



Notice of Meeting

to be held at 3:00 pm. on Thursday, November 27, 2014
in the Room A100, Centre of Excellence, Glendon.

Please note the location of this meeting

Pages 17 to 111 of the APPRC report were originally published with the October agenda, and it is
not necessary to print this material if you have already done so.

AGENDA

Table with 2 columns: Item description and Page number. Includes items like Chair's Remarks, Minutes of the Meeting of October 23, 2014, Business Arising from the Minutes, Inquiries and Communications, Academic Colleague to the Council of Ontario Universities, President's Items, Committee Reports, Academic Standards, Curriculum and Pedagogy, and Other Business.

M. Armstrong, Secretary

Minutes

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

R. Mykitiuk <i>Chair</i>	E. Gutterman	S. Ling	S. Pagiatakis	J. Steprans
P. Amarasooriya	M. Hamaoui	K. Little	S. Paradis	N. Sturgeon
M. Amin	C. Heidari	M. Lockshin	M. Phuong	H. Tahmasebi
K. Anderson	V. Hildebrand	L. Lum	B. Pilkington	H. Tamim
S. Ariyaratnam	W. Heinrichs	W. Maas	R. Pillai Riddell	G. Turlakis
M. Armstrong <i>Secretary</i>	C. Heron	A. MacLennan	A. Pitt	P. Tsasis
M. Biehl	R. Hornsey	G. Malfatti	B. Rahder	S. Tufts
K. Bird	M. Hosale	M. Martel	I. Roberge	A. Vianei
G. Brewer	D. Hunt	G. McFadden	R. Robski	P. Walsh
D. Cappadocia	C. Innes	S. McLaren	K. Rogers	J. Warren
G. Comninel <i>Vice-Chair</i>	V. Jain	J.J. McMurtry	B. Ryder	L. Weir
D. Curto	R. Jayawardhana	A. Medovarski	L. Sanders	R. Wellen
C. Davidson	A. Khandwala	G. Mianda	V. Saridakis	T. Wesson
R. De Costa	J. Kozinski	K. Michasiw	A. Schrauwers	R. Wildes
P. Delaney	A. Kumarakrishna	M. Milo	L. Sergio	S. Wood
M. Derayah	S. Lawrence	A. Moakler	M. Shoukri	L. Wright
S. Dimock	R. Lee	G. Monette	J. Silver	J. Yeomans
S. Ehrlich	U. Leher	T. Moore	H. Skinner	S. Yaoung
J. Etcheverry	R. Lenton	D. Mutimer	I. Sloniowski	Q. Zha
J. Goldberg	D. Leyton-Brown	R. Myers	J. Spencer	
D. Golemi-Kotra	B. Lightman	P. Ng	D. Spokiene	

1. Chair's Remarks

The Chair reflected on a joyful, inspiring round of ceremonies during the Autumn Convocation and reminded Senators that the November 25 meeting would be held at Glendon. She expressed condolences on the passing of Malcolm Ransom, who served as Secretary of Senate from 1973-1998, and Griff Cunningham, a Senator and Master of Bethune College. Senators were reminded that the November 27 meeting would be held in A100, Glendon Centre of Excellence

2. Minutes of the Meeting of September 25, 2014

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of September 25, 2014."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1 University Librarian

Interim University Librarian Catherine Davidson spoke about York University Library initiatives of special interest to faculty members and students. Senators posed questions about the "Personal Librarian" pilot project and learned that it might be expanded beyond first students but had been designed for those who were uncertain about their majors. In response to a question about how the Libraries were categorized for purposes of the Academic and Administrative Program Review, the Provost stressed that YUL was unquestionably academic in nature but has a decided administrative dimension that argued for inclusion among programs identified as administrative in nature.

4.2 Senators on the Board of Governors

Senators Belcastro and Leyton-Brown transmitted a synopsis of the October 6 meeting of the Board of Governors.

5. President's Items

President Shoukri expressed the concern and sympathy felt by the University community as a result of the tragic events of October 22 on Parliament Hill. It was essential that York stand squarely behind the values of respect, inclusivity and democracy. He saluted those who attended and organized Convocation celebrations and extolled honorary degree recipients for their uplifting messages. Dr Shoukri also reported on the following:

- the reappointment of Dean Sossin and Dean Koziński
- a memorable trip to India coinciding with the official opening of the Schulich campus in Hyderabad which was attended by prominent politicians and other dignitaries who extolled York's pioneering endeavour
- York's impressive rise in the Times Higher Education rankings to 234th in the world (up a hundred places over two years)

A priority for York and other Ontario universities is to secure funding for international graduate students (as is the case in seven provinces). Senators posed a number of questions and heard from the President and others that tuition fee increases for graduate students were necessitated by the continuing lack of funding (and imposition of a new levy), York's fees remain lower than those of many competitors and applications had not slackened as a result of higher fees. The University continues to press for enhanced government funding for all students and shares the concern that a greater share of funding is derived for tuition.

6. Committee Reports

6.1 Executive

a. Information Items

Senate Executive report on the following matters:

- its approval of individuals nominated by student Senators to serve on Senate committees
- Senate Committee Priorities for 2014-2015
- remaining vacancies on Senate Committees
- membership of the Sub-Committee on Equity

6.2 Academic Standards, Curriculum and Pedagogy

a. Consent Agenda Items

Senate *approved by consent* ASCP recommendations to approve

- a minor change to the Diploma in Asian Studies (Type II) such that the requirement for a graduate diploma committee be eliminated
- changes to the requirements of the MSc program in Physics & Astronomy, effective Fall-Winter 2015-2016
- changes to the requirements of the PhD program in Physics & Astronomy, effective Fall-Winter 2015-2016

b. Information Items

ASCP transmitted Sessional dates for Summer 2015 terms and for Fall-Winter 2015-2016. Adjustments to the summer class schedule were necessitated by a concentration of Pan American games events over a four-day period. In responses to questions about the impact of the games on other activities, it was noted that a group is

undertaking a comprehensive planning exercise and that the University is closely involved in preparations that include security measures. Every effort will be made to minimize disruptions, and fuller details will be made know in community updates.

6.3 Tenure and Promotions

Senate *received* an annual report from the Tenure and Promotions Committee. The Committee's Chair stressed the need for file preparation committees to enhance the process by (for example) ensuring that referees were at arm's length and obtaining commentaries from research collaborators. It was also imperative that adjudicative committees link recommendations to evidence.

6.4. Tenure and Promotions Appeals

The annual report of the Tenure and Promotions Committee was *noted*.

6.5 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

It was moved and seconded **“that Senate approve the 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.”**

APPRC's Chair conveyed a suggestion from Senate Executive that it be emphasized that the recommendation before Senate involved relocation and renaming only. The Committee expressed gratitude for constructive comments provided by Senators and members of ASCP during consultations.

It was asked that the minutes record the suggestion that annual reporting on non-degree studies should provide details about the following aspects of the School:

- teaching and learning generally, with attention to experiential learning, access to online and hybrid courses, technology enhanced learning for on campus courses
- advertising and recruitment strategies and results
- program offerings and degree offerings, including the number of courses online, in the evening and on weekends
- support offered for courses in non-traditional time slots and formats
- numbers of students entering degree programs via the School
- nature of the Registrar's Office, information technology and academic supports
- demographics
- specific challenges

With regard to reporting, the Provost confirmed that an inclusive advisory group would be reanimated and that reports would be regularized in line with the 1995 Senate policy framework.

The following were among the other points raised in discussion:

- although it had been revised, the proposal appeared to blur the distinction between credit and non-credit courses, and some of the text continued to anticipate developments beyond a simple re-housing of the unit
- the potential loss of revenue for LA&PS at a time when its budget was under duress (in response to which it was noted that the Division has been losing money within the Faculty but will be stabilized by subsidies from YUELI in a new School structure)

- the viability of an idiosyncratic model whereby Faculties will operate independently of an ostensibly pan-University School (from the perspective of one Faculty, it was said the existence of a School could be highly advantageous in terms of advertising, recruitment, program development and the like)
- the extent to which Senate policies such as those governing academic honesty would apply (there would, it was said, be no change of any practices resulting from the transfer)

It was argued that the devolved governance model described in the APPRC rationale should be revisited to restore more direct Senate authority.

On a vote the motion *carried*.

b. Information Item: Autumn Report of the Provost on Enrolment and Complements

Documentation in the form of a detailed presentation appended to the APPRC report was noted. The Provost covered the following key items in the course of her remarks:

- major challenges – differentiation, resources and enrolments – and the need for evidence-based decision-making, continued openness to change and new revenue generation
- the severe impact on Faculty and University budgets of enrolment shortfalls on the magnitude of \$20 million
- efforts underway to remedy the enrolment situation, and the significant difference that small percentage improvements in applications, conversion rates, course loads and retention can make
- key initiatives such as Strategic Enrolment Management, employment engagement
- Addressing budget challenges & SHARP implementation
- AAPR
- UAP Development 2015 – 2020
- Advancing metrics

In an abbreviated discussion of the presentation, the following were among the points made:

- it would be helpful to have details on the number of appointments made in each Faculty over the past five years
- the University should do more to attract top students
- innovative programs such as the Arts and Science combination at McMaster should be considered to address the current decline in liberal arts applications and complement existing programs
- recruitment strategies need a radical rethinking, and it may be prudent to highlight certain programs
- the continuing draw from a defined (local) catchment area counters the differentiation agenda
- nearly half of students do not cite location as a factor, and ways must be found to capture more of this mobile cohort by emphasizing York's high quality of instructors, savviness with technology, and distinctive mission
- LA&PS has been disadvantaged in the distribution of new full-time faculty member appointments, and this has impacted on recruitment; converting CLAs to tenure stream hires should be a priority

c. Autumn Report of the Vice-President Finance and Administration

With the statutory adjournment hour approaching, the Chair sought guidance from Senate on the question of how best to proceed with the business remaining. It was moved seconded and *carried* **“that the report of the Vice-President Finance and Administration be deferred to the November meeting of Senate.”**

d. Other Information Items

APPRC reported on

- its priorities for 2014-2015

- the date, time, location and focus of an open forum following on the release of Academic and Administrative Program Review Task Force reports
- its receipt of a September posting to the Senate listserv on the matter of AAPR
- the planning cycle for 2014-2015 and beyond
- an updated list of sub-committee members

7. Other Business

There being no further business, Senate *adjourned*.

R. Mykitiuk, Chair _____

M. Armstrong, Secretary _____

Academic Colleagues

Meeting notes, October 9, 2014

COU update

Funding Review: The Executive Committee met with MTCU Deputy Minister Newman in September, and she indicated that the ministry is interested in proceeding with a funding review. This could be a very significant initiative; MTCU will bring in a lead for the project. Though there have been some changes to the funding model, the basic structure has not changed in approximately 50 years.

The objectives for the review include:

1. To align funding with MTCU's differentiation agenda;
2. To provide incentives other than growth;
3. To tie a small (but meaningful) proportion of funding to performance (at this time, about 1% of funding is tied to KPI, and a small percentage is tied to MYAAs (~4%);
4. To fix what the ministry calls anomalies, and to make the formula more transparent and easier to explain.

COU does not expect more funding to be available from MTCU. A task force of 5 Executive Heads, supported by senior CUPA members, will meet in early November to talk about objectives, parameters, and process.

Pensions: A group of universities and faculty association representatives are meeting to discuss a Jointly Sponsored Pension Plan (JSPP). The group will develop a working model for consideration, and will conclude their work this summer with a set of recommendations.

Net Tuition: This topic will be a major focus for the Policy & Analysis unit at COU over the next year. We will be initiating a conversation with members about the tuition framework; OSAP data which has been provided to COU will be helpful as we work to understand this important topic.

Program approvals: The ministry has agreed to an expedited review process for some proposed programs that are aligned with program strengths and areas of growth in the SMAs. The ministry has indicated 5 dates for program submissions; within 30 days, universities should be informed if the program is eligible for expedited review. Decisions should be available in approximately 4 months for programs in the expedited review process. The new guidelines also require submission for undergraduate certificates.

Online: The 2014-2015 MTCU and university guidelines have been distributed. In this second round of funding, proposals may be submitted for online courses or modules. Collaboration is highlighted in the guidelines; the guidelines define collaboration broadly, to include partnerships between universities (or universities and colleges), or within universities through inter-academic projects. In order to facilitate collaborative partnerships, a Preliminary Statement of Intent (Due October 20) has been added to the proposal process. Preliminary statements will be posted to a website (www.ontarioonlinecoursecall20142015.wordpress.com) so that universities can identify potential partners and university contacts.

The Ontario Online consortium is currently in the process of being incorporated. Invitations will be sent to Executive Heads, and members will be named. At the first members' meeting, a board of directors will be nominated.

Credential Review: MTCU has contracted with the Social Research and Development Corporation (SRDC) to conduct a review of Ontario's credential framework. One of the issues to be considered is the colleges' interest in offering 3-year bachelor's degrees. Colleges currently offer some 4-year degrees.

OCAV members have met with SRDC twice. One of the issues discussed at the meetings was university efforts to help students explain their experiences to prospective employers, and to help prepare students for the job market. For example, many universities utilize e-portfolios and co-curricular transcripts. These efforts should not be part of a credential framework. Universities believe that the current framework is flexible and allows for changing labor market needs. In addition, there are many collaborative programs in place between colleges and universities and many credit transfer pathways; allowing colleges to award 3-year degrees may threaten the viability of these programs and pathways.

Graduate allocations: The graduate allocations included in the SMAs indicate that 11% of spaces are tied to specific programs. This is something new in the graduate allocation process.

The Ministry has indicated that it faces challenges related to unspent allocations in the Ministry's budget when graduate targets are not met. The Ontario Council on Graduate Studies (OCGS) and COU are working on a background paper to help explain the complexities of graduate recruitment and admissions to the ministry. This issue is particularly important because of an expected decrease in enrolment over the next few years. In particular, declining enrolments in arts and humanities at the undergraduate level may have an impact on graduate program enrolments in these areas. Declining enrolment is expected until approximately 2021.

Colleagues' presentation to Council

Two topics were discussed in preparation for Colleagues' presentation to council:

- Strategic Mandate Agreements: Implications for institutional autonomy.
What concerns have emerged following the SMA process? How might SMAs constrain university autonomy?
- Increasing the effectiveness of Council meetings and engagement of Council members.
What suggestions do we have for enhancing Colleagues' engagement in Council meetings and the COU enterprise?

A summary of Colleagues' discussions are included below:

Colleagues' engagement with Council: Colleagues appreciate the structure of Council meetings and the opportunities to bring their perspectives to Executive Heads. Using the morning meeting time to brainstorm and prepare the short presentations worked well. Some additional ideas for engaging with Council were also discussed, including:

- Colleagues could respond to specific topics offered by Executive Heads. The discussion following Colleagues presentation might be lengthened so that there is time for an exchange of ideas.
- Short presentations helped keep discussions focused and timely. In the past, Colleagues' papers were sometimes delivered after a topic had lost some of its immediacy. Presentations help address some of the timing issues with papers.

- COU is interested in bringing Academic Colleagues into conversations on some policy issues (beyond Colleagues' participation on committees). For example, Colleagues are interested in Aboriginal students (recruitment, admissions, and support), Aboriginal faculty issues, and Aboriginal students in STEM disciplines; pedagogy related to online and traditional teaching; and International students.
- Colleagues are interested in more dialogue with Executive Heads. Some of this dialogue could focus on the issue presented, and some of the time could be spent discussing the central issues Exec Heads and Colleagues will bring forward at their Senate meetings.
- At the Council meeting, it would be helpful to sit in diverse groups, so that Colleagues are seated at tables with presidents. This would help lead to good conversations during lunch.

SMA: Implications and concerns: Colleagues shared their reflections on the SMA process, including:

- The SMAs are being used to help articulate an Ontario university "system," but universities are also autonomous entities. For some Colleagues, it is concerning to have program decisions made through government negotiations.
- There seems to be a great deal of overlap in the SMAs; differentiation is challenging in this context.
- Universities have different processes and cultures; not all universities were able to approve their SMAs through their Senates. SMAs may ultimately differ based on who was involved in preparing them.
- The funding formula review will happen before the SMA process can be reviewed (and new SMAs negotiated). This mismatch could be concerning, especially if the funding review results in programming decisions.
- SMAs may threaten collegiality within an institution. Internal faculty relationships are important; how will future SMAs engage university communities to help create a sense of common purpose?
- Is it possible that SMAs could lead to program changes universities do not want to make? And how does program prioritization intersect with the SMA process?
- Concerns about differentiation are complex given the notion of the comprehensive university (this may be one reason that there is similarity across the SMAs).
- Despite some concerns, the effort towards transparency on the part of the Ministry is welcomed. The Ministry has made funding decisions for programs in the past; this process may be clearer.
- One issue that is concerning is access. SMAs could lead to differentiation that ultimately disenfranchises some; this could be an access problem.
- The SMA process is complex and tension-filled. Can Academic Colleagues be engaged on their campuses to assist in the next iteration, and, perhaps, to help ease tensions?

Reports from Colleagues on Committees

- a. Executive Committee: The committee discussed plans for the Council meeting, confirming that one of the agenda items would be ways of ensuring the engagement of Academic Colleagues. The committee also discussed implications of Minister Moridi's dual appointment in MTCU and MRI. The committee agreed that Alastair Summerlee's proposal to AUCC regarding "Vote Campus"—an initiative to make voting accessible on Ontario's university campuses—is a good idea.

The President's report included a summary of the MTCU credential review process to date.

Deputy Minister Newman provided a report on the following items: SMAs, the status of briefings with Minister Moridi, an update on the Major Capacity Expansion initiative, Bill 8 (the Public Sector and MPP Accountability and Transparency Act), and the upcoming funding formula review.

- b. Standing Committee on Relationships with Other Postsecondary Institutions: The committee met in late August and focused on the ongoing credential review; MTCU has contracted with a consulting firm to examine the credential framework and whether or not there is an appropriate mix of credentials available in Ontario. Outcomes from this review may inform the Ministry's decisions about college degree-granting, particularly the question of colleges offering 3-year degrees. The college SMAs indicate that most colleges have aspirations for offering degrees. ONCAT also provided an update.
- c. Committee on Nominations: Appointments to COU's standing committees were approved by Executive Heads. The list of appointments was sent to Colleagues in early September.
- d. Budget and Audit Committee: OUAC is updating its computing system, which is a significant investment; they will be contracting with PeopleSoft. OUAC needs flexibility in the system to meet the needs of all universities and to meet electronic information compliance requirements.
- e. OUAC Advisory Board: OUAC has developed a new mission statement, and has increased their fees by \$10. They are working very closely with ONCAT on block transfer agreements. Recently, OUAC was named in a gender discrimination lawsuit. Though gender is included in the application process, it is not used except for in the aggregate to report statistics on applicants, and in cases of scholarships with particular requirements. There is some ongoing concern about collecting gender information with applications.
- f. Quality Council: The Learning Outcomes Conference is scheduled for October 16 and 17. The Council also discussed the terms for cyclical program reviews, which is currently set for 8 years.

Next Academic Colleagues meeting: December 11 and 12, 2014, COU Offices.

The dinner meeting discussion will focus on recruitment and retention of Aboriginal students and faculty. Colleagues are encouraged to explore best practices on their own campuses. We will collect information about initiatives and programs to create a brief summary of current work.

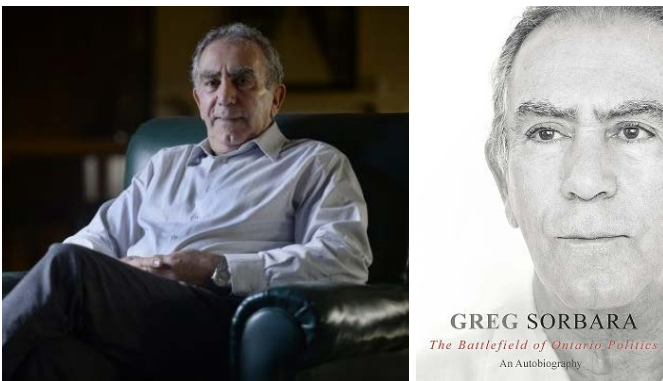
YORK UNIVERSITY KUDOS REPORT



OCTOBER

Two York postdoctoral fellows have been awarded prestigious Banting Fellowships. Jesus Bermejo Tirado from the Faculty of Liberal Arts & Professional Studies and Alexander Stasheuski from the Faculty of Science will each receive \$140,000 in research funding over two years.

York Chancellor Gregory Sorbara launched his new book *The Battlefield of Ontario Politics* on October 30. The book offers a glimpse of the challenges and successes of Chancellor Sorbara's time in Ontario politics.



Distinguished Research Professor Emeritus Gordon Shepherd from the Lassonde School of Engineering is the recipient of the Scientific Committee on Solar Terrestrial Physics Distinguished Scientist Award for 2014.

NOVEMBER

York team members climbed Toronto's CN Tower in support of the United Way Stair Climb and raised more than \$4,000—well over their \$2,500 goal.



Vice-President Academic and Provost Rhonda Lenton, along with six other York researchers, published *Community Service Learning and Community-Based Learning as Approaches to Enhancing University Service Learning*, for the Higher Education Quality Council of Ontario (HEQCO). The report analyzes the many advantages of experiential learning for post-secondary education.

17 York runners raised \$3,000 for the York Lions Swim to Survive Program at the Scotiabank Toronto Waterfront Marathon. The Swim to Survive program provides children with free swimming lessons.

The Lions men’s soccer team had a banner year, winning their second straight Ontario University Athletics (OUA) championship, before going on to win the national title at the Canadian Interuniversity Sport (CIS) championship. This is the fourth OUA banner for the Lions, as well as the fourth Sam Davidson Memorial Trophy from CIS in the program’s history.



Lions men’s soccer head coach Carmine Isacco was named the Canadian Interuniversity Sport (CIS) coach of the year. He was one of four Lions honoured at the Charlottetown awards gala on Nov. 5, as Casey D’Mello, Jarek Whiteman and Jonathan Lao were all named CIS all-Canadians. It is the second straight year D’Mello and Lao have been recognized nationally, while Whiteman is an all-Canadian for the first time.

Innovation York, in collaboration with the Faculty of Health and the Lassonde School, created “LaunchYU,” a campus-wide initiative that supports early-stage entrepreneurship and helps to accelerate start-up companies within the University and the surrounding community.



Long-time York supporters James and Joanne Love made a landmark donation of \$2.5 million in support of environmental sustainability in the Faculty of Environmental Studies (FES) and the Lassonde School. The gift will contribute to a number of initiatives including:

- Establishing the James and Joanne Love Chair in Environmental Engineering;
- Completing funding for the James and Joanne Love Chair in Neotropical Conservation;
- Endowing the Fisher Fund for Neotropical Conservation to honour James’ good friend Woody Fisher, a champion of York’s Las Nubes Project in Costa Rica.



Peter Liuni, a chemistry graduate student in the Faculty of Science, awarded the Queen Elizabeth II Graduate Scholarship in Science and Technology for overall academic excellence and research potential.

Political Science Professor Heather MacRae has been awarded the Jean Monnet Chair in European Integration, a teaching post sponsored by the European Union that celebrates excellence in research and teaching.

Professor MacRae will use the award funding to enhance the European Studies curriculum offered at York.

York Space Engineering alumnus Jakub Urbanek is an operations engineer on the Rosetta Team of the European Space Agency, the group that facilitated the historic Philae comet landing.



Thousands of students, staff, and faculty participated in the Fall Red & White Day on November 13th. Participation in events and celebrations was record-setting. Some highlights of the day include:

- Lions Men’s Soccer Team, Women’s Tennis Team, and Intramural Athletes were celebrated for their achievements at the Spirit Rally in the Student Centre.
- President Shoukri and Associate Dean of Students Peter Cribb from the Faculty of Science presented the 2014 York U My Time contest winner Lidia Kazakova, a fourth-year student in biomedical sciences, with her free tuition cheque.
- York alumnus and award-winning comedian Gerry Dee (BA '92), known for his role in the CBC sit-com “Mr. D,” returned to his alma mater to talk about his time at York University and “Life After Graduation.”
- The York community was eager to share its York spirit, as hundreds submitted photos to the Best in Class and #YUSpiritSelfie competitions.



EXECUTIVE COMMITTEE

**Report to Senate
at its Meeting of November 27, 2014**

FOR INFORMATION

1. Review of Changes to the Rules and Procedures of the Council of the Faculty of Liberal Arts and Professional Studies

The Committee has reviewed amendments to the rules and procedures of the Liberal Arts and Professional Studies Faculty Council and has found them to be consistent with principles of collegial governance and practices elsewhere at the University. The Committee noted that certain members of Council are – uniquely among collegial governing bodies at the University – designated by their affiliation with an employee association (in this case CUPE 3903). It has asked Council to adopt Senate’s terminology of “contract faculty members” or “teaching assistants” for the purpose of categorizing such members.

2. Meeting of Senate Committee Chairs and Secretaries

Chairs and secretaries of Senate committees meet twice each year to discuss matters of mutual interest. The autumn meeting was held on November 20. The Chair will have remarks at the Senate meeting.

Roxanne Mykitiuk, Chair

ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of November 27, 2014

FOR INFORMATION: UNFINISHED BUSINESS

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 is grimmer. 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 A (Premier's Mandate Letter to the Minister of Training, Colleges and Universities / Provost's Report / Vice-President Finance and Administration Report)

FOR INFORMATION: NEW ITEMS

1. **November 13 Forum on Academic Priorities: Contexts, Planning and Implementation**

The November 13 forum sponsored by APPRC was well attended and created a positive collegial space for the expression of a variety of perspectives. As expected, much of the discussion focused on the report of the Academic and Administrative Program Review Academic Task Force and the AAPR exercise itself although the topic of the forum had a wider cast. The Committee is grateful to those who attended and contributed to the forum, which was held as part of APPRC's ongoing commitment to promoting awareness of, and collegial engagement with, the AAPR process. The event was live streamed, and the video will be available for viewing again during the week of November 24.

APPRC devoted much of its meeting of November 20 to reflections on the discussion at the forum (see the Committee Secretary's summary appended to the report) and future developments on the planning front. There is no doubt that we are at a critical moment in York's history. Externally, competition between universities is intense, consideration is being given to a tiered system, and government grants have still not kept pace with financial pressures. Demand for some programs has weakened in a current climate that places increased emphasis on career-ready skills and solid employment prospects. We are facing acute enrolment and retention challenges and a serious budgetary situation exacerbated by this year's enrolment shortfalls. York has entered into a binding Strategic Enrolment Agreement with the Ontario government that sets out certain performance goals that must be met. In the face of accumulating challenges, the status quo is not tenable.

Now that the AAPR Task Forces have reported, and the first collegial discussion of the Academic Task Force recommendations has taken place, APPRC makes the following observations and offers the following assurances:

- no action requiring collegial decision-making will be taken until the necessary and prescribed review and approval processes have occurred
- collegial bodies at the program, Faculty and Senate level continue to be paramount in academic decision-making
- it would be ill-advised and inappropriate to rush to any judgment -- but it is imperative that planners remain cognizant of the terms under which budget cuts were kept to 3.5 per cent over a three-year span while we dealt with challenges
- the intrinsic value of programs must be taken into account, and Academic Task Force scorings should not be viewed as simple substitutes for the criteria guiding collegial decision making
- planners should take a nuanced, holistic approach to the assessment of programs, and be mindful of the relationships between programs
- sophisticated planning should remain premised on nuanced visions for programs, Faculties and the University, and should ask the fundamental question of how we can preserve and enhance activities that have an important place in that vision
- determinations should be informed by fundamental University values including those that feature prominently in the Mission Statement: "academic freedom, social justice, accessible education, and collegial self-governance"
- decision-making must be sensitive to the overall contexts for planning, but also be respectful of our stated desire to maintain a diversity of programs
- the notion of quality inherent in AAPR reflects priorities in the Senate-approved University Academic Plan and the Senate-endorsed Provostial White Paper – something that may not

have been given enough emphasis in the process -- but some programs have greater difficulty in pursuing these priorities¹

- no matter how they feel about AAPR or the Task Force reports, planners must seize the opportunity to reflect on their circumstances, act creatively to address them, and move forward with conviction
- planners should be candid about strengths and weaknesses, and clear about how they can help achieve Faculty and University plans

A customary feature of the planning cycle each year involves APPRC discussions with the Deans and Principal. The Committee will be interested in knowing how the AAPR Academic Task Force report has impacted on Faculty planning. Yet we will, as always, explore with Faculty planners how they are seeking to align with UAP goals and priorities, what strategies they and their colleagues are employing to good effect (and what impediments need to be overcome), and other aspects of the pan-University / Faculty-specific planning dialogue.

The Academic Task Force deeds thirty-three recommendations. The first of these has attracted the most attention and concern to date. However, there are others in which Senate has a direct stake or indirect interest. Some are explicitly grounded in the UAP or touch on Senate policies such as those governing ORUs or quality assurance. Some refer to matters that Senate committees have previously expressed themselves on or have flagged for action. APPRC plans to review the recommendations to see if and how they might be framed for Senate consideration.

Documentation is attached as Appendix B.

R. Pillai Riddell, Chair

¹ During the course of this process the Committee has been made aware that the importance of the University Academic Plan is not always recognized or that its role in guiding decisions is not well or widely understood. APPRC will make it a priority to re-connect the collegium with this vitally important document, and asks that Senators – many of whom are leaders of academic units – also play a role in ensuring this takes place. Senators are instrumental to the iterative, interactive planning dynamic, and will be crucial to the renewal and implementation of the next University Academic Plan.

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

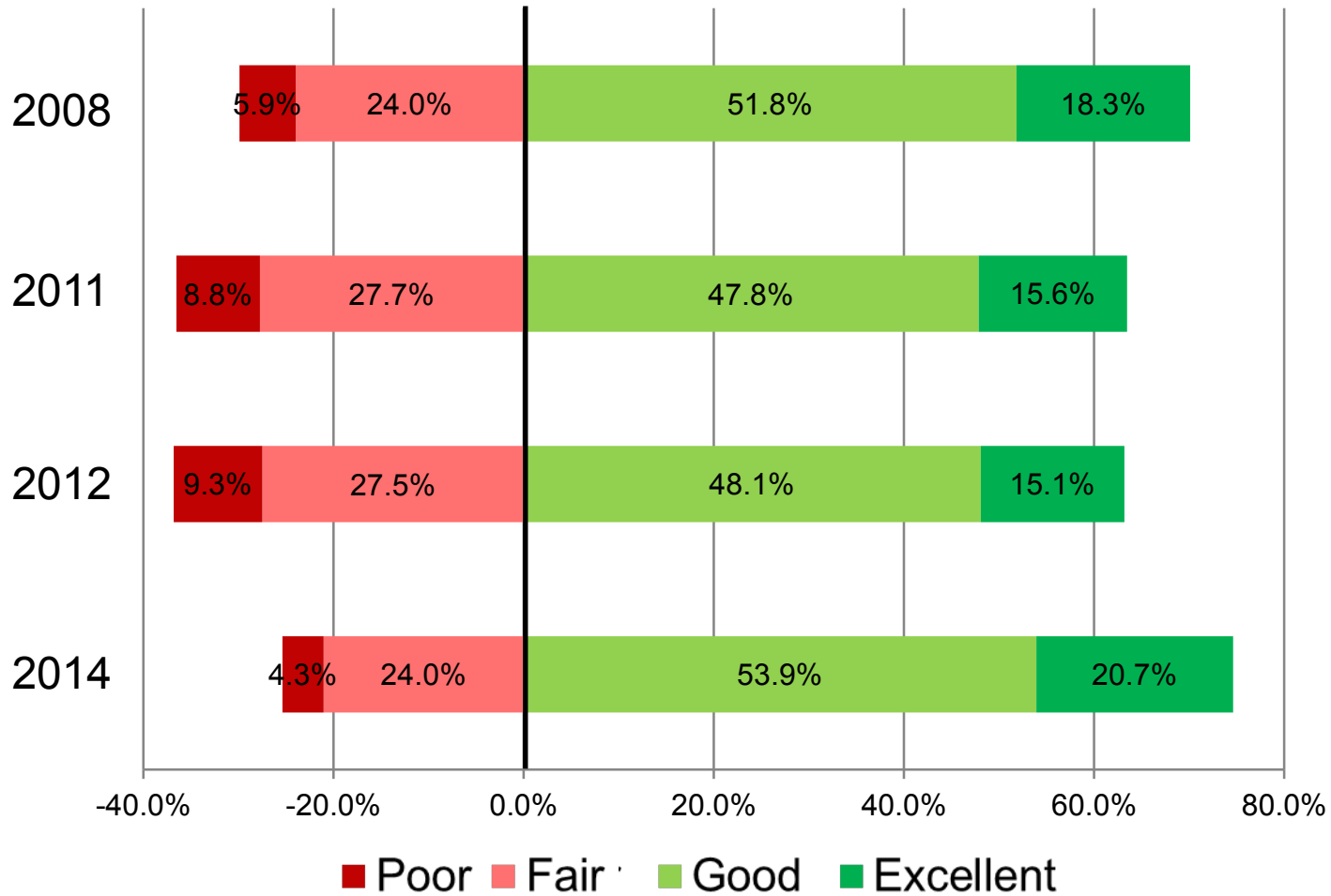
- coordinates strategic priorities, objectives and initiatives across University
- aligns priorities and resources

❑ Informed our *Strategic Mandate Agreement* with MTCU

EVIDENCE OF SUCCESS

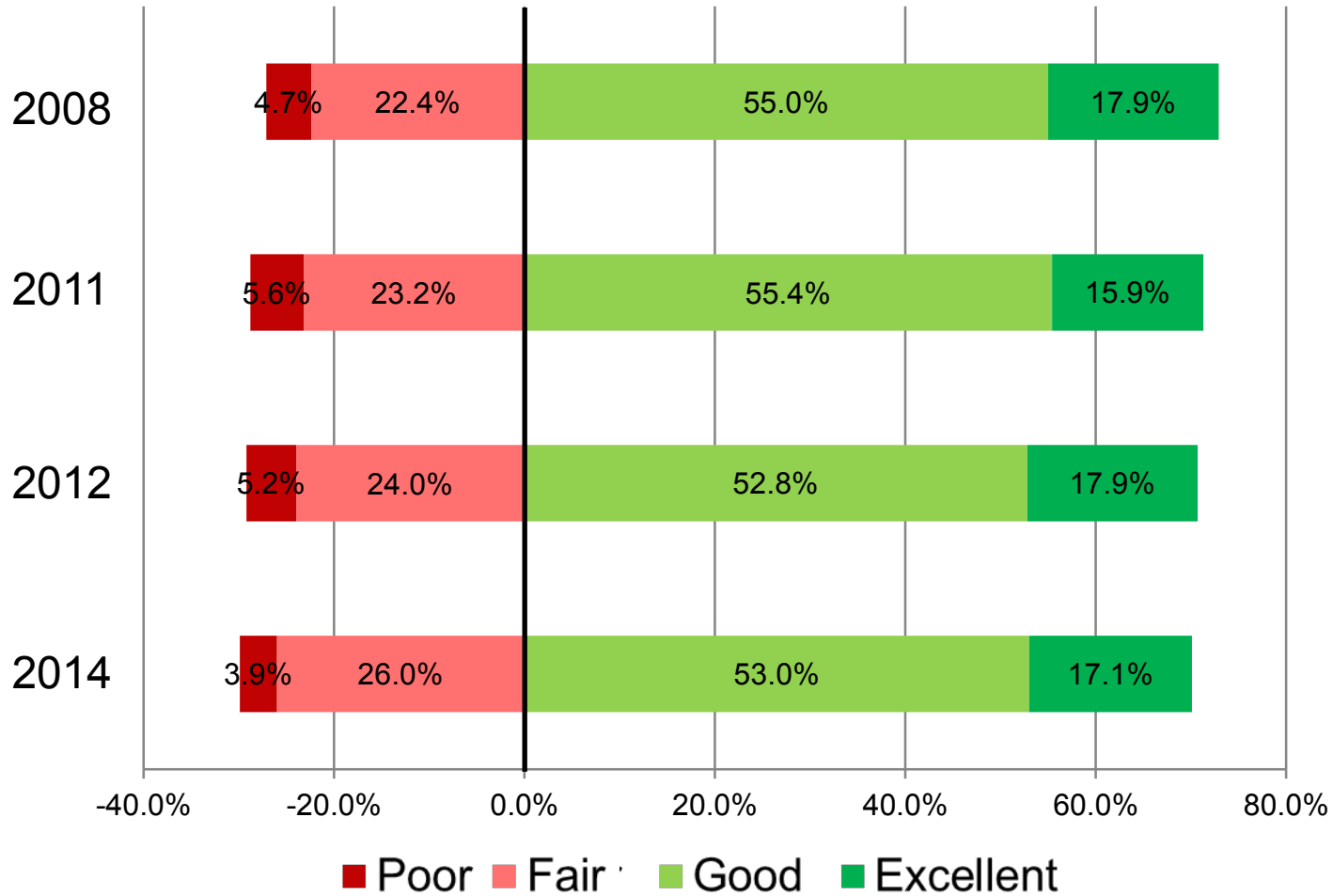
- ❑ YU has made significant progress (full update provided in spring Senate Report)
- ❑ *Times Higher Education World University Rankings*
 - York now ranked in the 226 – 250 band of universities worldwide
 - Next step is *top 200*
- ❑ Individual faculties/areas have even higher rankings:
 - Arts & Humanities (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

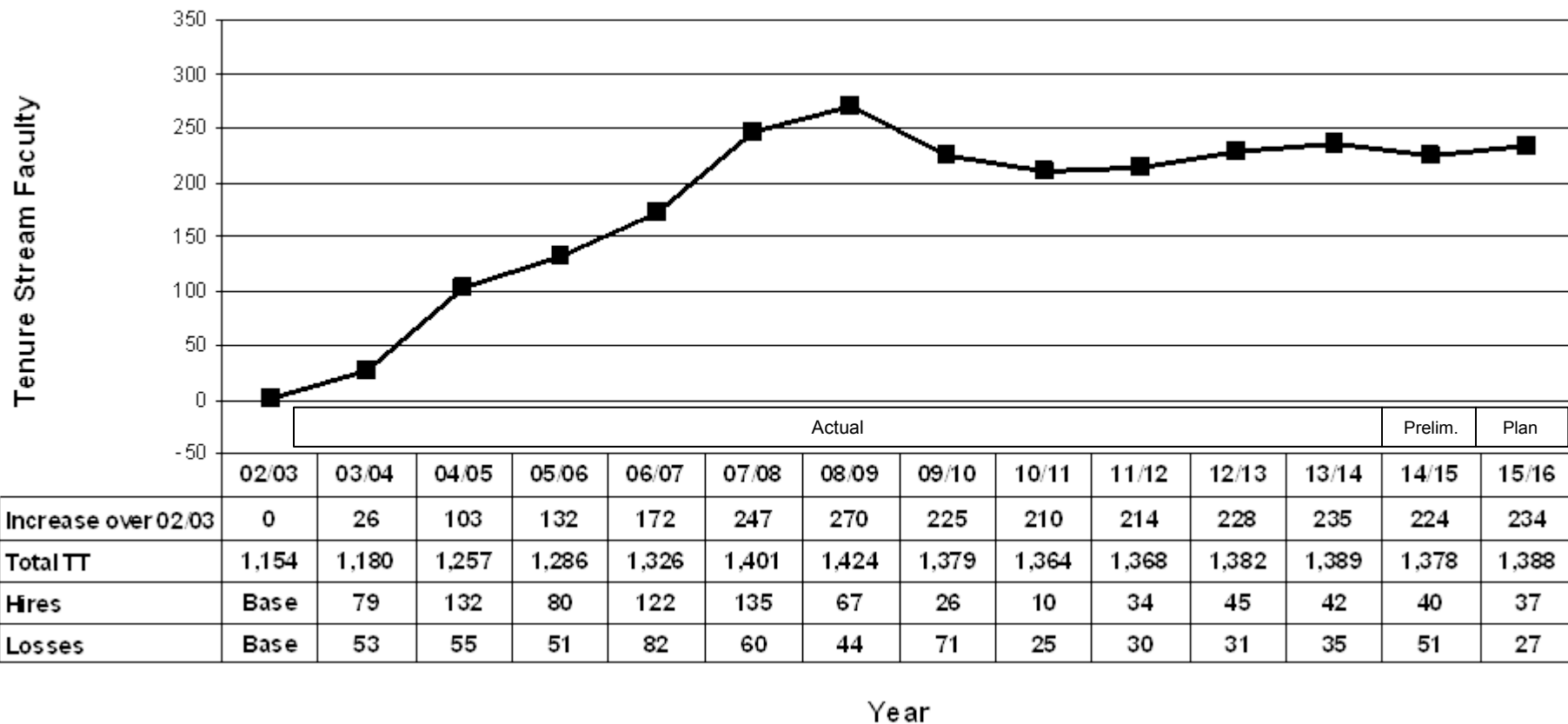
TENURE TRACK COMPLEMENT PLANNING: FACULTY AND LIBRARIANS (Heads) (October 1 to October 1)



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

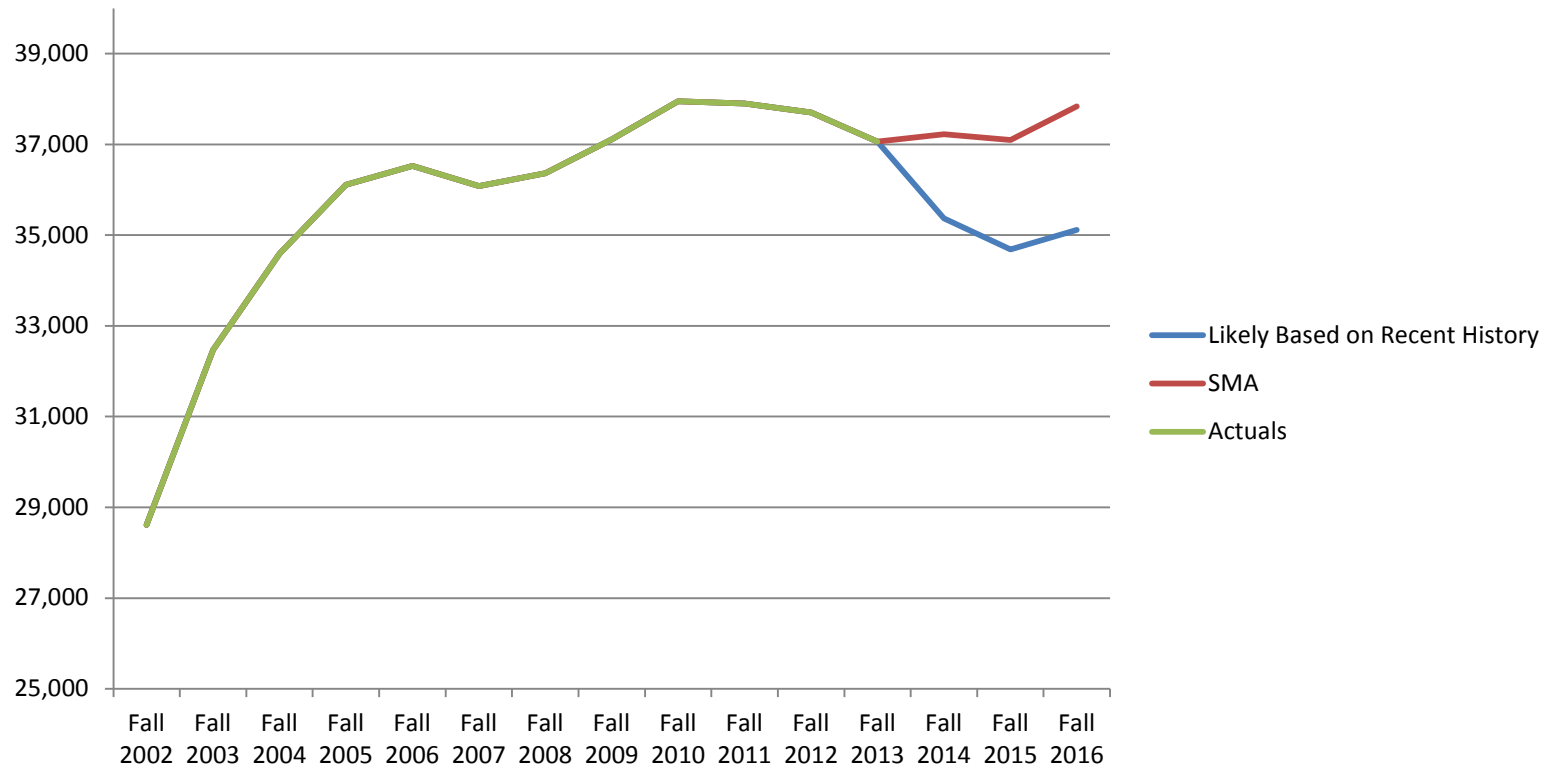
- ❑ York faced a decline in applications of approximately 9% in 2013 – 2014
- ❑ In 2014 – 15, applications were up compared to the system (+3.9% in 101s over previous year compared to -1.3% in the rest of the system)
- ❑ But increase in applications did not translate to registrations (101s down 10% in 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

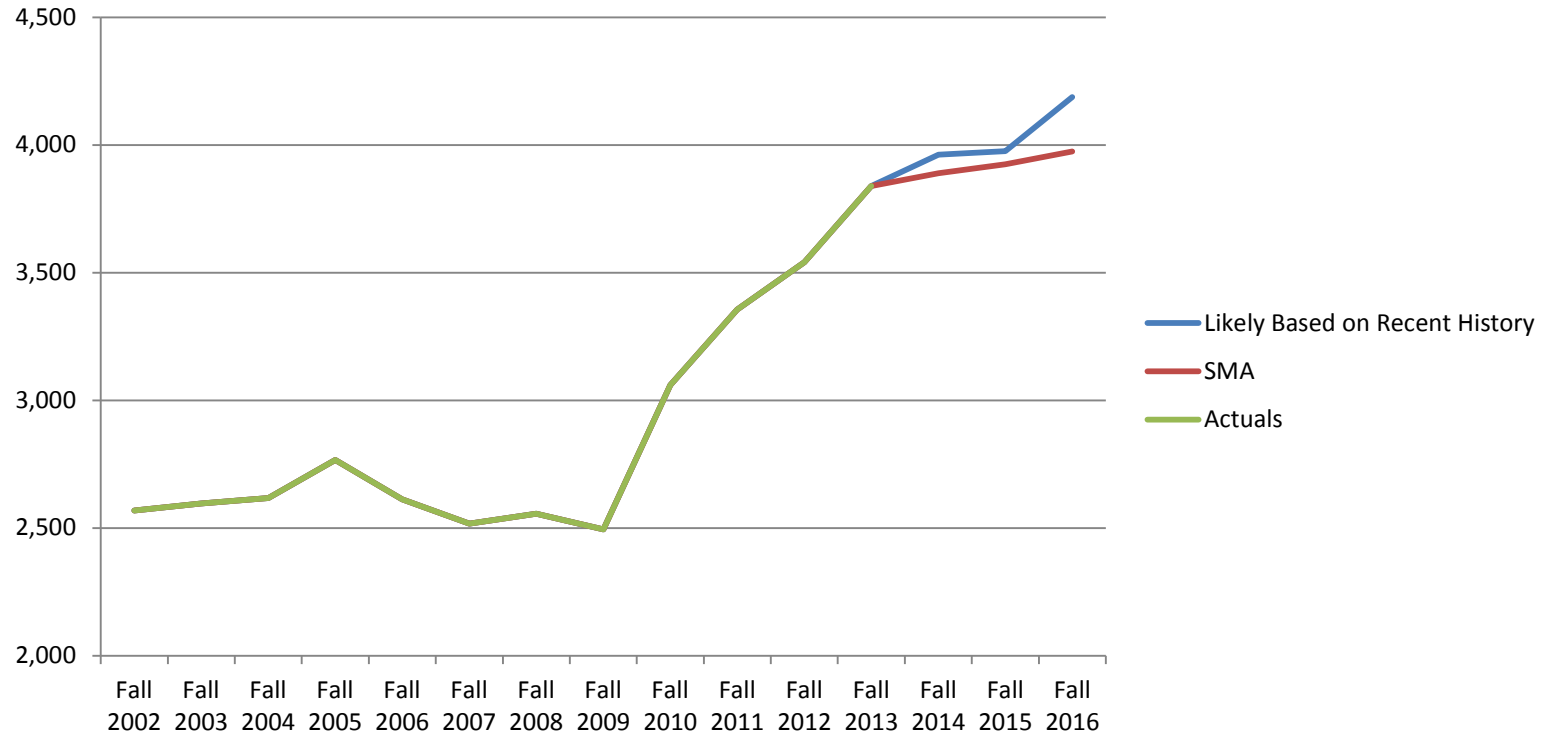
Full-time Eligible Undergraduate Heads*



*Details on numbers provided in Senate Package Appendix

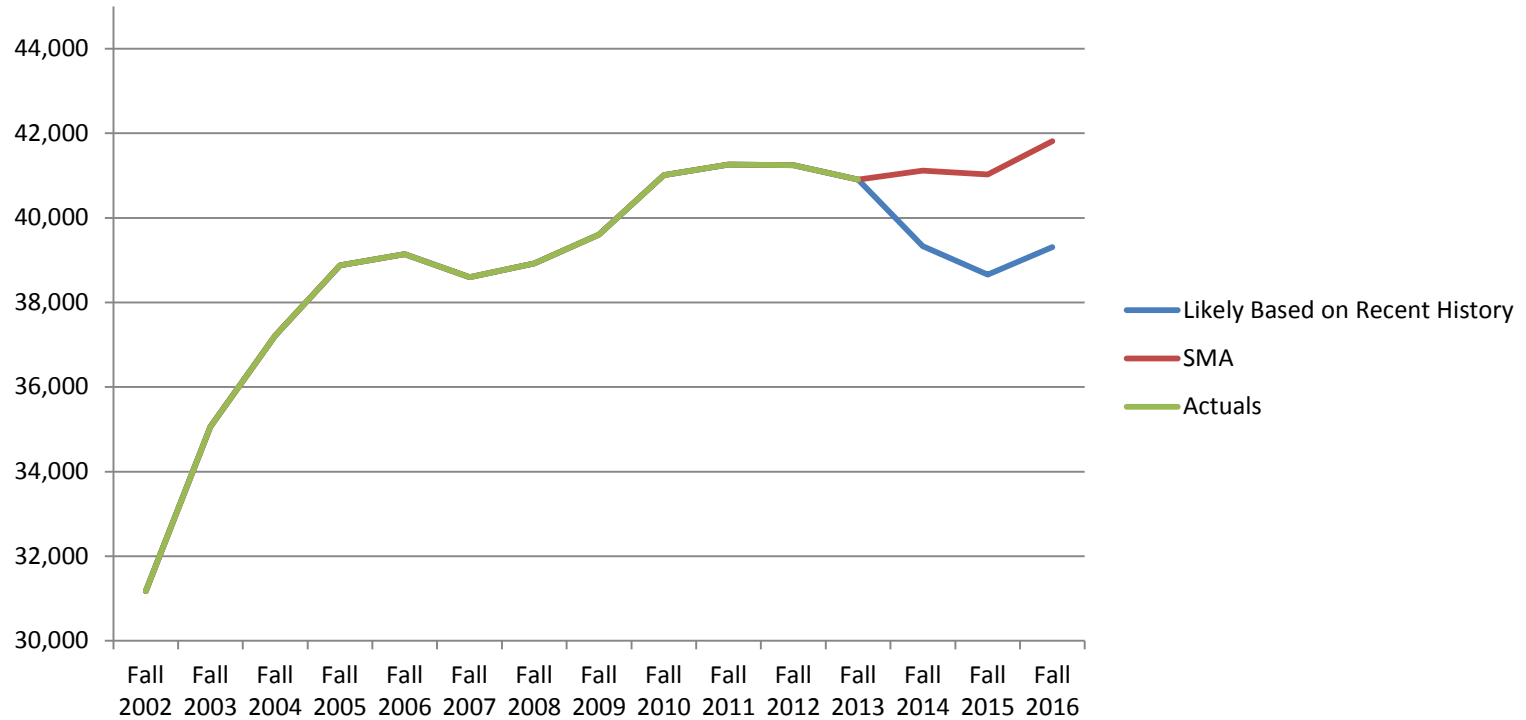
ENROLMENT STORY @ YORK

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)

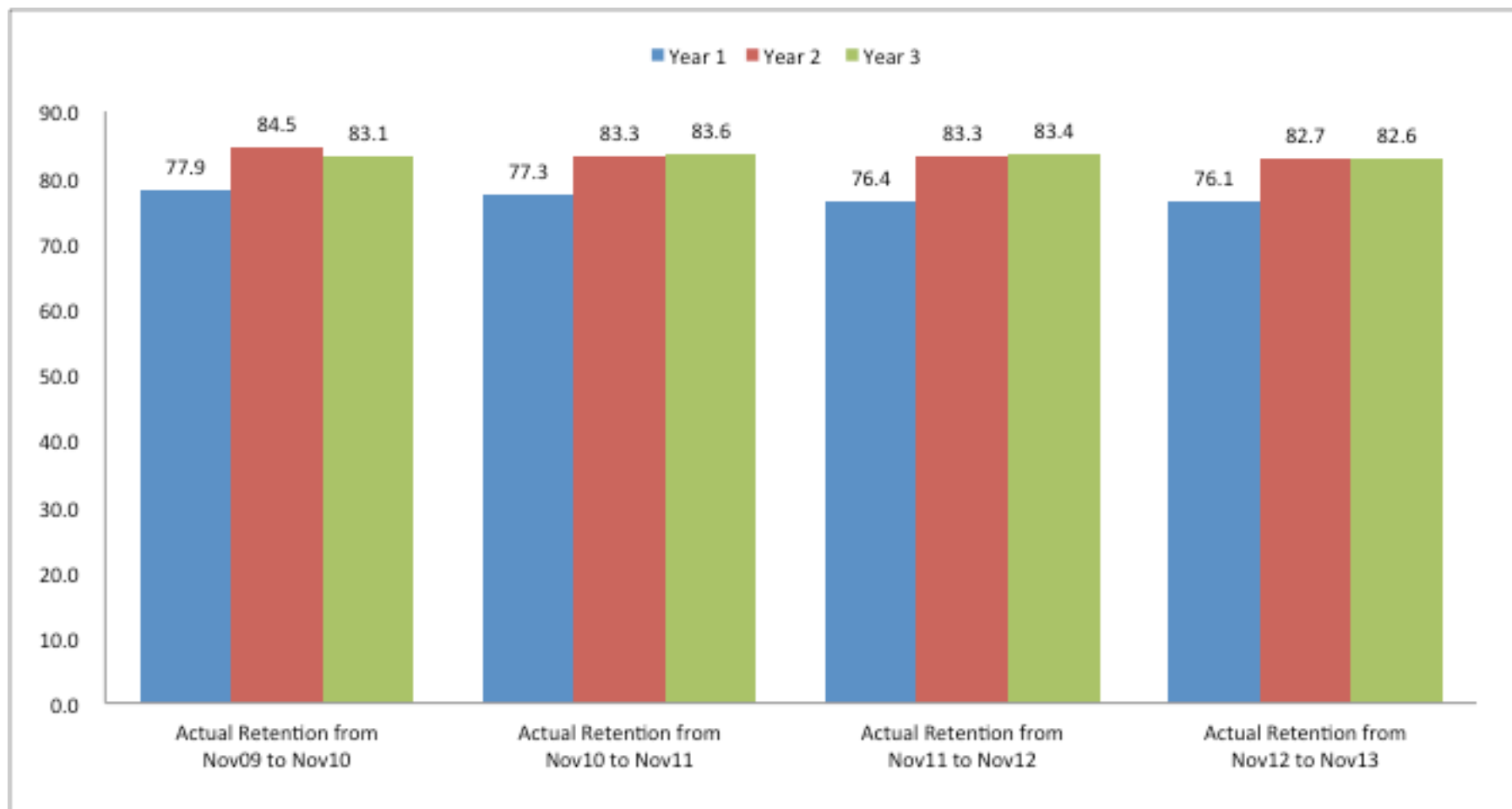
UNDERSTANDING ENROLMENT PARAMETERS

- ❑ 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

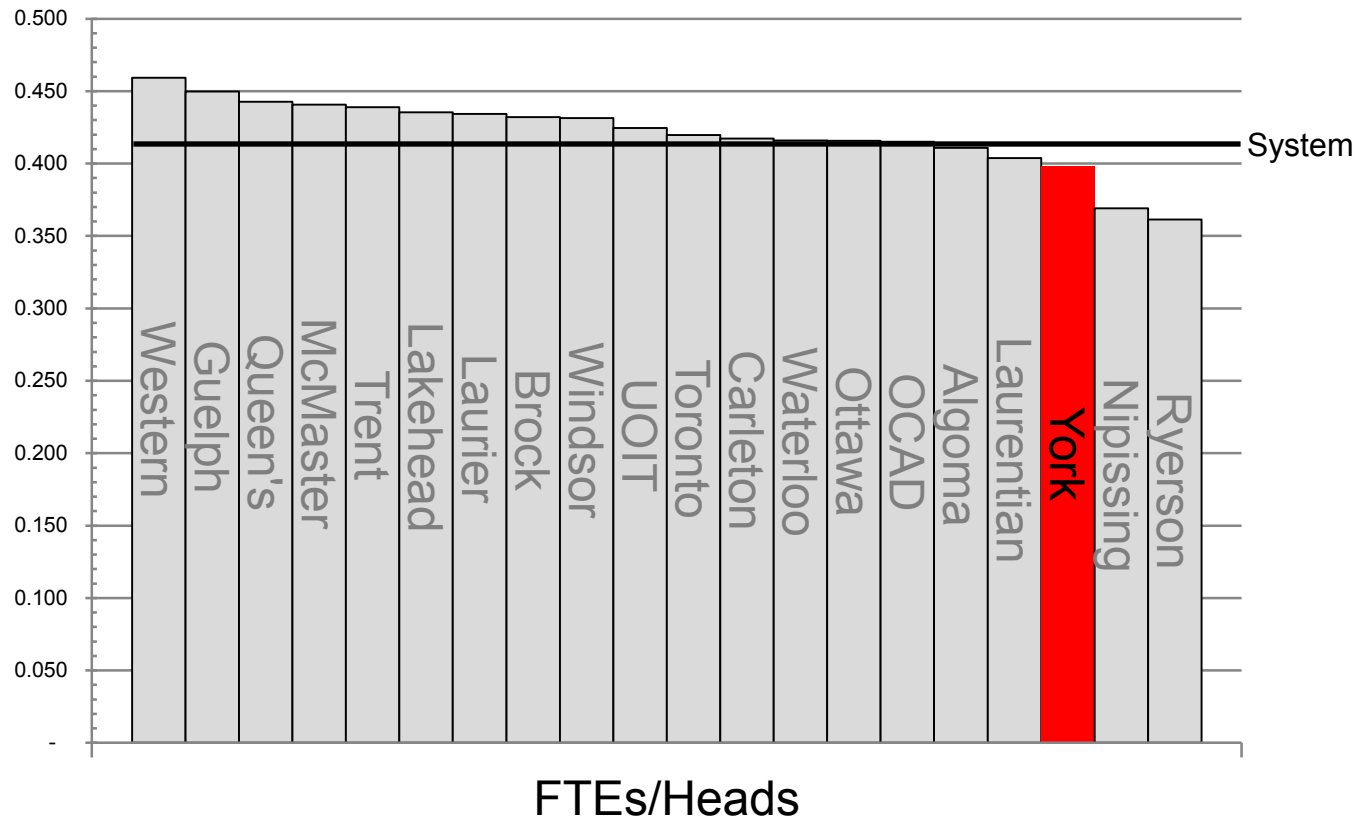


Institutional Retention (domestic and international)

Source: OIPA

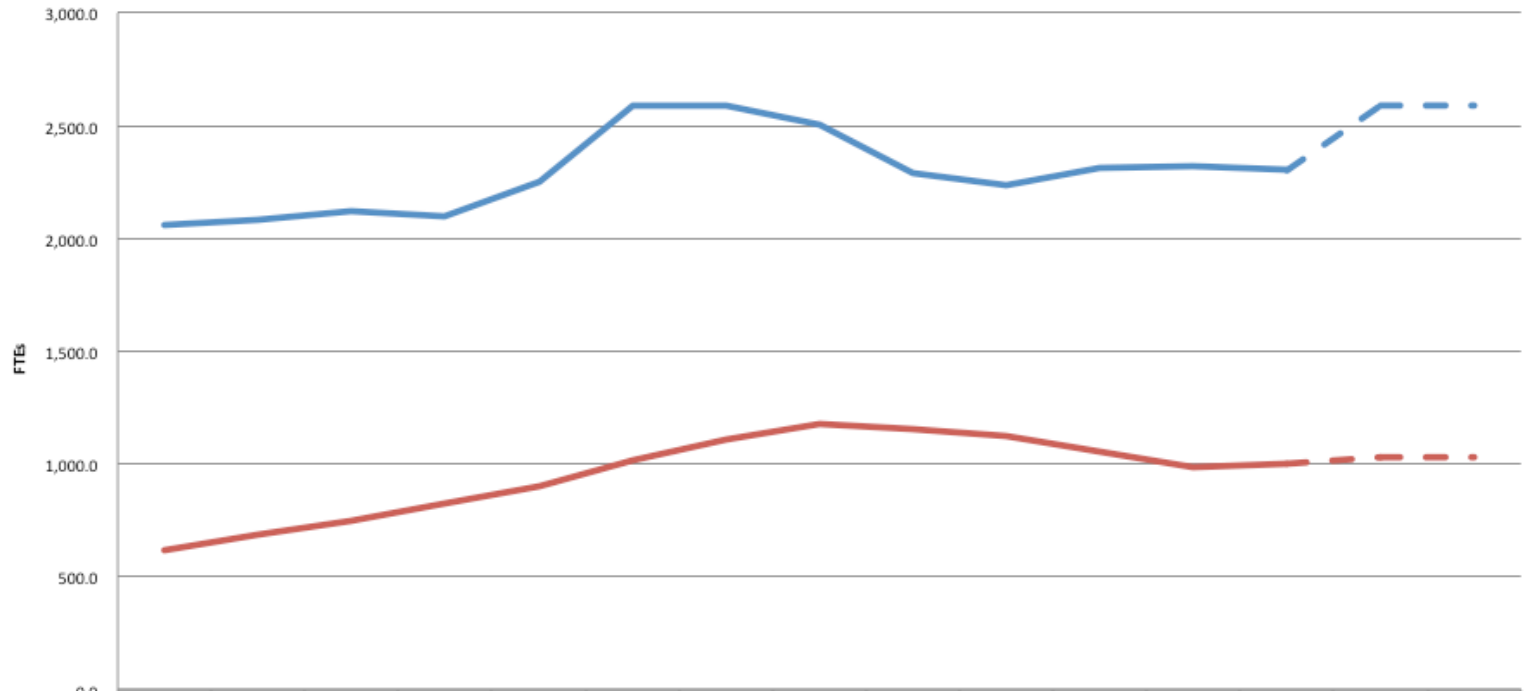
YORK ENROLMENT ISSUES RELATIVE TO SYSTEM

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

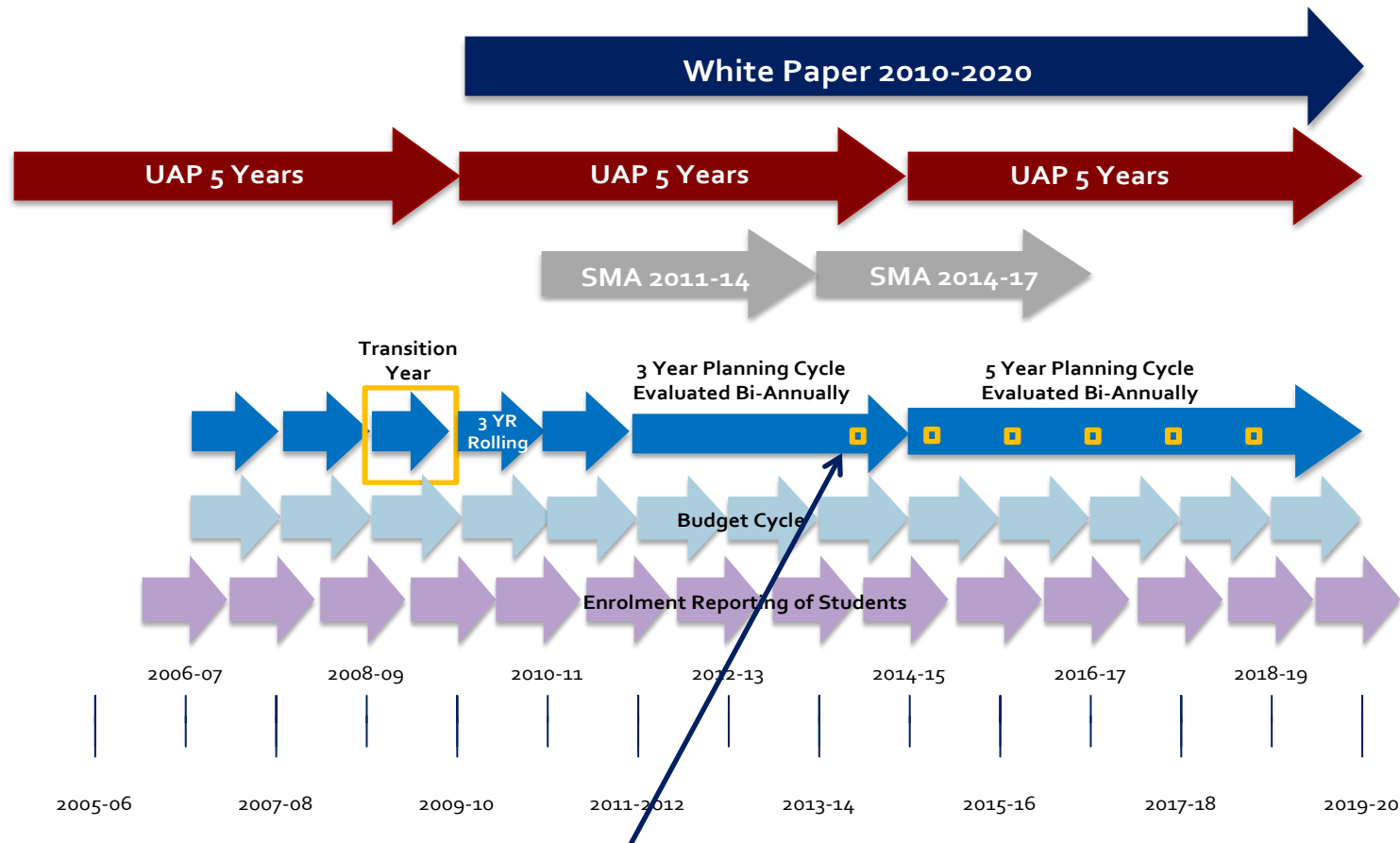
- ❑ AAPR will provide further insights

- ❑ 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

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%

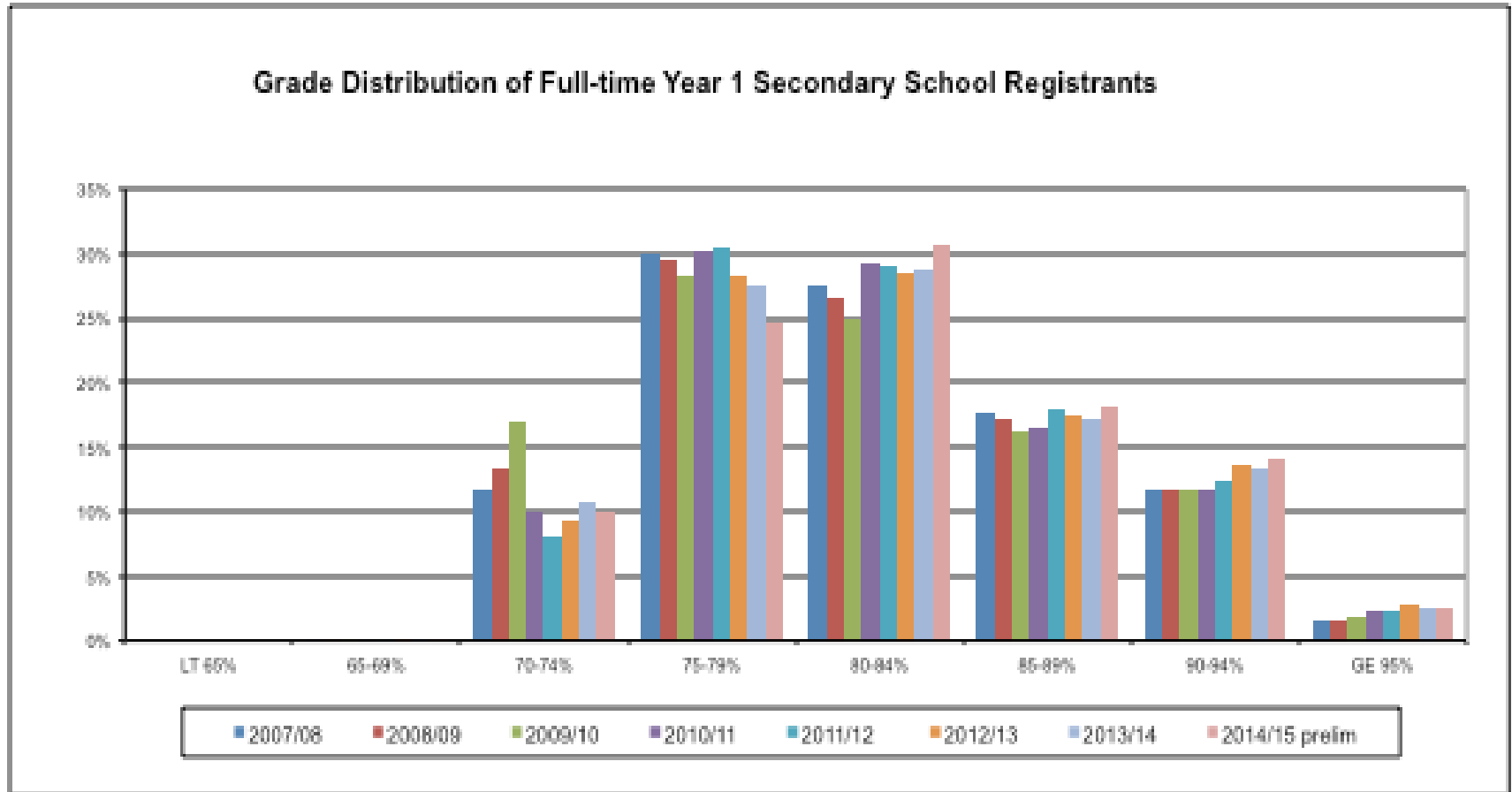
- From OUAC monthly stats, as of September 10, 2014
- Full-time first year only; excludes entry into upper years
- *Excludes confirmations on applications directly to York

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%

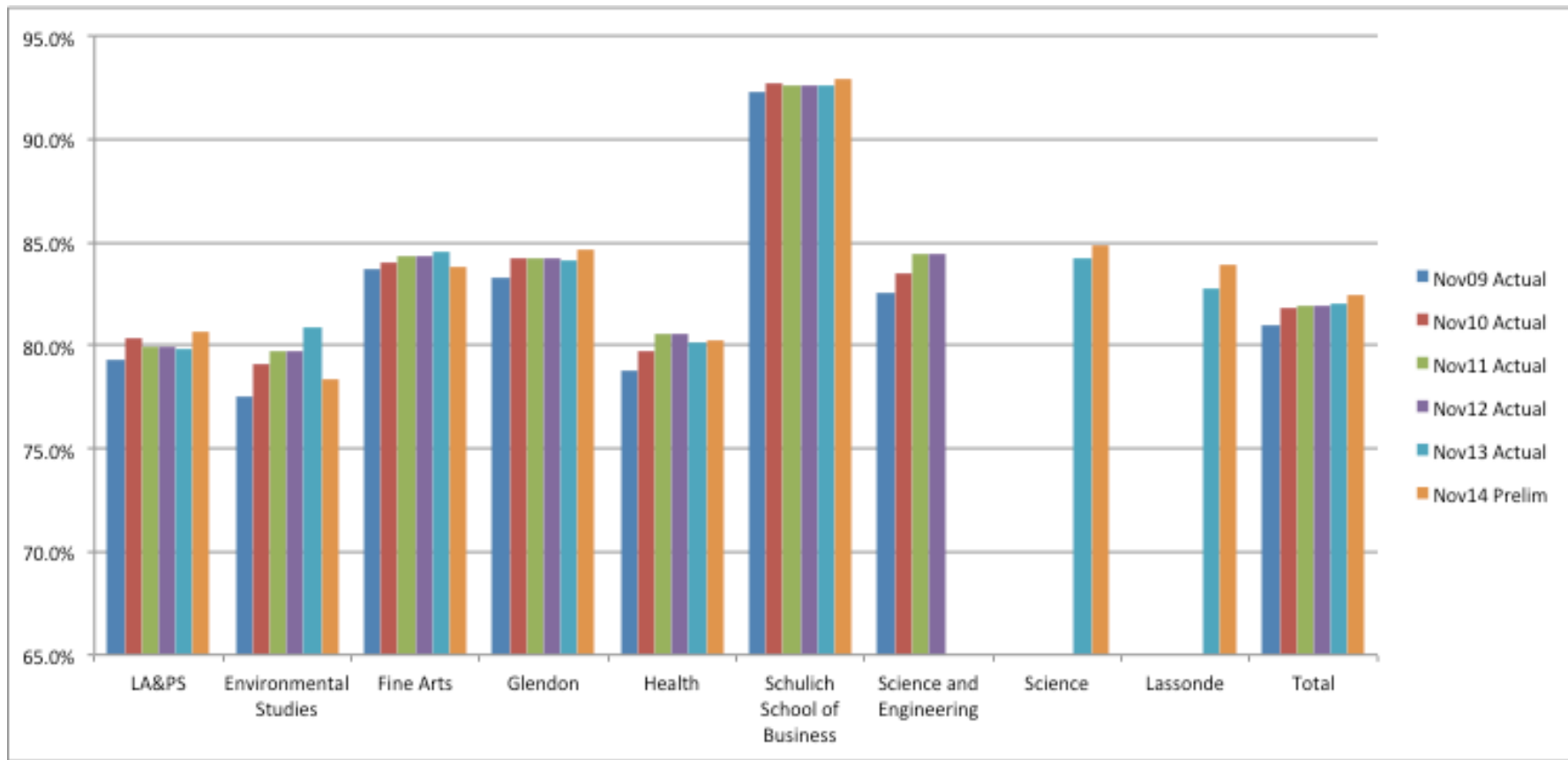
- From OUAC monthly stats, as of September 10, 2014
- Full-time first year only; excludes entry into upper years
- *Excludes confirmations on applications directly to York

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)

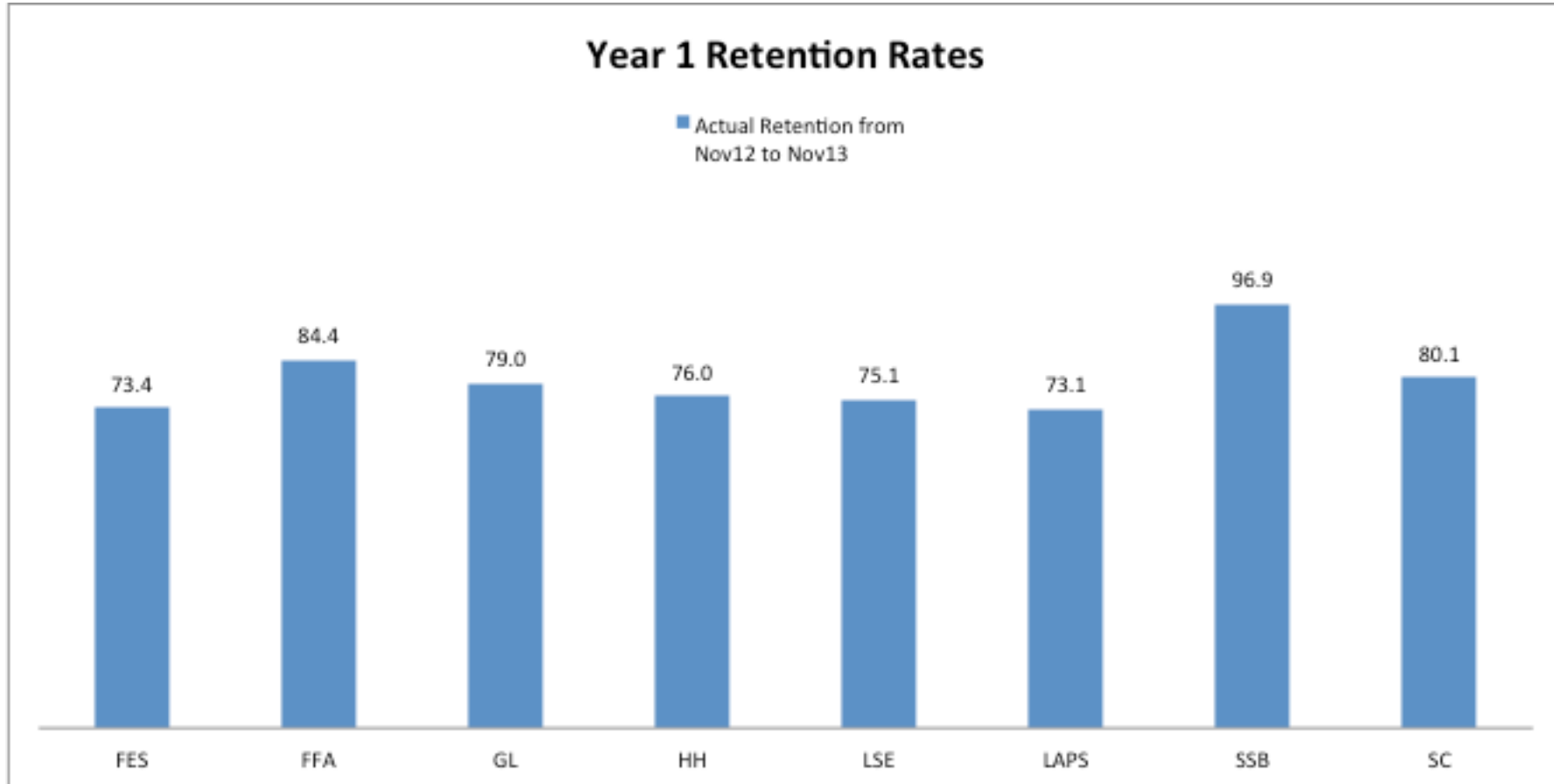
- Location
- Reputation
- Campus Safety
- Unavailability of specific programs

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)

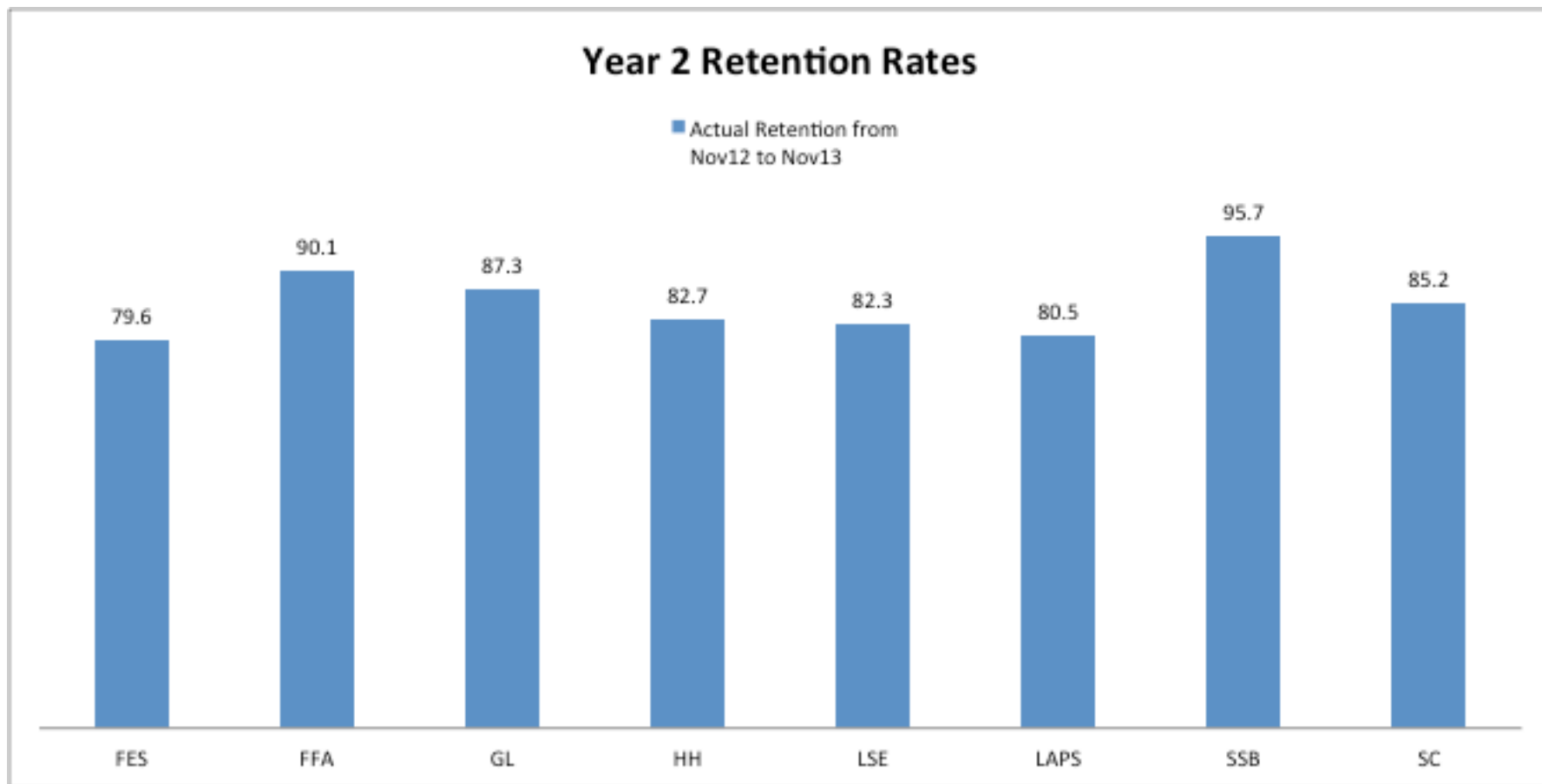
FACULTY-LEVEL UNDERGRADUATE STUDENT RETENTION Year 1 (Nov 2012 to Nov 2013)



Above data includes both Eligible and International Students

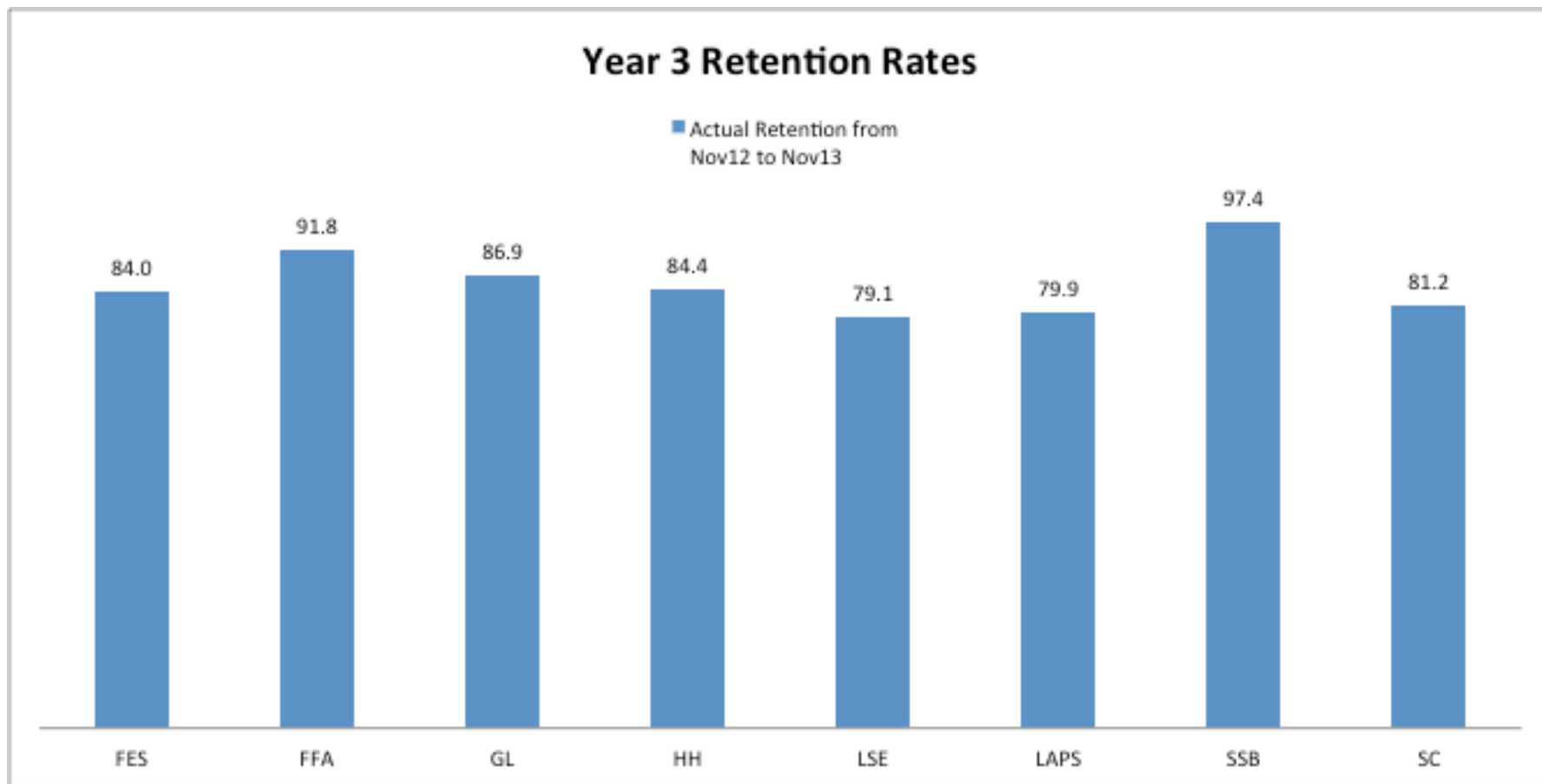
Source: OIPA

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



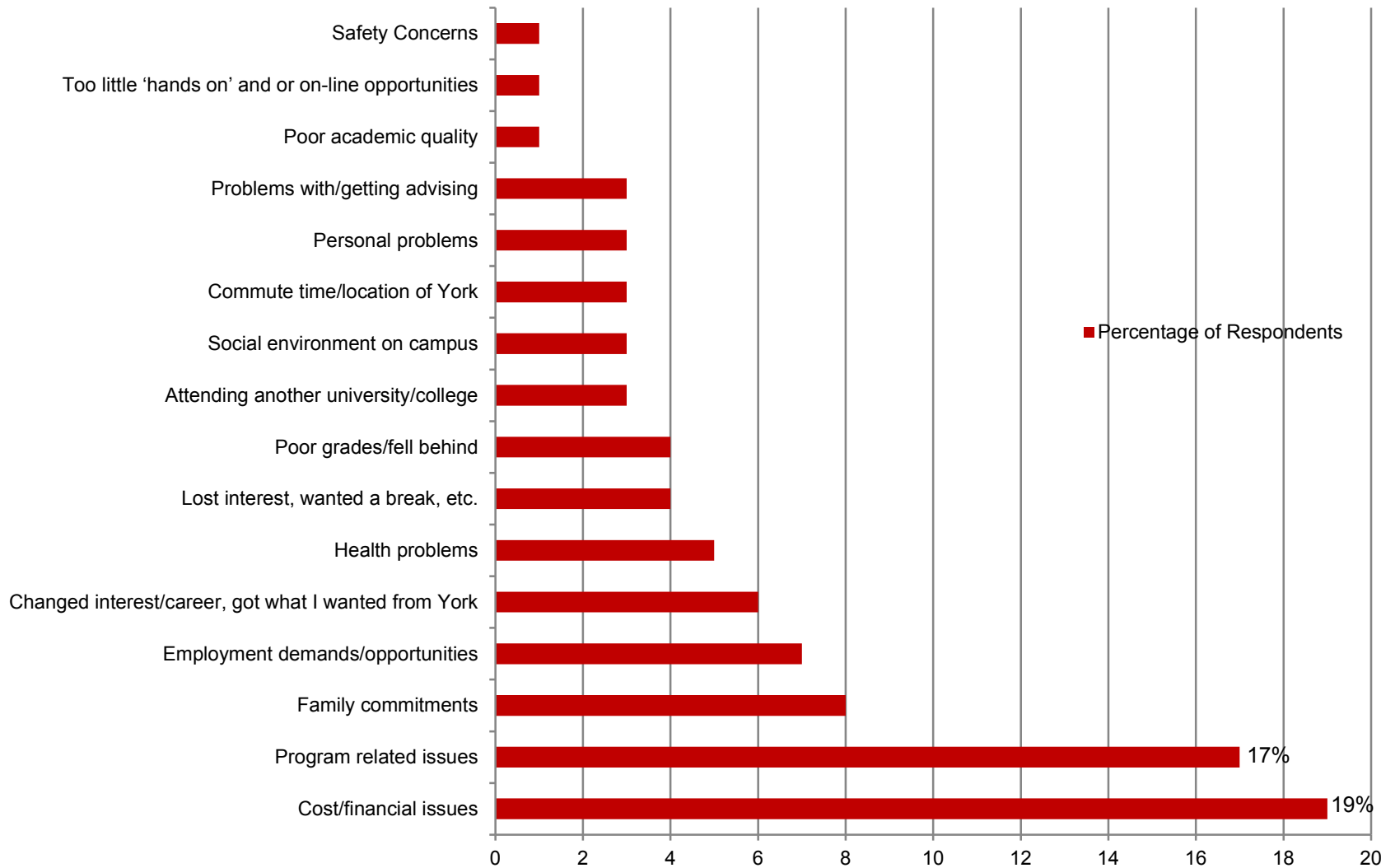
Above data includes both Eligible and International Students

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



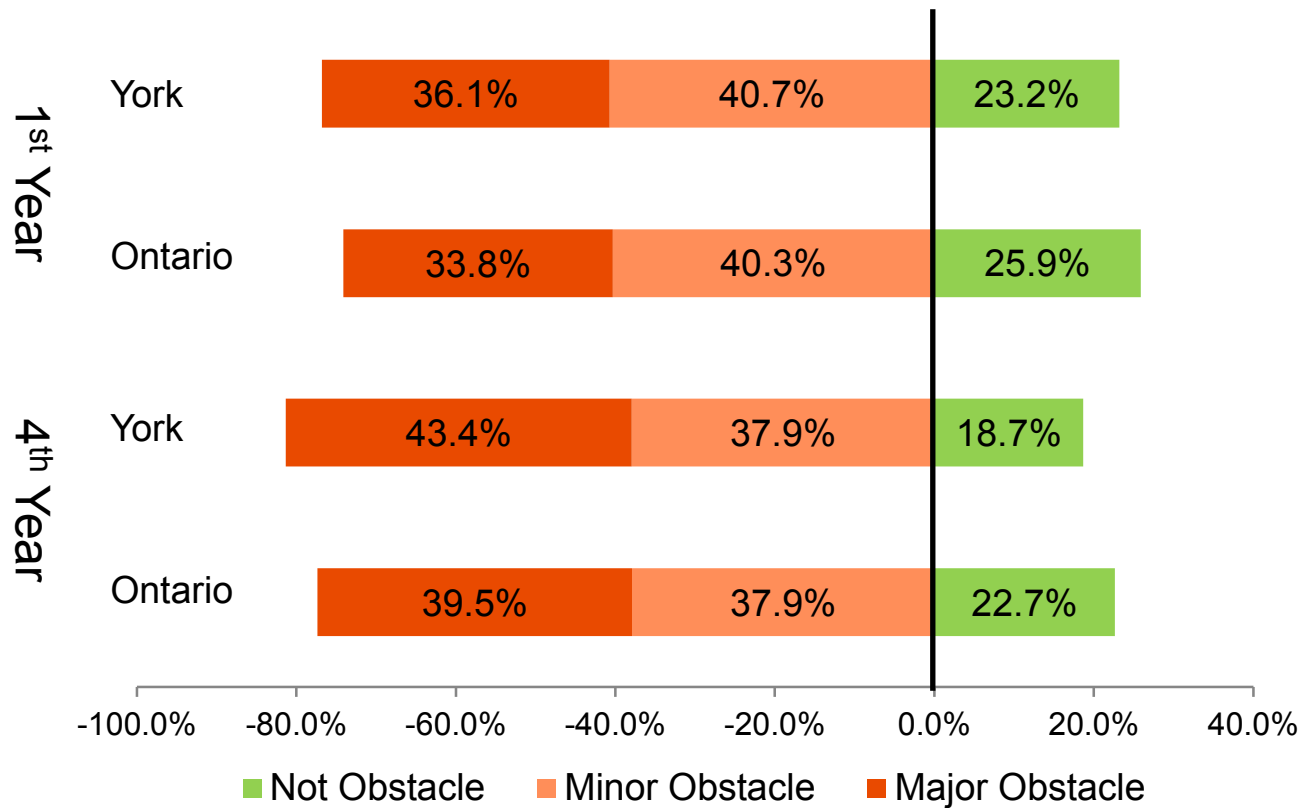
Above data includes both Eligible and International Students

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

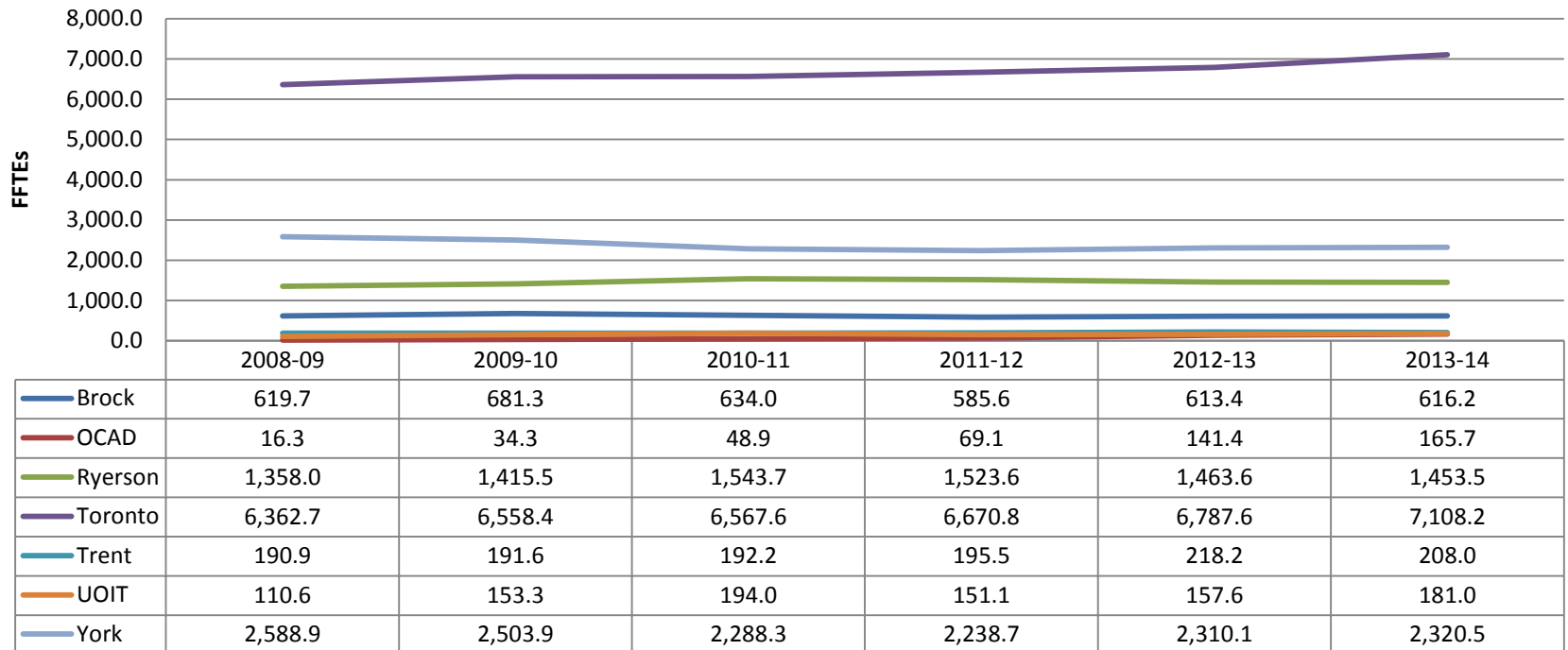
2014-15 Preliminary Eligible Doctoral FTEs by Faculty *

	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

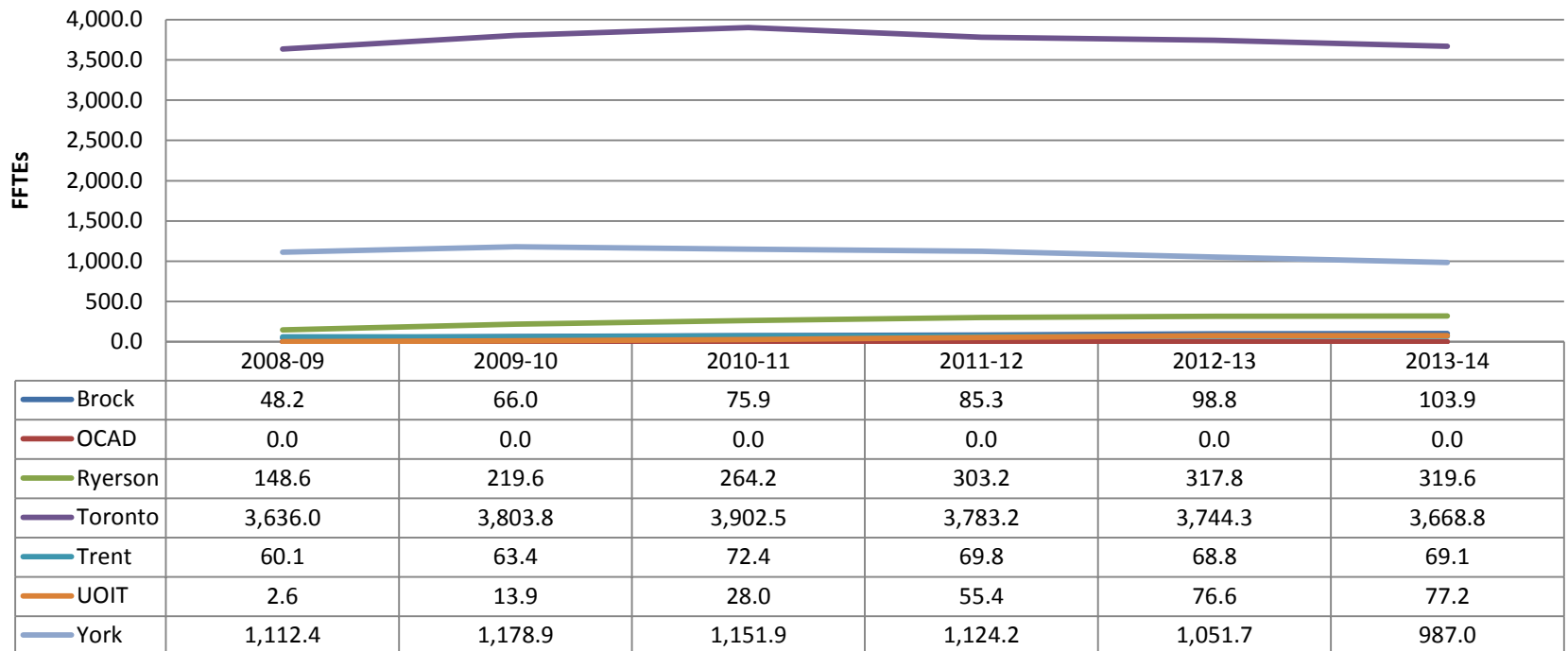
ONTARIO UNIVERSITIES: ELIGIBLE GRADUATE ENROMENTS - MASTERS

Eligible Graduate Enrolment Masters



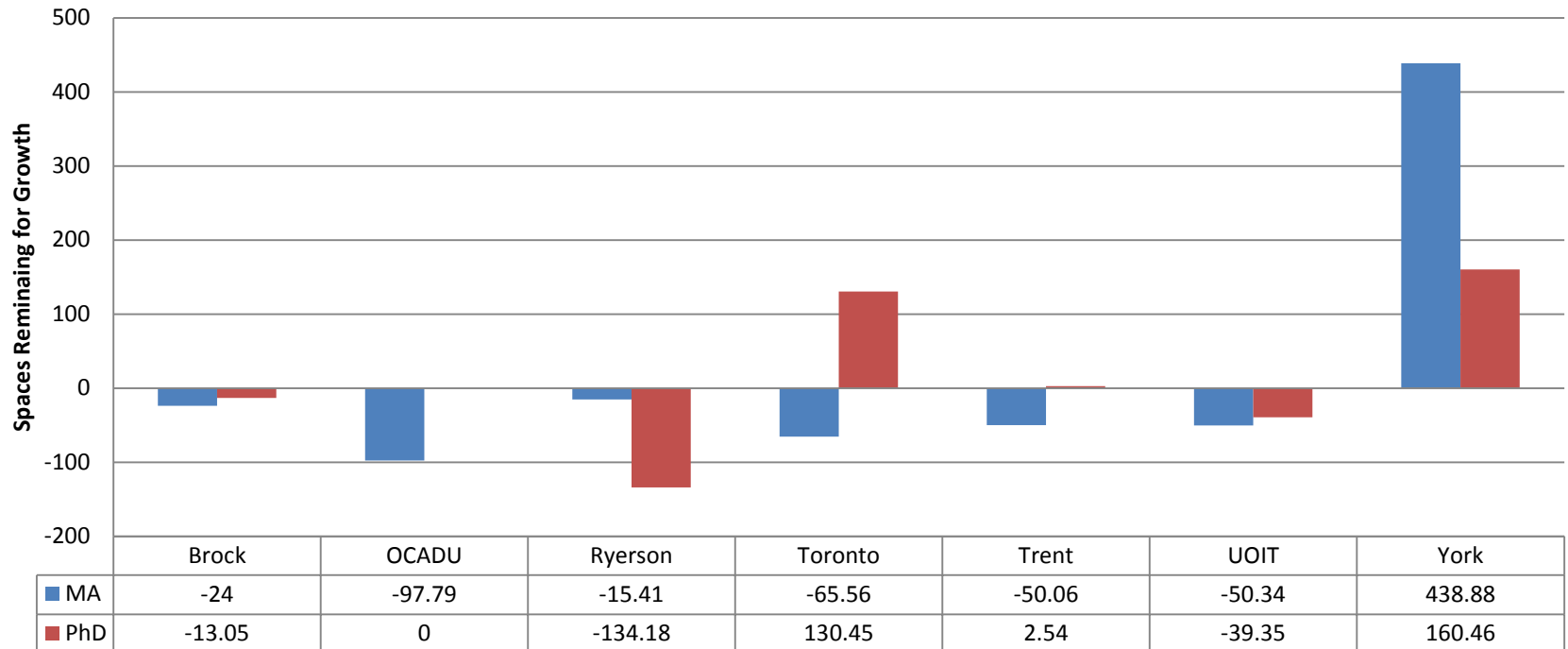
ONTARIO UNIVERSITIES: ELIGIBLE GRADUATE ENROLMENTS - PhD

Eligible Graduate Enrolment Doctoral



GRADUATE SPACES REMAINING FOR GROWTH

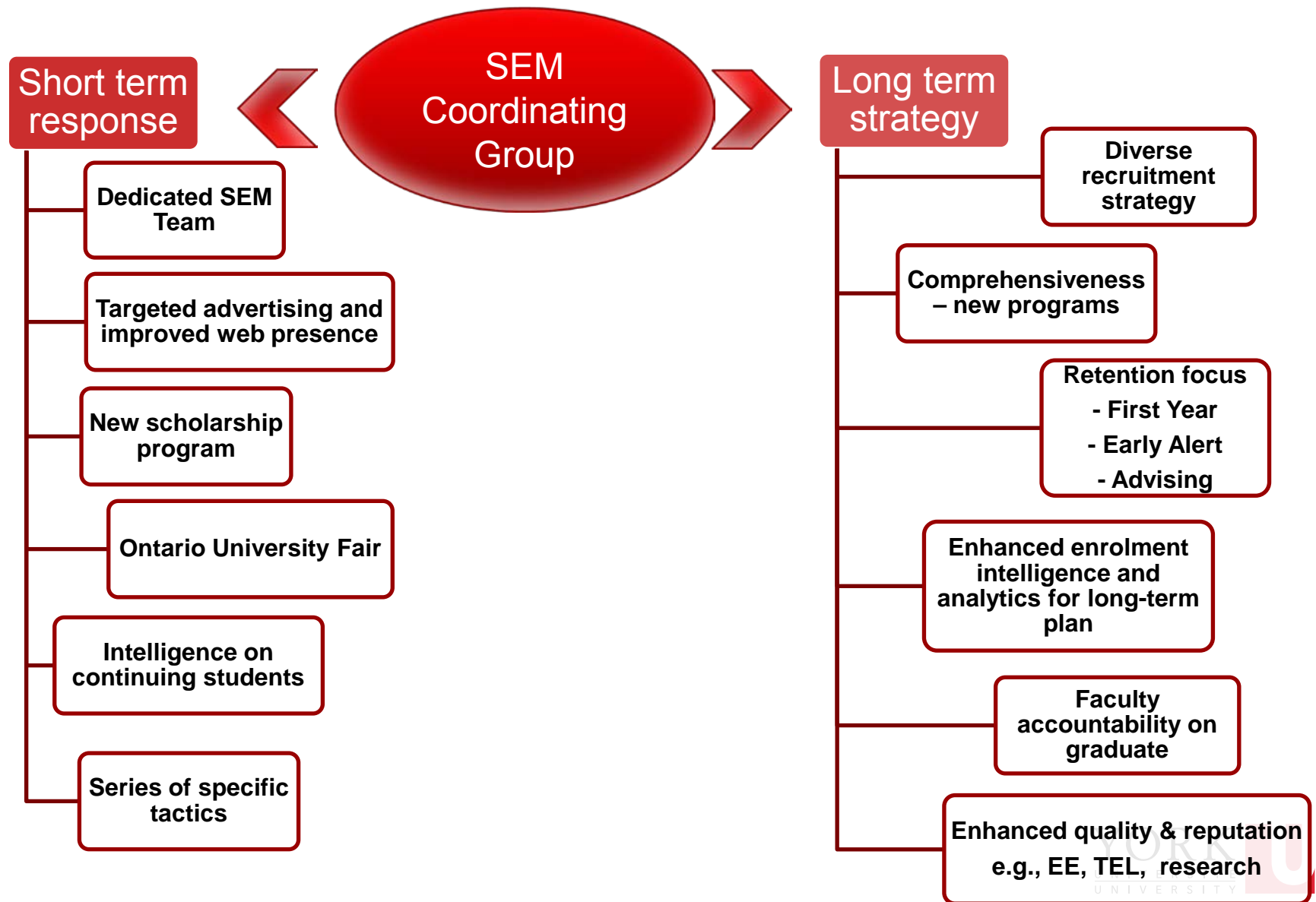
Spaces Remaining for Growth 2012-13



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

OIPA Organizational Changes

Intelligence ‘back bone” (Early Alert and CRM)

Communications/Recruitment Pilot (Arts, Media, Performance and Design)

Study program switches and undeclared majors

Student Self-Assessment Survey – building early alert capacity (OIPA)

Evaluation of SPARK

University 101 Course

Advising – Key PRASE Recommendations

SEM Professional Development

Creating an inventory of Academic Literacy and Learning Skills

FYE Recommendations

Study Course Enrolment Patterns

Reactivation Outreach

Academic Scheduling Process Review

Personal Librarian Program (first-year UNMAs, switches and mature)

Recruitment Response Plans (short-term strategies)

Expanding PASS program (Supplemental Instruction)

SEM Intelligence and Resources (YU Link site)

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.

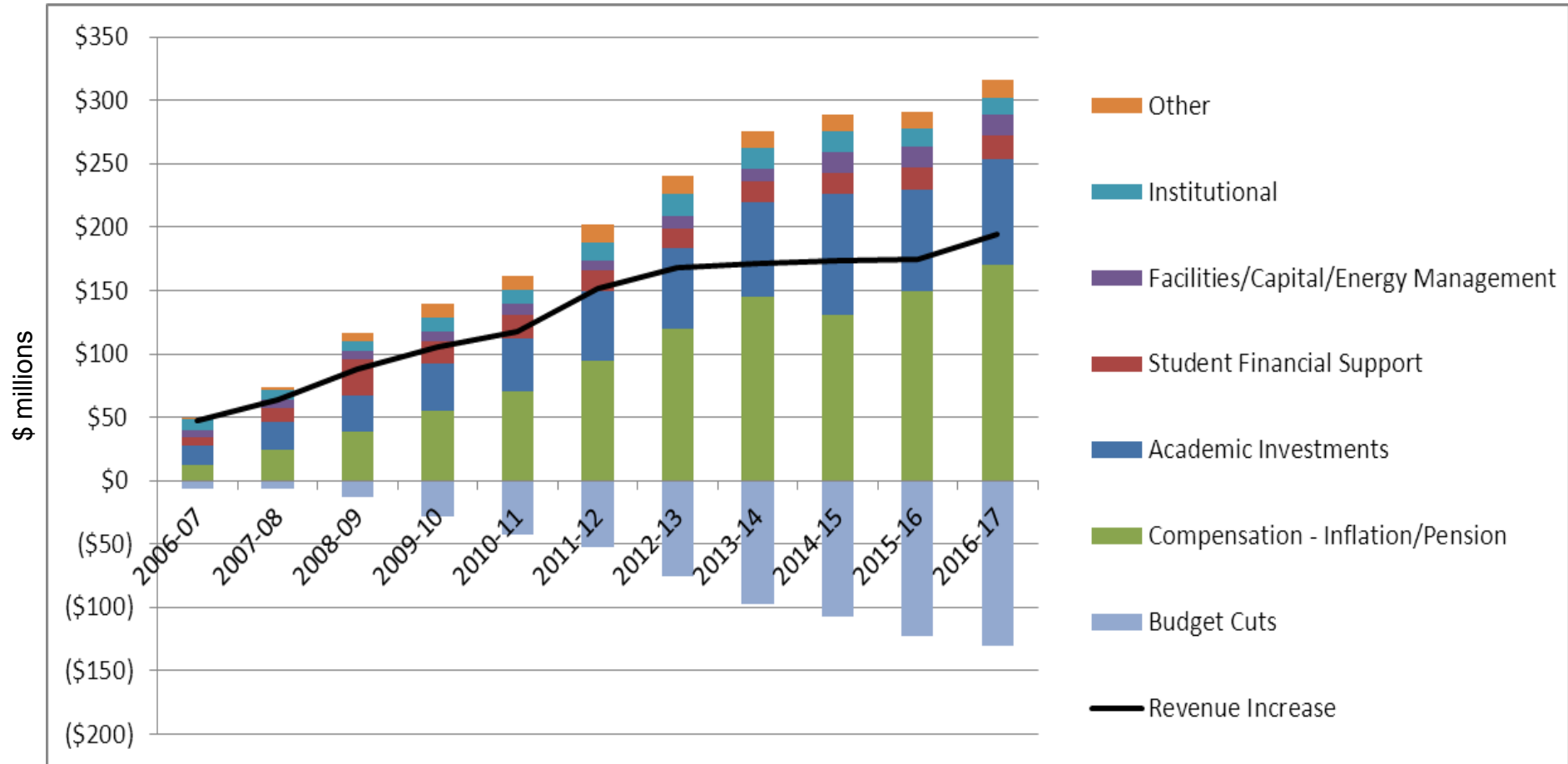
Budget Expenditure Analysis: Expenditure Comparison Table

	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.

Academic Planning Forum

November 13, 2014

Academic Priorities: Contexts, Planning and Implementation

Provost / Vice-President Finance and Administration opening remarks on the genesis and thrust of AAPR and the current challenges facing the University (to be distributed under separate cover)

Process (AAPR and Forum Itself)

Comments and Questions

- students have not able to access AAPR documents and their input is essential
- it is imperative that there be consultations at Glendon
- the ground rules for the forum (i.e. time allotted to speakers) should have been made known in advance
- if methodologies are not in scope at this forum, when can they be interrogated?

Responses

- students will have access to AAPR documents by Friday, November 14
- there will be an open community consultation at Glendon
- the Provost and VPFA will reflect seriously on the input at the forum and received by other means

The AAPR Exercise

Comments and Questions

- the exercise is inherently biased and asks the wrong questions
- the quadrants are not congruent with the University Academic Plan's priorities
- scoring rubrics were not well refined
- Interdisciplinarity is too important to sacrifice
- Liberal Arts' graduates are well suited to professional study and it would be a great loss if the exercise resulted in a diminishment
- doing "governance by numbers" is wrong
- analogies to Cyclical Program Reviews fail since CPRs rest on peer review and there is no attempt to quantify and therefore compare
- data were not always reliable and programs had to devise their own information sets
- programs should have detailed feedback on PIFs and an explanation of findings by the Task Force
- it is not clear that the University's financing is as dire as reported; if the budget situation has deteriorated, it is not clear what has happened to cause such a change
- postsecondary education should not be market driven, and the University's mission is to publically protect critical inquiry from hostile forces
- the exercise is a welcome one and a first step to addressing challenges; students are facing global phenomena of un- and under-employment

Responses

- any kind of review inevitably causes anxiety, but AAPR was necessitated by trends such as declines in majors and enrolments in certain programs, an unequal distribution of burdens, growing gaps between programs that are under- and over-subscribed
- the financial crisis is real and it entails authentic risks to the priorities we have set; the AAPR process was geared toward protected the mission, not undermining it
- simply cutting unpopular programs was never an option, and AAPR is not “rank and yank” governance
- protecting the core cannot be done by settling for the status quo
- administrative programs are also in scope and changes there will also help preserve academic activities
- The Task Force reports are a beginning, not an end, and they inform academic planning not pre-empt it

The Task Force Report Findings

Comments and Questions by Attendees

- some Faculties (Schulich, Osgoode) have accumulated debts that others have paid for – can the Faculty finances be published again?
- it is not surprising that de-regulated programs appear to be higher quality and (especially) more sustainable
- Lassonde’s programs are all highly rated, but the School’s development has been subsidized (knowingly, at the time Senate approved its establishment)
- interdisciplinary programs appear to be “unsustainable” but they are also an important distinguishing strength of York
- the Task Force reports distract from the need to support positive learning environments
- PIF authors received no feedback on their submissions
- some programs (e.g. Classics) are sound, but are plotted in the lower left quadrant despite high quality
- Nursing was placed in a lower left quadrant, an invalid ranking that is at odds with known characteristics and reputation
- there must be mechanisms to challenge the Task Force findings
- the emphasis being put on clusters calls into question the validity of the individual program slotting
- critical skills are muted in the overall assessment

Responses

- the Task Force did its work in confidence and collectively, and individuals cannot respond to concerns
- if programs feel that PIF information and Task Force analyses don’t square they will have an opportunity to restate their case; the Task Force worked from the data provided only

- Cyclical Program Reviews and the AAPR exercise had different perspectives – one “zooms in” on particular programs while the other “zooms out” and looks at larger aggregations – and it is preferable to consider clusters and areas
- clustering provides greater reliability
- it is necessary to improve data and access for programs, one of the key lessons learned
- belief in the value of the liberal arts is universal, as is their importance to York, but this raises the question of how we can sustain programs in the face of current trends
- The recommendations do not preclude cross-subsidization or support for programs that are central to the University but facing challenges

Timelines and Future Deliberations

Comments and Questions by Attendees

- the January 30 deadline for responses is too ambitious given concerns about methods and controversies over finances; there should be full discussion at Senate and Senate should not rush
- ASCP was urged to think in broad terms and it would be inappropriate for Faculties to make quick judgments – what are the timelines for action?
- YUFA advised that the Principal of Glendon has served notice that three programs are slated for closure

Responses

- Glendon’s Principal has not earmarked programs for closure
- the new budget model is another crucial tool for academic planners
- the Task Force has worked on benchmarks and provided general recommendations; it is now up to colleagues to take them up in the coming dialogue
- the timelines have been designed to ensure that academic planning is tracking toward the commitments made to the Board in June 2013; development of a strategic, integrated plan does not mean that all decisions about programs need to be made in the next few months; but it is essential to have a pathway
- reviews were internally focused and it would be constructive for programs to look outward to similar programs
- it is important for programs to consider how they will attract students and enhance quality

RAE 14.11.13

COMMITTEE ON ACADEMIC STANDARDS,
CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of November 27, 2014

FOR ACTION

I. EXPEDITED APPROVALS

1. Establishment of a Diploma in Quantitative Methods • Graduate Program in Psychology • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate **approve the establishment of a Diploma in Quantitative Methods (Type II) to be housed in the graduate program in Psychology, Faculty of Graduate Studies, effective FW '14-15.**

Rationale

The proposed Diploma is primarily targeted to students in the graduate programs in Psychology, Kinesiology and Nursing and is designed to enhance their knowledge of and skills in quantitative research methodology. No other university in Canada offers a diploma in Quantitative Methods, yet there is demand for graduates with training in this area as the American Psychology Association reported in 2008. The diploma will provide students at York with an opportunity to earn an additional credential beyond their degree, which in turn provides an advantage for employment opportunities.

A Type 2 diploma is awarded concurrently with a graduate degree. The proposal satisfies the Senate criteria for Type 2 graduate diplomas. Consultation with relevant programs and the Institute for Social Research has been undertaken and there is strong support for the initiative from both the anchor Dean and the Vice-Provost Academic. Documentation is attached as Appendix A.

Approved by: FGS Council 6 March 2014 • ASCP 1 October 2014 • APPRC 6 November 2014

FOR INFORMATION

1. Minor Curriculum / Academic Standards Items Approved by ASCP

Minor changes to degree requirements were made for the following:

School of Arts, Media, Performance and Design

- Change in rubric for the interdisciplinary Fine Arts courses (From INFA to AMPD)

Faculty of Graduate Studies

- Minor change to the requirements for the Master of Disaster & Emergency Management program (classifying the existing MRP requirement as a 6 credit course; adding three new courses to the list of elective credits)
- Minor change to the requirements for the MA and PhD programs Psychology (splitting the existing requirement of two 3-credits research methods courses in the PhD program to one 3-credit research methods course in each of the MA and PhD programs).

2. Academic Standards Initiatives in Progress

a) **Converting York's Undergraduate Grade Scale from a 9 to a 4-Point Scale**

Facilitated by the University Registrar, Don Hunt, ASCP's Coordinating & Planning Sub-committee had a preliminary discussion of the idea of converting York's 9-point undergraduate grading scale to a 4.0 framework. Background documents were reviewed to learn of:

- practices in place at other post-secondary universities in Ontario, across Canada and in the US;
- the GPA conversions of York's grades by other institutions and application centres; and
- the difference in grade scales between York and Ontario colleges, from which most of York's transfer students come

Aligning grading scales among universities and other post-secondary institutions is an issue of strong interest among Registrars across the province for the advantages it carries for both institutions and students. In the case of York, our students would not be disadvantaged by the individualized grade conversion exercises applied by institutions in their admissions processes. In addition, considerable administrative resources would be saved with a unified grade scale.

The Sub-committee endorsed further exploration of the initiative. Additional information is being gathered for review, including an illustration of the proposed conversion of the 9 point scale to the 4 scale, and a full articulation of the advantages and impact associated with the change. ASCP will consult broadly - including a facilitated discussion at an upcoming Senate meeting - as the initiative takes shape.

b) **Incorporating "Withdrew from Course" in the Common Grading Scheme for Undergraduate Faculties**

Upon the joint recommendation of the Registrar's Office and the Office of the Vice-Provost Academic, the ASCP Coordinating & Planning Sub-committee discussed adding the category of "Withdrew from Course" (denoted by a 'W' on the transcript) into the Senate common grading scheme for undergraduate Faculties. As currently imagined, *Withdrew from a Course* would be a new grade category in the undergraduate grading scheme that can be assigned by decision of a petitions / appeal committee for a request for late withdrawal from a course. The course would remain on the transcript, with *W* listed as the "grade". No credit value would be retained for the course and no value would be included in students' grade point average (GPA).

Noting the large number of petitions for retroactive withdrawal being granted, the Senate Executive Committee expressed concern to ASCP a few years ago about academic standards at the University as a result. The number of petitions for late withdrawal has continued to increase in recent years. *Withdrew from Course* provides a new option, the intent of which is to balance academic integrity and fairness to students who have demonstrated grounds for special consideration. It is already an option within the graduate grading scheme at York, and several universities have incorporated it into their undergraduate grading schemes to maintain the integrity of students' academic records.

At its meeting on 29 October, the Senate Committee signaled its support for the initiative. Discussions are continuing. Once a concrete framework is developed, Faculties will be consulted and provided an opportunity for input.

c) *Mid-Term Examinations Held Outside of Class Time*

It was recently drawn to the attention of the Senate Committee that it is becoming common practice for programs to schedule mid-term tests and examinations outside of normal class time, including on weekends. The reality of large courses, many with multiple sections scheduled throughout the week, has necessitated a common mid-term exam time for all students to write the same exam to protect academic integrity. Large enough, appropriate space being at a premium during weekdays, has led to Saturday and Sunday mid-term exams.

Protecting academic integrity is essential. In addition to the exam room setting, ASCP has identified other facets of academic integrity associated with this emerging and largely informal practice that need to be addressed. Embedding it within governing legislation will affirm the authority for the academic activity, articulate guiding principles, and establish consistent procedures to protect students. The Committee is reviewing the option of expanding the scope of the *Senate Policy and Guidelines on the Conduct of Examinations* to explicitly include mid-term examinations as well as the end of term formal examination periods. Once a proposal is ready, it will come forward to Senate for review and approval.

Leslie Sanders, Chair
Academic Standards, Curriculum & Pedagogy

Proposal for a Graduate Diploma in Quantitative Methods

Submitted by:

Jolynn Pek & Rob Cribbie

Quantitative Methods

Department of Psychology

York University

1. Introduction

1.1. A graduate diploma (Type 2) in Quantitative Methods is proposed, and would be housed within the graduate program in Psychology.

1.2 The generality of the graduate diploma name “Quantitative Methods” was chosen to reflect the fact that the use of Quantitative Methods in research spans numerous disciplines, including Psychology, Kinesiology, Nursing and other areas.

1.3 The diploma is open to students in Psychology, Kinesiology and Nursing. Students in other graduate programs may enroll in the diploma with permission of the Graduate Diploma Coordinator

2. General Objectives of the Graduate Diploma

2.1 The primary objective of the Quantitative Methods Diploma is to provide graduate students within the Graduate Program in Psychology, as well as other related graduate programs in York University, further training in quantitative methodology. This diploma program is developed to promote competency in the application and communication of advanced quantitative methods to psychological and social science data, and is intended to be complementary to students’ course of study in Psychology and other related graduate programs.

2.2 In alignment with York University’s mission of excellence in research, as well as the Faculty of Health’s commitment to train leaders in health and human science through research, the proposed Quantitative Methods Diploma is intended to enhance graduate students’ skills in quantitative research methodology.

The Graduate Program in Psychology has six other areas of specialization beyond Quantitative Methods – Brain, Behaviour and Cognitive Science, Clinical, Clinical Developmental, Developmental Science, History and Theory of Psychology, and Social and Personality. The MA and PhD requirements of every area include a research-based thesis or dissertation and a research or applied practicum. Additional training via the Quantitative Methods Diploma (Type 2) is expected to enhance the research skill set of graduate students in terms of their methodological expertise. Students from related graduate programs in the behavioural sciences, with similar focus on quantitative research, are also expected to benefit similarly.

Ordinarily, students in the Graduate Program in Psychology specializing in Quantitative Methods would not be allowed to enroll in this graduate diploma.

3. Need and Demand

3.1 There are only two programs in Canada (University of British Columbia and McGill University) that allow graduate students to complete Psychology degrees with a specialization in quantitative methods, but do not offer diplomas in Quantitative Methods. Given the increasing complexity of statistics within psychology and related behavioural sciences, there is a great need for graduate training in Quantitative Methodology. Indeed, the American Psychological Association (APA) convened a task force to investigate the lack of expertise in quantitative methodology, to address “the pressing need for training and education in all aspects of quantitative methods” (APA, 2008). Aiken,

West and Millsap (2008) have also observed, in their survey of doctoral Psychology programs in North America, that there is insufficient diffusion of innovation in quantitative methodology into graduate curriculum.

3.2 A supply versus demand mismatch for quantitatively trained researchers in Psychology has been openly acknowledged (Clay, 2005). In academia, departments which have had no quantitative specialists are seeking out faculty that can teach quantitative courses, provide statistical consulting to research colleagues, and participate in thesis and dissertation committees. Likewise, demand of quantitatively skilled graduates has peaked due to the needs of government and private sector research centers requiring expertise in new complex research methodologies. Graduates with additional formal training in Quantitative Methodology would be more marketable in the shifting research climate where more elaborate and complicated research paradigms demand knowledge and expertise in advanced approaches for analyzing data.

3.3. It is anticipated that three to five graduate students would apply for admission to the Quantitative Methods Diploma in Fall 2015. The steady-state enrollment is expected to be six to eight students per year.

References

Aiken, L. S., West, S. G., and Millsap, R. E. (2008). Doctoral training in statistics, measurement, and methodology in psychology: Replication and extension of Aiken, West, Sechrest and Reno's (1990) survey of PhD programs in North America. *American Psychologist*, 63, 32-50.

American Psychological Association (2008). *Report of the task force for increasing the number of quantitative psychologists*. Retrieved from <http://www.apa.org/research/tools/quantitative/quant-task-force-report.pdf>

Clay, R. (2005). Too few in quantitative psychology: The subdiscipline sees shrinking numbers, but growing opportunities. *Monitor on Psychology*, 36, 26.

4. Curriculum, Structure and Learning Outcomes

4.1 The learning objectives of the Diploma are for students to have:

- a) foundational and breadth of knowledge, as well as competency in several advanced quantitative methodologies used in Psychology or the related behavioural sciences,
- b) ability to communicate advanced quantitative methods, in terms of concepts and application,
- c) appreciation of new and novel developments in quantitative methodology, and
- d) depth of knowledge in the concepts and application of at least one type of advanced quantitative method.

These four learning objectives are met with the following four requirements:

a. ***Students must complete 18.0 credits of coursework specializing in Quantitative Methods at the graduate level (there are no specific courses required).*** The courses could include graduate quantitative methods classes offered by the Departments of Psychology, Kinesiology or Nursing (see Appendix A), as well as graduate classes offered by the Department of Mathematics and Statistics. However, other York or non-York courses might also be applied to the requirements of the diploma. All courses that the student would like to apply towards the requirements of the diplomas must first be approved by the student's Diploma Program Advisor (see below). Courses counting toward the diploma program may also count towards the student's graduate degree requirements, but some part of the graduate diploma program course requirements shall be additional to degree requirements. Additionally, every course counting toward the diploma must have a minimum grade of A-.

b. ***Presenting at least once in the Quantitative Methods Forum.*** The presentation could either focus on a specific quantitative method, or could highlight the student's application of an advanced quantitative method in an ongoing research project.

c. ***Attend at least a minimum of 8 Quantitative Methods Forums.*** The eight QM forums need not be in the same year, and although a minimum number is specified, it is recommended that students attend as many forums as possible.

d. ***Completion of a Minor Area Paper, Review Paper or Research Practicum with a focus on quantitative methods.*** The minor area paper or review paper should be at least 4,000 words (excluding tables, figures and references) on a topic related to the analysis of data in the behavioural sciences. The review paper should be written in a format acceptable for submission to a peer-reviewed journal, and to count towards the diploma it must be approved by the Quantitative Methods area. Alternatively the research practicum will be worth 6 credits and should be related to the analysis of data in the behavioural sciences. A letter from the practicum supervisor outlining the nature of the practicum and indicating successful completion of the practicum will be required in order for the practicum to count towards the diploma.

The Quantitative Methods Forum is a weekly meeting of all faculty and graduate students from the Quantitative Methods area of the graduate program in Psychology, as well as faculty and students from other areas of Psychology and related programs such as Mathematics and Statistics. Meetings consist of research presentations and discussion of topics concerning professional development. Unless otherwise noted, these meetings are held in the Norm Endler Room (164 Behavioural Sciences Building) at York University. Scheduled talks are posted online at: <http://qm.info.yorku.ca/forum/>.

In addition to students' degree program requirements, the Quantitative Methods Diploma requires extra coursework, Quantitative Methods Forum attendance, and a Quantitative Methods Forum presentation. Typically, the diploma requirement of completing a paper focusing on Quantitative Methods would also be an additional requirement for the diploma. The paper focusing on QM would not be an additional requirement for students with degree requirements of a minor area paper (or equivalent) or research practicum when such a paper is completed with a topic focused on quantitative methods.

An example of how a student might complete the diploma, let's take a look at a typical Psychology graduate student. A Psychology graduate student (not majoring in quantitative methods) is required to complete a total of 12 credits in quantitative methods during their MA and PhD. In order to meet the requirements of the diploma, they would complete 6 extra credits in quantitative methods courses. Additionally, they would attend eight QM Forum sessions in addition to presenting at least once at this forum. Furthermore, these students would complete a paper focusing on quantitative methods. The paper focusing on quantitative methods would not be an addition to students' regular degree requirements only when one of their required minor area paper/research practicum focused on quantitative methods.

4.2 Satisfactory completion of the degree requirements will be assessed by the student's program adviser, using input from the student. Students will submit evidence of course completion (with the minimum A- grade) via copies of student transcripts. Attendance and presentation requirements will be submitted using the form in Appendix B.

4.2 Breadth of knowledge and competency in several advanced quantitative methodologies is met by coursework and QM forum attendance. Attendance of the QM forum is also expected to foster appreciation of new and novel developments in quantitative methodology. Foundational knowledge and depth of knowledge in applying at least one type of quantitative method is met by presenting at the QM forum, and by the minor area paper, or review paper, or research practicum requirement.

4.3 Students can be enrolled in the diploma while completing any graduate degree at York University. Mode of delivery will be a mix of coursework, QM forum presentation and attendance, and research/practical experience.

4.4 Examples of courses that will be offered in support of the graduate diploma are provided in Appendix A, although as discussed above, any quantitative course that is approved by the student's diploma program adviser can count towards the diploma.

5. Admission Requirements

Graduate students in the Departments of Psychology, Kinesiology, Nursing or other programs (with approval from the diploma coordinator), may apply for entry into the Quantitative Methods Diploma program.

Students wishing to apply for the Quantitative Methods Diploma program must arrange for one of the faculty members in the Quantitative Methods area to serve as his or her Diploma Program adviser. Both the student and the Diploma Program adviser would come to an agreement regarding the combination of Quantitative Methods courses to satisfy the Diploma requirements, as well as identify either a potential topic for the QM review paper or a project for the research practicum at the time of application.

The admission requirement of having a Diploma Program adviser at the time of enrollment assures that students have a concrete plan of study to complete the diploma requirements within a reasonable timeframe, as well as direct mentoring from faculty in the Quantitative Methods area. Submission of an approved individualized plan of study for the Diploma, with the student's expected learning

outcomes linked to the specific courses to be taken and the choice of Minor Area Paper, Review Paper or Research Practicum is required for admission into the program.

6. Resources

6.1 There are four primary faculty members in the Quantitative Methods area that would actively participate in delivering the Quantitative Methods diploma. The table below details more information regarding these faculty members, each of which is a member of the Faculty of Graduate Studies and a member of the Institute for Social Research.

Faculty Member & Rank	Home Unit	Primary Graduate Program	Area(s) of Specialization
Robert Cribbie Full Professor	Psychology	Quantitative Methods	Robust Analysis of Variance; Multiple Comparison Procedures; Measurement of Change; Equivalence Testing
David Flora Associate Professor	Psychology	Quantitative Methods	Exploratory and Confirmatory Factor Analysis; Latent Growth Curve Analysis; Item Response Theory
Michael Friendly Full Professor	Psychology	Quantitative Methods	Multivariate Analysis; Factor Analysis; Statistical Graphics; Graphical Methods for Categorical Data
Jolynn Pek Assistant Professor	Psychology	Quantitative Methods	Structural Equation Models; Structural Equation Mixture Models; Multilevel Models; Uncertainty Quantification

The table below provides examples of faculty members who could aid in delivering the Quantitative Methods Diploma. Each of these faculty members have agreed to have their names included on this list of potential affiliates of the Quantitative Methods Diploma.

Faculty Member & Rank	Home Unit	Primary Graduate Program	Area(s) of Specialization
James Elder Full Professor	Psychology, Mathematics and Statistics, and Computer Science and Engineering	Brain, Behaviour, and Cognitive Sciences	Computational Modeling of Visual Perception; Natural Scene Statistics; Neural Modeling.
Chris Green Full Professor	Psychology	History and Theory	History of Psychology; Research Methods and Statistics; History of Statistics.
Richard Murray Associate Professor	Psychology	Brain, Behaviour and Cognitive Sciences	Perceptual Psychology, Visual Psychophysics, Three-dimensional Shape Perception
Georges Monette Associate Professor	Mathematics and Statistics	Mathematics and Statistics	Multilevel Modeling; Statistical Graphics; Multivariate Statistics
Michael Rotondi Assistant Professor	Kinesiology & Health Science	Biostatistics	Respondent-driven Sampling; Inter-observer Agreement; Cluster Randomized Trials.
Mina Singh Associate Professor	School of Nursing	Nursing	Quantitative Methods; Program Evaluation; Curriculum Development and Design; Mental Health Nursing

6.2 Students engaged in the graduate diploma have access to computing facilities housed in the Donald O. Hebb Lab. Computers in the lab are accessible 24 hours a day, seven days a week, and have (for example) the following statistical software installed: IBM Amos, IBM SPSS, LISREL, Matlab, R, SAS, EQS, and Mplus.

7. Support Statements

See Attached

Appendix A

List of example courses offered in support of graduate diploma.

PSYC 6130 Univariate Analysis (6): Topics include descriptive statistics and graphics, applied probability, elementary distribution theory, principles of statistical inference, theory and application of analysis of variance (ANOVA) models for between-subjects and repeated measures designs, correlation, simple linear regression, multiple linear regression, regression diagnostics, logistic regression. *Offered every year until Fall/Winter 2013-2014.* Note. PSYC 6131 and PSYC 6132 are replacing PSYC 6130 beginning Fall 2014.

PSYC 6131 Univariate Analysis I: Analysis of Variance (3): Topics include descriptive statistics and graphics, applied probability, elementary distribution theory, principles of statistical inference, theory and application of analysis of variance (ANOVA) models for between-subjects and repeated measures designs. *Offered every year.*

PSYC 6132 Univariate Analysis II: Regression (3): Prerequisite, PSYC 6131, or permission from the instructor. Topics include correlation, simple linear regression, multiple linear regression, regression diagnostics, logistic regression. *Offered every year.*

PSYC 6135 Psychology of Data Visualization (3): Prerequisite, PSYC 6130, or PSYC 6131 and PSYC 6132, or permission from the instructor. Topics include varieties of information visualization, history of information visualization, software tools for information visualization, visualization in statistics and human factors research. *Offered every two to three years.*

PSYC 6136 Categorical Data Analysis (3): Prerequisite, PSYC 6130 or PSYC 6131 and PSYC 6132, or permission from the instructor. Topics include discrete data, two-way tables of counts, three-way contingency tables, log-linear models, generalized linear models, logit models, logistic regression, polytomous response models and models for correlated categorical responses. *Offered every two to three years.*

PSYC 6140 Multivariate Analysis (6): Prerequisite, PSYC 6130, or PSYC 6131 and PSYC 6132, or permission from the instructor. Topics include a brief introduction to matrix algebra, review of multiple regression, factor analysis, structural equation modeling, methods longitudinal data, multilevel modeling. *Offered every year.*

PSYC 6176 Structural Equation Modeling (3): Prerequisite, PSYC 6130, or PSYC 6131 and PSYC 6132, or permission from the instructor. PSYC 6140 is desirable. Topics include concepts and methods underlying structural equation models, including "causation" and correlation, path analysis, confirmatory factor analysis, latent variable models, and practical use with major statistical software. *Offered every two to three years.*

PSYC 6160 Hierarchical Linear Modeling (3): Prerequisite, PSYC 6130, or PSYC 6131 and PSYC 6132, or permission from the instructor. Topics include theory and application of hierarchical or multilevel models for clustered data, including linear and logistic models. *Offered every two to three years.*

PSYC 6170 Longitudinal Data Analysis (3): Prerequisite, PSYC 6130, or PSYC 6131 and PSYC 6132 or permission from the instructor. Topics include repeated measures ANOVA designs, or theory and application of multilevel models for repeated measures data. *Offered every two to three years.*

PSYC 6180 Psychometric Methods (3): Prerequisite, PSYC 6130, or PSYC 6131 and PSYC 6132, or permission from the instructor. Topics on Psychometrics include measurement construction, measurement validation, measurement of latent variables, classical test theory and item response theory. *Offered every two to three years.*

PSYC 6190 Statistical Consulting in Psychology (3): Prerequisite, PSYC 6130, or PSYC 6131 and PSYC 6132, or permission from the instructor. An introduction to the statistical consulting process, emphasizing its nontechnical aspects. *Offered every two to three years.*

KAHS 6010 Univariate Analysis and Design (3): Topics include logic of experimental design and the general linear model (one-way, two-way between subject and repeated measure ANOVAs, Regression).

KAHS 5020 Meta-Analysis and Systematic Reviews (3): Prerequisite, KAHS 2050. Fixed and random effects meta-analysis models will be presented and students will be required to conduct a systematic review/meta-analysis.

NURS 5300 Quantitative Research Methods in Nursing Science (3). *Pre-/Co-requisites:* Nursing 5100. The acquisition and application of fundamental concepts, methods, and procedures of quantitative nursing research will be discussed.

Appendix B

Quantitative Methods Forum attendance and presentation completion form.

Activity (Attendance/Presentation)	Date	Signature of Quantitative Methods Faculty

Calendar Copy

Graduate Diploma in Quantitative Methods

The Graduate Diploma in Quantitative Methods offers graduate students at York specialized training in quantitative methods. This diploma addresses both the need and desire of graduate students in the social sciences to attain more advanced training in applied quantitative methods.

ADMISSION REQUIREMENTS

All candidates for the Graduate Diploma in Quantitative Methods must first be admitted to a masters or doctoral level graduate program at York University. Students wishing to apply for the Quantitative Methods Diploma program must arrange for one of the faculty members in the Quantitative Methods program within the Department of Psychology to serve as his or her Diploma Program Adviser.

DIPLOMA REQUIREMENTS

Graduate Diploma in Quantitative Methods students must successfully complete the following requirements:

- a. *Students must complete 18.0 credits of coursework specializing in Quantitative Methods at the graduate level. The courses must be approved by the student's Diploma Program Adviser, and at least 3 credits must be in addition to the quantitative methods course requirements of the student's graduate program.*
- b. *Presenting at least once in the Quantitative Methods Forum*.*
- c. *Attend at least a minimum of 8 Quantitative Methods Forums*.*
- d. *Completion of a Minor Area Paper, Review Paper or Research Practicum with a focus on quantitative methods. The topic of the paper or nature of the practicum must be approved by the student's Diploma Program Adviser.*

* The Quantitative Methods Forum is a weekly seminar that takes place within the Department of Psychology

For more information, contact the Graduate Program in Psychology, (416) 736-5290; gradpsyc@yorku.ca.

Memo

To: Professor Robert Cribbie
From: Harvey Skinner, Dean
Date: September 11, 2013
Subject: Proposed Graduate Diploma in Quantitative Methods

I am writing to provide my enthusiastic support for this proposed new Diploma in Quantitative Methods. As you point out in the proposal, there is an increasing demand for graduates with excellent training in quantitative methods, not only in Psychology but related disciplines. At the same time, there is a relative dearth of Psychology Departments in North America that can offer this advanced training. Our Psychology Department at York University is without question a leader in Canada and one of the top Departments with a strong quantitative methods focus. This new graduate diploma will fill an important gap. I am especially pleased that it will be offered not only to graduate students in Psychology but to related graduate programs across York University.

My understanding is that the proposed graduate diploma will be administered by the Quantitative Methods area of the Department of Psychology, and that no additional resources will be required to mount this program. The Dean's office, especially Will Gage, Associate Dean, Research & Innovation, is pleased to help with gaining approvals then implementing this exciting new program.

I want to thank you and your colleagues in the Quantitative Methods area for your leadership.





FACULTY OF
GRADUATE STUDIES

Graduate Program
in Psychology

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Science Bldg.
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 5290
Fax 416 736 5814
www.yorku.ca/gradpsyc

September 16, 2013

Dear Dr. Cribbie,

On behalf of the Graduate Program in Psychology I am writing in support of the proposal for a graduate diploma in Quantitative Methods. This is a very strong proposal, well argued, structured and researched. It will provide our students with a significant opportunity to maximize their quantitative skills and to raise their visibility on the job market. The proposal draws upon the considerable skills of our Quantitative Method faculty – our program is indeed fortunate to have these scholars as members. I suspect that this program will position us well to recruit excellent new graduate students in the near future.

If there is anything the Graduate Office can do to assist you as this proposal goes forward for approval, please, just ask.

Sincerely

A handwritten signature in black ink that reads "Dr. Doug McCann".

Dr. Doug McCann, Director
Graduate Psychology Program





September 4, 2013

Dear Dr. Cribbie,

On behalf of the Department of Psychology, I am pleased to submit this letter of strong support for the proposal for a graduate diploma in Quantitative Methods (QM). The proposal is very timely, given that the demand for graduates that have been trained in quantitative methods far outstrips current supply. This is a carefully planned program, with clear learning objectives and achievable goals. There are no new resources needed for the program, which will serve both students in our Psychology graduate program as well as students from across the university. The QM diploma will be unique in Canada, and will be an excellent recruitment tool for our graduate program, as we seek out the best and brightest students from across the country. Having the opportunity to take the QM diploma along with their graduate degree will ensure that our students are well prepared for the increasingly competitive job market upon graduation.

Thank you for the opportunity to comment on the proposal, and I wish you all the best as it moves through the various levels of university approval.

Sincerely,

A handwritten signature in blue ink that reads "Suzanne MacDonald".

Professor Suzanne MacDonald
Chair, Department of Psychology

FACULTY OF HEALTH

**Department of
Psychology**

1700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Fax 416 736 5814
www.psych.yorku.ca

July 22, 2014

FACULTY OF HEALTH

To whom it may concern:

School of Nursing

Re: Proposal for a Graduate Diploma in Quantitative Methods

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5271
F 416 736 5714

I am writing to support the proposal for a Graduate Diploma in Quantitative Methods to be hosted by the Department of Psychology. In this age evidence is increasingly needed in health and nursing for the benefit of the public. This makes acquisition of the required skills essential.

The Graduate Program in Nursing is pleased to contribute GS/NURS 5300 to be a component of this diploma. This course covers broader issues such as sampling and study design that will be useful for students. While it is only open to students in nursing at this time the requirements can be adjusted to make it open to students in the diploma program. The School of Nursing has other faculty in addition to Dr. Mingh who can also contribute to the delivery of this diploma.

This proposed diploma program will support students to develop depth and breadth in analyzing quantitative data. Students can develop confidence in their skill as researchers who will be charged with finding the evidence to support best practices in health care. These skills will support building the evidence base for clinical work. This is particularly important for Registered Nurses who are required to practice from an evidence base.

Registered Nurses in the graduate program can benefit from the richness that is offered in this program and it may even be of interest to future students in our proposed doctoral program. Once approved, this diploma will attract interested nurses, and may even attract students who have already completed their MScN degree and are looking to bolstering their research skills.

I am delighted to support this proposal as it moves forward and look forward to the day our students can avail themselves of this program.

Sincerely yours,



Elsabeth Jensen, RN, BA, PhD

Associate Professor, Graduate Program Director



Dear Rob,

We have looked at the proposal and our graduate executive unanimously supports the diploma in Quantitative Methods within Psyc. It would be great to have our students have the ability to take some of these course offerings in the future.

Best regards,

Michael

--

Michael C. Riddell, PhD
Associate Professor and Graduate Program Director
School of Kinesiology and Health Science
Faculty of Health, York University

YORK UNIVERSITY
LIBRARIES

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www.library.yorku.ca

Memorandum

To: Dr. Robert Cribbie
Coordinator, Quantitative Methods Program

From: Catherine Davidson, Interim University Librarian

Date: October 22, 2014

Subject: Proposal for a Graduate Diploma in Quantitative Methods

Dear Dr. Cribbie,

I am writing in support of the proposal for a Graduate Diploma in Quantitative Methods. York University Libraries have excellent library collections in the disciplines of psychology, kinesiology and nursing and we already support the 5000 and 6000 level courses cited in the proposal. Close collaboration between the faculty and the subject liaison librarians for those respective disciplines will ensure that emergent collection needs are addressed as the program grows. We wish you success with this proposal.



cc: Adam Taves, Acting Associate University Librarian, Collections & Research
Thumeka Mgwigwi, Psychology Liaison Librarian
Ilo Maimets, Nursing Liaison Librarian
Rajiv Nariani, Kinesiology Liaison Librarian



Memo

To: Whom it may concern

From: Alice J Pitt, Vice-Provost Academic

AJP

Date: October 9, 2014

Re: Establishment of Graduate Diploma in Quantitative Methods

I have reviewed the proposal for a Diploma program in Quantitative Methods (Type 2) from the Faculty of Graduate Studies developed by the Graduate Program in Psychology. I concur with Dean Skinner's view that this program will fill an important gap in training.

This Graduate Diploma is well-aligned with York University's mission of excellence in research, and it will support the Faculty of Health in training leaders in health where skills in quantitative research are increasingly important.

Dean Skinner notes that existing resources are sufficient to meet program requirements, and he does not anticipate the need to allocate additional resources.

I am pleased to support this proposal.



ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE
COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Joint Report to Senate
at its Meeting of November 27, 2014

FOR INFORMATION

1. Report of the Joint Sub-Committee on Quality Assurance

The Joint Sub-Committee has submitted its first report of 2014-2015. An action plan for the year has been established, and Senate can expect to receive additional reports in the months ahead.

Documentation is attached as Appendix A.

R. Pillai Riddell
Chair, APPRC

L. Sanders
Chair, ASCP

**Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy**

Sub-Committee on Quality Assurance

Report to the Full Committees November 2014

The Sub-Committee met on October 27, 2014 and submits the following report to the full Committees.

1. Members and Chair

Professor George Turlakis, one of the two members of the Sub-Committee designated by APPRC, will chair the Sub-Committee in 2014-2015. Other members for the year:

Barbara Crow (Dean of Graduate Studies, ex officio)
Alice Pitt (Vice-Provost Academic, ex officio)
Mario Roy (APPRC)
Tom Scot (ASCP)
Don Sinclair (ASCP)

The Sub-Committee's secretaries are Robert Everett and Cheryl Underhill of the University Secretariat. Additional support is provided by Anna Pralat from the Office of the Vice-Provost Academic. The Sub-Committee is grateful to Sarah Hildebrandt, who has recently left the Faculty of Graduate Studies and York for a new post at the University of Waterloo, for her support over the past two years.

2. Updated Schedule of Cyclical Program Reviews ("Rota") for 2014-2015

The coming year's schedule of cyclical program reviews is appended. It will be an exceptionally busy year, but an October orientation session for members of programs slated for review was well attended, and an additional one was held for those unable to attend. The Sub-Committee notes that:

- The Department of Humanities will have a comprehensive review of its many constituent programs, a consolidated approach endorsed by the Sub-Committee that will greatly reduce the burdens on the unit's leadership and colleagues.
- Graduate Social Work's review will be advanced by one year to permit full alignment with a professional accreditation exercise.
- The pending review of the Canadian Studies program in Liberal Arts and Professional Studies will not be held simultaneously with the Glendon cognate since a review of the bilingual program was completed within the past two years.

Documentation is attached as Appendix A.

3. Decisions re: Requests for Changes in Schedule, De-coupling of Graduate, Undergraduate Reviews

The Sub-Committee was not asked to address any requests for changes in scheduled reviews. One unit did ask for one year's relief but its last review was conducted in 2006 and the Quality Council has signaled that a nine-year spacing of reviews is not acceptable. The Sub-Committee concurred with a recommendation that the undergraduate and graduate reviews for Economics will be conducted separately in this coming round of reviews only.

4. Status of Quality Council Decisions and General Issues Associated with Submissions

The Sub-Committee received a report on Quality Council decisions on new programs and major modifications submitted by York in 2013-2014. The Quality Council did not record any systemic concerns but did query two proposals before signing off on them. In one case, the Council observed that a hiring requirement for the Masters in Conferencing Interpreting program had been ostensibly fulfilled by means of an Alternate Stream appointment but it also asked for a 2017 report focusing on enrolments and the hiring of faculty members. In the other, the University successfully justified the mounting of a pair of Type 2 Graduate Diplomas (in Comparative Literature and World Literature) on the grounds that the requirements were sufficiently different.

5. Student Learning Outcome Submissions Update

The Sub-Committee took note of Senate Executive's request that it work with others to hasten the submission of program SLOs and to provide timely, constructive feedback. Good progress has been made in gathering SLOs from undergraduate programs and it is expected that many others will be completed this year.

A larger concern turns on the content of the submissions. In this light, the Sub-Committee supports efforts by Vice-Provost Academic and colleagues affiliated with the Teaching Commons to provide timely, sophisticated advice and support to programs. Concerted efforts are being made to develop appropriate templates and offer dedicated training programs. Lassonde has volunteered to be part of a pilot project aimed at creating a more thorough mapping of student learning outcomes to courses.

There are other facets of the Student Learning Outcome framework that the Sub-Committee agrees should command attention, including the following:

- better differentiation between learning expectations and outcomes and between 90- and 120-credit undergraduate degrees
- development of guidance given to programs about *course* outcomes as well as program outcomes (there is a *very* wide range of outcomes that are attached to individual courses)
- advice to curriculum committees about how best to take account of learning outcomes in course approvals

6. Completed Reviews and Follow Up Reports

The Sub-Committee expects to receive documentation related to the following reviews in November:

French Studies (all 3 programs)
Linguistics (2 undergraduate programs)
Music (undergraduate)
Nursing (graduate)
Sociology (all 3 programs)
History (all 3 programs)

Once review documentation has been assembled, and the Vice-Provost has provided a commentary, dossiers are assigned to individual members (and the secretaries) who are then responsible for making recommendations as to whether or not it is necessary or appropriate to convene a meeting with representatives of a program and the relevant Dean(s) / Principal to address concerns. This delegated approach has worked well, and it is normally not necessary to arrange face-to-face encounters. From time to time an earlier 18-month follow up report will be mandated if the matters raised in a review are pressing or if there is a lapse of time between the release of reviewers' reports and receipt by the Sub-Committee.

7. Scheduled Meetings with Programs and Deans / Principal

The Sub-Committee will meet with individuals from German Studies and LA&PS this term.

8. York University Quality Assurance Procedures: Amendments / Interpretation

The Vice-Provost Academic identified a passage in the YUQAP that appeared ripe for amendment in the cause of streamlining the process. The Sub-Committee expects to receive a remedial proposal in the near future, and has asked its secretaries to scan the document for other wording that may be contradictory, stale or redundant. A revised template is also in development, one that will clarify certain aspects of reviews.

The Sub-Committee notes that the current protocols appear to allow programs to question the factual basis of findings of reviewers. Resulting exchanges may slow processes and can risk harming the University's reputation. Challenges are not allowed in the external review of existing Organized Research Units during application processes. The Sub-Committee is strongly persuaded that the protocols should not be understood to allow for such challenges. At the same time, it is important to ensure that information used during reviews is accurate, current and fully available to all parties. The Sub-Committee believes that the extant opportunity for Units and Deans/Principal to respond to review content can effectively address factual errors.

9. Data for Program Reviews

Many programs that have undergone reviews have expressed interest in access to a wider and more up-to-date set of data. A priority for the Vice-Provost Academic is to provide the richest possible array of information in concert with the Office of Institutional Planning and Analysis and other offices (for example, the Vice-President Advancement and Alumni Affairs). Tapping into other surveys such as NSSE may also be beneficial. Over time it may be possible to provide programs with comparative data and to make information more easily accessible internally. All reviews make use of student surveys, and discussions are underway with a view to ensuring that the questions posed focus on the most salient intelligence.

Two members of the Sub-Committee have served on AAPR Task Forces, and they have agreed to facilitate discussion of aspects of the AAPR process that may be instructive for the conduct of reviews.

10. Fees for Processing Documentation

The Sub-Committee was advised that the Quality Council has raised its fees for processing reports from universities. The new schedule will see the charge for a new program appraisal rise to \$450.00 while the cost of processing a proposal for expedited approval is pegged at \$220.00. Universities undergoing a QC Audit in 2014-2015 will be charged a service fee of \$18,000.

11. **Approval of New Programs by the Ministry of Training, Colleges and Universities**

New programs approved by the Quality Council are vetted by MTCU with regard to fee regimes. In his capacity as Academic Colleague to the Council of Ontario Universities, the Chair reported, and the Vice-Provost Academic confirmed, that MTCU has signaled its intention to expedite the approval process for new programs identified in Strategic Mandate Agreements.

G. Turlakis, Chair of the Sub-Committee

ROTA 2014/15

Faculty	Department	Program	Degree Type	Additional Information	# students for ISR estimation (2 nd year and up for UG)
Science	Biology UG: 1142 Grad: 132	Applied Biotechnology	BSc(Tech)		8
		Biology	BSc, iBSc		1121
		Biology	MSc, PhD		132
		Environmental Biology	BSc		13
Fine Arts	Digital Media UG: 76	Digital Media	BA	Offered with LSE, Honours	47+29 LSE
LA&PS	Economics Grad: 87	Economics	MA, PhD		87
Lassonde	Electrical Engineering & Computer Science UG: 512 Grad:102	Computer Science	BA, iBA, BSc, iBSc		416
		Computer Engineering	BEng		79
		Computer Engineering	MASc		8
		Computer Science	MSc, PhD		93
		Computer Security	BA, BSc		17
LA&PS	English UG: 831 Grad: 81	Creative Writing	BA		40
		English	BA		791
		English	MA, PhD		81
Glendon	English UG: 143	English Studies	BA, iBA		143
Fine Arts	Film UG: 357 Grad: 84	Cinema & Media Studies	MA, PhD	include: MA/MBA	47
		Film	BA, BFA		357

ROTA 2014/15

Faculty	Department	Program	Degree Type	Additional Information	# students for ISR estimation (2 nd year and up for UG)
		Film	MFA	include: MFA/MBA	37
LA&PS/Science	Geography UG:298 Grad: 84	Environmental Science	BSc	Science	13
		Geography	BA, iBA		225
		Geography	BSc		28
		Geography	MA, MSc, PhD		84
		Geography and Urban Studies	BA		13
LA&PS	Humanities	Canadian Studies	BA		5
		Children's Studies	BA		335
		Classical Studies and Classics	BA		39
		Culture & Expression	BA		38
		East Asian Studies	BA		48
		European Studies	BA, iBA		Offered only as Major 2
		Hellenic Studies	BA		3
		Humanities	BA, iBA		443
		Humanities	MA, PhD		94
		Individualized/Multidisciplinary Studies	BA		5
		Interdisciplinary Studies	MA		40
		Jewish Studies	BA		12
		Religious Studies	BA		58
		US Studies	BA		New

ROTA 2014/15

Faculty	Department	Program	Degree Type	Additional Information	# students for ISR estimation (2nd year and up for UG)
Glendon	Multi - Disciplinary Studies UG: 50	Drama Studies	BA, iBA		50
Fine Arts	Music Grad: 142	Music	MA, PhD	include: MA/MBA	142
LA&PS	Political Science UG: 863 Grad: 184	Global Political Studies	BA		29
		Political science	BA, iBA		834
		Political Science	MA, PhD		184
Glendon	Political Science UG: 153	Political Science	BA, iBA		153
Glendon	Psychology UG: 204	Psychology	BA, iBA		204
Health	Psychology UG: 3500 Grad: 240	Psychology	BA, BSc		3500
		Psychology	MA, PhD		240
LA&PS	SAS UG: 58 Grad: 89	Disaster & Emergency Management	BDEM		58
		Disaster & Emergency Management	MDEM		63
		Financial Accountability	MFAC		26
LA&PS	Social Work Grad: 150	Social Work	MSW, PhD		150
Fine Arts	Theatre UG: 337 Grad:67	Theatre	BA, BFA		337
		Theatre	MFA		23
		Theatre and Performance Studies	MA, PhD		44
LA&PS	Writing UG: 208	English & Professional Writing	BA		60
		Professional Writing	BA		148