

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

York University

ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

YORK UNIVERSITY'S VISION/MANDATE

Our students and faculty will be more engaged with the teaching and learning process and with each other. Our linkages with the broader community, both in terms of the teaching and learning process as well as through our research activities, will have broadened and deepened. We will have established a new Medical School and a separate Faculty of Engineering. Our reputation as a research intensive institution contributing to innovation, social and economic development in the Greater Toronto Area, the province, Canada and the world will have been solidified and enhanced. Aspiring to be Canada's Engaged University, we will be seen as an innovator in pedagogy, making use of social media and other forms of technology to meet evolving student needs and creating life-long learning opportunities for part-time, mature and returning students. Our university will be a global magnet for students who will see York's diversity as exemplifying and modeling values of global citizenship. Our reputation as a leader and innovator will have been strengthened and the pride on our campuses and amongst our alumni at where we have been and where we are going will be palpable.

(Excerpt from the 2010 Provostial White Paper)

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and York University outlines the role the 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 Strategic Mandate Agreement (SMA):

- Identifies the University's existing institutional strengths;
- Supports the current vision, mission, and mandate of the University within the context of the University's governing legislation and outlines how the University's priorities align with Ontario's vision and Differentiation Policy Framework; and
- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the University's areas of strength.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the University to the Ministry has been used to inform the SMA and is appended to the agreement.

The Ministry acknowledges the University's autonomy with respect to its academic and internal resource allocation decisions, and the University acknowledges the role of the Ministry as the Province's steward of Ontario's postsecondary education system.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to, dated, and signed by both signatories.

YORK UNIVERSITY'S KEY AREAS OF DIFFERENTIATION

York University is a comprehensive research-intensive institution with internationally recognized programs. Located principally in the northern Greater Toronto Area, it serves a large proportion of Ontario's undergraduate and graduate student population as well as an increasing number of international students from around the world. Since its inception 55 years ago, it has become one of the largest universities in North America.

York offers highly ranked professional programs, notably in Business and Law, and a number of York departments rank among the top 150 in the world in the QS rankings.

Distinguished by its commitment to social justice and engagement, York is a leader in knowledge mobilization and knowledge transfer, community partnership and outreach, and social and pedagogical innovation to enhance student success. In addition to multiple collaborations with both the private and non-profit sectors, York has one of the largest graduate student populations in Ontario, drawn from all over the world. York attracts more students who are the first generation in their families to attend higher education than any other Ontario university. York is Ontario's largest provider of college-to-university transfer opportunities and continues to partner with other institutions, notably Seneca College, on increasing student mobility. York's Glendon campus is a hub for French-language and bilingual programming in the GTA, serving central and southwestern Ontario.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the University and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

1.1 Areas of Institutional Strength

York supports economic and community development through the programs it offers, community partnerships, and applied research activities. Initiatives and outcomes include:

Programs Offered

- York offers a wide range of professionally relevant programs that prepare students for the workforce, including bridging programs for internationally educated professionals; transition programs to facilitate access for students from diverse backgrounds; and executive education/professional development courses.
- York has increased its enrolments in Science, Technology, Engineering, and Mathematics (STEM) programs to recognize the diverse needs of the GTA economy, and has established the Lassonde School of Engineering. Between York's Science and Engineering faculties, the total undergraduate headcount grew by 35% from 2007-08 to 2012-13, and from 437 to 613 students at the graduate level.
- 11.88% of York's students are in Business and Administrative Studies, the second-highest share among Ontario universities, addressing Canada's need for managers who hold degrees in these areas.
- York University's strengths in liberal arts contributes to a foundation for distinct and interdisciplinary programs that ensure graduates have the flexible and transferable skills sought by employers in a knowledge-based economy, including communication, creative and critical thinking skills; the ability to analyse problems from multiple perspectives; and the ability to work together in inter-professional teams.
- The share of York graduates who are employed two years after graduation is in line with the GTA average.

Community Partnerships

- York University has over 30 active research collaborations in York Region, including IBM Canada, PowerStream, and Markham-Stouffville Hospital.

- To support an institutional approach to the expansion of strategic partnerships, York created a President's Community Engagement Council to better integrate teaching and research outreach and engagement.

Applied Research

- Innovation York works with external commercialization partners including MaRs Innovation (Toronto) and VentureLab (York Region) to bring technologies and applications to market. In 2012-13, Innovation York completed 427 research contracts valued at \$39 million, up from 266 agreements facilitated in 2006-07.
- York's Knowledge Mobilization (KM) Unit ensures that local solutions to pressing social issues have the opportunity for broader applications. York's KM Unit has supported more than 250 community-campus collaborations, helped community partners raise over \$1M for social services and programs, and attracted over \$17M in engaged scholarship funding for researchers, students, and partners.

Additionally, a high proportion of York students work and therefore continue to contribute to the economy and help meet labour force needs while completing their academic studies.

1.2 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none"> • Number of graduates employed full-time two years after graduation • Number and percentage of York students in STEM programs and in professionally-related programs (e.g. Business, Law, Education, Administrative Studies, Planning). • Number of registrants in programs directly preparing students for the workforce, including: (1) students completing bridging programs for internationally educated professionals; (2) students enrolled in transition programs to facilitate access for students from diverse backgrounds; (3) executive education/professional development/continuing education courses (undergraduate and graduate); and (4) total credentials awarded annually. • Number of active external research partnerships (formal research collaborations, patents, start-ups, licences, and research commercialization contracts completed by Innovation York) (total, and in York Region; all disciplines) 	<ul style="list-style-type: none"> • Graduate employment rates • Number of graduates employed full-time in a related job

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

2. TEACHING AND LEARNING

This component will capture institutional strength in program delivery methods that expand learning options for students, and improve the 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.

2.1 Areas of Institutional Strength

York supports teaching and learning through its focus on experiential learning, alternative program delivery models and student learning outcomes. Examples include:

Technology-Enabled Learning

- York has developed an institution-wide Technology Enabled Learning initiative including fully on-line courses, blended/hybrid courses, and technology-enhanced learning tools.

Experiential Learning

- York has developed an innovative Community-Based Learning Program as a strategy for increasing Experiential Education opportunities already available through internships, community and clinical practicums, field placements, Community Service Learning, and in-class Experiential Education (EE).
 - Experiential education is a defining feature of many programs, such as Osgoode Hall Law School's Juris Doctor.
 - York has set as a White Paper benchmark that every degree program offered at the University will provide students with an EE opportunity.
- York has a broad range of international exchange opportunities as well as a successful International Internship Program.

Student Learning Outcomes

- York has developed a student-focused learning approach that articulates competencies and Student Learning Outcomes by institutionalizing curricular mapping for all academic programs. York has set as a priority the measurement of SLOs.
- York's 2013-14 Academic and Administrative Program Review includes assessment of Teaching and Learning activities to focus strategic investment in the future.
- York's established strengths in liberal arts support an interdisciplinary curriculum that ensures that students graduate with the transferable skills that employers rank among the top attributes that they seek – communication, creative, and critical thinking skills; the ability to analyse problems from multiple perspectives; and the ability to work together in inter-professional teams.

- A survey of student applicants to Ontario universities ranked the top two reasons they chose York over other universities as: (1) York's academic reputation and (2) York's distinctiveness of programs.

2.2 Additional Comments

Institutional Strategies

- York is establishing institutional definitions for Experiential Education and Technology-enabled Learning and is partnering with Ontario Universities Online to introduce course codes that identify Experiential Learning and Technology-Enabled Learning courses.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of registrants in blended and technology-enabled learning courses, and number of courses (undergraduate and graduate) • Number of students with international/global experience, including as part of curriculum and international exchange opportunities • Experiential education – total number of programs and registrants with EE component, including: <ul style="list-style-type: none"> – Co-op – Internship – Clinical/community placements – Community Based Learning – Community Service Learning – In-course simulations and experiential education activities 	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Retention rates • Number of students enrolled in a co-op program at institution • Number of online course registrants, programs, and courses at institution

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

York has strengths in serving the following student populations:

- York educates more first-generation students than any other Ontario university.
 - 28.7 per cent of York’s full-time students are the first generation in their families to attend higher education. This includes 11,699 full-time students in 2011-12, plus 2,453 part-time students.
- York is one of Ontario’s top two universities for educating newcomers to Canada. 10.8 per cent of York students are permanent residents who have come to Canada from other countries.
- On the Glendon campus, francophone and francophile students can pursue their studies in French and receive services in French. Glendon is the only campus in southern Ontario where a range of university programming is available in French.
- York is tracking ahead of target with 10% of the student body being international students by 2013, and 12% by 2017.
- York offers a number of bridging programs for internationally educated professionals as well as transition programs to facilitate access and student mobility.

York has many initiatives underway to support access for these student groups. Examples include:

- To improve retention and graduation rates, York undertook a Strategic Enrolment Management (SEM) review in 2013 –14 that resulted in an improved and more comprehensive plan for student success focused on key student segments (including personas based on under-represented student groups).
- The plan has four key priorities at the undergraduate level – student recruitment, first year transition, early intervention, and fostering enrolment intelligence. The First-Year YU Start Program was piloted this year for full roll-out in 2014-15.
- Measures of success have been codified; responsibilities and timelines have been delegated to senior leaders.

- At the graduate level, York has implemented a comprehensive suite of programs to enhance the student learning experience and strengthen completion rates including supervisory workshops with the Teaching Commons, an enhanced scholarship program, workshops on completing comprehensives, dissertation proposals and writing dissertations, and a student mentorship program.

3.2 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of students with college background • Number of mature students and as a percentage of total enrolment • Number of students who hold paid employment during the academic year and percentage of total enrolment (from NSSE) • Percentage of York students whose parents are immigrants 	<ul style="list-style-type: none"> • Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution • Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) • Proportion of an institution’s enrolment that receives OSAP

4. RESEARCH AND GRADUATE EDUCATION

This component identifies the breadth and depth of institutional research activity (both basic and applied), and will identify institutional research strengths from niche to comprehensive research intensity.

4.1 Areas of Institutional Strength

York University engages in interdisciplinary research, and this is reflected in six intersecting themes:

- Advancing Fundamental Discovery and Critical Knowledge
- Analyzing Cultures and Mobilizing Creativity
- Building Healthy Lives and Communities
- Exploring the Frontiers of Science and Technology
- Forging a Just and Sustainable World
- Integrating Entrepreneurial Innovation and the Public Good

Research is supported by:

- York is rated 11th among Canadian universities for the impact of its research outputs (by Research Infosource).
- York is rated 7th in the Social Sciences and Humanities and 8th in the Natural Sciences and Engineering (by Higher Education Strategy Associates).
- York features 27 interdisciplinary and collaborative research centres that support research excellence across the university and work locally, nationally, and internationally to transfer research outcomes into economic and social benefits.
- York is in the top 10 Canadian universities for impact of research in the social sciences, humanities, and sciences.
- York has an institution-wide strategy developed with the Faculty of Graduate Studies to enhance graduate recruitment, including:
 - linking with the York University English Language Institute to strengthen English competency for international students in graduate programs;
 - expansion of professional Master’s programs;
 - improved timeliness of offers;
 - increased funding to increase acceptance rates;
 - graduate professional skills workshops to facilitate academic and non-academic employment opportunities.
- In 2012, York conferred 1,748 Master’s degrees and 192 PhDs.

4.2 Additional Comments

- System-wide metrics reflect York’s focussed activity in this area.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Total number of graduate students • Proportion of Ontario’s total graduate student enrolments • Publication impact as measured by Research Infosource • Field normalized H index (as per Higher Education Strategy Associates) 	<p>Research Capacity</p> <ul style="list-style-type: none"> • Total sponsored research • Number of research chairs • Number of graduate degrees awarded • Number of graduate awards/scholarships <p>Research Focus</p> <ul style="list-style-type: none"> • Graduate degrees awarded to undergraduate degrees awarded • Graduate to undergraduate ratio • PhD degrees awarded to undergraduate degrees awarded <p>Research Impact</p> <ul style="list-style-type: none"> • Normalized Tri-Council funding (total and per full-time faculty) • Number of publications (total and per full-time faculty) • Number of citations (total and per full-time faculty) • Citation impact (normalized average citation per paper) <p>International Competitiveness</p> <ul style="list-style-type: none"> • Ratio of international to domestic graduates (used by Times Higher Education Rankings) • Aggregate of international global rankings

5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

5.1 Areas of Institutional Strength

Current program areas of strength include:

1. Arts, Media, Performance and Design
2. Bilingual Programs
3. Business
4. Education, Human Services and Community Development
5. Environmental Studies
6. Healthy Individuals and Communities
7. Humanities
8. Law
9. Sciences
10. Social Sciences

Proposed program areas for growth include:

1. Engineering and Science
2. Bilingual Programs
3. Arts, Digital Media, Performance and Design
4. Business/Management/Administration
5. Healthy Individuals and Communities

5.2 Additional Comments

Institutional Strategies

- As per York's enrolment plan and within its graduate space allocation, the Lassonde School of Engineering is on target to grow by 579 undergraduate students (FTEs) and approximately 60 graduate students (FTEs) by 2016-17.
- With support from MTCU, York University has developed 5 new programs as part of its enrolment plan to expand French-language and bilingual programs and enrolments at the Glendon campus.

Ministry Notes

- The Ministry notes that a large number of new engineering degree programs are proposed province-wide, which will have an impact on the Ministry's review of new engineering program proposals.

- Fine Arts programs will be reviewed in the context of fine arts programming in the GTA, and across Ontario, ensuring there is no unnecessary duplication across institutions. This is particularly important at a time of low enrolment growth.
- While the Ministry supports growth in the Healthy Individuals and Communities program, this support should not be construed as an endorsement of the University’s future plans for a School of Medicine.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Distribution of enrolment across programs 	<ul style="list-style-type: none"> • Institution-specific and provincial Key Performance Indicators, including employment rate after two years, percentage of students completing the degree, and OSAP default rates for each area of strength • Program enrolment

6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles 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, credit transfer pathways and collaborative or joint programs between or within sectors.

6.1 Areas of Institutional Strength

York focuses on institutional collaboration to support student mobility initiatives including:

College–University Collaboration

- York enrolls more college-to-university transfer students than any other Ontario university. Almost 6,000 York students were admitted as college transfer students.
- A block transfer credit policy allows for transfer of a predetermined number of credits/courses.
- York offers 14 collaborative programs, including Design with Sheridan College, and a Collaborative BScN nursing program with Seneca and Georgian Colleges.
- York shares the Keele campus with Seneca College as well as shared space at the Yorkgate Mall.
- Glendon maintains credit-transfer agreements with both francophone colleges. ONCAT funding has been secured to enhance collaboration with each.

University–University Collaboration

- A cross-registration initiative with Ryerson allows students at either institution to take up to 24 credits at the partnering University.
- York’s concurrent teacher education program allows Ryerson’s early childhood degree students to receive a York BEd simultaneously.
- York has partnerships with more than 280 universities worldwide.

6.2 Additional Comments

Institutional Strategies

- York has been working collaboratively with Seneca College over the last two years to expand bridging programs between college diplomas and university degrees as well as joint programs between our institutions in areas including Engineering (BScTech), Digital Media and Environmental Studies.
- York, and its two college partners in the delivery of the BScN, Seneca and Georgian, have jointly undertaken a review of the program in order to raise the BScN RAO pass rates to the same level as York’s Second Entry Nursing Program.

6.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Number of college-to-university transfer students (including those who apply directly to the university [which is larger than the number who apply through OUAC])• Number and share of students who graduate with an integrated college-university experience• Total transfer credit awarded	<ul style="list-style-type: none">• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)• Number of transfer applicants and registrants• Number of college graduates enrolled in university programs

ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institution-Specific Aspirations

- Given the size and comprehensiveness of York, requests for future program approvals during the course of this Agreement may include not only areas of growth but areas of strength as well. As with all universities, program approval requests will be examined based on a variety of criteria, including alignment with program areas outlined in the Agreements.
- Creation of a York University campus in York Region in partnership with Seneca College.
- A School of Medicine.

Ministry Notes

- At this time, the Ministries of Health and Long-Term Care and Training, Colleges and Universities are not projecting further medical education expansion over the short and medium term.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by an additional 60,000 students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Baseline Projected Eligible Full-Time Headcounts

	2014-15	2015-16	2016-17
Undergraduate	37,225	37,100	37,840

York University's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environment.

This baseline forecast does not include new programs that will be submitted for approval, and expansion of French-language and bilingual enrolments at the Glendon campus.

GRADUATE ALLOCATION

The Province committed to allocate an additional 6,000 graduate spaces in the 2011 Budget. The allocation of the balance of the 6,000 graduate spaces is informed by institutional graduate plans, metrics identified in the differentiation framework, and government priorities. Based on these considerations, the allocation for York University is provided below.

	2014-15	2015-16	2016-17
Master's	2,589.40	2,589.40	2,589.40
PhD	1,030.56	1,030.56	1,030.56
Total	3,619.96	3,619.96	3,619.96

It is recognized that York's Master's and Doctoral programs in Engineering are at an early stage and are planned to continue to grow after 2016-17. York believes it is important to expand graduate programs to fully realize the research and commercialization benefits that are envisaged for the Lassonde School of Engineering.

Pending Ministry approval, a proportion of York's Master's spaces may be converted to the PhD target should York apply to do so during the term of this Agreement.

Note: For a detailed breakdown of graduate space allocations, see Appendix.

FINANCIAL SUSTAINABILITY

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

The Ministry commits to engage with the sector in spring 2014 to finalize the financial sustainability metrics to be tracked through the course of the SMAs, building on metrics already identified during discussions that took place in the fall of 2013.

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the University are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

SIGNED for and on behalf of the Ministry
of Training, Colleges and Universities by:

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

April 6, 2014

Date

SIGNED for and on behalf of
York University by:

ORIGINAL SIGNED BY

Dr. Mamdouh Shoukri
Executive Head

April 29, 2014

Date

APPENDIX

York University - Summary of Graduate Space Allocations to 2016-17, FTEs

	Master's	PhD	Total
<i>2013-14 Graduate Space Target</i>	2,748.98	1,212.16	3,961.14
Adjustments to Graduate Targets (pre 2015-16)	-159.58	-181.60	-341.18
Graduate Allocation Envelopes			
General Allocation Envelope	-	-	-
Priorities Envelope	-	-	-
Graduate Spaces Allocated to 2016-17, over 2013-14	-159.58	-181.60	-341.18
<i>2016-17 Graduate Space Target</i>	<i>2,589.40</i>	<i>1,030.56</i>	<i>3,619.96</i>

Notes:

- Adjustments to Graduate Targets (pre 2015-16) include: (i) 2013-14 approved fungibility requests; (ii) 2014-15 final Master's allocations; (iii) resets of graduate targets, if any; and, (iv) other Ministry commitments, including further conversions.
- General Allocation Envelope includes all metrics-based space allocations for 2015-16 and 2016-17.
- Priorities Envelope includes: (i) Ministry and institutional priorities; and, (ii) approved spaces for identified niche programs.