

College System Integrated Resource Plan 2010-13

Framework

Mandate:

York University has eight faculty-affiliated colleges on the Keele and one on the Glendon Campus. These colleges were created between the mid-1960s and the late 1970s with a two-fold mission:

- to provide meaningful communities for students, and enhance the student experience for both residential and commuter students by providing an environment in which students have access to faculty and staff who can assist them with problems and provide academic and personal guidance
- to provide a locus for interdisciplinary interaction amongst faculty in support of their teaching and research

Colleges are responsible for delivering co-curricular programming integrated with the affiliated Faculties that engages students in University life, complements student academic pursuits, contributes to student success and retention, and fosters positive life long connections to the institution. Within the general goal of the colleges to enhance the student experience, the colleges have a particular responsibility for facilitating the transition to university and enhancing the experience of first year students.

Colleges serve as “neighbourhoods” of a large metropolitan academic city. It is through these smaller enclaves that students have the opportunity to meet and engage with fellow students, staff and especially faculty members. York colleges are small interdisciplinary communities, with distinctive characters and mandates that offer a welcoming, innovative and convivial environment supportive of students' successful adjustment to the university and the successful completion of their degree requirements.

Under the leadership of the Masters, the College communities provide a collegial atmosphere and stimulating intellectual environment for both students and faculty members. The leadership and programming of the Colleges enhances the quality of the intellectual, recreational, social, and cultural life of the student and faculty members of the College.

Vision:

Creating vibrant communities within the University that promote the engagement of faculty and students in intellectual and social pursuits. This engagement/interaction directly supports the University's Academic and Strategic priorities.

Core Functional Areas:

The College system is comprised of nine colleges (listed below) that provide a wide range of academic and extracurricular activities to complement the instructional programs of the affiliated Faculties to enrich the experience of the York student and actively engage College fellows. The table below outlines the Colleges' Faculty and program affiliations after the creation of the new Faculty of Liberal and Professional Studies.

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The Council of College Communities (CoCC) is the governing body for the College System. To ensure consistency across the system and the fulfillment of the College System mission the CoCC approves the College system mandate, strategic plans and is responsible for coordinating the activities of all the individual Colleges. The CoCC is an advisory body to the Vice-President Academic and Vice-President Students on matters related to mission and mandate of the College system.

College	Faculty Affiliation (primary/secondary)	Program Affiliations
Bethune College	Science and Engineering	All Faculty of Science & Engineering BA/BASc/BSc/iBA/iBSc programs; Geography (BSc); Kinesiology & Health Science (BSc); Science & Technology Studies; Undecided Major – Faculty of Science & Engineering
Calumet College	Health/Schulich	Psychology (BA, BSc); Business Administration/International Business Administration; Cognitive Science
Founders College	LAPS/Environmental Studies	African Studies; Anthropology (BA, iBA); East Asian Studies; Environmental Studies; Equity Studies; European Studies; French Studies; Geography (BA); German Studies; Health & Society; History (BA, iBA); International Development Studies; Italian Studies (BA, iBA); Latin American & Caribbean Studies; Linguistics; Russian; Russian Studies; South Asian Studies; Spanish; Social Work; Urban Studies; Women's Studies
Glendon College	Glendon	All Glendon Faculty degree programs
McLaughlin College	LAPS	Criminology; Global Political Studies; Labour Studies; Law & Society; Political Science; Public Administration & Justice; Public Policy and Administration; Public Policy and Management; Sociology
New College	LAPS	Administrative Studies; Human Resources Management; ITEC
Stong College	Health/LAPS	Creative Writing; English; Health Informatics, Management and Policy; Kinesiology & Health Science (BA); Nursing; Professional Writing
Vanier College	LAPS	Business & Society; Children's Studies; Classical Studies, Classics; Economics; Economics & Business; Hellenic Studies; Humanities Individualized Studies; Jewish Studies; Liberal Studies; Philosophy; Religious Studies Social and Political Thought; Undecided Major – Faculty of Arts
Winters College	Fine Arts, Education	Communication Studies; Consecutive Education; Fine Arts (Dance, Design, Digital Media (BA), Film, Fine Arts Cultural Studies, Music, Theatre, Visual Arts)

The co-curricular programs and services the Colleges offer fall under 3 broad categories noted from a-c below:

a) Student engagement, retention and co-curricular programs:

- academic and social orientation
- academic advising for first-year and upper-year students (in coordination with advising provided by Faculty Advising Centres, departmental and program advisors, the Registrar's Office, Counselling and Development, and other advisors)
- co-curricular activities for affiliated programs
- college student governments

b) Faculty engagement, interaction and retention programs:

- faculty member interaction outside discipline/department
- (conferences and other special events that allow faculty to meet and exchange ideas)

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c) General programming and services for students and faculty:

- Lecture/speaker series
- Career days and other general interest programs
- Community outreach programs
- Convocation assistance
- Provide common rooms, study areas, computer labs and recreational rooms for members
- Support/work with residence programming/RLCs
- Hosting social events for members
- Academic and recreational student clubs
- Intramural sports, musical and artistic activities
- Developing/supporting Alumni Chapters
- College newspapers and other media
- Contacts and friendships

Guiding Principles:

The following principles and values are espoused by members and staff of the College system to support communities within the University that students and faculty are actively engaged in:

- Student focus, enhancing the student experience, providing support, knowledge and opportunities to enhance confidence and success of students
- Shared leadership and collaborative integration with Faculties
- College system as an interdisciplinary model
- York as a city – the college as a neighbourhood, promote student involvement and creating a sense of connectedness with the University
- Trust and collegiality
- Transparency and engagement in decision making
- Enhance interaction among students, faculty/fellows and between students, faculty/fellows.

Planning Context:

The following factors impact the strategic planning process of College System:

- Implementing recommendations from Task Force Report
- College reporting line changes
- Growing student population; increased diversity and composition of students; greater time spent working; and commuter students
- UAP and emphasis on student experience
- Increased teaching, research and service demands on faculty
- Availability of appropriate resources to support College System
- The report of the Task Force on Student Life
- The Green Paper/White paper process with its emphases on engagement, community and the student experience

Relationship with Government:

Action Plan

Priority 1: Enhance the Student Learning Experience

Consistent with the findings of the Task Force on Colleges and the Task Force on Student Life, and in support of the University Academic Plan and the Green Paper/White Paper process, the Colleges will intensify their efforts to improve student engagement at the University and enhance the student experience.

Objective	Actions/Strategies	Measurables	Accountabilities
1. Improve Student Engagement	1. Encourage new students to engage with one or more College-supported activities	1. Students continue to find their College affiliation a meaningful and rewarding part of their academic experience. Increased number and proportion of undergraduate students participate actively in one or more College-supported activity. 1. Qualitative as well as quantitative indicators are developed.	Timeline: Responsible Party: College Masters, Academic Advisors and Master’s Advisory Committees, College Councils, VPS, Faculties and affiliated Departments Comments: Dependencies:
	2. Provide upper-year students appropriate opportunities	1. Students continue to find their College affiliation a meaningful and rewarding part of their academic experience. Increased number and proportion of undergraduate students participate actively in one or more College-supported activity. 2. Academically qualified upper year students are active peer mentors	Timeline: Responsible Party: Comments: Dependencies:
	3. Work with other relevant units to promote student participation and collegial interaction amongst faculty	1. Student engagement in extra-curricular activities is enhanced 2. Undergraduate and graduate students and faculty are involved in College activities.	Timeline: Responsible Party: Comments: Dependencies:
2. Intensify efforts to attract and retain students	1. Develop a strategy for strengthening the identification and bonding of new students with their College, from the admissions/recruitment phase through orientation and the first year transitional experience, to upper year study and graduation to alumni status.	1. More new students identify with their College 2. Colleges are visibly present in admissions material and at events such as the Universities Fair, Fall Campus Day and the Spring Gala. 3. Colleges are visibly present in Convocation ceremonies. 4. Colleges each have an alumni chapter.	Timeline: Responsible Party: VPS, Colleges Faculties, departments, programs, VPS (Admissions) Comments: Need periodic surveys of students re College identification/involvement Dependencies:

Objective	Actions/Strategies	Measurables	Accountabilities
	2. Working with relevant units, continue to produce College student handbook for new students	1. College handbooks are regularly updated and produced. Handbooks have consistent information provided to students.	Timeline: Responsible Party: Comments: Dependencies:
	3. Actively communicate and coordinate with Faculties, departments and programs	1. Coordinated Faculty-College strategies are in place. 2. Coordinated College-department and College-program actions are undertaken consistent with the Faculty-College strategies.	Timeline: Responsible Party: Comments: Dependencies:
3. Support university-wide, integrated approach to student advising	1. Participate in the development of a plan to better integrate advising services available and provided to students.	1. A York University advising web-page explains the points of entry to advising, the specialized functions of various student advisors on campus and relevant contact information. 2. A York University common data base of advising resources ensures students receive consistent advice re referral to the single best location for action on the issue in question 3. Advising services across campus are integrated, student friendly/focused.	Timeline: Responsible Party: College Academic Advisors, Faculty Advising Centres, Dept. UG Program Directors, Interdisc. Program Coordinators, VPS (Admissions & Student CS) Comments: Dependencies: Need to coordinate with Retention Council
4. Better support and engage graduate students	1. Develop a plan to support graduate student involvement in College life.	1. Graduate students participate in College activities, and some College programming is designed specifically for graduate students.	Timeline: Responsible Party: Grad Program Directors Dean of Grad Studies VPA and Deans Comments: The Senior Administration of the University is urged to consider appropriate funding of graduate student programming in the Colleges Funds designated for undergraduate programming should not be used for graduate programming except for events that include a mixture of graduate and undergraduate students Dependencies:
	2. Appoint appropriate graduate students as Junior Fellows	1. A number of graduate students are appointed as junior fellows.	Timeline: Responsible Party: Comments:

Objective	Actions/Strategies	Measurables	Accountabilities
5. Develop and enhance a mentorship program with the goal of providing a peer mentor for every entering student who wants one	1. Develop and enhance College peer mentoring programs, and coordinate these programs with Faculty peer mentoring initiatives.	<ol style="list-style-type: none"> 1. Student peer advisors are appointed in each College on CLAY positions. 2. Academically qualified upper year students are recruited and trained as peer mentors. 3. An increased number and proportion of first year students have a peer mentor. 4. Mentees have higher levels of engagement, satisfaction and academic performance. 	<p>Dependencies:</p> <p>Timeline: Responsible Party: VPS, Masters, College Academic Advisors</p> <p>Comments: Dependencies:</p>
	2. Encourage faculty-student interaction and faculty mentoring of students, such as a program through which College fellows can involve undergraduate students in their research projects	1. The number of undergraduate students actively working on the research projects of faculty who are College fellows will increase. Student contributions can be appropriately recognized	<p>Timeline: Responsible Party: VPS, AVP-ALI, VPR&I</p> <p>Comments: Dependencies:</p>
6. Enhance residence life and co-curricular programming for the College Residence Students	1. Work with Residence Life staff and SCLD to align Residence and College programming.	<ol style="list-style-type: none"> 1. Heightened visibility and participation of Master and Academic Advisors in residence events. 2. Heightened visibility and participation of RLC, Masters and residence life staff in College events, including College Council. 3. Increased participation of residence students in College activities. 	<p>Timeline: Responsible Party: Colleges (Masters, Academic Advisors) Residence Life (RLC/Ms) Comments: The residences are integral to the College community, and not simply apartment buildings located on campus. Dependencies:</p>
	2. Explore and expand the opportunities for living/learning communities in each Residence, in conjunction with the College	<ol style="list-style-type: none"> 4. There is at least one living/learning community in each Residence 5. The number of students applying for living/learning communities increases, and their level of engagement increases. 	
7. Develop and enhance a program to enhance the transition to university for first year students	7. Continue to offer Academic Orientation to incoming students, in cooperation with Faculty Advising offices and affiliated departments and programs.	<ol style="list-style-type: none"> 7. The number and proportion of incoming students who register for and attend Academic Orientation increases. 7. Affiliated departments and programs participate in the design and delivery of Academic Orientation. 	<p>Timeline: Responsible Party: Colleges (Masters, Academic Advisors), Faculties (Dean’s Offices, Advising Offices), Departments/Programs Comments: Dependencies:</p>
	7. Develop and enhance transition and academic skills workshops for first year students	7. An increased number of workshops offered.	<p>Timeline: Responsible Party:</p>

Objective	Actions/Strategies	Measurables	Accountabilities
	throughout the academic year, on a College basis and in College-Faculty cooperation	7. An increased number and proportion of first year students participating in these workshops.	Comments: Dependencies:
8. Support College Councils	7. Facilitate Council interaction with the student council(s) of the affiliated Faculty(ies), and with the student clubs of affiliated programs.	7. Increased collaborative events.	

Priority 2: Strengthen faculty engagement in College activities/life: Promote higher levels of meaningful experience and engagement of both students and faculty in College activities.

Objective	Actions/Strategies	Measurables	Accountabilities
1. Promote collegial interaction amongst faculty	1. Clarify the role and importance of College fellows	1. Each College has a statement of the role of fellows	Timeline: Responsible Party: Masters, Master’s Advisory Committee Masters, Academic Advisors, Master’s Advisory Committees, Deans, Chairs/UPDs of affiliated departments Comments: Colleges must work with the Office of the VPA&P to produce and maintain this databank Dependencies:
	2. Organize College events that enhance social and intellectual interaction among fellows	1. Increased number and proportion of fellows participate actively in College events 2. Enriched student life/engagement from faculty involvement 3. Collegial and stimulating environment for faculty	Timeline: Responsible Party: Comments: Dependencies:
	3. Produce and maintain a central databank of fellows	1. Databank is produced	Timeline: Responsible Party: Comments: Dependencies: Office of the VPA&P
2. Engage College Fellows in College activities/life	1. Invite new faculty and faculty not already affiliated with the College to become a College Fellow.	1. Increased number of faculty appointed as College fellows.	Timeline: Responsible Party: VPA&P, Masters Comments: Dependencies:
	2. Fellows who have not been active in recent years are contacted and either become more active in College life or to resign their Fellowships	1. Increased proportion of fellows participate actively in College life.	Timeline: Responsible Party: Comments: Dependencies:

Objective	Actions/Strategies	Measurables	Accountabilities
	3. VPA&P annually provides Council of Masters with a list of new faculty who might be approached to become Fellows	1. Increased number of faculty appointed as College fellows.	Timeline: Responsible Party: Comments: Dependencies:
	4. Provide Fellows with additional opportunities for active participation in College life.	4. Increased proportion of fellows participate actively in College life.	Timeline: Responsible Party: Comments: Dependencies:

Priority 3: Strategic Planning and Enhancing College organizational effectiveness

Objective	Actions/Strategies	Measurables	Accountabilities
1. Improve communication of the College system at York and College activities.	1. Develop a strategy for communication that highlights the place of the Colleges in York University's academic mission and that underlines the importance of the College in student recruitment and conversion exercises.	1. A formal creative brief and communication strategy is produced. 2. Visible College presence in admissions/recruitment materials and at the Universities Fair, Fall Campus Day and the Spring Gala	Timeline: Responsible Party: Colleges, VPS (Admissions)Dean's offices, Marketing & Comm. The Council of Masters, VPS, Faculties, Marketing & Comm. Comments: Dependencies:
	2. Ensure that College activities and programs are effectively communicated to the target audiences – potential students, current students, current faculty members and staff, prospective faculty members and staff.	1. Explicit reference to College activities and programs in recruitment materials	Timeline: Responsible Party: Comments: Dependencies:
2. Enhance plans for Convocation Ceremonies that highlight the relationship of students/graduates to their Colleges	1. Enhance plans for convocation ceremonies that celebrate student achievements in the most effective and appropriate ways.	1. The new plan for convocation highlights the relationship of graduates to their Colleges	Timeline: Responsible Party: Council of Masters OUECR Presidential Task Force on Convocation Comments: Dependencies:
3. Integrate College operational plans with University and Faculty plans	1. The Masters will be requested to consider how they might support the implementation of the University Academic Plan, as well as the Academic Plans of the Faculty or Faculties with which they are affiliated.	1. College operational plans are integrated with the Faculty plan, and sensitive to and support the UAP and White Paper 2. Faculty plans are sensitive to the College System and the Colleges and their operational plans, and explicitly address the involvement of the affiliated College(s) in pursuing Faculty priorities.	Timeline: Responsible Party: Co-Chairs of CofCC Deans Masters Master's Advisory Committees Comments: Dependencies:
4. Resolve structural issues re the transition of Colleges from VPS to Faculties	1. Create a subcommittee of CoCC (including Masters and Deans) to address: a) central support needed by the Colleges b) responsibilities of Masters and College staff (including job descriptions) c) Faculty support for the Colleges d) Support for the involvement of graduate students in College life	1. Subcommittee Report and recommendations to CoCC	Timeline: Responsible Party: VPA&P VPS Deans Masters Comments: Dependencies:

Objective	Actions/Strategies	Measurables	Accountabilities
5. Accommodate student clubs in adequate club space	1. Develop a plan to ensure that each college will have adequate student club space	1. Adequate space to accommodate all of the academic student clubs affiliated with the College, as well as other student clubs affiliated with the College is identified.	Timeline: Responsible Party: Facilities Planning VPS Masters Dean's Offices Comments: Dependencies:
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Priority 4:

Objective	Actions/Strategies	Measurables	Accountabilities
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