

## REPFW129 - PSED Accountability Report - SMA University Verification Report

**Organization :** York University

**Submission Period :** SMA - Strategic Mandate Agreement University Annual Report 2014-2015

### STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

#### 2014-2015 Report Back

##### Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (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 2014-2015 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.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

#### 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, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, 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**

<b>Per the KPI results reported from the graduate survey of 2012 graduates:</b>	<b>Percentage</b>
The employment rate for 2012 graduates, 6 months after graduation, at York University was:	82.38
The employment rate for 2012 graduates, 2 years after graduation, at York University was:	90.07

**1b. Employment in a Related Job**

<b>Per the graduate survey of 2012 graduates:</b>	<b>Percentage</b>
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 2012 at York University was:	68.72
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:	81.82

**Additional Information**

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that York University used in 2014-2015 to measure graduate employment rate.

The Ontario University Graduate Survey is the method used by York University to gather data about graduate employment rates.

**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.).

In 2014-2015 York University completed the Academic and Administrative Program Review (AAPR) involving a systematic review of all our programs and services. The Review culminated in an Institutional Integrated Resource Plan (IIRP) focusing on six strategic areas of York's University Academic Plan (UAP): 1) enhancing student success, 2) advancing quality in teaching and learning, 3) enriching quality in academic programs, 4) determining the optimal organizational structure for academic units, 5) intensification of research, and 6) developing a shared services model to streamline administrative services. Nine specific initiatives were identified as holding the most promise for advancing York's vision with a specific focus on quality and financial sustainability. These institutional initiatives complement local level initiatives. Some highlights of progress to-date:

In the case of teaching and learning, York has prioritized the development of signature pedagogies with a specific focus on Experiential Education (EE). A Working Group was established in spring 2013 with a mandate to develop a high level strategy and key recommendations. During this past year, the Working Group drafted common language for

EE that includes course focused, community focused and work focused approaches, articulated a vision for EE at York, and developed a comprehensive operational plan including:

- research on postsecondary EE infrastructures
- Faculty audits of current EE activities
- strategy for identifying courses with EE
- establishment of an EE Faculty Leads Group
- incentive program for faculty
- guidelines for EE course design and evaluation
- unified approach to engaging community and employer partners
- communications plan for sharing EE successes.

Projects in EE are underway through York's Academic Innovation Fund (AIF) that provides seed monies to develop EE models and prototypes that can be embedded in degree programs. Through AIF over 16,000 students at York experienced experiential education as a learning tool in their courses and over 100 course directors participated in experiential education related projects. Examples include a community focused EE component in a Digital Marketing course where teams of senior students put their knowledge to use by working with the organization to develop a comprehensive digital marketing plan and provide an online self-branding profile tailored to address the client's challenges. Another initiative developed under the umbrella of the YU – TD Community Engagement Centre is the Kinesiology Kids program at the Driftwood Community Centre where our Kinesiology & Health Science students provide active play for children between the ages of six to 12 who are not accustomed to activity and are often overweight, obese or have chronic diseases such as diabetes. A robust and pan-university professional skills development series was offered by FGS now collaborating with units to integrate and institutionalize such skills in graduate learning outcomes. York's Career Centre continued to support work-focused EE initiatives including 20 internship and 5 co-op programs giving students an opportunity to gain hands-on experience and build employability skills.

Two new initiatives have also been launched through Innovation York, York Research Commercialization and Industrial Liaison office. The first, Community BUILD is a social entrepreneurship initiative launched in collaboration with VentureLab (regional innovation center), the United Way of York Region and Seneca College to support the development of social enterprises to address some of the most pressing social and societal needs of York Region. The second initiative, Launch YU, is a broad initiative to promote entrepreneurship on campus, funded in part through OCE, and focused mainly on student entrepreneurship. Launch YU has engaged over 650 budding entrepreneurs and has hosted 20 new ventures through a summer accelerator program in 2014–15.

## 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

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.

**Percentage**

74.30

Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and

69.13

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.

### **Additional Information**

Please indicate the methods, in addition to the NSSE survey, that York University used in 2014-2015 to measure student satisfaction.

As a foundational element to the five year, institutional Strategic Enrolment Management (SEM) plan, York University has dedicated significant focus to building strategic enrolment intelligence (SEI) that informs programming, evaluation and enrolment modelling. Using institutional and external data, the SEI developed includes: student personas; Faculty-specific student segment profiles; persister data; first-year experience risk factor analysis; applicant heat maps with an integration of census data; and, enrolment, graduation and retention data. Assessment and evaluation of student success programs such as YU Start, have provided data to measure increased student satisfaction.

Similarly, applicant surveys, retention focus groups and a retention survey (phone interviews with students who have left the institution) have provided meaningful data on the student experience and provided insight into opportunities for enhanced student support services.

These data sources complement the information that programs get from the student surveys undertaken as part of the Cyclical Program Review of academic programs every eight years as part of York's Quality Assurance Policy and Procedures.

### **Highlights**

Please provide highlights of York University's activity in 2014-2015 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's student success strategy is informed by the Strategic Enrolment Management plan, SEI including relevant surveys, and the AAPR and subsequent IIRP document. York has surveyed our students for the last several years to ensure that initiatives aimed at improving student satisfaction are informed by what our students are telling us.

While further recommendations and initiatives will be forthcoming in 2015–16, significant progress on a number of activities has already been realized in 2014-15. In particular, initiatives have been designed to increase technology enhanced learning (TEL), experiential education (EE), international experiences, and skills development in the curriculum. In addition to the AIF previously discussed, investments were made to expand the Teaching Commons to enhance faculty development as well as the Learning Commons to increase student support services for writing, essay tutoring and ESL support. It is notable that our students routinely rank York high on quality of teaching and learning. Common language has been developed to clarify the different types of TEL and EE courses.

In collaboration with the faculties, York University's International Office has supported an increase in the number of international exchanges including the development of summer programs. Four-week summer programs offered international exposure for students either not yet ready for a longer commitment or unable to afford a term away from part-time employment or other obligations. These options are particularly important for York students many of whom work more than 20 hours per week to support their education. Summer programs include joint summer schools that involve an exchange of a group of students between York and our partner institutions, summer courses led by York faculty members or summer institutes at a partner institution.

To further student success, in 2014, a student self-assessment survey was launched for all incoming new students. The survey instrument focuses on five areas of non-cognitive traits or characteristics: internal and external motivation; academic and career goal clarity; academic self-efficacy; personal and social resourcefulness; and persistence and passion for long-term goals. Socio-economic data was also gathered through the survey. The survey provides institutional data that will inform market research, advanced enrolment modeling, early alert and intervention, the first year experience, retention and evaluation of student programs and initiatives. More importantly, the self-assessment tool provides feedback and information to students. Aligned with Alf Lizzio's Five Senses Transition theory, the tips provided help students to develop a sense of capability, connectedness, purpose, resourcefulness, and culture.

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), a tool was developed to gather quantitative data on the type of advising that students require, volume and peak periods. This data has been leveraged to assess communication, operations and the overall advising model.

At the graduate level, we have been focusing on enhancing recruitment through the sharing of best practices and administering a 2015 graduate student application survey. On-going initiatives include the redesign of web pages, improving admission and funding communications, and highlighting graduate student and faculty accomplishments. Workshops were developed and administered for undergraduates on how to apply to graduate school and for scholarships, offering direct entry into some graduate programmes, and four plus one graduate degrees are in progress. We have also increased teaching and writing support for graduate students in the Teaching Commons and the Writing Centre.

## **2b. Teaching and Learning - Graduation Rates**

### **2b. Graduation Rates**

### **Percentage**

Per the KPI results reported in 2014 , the graduation rate at York University is

73.19

**\*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 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 2006 - 2013 (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**

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that York University used in 2014-2015 to measure graduation rate.

The institutional data upon KPI graduation rates are based, are the basis for all reporting of York University graduation rates.

### **Highlights**

Please provide highlights of York University's activity in 2014-2015 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. The enhancement of graduation rates is an important component of York's Strategic Enrolment Management strategy based on work undertaken and developed over the past two years. 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.

A particular strategy used to support graduation is the delivery of co-curricular and extra-curricular activities offered to students in the same programs through York's colleges. College affiliation supports students making connections throughout their academic studies.

Glendon enhanced a range of support services offered both in English and French ranging from transition programming such as the Lion's Den (<http://www.glendon.yorku.ca/lionsden/>), orientation, peer mentoring and student leadership opportunities. Several student success initiatives have been implemented to ensure that French-language students are able to improve their language, research and study skills, and ultimately facilitate graduation. York University Libraries have translated their website into French, thus making a key academic resource available in French.

## 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	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	85.60	85.70	85.40	84.80
1st to 3rd Year	78.80	78.20	77.40	

### Highlights

Please provide highlights of York University's activity in 2014-2015 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.).

In 2014, each Faculty developed a retention plan that has informed a pan-university retention framework. The seven themes highlighted within the framework align with York's comprehensive strategic enrolment intelligence and the retention literature. The seven themes of the "YU Stay/ YU Flourish" framework include: Transition programming, Early Alert; Student Mental Health; Peer Mentorship and Leadership; Engagement; High-Quality Academic Advising; and, Quality of Teaching and Academic Support. These core elements also align with the First Year Experience Framework; Alf Lizzio's Five Senses Transition Theory; and the identified risk factors associated with student persistence and retention.

'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 very successful 'YU START' New Student Transition Program (<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'. In 2014, over 4,000 participated in the making connections event.

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 2014, YU Start student outcomes included:

- 90% of survey respondents would recommend the program
- 91% said the on-line enrolment appointment helped them to be prepared
- 82% felt that the YU Start program helped them to be successful in their transition to York.

External reviews of the program have included the following acclaim:

"YU START holds the promise of being a National best practice model" (SEM Works, 2013)

"The program is comprehensive and makes great use of student talent. I liked the online components of the program – this is cutting edge!" (Reviewer, Canadian Society for the Study of Higher Education, 2014)

[Note: A full understanding of retention requires an appreciation for your student population and differentiating between students who are not persisting versus those who voluntarily leave the institution. NSSE (2011) data affirms that York students are more to work than other Ontario university students (61% of senior year students and 45% of first-year students at York report working off campus which is 15% higher than the Ontario average). They also work on average two more hours per week than the provincial average. York University students cite financial challenges as a significant obstacle to being successful, and report being very debt averse. As a consequence, some take "temporary stop-outs" lengthening years to graduation even beyond 7 years; it is important to note however that such students continue to contribute to the province's economy throughout their studies, and when they do graduate, they have significant work experience.]

## **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 2014-2015:**

<b>Co-operative Education Program Type</b>	<b>Number of programs at York University with a Co-op Stream</b>	<b>Number of students at York University enrolled in a Co-op program</b>
Undergraduate	5	21
Graduate		

### Highlights

Please provide highlights of York University's activity in 2014-2015 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.).

As referenced above, York has developed a broad strategy in regards to EE activities to accommodate the different needs of our programs and our students. The Faculty audits undertaken in 2014-15 identified the number of courses and programs (existing or fully planned and ready for enrolments) with an EE component to establish a baseline with the goal of increasing EE opportunities year over year and being able to track progress. The results demonstrated that several types of EE were an essential component of students' course work and/or program of study: community-based learning (105 courses), community-based research activities (50 courses), community-service learning (36 courses), placements (77 course and programs), internships (29 programs) and co-op programs (13 programs).

Further investments were made through the 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. York is well on its way to establishing our reputation for high quality teaching and learning that bridges theory and practice in the classroom, the community and the workplace. The pan-university infrastructure proposal that was developed included recommendations for EE Coordinators to be established in each Faculty to support the integration of EE into all degree programs; as well as the establishment of a YU Experience Hub – a unique unit reporting to the Office of the AVP, Teaching & Learning and strongly linked to the Faculties. The YU Experience Hub is in progress and will support opportunities to develop new community and employer partnerships and provide an access point to link them with appropriate individuals within the Faculties to engage in EE. The YU Experience Hub will incorporate the expertise and infrastructure of the EE unit within York's Career Centre to provide support to Faculties in administering internships and co-op programming.

York also initiated a number of 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; and creating a website to showcase EE at York. Nine EE projects were also



initiated through York's AIF with an aim to build pan-University strategies and systems supporting the further growth and development of curricular innovation through Experiential Education.

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 55 interns benefit from this program.

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.

As evidence of York's deep interest and commitment to EE, we undertook and published research, Community Service Learning and Community-Based Learning as Approaches to Enhancing University Service Learning for HEQCO, which concluded that CBL and CSL demonstrated greatest impact in terms of deep learning, compared to some other forms of EE. As such, York has focused on developing sustainable community-focused experiential education modules in which students learn with community partners, and that involve bringing "community members /clients" into the classroom where students are exposed to scenarios, situations, problems and issues presented by community partners to which they apply their developing knowledge.

## **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 2014-2015.**

### **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**

Based on the definitions provided above, provide the York University's eLearning data for 2014-2015:

<b>Course Data</b>	<b>Undergraduate</b>	<b>Graduate</b>
Number of ministry-funded, for-credit courses offered through fully online learning	170	110
Number of ministry-funded, for-credit courses offered through synchronous conferencing		
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	170	110
<b>Program Data</b>	<b>Undergraduate</b>	<b>Graduate</b>
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		
<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	1	1
<b>Course Registrations</b>	<b>Undergraduate</b>	<b>Graduate</b>
Registrations in ministry-funded, for-credit courses offered through fully online learning	13007	747
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing		
<b>Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format</b>	13007	747

**Additional Information**

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

York currently has no courses or programs offered primarily through synchronous conferencing.

**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.

**Additional Information**

Please highlight one example of York University's use of Hybrid Learning courses and/or programs.

At the undergraduate level, IHST1020 Agents of Change in a Global World is a full year general education course in Health catering to first/second year students. It is blended in delivery format, includes community field work, and requires all students to engage in learning activities and group work which are cornerstones of enhancing the first year experience. Students are able to complete their field work in whatever local community is convenient for them.

EDUC5414 Teaching and Learning in Post-Secondary Education is a 12 week graduate course which contributes to the Masters in Education offered at York. This course is offered as a hybrid or blended course wherein students attend in person on alternate weeks and work online the rest of the time. The course is well received by students who appreciate the collaborative nature of the course while at the same time not having to attend in person every week, particularly as the course is offered in the evenings to accommodate student needs, many of whom are teachers working in schools and colleges during the day. The course includes international collaboration with students on similar courses in the UK.

## Highlights

Please provide highlights of York University's activity in 2014-2015 that capture 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.).

A second central initiative to enhance quality of teaching and learning is the expansion of technology enhanced learning (TEL). York is committed to enhancing TEL including blended/hybrid and fully on-line courses. Under the direction of the AVP Teaching and Learning the pan-University Academic Technology Advisory (ATA) Group continues to implement the recommendations cited in the report, "A Case for Change eLearning Integration at York University (2012-13), developed by the ATA Group. These include: 1. Promote the broad adoption of eLearning tools and resources in face-to-face courses; 2. Elevate the Culture of Teaching and Learning through eLearning; 3. Increase the Adoption of Blended Learning; 4. Pursue the Strategic Development and Introduction of Fully Online Course 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. A common language for eLearning was established. Course coding for blended and fully online courses has been implemented which informs students about the type of eLearning courses offered prior to their enrolment, and also provides institutional metrics for eLearning courses at York. A "Student Guide to eLearning at York" was created to provide students with advice, resources and information about what to expect in online courses as well as tips and tools to be a successful online learner.

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 has conducted eLearning audits of their degree programs and established baselines and 3-year targets. The goal is for every Faculty to have a Technology Enhanced Learning strategy by the end of 2015 - 16 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 Ontario Online Initiative's Shared Online Course Fund. In the first two years of the fund, York secured a total of \$537K grant from the Ministry (Ontario Online) to convert 5 courses and 3 modules to fully online. Most importantly, however, has been establishing the necessary supports in the Teaching Commons for ramping up these efforts. Faculty Course Repositories have also been established to house redesigned blended (hybrid) or fully online courses. This provides a mechanism for faculty members to share and collaborate on course and module development. (It is worth noting that 22 proposals have recently been submitted for the next round indicating significant progress).

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 for 2015-16 academic year, and a total of \$1.5M was awarded to 19 projects which continue to focus on innovations in eLearning (n=4), Experiential Education (n=9) and First Year Experience within the curriculum (n=6). Under the eLearning theme, AIF has achieved the following:

- over 120 courses embedded eLearning strategies (web enhanced, blended and/or fully online) with over 160 offerings of these courses
- over 24,000 students experienced at least one type of eLearning courses
- students now have a suite of 24/7 online learning resources (SPARK) with research, writing and learning skills – over 20,000 undergraduate students have used SPARK.

### 3. Student Population

**This component highlights York University's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).**

#### Full-Time Students

**# of Students**

The total Full-Time Headcount Enrolment\* at York University in 2014-2015:

38218

**\*Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).**

#### 3a. Under-Represented Students: Students with Disabilities\*, First Generation\*, Aboriginal and French-Language\* Students

**\*Please do not include International Students in the calculations below.**

**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 2014-2015:

2951

The total indicated above as a comparative % of the York University's 2014-2015 Full-Time Enrolment Headcount:

7.72

#### 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 2014-2015:

9287

The total indicated above as a comparative % of the York University's 2014-2015 Full-Time Enrolment Headcount: 24.30

The total number of Part-Time First Generation Students enrolled at York University in 2014-2015: 1926

### Aboriginal Students

*\* DEFINITION: Aboriginal 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.*

Aboriginal Students	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at York University in 2014-2015:	287	
The total indicated above as a comparative % of the York University's 2014-2015 Enrolment Headcount:		0.75
The total number of Part-Time Aboriginal Students enrolled at York University in 2014-2015:	13	

### French-Language Students

*\* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) His/her mother tongue is, or includes French (the student is a francophone);*
- 2) His/her language of correspondence with the institution is French;*
- 3) He/she was previously enrolled in a French-language education institution; or*
- 4) He/she 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 2014-2015:	3229	
The total indicated above as a comparative % of the York University's 2014-2015 Enrolment Headcount:		8.45
The total number of Part-Time French-Language Students enrolled at York University in 2014-2015:	549	

### Additional Information

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

### Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

#### Highlights

Please provide highlights of York University's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

The Centre for Aboriginal Student Services (CASS) provides academic support programming for identified Aboriginal students. The Aboriginal Sharing Circle (ASC) program

provides a safe space for participants to connect with their Aboriginal identity and to learn about the diverse and distinctive nature of Aboriginal cultures. CASS also provides writing skills instruction and support programming that has proven to be very successful in terms of student participation, academic performance and community participation.

Enhancements to the services provided to students with disabilities for 2014 include:

- hiring an additional Disabilities Counsellor to help deal with a significant increase in the number of students with mental health disabilities over the past several years
- an increased emphasis on training and use of peer mentors to support students with disabilities to allow peer-to-peer support for students with disabilities
- creating a study hub for students to find academic tutors and to facilitate study groups (<http://studyhub.info.yorku.ca/>)
- a pan-university Working Group on Graduate Students with Disabilities, and a handbook for students, staff and faculty for navigating and providing support for graduate students with disabilities.

York has also developed a broader Mental Health Strategy that is unique in respect to its integrated holistic approach to the community at large – faculty, staff and students. The strategy supports the optimal mental health/flourishing of our students irrespective of whether or not they have a diagnosis of mental illness. By prioritizing the development and maintenance of a comprehensive healthy campus, our aim is to create and maintain conditions that allow our students to thrive.

Glendon offers a university education unique in Canada for its combination of quality academic offerings, campus experience, and commitment to bilingualism. York has demonstrated its commitment to improving access to programs and services in French by seeking partial designation under the French Language Services Act. This commitment includes the addition of two Francophones to its Board of Governors, as well as the creation of a Francophone committee reporting directly to the Board. 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. York has been able to develop 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.

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. The 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).

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.

### **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, 2014, 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

York University reported to the ministry Full-time International Enrolment\* in 2014-2015:

**# of Students**

4916

**Percentage**

The total indicated above as a comparative % of the York University's 2014-2015 Full-Time Enrolment Headcount:

11.20

York University's 2014-2015 Part-time International Enrolment is

890

## 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 2014-2015 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.).

In 2014 – 15, activities focused on international student recruitment and retention, outbound student mobility, and strategic academic partnerships with governmental bodies and institutions.

York has strong international recruitment initiatives in place through Admissions and Recruiting, the Faculties, and York International, as well as other areas of the University. In York's White Paper that sets out the framework for the University 2010–20, specific enrolment targets were set as part of our internationalization strategy. The University has already met the 2017 target of at least 10% international students at both the undergraduate and graduate levels. Over the next several years, we expect that percentage to increase to 15-17%.

York International (YI) is a central office at York that provides services and programs designed to ease the transition of international students to life in Canada and at York, to help them succeed academically, and prepare them for graduation and beyond. In 2014–15, the Office increased the number of services and activities available. As examples, a new Global Connections program reaches out to new international students (who are not yet at York), via webinars run by current international students at York. Webinars introduce new international students to the university, Toronto and Canada, international student life at York, etc. Upon arrival York offers a meet and greet service (and optional transportation) at Toronto Pearson airport during the key periods when York's international students arrive in Canada (August-September and January). YI provides assistance with employment, health, acculturation and immigration matters related to their international status (with a certified immigration specialist). Other programs are offered to connect international students with domestic or other international students, including the International Student Peer Program, Global Connections, winter holiday events, and field trips. An array of activities has also been developed for domestic and international students to enhance their global knowledge and skills both at home and abroad during their program of study. One particularly successful initiative is the Global Café run by the Associate Vice President International where international students come together with peers to discuss current issues or participate in activities in English. It has proven to be an interesting and fun way to encourage students to practice their English.

The Faculty of Graduate Studies also collaborates with York International and the Teaching Commons to support international graduate students including pathways to graduate school through York University English as a Second Language Institute (YUELI), specific teaching programming for international students, and events and

programming for international graduate students.

Outbound student mobility is enhanced by global learning opportunities available to all students. York students can study on exchange at more than 270 universities in 49 countries, participate in a global internship, summer abroad course, practicum placement, fieldwork opportunity or summer institute/school. YI actively promotes all global learning opportunities to students via its enhanced website, information sessions, social media etc. Funding opportunities offered to students include the YI Mobility Award (for exchanges), the YI internship award (global internships) and Faculty student mobility award (such as the Faculty of Liberal Arts and Professional Studies award for summer abroad courses).

As for partnerships, York University enjoys more than 280 partnerships with institutions around the world. Such partnerships allow for active research and teaching collaborations. In 2014-15 York has signed agreements with new partners in China, Brazil and Europe. New partners include the prestigious Tsinghua University and Shanghai International studies in China.

### 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

York University's 2014-2015 proportion of an institution's enrolment that receives OSAP is

**# of Students**

25593

**Percentage**

67.00

#### Additional Information

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

NA

### 4. 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 full-time enrolment\* at universities by program Specialty or Major (SPEMAJ)
- b. Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

**DEFINITION:** Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

#### Undergraduate / Graduate Students

Undergraduate

**Percentage of System  
Enrolment**

10.57



Graduate

7.57

SPEMAJ	# 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	4.60	2.98	6.80	4.68
2. Architecture & Landscape Arch.				
3. Business & Commerce	13.40	16.63	10.84	15.15
4. Computer Science	2.29	1.46	10.66	6.60
5. Dentistry				
6. Education	1.53	4.19	6.46	25.32
7. Engineering	1.24	0.32	1.54	0.23
8. Fine & Applied Arts	5.88	8.63	15.63	20.77
9. Food Science & Nutrition				
10. Forestry				
11. Health Professions	0.16		0.38	
12. Humanities	13.19	10.73	15.21	8.66
13. Journalism				
14. Kinesiology/Recreation/Phys-Ed	7.63	4.01	18.80	14.51
15. Law	2.49	3.73	12.39	27.27
16. Mathematics	0.94	1.39	7.08	6.18
17. Medicine				
18. Nursing	3.05	1.28	9.07	4.72
19. Optometry				

<b>20. Other Arts &amp; Science</b>	3.37	2.06	3.82	19.93
<b>21. Other Education</b>				
<b>22. Pharmacy</b>				
<b>23. Physical Sciences</b>	1.74	3.52	11.06	6.51
<b>24. Social Sciences</b>	38.48	39.08	18.81	12.18
<b>25. Theology</b>				
<b>26. Therapy &amp; Rehabilitation</b>				
<b>27. Veterinary Medicine</b>				

Notes:

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

### Highlights

Please provide highlights of York University's activity in 2014-2015 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 with a large undergraduate and graduate program. Several new programs were established to augment areas of institutional strength: BSc in Mathematical Biology (Sciences);, 90-credit options in both Jewish Studies and Professional Writing (Humanities); and BA in Educational Studies (Education, Human Services & Community Development);. New programs in areas of strength and growth were added: three new Graduate Diplomas in Advanced Accounting, Intermediate Accounting and Professional Accounting (Business); an Honours minor option in the BA and BSc Global Health (Healthy Individuals & Communities). In order to support growth in Engineering & Science, a co-op option was added to the B. Eng and BSc in Earth & Space Science Engineering programs. Graduate Education was enhanced by the approval of a Graduate Diploma in Quantitative Methods in Psychology as well as MAsc and PhD programs in both Mechanical and Civil Engineering. Two new science programs in French leading to a BSc in Biology or Psychology were developed by Glendon in 2014 – 15 (offered in September 2015) as well as a Certificate in Law and Social Thought. Two more programs, in communication and business administration, are in process. These initiatives will greatly improve access for Francophone students in the region.

The institutional-wide AAPR resulted in two Task Force Reports produced in November 2014 including a series of recommendations to enhance program quality and sustainability across the university. In the context of this process, one graduate diploma and two undergraduate certificates with low enrolments were closed, and changes to proficiency certificates in languages, the Master of Financial Accountability, and the Master of Education to improve program quality were approved. The recommendations in the Task Force reports informed the section pertaining to enhancing quality of academic programs in the Institutional Integrated Resource Plan.

A key accomplishment was the development of a proposal for a new campus in Markham to further York's academic priorities and to contribute to the socioeconomic development of the province. The proposal was created in close consultation with the York community as well as York Region and Markham in particular. The new campus will

offer programs in some high demand areas that need expansion as well as new programs not currently offered but that align with York's SMA growth areas and the labour market needs of York Region including programs in: 1) Arts, Digital Media, Performance and Design; 2) Business/Management/Administration; and 3) Life Sciences. All programs offered at the new campus will have a career-related emphasis with an EE component. The new campus will also advance York's leadership in credit transfer by offering bridging pathways currently in development between York and Seneca College including an innovative dual degree model that supports student mobility. A further central component is the establishment of an Innovation Incubator that will bring together various faculties at York to collaborate with local businesses and organizations in the province to support innovation and entrepreneurship among students.

Specific initiatives have also been implemented to facilitate timely completion in doctoral studies including supervisory workshops, revised course and comprehensive requirements. An innovative York Post-Doctoral Fellowship Programme was also developed, whereby students completing their doctoral degree in four years, can apply for a Post-Doctoral Fellow with the express partnership of researcher support and financial contribution.

## 5. 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.

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

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.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	54446	9219	2050	398
2011	57062	10228	2693	381
2012	55671	10632	2365	306
2013	57306	13075	1769	152
2014	56389	9029	1949	170

\*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.**

<b>Year</b>	<b>York University's Total Applications</b>	<b>York University's Total Registrations</b>	<b>York University's Transfer Applications*</b>	<b>York University's Transfer Registrations*</b>
2011	57062	10228	3860	1607
2012	55671	10632	3830	1493
2013	65256	12783	4966	1249
2014	67389	11876	4663	1193

**Additional Information**

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

The data reported above include all undergraduate students entering as new students at York University who previously had been studying at an Ontario publicly funded college, including those who applied directly to York University instead of through OUAC.

**Highlights**

Please provide highlights of York University's activity in 2014-2015 that demonstrate 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. An in-depth review has been commenced to evaluate the application process for college and university applications to identify enhancements that will increase efficiency and effectiveness.

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. 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. York is committed to advance these specific pathways and has been exploring a "model for multiple pathways" as a promising practice to be shared with the college and university sector at appropriate conferences.

The "multiple pathways" model would be based on a laddering approach where students could enter and exit at different places or points (either from a college or a university with a diploma, a degree, a degree/diploma, or potentially a dual degree option). York also undertook in collaboration with its two college partners, Georgian and Seneca, a thorough review of the BSc Nursing collaborative program to address remediation needs of students transferring from colleges. The goal is to ensure that national licensing exam (NCLEX) pass rates for nursing graduates are as high as York's second entry BSc Nursing students who move into nursing from other York programs in year three. Initiatives emerging from that review are in development including mechanisms for ongoing quality improvement. The Faculty of Health's School of Nursing and Glendon College also began discussions and initial planning about developing a francophone version of the BSc Nursing degree that would address the nursing healthcare needs of the growing francophone population in southwestern and central Ontario.

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.

## **6. Financial Sustainability**

### **Highlights**

Please provide highlights of York University's activity in 2014-2015 that demonstrate York University's efforts to support ongoing financial sustainability of York University.

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:

1. 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.
2. 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.
  3. Significant growth in international undergraduate enrolments to diversify York's domestic undergraduate enrollment base to mitigate the impacts of the flattening of domestic enrolment demand.
  4. 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.
  5. Successful negotiation its recent labor contracts with reduced levels of compensation.
  6. Improvements in the going concern funded position of its Pension Plan through negotiating significant increases to pension contribution by its employees.
  7. Development of a Strategic Enrolment Strategy to mitigate the impacts of the flattening of domestic enrollment projections in the near term.
  8. 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.

**7. Attestation**

**By submitting this report to the ministry:**

York University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from York University's Executive Head.

**Checkbox**



**For additional information regarding York University's 2014-2015 SMA Report Back please contact**

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**Information**