.7	2,588.9	2,503.9	2,288.3	2,238.7	2,310.1	2,320.5	2,302.0	2,589.4	2,589.4
DOCTORAL Eligible Actual/Plan FTEs	615.9	686.7	751.2	827.0	900.9	1,019.4	1,112.4	1,178.9	1,151.9	1,124.2	1,051.7	987.0	1,001.9	1,030.6	1,030.6

ENROLMENT SUMMARY

- Graduate (as of October 6th, 2014)
 - Applications declined:
 - to date this year, domestic and international combined, York has seen a 2.6% decline in Masters and a 3.9% decline in PhD applications
 - Conversions increased:
 - Masters conversion is at 96% vs 93% last year
 - PhD is at 95% conversion compared to 86% last year
 - Challenge is 56+ FFTES on Masters overall BUT (-287) on *eligible MTCU contract*
 - PhD about (-30) eligible FFTEs (we have about 643 ineligible compared to 1002 eligible)

BROADER ISSUES

Enrolment issues affecting York:

- ❑ Declining system demand / increasing competition
- ❑ Reputation of institution / programs / innovation
- ❑ Perceptions of level of career preparation / career content
- ❑ Program mix / differentiation
 - Top 10 programs = 52% of applicant pool
 - Affects application to conversion ratio
- ❑ Quality of pedagogical innovation
- ❑ Student mobility / credit transfer / access initiatives
- ❑ Diversification of student population
- ❑ Location / campus experience

PROVINCIAL STATISTICS

101 Applications: September 2014 over 2013

Agriculture	18.2%
Engineering	8.9%
Social Work	6.6%
Other Degrees	6.5%
Environmental Studies	5.2%
Nursing	2.2%
Mathematics	0.1%
Science	-1.4%
Family & Consumer Study	-2.8%
Fine And Applied Arts	-4.0%
Architecture	-4.4%
Business Administration	-4.4%
Phys & Health Education	-4.6%
Other Administration	-6.4%
Journalism	-7.1%
Arts	-9.3%
Music	-10.8%
Education	-15.6%

PROVINCIAL STATISTICS

101 Confirmations: September 2014 over 2013

Agriculture	15.5%
Family & Consumer Study	14.8%
Other Administration	10.0%
Engineering	6.3%
Mathematics	5.2%
Other Degrees	4.8%
Architecture	4.6%
Social Work	3.9%
Environmental Studies	3.4%
Science	2.8%
Journalism	1.6%
Business Administration	(0.4%)
Music	(4.5%)
Phys & Health Education	(5.0%)
Fine And Applied Arts	(6.0%)
Nursing	(6.4%)
Arts	(10.2%)
Education	(23.8%)

GRADUATE ENROLMENT ALSO AFFECTED

- ❑ Sustainability to broader issues of reputation and differentiation
- ❑ Scholarship support
- ❑ Graduate loss of market share related to competition from other GTA universities in response to provincial initiative “Reaching Higher” strategy; significant growth in mounting new programs and/or increasing enrolment at Brock, OCAD, Ryerson, Trent, UOIT, U of T
- ❑ Degree completion times (increasing “ineligibles” are adversely impacting number of new/eligible students who can be accommodated)

PATH FORWARD

- ❑ Staying on track with priorities, objectives and initiatives including a commitment to *continual improvement* to fully realize *vision*

- ❑ Key initiatives include:
 - SEM (e.g., advancing comprehensiveness & program diversity, YUStart, new scholarship program, early Intervention retention strategy)
 - Employee Engagement Initiative
 - Addressing budget challenges & SHARP implementation
 - Pension plan
 - PRASE (e.g., Concur) / AAPR
 - UAP Development 2015 – 2020
 - Advancing metrics

SEM STRATEGY

- ❑ Ahead of other institutions on Strategic Enrolment Management approach (see Appendix to Report in Senate package)

- ❑ 5 year SEM plan informed by PRASE and other consultations with key initiatives to:
 - attract high quality students (stabilize and increase)
 - support student success
 - increase student satisfaction
 - increase retention

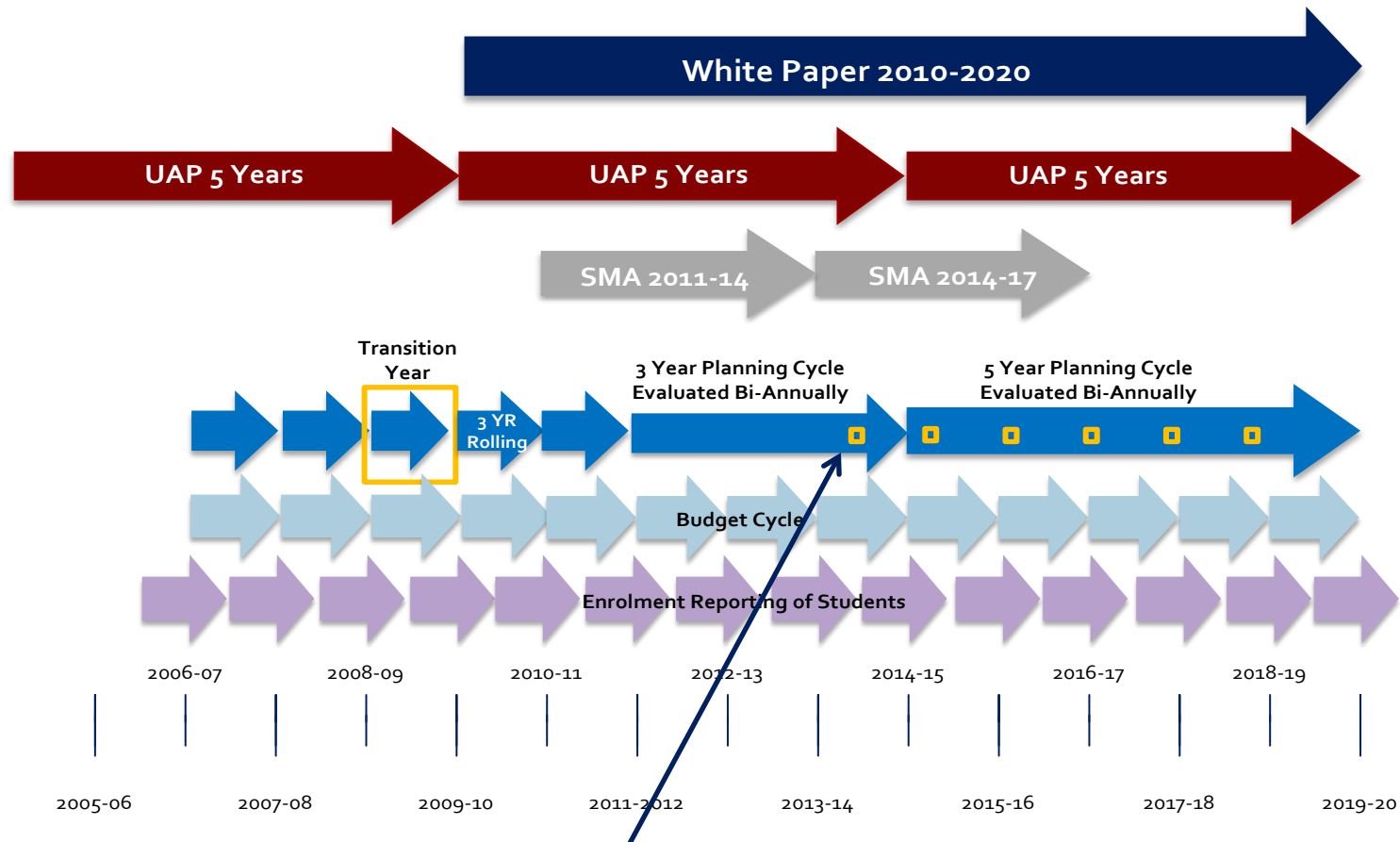
- ❑ AAPR will provide further insights

- ❑ Short term / immediate response plan for 2014-15 winter and 2015-16

SEM PRIORITIES

- ❑ Advancing reputation / quality / innovation
- ❑ Recruitment / conversion rate
- ❑ Diversification of enrolment plan
 - Resetting to 15% international
 - GTA mix
 - New Canadians
- ❑ Student success / retention
 - FIRST YEAR Experience
 - Advising
- ❑ Program mix / degrees offered / comprehensiveness / response to future needs
- ❑ Experiential education / teaching innovation / professional skill development

CYCLE ALIGNMENT



We are here - 2014-2015 Planning Year

AAPR Task Force Reports Due November 1 2014

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ACCOUNTABILITY

- SEM IS NOT SOLELY (OR EVEN PRIMARILY) A CENTRAL OR ADMINISTRATIVE ACTIVITY
- REQUIRES SHARED ACCOUNTABILITY FROM RECRUITMENT THROUGH TO GRADUATION
- PROGRAMS / CURRICULUM / STUDENT SUPPORTS

APPENDIX

2014-15 UNDERGRADUATE PRELIMINARY ELIGIBLE RESPONSIBLE FFTEs by Faculty *

	2013-14 Actual FFTEs	2014-2015 Projected Eligible FFTEs	2014-2015 Enrolment Contract Target	+ / (-) Target
Education	1,062.8	1,123.8	1,130.2	(6.5)
Env. Studies	492.7	472.2	540.9	(68.7)
AMPD	3,168.9	2,762.6	3,301.7	(539.1)
Glendon	1,848.0	1,862.7	1,900.5	(37.8)
Health	6,717.5	6,602.2	6,677.8	(75.6)
Lassonde	670.1	689.8	781.3	(91.5)
LA&PS	18,806.6	17,343.3	18,303.6	(960.3)
Osgoode	917.6	929.6	963.0	(33.4)
Schulich	1,100.9	1,144.6	1,149.9	(5.3)
Science	4,755.2	4,759.2	4,969.8	(210.6)
Other	173.7	173.0	181.3	(8.3)
Total	39,713.7	37,863.0	39,899.7	(2,036.7)

* As of October 6, 2014

2014-15 UNDERGRADUATE PRELIMINARY INTERNATIONAL RESPONSIBLE FFTEs BY FACULTY *

	2013-14 Actual FFTEs	2014-2015 Projected Ineligible- International FFTEs	2014-2015 Enrolment Contract Target	+ / (-) Target
Education	2.5	19.7	0.2	19.5
Env. Studies	23.0	29.5	27.9	1.6
Fine Arts	171.6	178.2	192.5	(14.3)
Glendon	112.7	141.6	123.9	17.7
Health	149.9	152.0	171.5	(19.5)
Lassonde	107.1	128.2	133.1	(4.9)
LA&PS	2,434.4	2,667.1	2,632.2	34.9
Osgoode	12.1	13.3	16.7	(3.4)
Schulich	63.9	68.2	59.6	8.6
Science	482.7	584.5	539.1	45.4
Other	9.9	7.5	11.8	(4.2)
Total	3,569.9	3,989.8	3,908.6	81.2

101 OUAC APPLICATIONS

	1 st choice	2 nd choice	3 rd choice	>3 rd choice	Total
York	(0.9%)	2.4%	1.0%	8.8%	3.9%
System	(3.4%)	(3.4%)	(3.4%)	4.4%	(0.8%)
System excl. York	(3.7%)	(4.0%)	(3.9%)	3.9%	(1.3%)

* From OUAC monthly stats, as of September 10, 2014

101 OUAC CONFIRMATIONS

	1 st choice	2 nd choice	3 rd choice	>3 rd choice	Total
York	(7.1%)	(12.0%)	(13.5%)	(9.9%)	(9.8%)
System	(3.5%)	(2.5%)	(0.9%)	3.8%	(2.0%)
System excl. York	(3.3%)	(1.5%)	0.6%	5.4%	(1.3%)

* From OUAC monthly stats, as of September 10, 2014

101 OUAC APPLICATIONS AND CONFIRMATIONS

		1 st choice	2 nd choice	3 rd choice	>3 rd choice	Total
York	Apps	(0.9%)	2.4%	1.0%	8.8%	3.9%
	Confirms	(7.1%)	(12.0%)	(13.5%)	(9.9%)	(9.8%)
System	Apps	(3.4%)	(3.4%)	(3.4%)	4.4%	(0.8%)
	Confirms	(3.5%)	(2.5%)	(0.9%)	3.8%	(2.0%)
System excl. York	Apps	(3.7%)	(4.0%)	(3.9%)	3.9%	(1.3%)
	Confirms	(3.3%)	(1.5%)	0.6%	5.4%	(1.3%)

* From OUAC monthly stats, as of September 10, 2014

105 OUAC APPLICATIONS

	1 st choice	2 nd choice	3 rd choice	>3 rd choice	Total
York*	11.7%	11.3%	10.3%	19.0%	12.9%
System	9.7%	9.5%	9.1%	16.1%	10.6%
System excl. York	9.6%	9.3%	9.0%	15.7%	10.4%

- From OUAC monthly stats, as of September 10, 2014
- Full-time first year only; excludes entry into upper years
- *Excludes applications directly to York

105 OUAC CONFIRMATIONS

	1 st choice	2 nd choice	3 rd choice	>3 rd choice	Total
York*	5.1%	5.1%	10.4%	12.9%	6.8%
System	3.2%	4.4%	6.4%	17.4%	4.6%
System excl. York	3.0%	4.3%	5.7%	18.3%	4.4%

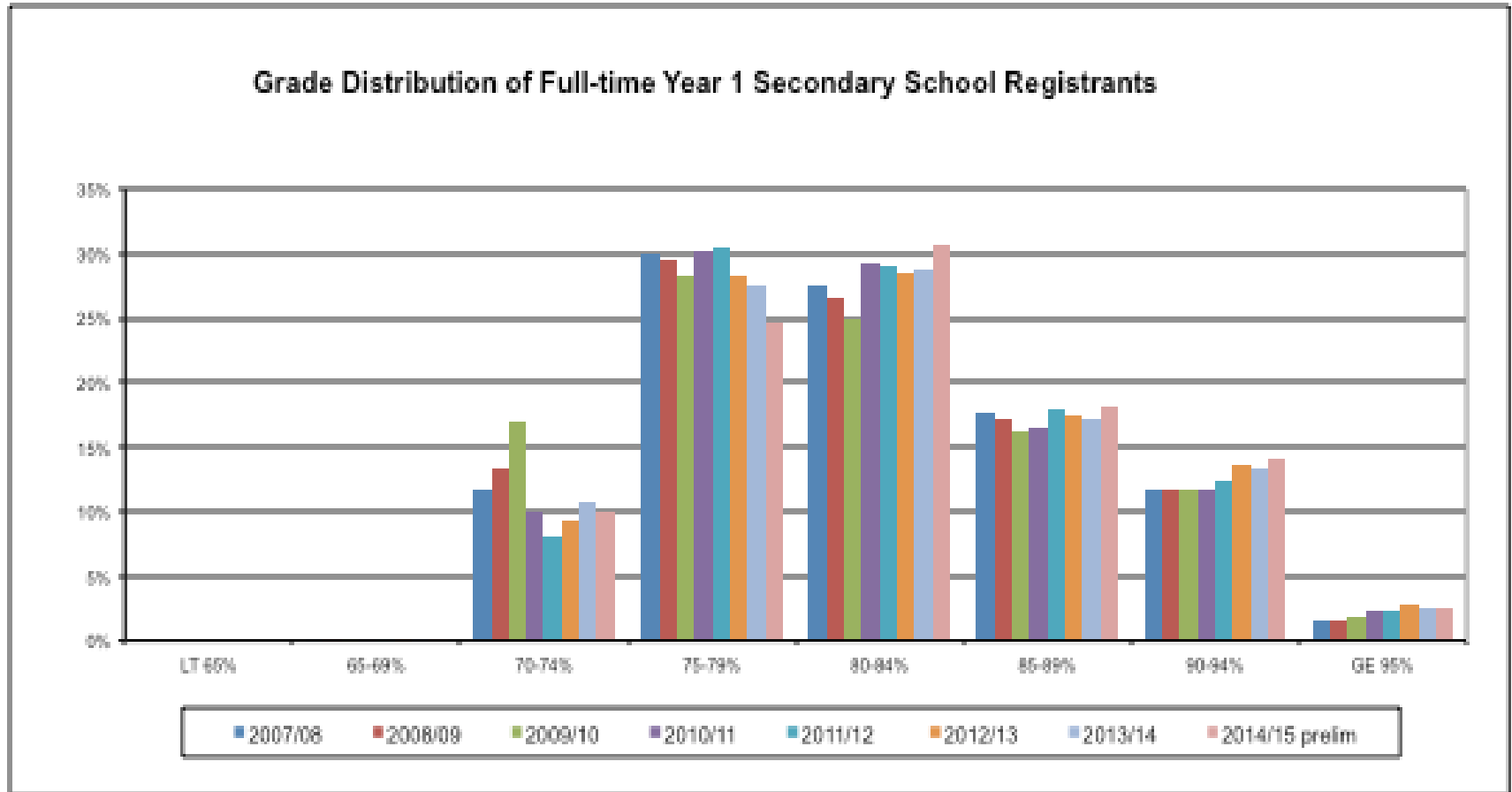
- From OUAC monthly stats, as of September 10, 2014
- Full-time first year only; excludes entry into upper years
- *Excludes confirmations on applications directly to York

105 OUAC APPLICATIONS AND CONFIRMATIONS

		1 st choice	2 nd choice	3 rd choice	>3 rd choice	Total
York*	Apps	11.7%	11.3%	10.3%	19.0%	12.9%
	Confirms	5.1%	5.1%	10.4%	12.9%	6.8%
System	Apps	9.7%	9.5%	9.1%	16.1%	10.6%
	Confirms	3.2%	4.4%	6.4%	17.4%	4.6%
System excl. York	Apps	9.6%	9.3%	9.0%	15.7%	10.4%
	Confirms	3.0%	4.3%	5.7%	18.3%	4.4%

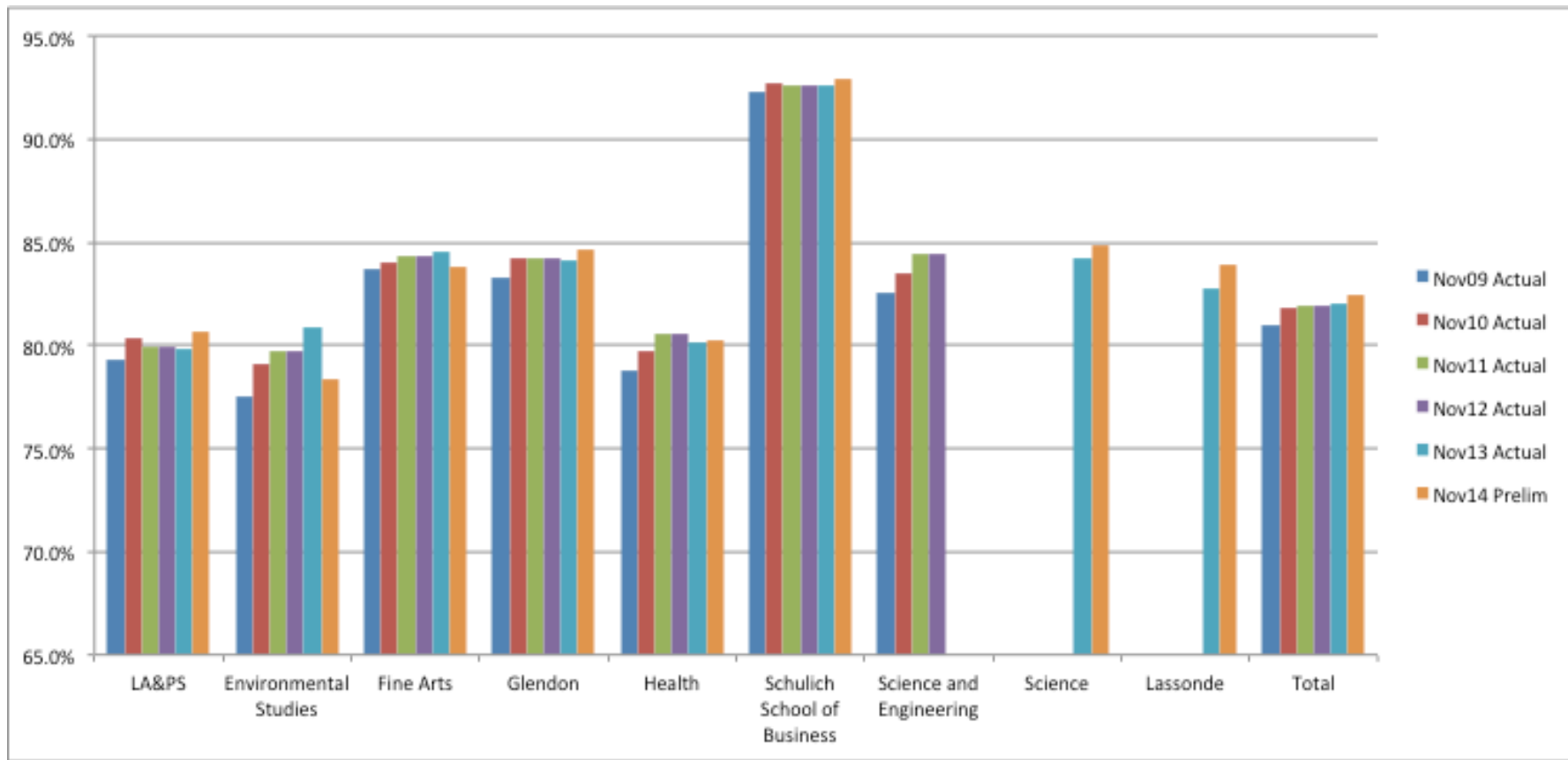
- From OUAC monthly stats, as of September 10, 2014
- Full-time first year only; excludes entry into upper years
- *Excludes confirmations on applications directly to York

STRENGTHENING QUALITY OF ENTERING CLASS:



Source: OIPA, October 2014

QUALITY OF ENTERING CLASS BY FACULTY AND YEAR



Source: OIPA, October 2014

APPLICATIONS: WHAT STUDENTS HAVE TOLD US

Why students choose York (1st Choice Applicants)

- Location - being close to home (55%)
- Reputation (35%)

Why students do not choose York (Non-Applicants)

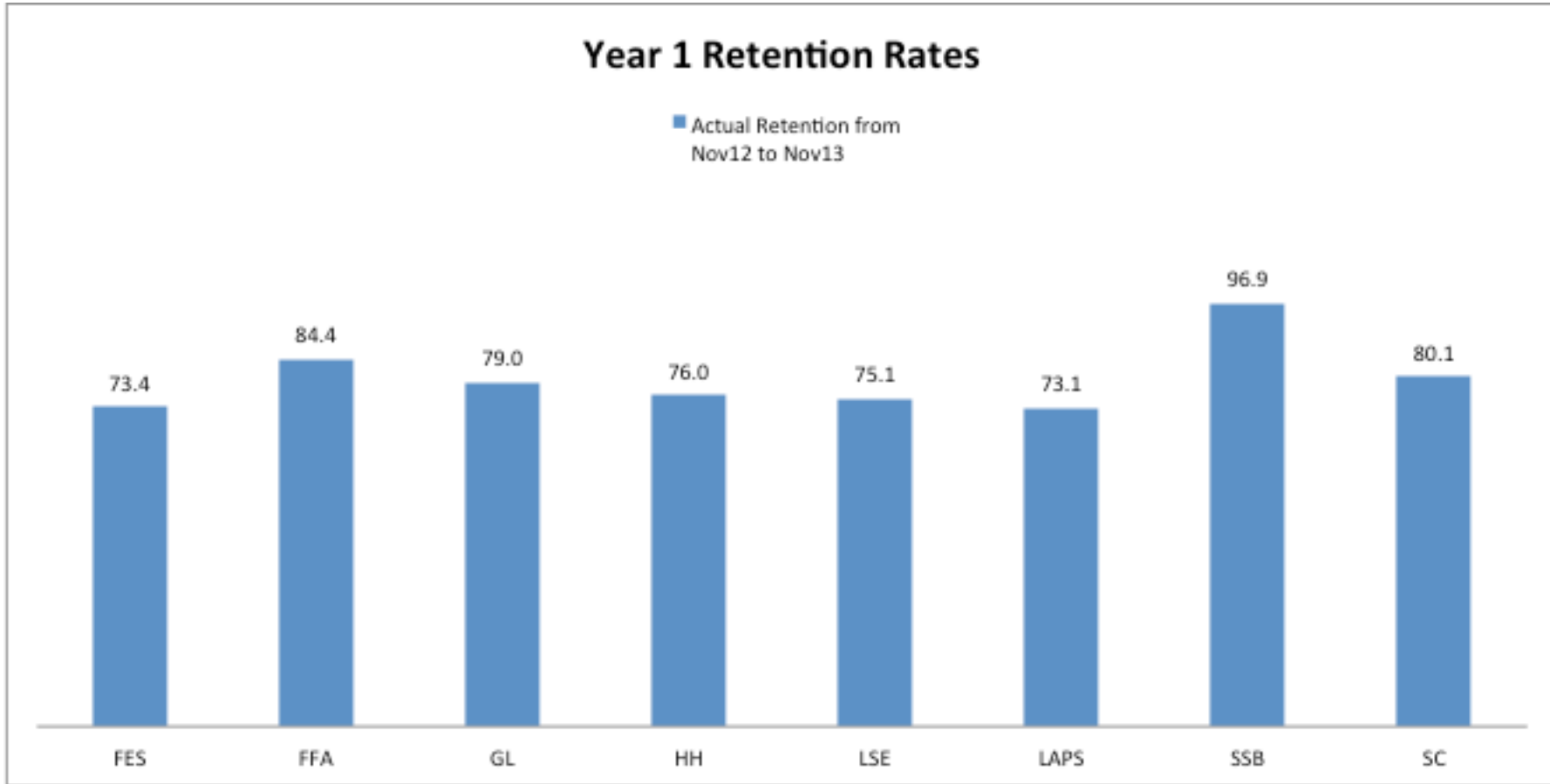
- Location
- Reputation
- Campus Safety
- Unavailability of specific programs

What would potentially change their mind / why did they choose different university

- Reputation – focus on a university experience that results in a relevant degree and delivers high quality jobs
- Program mix – greater exposure of program areas
- Experiential education / career relevant experience
- Quality of teaching – emphasize as an area of strength

Survey of York Applicants and Non-applicants: Perceptions of York University 2013 (The Strategic Counsel)

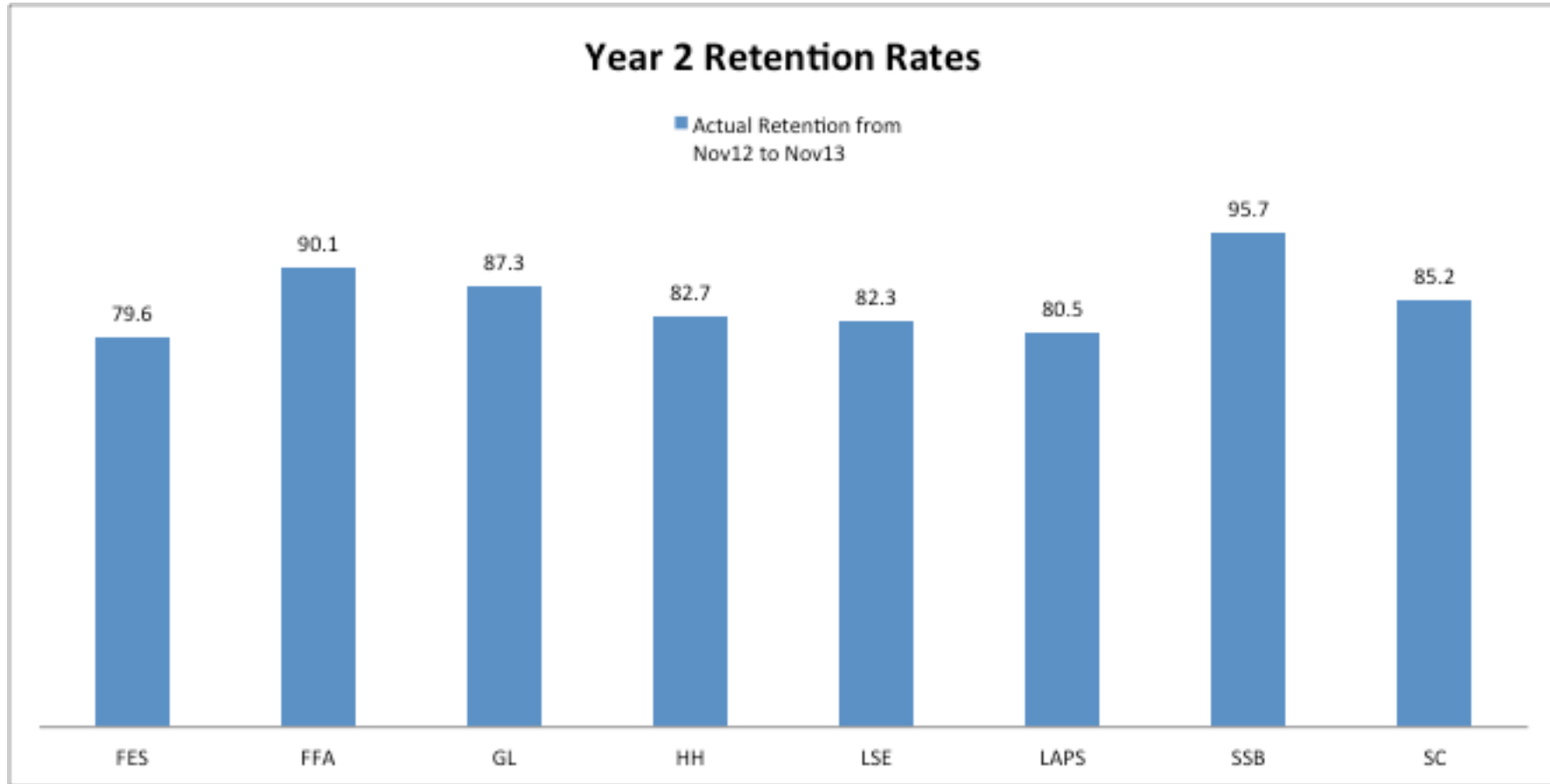
FACULTY-LEVEL UNDERGRADUATE STUDENT RETENTION Year 1 (Nov 2012 to Nov 2013)



Above data includes both Eligible and International Students

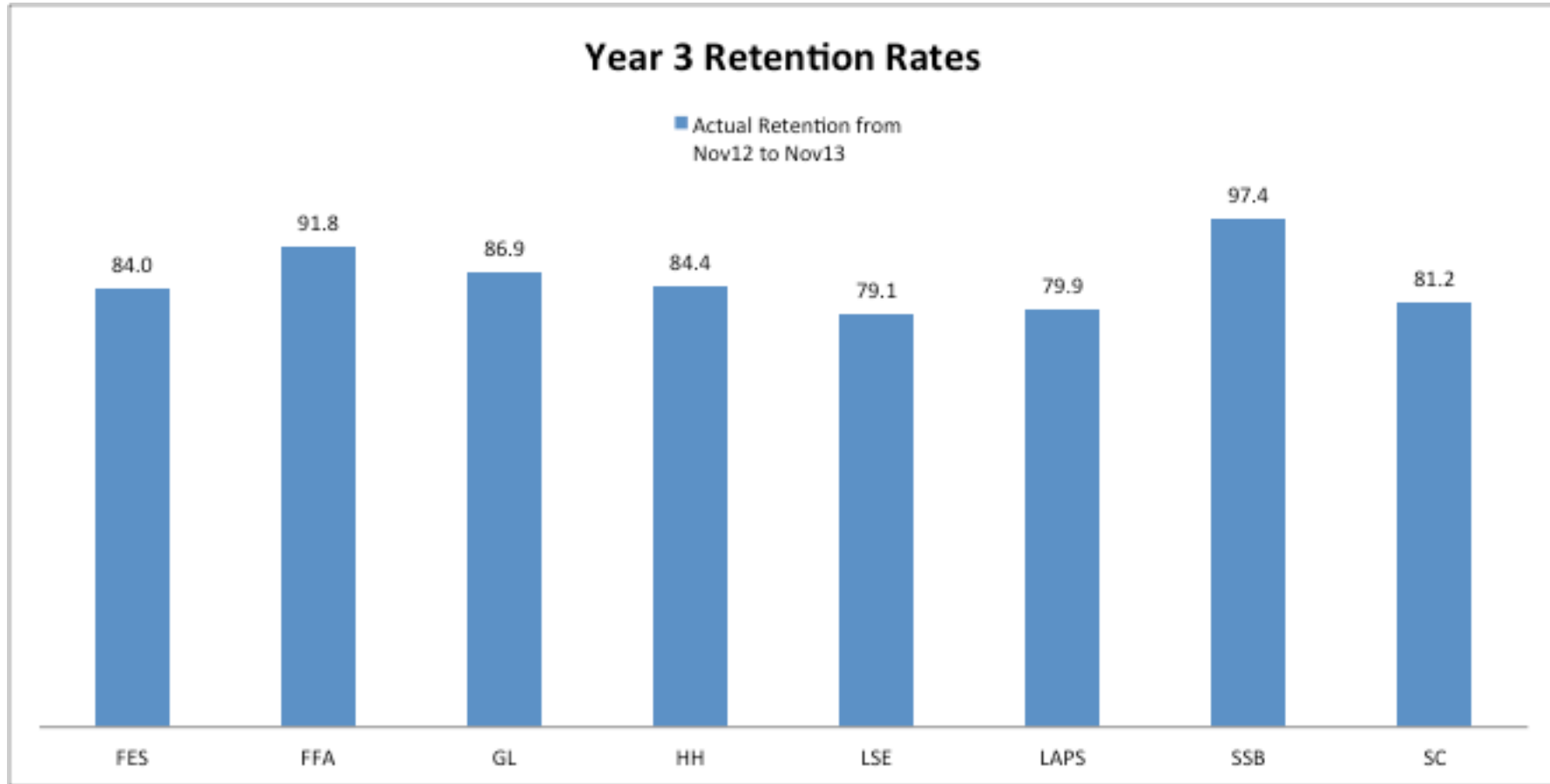
Source: OIPA

FACULTY-LEVEL UNDERGRADUATE STUDENT RETENTION Year 2 (Nov 2012 to Nov 2013)



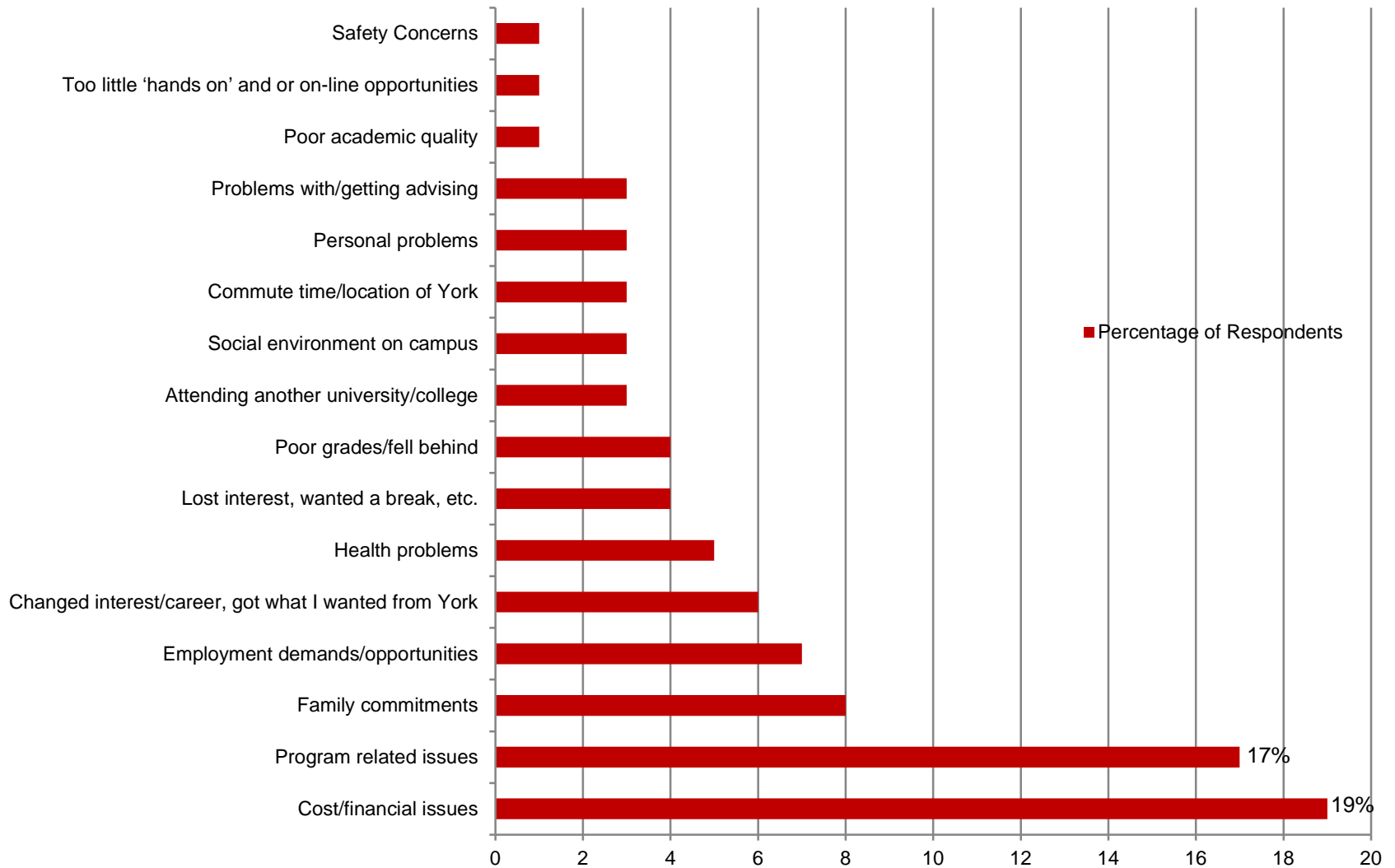
Above data includes both Eligible and International Students

FACULTY-LEVEL UNDERGRADUATE STUDENT RETENTION Year 3 (Nov 2012 to Nov 2013)



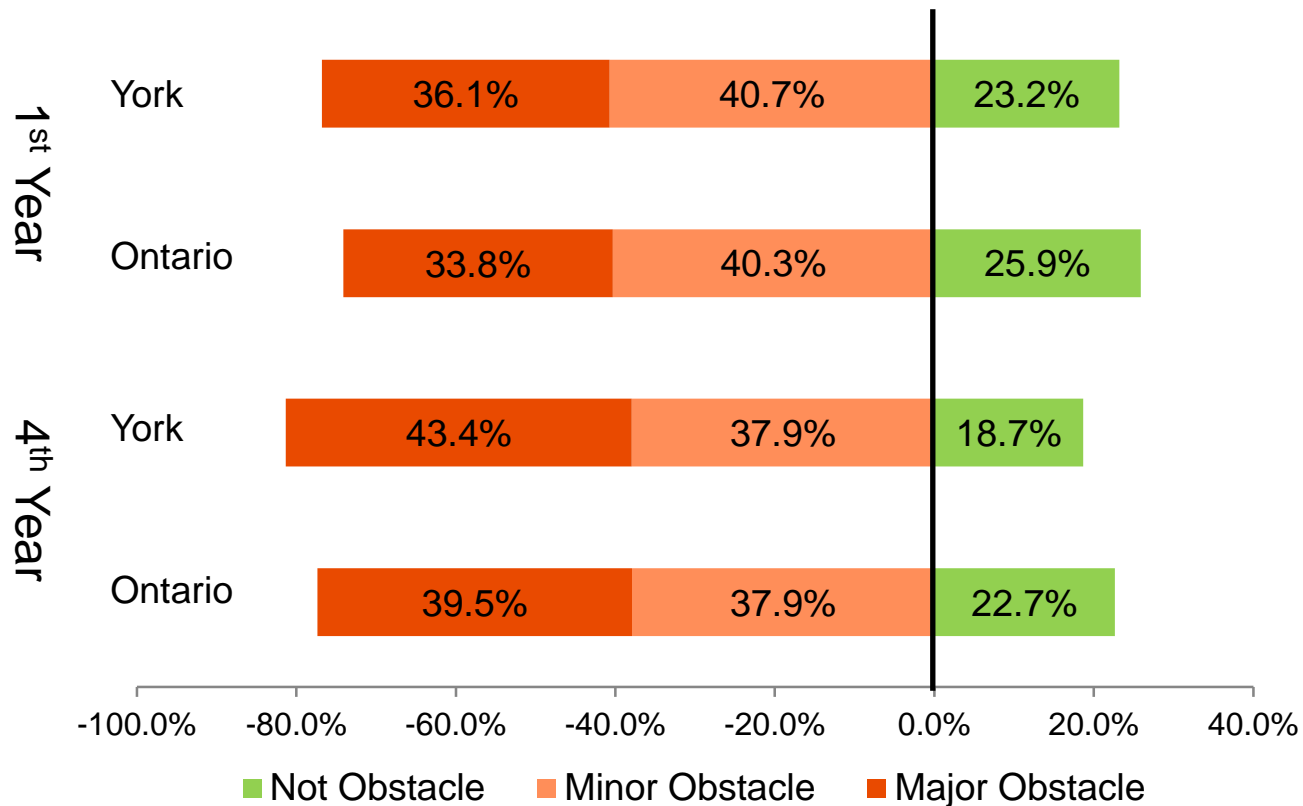
Above data includes both Eligible and International Students

REASONS FOR VOLUNTARILY LEAVING YORK



2014 Retention Survey, Institute for Social Research

Financial/work Pressures as Obstacle to Academic Progress



Source: National Survey of Student Engagement (NSSE)/OIPA

YORK ENROLMENT ISSUES RELATIVE TO SYSTEM

101 Applications: September 2014 over 2013

Institution	Total rank	Institution	Total rank
Algoma University	7.8% 1	Ryerson University	(0.2%) 9
Trent University	4.1% 2	University of Toronto	(0.3%) 10
York University	3.9% 3	U O I T	(0.9%) 11
Queen's University	3.0% 4	Laurentian-Complex	(1.1%) 12
Nipissing University	2.8% 5	University of Guelph-Humber	(3.0%) 13
McMaster University	1.8% 6	Brock University	(3.4%) 14
Carleton University	1.6% 7	Western University-Complex	(3.5%) 15
University of Waterloo	0.7% 8	University of Guelph	(3.8%) 16
		Lakehead University	(4.8%) 17
		Wilfrid Laurier University	(5.1%) 18
		University of Ottawa	(5.3%) 19
		OCAD University	(5.6%) 20
		University of Windsor	(6.7%) 21

YORK ENROLMENT ISSUES RELATIVE TO SYSTEM

101 Confirmations: September 2014 over 2013

Institution	Total rank	Institution	Total rank
University of Guelph - Humber	19.3% 1	Carleton University	(0.8%) 9
Western University - Complex	5.9% 2	University of Guelph	(1.6%) 10
Ryerson University	5.8% 3	Laurent-Complex	(1.8%) 11
Algoma University	5.5% 4	Brock University	(5.5%) 12
Queen's University	4.9% 5	U O I T	(7.1%) 13
University of Toronto	0.7% 6	Lakehead University	(8.0%) 14
McMaster University	0.2% 7	University of Waterloo	(8.2%) 15
Trent University	0.1% 8	York University	(9.8%) 16
		Nipissing University	(9.9%) 17
		University of Ottawa	(10.5%) 18
		University of Windsor	(11.5%) 19
		Wilfrid Laurier University	(13.5%) 20
		OCAD University	(15.4%) 21

2014-15 Masters Preliminary FTEs

	Nov 2011 Actual	Nov 2012 Actual	Nov 2013 Actual	Nov 2014 Enrolment Contract Target	2014/15 to 2016/17 Ministry Target *	Nov 2014 As of Oct 6
Eligible	2,238.7	2,310.1	2,320.5	2,404.6	2,589.4	2,302.0
Visa	370.3	385.4	414.6	414.6	N/A	572.2
Other Ineligible	172.3	155.5	148.0	148.0	N/A	148.9
Total	2,781.3	2,851.0	2,883.1	2,967.2	N/A	3,023.1

- As of October 6, 2014
- Targets as provided in SMA, April 16, 2014
- Reduced from previous target by 159.58 from 2,748.98

2014-15 Preliminary Eligible Masters FTEs by Faculty *

	Nov 2013 Actual	Nov 2014 Eligible As of Oct 6	Nov 2014 Enrolment Contract Target	+ / (-) Target
Education	105.4	119.4	112.1	7.3
Env. Studies	213.3	223.6	227.1	(3.5)
Fine Arts	205.2	181.3	204.8	(23.5)
Glendon	106.8	105.8	119.4	(13.6)
Health	236.1	231.7	216.2	15.5
Lassonde	42.1	44.0	64.4	(20.4)
LA&PS	612.3	587.7	651.7	(64.0)
Osgoode	140.0	179.0	140.3	38.7
Schulich	526.7	495.3	534.4	(39.1)
Science	132.6	134.2	134.2	0.0
Total	2,320.5	2,302.0	2,404.6	(102.6)

* As of October 6, 2014

2014-15 Doctoral Preliminary FTEs

	Nov 2011 Actual	Nov 2012 Actual	Nov 2013 Actual	Nov 2014 Enrolment Contract Target	2014/15 to 2016/17 Ministry Target *	Nov 2014 As of Oct 6
Eligible	1,124.2	1,051.7	987.0	1,019.1	1,030.56	1,001.9
Visa	172.7	173.3	196.1	196.1	N/A	208.3
Other Ineligible	386.2	460.6	463.8	463.8	N/A	434.6
Total	1,683.1	1,685.6	1,646.9	1,679.0	N/A	1,644.8

- As of October 6, 2014
- Targets as provided in SMA, April 16, 2014
- Reduced from previous target by 181.6 from 1,212.16

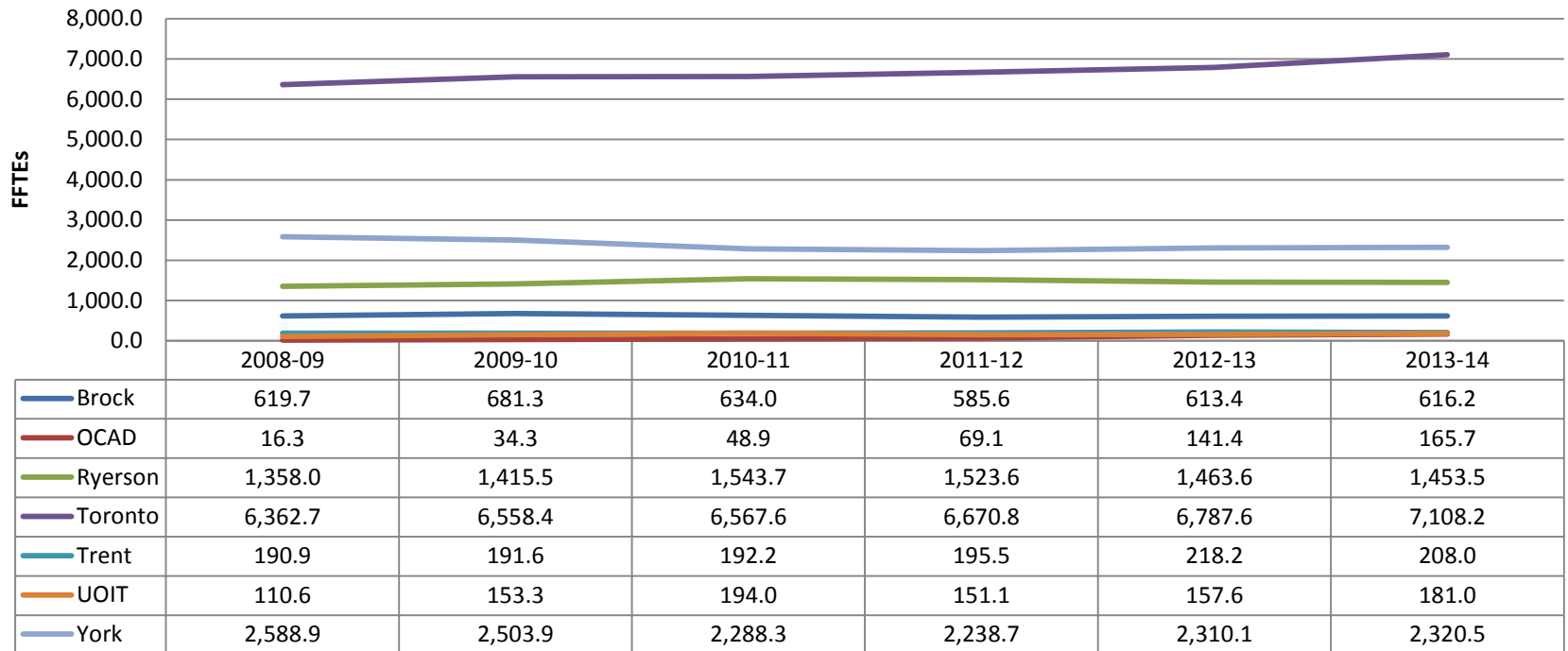
2014-15 Preliminary Eligible Doctoral FTEs by Faculty *

	Nov 2013 Actual	Nov 2014 Eligible As of Oct 6	Nov 2014 Enrolment Contract Target	+ / (-) Target
Education	54.6	51.5	53.8	(2.3)
Env. Studies	39.6	39.3	39.5	(0.2)
Fine Arts	85.3	77.3	77.8	(0.5)
Glendon	9.8	14.2	11.0	3.2
Health	177.6	177.6	201.1	(23.5)
Lassonde	36.4	40.2	43.7	(3.5)
LA&PS	422.7	445.4	444.1	1.3
Osgoode	33.9	36.7	30.6	6.1
Schulich	20.3	21.3	17.2	4.1
Science	106.8	98.4	100.3	(1.9)
Total	987.0	1,001.9	1,019.1	(17.2)

* As of October 6, 2014

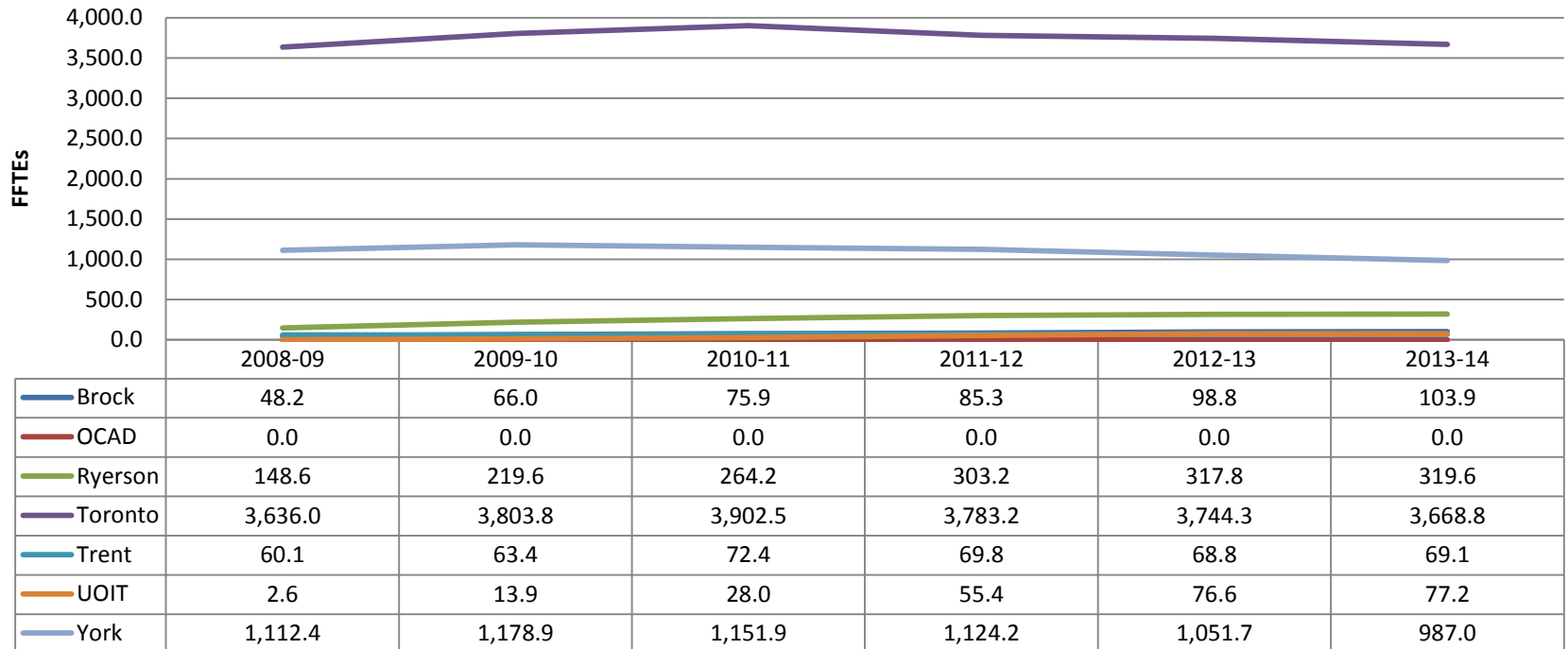
ONTARIO UNIVERSITIES: ELIGIBLE GRADUATE ENROMENTS - MASTERS

Eligible Graduate Enrolment Masters



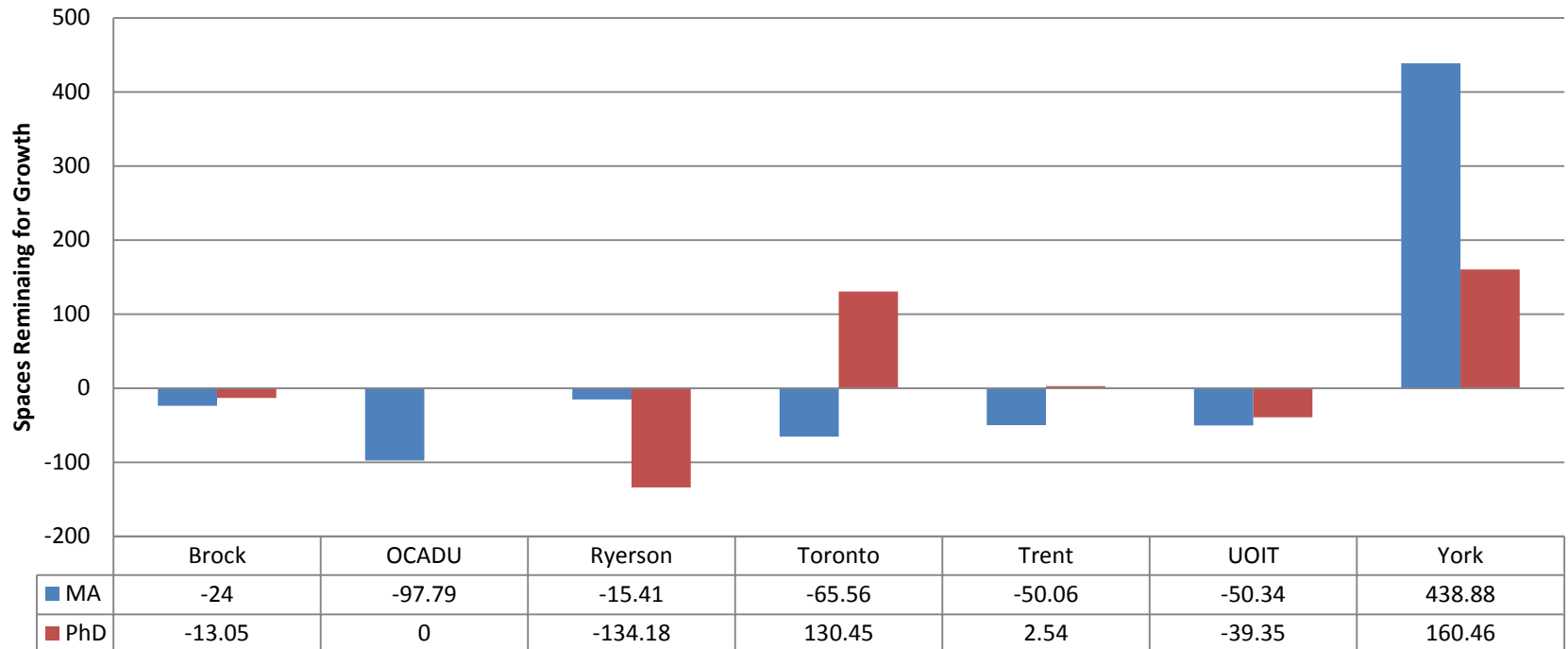
ONTARIO UNIVERSITIES: ELIGIBLE GRADUATE ENROLMENTS - PhD

Eligible Graduate Enrolment Doctoral



GRADUATE SPACES REMAINING FOR GROWTH

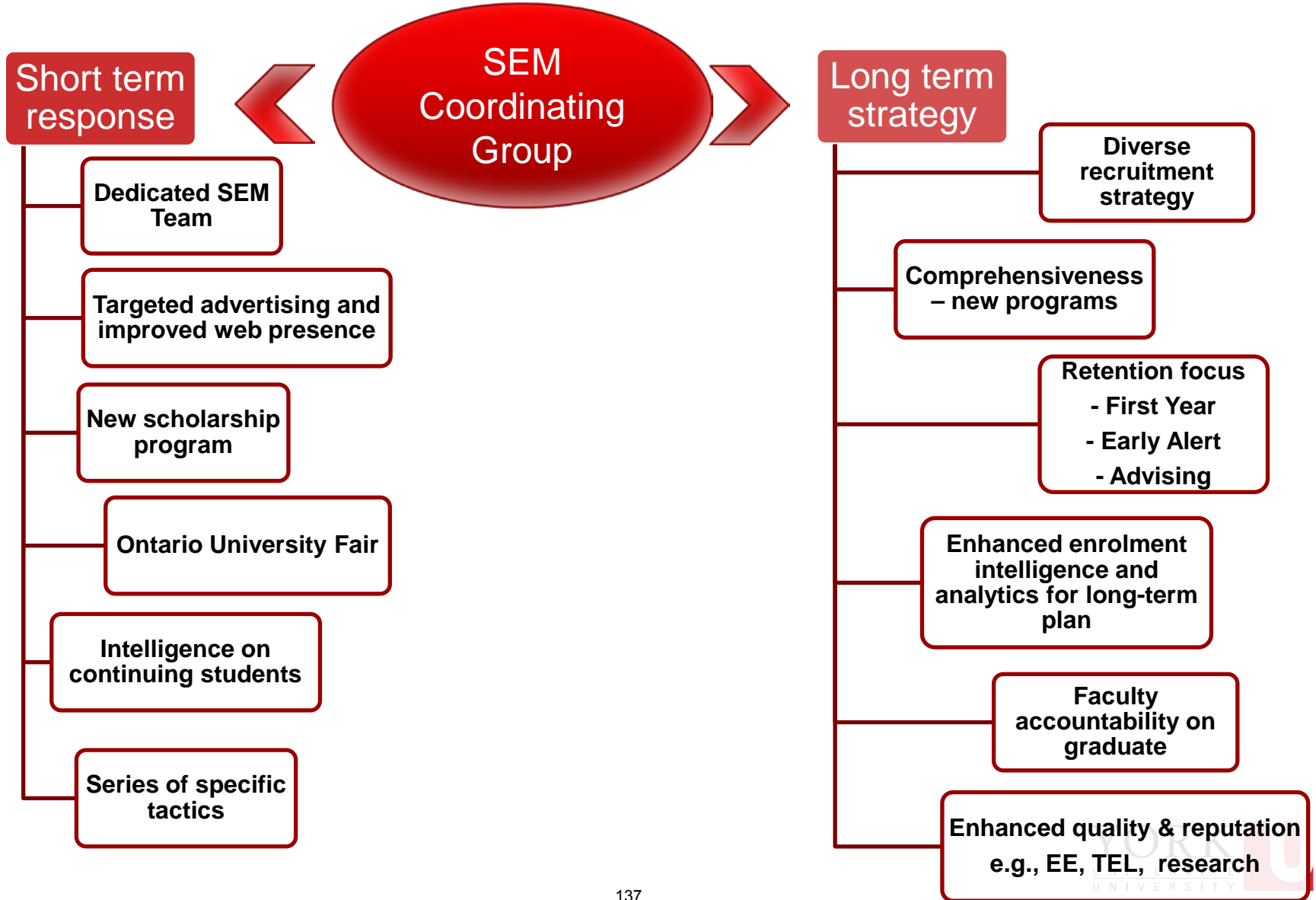
Spaces Remaining for Growth
2012-13



Provincial Graduate Landscape

	Preliminary 2013-14 Graduate Enrolments (eligible FTE, summer + fall enrolments)			Reaching Higher End State Targets as of 2013-14 (FTEs, Post Conversion)			Variation Compared to End State Target (%)			Spaces Remaining for Growth as of 2012-13		
	MA	PhD	Total	MA	PhD	Total	MA	PhD	Total	MA	PhD	Total
Algoma	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A
Brock	613.40	98.80	712.20	589.40	85.75	675.15	4.1%	15.2%	5.5%	-24.00	-13.05	-37.05
Carleton	1,792.40	640.00	2,432.40	1,825.49	643.50	2,468.99	(1.8%)	(0.5%)	(1.5%)	33.09	3.50	36.59
Guelph	1,294.00	548.30	1,842.30	1,329.23	542.16	1,871.39	(2.7%)	1.1%	(1.6%)	35.23	-6.14	29.09
Lakehead	511.20	72.00	583.20	515.16	81.02	596.18	(0.8%)	(11.1%)	(2.2%)	3.96	9.02	12.98
Laurentian	320.70	84.20	404.90	307.18	84.93	392.11	4.4%	(0.9%)	3.3%	-13.52	0.73	-12.79
McMaster	1,776.30	914.80	2,691.10	1,796.94	1,065.84	2,862.78	(1.1%)	(14.2%)	(6.0%)	20.64	151.04	171.68
Nipissing	152.00	10.00	162.00	188.22	10.00	198.22	(19.2%)	0.0%	(18.3%)	36.22	0.00	36.22
OCADU	167.00	0.00	167.00	69.21	0.00	69.21	141.3%	N/A	141.3%	-97.79	0.00	-97.79
Ottawa	2,864.00	1,086.50	3,950.50	2,817.91	1,105.65	3,923.56	1.6%	(1.7%)	0.7%	-46.09	19.15	-26.94
Queen's	1,955.10	742.20	2,697.30	1,899.42	749.28	2,648.70	2.9%	(0.9%)	1.8%	-55.68	7.08	-48.60
Ryerson	1,448.00	317.00	1,765.00	1,432.59	182.82	1,615.41	1.1%	73.4%	9.3%	-15.41	-134.18	-149.59
Toronto	7,140.00	3,747.00	10,887.00	7,074.44	3,877.45	10,951.89	0.9%	(3.4%)	(0.6%)	-65.56	130.45	64.89
Trent	248.40	67.70	316.10	198.34	70.24	268.58	25.2%	(3.6%)	17.7%	-50.06	2.54	-47.52
UOIT	200.00	77.00	277.00	149.66	37.65	187.31	33.6%	104.5%	47.9%	-50.34	-39.35	-89.69
Waterloo	1,901.00	827.00	2,728.00	1,811.50	937.59	2,749.09	4.9%	(11.8%)	(0.8%)	-89.50	110.59	21.09
Western	2,600.00	1,275.00	3,875.00	2,604.00	1,331.18	3,935.18	(0.2%)	(4.2%)	(1.5%)	4.00	56.18	60.18
Wilfrid Laurier	743.20	172.70	915.90	751.26	135.32	886.58	(1.1%)	27.6%	3.3%	8.06	-37.38	-29.32
Windsor	788.00	219.50	1,007.50	864.38	232.99	1,097.37	(8.8%)	(5.8%)	(8.2%)	76.38	13.49	89.87
York	2,310.10	1,051.70	3,361.80	2,748.98	1,212.16	3,961.14	(16.0%)	(13.2%)	(15.1%)	438.88	160.46	599.34
System Total	28,824.80	11,951.40	40,776.20	28,973.32	12,385.53	41,358.85	(0.5%)	(3.5%)	(1.4%)	148.52	434.13	582.65
							Total Unfunded Spaces:			-507.94	-230.10	-738.04
							Total Spaces Remaining:			656.46	664.23	1,320.69

OUR STRATEGIC ENROLMENT MANAGEMENT PRIORITIES:* STAYING THE COURSE



SEM INITIATIVES - COMPLETED

- ✓ Revised recruitment strategies to reflect SEM priorities, intelligence and personas
- ✓ **Hosted FYE Retention Summit**
- ✓ Sponsored/Executed (Summer 2014) 105 Marketing Campaign
- ✓ Academic Advising project (e.g. personas used to support professional development)
- ✓ Expanded YU Start (Fall/Winter 2014)
- ✓ **Leavers Study (2013, 2014)**
- ✓ Strategic Counsel Applicant Analysis at the Faculty-level
- ✓ Distributed Faculty and program data (OIPA)
- ✓ Review and revision of OUAC Codes
- ✓ Revised Scholarship Model for implementation Winter 2015
- ✓ Re-visioned Orientation (Lizzio Model)

SEM INITIATIVES – IN PROGRESS

- | | |
|---|---|
| <input type="checkbox"/> OIPA Organizational Changes | <input type="checkbox"/> Intelligence ‘back bone’ (Early Alert and CRM) |
| <input type="checkbox"/> Communications/Recruitment Pilot (Arts, Media, Performance and Design) | <input type="checkbox"/> Study program switches and undeclared majors |
| <input type="checkbox"/> Student Self-Assessment Survey – building early alert capacity (OIPA) | <input type="checkbox"/> Evaluation of SPARK |
| <input type="checkbox"/> University 101 Course | <input type="checkbox"/> Advising – Key PRASE Recommendations |
| <input type="checkbox"/> SEM Professional Development | <input type="checkbox"/> Creating an inventory of Academic Literacy and Learning Skills |
| <input type="checkbox"/> FYE Recommendations | <input type="checkbox"/> Study Course Enrolment Patterns |
| <input type="checkbox"/> Reactivation Outreach | <input type="checkbox"/> Academic Scheduling Process Review |
| <input type="checkbox"/> Personal Librarian Program (first-year UNMAs, switches and mature) | <input type="checkbox"/> Recruitment Response Plans (short-term strategies) |
| <input type="checkbox"/> Expanding PASS program (Supplemental Instruction) | <input type="checkbox"/> SEM Intelligence and Resources (YU Link site) |
| <input type="checkbox"/> Provost initiated Guidance Counsellor outreach | |

SHORT TERM / IMMEDIATE RESPONSE MEASURE FOR 2014/15 TO 2015/16

□ Recruitment Strategy

- \$1M (to be found centrally/potentially nested within PRASE) to support 10 new, contractually limited positions focused on database management, campaign management, building our CRM, developing and providing content for our website, digital web analysis, market research, conversion, and process re-engineering.
- Positions to report to OIPA and/or Vice Provost Students with the expectation that the entire enrolment team works to support the faculties.
- Outcomes will be carefully measured, with reports given to EPG every six months.
- Integrated into SEM Coordinating Group

SHORT TERM / IMMEDIATE RESPONSE MEASURE FOR 2014/15 TO 2015/16

- ❑ An additional \$500K to be found for marketing and enhancement of York's on-line presence
- ❑ Advertising focus on strategic programs aimed at domestic applicants (requires timely collaboration between Vice Provost Students, Faculties and Communications & Public Affairs)
- ❑ Other high benefit/low difficulty tactics include:
 - Graduate*
 - admit exceptional York graduates directly to PhD programs
 - offer 'rolling' graduate admissions
 - explore and encourage 4+1 programs
 - review satisfactory progression criteria

SHORT TERM / IMMEDIATE RESPONSE MEASURE FOR 2014/15 TO 2015/16

❑ Other high benefit/low difficulty tactics include:

Undergraduate

- changing 'Undecided Major' to 'General Studies' across all Faculties
- offer conditional admits to students in Grade 11 with scholarship offers
- assess decline in Administrative Studies
- change our approach to switch offers such that they are student-centric (versus our historical reliance on the "switch tables")
- confirm the final GPA cutoff early in the cycle so more offers can be made sooner
- explore potential for 3 + 1 professional undergraduate programs
- enhance course offering flexibility across the campus to be more strategic

ACHIEVING GRADUATE ENROLMENT TARGETS

□ Opportunities:

- Focus on developing areas of strength, market demand, and differentiation potential
 - Disaster and Emergency Management, Human Resources Management, Social Work, Economics, Psychology, Nursing, History, Political Science, Fine Arts Digital Media, Engineering
- Promote professional skills development in all programs to support successful career opportunities and gainful employment
- Promote and facilitate timely completion of degrees
- Continue to improve labour relations confidence
- Re-evaluate and create competitive funding packages to attract and retain highest quality graduate students

ACHIEVING GRADUATE ENROLMENT TARGETS (cont)

□ Opportunities:

- Ongoing meetings with Vice-Provost Students, Dean and AVP Graduate and Faculty Deans to discuss strategies to improve graduate enrolment
- Raise/Improve FGS awareness profile (Manager, Communications, Public Relations & Recruitment; Recruitment Officer)
- Create Postdoctoral Relations role to enhance the profile of postdoctoral studies at York and attract world-class postdoctoral fellows
- Create Strategic Enrolment Management (SEM) role to implement effective graduate marketing, recruitment and enrolment management strategies in response to today's highly competitive and changing market
- Identifying year four undergraduates with high GPAs with offers to graduate programs

GRADUATE COMMUNICATIONS STRATEGY

☐ Completed:

- Develop a newly customized FGS website
 - Enhance communications for prospective students by promoting graduate success stories, the value of graduate studies and FGS' overall profile/reputation
 - First Faculty to launch in York's new responsive web template on August 12
 - 33,672 unique pages views featuring enhanced content and functionality
- Launch and re-purpose social media accounts to connect with community partners
- Create recruitment frameworks and marketing campaigns for graduate programs

☐ In Process:

- Migrating and redesigning graduate program websites into WordPress
- Liaising with Admissions to enhance overall communications and recruitment practices for prospective students
- Developing a new budget framework for recruitment funds
- Working with programs to develop specific recruitment strategies, develop competitive offers, and integrate professional skills in learning outcomes

Student-Faculty Ratios

	2009/10	2010/11	2011/12	2012/13	2013/14
Ratios	Actual	Actual	Actual	Actual	Actual
Tenure stream FTE : Undergraduate FTE	31.5	32.8	33.2	33.4	32.4
Tenure stream FTE : Graduate FTE	3.4	3.4	3.4	3.4	3.4
Tenure stream FTE : Total (UG + Graduate) FTE	34.9	36.2	36.5	36.8	35.8
Combined Full-time/Contract Faculty FTE : Undergraduate FTE	18.6	18.6	18.8	19.0	18.5
Combined Full-time/Contract Faculty FTE : Graduate FTE	2.0	1.9	1.9	1.9	1.9
Combined Full-time/Contract Faculty FTE : Total (UG + Graduate) FTE	20.6	20.6	20.7	21.0	20.4

Source: OIPA

Budget Context for Academic Planning

Gary Brewer, VP Finance and Administration

VARI HALL

**Senate Meeting
October 23, 2014**

Outline

1. Review of Budget Plan 2014-2017
 - Extended Budget Plan Horizon to 2019
 - Adjustment to Reflect Cumulative Divisional Deficit Results
2. Update on Key Planning Assumptions:
 - Enrolment Update
 - Endowment/Pension Investment Performance
 - Provincial Funding Update
3. Budget Expenditure Analysis: 2010/11 to 2013/14
4. Review of Budget Allocations: 2006/07 to 2016/17

Budget Plan 2014-2017 : (Approved June 2014)

<u>Approved June 2014</u>	(\$ millions)		
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Revenue	757.89	759.29	778.99
Expenses	<u>766.67</u>	<u>754.22</u>	<u>770.70</u>
Annual Surplus/(Deficit)	(8.78)	5.07	8.29
Carryforward	<u>2.01</u>	<u>(6.77)</u>	<u>(1.70)</u>
Cumulative Surplus/(Deficit)	<u><u>(6.77)</u></u>	<u><u>(1.70)</u></u>	<u><u>6.59</u></u>

Budget Cut

2.50%

3.00%

2.50%

The June 2014 Budget Plan continued the challenging context for planning, but was improved somewhat from the June 2013 Plan:

- Domestic enrolment reductions (relative to the June 2013 plan)
- Cuts to government grant funding for Faculties of Education
- Net interest impact of \$100 M debenture issue
- Considerably reduced pension special payment costs, which reduced budget cuts and provided investment/contingency \$'s

Key Budget “Drivers”

- Enrolments
 - Tuition Fees
 - Financial Markets – Endowment/Pension Fund Performance
 - Collective Bargaining Outcomes – Compensation Escalation
 - Pension Contributions – Special Deficit Payments
 - Special Targeted Budget Cuts (started in 2013/14)
 - Debenture Sinking Fund Contributions \$ 6M
 - Future Post Employment Benefit Provision \$ 7M
 - Reduced Energy Management Provision \$ 1M
 - Reduced Deferred Maintenance Funding \$ 2M
 - Reduced Insurance Cost \$0.5M
- Total \$16.5M

June 2014 Budget Plan

Assumptions to Extend Plan to 2018/19

- Enrolments - assume no recovery, but no worse
- Tuition Fees - assume extension of 3% framework
- Financial Markets - assume 6% annual return on Pension
- Collective Bargaining - modest cost of settlements
- Pension Contributions - special pay'ts re-commence 2018/19,
(based on a solvency deficit of \$124M)

- Special Targeted Budget Cuts
 - Debenture Sinking Fund Contributions \$ 6M
 - Future Post Employment Benefit Provision \$ 7M
 - Reduced Energy Management Provision – ends in 2016/17
 - Reduced Deferred Maintenance Funding – ends in 2016/17
 - Reduced Insurance Cost – ends in 2016/17

Extended Budget Plan – (Summary)

	(\$ millions)				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Revenue	757.89	759.29	778.99	776.99	788.99
Expenses	<u>766.67</u>	<u>754.22</u>	<u>770.70</u>	<u>767.40</u>	<u>797.40</u>
Annual Surplus / (Deficit)	(8.78)	5.07	8.29	9.59	(8.41)
Carryforward	2.01	(6.77)	(1.70)	6.59	16.18
Cumulative Surplus / (Deficit)	<u><u>(6.77)</u></u>	<u><u>(1.70)</u></u>	<u><u>6.59</u></u>	<u><u>16.18</u></u>	<u><u>7.77</u></u>

Institutional budget plan appears to be sound through 2018-19,
BUT.....

- these results are very sensitive to changes in key assumptions AND
- do not incorporate projected Divisional deficits over the next few years.

Divisional/Faculty Budget Positions

Actuals FY 2013/14

Projected 2014/15

Division	Fiscal Year 2013-14 Opening Cumulative Position	Actual Closing Cumulative Surplus (Deficit)	Approved Budget Surplus (Deficit) 2014/15	Projected Closing Cummulative Surplus (Deficit)
	(in \$millions)		(in \$millions)	
President's	1.22	1.52	(0.71)	0.81
VP Advancement	2.27	1.50	(2.01)	(0.51)
VP Academic				
Faculty				
Education	8.38	7.36	(3.03)	4.33
Environmental Studies	1.16	0.33	(0.91)	(0.58)
Fine Arts	(6.36)	(8.60)	(1.96)	(10.56)
Glendon	(4.56)	(6.30)	0.80	(5.50)
Graduate Studies	4.43	4.80	0.22	5.02
Health	3.46	0.92	(3.58)	(2.66)
Liberal Arts & Professional Studies	(18.51)	(28.62)	(14.25)	(42.87)
Lassonde School of Engineering	(4.16)	(7.82)	(5.87)	(13.69)
Osgoode Hall Law School	(0.37)	1.62	2.35	3.97
Schulich School of Business	(10.23)	(11.40)	0.40	(11.00)
Science	(1.79)	(2.69)	(1.50)	(4.19)
Total Faculties	(28.55)	(50.40)	(27.33)	(77.73)
Libraries	0.39	(0.72)	(1.89)	(2.61)
VPA&P	20.23	25.19	(1.93)	23.22
Vice Provost Students	6.24	5.96	(1.08)	4.91
VP Academic Total	(1.69)	(19.97)	(32.23)	(52.21)
VP Finance & Administration	9.96	8.62	(2.92)	5.70
VP Research	3.34	3.93	(1.40)	2.53
Total All Divisions	15.10	(4.40)	(39.27)	(43.68)

Extended Budget Plan – (Including Projected Divisional Deficits)

	(\$ millions)				
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Revenue	757.89	759.29	778.99	776.99	788.99
Expenses	<u>766.67</u>	<u>754.22</u>	<u>770.70</u>	<u>767.40</u>	<u>797.40</u>
Annual Surplus / (Deficit)	(8.78)	5.07	8.29	9.59	(8.41)
Carryforward	(2.39)	(11.17)	(6.10)	2.19	11.78
Cumulative Surplus / (Deficit)	<u><u>(11.17)</u></u>	<u><u>(6.10)</u></u>	<u><u>2.19</u></u>	<u><u>11.78</u></u>	<u><u>3.37</u></u>
Cumulative Divisional Deficit Balances	(43.68)	To be addressed over planning period			
Adjusted Cumulative Surplus / (Deficit)	<u><u>(54.85)</u></u>	<u><u> </u></u>	<u><u> </u></u>	<u><u> </u></u>	<u><u> </u></u>

Update on Key Planning Assumptions

- Enrolment Update
- Endowment/Pension Investment Performance
- Provincial Funding Update
 - Deferred Maintenance

2014-15 Undergraduate Preliminary FFTE Projections

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-2015 Enrolment Contract Target	2014-15 University Budget Target	2014-15 Projection
Eligible	40,553.6	40,631.8	39,713.7	39,899.7	39,226.0	37,863.0
Visa	2,914.8	3,211.7	3,569.9	3,908.6	3,830	3,989.8
Other Ineligible	456.3	437.0	457.6	457.6	457.6	470.1
Total	43,924.7	44,280.5	43,741.2	44,265.9	43,513.6	42,322.9

2014-15 Masters Preliminary FTEs

	Nov 2011 Actual	Nov 2012 Actual	Nov 2013 Actual	Nov 2014 Enrolment Contract Target	2014/15 to 2016/17 Ministry Target	Nov 2014 As of Oct 6
Eligible	2,238.7	2,310.1	2,320.5	2,404.6	2,589.4	2,302.0
Visa	370.3	385.4	414.6	414.6	N/A	572.2
Other Ineligible	172.3	155.5	148.0	148.0	N/A	148.9
Total	2,781.3	2,851.0	2,883.1	2,967.2	N/A	3,023.1

2014-15 Doctoral Preliminary FTEs

	Nov 2011 Actual	Nov 2012 Actual	Nov 2013 Actual	Nov 2014 Enrolment Contract Target	2014/15 to 2016/17 Ministry Target	Nov 2014 As of Oct 6
Eligible	1,124.2	1,051.7	987.0	1,019.1	1,030.56	1,001.9
Visa	172.7	173.3	196.1	196.1	N/A	208.3
Other Ineligible	386.2	460.6	463.8	463.8	N/A	434.6
Total	1,683.1	1,685.6	1,646.9	1,679.0	N/A	1,644.8

Endowment/Pension Performance

Endowment Performance to September 30, 2014		
	Calendar YTD 9 months Sept	Fiscal YTD 5 months Sept
Total Fund	7.77%	2.28%
Policy Benchmark (50% Hedged)	<u>7.10%</u>	<u>2.96%</u>
Value Added	<u>0.67%</u>	<u>-0.68%</u>

Pension Fund Performance to September 30, 2014 (prel)	
	Calendar YTD 9 months Sept
Net Rate of Return	9.4%
Benchmark	<u>9.6%</u>
Value Added	-0.2%

Update on Provincial Budget Funding

- No additional funding impacts to York's budget
- Reintroduced Major Capacity Expansion Policy framework
- Reintroduced intent to table legislation to enable Government to directly control compensation for senior executives in BPS including Universities
- Funding for tuition fee losses from education program transition year provided to 4 universities (York not included)
- In March 2014, the Government advised universities of its intent to increase deferred maintenance funding in 2015-16. York's current funding of \$1.5 million could rise to \$6.0 million by 2020.

Deferred Maintenance – A growing problem

- Estimated Deferred Maintenance in 2010:
 - Keele Campus - \$75 M
 - Glendon Campus - \$8 M

- Estimated Deferred Maintenance in 2014:
 - Keele Campus - \$111 M
 - Glendon Campus - \$12 M

Budget Expenditure Analysis: Methodology

- Provides a consistent comparison of expenditures across the University over the period 2010/11 to 2013/14
- Actual expenditures restated in each year to reflect the organizational structure in existence in 2013/14.
- Actual expenditures adjusted for the change in the budget carryforwards.

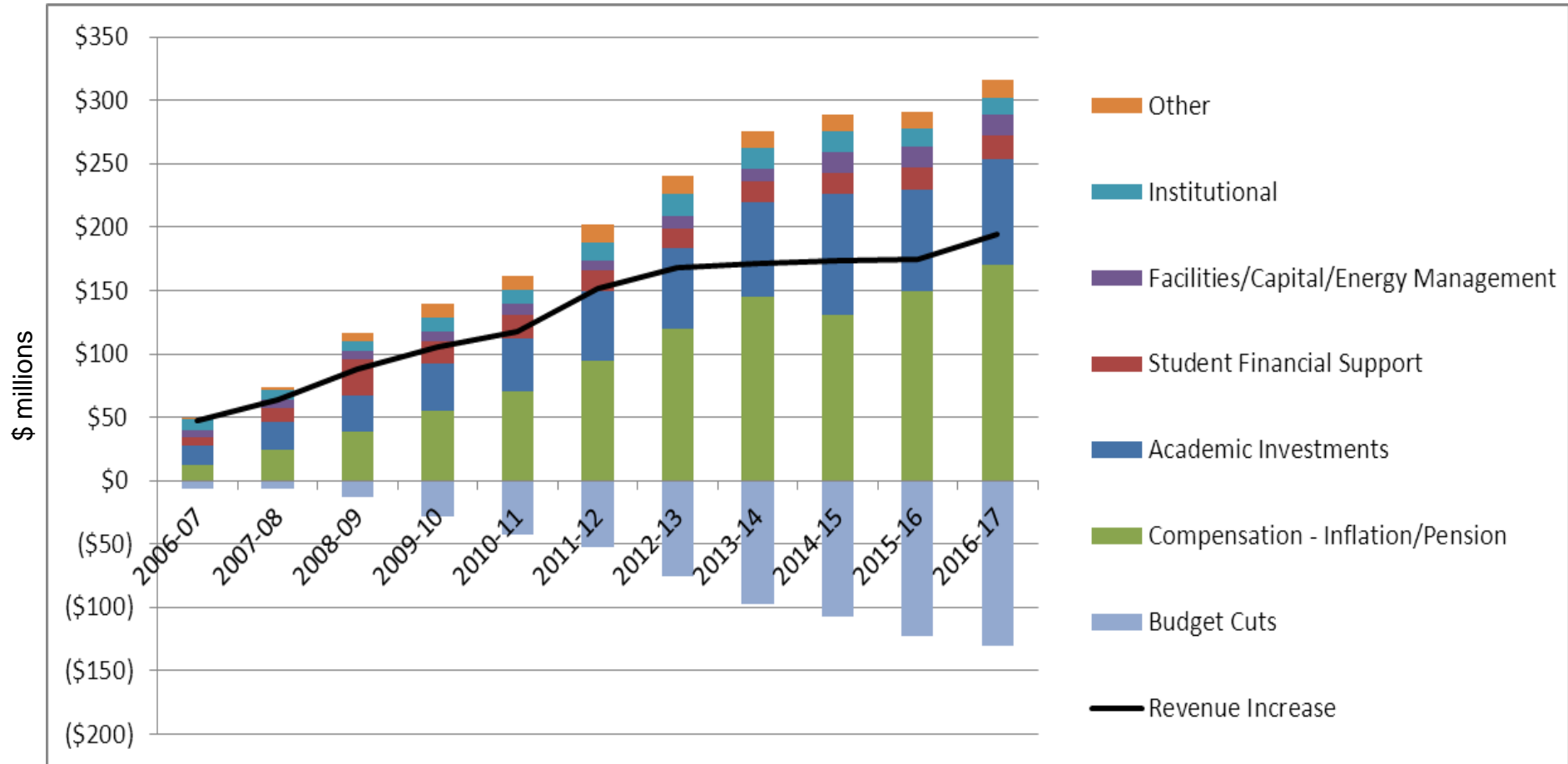
Budget Expenditure Analysis: Expenditure Comparison Table

	2010-2011		2011-2012		2012-2013		2013-2014	
	Actual	% of Univ*	Actual	% of Univ*	Actual	% of Univ*	Actual	% of Univ*
VP Academic	\$ 480.6	60.5%	\$ 511.3	62.1%	\$ 540.2	63.8%	\$ 546.2	63.3%
Operating Costs	\$ 43.7	5.5%	\$ 46.3	5.6%	\$ 45.6	5.4%	\$ 46.8	5.4%
Scholarships & Bursaries	\$ 25.4	3.2%	\$ 25.1	3.0%	\$ 22.5	2.7%	\$ 22.0	2.6%
VP Students	\$ 69.1	8.7%	\$ 71.4	8.7%	\$ 68.1	8.0%	\$ 68.8	8.0%
VP Research & Innovation	\$ 16.4	2.1%	\$ 10.5	1.3%	\$ 8.2	1.0%	\$ 9.9	1.1%
Non Degree Programs	\$ 42.1	5.3%	\$ 38.2	4.6%	\$ 40.5	4.8%	\$ 50.9	5.9%
VP Finance & Administration	\$ 121.6	15.3%	\$ 128.7	15.6%	\$ 125.8	14.9%	\$ 122.9	14.2%
President	\$ 9.1	1.1%	\$ 10.1	1.2%	\$ 11.2	1.3%	\$ 13.0	1.5%
Advancement	\$ 13.3	1.7%	\$ 11.2	1.4%	\$ 9.9	1.2%	\$ 11.8	1.4%
General Institutional	\$ 27.9	3.5%	\$ 26.8	3.3%	\$ 26.3	3.1%	\$ 26.0	3.0%
Debt Servicing - New Buildings	\$ 14.5	1.8%	\$ 15.6	1.9%	\$ 15.9	1.9%	\$ 13.0	1.5%
Total	\$ 794.6	100.0%	\$ 823.8	100.0%	\$ 846.1	100.0%	\$ 862.5	100.0%

Review of Budget Allocations: 2006/07 - 2016/17

- To provide additional context regarding the operating budget allocations made over the past several years, a summary was prepared showing cumulative incremental revenues and budget allocations from the June 2004 budget to the proposed June 2014 budget.
- The summary shows the growth in revenues and costs for fiscal years 2006/07 through 2016/17:
 - Total expense growth over that period is projected at \$185 M (primarily through tuition fee increases and enrolment growth)
 - The single largest increase in expenses is for annual compensation and benefit cost increases (\$170 M)
- The results are shown in following chart.....

Revenue/Expense Changes – 2006/07 to 2016/17



Summary

- The budget planning context remains a challenging one
- Looking ahead, the significant issues to be managed include:
 - Achieving enrolment targets
 - Achieving the budget cuts called for in the institutional plan
 - Addressing structural deficits within specific areas
- The June 2015 Budget Plan update will be developed to reflect the issues noted above, in the context of the next steps associated with the AAPR and SHARP initiatives. These initiatives, and other forums will provide opportunities to discuss issues and necessary choices that must be made.