

***Strategic Enrolment Planning and
Program Development Green Paper***
October 26, 2009



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Executive Summary

The Working Group on Strategic Enrolment Planning and Program Development was charged with canvassing issues around the inter-related areas of strategic planning for enrolments (overall institutional size and enrolment distribution) and program directions, in a ten to fifteen year horizon. The backdrop for this consideration is demographic projections for Ontario that show the potential for significant growth for York. Within this context, discussions focused around questions of York's overall size and, in the face of a growth in demand for university places, what are the considerations that bear on the issues such as how much growth is desirable and in what areas/programs /disciplines/Faculties? The discussions did not attempt to resolve the questions of the optimal size and program mix for York. Rather, the Group has identified issues and options and noted many of the factors that should be taken into account in decisions on growth. We have articulated a set of principles that we believe set the stage for further discussions.

Principle 1: *Enrolment planning and program development for the next ten to fifteen years should be guided by the principles, goals and values articulated in the University's planning documents.*

Principle 2: *Strategic enrolment planning must set the priorities among the principal goals.*

Principle 3: *Consistent with its mission and with the principles of the UAP, York has an obligation to respond to the social imperatives of growth. The University should explore opportunities presented by the anticipated increase in the university-bound population to improve the quality of students admitted, while protecting its traditional commitment to access and social justice.*

Principle 4: *York should seek to "leverage" the government's political objectives around growth to our benefit and to advance institutional objectives, for example to pursue new directions and achieve diversification, to support program development, to enhance our reputation/profile, and to attract new funding to support infrastructure and full-time faculty complement.*

Principle 5: *Fundamental to our decisions about all matters relating to size and/or growth must be the insistence that any growth be supported by full funding to cover the costs of educating the additional students (including costs of tenure-stream faculty, staff, supports, and infrastructure).*

Principle 6: *Development of and investment in any new program areas must be preceded by careful analysis in order to ascertain that they will be sustainable in the long term. Development of new programs should focus on areas where there is an alignment of student and society interest/demand with university priorities.*

Principle 7: *Innovative program development should be the driver for growth and diversification. Opportunities should be explored to build on, draw together in new ways, or*

reshape existing programs in ways that represent new directions and address student interests without requiring a significant infusion of new resources.

Introduction

The Working Group comprised faculty and administrators from across the university with interest and expertise in areas relevant to the issues of enrolment planning and program development; Appendix I includes a list of the members. The Working Group met four times, This Green Paper mirrors the discussions in the Working Group. As a starting point, the Working Group considered what is currently known about the demographics and demographic projections and what we believe this means for student demand. The first section provides background material for projections of future demand for university enrolment in Ontario, in the GTA, and at York. Section II then turns to the factors that should be addressed in consideration of enrolment growth and how that growth should be achieved. The Group's intent is to provide some principles to guide decision-making about size and distribution of enrolments and the related matter of program development. We hope this discussion will stimulate and inform debate at the open forum and beyond.

We wish to note that while, of necessity, this report focuses primarily on planning in relation to a particular student demographic, we must not lose sight of our obligations to other cohorts of students, particularly mature and part-time students and international students. We have therefore made reference to some issues relating to those cohorts, as well as to other related issues that arose in our deliberations and that bear further discussion in other venues.

Section I: Demographic Background: The Demand for University Places

Population Projections

In the spring of 2008 the Ontario Ministry of Finance published *Ontario Population Projections Update, 2007 – 2031* incorporating population estimates provided by Statistics Canada in 2007 and 2008.

Two key factors in population estimates are (1) the fertility rate and (2) the level of migration (especially immigration). The Ministry's projection provided three estimates of population growth. In what is termed the "reference scenario" the projections embody assumptions about the fertility rate and migration that are considered to be the most likely to occur. High and low scenarios that bracket the reference scenario are also provided.

The reference scenario forecasts a total population growth for Ontario from 12.8 million in 2007 to 16.37 million in 2031; a growth of 3.57 million. From 2007 to 2015 the growth is forecast as 1.19 million, another 950,000 for 2015 to 2021, and another 1.42 million from 2021 to 2031. This growth, however, is not projected to be spread evenly across the Province. The GTA is projected to grow by 2.34 million (or over 65% of the Province's growth), with Central Ontario growing by 690,000, Eastern Ontario by 330,000, Southwestern Ontario by 220,000, and Northern Ontario projected to decline by 23,000, or 2.9 %. As for the source of population growth, the Ministry forecast is that net migration will

account for almost 75% of the population growth, with immigration the largest component. This is especially the case for the GTA.

The Demand for University Places

The population projections, and the underlying assumptions about immigration trends, are the basis for a number of studies of the demand for university places in Ontario. Estimates can be made of the demand for university places from this population growth inside and outside the GTA, and the implications for York in particular. The patterns of differential population changes across the Province and the prominent place of immigration as a source of growth are significant factors for strategic enrolment planning for York.

The two primary drivers of the demand for university places are population growth in the traditional university age group (undergraduate and graduate) of 18 – 24, and the percentage in that age group who choose to attend university (the participation rate). Although the 18 – 24 year-old age group may be considered to be the main driver in demand for university enrolment, we should not lose sight of the growth in the population outside of that age group, particularly if strategic enrolment planning encompasses life-long learning and non-degree studies.

The Ministry of Finance's projections for the two groups that straddle the university age group are seen in the table below.

Population Projections for Two Age-Groups
2007 – 2031

	Ontario		GTA	
	15 -19	20 – 24	15 -19	20 – 24
	(.000)		(.000)	
2007	860	879	390	410
2015	854	952	419	466
2021	808	917	418	471
2031	887	921	465	496

Source: Ministry of Finance

To focus more closely on the potential demand for undergraduate spaces, the estimates can be refined to consider just the 18 – 21 year-old age group. These are shown below.

Population Projections for 18 – 21 Age Group
2007 – 2031

	GTA (,000)	Rest of Ontario (,000)	Total (,000)
2007	314	375	689
2015	359	373	732
2021	352	330	682
2031	385	340	725

Source: Ministry of Finance

These projections show two patterns. In the GTA the forecast is for significant growth to 2015, a slight decline and then sizeable growth again. For the rest of Ontario the forecast is for little change to 2015, followed by a large decline and then a small increase. By 2031 the 18 – 21 age group outside the GTA is projected to decline from its 2007 level by almost 10%.

The other major factor that will affect demand for university places is the participation rate. Chart 1 in Appendix II shows that participation rates in Ontario were fairly stable for 1997/98 – 2001/02, increased sizably in 2003/04 (the year in which the first wave of the double cohort resulting from the elimination of Ontario grade 13 reached university age), and have continued to increase steadily since then. Over the decade from 1997/98 to 2006/07 there has been a seven percentage-point increase in the participation rate.

Several studies have combined the forecasts of an increasing population and an increasing participation rate to project the demand for university places in the Province. One study comes from the Courtyard Group, consultants retained by the Ministry of Training, Colleges and Universities to advise on capital planning for the university sector. The Courtyard study uses a statistical forecasting model to estimate changes in the participation rate. This model predicts a high and a low range for the increase in undergraduate enrolment in Ontario universities (measured as full-time equivalents; FTEs). The table below shows the projections, starting from a 2007 base of 317,000 eligible (i.e. domestic) FTE enrolments.

Demand for University Places
Growth from 2007 - 2031
Courtyard Study

	High (,000 FTEs)	Low (,000 FTEs)	High (%)	Low (%)
2015	68	48	21.5%	15.1%
2021	81	50	25.6%	15.8%
2031	146	93	46.1%	29.3%

The Demand for University Places at York University

Based on these projections about the demand for university places, what can be said about the potential demand for enrolment at York? Two factors are particularly relevant. One is the pattern of demand from students. Secondary school students from the GTA tend to stay in the GTA for university. Data from the Ontario Universities' Applications Centre shows that (from 2005 - 2008) nearly 55% of students from the GTA attend GTA universities, while less than 10% of students from outside the GTA come to GTA universities. (Chart 2 in Appendix II provides additional information on this, for the year 2005.) While the factors that underlie these patterns of student mobility may change (e.g., more intense recruitment efforts within the GTA may come from non-GTA universities; government may provide financial incentives for GTA students to attend universities outside the GTA), it is not unreasonable to imagine that at least half of the growth in demand for university places will be directed to GTA universities. Taking the lowest of the demand projections, that would imply a demand for another 27,000-plus places by 2021, and if the high-demand estimates hold true the demand for places at GTA universities could grow by as much as 45,000 FTE enrolments by 2021.

The second factor that would be relevant to estimating the potential demand for places at York is the pattern of population growth within the GTA. One feature here has already been noted: immigration is predicted to be the main driver of population growth in the GTA. This population growth is not, however, predicted to be distributed evenly across the five GTA regions. Table 1 in Appendix II breaks down the GTA population projections for the 18 – 21 year-old age group. The highest growth rate is forecast for the Peel region, with a 23.5% growth from 2007 to 2015, and 25.9 % from 2007 to 2021. Halton region is next highest, followed closely by York region. Taken together, 57% of the GTA growth in the 18 – 21 year-old age group from 2007 to 2015 is expected to be in the Peel and York regions, and 77.5% by 2021. At the other end, Toronto is projected to show an 8.5% growth in this group by 2015, and then shrink so that by 2021 it is only 2% above the 2007 levels.

York's Office of Institutional Research and Analysis has analyzed the spatial patterns of student demand for the University (see, for example, *Enrolment Demand in the GTA*, January, 2008). York draws heavily from the York region and to a lower, but still significant, degree from Peel. Thus, the two regions that are expected to show nearly 80% of the GTA growth by 2021 are the regions that currently are strong catchment areas for York.

Size and Strategic Enrolment

It would appear from the analysis that the demand for places at York is likely to support any size of university that we might reasonably want to be. If, for example, almost 80% of the growth in demand for GTA-university places by 2021 comes from the York and Peel regions, that could mean demand for an additional 22,000 – 36,000 university places from students in our prime catchment areas. From the perspective of the sheer number of students looking for places at York, the potential demand is not likely to be a constraining factor to enrolment growth. York could be any size it chooses to be within limits of physical space and faculty and other resources, which in turn are tied to levels of government support.

Strategic enrolment planning is not, however, concerned simply with the number of students at York. Strategic enrolment planning is about achieving an enrolment that is consistent with the goals and objectives established by the University with respect to such things as the quality of students, appropriate access to university studies, the range and mix of programs offered, and the experience we provide to our students once they are here. And in this respect, considerations of strategic enrolment planning in the face of the forecast enrolment projections require us to look at not only the University's goals and objectives but also the goals and objectives of those students who will be looking for university places and how they align.

The significant role of immigration for population growth has been noted above. There is evidence that the students who are from an immigrant/first generation Canadian population cohort and who will be applying to universities over the coming decade will differ from the "general population" of Ontarians in several ways that will affect planning around both enrolments and programming. (See *Recent Immigrants: The Force Behind GTA Growth*.) First, these students will come from a family background where a somewhat higher proportion of parents hold university degrees (usually earned in the country of origin) than the parents of students among the general population. Second, these immigrant families have a lower household income than the Ontario average. This financial reality, together with cultural factors, may in part explain the inclination of this group to seek university education closer to home. Recent immigrants are both more likely to apply to university and more likely to apply to a GTA university. These factors may also enter into family decisions that the children should attend university (contributing to the projections relating to participation rates), as well as decisions about the programs in which they are interested. Thus, the third trend we are likely to observe among this cohort is a higher-than-usual preference for career-related university programs, particularly in the natural and applied sciences and commerce/business.

A Final Caution about Enrolment Demand Projections

Before turning to considerations about principles for strategic enrolment planning, there is a final point to be made concerning the projections for university demand, both generally and for York. The demographic projections rest upon assumptions about fertility rates and migration and immigration patterns. Beyond the demographic projections, the forecasts of demand for university places rest upon critical assumptions about factors such as participation rates and government policies towards students and universities. And the demand for places at York will be affected by the nature and degree of competition from other post-secondary institutions. In short, the projections of demand for enrolment at York are built upon a framework of assumptions about factors that will, especially when taken together, change over time. To give some sense of the fluidity of these factors, consider the following.

- General economic conditions, in Canada and globally, will influence the desired extent of net migration to Canada. Local economic conditions will affect migration patterns, as well as the demand for university and the ability of students to afford university.

- Federal immigration policies may change, as may Provincial policies that affect migration across Provinces and migration to areas within any Province.
- Competition from universities within the GTA (U of T, Ryerson, OCAD, UOIT) will have an impact on the demand for places at York. This applies to decisions on how much of the demand growth they may decide to take and to their decisions on how they will grow (Sciences, Humanities, Social Sciences, Engineering).
- Increased competition is likely to come from non-GTA universities. Two points are relevant here. Near-GTA universities such as Guelph, Wilfrid Laurier, Waterloo, Western are already attracting enrolment from the northwestern and western GTA regions. These GTA regions should not be assumed to be an assured catchment area for York. Second, there has been a tendency in the past few years for some near-GTA universities to set up satellite operations in the GTA.
- Competition should be expected from institutions outside the GTA. Universities in areas where there is a decline in university-age population will be looking to attract GTA secondary school students. Lakehead has already established a satellite in Orillia. What might government do to attract GTA enrolment to these universities? As well, there will be competition from Canadian and foreign providers of university education.
- The opening of the subway will allow better access to U of T (St. George) and Ryerson for residents of York and Peel regions.
- Competition from Colleges is likely to increase. In part this is a consequence of College interests in moving into baccalaureate studies. It is also a result of Provincial policy. For example, a new funding formula rewards a College for growth. The government also sees the Colleges as a means to address the growth in demand for post-secondary education. In this respect, there is interest in greater College-University collaborations.

This suggests that the university should put in place a periodic (biannual?) review of the various factors that affect the projected demand for university places, including but not limited to demographic considerations, competitor activities, and government policy.

Section II: Observations and Principles Guiding Strategic Enrolment Planning

As we have noted, strategic enrolment planning is not just about whether we should grow. If we are to grow we must consider what are the right numbers and kinds of students distributed in the right Faculties and programs, so as to advance the academic and social objectives embodied in our mission and planning documents. The issues for consideration within that framework include not only what the total size of the university should reasonably be, but also what the “mix” should be in terms of undergraduate/graduate, “101s” and “105s” (i.e., high school applicants/other applicants), and the mix of domestic and international students. Consideration must also be given to the details of planning for the appropriate Faculty-based enrolment allocations, and the program mix and directions that will achieve and support academic and enrolment objectives.

Considerations on the total size of enrolment growth

As described in Section I, demographic projections for the next decade indicate that

- There will be significant growth in Ontario's population through 2015 (followed by some decline), including the university-aged population (18-24 years), leading to an increase in demand for university spaces in Ontario from students coming from secondary schools;
- Much of that growth – in both population and university demand – will be focused in the GTA, particularly in areas to the north and west of York (i.e., York and Peel regions), that have traditionally been a major catchment area for York; and
- Much of the growth will be immigration-based. Several factors particular to that cohort that will affect the demand for university places at York and other local universities are also important to note:
 - university participation rates for these students are likely to be higher than in the general population
 - these students are likely to prefer universities close to home, i.e., in the GTA
 - they are likely to be most interested in programs in the sciences, engineering, and business.

Members of the Working Group, while recognizing the impetus to grow, are concerned about the possibility of growing if it is simply for the sake of growing. This concern arises from several issues:

- uncertainty about whether, historically, growth has advanced the objectives of the university
- long-standing insufficiency of resources provided to universities both generally and specifically to support growth initiatives
- possible negative impact of growth on the student experience
- the possibility that the quality of students may decline as a result of growth

At the same time, the group is committed to the overarching planning framework provided by York's major planning documents such as *2020 Vision*, the *University Academic Plan*, and the President's report to the Board of Governors in December 2007, *Moving Forward with the University Academic Plan*. The President's report set out principle goals and key strategic initiatives. Decisions about whether, how and where to grow should be made with reference to the guiding principles articulated in these documents. Those principles include commitments to:

- academic quality (in relation to faculty, students, staff)
- advancement of the research culture
- enhancement of graduate education
- enhancement of teaching and learning and the student experience
- York's development as a more comprehensive university, with expansion of programs in Life Sciences, Applied Sciences, and Health

Each of these planning documents envisions York's further evolution and the development of new directions in order to achieve its overarching objectives. In light of this, and of the political and social imperatives for growth, the Working Group's view is that we should not

grow at the expense of who we are and/or who we want to be. In short, any growth we accept must be shaped to York's benefit and to advance our institutional priorities.

With these considerations in mind, the Working Group has proposed several principles that can be applied to decisions on total enrolment. These are principles that will guide considerations of enrolment growth and the directions in which that growth takes the university. The Group believes that these principles are relevant to the consideration of issues such as:

- the total enrolment of the university
- the balance between accessibility and quality
- the balance between expansion of existing programs and the development of new programs
- the mix between graduate and undergraduate enrolments
- the balance between attracting new applications and retaining existing students

Principle 1: *Enrolment planning and program development for the next ten to fifteen years should be guided by the principles, goals and values articulated in the University's planning documents.*

Planning is a process, and these goals for planning will have to be achieved over time. We should understand that it may not be possible to fully realize all goals simultaneously.

Principle 2: *Strategic enrolment planning must set the priorities among the principal goals.*

Principle 3: *Consistent with its mission and with the principles of the UAP, York has an obligation to respond to the social imperatives of growth. The University should explore opportunities presented by the anticipated increase in the university-bound population to improve the quality of students admitted, while protecting its traditional commitment to access and social justice.*

Principle 4: *York should seek to "leverage" the government's political objectives around growth to our benefit and to advance institutional objectives, for example to pursue new directions and achieve diversification, to support program development, to enhance our reputation/profile, and to attract new funding to support infrastructure and full-time faculty complement.*

Principle 5: *Fundamental to our decisions about all matters relating to size and/or growth must be the insistence that any growth be supported by full funding to cover the costs of educating the additional students (including costs of tenure-stream faculty, staff, supports, and infrastructure).*

The Working Group did not attempt to arrive at a definitive determination with regard to issues of overall size of the university or to more specific questions of distribution and balance of enrolments. However, a number of other important issues relating to elements of

strategic enrolment planning generated extended debate in the group, and we record them for further consideration going forward:

1) An issue which has occupied members of the Working Group – and that we raise for further consideration – is how enrolment planning can advance two important priorities: quality and accessibility. Our objective is to improve the quality of our entering students (as roughly measured by intake averages). Greater accessibility does not mean enrolment growth that lowers the quality of incoming students. Accessibility also refers to issues around equity and social justice. York has a long-standing institutional commitment to accessibility (in part taken to mean access for cohorts of students in our community who have not typically had the opportunity to pursue a university education). York also has a commitment to admit and serve the needs of students who have not taken a traditional pathway to university (the progression from secondary school to university), including students returning to university to gain enhanced qualifications, people who delayed university study for various reasons, and students coming to us from other institutions, including CAATs. The increased demand for university places offers the opportunity to meet both priorities.

Enrolment planning and total size considerations should also take account of potential demand from constituencies other than the traditional university population, and the services and support that are necessary for student success.

2) Strategic enrolment planning should recognize that enrolment growth can be achieved through mechanisms other than increased intake, and that these other mechanisms may offer opportunities to achieve the objective of stronger academic quality. Two such mechanisms are (1) improvements in retention, and (2) an increase in the take-up of the Honours degree option. In other words, planning around enrolments must pay attention to the students who have already chosen York, as well as new students – that is, to the retention as well as the admission of students. If York is able to enhance the quality of its students through the enrolment growth opportunity, consideration should be given to means of ensuring that as many students as are eligible continue to complete Honours programs. To the degree that we are successful in both we will also be able to reduce the tension between growth and quality.

3) Another area of potential tension relates to growth in graduate programs and the balance of undergraduate and graduate enrolments. With regard to graduate growth, it has been an institutional objective, reflecting provincial objectives, to increase the number and proportion of graduate students in the York population. We have insisted that any graduate growth cannot be at the expense of quality in terms of students and programming, and that appropriate supports must be in place to allow graduate students to succeed. Like other universities in the province, York has fallen short of its graduate targets in some areas and the possibility of growth presents an opportunity to revisit our objectives in this area. It is clear that graduate enrolment issues are viewed from quite different perspectives in different disciplines. A Faculty- and/or discipline-sensitive planning approach will therefore be needed.

4) With regard to the domestic/international mix, we recognize that the government's priority, and to a large extent York's primary responsibility, will be to accommodate the demand for university spaces from students in the GTA. At the same time, York has a commitment to actively recruit and welcome to campus students from around the world, and our institution is greatly enriched by their presence in our community. The universities' capacity to accept international students is severely limited by government "counting" and funding policies. Of course, we would not need or wish to abandon international students in order to accommodate students from the local community, so the issue will be one of the appropriate balance.

5) A further concern identified by the Working Group is that York's size (as well as the reality that we are predominantly a commuter campus) already means that students have difficulty making connections with other students and with faculty. Should York accept further GTA growth, this could result in further deterioration of the student experience by frustrating the development of social communities and academic communities/cohorts among students and faculty. Growth in enrolment must be accompanied by the provision of opportunities (and commensurate infrastructure) for development of social and academic communities among students and with faculty so that this aspect of the student experience is not diminished.

These are matters that we expect will be taken up by one or more of the other Green Paper Working Groups and/or in subsequent discussions.

Considerations on program directions and enrolment distribution

Our discussions of program directions assumed that some growth will be necessary in order to respond to community and government interests. That said, if we are to grow, we need to be sure we have in place a range of programs (both existing and newly-developed) that will attract students to York and serve them well. York has for a number of years had an objective to evolve as a more "comprehensive" university, and the recent development/expansion of programs in the engineering and health fields reflects this aim. The President's document, *Moving Forward with the University Academic Plan*, highlights this objective. As we understand it, this does not mean simply that we should replicate the range of programs offered by other universities, but that we should seek to broaden the range of programs we now offer in ways that reflect York's distinctive strengths, values, and priorities. The Working Group contemplated how the opportunity to grow, and the anticipated preferences of the students who will be seeking university enrolment in the next decade, align with the objective to be a more comprehensive university. In considering program directions and enrolment distribution, we will need to gain a better understanding of plans and developments at other Ontario post-secondary institutions (particularly those in and near the GTA), including both universities and colleges.

The Working Group's discussions ranged over a number of issues, including:

- an assessment of York's current strengths and how they could form the basis for future development

- the appropriate balance between further bolstering or building on York's existing areas of strength and the development of new (possibly distinctive) program areas
- areas with potential for new program development in light of what we know about the interests of our student population over the next decade – and the extent to which program development should be driven by those interests
- the appropriate modalities for delivering programs in the future (degree/non-degree; in-class/online models; collaborative)
- the need for structures and processes that enable the university to be more agile in the development, approval, and introduction of new programs

Again, the discussion did not resolve the complex issues involved, but we have attempted to identify some principles and options, strategies, and questions for further consideration.

Members of the Working Group believe that York's traditional commitment to interdisciplinarity remains – and should continue to remain – a significant strength and a distinctive feature of our university.

We are well aware of the general interest of students, which is perhaps even stronger among the immigrant population who will make up much of the growth, in programs that will prepare them for careers – not necessarily for particular careers but that provide experience that will serve them well as they enter employment. We therefore propose that attention be paid to the following elements in new program development or the reshaping of existing programs:

- emphasis in descriptions of programs, including traditional liberal arts programs, on their value and the kinds of preparation they provide for students' future interests
- incorporation of opportunities for students to apply their theoretical studies and research through various forms of "experiential education," e.g., internships, co-op placements, community-based projects, etc.
- focus on the development of fundamental skills such as writing and other communication skills and analytic skills that will serve students well beyond university, as workers, citizens, and leaders
- the possibility of expansion of collaborative programming with colleges of applied arts and technology in ways that would enable students who have gained a general education and theoretical grounding in the field at York to pursue applied study through articulation with a college program

We noted the difficulty – but the importance in relation to determining the best use of resources – of differentiating between program areas whose interest to students and society, and therefore the demand for them, may be transitory and those that are likely to be of ongoing interest and relevance. We also observed that responding to student interests need not require the allocation of significant new resources to new programs, but can involve bringing together existing resources in new ways or adding new elements to existing programs. For example, the recent introduction of a Minor in Business, available to students pursuing study in a range of other disciplines, and the introduction of distinctive international

degrees (iBA and iBSc) that offer the opportunity to students to expand their global awareness and capacities, are important initiatives that respond to strong student interest at minimal cost. In determining program directions, we will need to find the right balance of caution and innovation for the introduction of new programs. It means, as well, that Faculties must be prepared to consider the closing of programs.

The Working Group identified several areas that may offer opportunities for growth and program development, in that they align with both what we know about potential areas of student interest and with York's priorities and strengths, including but not limited to:

- the sciences, for example:
 - the life sciences where demand from excellent students is already strong and appears to be continuing and where expansion will solidify and enhance York's research reputation and contribute to the objective of diversifying enrolments and programming in the direction of sciences and engineering. The construction of York's new Life Sciences Building will provide the teaching, research and laboratory space that will be crucial for this development.
 - geomatics, where York already has some strengths on which to build and could establish a national presence and reputation
 - development of traditional programs in engineering; e.g., civil, chemical, mechanical
 - science education, based on a need for teachers who are well-prepared to teach in an area of fundamental societal importance; York has the opportunity to be a national leader in this area
- health, where demand is growing, particularly in areas such as health informatics and where York could make contributions to a developing area of research and societal interest; further development in health will be an important component of planning for a medical school, should government approval be forthcoming, and would provide options for students interested in careers in the health field
- business and business-related programs, where there is significant and ongoing interest, provided that expansion could be achieved without diminishing the quality and reputation of existing programs
- environmental studies, where public interest in environmental issues is growing and where York could make important contributions to research and policy decision-making
- international studies
- at the graduate level, there are likely opportunities for development of new Master's degrees and/or graduate diplomas/certificates that have a practical/professional orientation and hence will likely be terminal degrees. For example, in the US there are growing numbers of professional science master's programs.

The Working Group also noted that programs not growing could take advantage of the increased enrolment demand to strengthen the quality of their students and consider how their programs might be reshaped to serve their students better.

The Working Group suggests that the following principles inform consideration of program directions:

Principle 6: *Development of and investment in any new program areas must be preceded by careful analysis in order to ascertain that they will be sustainable in the long term. Development of new programs should focus on areas where there is an alignment of student and society interest/demand with university priorities.*

Principle 7: *Innovative program development should be the driver for growth and diversification. Opportunities should be explored to build on, draw together in new ways, or reshape existing programs in ways that represent new directions and address student interests without requiring a significant infusion of new resources.*

Finally, when new program development is considered it is often noted that other post-secondary institutions, Colleges in particular, are able to respond more quickly to the swings in student demand. Universities are seen to have too lengthy and cumbersome a process of introducing new programs. What this misses is that the University processes serve to insure that new programs have an academic quality appropriate to the institution. This is not to argue that processes could not be expedited. But while pursuing opportunities to respond with flexibility and agility to the needs of students and society, we must also ensure that processes remain in place to preserve the academic core and quality of programs, consistent with expectations for university education.

Going forward for the White Paper

The Working Group has offered a number of principles to guide considerations of enrolment growth and where growth will lead the university. The next step would be to apply these principles to the consideration of issues such as:

- the total enrolment of the university
- the balance between accessibility and quality
- the balance between expansion of existing programs and the development of new programs
- the mix between graduate and undergraduate enrolments
- the balance between attracting new applications and retaining existing students

Based on the analysis provided in the Green Paper, participants at the open forum will be invited to identify the three key priorities – from among the five issues listed above or others – that should guide the efforts of the university over the next decade in relation to strategic enrolment planning and program development.

Appendix I

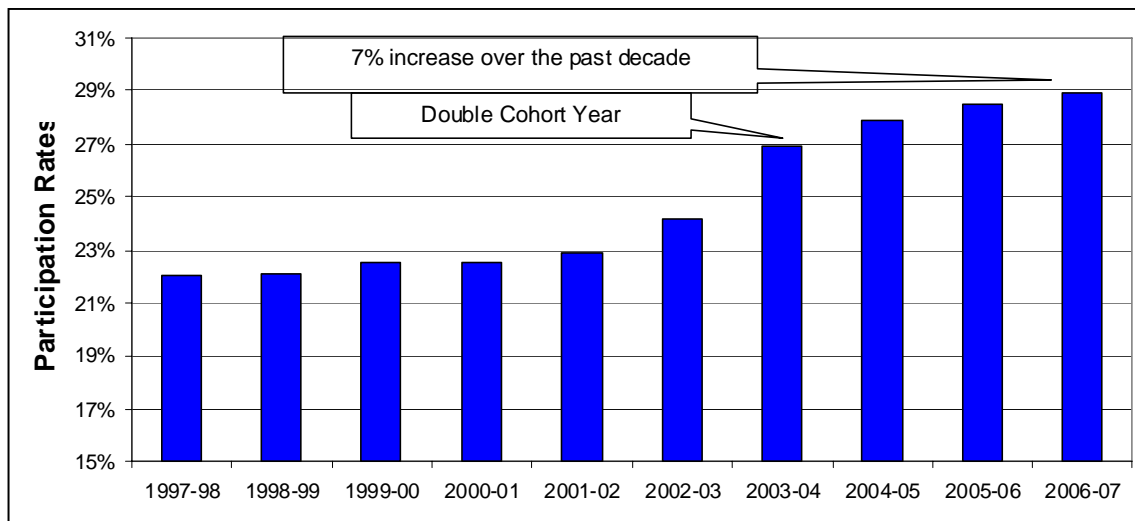
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Appendix II

Chart 1

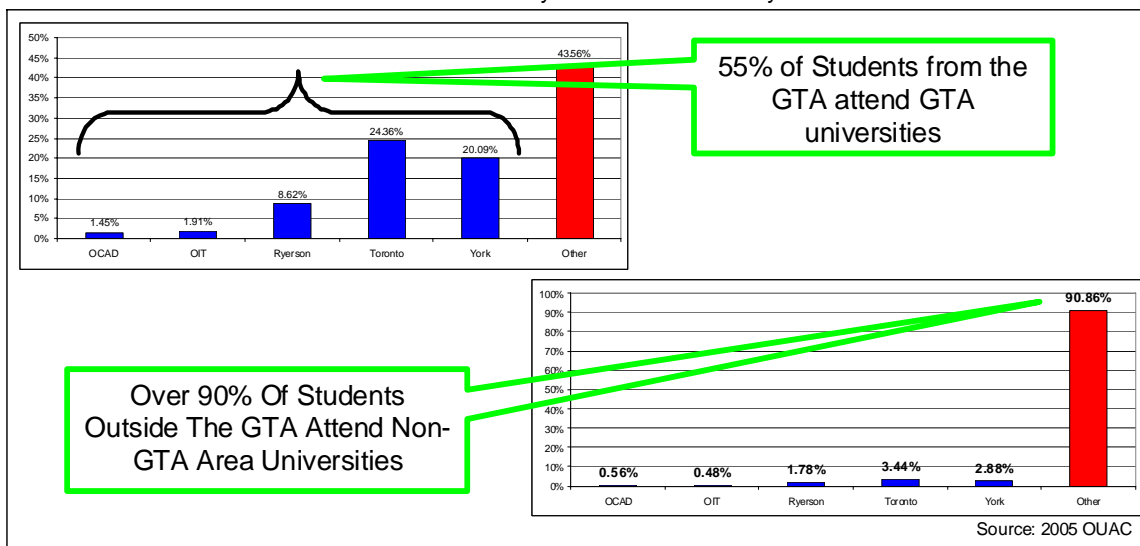
Growth Has Been Fueled By Large Increases In Participation Rates



Source: MTCU, Statistics Canada

Chart 2

Provincial Analysis – Student Mobility



Source: 2005 OUAC

Table 1

Growth in the 18-21 year-old age group in the GTA regions

Ministry of Finance Projections

	Durham	% growth from 2007	Halton	% growth from 2007	Peel	% growth from 2007	Toronto	% growth from 2007	York	% growth from 2007
2007	34745		24048		71750		127817		55710	
2008	35851	3.18%	24912	3.59%	73891	2.98%	128602	0.61%	57116	2.52%
2009	37008	6.51%	25723	6.97%	76381	6.45%	130130	1.81%	58463	4.94%
2010	38173	9.87%	26563	10.46%	79152	10.32%	131690	3.03%	59773	7.29%
2011	38734	11.48%	27298	13.51%	81412	13.47%	133229	4.23%	60778	9.10%
2012	38806	11.69%	27768	15.47%	83362	16.18%	134452	5.19%	61533	10.45%
2013	38840	11.79%	28230	17.39%	85419	19.05%	136631	6.90%	62647	12.45%
2014	38708	11.41%	28696	19.33%	87324	21.71%	138551	8.40%	63806	14.53%
2015	38387	10.48%	29007	20.62%	88624	23.52%	138665	8.49%	64701	16.14%
2016	37834	8.89%	29229	21.54%	89454	24.67%	137975	7.95%	65565	17.69%
2017	37312	7.39%	29347	22.04%	89514	24.76%	135318	5.87%	65642	17.83%
2018	36890	6.17%	29435	22.40%	89711	25.03%	133157	4.18%	65964	18.41%
2019	36410	4.79%	29446	22.45%	89859	25.24%	131839	3.15%	66225	18.87%
2020	35846	3.17%	29430	22.38%	89884	25.27%	130539	2.13%	66196	18.82%
2021	35298	1.59%	29504	22.69%	90319	25.88%	130369	2.00%	66568	19.49%
2022	34865	0.35%	30000	24.75%	90887	26.67%	130135	1.81%	66674	19.68%
2023	34838	0.27%	30586	27.19%	92017	28.25%	130311	1.95%	67240	20.70%
2024	35176	1.24%	31301	30.16%	93394	30.17%	131017	2.50%	68076	22.20%
2025	35565	2.36%	31952	32.87%	94578	31.82%	131604	2.96%	68801	23.50%
2026	35898	3.32%	32174	33.79%	95631	33.28%	132234	3.46%	69660	25.04%
2027	36257	4.35%	32523	35.24%	96733	34.82%	132923	3.99%	70467	26.49%
2028	36683	5.58%	32843	36.57%	97996	36.58%	133677	4.58%	71330	28.04%
2029	37194	7.05%	33254	38.28%	99450	38.61%	134499	5.23%	72275	29.73%
2030	37779	8.73%	33753	40.36%	100783	40.46%	135253	5.82%	73196	31.39%
2031	38394	10.50%	34272	42.51%	102148	42.37%	136036	6.43%	74161	33.12%

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