

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights York University's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at York University was:	82.9
The employment rate for 2013 graduates, 2 years after graduation, at York University was:	91.3

1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at York University was:	69
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at York University was:	81

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

Highlights

Please provide highlights of York University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

York launched as an institutional priority an initiative to have Experiential Education (EE) in every program by the end of the University Academic Plan 2015-2020 to ensure that all 53,000 students have access to career-relevant opportunities while undertaking their studies. The strategy includes the creation of a full spectrum of EE opportunities that align with program curricula and skills development outcomes. Already, York University ranks 5th in Canada in terms of preparing high quality, skilled students for the workplace.

Several highlights of our collaborative work in this area include:

-
- Development of enhanced EE experiences via community-based research (CBR), community service learning (CSL), community-based learning (CBL), internships, co-op placements, etc.

- Ongoing collaboration with the Government of Ontario, City of Markham, Regional Municipality of York and Seneca College on the Markham Centre campus -- a new, 21st century campus begin developed in direct response to increasing demand for high-quality education in Ontario's new economy. The campus will offer professionally-relevant academic programs and workplace-based learning opportunities to over 4,400 students. One of the many interesting components of this plan is the Innovative Community-University Engagement (ICE) Hub, which will provide access to support, mentorship, advice and guidance in creating and developing ideas in a technology-enhanced learning environment. The Hub is being designed as a space where community-based initiatives will be incubated to encourage social innovation through community-based solutions.
- Launching the YU Experience Hub website. The website helps community members connect with faculty partners, it provides an EE guide for students and 'toolkit' of resources for faculty.
- York was the recipient of the JVS Leaders in Employment Award for Post-Secondary Institutions Who Best Support Students with Career Employment Services and was one of three finalists in a nationwide competition for Innovation by a Career Centre.
- In addition to developing targeted career programming and modules for first-year students, York also developed career and skills identification content for the 'Leader Within' workshop that will serve as a key component of the pan-university Student Leadership and Career Development strategy.
- In addition to career workshops, the York's Career and Volunteer Fairs provide students with the opportunity to network and explore options to build transferrable skills and experiences that are foundational in their professional development. In 2015, 35 non-profit organizations attended the Volunteer Fair to recruit students. Similarly, the Career Fair featured 55 employers that connected with students about employment opportunities.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture York University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at York University for NSSE question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents.	74.30
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at York University for NSSE question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents.	69.13

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Highlights

Please provide highlights of York University's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

York University has dedicated significant focus to building strategic enrolment intelligence (SEI) that informs the development, evaluation and ongoing improvement of programs and services that impact student satisfaction. Our goal is to ensure that initiatives aimed at improving student satisfaction are informed by what our students are telling us.

For example, York's Student Self-Assessment -- a survey that every new first year student entering a direct entry program is invited to complete -- provides us with student-level data regarding motivations for attending university, academic and career goal clarity, academic self-efficacy, personal and social resourcefulness and persistence and passion towards long-term goals (otherwise known as 'grit'). A number of socio-economic questions are also included in the survey. These data help paint a detailed picture of our students' aspirations, needs, skills and dispositions, which then helps us design and evaluate the efficacy of programs and service we offer our students. Furthermore, in 2015-16 an interactive web portal was launched that gives Self-Assessment respondents feedback, information, encouragement and directions to many of the support services and resources available to York students, and usage data from the portal is expected to shed additional light on the needs and concerns of our students.

Similarly, results from NSSE and the Canadian Graduate and Professional Student Survey (CGPSS), together with results from applicant surveys, retention focus groups and a 'leaver' survey (phone interviews with students who have left York) provide meaningful data on the student experience at York and are used to inform program development and student support initiatives. These data sources complement the information obtained from the student surveys undertaken by each academic program every eight years as part of York's Academic Quality Assurance Procedures.

Enhancing student advising and the campus experience have been identified as institutional priorities. In addition to facilitating professional development for Academic Advisors (Advisor Forums, professional development sessions, resources/tools and strategic enrolment intelligence), in 2015-16 data was gathered on the types of advising that students request or require, and to measure advising request volume and peak periods. These data have been leveraged to assess communication, operations and the overall advising model. An institutional working group developed recommendations that will guide institutional planning to enhance the student experience through a student-centered approach to advising.

Our ability to gain insight into students' needs and aspirations has a major impact on the student experience. In 2015, plans were finalized to begin construction on a new 126,000-square-foot Student Centre designed to support student curricular and co-curricular needs. The building will offer space for students to participate in programming and will include, among other features, dedicated study, faith-based and student club rooms and gender-neutral facilities. The project will incorporate indigenous artwork and a groundbreaking ceremony to acknowledge the traditional territory upon which the building is being constructed.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at York University is	72.5

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Highlights

Please provide highlights of York University's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Graduation is the culminating academic milestone achieved by students. Virtually all of the initiatives reported in this document - and particularly in the sections on Quality of the Teaching and Learning Environment, Student Retention, Student Satisfaction, Work Integrated Learning, and Under-Represented Students - contribute directly to student success and ultimately graduation.

In 2015-16, York's Institutional Integrated Resource Planning (IIRP) Working Groups released recommendations, aligned with the University Academic Plan (UAP), to enhance the student experience and impact persistence and graduation rates. Many of the initiatives included in the recommendations have already begun while others will be prioritized to begin in 2016.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from York University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide York University's achieved results:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	85.7	85.4	84.8	87.00
1st to 3rd Year	78.2	77.4	77.60	

Highlights

Please provide highlights of York University's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

York's Pan-University Retention Framework represents a comprehensive approach to coordinating and enhancing supplemental instruction, transition programming, peer mentoring and leadership, student engagement, high-quality academic advising, teaching and curriculum design, early alert and academic support. Over time a coordinated approach to assessment will also be key in measuring the student experience and understanding the impact of programs and services on student persistence.

One initiative supported by the Retention Framework was the creation of a Student Success Centre (SSC). The Student Success Centre aligns and coordinates action regarding student success strategies, student engagement and first-year experience, the Career Centre, and Aboriginal and Mature Students Support Services and commuter-centric service delivery.

'New student transition' is the phase along the student life-cycle that begins with acceptance to the University and extends (potentially) to the end of the first semester. It is the link between recruitment and retention, making it a critical phase in the First Year Experience. A thorough review of the literature points to the relationship between new student transition and student success. The evidence is unequivocal: students who develop the knowledge, skills and attitudes needed to make a successful transition to university will be successful and will therefore persist even if challenges arise.

York's YU START New Student Transition Program, now in its 5th year, (<http://yustart.yorku.ca/>) is a collaborative program designed to support new students during the period of transition to university (pre-matriculation -- from the time of accepting offer of admission to first academic experience). In addition to the centralization and coordination of communications to incoming students, YU START includes three main components. These components are: 1) Online First Year Course Enrolment, 2) Online Learning Communities, and 3) Making Connections, an in-person, on-campus, full-day 'academic orientation'.

The overarching goal of the YU Start Program is to improve student satisfaction, engagement and preparedness to successfully begin university studies by providing a planned, coordinated and integrated set of learning activities and opportunities aimed at developing capacities that are empirically demonstrated to positively impact student retention and success. In 2015 the YU Start program was expanded to 7 Faculties and served 6,000 incoming students.

York's Transition Year Program (TYP) is another example of our commitment to improving persistence and retention rates. A full-time program, TYP combines academic and non-academic activities over a two-term (September to April) session. Students enroll in a combination of university courses and workshops totaling 30 credits worth of full-time study. Courses and workshops bridge the gap between a student's prior experience and level of education and the formal educational credentials to qualify for admission to a university degree program. Students are required to attend approximately 16 hours of class time per week. Students spend additional hours studying, preparing for class, and participating in other program support opportunities. Upon completion of TYP, students earn 18 academic credits toward university degree study. Students who complete TYP are also eligible to transfer into an academic degree at York University, subject to the admission requirements and prerequisites of that degree program.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for the York University in 2015-2016:

Co-operative Education Program Type	Number of programs at York University with a Co-op Stream	Number of students at York University enrolled in a Co-op program
Undergraduate	13	150
Graduate	0	N/A

Highlights

Please provide highlights of York University's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

York has developed a broad strategy in regards to EE activities to accommodate the different needs of our programs and our students with the goal of increasing EE opportunities year-over-year. For 2015-2016 the statistics reflect that EE opportunities are increasing across all Faculties and EE is an essential component of students' course work and/or program of study: community-based learning (117 courses), community-based research activities (124 courses), community-service learning (53 courses), placements (125 course and programs), internships (25 programs) and co-op programs (13 programs). The majority of York's graduate programs are research-based and involve EE activities including the opportunity for internships in some areas although we currently have no co-op graduate programs or enrolments.

Excellent examples of EE abound in all Faculties, including unique opportunities like dance students in the School of the Arts, Media, Performance and Design that received specialized training to lead weekly dance activity classes for more than 250 seniors at partner institutions across the GTA. Another example of EE at York is a Sociology course exploring social justice and globalization. During the course, students become involved with one of a number of community and social initiatives such as a women's shelter combating violence against women; the Canadian Truth and Reconciliation Commission; a refugee settlement organization and a center that combats online bullying and child sexual abuse. Students learn about social justice through their actions, learning theory in the classroom and applying it in real life. Among other course requirements, students conduct research on their topic, including a social impact analysis.

The Faculty of Environmental Studies (FES) continues to make strides in community based research and community engagement through its Las Nubes program in Costa Rica. The program offers students the chance to learn about sustainable development, tropical ecology, indigenous issues and more.

The YU Experience Hub was established as a new unit in June 2015 and supports opportunities to develop new community and employer partnerships, and provides an access point to link them with appropriate individuals within York. The YU Experience Hub staff also provide support to Faculties in administering internships and co-op programming. The Hub's website provides a range of EE supports for students, faculty and community partners. This includes providing information and support to community members searching for faculty partners, a student guide to experiential education and an experiential toolbox for faculty seeking support for their

EE initiatives as well as many other resources.

Further investments in EE continue to be made through York's Academic Innovation Fund (AIF) and Teaching Commons, to support faculty development, with the goal of ensuring that all York students irrespective of program will have access to EE opportunities. Phase 2 was launched in 2015-16 and currently in year 2, a total of \$3M was awarded to 27 projects which continue to focus on innovations which include those specifically supporting Experiential Education. Of the 27 projects, 15 focused specifically on EE.

York's EE initiative also includes a number of on-going projects aimed at providing resources and support to EE stakeholders such as: the establishment of a community partner database; a course coding system to facilitate tracking and reporting on the number and types of EE taking place within course and/or degree programs as well as student participation in EE; standardizing and simplifying risk management and logistics associated with executing EE.

To promote global opportunities, the Office of York International (YI) also administers a successful Global Internship program offering funded internships at organizations (NGOs, Canadian embassies, etc.) in more than 25 countries. Every year about 45 interns benefit from this program.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. York University is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	209	77
Number of ministry-funded, for-credit courses offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	209	77

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	1	1
Number of ministry-funded, for-credit programs offered through synchronous conferencing	0	0

Total Number of ministry-funded, for-credit programs offered in e-Learning format	1	1
--	---	---

Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	15,121	606
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	N/A	N/A
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	15,121	606

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Highlights

Please provide highlights of York University's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

York is committed to enhancing technology enhanced learning (TEL) including blended/hybrid and fully online courses and continues to expand, year-over-year, TEL course offerings and enrolments. Under the direction of the AVP Teaching and Learning and the Chief Information Officer, the pan-University Academic Technology Advisory (ATA) Group works to:

-
- Promote the broad adoption of eLearning tools and resources in face-to-face courses
- Elevate at York the culture of teaching and learning through eLearning
- Increase the adoption of blended learning
- Pursue the strategic development and introduction of fully online courses and programs.

Considerable progress has been achieved in the past year to make more extensive use of technology to support and enhance the academic experiences of our students and improve learning. York has established common terminology and course coding for eLearning, which lets us better communicate to students about the type of eLearning offered in a course prior to their enrolment, and also enables institutional metrics for eLearning courses at York. In 2015-16 the 'Blended and Online Development' (BOLD) Team including staff from the Teaching Commons (course design) and Learning Technology Services and Faculty IT Units (course development), was established to provide integrated support for blended and online course development. Provision of courses and workshops by the Teaching Commons to support faculty use of technology in teaching and learning and process mapping tools have also been developed to support eLearning.

Faculty eLearning 'Leads' continue to champion eLearning initiatives within the Faculties. Each Faculty conducted eLearning audits of their degree programs in 2014-15 and they established baselines and 3-year targets that continue to be refreshed annually. The goal is for every Faculty to have a TEL strategy that includes increasing the number of online courses and programs that are offered fully online.

York continues to participate in the call to develop fully online courses and modules for Shared Online Course Fund by eCampus Ontario. In the three years of the fund, York secured a total of \$948K grant from the Ministry (Ontario Online) to (re)develop 8 courses and 7 modules to fully online.

York's Academic Innovation Fund was established in Fall 2010 to provide an investment in innovation and change at York. Phase 1 was implemented from 2011-2014, and a total of \$5M was invested across 54 projects led by faculty, staff and/or students. The AIF supported projects that addressed curricular innovation through approaches that incorporate eLearning, EE and the student experience. Phase 2 was launched in 2015-16 and currently in year 2, a total of \$3M was awarded to 27 projects which continue to focus on innovations in eLearning (n=5), Experiential Education (n=15) and First Year Experience within the curriculum (n=7) and 64 courses designs embedding Experiential Education, Blended Learning or Fully Online strategies.

Hybrid Learning*

A *Hybrid Learning course* is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

A *Hybrid Learning program* is one in which 80% or more of its courses are hybrid learning courses.

Hybrid Learning Highlights

Please highlight one example of York University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

An excellent example of blended learning at York is **GL/HIST 1615 'Les origines des civilisations du monde'**, a 24-week first-year course offered in French at Glendon, York's bilingual campus. Students registered in this blended course meet with the professor and classmates once a week for 90 minutes in a tutorial setting where a discussion of the lectures and reading material takes place. Students engage with remainder of the course content in an online setting. The lectures are in video format, the readings are accessible as electronic copies, while quizzes and additional resources are on the course website.

This course explores the social, political, economic and intellectual developments of the major world civilizations between -3500 and 1914 through four modules: the ancient world, the medieval world, the early modern world and the modern world. The course moves from Africa, to Europe, the Americas, Asia and briefly stops in Oceania. History is a core discipline of this course but a multidisciplinary approach is used. Other disciplines are integrated into the course experience through the readings and discussions.

For this course, there are three to six videos per week lasting between 4 and 12 minutes. Each video is filled with keywords, graphs, maps and images to illustrate the professor's presentation. Students for whom French is their second language have access to video subtitles and are given the written text of the lecture in an electronic document which they can use as a basis for taking notes. And the videos and text give non-francophone students and students with learning disabilities the means go over the content of the course at their own pace. The course also aims to accommodate students' different learning styles through the use of TEL. An additional fifth module of the course guides students through learning about basic academic skills, such as reading academic articles and primary sources, doing academic research, writing academic papers and avoiding plagiarism.

3. Student Population

This component highlights York University's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at York University in 2015-2016:	43,680

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

Students with Disabilities

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the York University's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
The total number of full-time students with disabilities at York University who registered with the Office for Students with Disabilities and received support services in 2015-2016:	2,088	
The total indicated above as a comparative % of the York University's 2015-2016 full-time enrolment headcount:		4.78

Highlights

Please provide highlights of York University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

In addition to the full-time students included in the data provided above, an additional 1,206 part-time students registered with York's Office of Disability Services and received support in 2015-16.

In 2015-16 York University launched a 'wellness toolkit' across all disability services with information and guidance for students about maintaining good physical and mental health. We also launched a new mental health strategy, unique in terms of its integrated, holistic approach to the community at large – faculty, staff and students. York also continued numerous other activities to improve access and success for students with disabilities, including: providing expanded summer transition program and first-year transition credit course for students with disabilities; offering targeted supports for students with Autism Spectrum Disorder (96% of those first-year students with Autism Spectrum Disorder (ASD) who were supported by the ASD Demonstration Project were retained and progressed to their second year of studies); continued focus on training and use of peer-to-peer mentors to support students with disabilities; delivering 'Mental Health 101' and 'Mental Health 201' training to student orientation leaders, peer mentors and faculty/staff.

First Generation Students

*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
- *Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at York University in 2015-2016:	10,614	
The total indicated above as a comparative % of the York University's 2015-2016 Full-Time enrolment headcount:		24.30
The total number of part-time First Generation students enrolled at York University in 2015-2016:	2,123	

Highlights

Please provide highlights of York University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

York leads in access for first generation students, and we are one of the few universities of our size that have successfully integrated an effective access strategy with research-intensiveness and program comprehensiveness, giving a diverse range of students the skills and opportunities they need for success in a 21st Century global economy.

The majority of students in York's Transition Year Program (TYP) are first generation students, many of whom face additional barriers to participating in post-secondary education. TYP is a special access program for youth (19+) and adults who, due to various barriers, have not had an opportunity to finish high school and who do not have the formal credentials to qualify for university admission. TYP offers an intensive, two-term course of study leading to entrance to a degree program.

At York, first generation students are given information and early access to in-person and online supports. The Writing Centre provides workshops and individualized support, using a variety of modes and pedagogies, to assist working on final papers and assignments. These writing support programs are central to the University's priority commitments to mediate structural discrimination, enhance accessibility, promote academic excellence, and stimulate student engagement in learning. The research is clear that such writing support improves students' academic self-confidence, student retention rates and student grades. Through the online learning commons, students can also access just-in-time supports in skill development, strategies and resources (e.g. SPARK - Student Papers and Academic Research Kit).

Furthermore, in 2015 York made a concerted effort to raise awareness about first-generation student experiences. Presentations were made to academic advisors, front line service units and course directors about the additional supports that first generation students may need and additional information was provided to course directors about program and communication strategies related to first-generation student experiences.

Indigenous Students

* *DEFINITION: Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at York University in 2015-2016:	338	
The total indicated above as a comparative % of the York University's 2015-2016 Enrolment Headcount:		0.77
The total number of part-time Indigenous students enrolled at York University in 2015-2016:	66	

Highlights

Please provide highlights of York University's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

During 2015-2016 York drafted the York University Indigenous Strategy that builds on the University's values and vision and sets out the University's response to the calls-to-action issued in the Truth and Reconciliation Commission's report. Comprising ten goals, the draft strategy contemplates a pan-university response based on the concept of reconciliation, including goals around curriculum, faculty complement, the role of the Aboriginal Education Council, and a series of broad efforts to ensure that Indigenous experiences are reflected in all aspects of University life.

Additionally, York has been working to establish spaces for Indigenous culture on its campuses, and during 2015-16 York commenced renovations of a heritage building, Hart House, on its Keele campus, which has been designated for use by Aboriginal students, faculty and staff to support cultural practices, teachings, and community building.

York's Centre for Aboriginal Student Services (CASS) has been part of an intentional restructuring that sees it linked formally with the Student Success Centre, helping to raise visibility of its services to members of the campus community and align it with other units that share a student success mandate. CASS continues to provide a wide range of academic and cultural supports for Aboriginal students, including an Orientation/Welcome Feast, the Aboriginal Sharing Circle (ASC) that provides students a safe place to connect with their Aboriginal identities and to learn about the diverse and distinctive nature of Aboriginal cultures, an Elder's program, in-house academic writing supports, and a suite of cultural workshops.

Also of note are the plans, finalized in 2015-16, for a Student Centre which will feature artwork celebrating indigenous heritage and a groundbreaking ceremony to acknowledge the traditional territory upon which the building is being constructed.

[INDIGINOUS STUDENT COUNTS FOR 2015-16 CURRENTLY BEING VERIFIED]

French-Language Students

- * *DEFINITION: A student is considered a French-language student if the students meets at least one of the following criteria -*
- 1) *The student's mother tongue is, or includes French (the student is a francophone);*
 - 2) *The student's language of correspondence with the institution is French;*
 - 3) *The student was previously enrolled in a French-language education institution; or*
 - 4) *The student was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at York University in 2015-2016:	3,670	
The total indicated above as a comparative % of the York University's 2015-2016 enrolment headcount:		8.40
The total number of part-time French-language students enrolled at York University in 2015-2016:	475	

Highlights

Please provide highlights of York University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

York's Glendon Campus is continuing to establish itself as a leader in responding to higher education needs of the francophone population in south and central-western Ontario by offering increasingly comprehensive French and bilingual programs and developing new programs. Glendon offers a university education unique in Canada for its combination of quality academic offerings, campus experience, and commitment to bilingualism.

In March 2016 the Province of Ontario granted York University partial designation under the *French Language Services Act*, which designates the Glendon Campus as a French-language service provider. This partial designation formalizes the university's commitment to provide francophone and bilingual education now and into the future.

The Glendon campus is a close-knit bilingual community providing students with support and daily opportunities to practice French with other French-speaking students and for Francophones to practice their English. About 700 francophone students attend Glendon along with about 2,000 Francophiles who chose the bilingual campus in order to immerse themselves in a second language. Furthermore, York has developed collaborative agreements with French-language colleges and French-language school boards to contribute to the expansion of French-language educational opportunities in central and southwestern Ontario.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Regarding York's full-time headcount, in 2015-16, York University undertook a one-time reduction in the size of its Bachelor of Education (BEd) program as part of the Province-wide restructuring of BEd programs.

3b. Student Population - International Students

International Students

DEFINITION: *International enrolment* is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students	# of Students	Percentage
York University reported to the ministry full-time international enrolment* in 2015-2016:	5,336	
The total indicated above as a comparative % of York University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		12.22
York University's 2015-2016 part-time international enrolment is	952	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of York University's activity in 2015-2016 that contributed to maintaining or improving the international student experience at York University. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

York is an international university with over 200 partnerships around the globe. York International (YI) is a central office offering programs and services designed to support international success and retention across all of York's Faculties. In addition to providing specialized licensed immigration services, administering international students' mandatory health insurance (UHIP), running international student-specific orientation sessions, and coordinating a university-wide international student peer support program, YI launched an enhanced **Global Connections Program** in 2015-16 to better serve new international students and support their transition, acculturation and integration in and beyond their first-year of study.

Beginning at the time of the student's acceptance of York's offer of admission ('pre-arrival'), this innovative program establishes meaningful connections between current and new international students while providing new students with the right resources and fostering their sense of belonging to the York community and this at the onset of their academic journey.

The **Global Connections Program** is facilitated by a dynamic team of senior international students known as *Global Liaisons* and is delivered both online and in person via:

-
- **Interactive Online Workshops (webinars):** Once their offer of admission is accepted, incoming students are invited to register for a series of webinars which cover topics relevant to international student transition to the university and a new culture. Topics include: Campus Life, Public Transportation, Life in Toronto, Pre-Arrival Preparation, and more. Webinar participants may ask questions which are answered by the hosts during the live-stream webinars. Recordings of the sessions are also posted online so students can view (or review) the sessions at their convenience.
- **Virtual or In-Person Peer-to-Peer Interactions:** *Global Liaisons* are available via Skype or email to answer any questions that were not covered during the online workshops. They also have a social media presence. The *Global Liaisons* act as mentors for new international students: they meet the students, share their experiences, their tips for success, and introduce new students to – and connect them with – on-campus resources.
- **Multilingual Support:** *Global Liaisons* support new international students in more than 10 languages that include Mandarin, Hindi, French, Spanish, Arabic, Korean, Japanese. *Global Liaisons* develop multilingual content for webinars, videos and social

media.

New, first-year international students entering a direct-entry program are given the opportunity to complete the Student Self-Assessment, and subsequently are invited to explore a web portal that provides them with information and tips about staying motivated, creating action plans that connect their daily activities to their longer-term academic and career goals, using positive self-talk, seeking help when needed, and many other skills and behaviours that relate to academic success.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**DEFINITION: Receives OSAP is the number of OSAP awards, including any student at York University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
York University's 2015-2016 number of OSAP awards	25,340	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	37,764	
Proportion of full-time students receiving OSAP		67.10

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

The rich diversity of our student body together with our access agenda, highlights the importance of the Net Tuition program for York students. The proportion of York University students that rely on OSAP exceeds the provincial average. In 2015-16, 67.1% of York students relied on OSAP compared to 58.4% across all Ontario University students.

4. Research and Graduate Education

York University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require York University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in York University's SMA.

- a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	10.38
Graduate	7.46

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at York University	# of graduate students in a program as a % of total # of graduate students across all programs at York University	York University's share of system-wide undergraduate enrolment in each PROGRAM	York University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	4.93	3.01	6.86	4.59
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	13.34	15.20	10.28	13.57
4. Computer Science	2.81	1.40	11.72	6.88
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	0.89	4.37	6.38	20.00
7. Engineering	1.93	0.49	2.20	0.36
8. Fine & Applied Arts	5.79	8.91	15.42	20.73
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	0.27	0.00	0.63	0.00
12. Humanities	12.65	9.96	15.06	8.13
13. Journalism	0.00	0.00	0.00	0.00
14. Kinesiology/Recreation/Phys-Ed	7.58	3.77	18.36	12.87
15. Law	2.52	4.12	12.03	30.10
16. Mathematics	0.96	1.61	6.83	6.86
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	3.21	1.40	9.03	4.92
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	2.90	1.96	3.25	18.86
21. Other Education	0.00	0.00	0.00	0.00

22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	1.76	3.53	10.63	6.80
24. Social Sciences	38.46	40.27	18.58	12.44
25. Theology	0.00	0.00	0.00	0.00
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of York University's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by York University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

York University is a comprehensive, research-intensive university one of the largest undergraduate and graduate student populations in Ontario. Several new programs were established to augment areas of institutional strength and growth: At the graduate level some of the new degree programs established were the Master of Management, the Master of Leadership and Community Engagement and the Master of Real Estate and Infrastructure, building on York's well-known strength in business, education studies and professional programs. The Master of Public and International Affairs established a new dual credential option with Laval, this in addition to the dual credential option with Strasbourg, thus enhancing the bilingual graduate options for Ontario students. The graduate programs in Civil and Mechanical Engineering, approved in 2015, are important additions to the Lassonde School of Engineering's offerings. And the Graduate Diploma in Professional Accounting, was approved and will accept the first students in the Fall/Winter 2016 session. This program complements the accounting options already offered by the Schulich School of Business. Further program changes and other initiatives for graduate programs were formulated and approved to enhance timely completion of doctoral and master's programs.

New undergraduate programs approved include the bilingual option at Glendon for a BA in Communications and a dual credential option for Glendon's International Studies BA with the BBA offered by emlyon in France. These programs enhance the bilingual post-secondary options available to students in southern Ontario. Ongoing review and evaluations of programs with regards to quality and sustainability resulted in the restructuring of some programs and certificates and the closure of one program. For example, new degree options were added for the BA in Digital Media; program streams in the BA/BSc in Computer Science were closed and options for the BA and BSc in Global Health were expanded. As a result of streamlining of the degree requirements of the Bachelor of Environmental Studies, the dual credential options with Fleming College, Seneca College and Humber College were revitalized. Examples of new options include an undergraduate Certificate in Aging, approved for the Faculty of Health and a minor in Human Resources Management and in Cognitive Thinking.

York University underwent an audit by the Council on Quality Assurance in November 2015 and the final report was received in May 2016. Careful review of the recommendations and suggestions is underway; many enhancements to processes were made during the 2015-2016 year prior to the final report. York will provide its formal response to the Audit Report in 2017.

With the approval of the Markham Campus for York University there was much discussion about new program development. In addition to normal program development considerations, key focus areas of these planning discussions included unique opportunities presented by the design of an entirely new campus for innovation in delivering an excellent student experience and for providing an interdisciplinary aspect to many of the programs. Additionally, an emphasis on career-focused options and on experiential education continue to be a significant component of program discussions. Collaborative discussions with Seneca to establish clear pathways and program options for the Markham Campus, as well as for existing programs at other campuses, have also continued.

6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	57,062	10,228	2,693	381
2012	55,671	10,632	2,365	306
2013	57,306	13,075	1,769	152
2014	56,389	9,029	1,949	170
2015	53,405	7,708	1,964	156

*Transfers from publicly assisted colleges in Ontario.

NOTE:

- OUAC collects information on the number of transfer student applications and registrations. The ministry recognizes that:
 - the transfer data set only includes students who have applied to university through OUAC and have self-identified on applications to OUAC;
 - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
 - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages York University to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, York University should report institutional data that includes data from OUAC and other sources.

Year	York University's Total Applications	York University's Total Registrations	York University's Transfer Applications*	York University's Transfer Registrations*
2012	55,671	10,632	3,830	1,493
2013	65,256	12,783	4,966	1,249
2014	67,389	11,876	4,663	1,193
2015	65,109	11,703	4,405	1,046

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Many transfer students apply directly to York University and do not apply through OUAC. Therefore the OUAC-only data under-represent

the true extent of interest in, and access to, academic programs at York University. The data reported above include all undergraduate applications and registrations associated with new students entering York University who previously had been studying at an Ontario publicly funded college, including students who applied directly to York instead of through OUAC.

Highlights

Please provide highlights of York University's activity in 2015-2016 that demonstrates York University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by York University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

York is already an established leader in providing transfer pathways to move between colleges and universities. York's policies make transfer credits available to any Ontario college student via an assessment based on the student's program and achievement.

Aside from the many articulation agreements, collaborative agreements, and joint programs between York University and various Ontario Colleges, York offers a 'block transfer credit system' via which most college programs and diplomas are assigned block transfer credit based on academic content and rigor of studies. Students who have completed at least two full semesters in an academic program at a CAAT or Institute of Technology and Advanced Learning (ITAL) in Ontario may be considered for transfer credits at York University.

In 2015 guidelines were established for transfer articulation agreements that allow for an enhanced block of credits with specified major credits as part of the block. With a strategic goal of improving degree completion rates and times to completion, resources were dedicated to review internal policies and practices to facilitate program transfer between more than 150 York programs.

With an intentional focus on expanding transfer credits for our college and university transfer programs in 2015, York continued to collaborate with partner institutions in the Greater Toronto Area (GTA) and Georgian College. These agreements will allow students to enter the majority of Bachelor of Arts (BA) programs offered at York with the potential to receive transfer credit toward their degree. Plans are underway to actively explore agreements for Fitness and Health transfer credit for applicants entering Kinesiology.

To expedite the admissions process and support recruitment efforts for university and college transfer students, York offers 'on the spot' admission and transfer assessment. At these events applicants are able to ask questions to understand how their transfer credits will be applied.

Also in 2015-16 a conference was held for academic advisors at York with dedicated sessions on transfer assessment and the support required for transfer students as they transition to York University. Academic advisors are often the first point of contact at York and transfer students require individualized advising to understand their degree requirements and transfer credit.

Many transfer students self-identify as mature students, and are able to access the numerous services and supports offered by the Atkinson Centre for Mature and Part-time Students (ACMAPS). Open to anyone who feels that they will benefit from its services, ACMAPS is a resource for mature and part-time students from recruitment through to graduation. Centre staff are able to assist students in their transition to university studies and to help them navigate their York experience.

York is also a member institution of the Ontario Council on Articulation and Transfer (ONCAT), and participates in several innovative projects coordinated by ONCAT and funded by MTCU. These projects are exploring and implementing strategies to expand student pathways, create more seamless educational experiences and increase college-university collaboration. York's participation in these projects focuses on developing credit transfer opportunities in the fields of business, digital media, engineering, information technology, and journalism/public relations, as well as on a course-by-course basis in the arts and sciences.

Another example of York's commitment to student access and pathways is demonstrated in the program planning for the new campus in Markham, where College / University pathways is emphasized through its partnership with Seneca College.

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15
Performance	Net Income / Loss Ratio (%)	0.43	1.95
	Net Operating Revenues Ratio (%)	4.91	6.50

Optional

Comments on Performance Metrics (up to 600 words approx.)

		2013-14	2014-15
Liquidity	Primary Reserve Ratio (days)	96.07	105.80

Optional

Comments on Liquidity Metric (up to 600 words approx.)

		2013-14	2014-15
Leverage	Interest Burden Ratio (%)	2.05	2.47
	Viability Ratio (%)	66.31	72.05

Optional

Comments on Leverage Metrics (up to 600 words approx.)

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

Highlights

Please provide one or more highlights that demonstrate York University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

The University is guided by its key strategic planning documents which are the White Paper setting out the long-term vision, the five-year University Academic Plan, the Institutional Integrated Resource Plan (IIRP) as well as the multi-year Strategic Mandate Agreement (SMA) signed with Provincial Government. The University has an Integrated Resource Planning process which requires all Faculties and departments to develop multiyear plans that tie directly to the Institutional Integrated Resource Plan and the goals of the University Academic Plan and the specific targets outlined in the SMA.

The University's operating budget focuses on financial sustainability to support the Institutional Integrated Resource Plan through its objective to operate at an institution level on a balanced basis over a four year budget planning horizon while maintaining a reasonable level of capital reserves for deferred maintenance, systems renewal, general institutional contingencies, a sinking fund for debt retirement and funding for post-employment benefits at 50% of the value of their actuarially calculated liability. The University's financial objectives are to operate its ancillary operations on a break-even basis over a long term planning horizon, while generating modest resources for deferred maintenance and system upgrades. The ancillary operations are also expected to make a contribution to the operating budget.

With financial pressures being exerted through reduced government grants, a flattening of enrolment demand and a lower tuition fee framework the University has taken on a number of recent initiatives to support financial sustainability. Highlights of these recent measures include:

-
- An Academic and Administrative Program Review (AAPR) to identify opportunities to improve the quality of its academic and administrative programs, and the potential to reallocate resources to academic priorities and strengthen the financial sustainability of the University. The AAPR process has identified six major areas of opportunities for enhanced quality and increased financial sustainability: quality teaching and learning; high quality academic programs; high quality affordable administrative services; optimal academic organizational structures; student centric approach; research Intensification.
- A new Responsibility Centered Management Budget Model which will increase the alignment of resources to priorities, increase transparency, provide a predictable and sustainable framework for budgeting, provide incentives to grow new sources of revenues and increase accountability, while improving efficiency and effectiveness of operational services across campus.
- Expedited planned growth in international undergraduate enrolments to diversify York's domestic undergraduate enrollment base to mitigate the impacts of the flattening of domestic enrolment demand.
- A review of strategies and approaches to develop available lands on the perimeter of the campus in order to provide future revenue streams to support its academic mission.
- Successful negotiation its recent labor contracts with reduced levels of compensation.
- Improvements in the going concern funded position of its Pension Plan through negotiating significant increases to pension contribution by its employees.
- Development of a Strategic Enrolment Strategy to mitigate the impacts of the flattening of domestic enrollment projections in the near term.
- Continuation of a number of initiatives to enhance administrative efficiency and effectiveness. A Process Re-engineering and Service Enhancement Project identified cost savings and productivity initiatives in the Administrative functions, including the introduction of an eProcurement system. Other initiatives included an increase in the use of collaborative procurement arrangements, a reduction in number of cheques being issued and the introduction of an electronic travel claim processing system.

The ministry encourages York University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. York University may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by York University	2013-14	2014-15	2015-16
1			
2			
3			

4				
---	--	--	--	--

Additional Information

Comments related to York University's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
York University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from York University's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding York University's 2015-2016 SMA Report Back please contact -	Information
Name:	Sarah Cantrell
Telephone:	416-736-2100 x22904
Email:	sthush@yorku.ca

Please indicate the address on York University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://president.yorku.ca/accountability