

LA&PS Recruitment & Conversion

Overview for Faculty Council

OCTOBER 2024

YORK 



Recruitment context (fall)

- initial touchpoint with prospective students
- information sharing
- general inquiries about the institution overall
- call-to-action: APPLY TO YORK

metric =
applications

“Are prerequisites included in my average?”

“Can I transfer to Schulich’s BBA from the LA&PS BCom program?”



Central recruitment activity (2023/24)

- approximately 500 high schools visited annually
- 145 day fairs
- 133 evening fairs
- 141 individual school visits
- 42 Ontario Universities regional events
- 16 virtual events
- international travel

LA&PS recruitment activity (2023/24)

- additional 44 domestic high schools visited
- international recruitment trips: US, China, India, Africa, Bangladesh
- targeted recruitment presentations: Women's Bridging, Social Work, Sanctuary Scholars, varsity athletes
- hosting school groups on campus (5)
- leading campus tours
- answering daily queries

Applications to LA&PS programs (Keele)



Fall recruitment events

❖ Ontario Universities Fair

- October 5 & 6, 2024
- attendees: GTA prospective students
- Call to Action: come to Fall Campus Day



❖ Fall Campus Day

- Saturday, November 2, 2024
- attendees: visitors and their guests
- Call to Action: apply to LA&PS!



Conversion context (spring)

- continue the conversation
- establish a 'program of best fit'
- highlight LA&PS' distinctiveness
- call-to-action: **ACCEPT YOUR OFFER**

metric =
acceptances

“Why should I
study History at
LA&PS?”

“What are some
sample first year
courses?”



Conversion context: offer-to-accept

- coordinated by recruitment (Programs portfolio)
- campus tours and visits (year-long)
- York Spring Open House (March)
- lecture & lunch with LA&PS (lecture visit, pizza lunch, swag)
- Top Scholars event
- 105 event (June)
- program emails (from Chairs to offer-holders)
- postcard writing (units to offer-holders)
- calling campaigns (units to offer-holders)
- program chats (short videos)

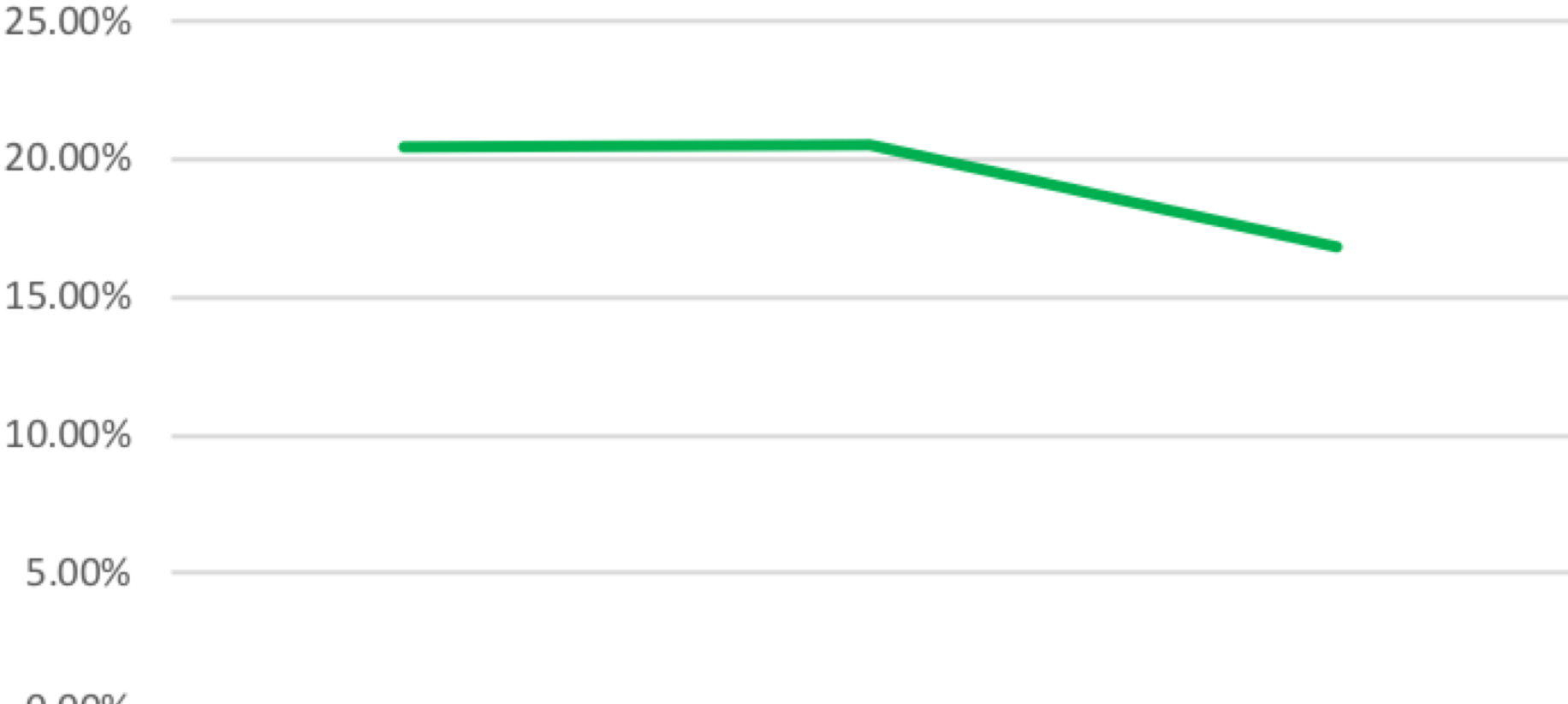
Conversion context: Spring 2024

- coordinated by recruitment (Programs portfolio)
- ~~campus tours and visits (year long)~~
- ~~York Spring Open House (March)~~
- ~~lecture & lunch with LA&PS (lecture visit, pizza lunch, swag)~~
- ~~Top Scholars event~~
- 105 event (June)
- program emails (from Chairs to offer-holders)
- postcard writing (units to offer-holders)
- calling campaigns (units to offer-holders)
- program chats (short videos)
- 'Experience LA&PS' (May)

Conversion context: accept-to-enrol

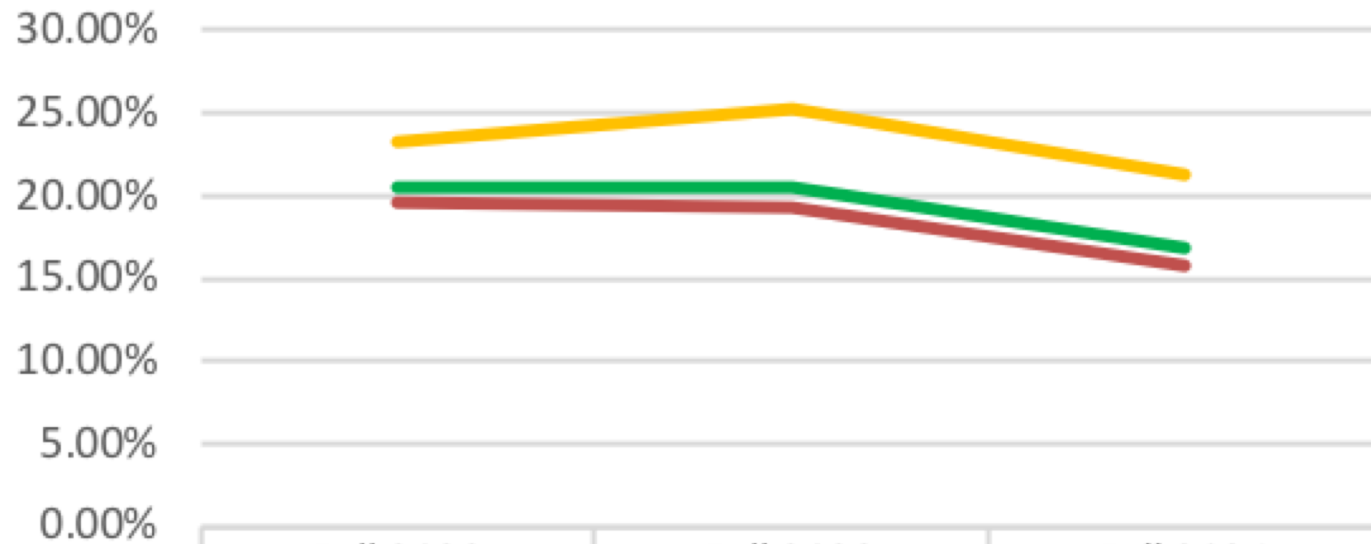
- ❑ coordinated by advising (Students portfolio)
- ❑ YU Start (enrolment module): annual review & refresh of content per program
- ❑ Academic Advising appointments (group and individual)
- ❑ First-Year Experience eClass site
- ❑ reducing barriers to course enrolment (fees, scheduling, workload, degree progress questions)

Offer-to-accept conversion rate



	Fall 2022	Fall 2023	Fall 2024
All	20.45%	20.55%	16.83%

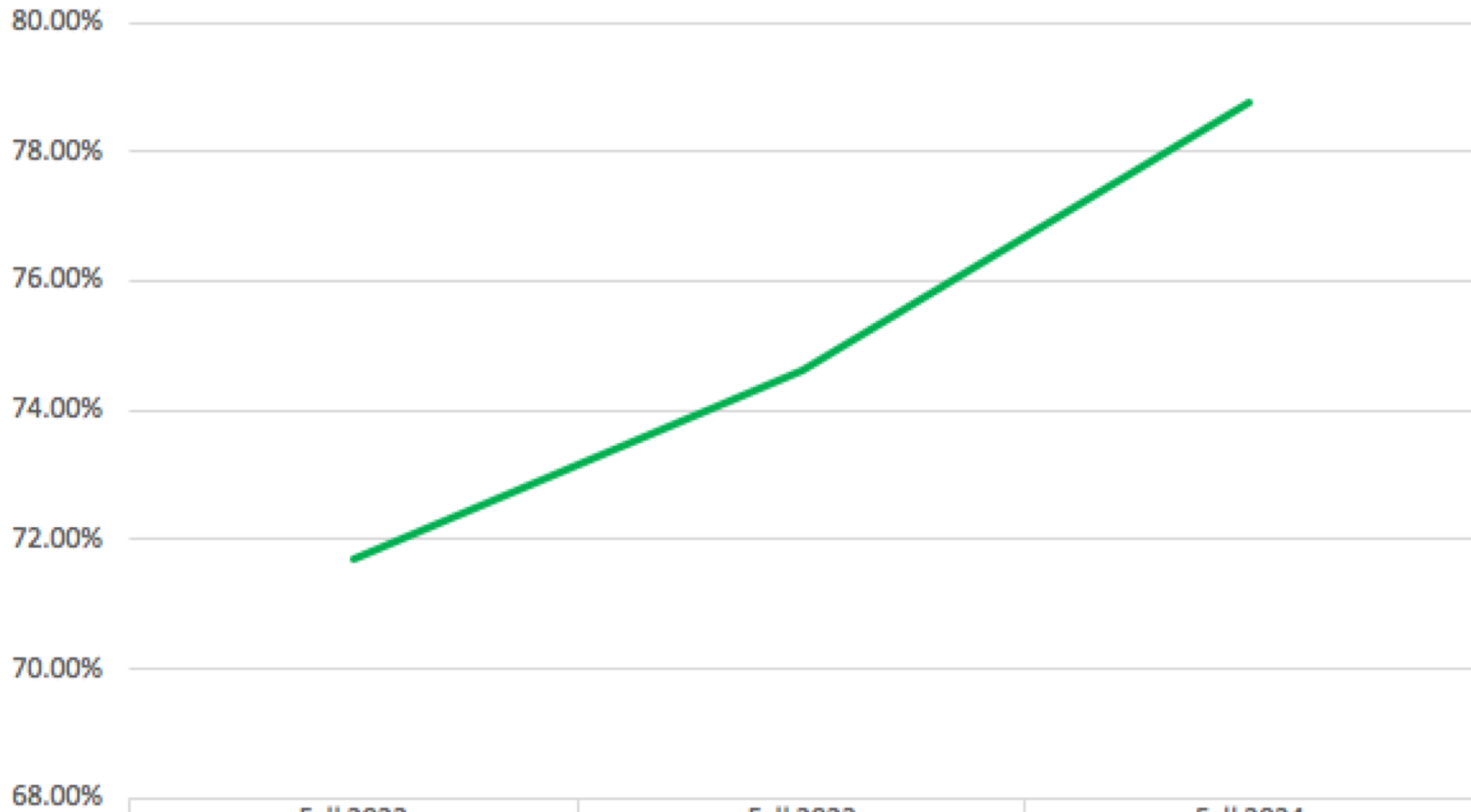
Offer-to-accept conversion rate: by cohort



	Fall 2022	Fall 2023	Fall 2024
All	20.45%	20.55%	16.83%
Domestic students	19.63%	19.34%	15.80%
International students	23.33%	25.31%	21.29%

— All — Domestic students — International students

Accept-to-Enrol Conversion Rate



Accept to Enrol

Fall 2022

Fall 2023

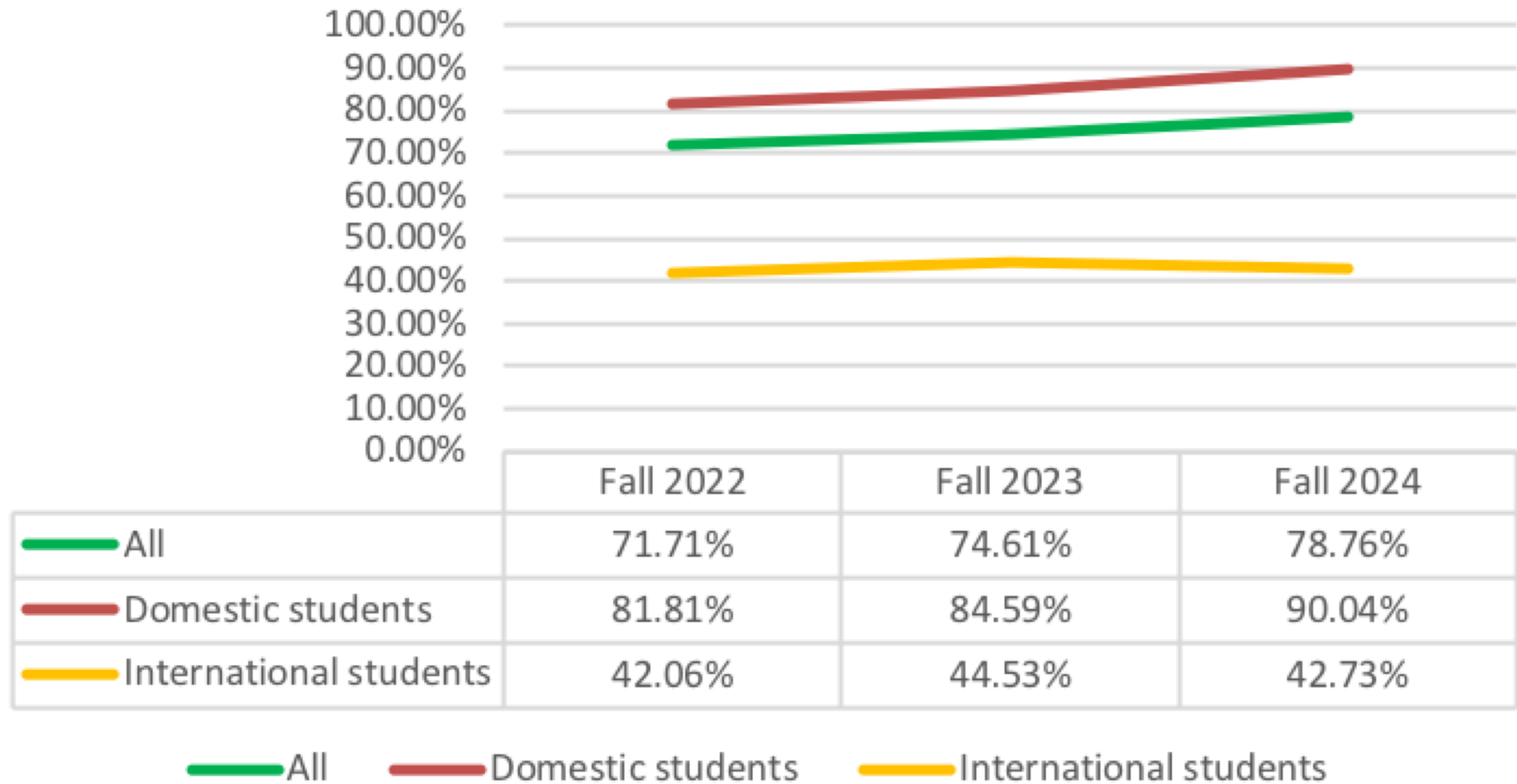
Fall 2024

71.71%

74.61%

78.76%

Accept-to-enrol conversion rate: by cohort

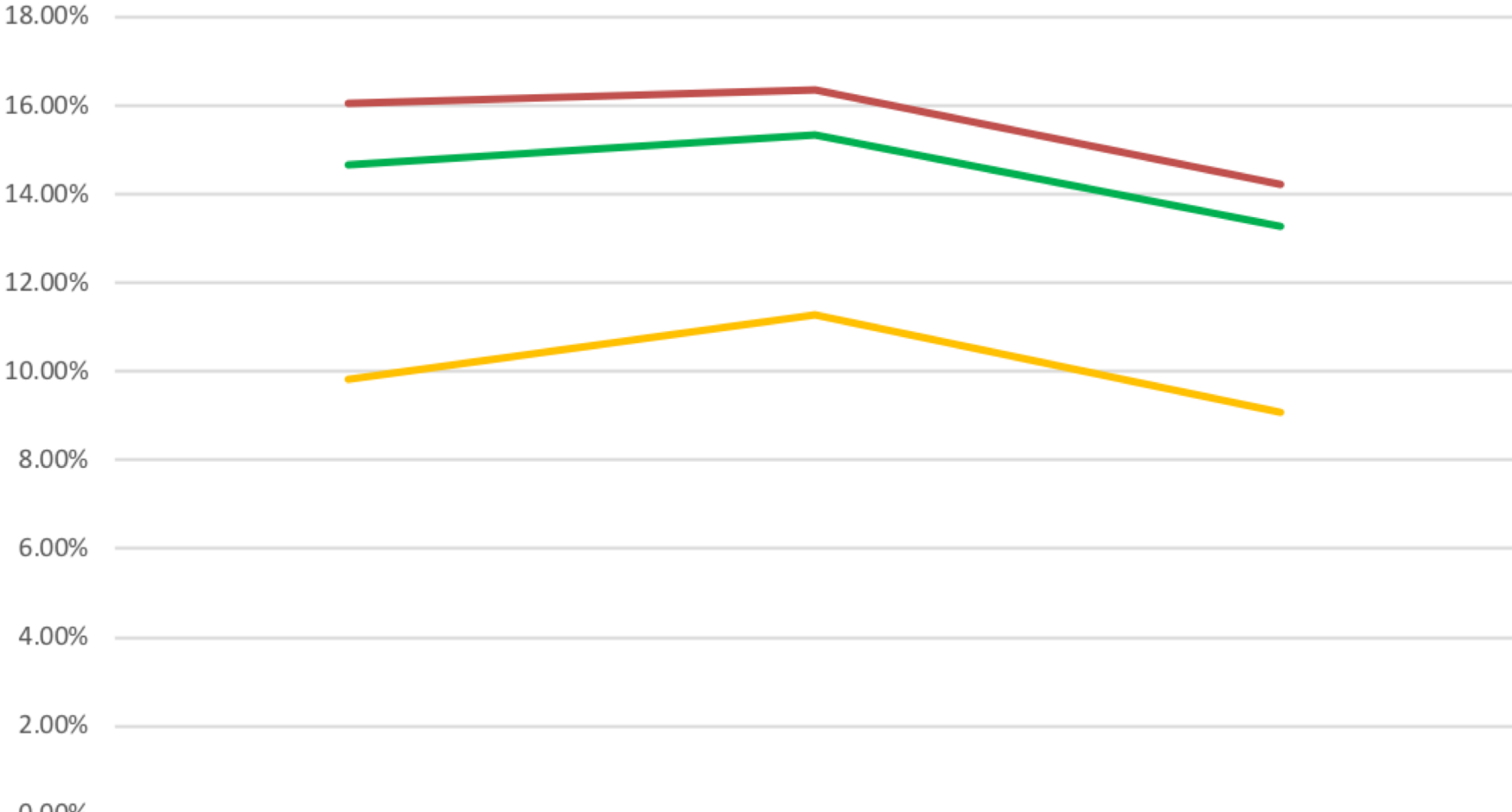


Offer-to-enrol conversion rate



	Fall 2022	Fall 2023	Fall 2024
All	14.67%	15.33%	13.26%

Offer-to-enrol conversion rate: by cohort



	Fall 2022	Fall 2023	Fall 2024
All	14.67%	15.33%	13.26%
Domestic students	16.06%	16.36%	14.23%
International students	9.81%	11.27%	9.09%

— All
 — Domestic students
 — International students

Spring conversion events

❖ March Break activities

- campus visits
- program meet & greet
- Call to Action: accept your offer!

❖ Spring Open House

- Saturday, March 15, 2025
- attendees: offer-holders and guests
- Call to Action: accept your offer!



Engaging faculty: Curriculum connections

- mini-lectures by LA&PS instructors
- may be offered in local, GTA, and southern Ontario high schools
- align topic with Ontario curriculum expectations
- attractive to schools because it helps teachers advance curriculum expectations
- attractive to LA&PS because it helps us promote our scholars, expertise, and offerings
- contact: Sonia Cianfarani, Associate Director Student Recruitment

HSG3M: Gender Studies

B. FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. The Social Construction of Gender:** demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;
- B2. Power Relations, Sex, and Gender:** analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;
- B3. Representations of Gender:** analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

SPECIFIC EXPECTATIONS

B1. The Social Construction of Gender

By the end of this course, students will:

- B1.1** explain key terms and concepts relating to gender studies (*e.g., sex and gender, female, male, transsexual, intersex, gender performance, gender roles, gender norms, gender stereotypes, transgender, masculinity/masculinities, femininity/femininities, gender binary, intersectionality, hypermasculinity, emphasized femininity, sexism, patriarchy, patriarchy, gender hierarchy, sexual minorities, sexual orientation, homophobia, two-spirited, misogyny, misandry*)

Teacher prompts: “What is the difference between *sex* and *gender*?” “What is meant by the term *gender performance*?” “In what ways does some gender research challenge understandings of sex as a simple binary between male and female?” “What did Simone de Beauvoir mean when she wrote, ‘One is not born a woman, one becomes one’?”

- B1.2** explain how gender norms are socially constructed and may be culturally specific (*e.g., the influence of one’s culture, ethnic group, or heritage, and of the media and popular culture; family expectations; peer pressure; religious expect-*

and young women, regarding acceptable behaviour and expression of emotion? Regarding career choices? What factors influence the maintenance of or changes to such norms/expectations?” “Do you ever find yourself in conflict with the gender norms accepted in your family or community? If so, explain the circumstances and your response.” “How might an individual’s personal preferences and choices affect his or her self-presentation of gender?”

- B1.3** analyse ways in which gender intersects with other aspects of identity (*e.g., indigeneity, race, socio-economic status, sexual orientation, ability*) to create diverse gender role expectations and experiences

Teacher prompts: “What does Patricia Monture-Angus, a Mohawk woman, mean when she writes, ‘To artificially separate my gender from my race and culture forces me to deny the way I experience the world’?” “How might factors such as socio-economic status or (dis)ability influence a person’s experience of gender?” “Why might it make more sense to use the terms *masculinities* and *femininities* rather than *masculinity* and *femininity*?”

LA&PS connections:

- Gender & Women’s Studies
- Sexuality Studies
- Equity Studies

Programs of the future

- Black Studies
- Philosophy of Law
- Archaeology
- Global Languages and Cultures
- Digital Humanities
- Digital Humanities and Textual Studies
- Technology and Information Studies
- Instructional media design
- Data science and analytics



Questions?

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