

**UNIVERSITY ACADEMIC PLAN
1987-88**

*Presented to Senate by the
Academic Policy and Planning Committee*

*Amended and Approved by Senate
May 7, 1987*

The Senate of York University
ACADEMIC POLICY AND PLANNING COMMITTEE
1986-87

Chair: *Laverne Smith, Faculty of Education*

Members: *Allan Armstrong, Student* (CYSF)*
*Gerard Blink, Student** (CYSF)*
Austin Clarkson, Faculty of Fine Arts
John Crozier, Glendon College
Cynthia Dent, Faculty of Arts
Chris Harris, Student (GSA)
Reg Lang, Faculty of Environmental Studies
Dave Logan, Faculty of Science
Bob Lundell, Faculty of Graduate Studies
Vic Murray, Faculty of Administrative Studies
Ann Shteir, Atkinson College
Fred Zemans, Osgoode Hall Law School

Ex Officio: *Harry W. Arthurs, President*
Michael Creal, Chair of Senate
Ken Davey, Vice-President (Academic Affairs)
Gene Denzel, Academic Colleague
Mal Ransom, Secretary of the University

YUFA Observer: *Richard Goranson*

Secretary: *Barbara Tryfos*

** to March 1987*

*** from March 1987*

ACKNOWLEDGEMENTS

Many individuals throughout the University have given generously of their time in contributing to the development of the second University Academic Plan. APPC has consulted with members of the University in five stages: (1) the first University Academic Plan was circulated, and responses requested by early fall 1986; (2) nine sub-committees prepared reports as background for APPC in developing the various sections of the Plan; (3) a meeting was held for discussion with members of the Board of Governors Strategic Planning Committee; (4) an all-day meeting was held to discuss the first draft of the revised Plan with Deans, chairs of Senate Committees, chairs of Faculty Councils, and others; and (5) written responses to the first draft were invited. In addition, APPC invited response through its Interim Report to Senate in November 1986, and through announcements in the York Bulletin and York Gazette.

The nature of the planning process dictates that contributions are made in a variety of forms, verbal and written, through interviews or meetings, by serving on sub-committees and participating in drafting. Many of those who have contributed have done so in several of these ways.

As well, formal responses to APPC were made by nine of the Faculty Councils, and there has been either formal response or informal consultation with all Committees of Senate. Many people in addition to those named here have therefore contributed to this Plan through development of responses in their departments, Council committees, and Faculty Councils, or through their work on Senate committees.

APPC would like to thank the following people for their contributions:

Irving Abella, Brian Abner, Reya Ali, Bob Allan, Letty Anderson, Paul Anisef, Wendy Auger, Ellen Baar, David Bakan, Janette Baker, Skip Bassford, Sterling Beckwith, David Bell, Naomi Black, Diethard Bohme, Ron Bordessa, Sandy Borins, Peter Brunner, Wayne Burnett, Dan Cappon, Ken Carpenter, Nadine Changfoot, Tom Cohen, Don Coles, Noel Corbett, Charmaine Courtis, Ken Dancyger, Madelyn Dick, Penelope Doob, Norma Doran, Robert Drummond, Carol Duffy, Alicia Dunlop, Andrew Effrat, Maurice Elliott, Neil Evernden, Carolyn Ewoldt, Seth Feldman, Ian Fenwick, Bill Farr, Chris Furedy, Philippe Garigue, Ian Gentles, Norm Gledhill, Esther Greenglass, Arthur Haberman, Richard Handscombe, Celia Harte, Tammy Hasselfeldt, Michael Herren, Deborah Hobson, Alan Hockin, Ellen Hoffmann, Richard Hoffmann, David Homer, Merlin Homer, Kim Innanen, Bill Irvine, Sydney Kanya-Forstner, Harold Kaplan, Peggy Keall, Dalton Kehoe, Margaret Knittl, Tiit Kodar, Roy Koehler, Kathryn Koenig, Philip Lapp, Alan Lessem, Sheldon Levy, Ian Lithgow, Barry Loughton, Paul Lovejoy, Leonard Lumbers, David Lumsden, Larry Lyons, Hugh Macaulay, Bill Mantin, John McCamus, Mary-Sue McCarthy, Ron McClean, Frank McIntyre, Sandy McNeil, Donald McQueen, Jim Megaw, Tom Meininger, Katherine Mickle, Vivienne Monty, James Moore, David Morgan, Fred Morgan, Ray Morris, Mary Jane Mossman, Alex Murray, Janice Newson, Elaine Newton,

Glen Norcliffe, Sylvia Pal, John Patterson, Peter Penz, Brayton Polka, Helje Porre, Michael Quealey, Jacqueline Rankine, John Ridpath, Hollis Rinehart, Arnold Rockman, Peter Roosen-Runge, Ross Rudolph, Dennis Russell, Susan Salusbury, Leslie Sanders, Ron Sheese, Abe Shenitzer, Gordon Shepherd, Joanna Sibley, Ted Spence, Viola Stephens, Peter Struk, Johanna Stuckey, Paul Tacon, David Thompson, Tom Traves, Albert Tucker, Alreta Turner, Frank Turner, Vincent Vaitiekunas, Dik Varma, Barbara Warme, Jack Warwick, Jim Waters, Jennifer Waugh, Mark Webber, Guido Weisz, Page Westcott, Bill Whitla, Shelagh Wilkinson, Mary Williamson, Donald Willmott, Miriam Wyman and Joyce Zemans.

In addition, APPC would like to thank the University Secretariat for its support, with particular thanks to Chris Stefou, who has carried out the word processing.

I. PREFACE

In December 1985, the York University Senate decided to adopt a new, informed, systematic and open approach to academic decision making. The new process of Academic Planning at York (APAY) provides for the creation of a long-range plan whose general prescriptions will inform university-wide academic policy and, in turn, influence our academic evolution. This University Academic Plan also enables senior administrators to perform their functions with the benefit of the widest possible involvement of the entire academic constituency and the sanction of its highest legislative body, the Senate. Thus, academic values fundamentally influence the allocation of resources and other strategic administrative decisions.

The first York University Academic Plan was adopted by Senate on May 13, 1986. It was admittedly incomplete, especially since it was not complemented by the departmental and Faculty-level plans which ultimately must both inform and respond to University-wide planning initiatives. The first set of Faculty and department plans became available to members of APPC and its sub-committees during, and in some cases late in, the preparation of the draft of the second University Academic Plan. These plans, which provide a means of reflection and self-assessment for individual units and which also influence and inform the budgeting process, represent a rich and unique source of information about the University in its many parts. The plans were an important source of information in the preparation of the second University Academic Plan. However, the timing of the parallel processes of Faculty and University-wide planning did not permit close interaction between these two levels, nor did it allow for full integration of the second University Academic Plan with Faculty and department plans. For these reasons, APPC has suggested that the Academic Planning at York (APAY) group be reconstituted to consider the planning process in light of our experience to this point.

Certain issues not addressed by the first Plan -- the University's societal responsibilities, teaching, professional studies, part-time and mature students and the question of priority-setting -- have been incorporated in this second Plan, and planning within academic units is now proceeding on an annual basis. This Plan has also been expanded and, in certain respects,

amended to reflect new external circumstances, new developments within the University, and the important contributions of many individuals and bodies who commented on last year's Plan.

However, so far as possible, the text and structure have been preserved, emphasizing again that this document is an annually revised plan which looks three to five years down the road. Like its predecessor, the second University Academic Plan is not a once and forever document; it is but one of a series of annually revised and modified plans, and will be replaced by an undoubtedly improved version a year hence. It will influence decisions which will be taken during the next year; it will provide an agenda for further broadly based discussion and debate; and it will develop organically, we hope, nurtured by the contributions of Faculties and Departments as they consider the objectives it identifies, and in turn seek to give definition (and, perhaps, redefinition) to them.

The development of the new APAY process at York has been tracked by the development of new administrative, budget and physical planning processes. Integration of all of these processes has not yet been fully achieved. Nonetheless, it is clear already that the academic vision of the University, expressed in the University Academic Plan, has begun to influence fundamentally the direction of its development.

To the extent possible, in light of available resources and inescapable financial commitments, budget decisions are being taken with a sensitivity to the issues and needs identified in the first two Plans. Enrolment levels, enhancement of the full-time faculty complement, and research support strategies are three instances of such decisions. Under the APAY process, APPC will meet with the administration each year to review how academic priorities have affected budget priorities, and will report on these matters to Senate.

However, the most important effects of our extensive planning efforts will be more pervasive and subtle, and they will show themselves at the departmental and Faculty levels as the issues raised by the University Academic Plan are ventilated and responded to in the practical and operational aspects of teaching, research and service. In a sense, therefore, the success of the APAY process can be measured not by formal procedures of administrative accountability but by an emerging consensus within the

academic community that the University Academic Plan has contributed to its sense of common goals and purposeful action to achieve them.

II. INTRODUCTION

In its first quarter century, York has emerged as Canada's third largest university, serving the people of Metropolitan Toronto and a growing body of students and academics throughout Canada and the world. In this brief period we not only have grown, but have evolved significantly to meet the changing challenges of scholarship, of society's needs and of the new -- often inhospitable -- environment of higher education. This growth and this evolution were made possible by the energy, imagination, optimism and dedication of the able women and men who comprise our faculty and staff, by the enthusiasm of successive generations of students, by the dedication of the founding members of the Board of Governors and their successors.

However, recent years of toil and trouble, experienced even more extremely at York than elsewhere, brought disappointments -- plans forestalled, high ambitions unfulfilled, opportunities forgone. In some quarters, these disappointments engendered a mood of quiescence, of resignation, especially with regard to our collective, as opposed to our individual, prospects. But now we seem to be on the verge of yet another period of positive change in the life of the University. Renewed optimism, as well as necessity, thus provides the stimulus for this planning exercise, and for the further energetic pursuit of our mission.

III. YORK'S MISSION

York's mission is defined by its statute:

- (a) the advancement of learning and the dissemination of knowledge; and
- (b) the intellectual, spiritual, social, moral and physical development of its members and the betterment of society.

[Section 4, The York University Act, 1965]

But our mission is also shaped by circumstances of time and place, and given special urgency and emphasis by the aspirations and talents of the individuals who share our challenges and burdens.

York is a new university born during a period of rapid technological and social change: York respects the ancient values of learning and draws upon and contributes to the traditional disciplines; it must also be willing to adopt new forms, to ask new questions, to try new methods, to venture towards new goals in order to participate in and shape the future of constant change.

York is a university in a metropolitan, multicultural Canadian community: as the custodian of scholarly values and the trustee of public resources, we seek to provide the highest quality of education, and to serve the broadest possible constituency of students, including mature students and members of groups which traditionally have not had access to higher education. As well, we are committed to developing programmes of study in both official languages; and we have a special agenda for scholarly research which derives from the experience of our community and its social, cultural, scientific and economic needs.

York is a large university: our size and diverse strengths permit us to play an important role in the national and international scholarly communities; in the national context, we must evolve into a major centre of research as well as instruction; in the international context, we must aspire to world standards as we maintain our commitment of service to those in less developed areas of the world.

York is a university which has recently experienced scarcity and stress: we must learn how, notwithstanding, to safeguard and enhance excellence where it has been achieved and to achieve it where it has not, how to overcome deprivation and to provide for ourselves, how to do all of this while maintaining a decent respect for both academic values and social justice; and what we learn, we must then teach.

Ultimately and always York is a university with the historic mission of a university: to ignite the lamp of learning, to nurture its flame, to illuminate all dark corners of the mind and spirit; whatever direction we take, we must light our way with that lamp.

IV. SOCIETAL RESPONSIBILITIES

A concomitant of York's mission is its responsibility to the society which founded it and which continues to support it in that mission. The primary part of the mission is the advancement of learning and the dissemination of knowledge, and it follows that our primary responsibility is to do this as well as possible. The second part of the mission includes "the betterment of society" and the "development of its members". Thus, our responsibilities include not just the pursuit of excellence in all of our scholarly activities, including research, teaching, and development of our curriculum, but also continued care that in these activities we indeed are attempting to better our society. Beyond these internally focussed responsibilities, there is also responsibility for the use of our combined knowledge and academic and professional skills to help society. In a world in which both great promise and great danger derive from learning, from the elimination of hunger and disease to total annihilation, the members of the university serve by being mindful not only of the advancement of knowledge but of its application as well. All of the objectives in this Academic Plan, from those dealing with admissions policy to those dealing with our research, libraries and laboratories, should form an attempt to meet these responsibilities.

The fundamental way in which a university benefits society is in fact by carrying out its prime mission, which it does by virtue of its faculty and students who together present a range of scholarship and creative activities that form the essence of the University. The academic freedom fostered within the university enables its members to engage in a wide range of analyses and critiques of social issues, many of which are in controversial areas dealing with urgent and immediate policy matters. It is essential that we maintain that basic freedom and demonstrate to governments the importance to society of academic independence.

Perhaps the chief policy decision in any university is the ongoing one of who is to be brought in to join the existing community of scholars. Governments often attempt to influence such decisions to respond to new economic or social initiatives. In many such cases York University may agree with such directions. University hiring, however, must be determined by the

University's academic priorities. When a conflict in priorities arises the University should defend its position as vigorously as possible.

In addition to serving society through our primary mission, the University is a highly visible example to society, and has a responsibility to lead as well as serve. Thus, even more than for any other large institution, York is responsible for the quality of its employee relations, for the implications of its investment decisions, and for its physical planning and geographically specific actions. In some cases the University's actions may impinge on outside communities, either locally (for example, in our site plans) or more broadly in areas such as investment decisions. At such times we have an obligation to determine the interest of affected communities and to take them into account in our planning decisions.

As individuals and groups within the University, many members of the York community have been active in many aspects of the external society. This is as it should be, and should be encouraged. The more challenging question for the University lies in the area of institutional responses to social problems. This includes questions such as those concerning industrial-commercial relationships and such activities as the Community and Legal Aid Service Programme (CLASP), and, to cite recent examples, the University's response to apartheid and the United States Strategic Defence Initiative research programme. In an institution which regards as essential the tolerance of a wide diversity of viewpoints, collective stands are often potentially divisive. A valuable function of the University in such cases is at least to provide a forum in which difficult questions can be debated, and alternative proposals subjected to critical and informed analysis. After such debate, there may be occasions where the University community will indeed wish to express a collective opinion on some significant social issue.

When it comes to committing scarce University resources in response to ever growing social needs, there needs to be some mechanism for sorting out priorities. One principle, which should inform such decisions, is that in its outside activities the University should be exercising its particular academic and professional skills, rather than just responding to a felt need. It is clear that further thought and discussion are needed in this area, and perhaps this will lead to more definite proposals in future versions of the University Academic Plan. As a basic principle, however, York encourages the increased

involvement of the wider community in helping the University to reach its goals.

V. ENVIRONMENTAL CONSTRAINTS AND OPPORTUNITIES

Our external environment in many respects determines our fate as an institution. At the least, public attitudes, values and expectations, and especially the commitment of public resources, greatly influence the way we define and pursue our mission, and the extent to which we are able to realize our own internally generated priorities.

Planning without regard to our environment would be almost unthinkable, but supine surrender to it would be irresponsible. The University must consequently attempt both to understand and to influence its environment. What follows is, therefore, a progression from a statement of existing environmental facts, to a forecast of changes likely to be experienced over the next three to five years (the lifetime of this Plan), to a prediction about York's own probable responses in reaction to those changes.

(i) The provincial government is the most important single source of our financial support. Despite significant recent improvement in provincial funding policies, and partial correction of the special prejudice suffered by York, we have by no means recovered from the effects of the low funding levels experienced for the past ten or twelve years. Even if this improvement continues for the next few years, it is unlikely to bring universities to the levels of support which might be considered fully adequate.

(ii) Some of the additional funds made available to the universities have been, and are likely to continue to be, "targeted" for specified purposes. This represents a significant departure from the previous arrangements whereby global funding enabled universities to determine their own internal priorities. With targeted funding will also come increasing pressures for planification and increasing demands for accountability.

(iii) Federal support for research will continue to decline, although increased provincial support for research may at least offset this decline. In addition, research funding of all kinds will tend to become more narrowly focussed, with funding agencies specifying in more detail than in the past the areas in which they will fund research.

Pressure will be placed on both universities and various nongovernmental sectors to forge closer links, with the intention that the latter should contribute an increasing proportion of the resources needed for research and other activities. Because of the profile of our traditional clientele and our research activities, these developments are not likely to yield gains for York as significant as those at other universities. Nonetheless, we will be obliged not only to take full advantage of the opportunities provided, but to create new opportunities through entrepreneurial initiatives and new fundraising efforts.

(v) In this new environment we shall have to carefully articulate our academic values and procedures so as to ensure that recourse to new sources of support does not undermine the integrity and scholarly excellence of our research or our traditional academic freedoms.

(vi) Moreover, to attract better levels of funding support -- whether for capital, operating budgets or research, whether from public or private sources -- universities will have to exhibit more careful planning and develop structures which will reassure those contributing the resources that they will be devoted to the development and reinforcement of academic quality.

(vii) The provincial operating grants formula which for many years discriminated against York has been changed. The new formula is designed to produce stability in enrolment and revenue by removing financial incentives for institutional growth and permitting some contraction of enrolment without loss of operating grant income. In the context of this new formula, York has little to gain and possibly much to lose if it resumes the growth pattern it pursued in the late 1970s and early 1980s. However, the new formula does contemplate the possibility of negotiated growth based on negotiated levels of additional support. In light of our commitment to accessibility, the level of demand from our local clientele, and the development of our other academic plans, we may wish to pursue such a possibility, once we have achieved some balance between our existing responsibilities and existing resources.

(viii) Although the revised operating grant formula is largely insensitive to enrolment fluctuations, even if we remain at our present size, we must be concerned about our prospects in the "market" for students. While the overall number of young people of "university age" will decline until approximately 1995, increasing participation rates will likely ensure sustained

overall demand for university admission. York's demand, however, is likely to continue to increase at a rate much higher than the system average. Our catchment area is experiencing continued residential development, and the upward trend of participation rates in our large non-traditional student clientele shows no signs of reversing.

(ix) In this new policy and demographic environment, the challenge for York will not be to sustain its student numbers or maintain its budget at current levels. These we will almost surely be able to do. Rather, York's challenge will be to present itself -- to students, to governments and to others who are prepared to join in or support our work -- as a university with a well-deserved reputation for quality.

(x) Finally, the very prospect of an improvement in our fortunes may create tensions as long suppressed and legitimate claims from all sectors of the University are brought forward. This Academic Plan naturally assumes that highest priority should be given to expenditures which directly advance its objectives. However, it also implicitly recognizes the necessity for expenditures which help to create an environment and an infrastructure to support these objectives. Above all, the Plan testifies to the belief that the York community is willing and able to negotiate the right balance among the various claims.

(xi) York is, among all of Ontario's universities, one of the least well served in terms of the adequacy of our physical resources for the tasks at hand. This lack of physical resources will, for the foreseeable future, continue both to affect the quality of our present activities and to inhibit our capacity to engage in new activities. A feature of all of our planning and resource-seeking activities will, therefore, be a preoccupation with the acquisition of new facilities of all kinds.

(xii) This preoccupation will also require adoption of a new development plan for the University, to ensure that these new facilities contribute to the overall improvement of the York campus as an attractive, convenient and efficient place to live, study and work. York University Development Corporation has been charged with the responsibility of using our only significant "endowment" -- surplus university lands -- to generate the resources we need to acquire new facilities and improve the campus.

(xiii) A variety of changes in the immediate physical environment of the York campus are possible as a result of planned or projected developments in transportation and land use patterns. In order to influence these developments so that they make the campus more attractive and accessible, we will have to involve ourselves to a greater extent with provincial, regional and municipal governments and with our immediate neighbours.

(xiv) Ontario universities have recently acted in concert in their attempts to win more favourable government policies, and further concerted activity can be expected, for three reasons: first, concerted action has helped to produce positive results; second, governments will seek it as one guarantee that additional funds will not be dissipated in institutional rivalry and duplication; and third, in a situation of continuing scarcity, cooperation makes sense. We can therefore expect to be drawn increasingly into a more coherently knit Ontario university "system".

These considerations are reflected in various places throughout this Plan.

VI. RECOMMENDED ACADEMIC OBJECTIVES 1988-91

A. GENERAL OBJECTIVES

After an initial period of rapid growth, innovation and achievement, York -- like most other universities, but to a larger extent than many -- has become preoccupied as an institution with the difficulties of adapting to a hostile environment. Because of drastic underfunding, we have had to serve increasing numbers of students with an inadequate complement of faculty, to pursue our obligations of research and teaching with inadequate support and facilities, and to sustain the essential community life of the University with inadequate services and amenities of all kinds. Nonetheless, we have managed somehow to sustain a significant degree of institutional momentum and growth, and to achieve a level of professional and societal accomplishment which is surprising in the circumstances.

But at what price? The moment has now arrived for us to acknowledge that the improvisations and expedients we were forced to adopt during this

period may well have affected the quality of everything that we should be attending to as a university.

York must, therefore, in the next three to five years, increase the emphasis placed on the quality of all of its academic endeavours.

"Quality" is a term which has many meanings, meanings which are themselves surrogates for differing visions of the university we should become. It is not our purpose in articulating this general objective to select any one vision in preference to the others, although we acknowledge that as the University Academic Plan evolves over the years, deliberate choices or explicit compromises will indeed give much more pointed meaning to the term "quality". Rather, by placing quality ahead of all other objectives, we mean to signal that whichever course the University does adopt, it confronts difficult tasks of self-appraisal and self-improvement.

Quality may be perceived by some in terms of institutional reputation or selectivity in admissions; it may be seen by others as a function of the institution's ability to attract specialized resources for teaching and research; or it may be conceived of as the University's ability to develop the talents of its students and faculty to their fullest. However we define quality (and a definition may well involve a combination of the approaches alluded to above), it will be attained by dint of the attention, care, precision, intelligence, imagination and effort we devote to our work. A renewed commitment to quality can result in more and better research, more effective teaching (including the introduction of more challenging programmes and approaches for the most gifted students and improved assistance to students in need of special support), higher levels of expectation for faculty, staff and students, and higher levels of effort and assistance in meeting those standards. The point is not that a commitment to quality in and of itself defines a particular course of action or choice of priorities, but that once such a definition does take place, once such a choice is made, a new and higher standard of aspiration is to be applied.

General Objective 1

The first general objective of all forms of academic decision making at York over the next five years should be to enhance the quality of all of our activities.

We reject the notion that academic quality and social equality are in any way mutually exclusive. On the contrary, we believe that equitable treatment for all, irrespective of such factors as race, sex, origin, or religion, is an indispensable means of assuring that excellence is served and that the ablest have full opportunity to contribute to the common enterprise, whether as faculty, staff or students. It is of course true that the University's academic mission impresses an inner logic upon the academic planning process. But within the bounds of that logic, and so far as is possible in the real and imperfect world in which we live, the University should ensure that its Academic Plan is pursued with a sense of social responsibility and in a spirit of social justice. York's renewed dedication to quality in all of its academic endeavours has been accompanied by formal commitments to both the provincial and the federal governments reaffirming its intention to ensure equity for all members of its community, including women, visible minorities, native people, and the handicapped. These commitments support a second general objective:

General Objective 2

The enhancement of academic quality recommended in General Objective 1 entails an equally vigorous pursuit of equity for all members of the York community, with respect to education, employment, and participation in decision making.

In view of York's commitment to social justice and, more specifically, to taking active measures for improvement of the situation of women in the University community, all suggested policies should take into account their possible impact on the status of women at York.

General Objective 3

The University must continue to make special efforts to appoint women to tenure track positions, and otherwise provide an

encouraging academic climate for all students and faculty members, regardless of sex.

As we have sought to improve the calibre of teaching and learning at York, and to pursue other goals such as equality, collegiality and societal responsibility, we have often found ourselves inhibited by inadequate funding. Underfunding has affected our ability to attract and retain students, support our faculty in their research and teaching efforts and provide the necessary infrastructure for all of our activities.

In the strictest sense, funding ought not to be part of an academic plan, but our current economic situation demands that it be addressed as we examine our major planning objectives. Despite our recent increase in operating revenue, York remains seriously underfunded in relation to other Ontario universities.

General Objective 4

A major objective of York University must be to: (i) continue our efforts to persuade the government of York's case for further increases in funding based on past funding inequities relative to the Ontario university system, and to obtain additional funding to redress these inequities; (ii) work with other institutions to continue to improve the level of funding for the university system as a whole; and (iii) try as assiduously as possible to increase the level of funding from appropriate non-governmental sources in order to support internally agreed upon priorities.

No matter how hard we try, it is unlikely that we will achieve equitable treatment either immediately or completely, and if we did, we would still be funded at a much lower level than we would wish. Nonetheless, we might perhaps gain a modest margin of manoeuvre by more purposeful academic planning leading to more prudent expenditure of existing funds.

Such an approach would, in any event, be justified as contributing to academic quality in its own right, and apart from any financial consequences. By stating our collective objectives more explicitly, and ensuring that we are using the best possible means for accomplishing them, we stand a better chance of ensuring that deserving individual efforts are supported, that group

efforts are mutually reinforcing, and that coherence and quality are indeed achieved overall.

Finally, it is important that in the academic planning process a proper balance should be struck between order and spontaneity, between collective and individual priorities, and especially between the effort devoted to the planning process and that devoted to the activity being planned. We believe that the University's new planning process can provide for purposeful academic planning and that it should be continued, refined and tested.

General Objective 5

Effort must be made over the next three years, at the levels of each individual Faculty, academic unit and faculty member, to identify and articulate clear academic objectives with respect to teaching and research so that positive steps may be taken to assist at all levels in the achievement of the overall goal of enhanced academic quality at York.

A distinctive characteristic of York's intellectual ethos has been its commitment to interdisciplinary studies. To a greater extent than most universities, we have managed to cross traditional disciplinary boundaries in our undergraduate and graduate teaching, and in our research.

General Objective 6

The University should maintain and enhance its commitment to interdisciplinary teaching and research.

The University understands teaching and scholarship to be an interconnected whole in which each function informs and supports the other. Explorations of the functions of knowledge in one's discipline, through research, theory building, or creative activity, is a source of that intellectual energy which enlivens the teaching process. Similarly, engagement in teaching is at its best a prime source of scholarly questioning and reinterpretation and the identification of research and publishing needs. Accordingly, there is no distinction made in the degree of priority placed upon our teaching and scholarly functions. Further, it is recognized that

individuals who provide leadership or make other important service contributions advance the cause of the University in its quest for excellence in both teaching and scholarship.

General Objective 7

Teaching and research are to be valued equally as contributions towards performing the University's academic functions. It is also understood that contributions made through service to the University are essential in building and sustaining a viable and creative academic community. Each member of the professorial stream is expected over time to contribute actively to all three areas.

As indicated in the section on Societal Responsibilities, the activities of teaching, research and service are firmly grounded in the University's commitment to support the free pursuit of knowledge, to promote social justice, and, in general, to function as a responsible "institutional citizen".

General Objective 8

The University affirms its societal responsibilities, which are carried out mainly through ensuring a suitable environment for the free pursuit of knowledge. Further, the University embraces its responsibilities to undertake teaching, research and service in a spirit of social and economic justice, and to act as a socially responsible employer, investor and member of our community.

B. ADMISSIONS POLICY

[On March 10, 1987, the provincial government announced a new funding formula for the universities. In light of this new context and the potentially destabilizing forces which may change the assumptions under which we now work, this section will need to be reexamined over the coming year.]

It is clear that York has outperformed and will continue to outperform provincial enrolment forecasts which show that, between 1983 and 1994, the secondary school graduating class of Ontario may decline by 25 percent.

Despite the general trend, York is expected to maintain a more or less steady state enrolment while continuing to grapple with the special local accessibility problem of the Metropolitan Toronto area. There are many factors which contribute to our unique situation:

- rapidly burgeoning population in areas to the north and west of York;
- high participation rates among recent secondary school graduates;
- high participation rates among mature and part-time students (currently about 40 percent of York's undergraduates are enrolled in part-time studies, while a further 15 percent are full-time students who have not entered York directly from secondary school);
- a possible OSIS bulge towards the end of the decade;
- a forecast shortage of newly trained professionals such as teachers, beginning in the early 1990s;
- and finally, York's growing reputation and coming of age in many unique and highly recognized areas.

In the face of this information it might be easy to relax our efforts, but we must never take for granted our enrolment success and our proven recruitment strategies in achieving our goals. Quality, not quantity, will be our biggest challenge in the coming years. There will be particularly strong competition in the Metropolitan Toronto area for the best of the secondary school graduates. This struggle will be evidenced in such things as increasingly competitive recruitment strategies, attractive scholarships and other desirable considerations and privileges. Perhaps the ultimate challenge for York through these years will be to convey our emphasis on excellence, quality and high standards in all our endeavours while sustaining the social commitment we have developed in our enrolment policies over the years.

Since we want to maintain York as a pluralistic university, our undergraduate admission policies should include specialized recruitment strategies for those groups whom we have historically had difficulty attracting and retaining. Included in this category are several groups of potential students, each with its own strengths, potential, and needs. These groups are: (i) students with a record of first-class achievement (defined as a minimum 75 percent final high-school average); (ii) students whose talent,

aptitude and preparation leave few doubts that they will be able to complete university studies successfully; (iii) students who have had to overcome personal or circumstantial hardships, who come from disadvantaged groups, who have pursued non-traditional patterns of education, or who have impressive non-academic accomplishments. In addition to targeting these special groups, it is our responsibility to help all students to realize their fullest potential through their education at York.

There seems to be general agreement that efforts should be made to increase the numbers and proportion of students with first-class qualifications in our entering classes, and to ensure that they successfully complete their studies at York. More controversial -- and therefore in need of further consideration -- is the suggestion that we consider the possibility of raising the publicly announced minimum high school average which qualifies applicants for automatic admission. There are two quite distinct rationales for these proposals. On the one hand, it can be argued that so long as university education is a commodity in short supply, it ought to be rationed on terms which ensure that those most able to benefit from it have the greatest opportunity to secure it. On the other, it might be urged that increasing the number and proportion of such students is desirable of itself: a critical mass of good students can sustain itself, set a standard to which all students can aspire, and provide a stimulus for faculty members which can help to elicit their best efforts as both scholars and teachers.

Of course, to argue that we should improve the quality of our entering students is to beg the question of how that quality is to be ascertained. No one would seriously argue that final secondary school grade averages identify with precision all those who can benefit from a university education. Other more subtle indicators could be and have been used (with enhanced administrative costs), but even these might fail to identify students whose intellectual abilities remain hidden until awakened by their experience at university. More importantly, there is evidence to support the proposition that reliance on such a conventional measure of ability as secondary school averages has socially regressive effects. In a university which respects both quality and social justice, those who have had to overcome personal or circumstantial hardships, who come from disadvantaged groups, or who have

other impressive accomplishments are entitled to be evaluated in a way which takes account of such non-quantifiable factors.

In order to fulfil our commitment to quality and social justice, we must therefore increase "selective accessibility" at the same time as we reconsider conventional entry standards. By this term we refer to recruitment, admissions, orientation and support policies and structures which specifically reach out to individuals with good academic potential (a) who are from groups which confront identifiable social, educational and/or economic barriers to education in general or in some particular field, or (b) who, because of extenuating personal circumstances, may not have the minimum grades for automatic entry. This leads us to the following two objectives.

Objective 9

There should be a continuation and extension over the next few years of recent efforts to place a strong and visible emphasis on general admissions criteria, recruitment strategies and scholarship programmes which focus on excellence as represented by secondary school averages. In particular, the aim should be to continue to increase the proportion of undergraduate students with a 75 percent secondary school grade average or better, or its equivalent.

Objective 10

The practice of selective accessibility should be used to offset the socially regressive effects of limitations on general accessibility, as well as to seek out those with academic promise who may, due to extenuating circumstances, have not demonstrated their capacities through their grades alone.

In its short history, York has been a leader in providing access to higher education for a variety of special groups. These include the sensory and physically handicapped and the learning disabled, who may require special facilities and support systems to enable them to attend and participate fully in classes.

Selective accessibility requires as a matter of principle that we try to expand our efforts in this area, and our own desire for the best students dictates that all of them, regardless of circumstance or handicap, be afforded an opportunity to study at York.

Objective 11

We must continue to expand our services to educationally disadvantaged groups such as the physically handicapped, the sensory impaired and the learning disabled, by seeking resources and support from government agencies and from the community at large to facilitate their education; further, we must create an awareness and understanding among faculty of the potential changes needed in the relationship between faculty and these students and between such students and their work.

Regional accessibility is an important component of any general policy of accessibility or equity in educational opportunity: one's chances should no more be diminished by reason of where one lives than by reason of sex, colour, origin or class. Because of the cost differences between obtaining an education while living at home and the alternative of residence at a distant location, and because of strong cultural forces reinforcing close family ties, this factor can be crucial, especially for many of the economic and cultural groups served by York.

Given York's location in the epicentre of the major population growth area of Ontario, we have perforce played a leading role in ensuring this form of accessibility. However, given the fact that our physical and human resources are patently inadequate for the tasks we are already undertaking, it is clear that we have reached the limit of our ability to contribute to regional accessibility, or indeed accessibility of any kind which involves growth in student numbers.

We are imprisoned by a dilemma we cannot ourselves resolve: we cannot grow, yet we do not wish to turn people away.

Our present situation derives only in part from our own failure adequately to recognize all of the costs associated with our recent growth until after the fact. To a much greater extent, it derives from long-lasting underfunding, worse for York because of previous government policy which deprived York of the benefits of growth. Bearing all of this in mind, we propose the following.

Objective 12

We should reduce the present academically unacceptable ratio between the size of the student body and existing faculty, staff and physical resources, insofar as it is possible to do so without

incurring further financial deprivation. We must allow increased enrolment only on the express stipulation that it will yield concomitant increases in financial support.

This objective should not be construed as deterring consideration of new programmes that would increase the academic stature of the University, should the opportunity arise, and should adequate funding be provided. Nor should we be single-mindedly preoccupied with the resolution of our own considerable problems. We have an obligation to contribute to the public policy debate which may be triggered by our actions.

Objective 13

We must continue to draw the attention of the provincial government to the potential deterioration of regional accessibility in the Metropolitan region and its environs, affecting particularly economically disadvantaged groups and others who have good reason to attend local universities. We must also signal our willingness in principle to contribute to an alleviation of the problem, if our resources are appropriately adjusted.

[Recruitment, admission and support programmes for part-time and mature students are considered in Section VI, Part F. For specific discussion of policies with respect to graduate education and professional studies, see Section VI, Part D and Part E.]

C. UNDERGRADUATE EDUCATION

Undergraduate education at York has been considerably influenced by the University's original incarnation as a small college offering liberal and general education. Such education, we believed, would provide a thorough grounding in the basic academic disciplines needed to deal with contemporary issues, while cultivating the breadth of view and understanding and the training in methods of critical thought and inquiry which in combination produce a whole or well-rounded person.

Within a decade, however, York had outgrown its foundation to become a major, multifaculty university, with large undergraduate and graduate programmes and professional schools. Undergraduate education is now being

offered by six academic units, including the Faculties of Arts, Science, Administrative Studies, Fine Arts, Atkinson College, and Glendon College. Each of these operates in relative isolation from the others, with specific courses, programmes and philosophies of undergraduate education.

The revised mission of York University as a large, new multifaculty university still encompasses the liberal education of undergraduates, but the expression of that liberal educational mission now reflects the results of a quarter century of experimentation and innovation, and of the growth and diversification of the student body York seeks to serve. The challenge, which has been met with success in many areas, has been to provide undergraduate education both on a very large scale and at a high standard, while responding to the varied needs and expectations of students, and to rapid technological and social change.

As we enter a new phase in the life of the University, it is appropriate to seize the opportunity to review and evaluate undergraduate education.

Objective 14

Faculties, colleges, and individual academic units involved with undergraduates should continue regularly and carefully to reexamine their educational aims and objectives and the effectiveness of their programmes in order to clarify for themselves and their students and for the University as a whole the underlying educational philosophy guiding their efforts, the individual and collective contributions of the faculty to the enhancement of their unit, and the means being taken to further develop student academic potential.

The response of the University and its constituent parts to the changing composition and changing needs of the student population has affected the undergraduate Faculties in a variety of ways, some of which could not have been anticipated. Significant numbers of part-time adult students now attend most undergraduate Faculties, while younger full-time students often enrol in summer and evening courses. Professionally and technologically oriented programmes have been introduced or are being contemplated. The Faculty of Arts has restructured its curriculum to incorporate an upper-level general education course and a breadth requirement into its undergraduate programmes so as to create an enriched major. New

interdisciplinary programmes serve some of the purposes to which general education courses were originally directed. Bilingualism has begun to become a functional reality at Glendon, and interest is being exhibited in expanding French language instruction in many fields. Our capacity to offer education in the social sciences and humanities far outstrips our capacity in programmes related to the natural sciences. And as existing Faculties have responded to the needs or demands of students for disciplinary and multidisciplinary experiences, many joint programmes have developed.

The results of the first round of academic planning indicate that there is a continuing need to reexamine the overall shape and direction of undergraduate education, its internal coherence, integrity and programmatic pluralism, and to place this examination within boundaries defined in each case by a clearly stated philosophy and strategy. Academic units need also to establish whether the range of experiences and subject matters of existing and proposed academic programmes results in measurable enhancement of students' intellectual empowerment (including creativity, resourcefulness, independence, ability to conduct research, and ability to articulate ideas orally and in writing); command of the history, theory and practice of the chosen major field of study; ethical analysis of leading issues in the field; and meaningful acquaintance with other fields of elective interest.

Objective 15

Undergraduate Faculties, which have been affected by the changing composition of the student body, shifts in patterns of student enrolment and programme offerings, and the initiatives of individual faculty members, should continue to review their traditional missions and consider structural, administrative, programme and staffing adjustments which may contribute to high standards, internal coherence, and the availability to all students, including those with special educational needs, of a series of authentic and well-grounded educational alternatives.

Cooperation among the academic Faculties and the non-Faculty Colleges engaged in related activities across the University should increase. Consultation among sibling departments across the University would make possible short- and long-term planning that would maximize the effective use of full- and part-time faculty, staff, space and equipment and enhance

teaching, learning and research in that discipline. The Chairs of sibling departments are encouraged to meet once or twice a year to consider the following items:

- (i) short- and long-range planning of undergraduate and graduate programming to maximize the effective use of part-time and full-time faculty, space and equipment;
- (ii) equivalency and comparability of course offerings; possible cross-budgeting of courses;
- (iii) review of new course proposals; discussion of long-term goals and objectives of the different departments and the common problems of teaching, learning and research in the discipline;
- (iv) planning of full- and part-time staffing to deal with replacements for sabbaticants and other leaves;
- (v) long-range planning for new appointments to take account of the research and teaching needs of the discipline on a University-wide basis; possibility of joint appointments;
- (vi) exchange of full- and part-time faculty to vary course offerings and teaching assignments among related departments;
- (vii) cooperative research and publication projects and conferences that would enhance the contribution and reputation of that discipline at York.

The learning outcomes of nominally equivalent courses given in different time-frames within the same unit and among different Faculties should be investigated to establish their academic comparability.

Objective 16

To the extent possible, cooperation and mutual support among Faculties and units engaged in related activities should be encouraged. While reviewing institutional changes or adaptations that may be necessary to reinforce and harmonize existing offerings, the University should explore possibilities of further academic diversification, with a view to the enrichment of the intellectual environment of York and to a better balance of programmes, units and Faculties. A study should be undertaken to assess the academic comparability of nominally equivalent courses.

York has been committed since its inception to high quality undergraduate education, with particular emphasis on excellence in undergraduate teaching. The evolution from a small, cohesive university to a large multifaculty university, rapid growth in student numbers, and inadequate financial resources have made this goal difficult to achieve in spite of energetic efforts.

The many challenges to maintaining the quality of undergraduate education are: (i) overcrowded facilities, inadequate amounts of needed equipment (for example, computers, laboratory and audio-visual equipment), and a lack of proper maintenance and/or replacement of existing equipment; (ii) the indirect impact on learning of such "quality of student life" conditions as the lack of a student centre and the woefully inadequate sports, cultural, and recreational facilities; (iii) overly large student-faculty ratios and the relative proportions of full-time faculty, part-time faculty, and teaching assistants; (iv) inadequate recognition and support for excellence in undergraduate teaching; (v) the difficulty of meeting the educational goals of the pluralistic student body that comes to York with a great diversity of backgrounds. [See also "Teaching," Section VI, Part G.]

Senate has endorsed as a matter of principle the review of undergraduate programmes. The primary purpose of these reviews is to assist academic units to clarify their objectives, to assess related curriculum and pedagogical policies, and to plan desirable changes for the future. Pilot projects have recently been completed in a number of academic units, and the success of these projects leads to the recommendation that they be broadly adopted.

Objective 17

Every effort must be made to continue and to intensify recent efforts to review the quality of the undergraduate educational experience at York. To this end, Senate should approve the introduction of a regular system of undergraduate programme reviews, including external referees where appropriate, such as that already initiated on an experimental basis in parts of the University. A set of criteria should be established by Senate for the purpose of deciding when and for which units reviews should be initiated.

A recent study indicated that 40 percent of new students entering York in 1982 had stopped or dropped out by 1985. The significance of this figure is difficult to establish as there are few studies from other Ontario universities with which to compare it. More complex analyses of the retention rate from year to year have been reported, and the Vice-President (Academic Affairs) has commissioned the Institute for Social Research to study the reasons for student withdrawals in detail. The University community should review the ISR study when it becomes available in order to determine whether the University should undertake initiatives which would improve the rate of retention.

Objective 18

Student retention patterns should continue to be monitored by the Administration and reported to the University community. Appropriate academic and administrative bodies should then determine whether there is a problem, and, if so, what strategies should be adopted to respond to it.

There is increasing concern with the role that advising plays in the overall educational experience of our students, and particularly with the diminishing role of academics in that function. Faculty, students and staff perceive that there is much room for improvement in both the quality and quantity of advising.

Undergraduate students have distinct advising needs that include choosing an academic direction, satisfying University regulations and programme requirements, selecting suitable courses, and learning about graduate study and other career possibilities. Moreover, the orientation and advising process help to establish the crucial bond between the student and the University, a sense of belonging to the academic community.

Such elements of academic advising as the checking of regulations and other procedures related to course enrolment can be conducted by well-trained staff members who understand the importance of their role in helping students on behalf of the University; however, members of faculty in the department of the student's major programme can best help students to articulate their academic objectives, to select academic programmes, and to

investigate the prospects of graduate study or other career options, and can put students in touch with various University services.

Objective 19

Faculties and Colleges should review the undergraduate student advising activities of members of faculty. Academic advising should be regarded as a powerful tool for creating a bond between students and the University, for achieving a higher level of student satisfaction with the educational process, and for attaining a better retention rate.

To a large extent, the quality of the educational experience of our students is shaped by the quality, dedication and effort of the faculty. Financial exigencies over the past decade have led to increasing dependence on part-time faculty and graduate teaching assistants. In certain Faculties and programmes (e.g., the professional Faculties), utilization of part-time faculty may be academically desirable; hence the "proper" balance between full- and part-time may vary from unit to unit. It is nevertheless true that, for reasons beyond their control, many part-time faculty members are unable to make themselves as available to students, carry out as much academic research or participate as much in University service as their full-time colleagues. For these reasons it is felt that, in many academic units, the dependence on part-time faculty has become too great. It is necessary to increase the proportion of highly qualified faculty in full-time positions.

Objective 20

In general, the University should continue to increase the proportion of instruction provided by full-time faculty, and such appointments should contribute to the University's research and teaching strength. At the same time, the University should support the academic career development of part-time faculty

D. GRADUATE EDUCATION

York University has a substantial involvement in graduate education, with one in eight graduate students in Ontario enrolled in its programmes; only the University of Toronto and the University of Ottawa enrol more [Faculty of Graduate Studies, Five-Year Plan, 1986/87 - 1991/92]. The thirty

masters and sixteen doctoral programmes in the core areas of arts and science, fine arts, and the professions attest to the range of graduate work at York. A number of the programmes are in the top rank nationally, and several are unique to the province or to Canada. York, as a young institution, has had the capacity to address contemporary issues and to supplement the offerings in Ontario. Innovation of this sort should remain one of its responsibilities.

The development of new graduate programmes at York is a continuing process. As proposals arise, they must be approved by the Faculty of Graduate Studies and the Senate, be appraised for quality by the Ontario Council on Graduate Studies (OCGS), and meet the criteria of the Ontario Council for University Affairs (OCUA) in order to be funded. Briefly stated, the criteria are high academic quality as judged by appraisal, societal need and student demand, non-duplication of other programmes, consistency with the objectives and existing strengths of the institution, and being "deserving of funding even in a time of economic constraint".

Within the University, approaches to the development of graduate work have varied. Some see graduate work as the eventual outcome of strong undergraduate programmes and faculty research and scholarship. The Faculty of Graduate Studies and APPC's subcommittee on graduate education have identified a number of areas in which this natural development is under way. Others make a case that graduate work is an integral part of their academic endeavour and an early commitment to graduate work is essential to the development of quality in education, in research or in both. When this case can be made, it should become an important consideration in the planning process.

Objective 21

Where a commitment to graduate work is essential to the development of undergraduate education and research, that commitment should be made.

Another important consideration is our responsibility to look outwards. While paying attention to the OCUA criteria of "societal need" and "student demand", the University should develop its own agenda. Our desire to take

account of the OCUA criteria arises not from an entrepreneurial thrust of the University but from our wish, along with that of OCUA, to avoid unnecessary and wasteful duplication and to provide for needs not already met. In this context, York and other Ontario universities have accepted the condition that they must demonstrate that a new programme fills a gap or is otherwise justified by exceptional circumstances.

Objective 22

York should also give special attention to the introduction of graduate programmes which respond to societal needs and student demands in areas in which we already have faculty strength and a high level of undergraduate activity or research activity.

Although the Academic Plan should deal with rather general objectives, we note in relation to developing strength and serving society that York is one of two major universities in Ontario without a doctoral programme in mathematics, that York has no graduate programme in computer science, and that York is committed to bilingualism while having no graduate work in French studies. We also note that in the area of women's studies there are three undergraduate programmes and strong commitment across the University to the development of a graduate programme; a societal need for graduate work in the area is also conspicuous given the efforts being made to enhance the role of women in the University and in the wider society. Graduate work in any of these areas would be consistent with our objectives.

The proposed introduction of new graduate programmes raises a significant planning issue with respect to new faculty appointments. As the Faculty of Graduate Studies points out in its five-year plan, "Graduate programmes at York are staffed by faculty members whose primary appointment is in one of the other nine Faculties." These appointing Faculties are involved in graduate studies to different degrees, and in many cases a graduate programme will draw its participating faculty from several Faculties. The long-term planning of complements and their allocation to meet the needs of both graduate and undergraduate programmes is, therefore, a process demanding substantial interaction and cooperation. The requirements of graduate programmes must be addressed at an early stage in the determination of hiring priorities. Subsequently, of course, the Faculty of

Graduate Studies will have a part to play in the selection process. The participation of already-appointed faculty in graduate work, especially members of Faculties whose primary function has been undergraduate education, raises the additional issues of teaching-load credit and the transfer of resources. Appropriate faculty members, wherever they may have been appointed, should have the opportunity to contribute to graduate education.

Objective 23

The University should develop procedures for taking account of the faculty requirements of both proposed new programmes and existing programmes at an early stage in the development of hiring priorities, and for ensuring graduate studies involvement-- wherever appropriate -- in the process of making appointments to full-time faculty positions.

Objective 24

The University should establish arrangements to facilitate the participation of appropriate faculty in graduate teaching and administration from all Faculties of the University.

Graduate education at York, as elsewhere, serves a variety of purposes and embraces a number of academic objectives. Chief among these are the education of new generations of scholars imbued with the traditional values of creating and passing on new knowledge, the development and communication of advanced techniques essential to the future of our disciplines, and the training of graduates who will bring fresh insights and skills to their professions. Graduate education, however, can also play a broader role, especially in a community interested in concepts of lifelong education, and the opportunities associated with this broader role are worth exploring.

A number of other academic issues also require constant attention: the length of time required to complete graduate degrees, particularly the doctorate; the attrition rate in many doctoral programmes and the systems of support, financial and otherwise, which should be provided in order to help more students to complete their degrees successfully; the relatively low enrolment of women in several disciplines, particularly in the Sciences, Law and Administrative Studies -- a matter of special concern in the context of

the University's efforts to increase the proportion of women among its faculty. All these matters, indeed, are receiving attention. A concern about "time to completion of degrees" in a number of NSERC disciplines has recently been addressed by the Faculty of Graduate Studies for OCGS, and "time to completion" is being constantly monitored in all doctoral programmes. In addition, the Faculty is undertaking a detailed, programme-by-programme survey of completions and withdrawals in all doctoral programmes over the past ten years. Although much remains to be done to correct gender imbalances in some areas of graduate study, individual programmes have made impressive efforts to increase the number of women graduates. For example, the MBA/MPA programme has graduated more women over the past four years (526) than it did over the previous sixteen years (482).

Concern about the educational goals and the quality of undergraduate education at York have resulted in a specific proposal for the regular review of undergraduate programmes in Objective 17. The OCGS requirement for regular review of all graduate programmes in the province makes such a proposal unnecessary for graduate studies. However, in order that Senate may be better informed not only about the OCGS process but also about the results of assessments of York programmes, the Dean of the Faculty of Graduate Studies should continue to provide feedback to the Senate.

Objective 25

The Dean of the Faculty of Graduate Studies should continue the practice of reviewing for Senate on an annual basis the status and results of recently completed and ongoing graduate programme appraisals.

One of the main thrusts of the Faculty of Graduate Studies in its five year plan is to ensure that the best qualified students are given the opportunity to pursue graduate studies at York. Providing adequate financial support is an important component of that thrust, and lack of funding is seen as a serious impediment to enrolling excellent students in some areas. Ontario's high visa-student fees and the costs of studying away from home make the financial circumstances for visa students particularly difficult. Funding for graduate students comes from many sources, including fellowships

and payment for teaching and research. This complex mix places many demands on some students and reminds us that the University has a role in ensuring an appropriate allocation of students' time. By providing more money for fellowships and research projects, we can also ensure that more student time is spent on learning and scholarship.

Senate has recognized the important links among the effective use of student time, the quality of graduate students and the levels of student support by adopting the 1984-85 recommendations of the Senate Committee on Admissions, Recruitment, and Student Assistance (SCARSA) and the first University Academic Plan. The extent to which these policies can be implemented depends, of course, on the funds available and the competing demands. With respect to student assistance, the allocations should address and reflect Senate policy.

In addition to the shortage of financial support, graduate students are seriously impeded in their work by inadequate space and facilities. The adequacy of space is a subject addressed by consultants in periodic appraisals for OCGS, and its lack has been noted. To a large degree, problems of space, library resources, and equipment are the result of a long period of underfunding, but the needs of graduate students must not be neglected, particularly when they are not closely linked to those of departments and faculty.

Objective 26

Given the important relationship between graduate student funding and the quality of graduate programmes, as well as the relationship between research and graduate work, every effort should be made to increase the amount of support for graduate students from all sources inside and outside the University, including support from research grants and contracts. Insofar as this step will help to attract first-class students, it will also increase the amount of support from external fellowships.

E. PROFESSIONAL STUDIES

Several Faculties are commonly referred to as "professional". Osgoode Hall Law School and the Faculties of Administrative Studies and Education are typically included in this category, while other Faculties such as Environmental Studies and Fine Arts are professional in part or in some respects. The term obviously extends beyond the traditional autonomous professions, such as law, and presumably is meant to signify that a teaching unit enjoys some sort of relationship with an occupational group or activity based outside the University.

However, the term "professional Faculty" is imprecise and even misleading, insofar as it conceals the existence of a professional-nonprofessional continuum. On the one hand, many sub-Faculty units -- such as Atkinson Social Work, Glendon Translation, Physical Education and graduate programmes for intending university teachers -- have similar occupational referents. On the other, even the most indisputably "professional" units pursue teaching and research which is comparable in intellectual aspiration to that pursued in the rest of the University, and often integrated with it through cross-appointments and interdisciplinary programmes.

Nonetheless, the fact remains that a number of units within the University do perceive themselves, and are perceived to be, "professional". These professional teaching units display some or all of the following characteristics:

- (i) units participate in the process of training members of an identifiable external occupational group;
- (ii) some part of the student experience in these units involves practical, clinical or simulated participation in the activities of that occupational group;
- (iii) some members of the teaching faculty were themselves active members of the occupational group, and are hired by the unit because of such membership; others continue to maintain their membership and active involvement, sometimes as a term or expected incident of their employment;
- (iv) some part of the research emanating from professional teaching units is concerned with the activities of the occupational group, and is designed to be useful in some applied or practical way to the group;

(v) some unit faculty members who participate in the ongoing activities of the occupational group are regarded in their own academic culture as engaging in a species of research.

These special qualities both help to justify the presence of professional Faculties within the University, and to define the issues raised by their presence:

(i) if professions were left to replicate themselves through apprenticeship or independent professional training schemes, they would be cut off from the intellectual and societal perspectives which characterize university education; university teaching in the professions thus promotes a dialectic between theory and practice, and between new and old forms of knowledge;

(ii) if the University is to retain the confidence of its professional constituents, professional teaching units must make important commitments to professional purposes and interests; however, if such units are the mere expression of prevailing professional expectations, they will not be serving their traditional academic purposes;

(iii) a mutually reinforcing and synergistic relationship may exist between professional teaching units and their external constituencies, with important benefits for research and professional innovation and development;

(iv) professional formation necessarily incorporates some elements of experiential learning -- practical, clinical or simulated activity -- but experience should be pursued within an overall academic context; the interplay between the practical and the theoretical can be an important stimulus to teaching and learning in professional education -- but professional teaching units must always provide a home for "pure" theoretical studies as well;

(v) because of the need to recruit faculty members with established professional skills or reputations, and to attract first-class recent graduates into university teaching careers, conditions of employment within professional teaching units must try to respond to the many attractive options available in professional labour markets; as a result, ongoing and invidious comparisons may be made between adherents of the academic and professional cultures within such units, between professional teaching unit members and their

colleagues in other disciplines, and between the teaching and "practising" members of the occupational group;

(vi) applied or practical activity of professional unit faculty members is justifiable if it enhances their professional skills and knowledge of actual professional practice, so that they can become better teachers of aspiring professionals, and so that their own scholarly work will relate to, and be appreciated by, members of the profession itself; however, if such activity becomes detached from these purposes, and comes to be merely the pursuit of professional financial or psychic rewards, it ceases to be compatible with the academic enterprise;

(vii) if it is ultimately grounded in the scholarly traditions and values of the University, and executed at a high level of competence, professional activity by Faculty members in professional units may contribute to the intellectual climate within the Faculty, and serve as a vehicle for the transmission of new theories and cutting-edge knowledge into both the professional and the public domains; such activity may therefore comprise one of the important contributions made by the University to the general community; however, it will not necessarily enjoy the approval of the professional community, which may be hostile to, or dismissive of, work emanating from academic sources.

Thus, a central fact for all of York's professional units is tension: between the unit and the occupational group to which it relates, between academic and professional tendencies in teaching and research, between theory and practice, between traditional University commitments and those associated with the special requirements of professional teaching and research. But this tension is no bad thing. As the experience of York's many successful professional programmes shows, tension can be enormously creative, and provide a stimulus to learning, to scholarship, and to service within and beyond the University community.

In anticipation of the discussion and recommendations which follow, the notion of a continuum between professional and non-professional must again be stressed: the description of, and prescriptions for, professional teaching units apply as well to other elements across the University. And professional teaching units differ enormously among themselves in terms of the relevance of what follows.

Objective 27

Professional teaching units should continue to develop and reinforce a critical, ethical and intellectually grounded perspective on their discipline and their profession.

Objective 28

Members of professional teaching units may be involved in professional activity in their teaching, research and service activities; such units should, therefore, ensure that a deliberate and proper balance is struck in the totality of the activities engaged in by their students and faculty members, and in the allocation of resources, as between scholarly and more purely professional objectives.

York has developed a broad notion of "scholarship" which encompasses not only traditional research and publication, but also the significant, intellectually rigorous, and creative contributions which individuals in professional teaching units make on the applied side of their disciplines. These contributions should receive proper recognition in academic appointments, decisions on tenure and promotion, and merit assessments. However, they are difficult to document and to evaluate, especially with a view to distinguishing between work that is routine and work that constitutes a significant contribution to the field.

We must strive to make more explicit the standards and indicators of excellence within our various professional disciplines, to communicate these effectively among ourselves and to key external audiences such as the Ontario Council on Graduate Studies, and to acknowledge, reward and encourage activities in these spheres.

Objective 29

Professional teaching units and University-wide bodies should review and refine their criteria for appointments, tenure and promotion, and similar decisions, especially with a view to ensuring that they:

- (i) distinguish between routine professional practice and significant creative activity and contributions to knowledge in the applied sphere, and
- (ii) consciously stipulate, in all systems of rewards and honours, in support for further scholarship, and in

representations to external agencies, that appropriate recognition be given for significant contributions to knowledge in the applied spheres of profession-related disciplines.

Because members of professional teaching units are expected or permitted to engage in professional activities, which may be time-consuming but remunerative, clear and appropriate boundaries should be defined to ensure that faculty members' primary obligations of teaching and research are indeed fulfilled and are seen to be fulfilled. In 1984, Senate adopted a report which dealt with these matters, but its recommendations have never been implemented at an administrative level, due to uncertainties generated by the existence of language in the collective agreement concerning the activities of full-time faculty members.

Nonetheless, the problem is potentially a serious one both for professional teaching units and elsewhere in the University, especially if members of the teaching faculty become more extensively involved in collaborative activities involving non-University sponsors.

Objective 30

With a view to ensuring high standards of teaching, scholarship and service, the University must:

- (i) provide guidance regarding the acceptable extent of professional activity for full-time faculty members, within the context of a diversity of local circumstances and traditions; and
- (ii) develop and seek to implement, after compliance with appropriate procedures, mechanisms to ensure that the external professional activities of faculty members do not interfere with their full contribution to the activities of the University.

Some programmes entail significant costs related to special curricular and pedagogical arrangements. Clinical, practicum, field work, studio and other such learning situations frequently require lower than normal faculty-student ratios, special instructional facilities and resources, and field-based supervisors or instructors to supplement regular faculty teaching. In addition,

some forms of professional scholarly activity involve the use of costly special facilities, equipment and supporting personnel.

Professional and non-professional, undergraduate and graduate, programmes may have similar needs for such curricular and pedagogical arrangements. The University must be aware of the distinctive funding needs wherever they exist to ensure that appropriate faculty-student ratios, funds for paying field-based supervisors, and other special needs are provided for.

Objective 31

The University should recognize that certain types of teaching and research in professional and other teaching units entail higher than normal levels of financial support, and make every effort to provide such support.

Part-time faculty and other individuals who are full-time professionals external to the University carry out vital and significant roles in our professional Faculties. Many of them are leading practitioners who contribute in their own right to knowledge in the field, to critiques of current practice, and to the preparation of future generations of practitioners. Professional teaching units must continue to develop and maintain effective models through which to integrate the roles of full-time faculty and field-based part-time faculty in professional education.

Objective 32

Faculties and programmes engaged in professional formation should continue to develop their staffing arrangements to effectively integrate full- and part-time instruction.

Perhaps because significant numbers of women have only relatively recently entered many professions and professional programmes, perhaps for less acceptable reasons, professional teaching units generally have fewer female faculty members than other University disciplines. In addition, the professional school culture, often traditionally a male culture, is not always amenable to change.

Although York's professional teaching units are no more open to criticism on this point than similar Faculties elsewhere, and in many cases

probably less, many of them do lag somewhat behind most non-professional units in terms of gender ratios. They should, therefore, improve their ratio of female to male tenure track faculty members as quickly as possible. In evaluating the rate of progress in this regard, we will have to take account of the dearth of qualified female candidates in some professional areas and the limited number of appointments which can be made at any given time.

The improvement of the gender balance is a necessary, but not likely sufficient, condition for addressing other gender-related aspects of the professional school culture, and professional teaching units should be alert to the need to address these issues as well.

Finally, it must be reiterated that professional teaching units are neither a closed category nor unique in the positive and negative features we have identified. Where observations concerning professional teaching units seem to have broader application, we urge that appropriate inferences be drawn by the rest of the University.

F. PART-TIME AND MATURE STUDENTS

Since our inception, York University has given a major emphasis to undergraduate education for part-time and mature students. In 1962 Atkinson College was formed as an innovative academic unit wholly committed to reaching out to working people whose main opportunities for a university education were through evening part-time study. In that same year, part-time students constituted fully 47 percent of our undergraduate population. Since that time, not only have part-time and mature undergraduates remained a major group in a numeric sense, but all Faculties have become involved in teaching part-time and mature individuals, there has been a tremendous diversification in the nature and patterns of part-time undergraduate study, and part-time professional and graduate education have emerged as significant components of our teaching mission.

The age distribution of students at York has changed as well, reflecting changes in educational aspirations and demographics within Canadian society and also the established reputation of York University as providing excellent academic resources for mature students; in 1985-86, 42 percent of York

undergraduates were older than 24. While many mature students are enrolled in Atkinson College, many are in other Faculties. Mature students are far from an isolated and peripheral fact within the student body.

Within our approaches to undergraduate, professional, graduate and non-degree education we must ensure a broad vision of where excellence is found and in whom it ought to be nurtured. This vision must include part-time and mature students, who are often among the most highly motivated and accomplished of our student populations. We affirm strongly an activist view of our teaching mission whereby it is the University's obligation to recruit, encourage and support part-time and mature students at all levels of our teaching programmes.

Unfortunately, our current usage of the terms "part-time" and "mature" is confusing, varying by Faculty and with differences between undergraduate and graduate programmes. "Part-time" students are a highly diverse constituency, ranging from those who consider themselves to be in an ongoing part-time relationship to the University, to those who are full-time in intention but part-time because of temporary circumstances.

There are technical definitions of the "mature student" in the admissions regulations of various undergraduate Faculties, varying from 21 to 25 years of age, and involving different levels of education and experience. More broadly speaking, however, mature students are older persons who enter with qualifications ranging from previous degrees to incomplete secondary education. Some mature students at York are full-time, but most are part-time. The following discussion refers to mature students (in the broad sense of the term) who are in a long-term part-time academic relationship to York, and who come to the University with backgrounds different from those of younger students who enter directly from secondary school. Mature part-time students are one significant component of York's large pool of non-traditional students.

Objective 33

This University affirms as an integral part of its teaching missions our commitment to part-time and mature student education in its many forms.

Objective 34

In keeping with York's long-standing principles and interests, we must continue to make higher education available to mature students, particularly to those who cannot or choose not to study full-time and including those who cannot or choose not to come to the campus to do so, by generating a coherent policy regarding all of our activities (degree or non-degree) for such students.

Demographics, economics, environmental conditions, professional and other employment circumstances, and other factors will continue to vary over time and have significant impact on the demand for, and nature of, all of our teaching programmes, and most particularly those involving significant numbers of part-time and mature students. It is important that Faculties and programmes continue to be intimately aware of these factors as they may impinge on our programmes, and that increased attention be given to them where needed. A special commission, the University Committee to Review Education for Part-time and Mature Students, currently is studying various practical aspects of the delivery of services to mature and part-time students in degree programmes at the undergraduate level and also in non-degree programmes. This committee will be making recommendations to Atkinson College and to the President in September, 1987, and we may expect the third University Academic Plan to benefit from the deliberations of this special commission. Various issues of academic policy relating to part-time and mature students both in undergraduate and in graduate programmes need, and undoubtedly will continue to need, further discussion, quite apart from the tasks which the special commission is pursuing.

Insofar as the large pool of part-time and mature students is an important part of the academic profile of this University, a continuing pan-University body might suitably be given responsibility for discussing and making recommendations to appropriate University units.

Questions of recruitment and admissions are of foremost importance for mature individuals. Within our overall emphases on general and specific accessibility there must be a renewed commitment to reach out to a wide variety of potential mature students, including women, social and cultural minorities, the economically disadvantaged, non-traditional occupational groups, professionals seeking specific in-service education programmes, and

the general adult population with a wide range of interests we are suited to serve. Some of these recruits may need special academic and service programmes to realize their fullest potential. There will, no doubt, continue to be limits to what we can achieve and trade-offs to be made among programmes. Nevertheless, we must continue to improve our understanding of our potential student populations, our recruitment of them and our methods for assessing non-traditional entrance qualifications.

There is a continuing need for programmes to reach out to mature populations through a wide variety of general and specific community or occupational channels, to refine our standards for and means of assessing academic potential or excellence where traditional secondary school grades are dated and possibly weak, and to ensure that there is an understanding within the University community and externally of the opportunities for, procedures involved in, and support for mature student enrolment in undergraduate and graduate programmes on a full- and part-time basis.

Objective 35

Within Faculties and programmes at the undergraduate and graduate levels there should be a continuing review of, and a publishing of information about, the wide variety of needs for mature student education, our recruitment approaches to these clients, and our approaches to assessing academic potential by means other than recent academic grades.

Objective 36

Given the large numbers of part-time and mature students across the University in many Faculties, Senate, through the Senate Committee on Admissions, Recruitment, and Student Assistance (SCARSA), while acknowledging differences among Faculties, should deal in a pan-University way with admissions policies and procedures regarding part-time and mature students, and should monitor the effects of selective accessibility on applicants presenting non-traditional qualifications.

Part-time and mature students enter undergraduate Faculties with widely varied academic backgrounds. While some come to York to begin university work, others are completing a long-interrupted degree, and still others are embarking on a second degree. Some students with little prior, or

little recent, academic experience require academic support programmes and services which may be beyond those normally required by recent secondary school graduates. These include such programmes as pre-admission university bridging courses, writing and mathematics tutoring, and programme counselling attuned to the dispositional problems which may be associated with re-entry to formal education.

Objective 37

All Faculties and academic support services should attend to the needs of some mature students for transitional (and ongoing) academic support, and should plan to meet those needs, through services including sensitive advising and academic skills development.

Much more widespread in their impact on part-time and mature students are the situational and institutional barriers to university education. These include geographic, employment and personal life circumstances which may stand in the way of attendance at classes and library or other self-directed study. As well, they refer to the organizational patterns of and the distribution of the University's academic support programmes and service facilities as they may impinge on part-time and mature students. Although part-time and mature students make up a large part of the York student body, they are not a homogeneous group. There is much we do not know about particular subgroups, about the factors that motivate them to come, to continue, and to complete their work. Pan-University retention studies have not yet been conducted of this student group as a whole. Nor have we sought to ascertain in a pan-University way how much part-time and mature students call upon, and wish to call upon, various University resources and services.

Objective 38

Faculties should gather a profile of their part-time and mature students, with funds centrally provided for this purpose.

York University, particularly Atkinson College, can be deservedly proud of its efforts historically to overcome the traditional institutional barriers and to meet the situational circumstances of part-time and mature students. More

can be done, however, to ensure accessibility and flexibility in undergraduate and graduate Faculties and in University services. Among the priority matters for further consideration are: the merits of and possibilities for increased scheduling of undergraduate, professional and non-credit courses in varied off-campus locations; the scheduling of University academic and non-academic services in evening and weekend hours; admissions, registrarial and tuition fee payment systems as they relate to part-time students and those at off-campus locations; and childcare programmes.

Financial barriers also loom large for many mature undergraduate students. Efforts should continue to be placed on seeking improvements to governmental aid programmes for part-time undergraduate study and on effective use of University scholarship and bursary programmes for part-time students. Financial barriers also are real for some graduate students in part-time study. Scholarship and graduate assistantship funds in the Faculty of Graduate Studies currently are restricted to full-time graduate students. Some of any increased scholarship funding for graduate students in the future might suitably be directed towards part-time students, perhaps in the form of tuition scholarships.

Women make up a sizeable proportion of part-time and mature students in all Faculties. All preceding objectives in this section of the University Academic Plan will by definition assist part-time and mature women students. "Equity for Women," the recent report of the Office of the Advisor to the President on the Status of Women, makes many recommendations relating to non-traditional students; we direct attention to Section 6, Parts A-E. Issues of childcare have particular urgency for those students with family responsibilities. The University could do much to assist them by providing childcare in a number of contexts, e.g., evening, weekend, and drop-in childcare programmes.

Objective 39

The University and academic units should continue to support and refine our efforts in all spheres to overcome the barriers to undergraduate, graduate, professional and non-credit university education for part-time and mature students. Among the priorities for review in this area should be increased off-campus courses; more specialized and convenient services; evening, weekend and occasional childcare; and policies regarding

scholarships and financial aid, and their implementation in all Faculties.

G. TEACHING

From its founding and through its early years, York committed itself to excellence in teaching. It hired faculty who were proven or promising scholars, excited at the prospect of a university which valued collegiality and saw teaching and learning as a process which contributed to the intellectual growth of both the student and professor. In its first decade or more, York came to be known for this commitment and the prevailing atmosphere was one of excitement which fostered experimentation and innovation particularly, but by no means exclusively, in the area of undergraduate education. But the hard times for universities, which began in the seventies and have continued through the mid-eighties, affecting York even more than other universities, have had damaging consequences. Class sizes increased steadily so that "tutorials" which had a dozen students in 1970 had thirty or more in 1986. Faculty/student ratios worsened. (For example, in Arts, which is close to the University average, the student/faculty ratio rose from 13 to 1 in 1977 to 17 to 1 in 1985.) Seminars outgrew seminar rooms and equipment deteriorated. In spite of all this, faculty members have shown remarkable resilience and perseverance and York can continue to be proud of its reputation for excellent teaching, which has been signalled, among other ways, by the disproportionately high number of OCUFA teaching awards that its faculty members have won. Still, under depressed circumstances, faculty morale has suffered and the overall quality of the teaching/learning process and environment has been affected.

What follows is a series of recommendations which seek to build on existing strengths and to remedy problems which have developed over the past decade or more. They attempt to set out the conditions under which the teaching/learning process can flourish. Several specific areas have been identified: physical environment, teaching conditions, evaluation, reward, and professional development. And at the outset, a general objective requires a renewed University commitment to improve the teaching climate.

General Objective 6 in the first University Academic Plan stated: "Teaching and research are to be valued equally as contributions towards

performing the University's academic functions." Many of those who made submissions to APPC's sub-committee on teaching in the Fall of 1986 spoke of the important connection between research and teaching, but two points of concern emerged clearly. First, many felt that the conventional interpretation of what constitutes research was too narrow and that in many courses and programmes -- especially those which break new ground in either disciplinary or interdisciplinary areas -- research is integral to the preparation and process. This kind of creativity and research needs to be acknowledged and respected. Second, there was a sense that, rhetoric to the contrary, excellent teachers do not receive recognition for their achievements in terms of merit pay, promotion and release time to develop new courses and programmes. The comment was made frequently that, while excellent researchers won leave fellowships of various kinds, excellent teachers were rewarded by being given yet more teaching responsibilities.

The degree to which these beliefs are correct may be debatable, but the fact that they are widely held is not. Outstanding teachers must be recognized as among those faculty members from whom the University receives its energy and strength. Therefore, we propose the following:

Objective 40

The achievement and maintenance of a high standard of teaching require both material and honorific support. The University should allocate resources to promote and reward effectiveness and innovation in teaching.

Problems with respect to physical facilities and environment are sufficiently well known that extensive documentation is not required here. Not only is there an acute shortage of space at York but frequently the right kinds of space are not available. Seminars, tutorials and language classes are pushed into rooms not designed for such use. Many classrooms are seriously crowded and inadequately furnished (lacking in sufficient seating, screens, blackout curtains, and lecterns.) Equipment of various kinds has deteriorated, some is obsolescent, and some is altogether lacking.

Objective 41

The University must acquire, maintain, replace or repair the equipment and space necessary to fulfil its teaching mandate.

The issues of class size and teaching load have become increasingly urgent as a result of underfunding and expanded enrolment.

No one contests the point that different kinds of subject matter call for different teaching formats. Skilled lecturers can present certain kinds of information and ideas to very large classes. But if tutorials and seminars intended for close textual study or the exploration and analysis of ideas become too large, they cease to perform their function, as do labs and studio courses, where the increased size reduces opportunities for the individual activity which is their raison d'être.

Objective 42

While units need to consider and utilize a variety of teaching formats, the optimum size for each format should be determined and respected in order that the quality of the teaching/learning process be repaired and preserved.

Concern about teaching load is of two kinds. The first relates to what has become a widespread though by no means universal "norm". The second has to do with a matter of equity.

For most faculty members at York, a full teaching load consists of three courses. But what must be factored into this is the size and level of courses and the size of sections or tutorials. Teaching loads consist of the type and extent of preparation and the total number and kind of presentations, as well as the total number of students for which a given faculty member is responsible. When all these factors are taken into account, it is clear that teaching loads have generally become excessive, making it difficult for faculty members to do justice to all aspects of their academic mandate. To some degree, the situation can be ameliorated if departments, divisions and programmes make certain that in any given year they do not offer an excessive number of courses. But the question is addressed fully only if faculty complement is increased. While this is not the only "priority" for the University at this point, it is a central one (this is indicated in the

section "Achieving Our Objectives"). In plans submitted by departments, divisions and Faculties, it is stressed repeatedly.

Objective 43

So that faculty may do full justice to their teaching as well as to other aspects of their academic mandate, average teaching loads must be reassessed, the full-time faculty complement must be increased, and individual programmes must select with care the total number of courses to be offered in any given year.

In order to work towards the reduction of inequities, teaching loads as part of overall workloads should be documented. The determination of equitable loads is, however, a complicated matter. For a start, it is clear that teaching loads cannot be considered in isolation from university and community service, research, and other academic responsibilities. Also, flexibility is essential since a complex of factors must be taken into consideration in determining teaching loads. Some of these factors are teaching levels, formats and techniques, the need to supervise and support teaching assistants and coordinate large courses, practicums and studio work, and the special skills and expertise required to teach graduate students and unskilled entering students. When acceptable criteria have been established and documented within units, information concerning workloads should be accessible.

Objective 44

Criteria for determining teaching loads as part of overall workloads should be reviewed and documented by units. The University should move towards the reduction of inequities in workloads.

If excellent teaching is to be a matter of achievement and not just aspiration, there needs to be an ongoing process of feedback and evaluation for all who are engaged in teaching at York. This includes full-time faculty, part-time faculty and teaching assistants. As matters now stand in many parts of the University, there is a requirement for evaluation only at the time a full-time faculty member is considered for tenure and/or promotion. While this procedure underscores the teacher's accountability to students,

department and Faculty, it is inadequate if it is the only time and form of evaluation. For the effectiveness of one's teaching to be sustained or improved, feedback from students and colleagues is essential on a year-by-year basis. If sound procedures and effective instruments for such evaluation were developed, it would help to improve the quality of teaching and also provide sound documentation (not always currently available) about the quality of a faculty member's teaching for purposes of tenure, promotion, merit pay, leave fellowships, and so forth. In other words, adequate, regular procedures and properly devised instruments would provide the feedback useful to the teacher on an ongoing basis as well as the cumulative or summative evaluation which could be used when such evaluation has a bearing on such things as promotion, tenure, and special awards.

Objective 45

Existing instruments for the evaluation of teaching should be reviewed and, where necessary, improved. Faculty should undergo periodic ongoing evaluation of their teaching both to help them improve, and to attest to the quality of, their teaching. Dossiers providing evidence about teaching should be prepared and used, where appropriate, for decisions about merit pay, teaching grants, promotions and other honours and awards.

It is important that the University be seen to be committed to teaching quality by rewarding teaching in the ways in which it signals all meritorious activity. Departments and Faculties should make a special effort to identify outstanding teachers, help to prepare dossiers on teaching excellence, and make nominations for honours and awards. Carefully prepared dossiers attesting to teaching excellence should provide the necessary documentation so that meritorious teaching will be given due weight in decisions concerning tenure, promotions, merit pay and teaching grants. Honours and awards for outstanding contributions to teaching now made by some units should be extended to others, and the University, in pursuit of its commitment to value teaching and research equally, should provide appropriate honours and awards for its outstanding teachers.

Objective 46

The University, Faculties, and units should provide honorific and material rewards for outstanding teaching accomplishments.

Teaching is basic to the University's mission and, consequently, is everybody's business. Departments are the obvious starting point for collegial initiatives to improve curriculum and standards of teaching. Sessions devoted explicitly to the improvement of teaching should be arranged by teaching units either individually, or in cooperation with one another, their Faculty, or the Office of Educational Development. The agenda for such sessions might include the consideration of learning as a developmental pattern, strategies and technologies for the presentation of various materials, the preparation of a syllabus, assignments, evaluations and feedback, how to conduct seminars and present lectures, and so forth. Improvement in the teaching performance of a given unit is a proper matter of concern for unit chairs, and the organization of such sessions is part of their responsibility. However, if teaching initiatives are to have real substance, support structures such as the Educational Development Office must be strengthened.

The concern of Senate in this area must be reflected on a continuing basis. The Senate Committee on the Organization and Structure of Senate and the University (COSSU) should be requested to consider whether the present Senate Sub-Committee on Teaching and Learning should become a full-fledged Standing Committee of Senate, which would bring forward recommendations for the improvement of teaching and learning. Such a development would give teaching and learning status equivalent to that of research in Senate's structure, and would reflect the University's equal commitment to teaching and research.

Objective 47

- A. The University should encourage professional development, curricular innovation and skills development by strengthening support for teaching under the authority of the Vice-President (Academic Affairs).
- B. COSSU should consider recommending to Senate that the Senate Sub-Committee on Teaching and Learning become a Standing Committee of Senate with a representative of the Office of the Vice-President (Academic Affairs) as an ex officio member.
- C. Deans and unit chairs should address the question of how to improve the quality of teaching, and take practical measures to that end as quickly as possible.

H. RESEARCH

Research is a central aspect of university life and work. Through research activities we contribute to the world's knowledge, and we fulfil part of our academic responsibilities to ourselves, our disciplines, our institution, and the public. By "research" or "scholarship" we mean both the creation and the dissemination of knowledge. The creation of knowledge through research encompasses original work of many kinds; these include shaping new directions in a field, formulating critical perspectives, constructing and testing theories and models, creating works of art, observing and experimenting in fields of natural phenomena and human behaviour, unearthing and interpreting texts and data, and developing new techniques for work and study in one's field. The dissemination of knowledge entails making known our ideas and findings, in the many diverse forms which have been developed for this purpose in academic and public life, so that our peers and posterity may know about and evaluate our work.

While research and teaching are, ideally, cross-fertilizing activities, research as understood here faces not only into the classroom but also outwards to the world of scholarship and public concerns and consumption. As with teaching, so with research. We must critically evaluate, and then strive to improve, our performance.

However, recognition of the need to evaluate our research effort is more easily accomplished than the evaluation itself. For example, it sometimes is assumed that the dollar value of peer-adjudicated grants can be used as a proxy for judgments made by the scholarly community about the quality of research undertaken at a given institution. This assumption can be misleading: policy priorities ration resources among and within the federal granting councils; the basic financial resources of an institution and the configuration of its programmes both dramatically affect its ability to compete for funds; records of success tend to perpetuate themselves, while unproven researchers and unconventional projects may encounter particular difficulties in a time of financial constraint. And most important: in many fields, the dollar value of grants does not always reflect to the quality of output.

These facts are of particular significance at York. We have an unusual preponderance of researchers in the humanities and social sciences; they are

typically thought to require a lower level of funding than natural scientists, and at present suffer even greater relative deprivation as a result of various policy decisions. Similarly, in the absence of a medical school and an engineering faculty, our scientific research effort is itself necessarily confined in its scope.

Moreover, as it is well known, we have recently experienced very high levels of enrolment. These have imposed demands upon our limited complement of full-time teaching faculty, the primary source of research ability and energy. Coupled with our always precarious financial position, which undermines the infrastructure support for research activity, conditions for York's researchers are not as good as they might be.

On the other hand, neither are they as bleak as might be supposed. Somehow, provisions have been made both centrally and at the Faculty level for various forms of recognition and support to encourage and facilitate the work of research: release time arrangements; secretarial, computer and other services at levels ranging from modest to acceptable, although always falling short of the generous; and the professional advice and sustenance gained from the helpful intervention of the Office of Research Administration, local and Senate research committees, and formal and informal colleague networks.

As a result, York's research attainments are less than they might be if our many talents were given full rein, but rather more than what is generally assumed. Some York scholars and groups of scholars have well-deserved national and international reputations. Overall, we seem to rank in the second quartile of Ontario's universities, if ranking is a reflection of peer-adjudicated grants from the three federal councils (once allowance is made for our peculiar configuration of disciplines), and have maintained our position for some years.

Perhaps our greatest difficulty, apart from a lack of resources, is that some, at York and elsewhere, still think that we are a university which does not value research. The answer to such self-deprecatory and condescending views is, of course, not to engage in extravagant public rebuttal, but to get on quietly with the job of finding resources, finding time for would-be researchers, finding ways of acknowledging our respect for their achievements. In the end, when we move from the second quartile to the

first, from isolated and episodic triumphs to a regular diet of honours, our success will be recognized.

In this next phase of our development, we should treat academic research in all its various manifestations as an increasingly important measure of the quality of the University.

We adopt this position, moreover, not just because research is important for its own sake, but because all aspects of the University are influenced by the research effort. A more general commitment to scholarship enhances the intellectual quality of teaching in both undergraduate and graduate programmes. Research, and especially the publication of research, is one of the important ways in which a university is seen to discharge its community obligations. And the financing of the University from public and private sources, which likewise affects all its activities, will be improved if we can improve the academic reputation of the University.

Objective 48

York should commit itself to the intensification and the enhancement of quality of the full range of scholarly activities of its faculty members, and should make every effort to promote such activities by mobilizing greater human and material resources for the support of research.

Each time the University adds to its professorial complement, it has the opportunity to enhance its research strength. By careful recruitment practices, it can ensure that new faculty members (other than in the Alternate Stream) possess, and ultimately employ, both pedagogic and research interests and abilities.

Objective 49

In making professorial appointments, academic units should consider a candidate's record and potential for both excellence in teaching and sustained contribution to scholarship. Newly appointed faculty members should be informed from the outset of the University's high expectations concerning their research contribution, in relation to such matters as tenure and promotion, and urged to use sabbaticals, summer terms and other periods of reduced teaching obligation for research activities. So far as possible, junior faculty members should be relieved of heavy

administrative burdens, and afforded all possible support and encouragement in their scholarly pursuits.

Generally, however, teaching, research, and administration should be seen as complementary. The three tasks are interrelated -- teaching is informed by research, research is stimulated by teaching, and all aspects of academic work are largely administered by the academics themselves. It is both the right and the duty of every faculty member to engage in all three activities. However, it is difficult to sustain such participation on a rigid, formulaic basis: the teaching needs of academic units, the rhythm of research projects, and the reciprocal demands of one's colleagues all constrain the time that can be devoted to each activity at any given moment.

In York's special circumstances, what is required is a determination to make time available for research when it is needed, a sense that such time is a valuable communal resource, and a degree of flexibility which will enable chairs, directors and Deans to use that resource in a balanced way which will do justice to the overall claims of both teaching and scholarship.

Among the arrangements which should be considered are the following: (i) faculty members who are anxious to redirect their energies to research after prolonged and intensive periods of teaching and/or administration should be assisted in doing so; (ii) those who have significant records of scholarly accomplishment, such as Distinguished Research Professors, might be afforded some reduction in teaching and other duties from time to time, when this can be done without injury to the teaching programme of an academic unit, and where it can be demonstrated that such leave will facilitate current research efforts; (iii) recognition and credit should be given for extensive graduate supervision and teaching, for which a disproportionate responsibility not infrequently falls on the most productive researchers; (iv) Deans and chairpersons should have available funds to be distributed through agreed departmental and Faculty procedures to provide release time to faculty members to enable them to complete research projects; (v) internal fellowships for research leave should be continued and, where possible, increased; (vi) discretionary research funds should be attached to internal leave fellowships; (vii) it should be understood that research fellowships, grants, and release time are intended to assist faculty members to engage in scholarly activity;

(viii) to ensure that they will be so used, as a condition of their receipt plans should be disclosed before the fact, activities reported afterwards (as is presently the case with sabbaticals under the Collective Agreement), and the benefit of the ensuing scholarly activity manifest subsequently in teaching and publication. In addition to creating genuine opportunities for all faculty members who wish to engage in research, the University should be quick to recognize excellence in research at whatever point in a career it might be manifest. Such recognition should not be taken as implied disparagement of other contributions, especially those which manifest scholarly excellence in graduate and undergraduate teaching, whose reinforcement was also earlier urged.

Such recognition might take the following forms: (i) in decisions on merit increases, research contributions should be treated as extremely important; (ii) scholars who receive prestigious external awards involving release time should have their full salaries protected; (iii) outstanding young scholars, such as NSERC University Research Fellows and holders of postdoctoral fellowships, should be welcomed as participating members of our scholarly community; (iv) retired faculty members who continue to make research contributions should be encouraged to remain attached to the University to continue their research; (v) the University should take active steps to ensure University-wide, national and international recognition of outstanding scholarly achievements by York researchers.

Objective 50

Policies should be adopted which will encourage all part-time and full-time faculty members to engage in scholarly activities without diminishing the University's commitment to excellence in, and proper support of, teaching. Research contributions of particular distinction should be appropriately recognized.

In order to enhance the intellectual calibre of the learning experience at York, and to create a more generally scholarly ethos, both graduate and undergraduate students should be afforded opportunities to become involved in research. This might be accomplished, for example, by increasing the support for graduate students engaged as research assistants, continuing and enhancing the support for graduate students' attendance at scholarly

conferences and preparation of publications and, where applicable and feasible, attaching graduate students and qualified fourth-year honour students to research units and projects. Further, we should attempt to provide occupational stability for research support staff hired on contracts.

Objective 51

Consideration should be given to improved support for undergraduate and graduate students engaged in research; and for the hiring of research assistants, technicians, postdoctoral fellows, and research associates to assist in ongoing projects where appropriate.

In many disciplines, collective research enterprises are used to establish a critical scholarly mass which enables participants to attempt more integrative and ambitious projects than those which might be undertaken by individual researchers. Collective projects, moreover, may attract funding more easily, and may attain economies of scale which justify the hiring of ancillary research and support staff.

Where appropriate, the University should encourage collaborative efforts through its support of Organized Research Units, research programmes and working groups. Such encouragement might take the form of seed money for new groups, base budgets (where needed) for infrastructure support of established groups, or limited numbers of teaching load credits to enable selected participating faculty members to receive a temporary reduction in teaching load.

Objective 52

The University should encourage collaborative research effort through support for structures such as Organized Research Units, research programmes and working groups.

However, collaborative research efforts are not the only way to contribute to one's field. At York much research comes from individual researchers rather than from those working in groups on teams. We also need to increase support to such individuals through comparable release time, seed money, support money, and research assistants.

Objective 53

The University should encourage individual research effort through resources appropriate to that research mode.

These proposals to enhance the level of research at York involve the expenditure of at least modest sums of money. Given the generally impoverished state of the University, there is bound to be some concern that support for research may be accomplished on the back of teaching and other activities. While these proposals do indeed imply a possible modest enhancement of the resources devoted to research, it is intended and assumed that new research initiatives will actually attract new resources to the University over the long run.

In order to ensure that new resources are in fact secured, the University's research administration, its Development Office, and its promotional arms, such as York International, Innovation York and the York University Development Corporation, will all have to become more aggressive in seeking out funding opportunities, and ensuring that faculty members and research groups take full advantage of them. In particular, improvements in funding can be achieved by coordinating the search for outside research funds; lobbying in support of University research; identifying areas of concentration in productive research and acting as a catalyst to bring researchers together into organized units; providing seed money to allow emerging groups to organize and apply for external funding; encouraging and supporting efforts in research-related committee work outside the University (such as SSHRC, OGS, Killam, SSFC/CFH, NSERC, Canada Council, Ontario Arts Council); and developing sound, simple and standardized financial procedures.

An essential aspect of any such effort is the development of a reliable data base encompassing the scholarly interests, activities and accomplishments of members of faculty. Such a data base is also essential, regardless of any new initiatives, if we are to measure accurately and describe even the present level of research at York. If feasible, a standardized form of curriculum vitae should be developed, and departmental chairs should become responsible for having faculty members update them annually.

Objective 54

The University should seek to increase the level of external and internal support provided for scholarly activity in a manner consistent with its other equally binding obligations. It should develop and maintain an up-to-date, complete and accessible record of the research interests, activities and achievements of every York faculty member.

I. BILINGUALISM

Glendon College has provided opportunities for francophones and for anglophones (such as graduates of immersion programmes) who seek a bilingual education. As well, Glendon has assumed primary responsibility for supporting the efforts of francophones in Ontario pursuing higher education in French as a part of York's general commitment to ensuring access to higher education for groups whose participation rate has been lower than the provincial average.

Bilingualism offers students and faculty members the possibility not only of enhanced linguistic facility but also of access to a broader range of scholarship in both languages than would normally be available in one. In addition, bilingualism has obvious significance for Canada's future. York should, therefore, both reinforce Glendon's efforts and strive to expand bilingualism more generally across the University.

At Glendon, reinforcement involves assurances that in all programmes scholarly activity will ultimately involve a balance between the two languages, and that there will be created an atmosphere in which both languages can be used freely in all aspects of social, cultural, academic and administrative activity.

The more general expansion of bilingualism involves, at present, a series of exploratory initiatives at the level of academic and administrative units, through which a consensus will gradually emerge concerning the long-run possibilities for more encompassing arrangements.

To realize both of these objectives, we will necessarily be involved in extended internal consultation (through the President's Advisory Committee on Bilingualism) and in ongoing efforts to ensure a favourable external policy and financial context for our development as a bilingual university. The most

recent signal of external support is the passage of Bill 8 in the Ontario Legislature which calls for French services in government agencies and allows for the designation of a university as a government agency for this purpose.

Objective 55

York should reinforce Glendon's efforts to become fully bilingual, and should actively pursue the possibility of greater bilingualism across the University. In support of these two goals, it should ensure active and ongoing internal consultation and strive to create a favourable external policy and financial context.

J. ACADEMIC INFORMATION AND SUPPORT

The Libraries, Academic Computing, and the Department of Instructional Aid Resources (DIAR) provide essential support for the academic enterprise. The future quality of research and instruction in the University will depend upon our capacity both to enhance the traditional services of libraries, computing centres and media centres, and to develop the framework for new information technologies. The old metaphor of the library as the heart of the University should be replaced by a new metaphor of libraries and computing as the circulatory system of the scholarly communication process. Academic information support is a dynamic process, not a static accumulation of books and computers. The University Academic Plan must recognize the convergence of many aspects of libraries with computing and communications as well as the independent objectives of each. The imperative for planning is increased by the likelihood of continued targeted funding as described in Section V, Environmental Constraints and Opportunities.

1. LIBRARIES

The Libraries collect, organize, store, retrieve and disseminate information so that students and faculty may utilize and extend the scholarly record. Within this information cycle, their mission is the provision of scholarly information for members of the University community in an environment which fosters the advancement of study and research. To fulfil this mission, the goals of the Libraries are:

- (i) to select and acquire materials in a broad range of formats to support the University's instructional programmes and research activities;
- (ii) to organize and provide bibliographic access to materials in the Library collections;
- (iii) to facilitate the use of library and information resources by providing reference and instructional services for York collections and by enabling access to scholarly information not available at York;
- (iv) to provide facilities, equipment and staff for the storage, circulation and security of library collections.

New information technologies do not change these essential functions of a research library, but extend and enhance them. As such new systems develop, therefore, they must be integrated into the existing information system in a way that preserves linkages to the existing knowledge base. At the same time, the Libraries must continue the acquisition of printed materials which are still, today, the most important vehicle for scholarly communication.

Few departmental or Faculty academic plans expressed specific concerns about library resources, perhaps reflecting the fact that, relative to other parts of the budget, the libraries have been protected in their acquisitions from the worst ravages of inflation. Nevertheless, they have certainly suffered in relation to provincial norms, and in order to realize the aspirations for excellence in teaching and research expressed elsewhere in this Plan, it may be necessary to provide increased support to the libraries, beyond the normal annual increments for inflation. In order to do this effectively, it is necessary to have a well-documented and explicit statement of what resources the Library will need to be given to play its role in achieving the main objectives of the University Academic Plan. To ensure that this report is ready in time for next Fall's budget exercise, there must be coordination between the Senate Library Committee and the appropriate administrative officers responsible for the libraries.

Objective 56

Relevant administrative and academic bodies should develop collaboratively a University-wide strategy to make sure that the libraries at York are able to support the major goals of the University Academic Plan. A detailed report should be brought to

APPC in order to inform both the revision of the Plan and the budgeting process for 1988-89.

2. ACADEMIC COMPUTING

Academic planning for the late 1980s must come to terms with a new reality: the pervasiveness of computing and electronic communications in the contemporary academic enterprise. As recently as five year ago, academic computing was a specialized activity restricted to certain relatively small and well-defined areas of the University. Today the computer has become a general intellectual tool. Computer-based methods have penetrated every academic discipline. Such generalized intellectual tasks as writing, calculating and communicating rely increasingly and extensively on electronic means. Information which was once available (if at all) only in printed form is now disseminated electronically.

As computers have become a pervasive medium of intellectual activity, computer-based tools and techniques have come to penetrate and define our culture. The acquisition of a variety of such skills and techniques is becoming a necessary component of a modern university education. Access to adequate computing resources and support has long been a precondition of excellence in certain specialized scholarly fields; this is now increasingly true of research in every discipline. The pursuit of excellence in teaching and scholarship requires that attention be paid to elaborating this essential technological foundation.

Since adoption of the first University Academic Plan, the Senate Committee on Academic Computing (SCAC) has been studying various aspects of academic computing at York. While it is not yet possible to set out a full set of basic principles which should inform planning in this area, the committee has made a preliminary report to APPC which highlights the particular problem of support for academic computing. This support, as defined below, encompasses but goes much beyond the type of support which is needed for administrative computing.

Since 1981, total computing capacity at York, including mainframes, micros, and minis, has grown more than one hundred-fold. This has been

accomplished through a combination of large infusions of capital funds and the tremendous increase over this period in what capacity can be purchased for a given amount. In that same time, the dollars spent on support staff have grown by about five times, but inflation, together with the greatly increased number and variety of users (and types of use), has rendered the resulting level of support far short of what is necessary. The Senate Committee on Academic Computing examined the academic plans from various Faculties and departments. Some units clearly have not yet worked out their plans as they concern academic computing, and may need knowledgeable assistance in doing so. Many others were predicting increased use of, and need for, computing resources. Only a few, however, gave explicit mention to the support which would be needed, both for planning the acquisition of the resources and for making effective use of them once purchased. The (mostly unspoken) assumption was that this support would be provided by existing mechanisms. The committee divided the foreseen support needs into six categories:

- (i) help in planning for the specific needs of the disciplines at York, including assessment of how particular applications could be met from existing hardware and software resources;
- (ii) advice on purchase and maintenance of hardware;
- (iii) help with selection and use of routine software, such as operating systems, editors, and word-processors;
- (iv) programming support for specialized research and teaching needs;
- (v) help with specialized applications packages, where the consultant needs to know the application area (such as, financial planning), as well as the package;
- (vi) pedagogical support: faculty need help in bringing the computer into the classroom; again, the consultant should have some knowledge of the subject area, in addition to technical knowledge of computing.

The committee also identified three general sources of support:

A. Formal centralized support is most appropriate for widely occurring problems, and for providing some sort of University standards for hardware, communications, local area networks, and so forth. It would also be suitable for helping with the initial planning in the disciplines. The main example of

this type of service is provided by Academic Computing Services. Another, more specialized, service is provided by the Statistical Consulting Service, run through the Institute for Social Research (ISR) and partially funded by NSERC. Here, researchers can obtain help with statistical computing, as well as help with basic statistical advice.

B. Formal decentralized support, which could involve positions such as Faculty-based coordinators and technicians, would be partly in the centre and partly dedicated to a particular user group as well, but should recognize the need for specialized subject knowledge for research and teaching support.

C. Informal mechanisms of support have been the tradition in many computer-intensive disciplines in the past, as well as during the recent "micro-revolution", where loose networks of relatively expert users, faculty, graduate students, and others are formed over time, and help each other as well as new users. The difficulty with this mechanism is the lack of reward structure, as these people become overloaded with questions from new users whose numbers are now growing exponentially. A variety of possibilities exist for improving this situation, such as specialized "computer-assistant" GA's or TA's, or release time for individual faculty members who are local experts in a particular department.

Objective 57

- A. The administration, through the Computing Services Committee and York Computing Services, and the academic computing community, through the Senate Committee on Academic Computing and a reconstituted Academic Computer Users Committee, should continue to work on developing collaboratively a University-wide strategy to guide resource allocation in academic computing and communications;
- B. In making decisions on allocation of resources, the relevant bodies should:
 - (i) pay particular attention to providing adequate support mechanisms so that the resulting purchases will provide the maximum utility for research and teaching;
 - (ii) provide appropriate help for those parts of the University not now heavily using academic computing, in attempting to formulate their plans for future computing and communications needs, and in identifying the extent to which those needs can be met with existing resources.

K. SCHOLARSHIPS AND STUDENT ASSISTANCE

In its Draft Report on Planning in 1981-82, APPC called on Senate to address its scholarships and bursaries programmes. This Senate did through its relevant committee, the Committee on Admissions, Recruitment and Student Assistance (SCARSA). SCARSA proceeded with a comprehensive study of all aspects of student assistance at York, and its report in 1984 became the basis for existing Senate legislation on this topic.

It is not the mandate of this year's Academic Plan to deal with this existing Senate legislation beyond incorporating it by reference. While mention of the Senate student assistance report occurs in earlier sections of this document, the major thrust of this Plan is to endorse the continued commitment of funds to scholarships and student assistance (as set out in Priority Recommendation 4).

To ensure that the best possible use is made of additional funds provided for student assistance, SCARSA should continue to consult closely with the Faculties so as to ensure that programmes of financial aid are linked to defined academic objectives. SCARSA should also review for Senate the goals set out in the University Academic Plan and in current Senate policy. While a comprehensive policy on student assistance has been developed, and considerable progress has been made towards its implementation, its full realization remains a challenging objective.

L. UNIVERSITY ADMINISTRATION AND SUPPORT

An academic plan must necessarily emphasize academic objectives. In doing so, however, there is a risk that a serious misperception may develop. In encouraging members of the University community to rededicate themselves to excellence in teaching and research, some may conclude that the administrative work necessary to turn objectives into policies and policies into actions is overlooked, minimized or even denigrated. In fact, exactly the opposite is the case. More than ever, the University needs experienced and dedicated academics to fill positions on committees and in academic units and Faculties; without their commitment and involvement, plans such as this cannot be implemented.

More than ever, too, we need the help of dedicated and hard-working support staff throughout the University to provide the essential services which sustain our academic endeavours.

This much said, it is undoubtedly true that there are ways in which academic administration at all levels might be made more effective and efficient. It is not the mandate of this year's University Academic Plan to go into details other than to urge that improvements in academic administrative structures and processes should be undertaken concomitantly with efforts to implement the University Academic Plan.

VII. ACHIEVING OUR OBJECTIVES

We have defined many objectives, but we cannot achieve them all fully and at once. Should we, therefore, establish clear academic priorities for the University in order to focus our resources and our energies? In principle, perhaps; but in practical terms, creation of a rigid hierarchy of priorities identified by the University Academic Plan is neither possible nor desirable. Our ability to define priorities with precision is limited by the contingencies of all long-run plans, by the imponderables of university planning in particular, and by the structure of academic decision-making at York:

- * We must always be able to respond to changes in the environment beyond those forecast and to contingencies not foreseen in the planning process.
- * The most important factors in our environment over the term of this Plan are government policies and financial allocations; both dramatically affect our ability to pursue our chosen priorities; neither can be regarded as predictable or stable for the period encompassed by the University Academic Plan.
- * Other resources -- imagination, intellect, goodwill, energy -- are all likewise finite; how much and in what ways these can be mobilized at a given moment in time is a function of unpredictable personal, institutional, and environmental circumstances.
- * Power to pursue priorities is diffuse at York: Senate, our academic legislature, is responsible for the development of academic policy in

consultation with other University bodies; the Board and the administration have statutory responsibilities with direct and indirect academic implications; coordination is difficult.

- * Non-academic considerations -- collective bargaining, costs of goods and services purchased externally, building construction and maintenance costs, commitments to other University constituencies and needs -- all impinge upon the resources available to achieve academic objectives strictly defined.
- * Some resources devoted to academic purposes, or affecting academic objectives, are retained and managed centrally while others are distributed to Faculties and other units with or without explicit limitations on their use.
- * Centrally defined academic objectives will not necessarily coincide with local plans; there must be a capacity to respond to locally defined opportunities and problems.
- * Not all academic initiatives involve new or additional expenditures; however, those that do are bound to be subject to close scrutiny, because of their perceived opportunity cost, especially in an underfunded university such as York.

Despite these difficulties, however, it is essential that a strategy should be laid down which defines the relationship among the various objectives of this second University Academic Plan, and indicates how these should be achieved. This is the intent of the six "priority recommendations" which follow, priority since they are rank-ordered, and recommendations -- rather than strict prescriptions -- in light of the issues summarized above.

These priority recommendations are grouped in three categories. Recommendation 1 is essentially cost-free or very low cost. It is ranked first because its purpose is to ensure the integrity of the planning process itself. Recommendation 2 involves capital expenditures of a huge order of magnitude. It is ranked second because space will soon exercise, if it does not already, a virtual veto over future developments. If there is no additional space, it will be difficult indeed to carry forward the other recommendations.

Recommendations 3 to 6 involve the allocation of current operating funds. Their rank order is designed to signal the relative intensity of the

claim represented by each recommendation, and not to suggest that the higher ranked recommendations must be met in their entirety before the lower ranked recommendations are addressed at all.

The first premise of any effective academic strategy is that the University Academic Plan must be seriously addressed in all resource allocation and decision making which impinges on academic activity. This is especially important at a moment when York will experience a new infusion of funds as a result of the revision of its funding base.

Priority recommendation 1

The University Academic Plan should be seriously addressed in all decision making which bears upon the academic development of the University and, so far as possible, its objectives respected:

- A. The administration should develop for discussion with APPC a financial strategy which identifies what portion of the new resources of the University are to be devoted to the attainment of the objectives of the University Academic Plan.
- B. In preparing the annual University budget and the budgets of all academic units, new allocations made to support the University Academic Plan and local plans should be so identified, and a narrative account provided of the way in which the objectives of these plans have been addressed.
- C. The academic plan of each academic unit should contain a brief narrative account of the most significant ways in which the unit has managed to address the objectives of the University Academic Plan.
- D. A small central fund should be established in the Office of the Vice-President (Academic Affairs) to facilitate the preparation, introduction and review of policy initiatives identified by the second University Academic Plan, and similar funds should be established in decanal budgets to support Faculty and departmental initiatives.

In defining the relationship among the specific objectives of the University Academic Plan, several themes, expressed as its general objectives, are always immanent:

- * the enhancement of quality is a primary objective;

- * quality must be sought in a manner consistent with York's commitment to equality and social justice for all of its constituents;
- * we must continue to make special efforts to appoint women to tenure-track positions;
- * we must continue our efforts to secure greater resources;
- * the articulation of clear collective and individual academic goals is essential;
- * interdisciplinary activity is a hallmark of York's teaching and research;
- * teaching and research are valued equally;
- * the University, in carrying out its societal responsibilities, should function as a responsible institutional citizen.

One matter requires obvious and urgent attention. Recent analysis has revealed that York's space deficiency is, if anything, even more extreme than its relative deprivation of operating funds. During the period of rapid and sizeable growth, beginning in the mid-1970s, we added virtually no space at all. Only very recently have we made modest progress with the opening of the West Office Building and the Lumbers Building and the authorization to proceed with Fine Arts Phase III. Even so, we may be lacking well over 100,000 square metres (1 million square feet) of space.

We must remedy the extreme shortage of space for our existing teaching, research and other commitments. Until we do so, it will be very difficult for us to hire more full-time faculty, expand research, improve our teaching ambience, provide expanded student services, house additional support staff, or add new equipment.

To add space requires one-time expenditures on new facilities, or on the improvement of old facilities, but it also involves ongoing future expenditures for running costs. These expenditures must not be allowed to preempt conventional academic expenditures, but they must be counted as a cost of conducting present and new activities at a satisfactory level. However, since implementation of various priority recommendations will be phased in over several years, and since some of our new funds are to be held

in reserve for future initiatives, we have some margin within our operating budget in the short run to help to address our space needs.

Priority recommendation 2

York's space deficit must be addressed extensively and urgently, both by providing new facilities or converting existing facilities, and by providing for the running costs of these facilities as one of the costs of new academic initiatives.

Assuming that space will be made available to accommodate existing personnel and activities more adequately, as well as the new personnel and activities made possible by new resources, the next priority should be given to the realization of Faculty academic plans.

These plans can, and typically do, address both the reinforcement of existing programmes and the provision of resources for new activities. Each Faculty must accept responsibility for striking an appropriate balance between the two, subject always to internal and external accountability. The Faculty plans also identify various needs as urgent, including most frequently new full-time, tenure track appointments; additional support staff; and equipment. From an overall University perspective, each of these is plausible as a high priority need, although it is not possible to stipulate which is most urgent in any given Faculty or unit, or what balance might be struck among them.

Funds should, therefore, be made available in response to well-developed plans showing how the Faculty intends to address its various needs over the three-to-five year period covered by the second University Academic Plan and the Faculty plans, and especially how teaching and research will be reinforced by the contemplated expenditures. Where proposed expenditures will advance both objectives, they should normally rank ahead of expenditures which advance only one. Expenditures which advance the plans of two or more Faculties or units, or promote interfaculty collaboration and mutual support, should be encouraged.

Since needs are likely to exceed the available resources, and since not all needs are equally urgent or capable of being addressed in one year, present commitments may be made for future expenditures, and reserves created for specified purposes.

Priority recommendation 3

Funds should be made available to the Faculties for expenditure in accordance with their academic plans. Primary consideration should normally be given to expenditures designed to enhance both teaching and research, by increasing the tenure-track complement, enhancing the professional atmosphere for part-time and other limited term faculty, improving the level of support staff, and meeting equipment needs. Long-term expenditure strategies should be encouraged, involving where necessary the creation of reserves.

In light of the aspirations of this Plan concerning the composition of our student body, and the desire to attract and retain outstanding, disadvantaged, mature, and other categories of students, attention must be given to our presently limited graduate and undergraduate student aid programmes. Since the quality of the actual programmes delivered to students is of transcendent importance, improvement should be achieved with the least possible intrusion upon other academic priorities. This can best be accomplished by drawing on earmarked sources of funds, especially those contributed for the purpose.

Priority recommendation 4

Funds for scholarships and bursaries should be increased as rapidly as possible, and wherever possible by recourse to external funding sources. These funds should be provided to advance objectives in the University Academic Plan and in Faculty plans.

While instruction is essentially organized and provided at the level of Faculties and departments, the central administration has responsibilities in a number of areas which affect the academic quality of the University.

For example, the York University Libraries and the Department of Instructional Aid Resources both seem to have suffered long-term erosion. A review should be undertaken of the budgets of these units, and of central computing facilities, to ensure their basic health. In the meantime, funds should be provided -- initially on a limited-term basis, pending review -- to restore these important facilities to reasonable levels of health. Wherever possible, such funds should be supplied from dedicated sources, such as provincial Excellence Funds.

Similarly, in order to improve the general atmosphere for students and faculty members, there must be modest increases in the quality of centrally provided academic services and facilities. By way of example only, these include resources for the general reinforcement of teaching and research initiatives (including, for example, the Writing Centre, Educational Development Office, Office of Research Administration, York International, and short-term developmental grants), and common or shared academic administrative functions (such as student recruitment, counselling and records).

Finally, the central administration shares general responsibility for the quality of student life with the Faculties, Colleges and other academic units. As part of a strategy to improve the atmosphere at York, progress must be made in this area as well.

Priority recommendation 5

- A. The York University Libraries and the Department of Instructional Aid Resources should be provided with funds, initially on a limited term basis, to repair past erosion. These budgets should be reviewed in order to determine appropriate levels of ongoing support.
- B. Academic Computing, both at the Faculty level and centrally, should be reviewed, and an overall assessment made of the additional needs of the University. Nevertheless, sufficient support, using special provincial funds, should be made available to maintain, and, where appropriate, extend access to, current levels of service.
- C. Central academic support activities, especially those providing support for teaching and research, should be reinforced.
- D. Efforts should be made to improve student facilities and services.

In the nature of the consultative processes which produce the University Academic Plan and Faculty plans, future developments tend to be defined as an extrapolation of the present activities of existing units and individuals. However, as our faculty complement is renewed and expanded, new members may identify new needs; as our planning improves it will likely identify possibilities not previously considered; if external circumstances change, new opportunities may be revealed.

In view of the fact that we are unlikely to receive another major new infusion of funds in the near future, we must avoid an immediate commitment of all new resources, which would preempt future possibilities. Instead, we must preserve a margin for flexibility and innovation and for activities not yet identified by existing planning documents.

Priority recommendation 6

We should maintain a margin of flexibility, innovation, and support for activities and individuals not yet contemplated by the University Academic Plan and Faculty academic plans.

As indicated initially, these priority recommendations have been rank-ordered. However, it is neither possible nor appropriate to assign dollar values to them or to suggest that the lower-ranked should be stood down until the higher are completely implemented. And, as indicated, these priority recommendations do not seek to compel, only to sensitize. Considerable latitude must be left for the exercise of good judgment on the part of those with administrative and financial responsibility as they act to attain the objectives of the University Academic Plan.

But flexibility and latitude are not infinite. We do urge that the Board and the administration:

- (i) respect the academic priorities defined by Senate in this second University Academic Plan,
- (ii) move forward, if at all possible, on several priorities at once, albeit at different rates of speed,
- (iii) work with the Faculties to accomplish detailed implementation of Faculty plans in such a way that objectives of the Plan are advanced, and
- (iv) develop, in association with APPC, techniques for evaluating the efficacy of the planning process, the quality of the Faculty plans and the University Academic Plan itself, and the results of the strategy expressed in this series of "priority recommendations".

VIII. EVALUATION OF THE ACADEMIC PLANNING PROCESS

The second academic planning exercise has yielded a relatively complete version of a plan. Future additions and amendments should occur in a gradual, evolutionary fashion with more time for deliberation and discussion.

In the immediate future, therefore, APPC should: (i) monitor the action strategies formulated by the administration and individual Faculties to realize objectives established in the Academic Plan; (ii) encourage evaluation efforts to determine the extent to which objectives of the Plan are guiding decision makers and the extent to which those objectives are being achieved; (iii) review the degree to which the objectives continue to be valid in the context of changing circumstances; and (iv) identify key issues which emerge and call for resolution or "strategic management".

Pending the advice of the reconstituted APAY group which will review the whole planning process (and address the question of how planning at the Senate level relates to planning at Faculty or unit levels), APPC should take account of faculty and departmental plans prepared in 1986-87 in developing the third version of the University Academic Plan, and should seek a closer integration of its work with the work of the various standing Committees of Senate responsible for particular aspects of Senate's policy and programme.

General Objective 1

The first general objective of all forms of academic decision making at York over the next five years should be to enhance the quality of all of our activities.

General Objective 2

The enhancement of academic quality recommended in General Objective 1 entails an equally vigorous pursuit of equity for all members of the York community, with respect to education, employment, and participation in decision making.

General Objective 3

The University must continue to make special efforts to appoint women to tenure track positions, and otherwise provide an encouraging academic climate for all students and faculty members, regardless of sex.

General Objective 4

A major objective of York University must be to: (i) continue our efforts to persuade the government of York's case for further increases in funding based on past funding inequities relative to the Ontario university system, and to obtain additional funding to redress these inequities; (ii) work with other institutions to continue to improve the level of funding for the university system as a whole; and (iii) try as assiduously as possible to increase the level of funding from appropriate non-governmental sources in order to support internally agreed upon priorities.

General Objective 5

Effort must be made over the next three years, at the levels of each individual Faculty, academic unit and faculty member, to identify and articulate clear academic objectives with respect to teaching and research so that positive steps may be taken to assist at all levels in the achievement of the overall goal of enhanced academic quality at York.

General Objective 6

The University should maintain and enhance its commitment to interdisciplinary teaching and research.

General Objective 7

Teaching and research are to be valued equally as contributions towards performing the University's academic functions. It is also understood that contributions made through service to the

University are essential in building and sustaining a viable and creative academic community. Each member of the professorial stream is expected over time to contribute actively to all three areas.

General Objective 8

The University affirms its societal responsibilities, which are carried out mainly through ensuring a suitable environment for the free pursuit of knowledge. Further, the University embraces its responsibilities to undertake teaching, research and service in a spirit of social and economic justice, and to act as a socially responsible employer, investor and member of our community.

Objective 9

There should be a continuation and extension over the next few years of recent efforts to place a strong and visible emphasis on general admissions criteria, recruitment strategies and scholarship programmes which focus on excellence as represented by secondary school averages. In particular, the aim should be to continue to increase the proportion of undergraduate students with a 75 percent secondary school grade average or better, or its equivalent.

Objective 10

The practice of selective accessibility should be used to offset the socially regressive effects of limitations on general accessibility, as well as to seek out those with academic promise who may, due to extenuating circumstances, have not demonstrated their capacities through their grades alone.

Objective 11

We must continue to expand our services to educationally disadvantaged groups such as the physically handicapped, the sensory impaired and the learning disabled, by seeking resources and support from government agencies and from the community at large to facilitate their education; further, we must create an awareness and understanding among faculty of the potential changes needed in the relationship between faculty and these students and between such students and their work.

Objective 12

We should reduce the present academically unacceptable ratio between the size of the student body and existing faculty, staff and physical resources, insofar as it is possible to do so without incurring further financial deprivation. We must allow increased enrolment only on the express stipulation that it will yield concomitant increases in financial support.

Objective 13

We must continue to draw the attention of the provincial government to the potential deterioration of regional accessibility in the Metropolitan region and its environs, affecting particularly economically disadvantaged groups and others who have good reason to attend local universities. We must also signal our willingness in principle to contribute to an alleviation of the problem, if our resources are appropriately adjusted.

Objective 14

Faculties, colleges, and individual academic units involved with undergraduates should continue regularly and carefully to reexamine their educational aims and objectives and the effectiveness of their programmes in order to clarify for themselves and their students and for the University as a whole the underlying educational philosophy guiding their efforts, the individual and collective contributions of the faculty to the enhancement of their unit, and the means being taken to further develop student academic potential.

Objective 15

Undergraduate Faculties, which have been affected by the changing composition of the student body, shifts in patterns of student enrolment and programme offerings, and the initiatives of individual faculty members, should continue to review their traditional missions and consider structural, administrative, programme and staffing adjustments which may contribute to high standards, internal coherence, and the availability to all students, including those with special educational needs, of a series of authentic and well-grounded educational alternatives.

Objective 16

To the extent possible, cooperation and mutual support among Faculties and units engaged in related activities should be encouraged. While reviewing institutional changes or adaptations that may be necessary to reinforce and harmonize existing offerings, the University should explore possibilities of further academic diversification, with a view to the enrichment of the intellectual environment of York and to a better balance of programmes, units and Faculties. A study should be undertaken to assess the academic comparability of nominally equivalent courses.

Objective 17

Every effort must be made to continue and to intensify recent efforts to review the quality of the undergraduate educational experience at York. To this end, Senate should approve the

introduction of a regular system of undergraduate programme reviews, including external referees where appropriate, such as that already initiated on an experimental basis in parts of the University. A set of criteria should be established by Senate for the purpose of deciding when and for which units reviews should be initiated.

Objective 18

Student retention patterns should continue to be monitored by the Administration and reported to the University community. Appropriate academic and administrative bodies should then determine whether there is a problem, and, if so, what strategies should be adopted to respond to it.

Objective 19

Faculties and Colleges should review the undergraduate student advising activities of members of faculty. Academic advising should be regarded as a powerful tool for creating a bond between students and the University, for achieving a higher level of student satisfaction with the educational process, and for attaining a better retention rate.

Objective 20

In general, the University should continue to increase the proportion of instruction provided by full-time faculty, and such appointments should contribute to the University's research and teaching strength. At the same time, the University should support the academic career development of part-time faculty

Objective 21

Where a commitment to graduate work is essential to the development of undergraduate education and research, that commitment should be made.

Objective 22

York should also give special attention to the introduction of graduate programmes which respond to societal needs and student demands in areas in which we already have faculty strength and a high level of undergraduate activity or research activity.

Objective 23

The University should develop procedures for taking account of the faculty requirements of both proposed new programmes and existing programmes at an early stage in the development of hiring priorities, and for ensuring graduate studies involvement--

wherever appropriate -- in the process of making appointments to full-time faculty positions.

Objective 24

The University should establish arrangements to facilitate the participation of appropriate faculty in graduate teaching and administration from all Faculties of the University.

Objective 25

The Dean of the Faculty of Graduate Studies should continue the practice of reviewing for Senate on an annual basis the status and results of recently completed and ongoing graduate programme appraisals.

Objective 26

Given the important relationship between graduate student funding and the quality of graduate programmes, as well as the relationship between research and graduate work, every effort should be made to increase the amount of support for graduate students from all sources inside and outside the University, including support from research grants and contracts. Insofar as this step will help to attract first-class students, it will also increase the amount of support from external fellowships.

Objective 27

Professional teaching units should continue to develop and reinforce a critical, ethical and intellectually grounded perspective on their discipline and their profession.

Objective 28

Members of professional teaching units may be involved in professional activity in their teaching, research and service activities; such units should, therefore, ensure that a deliberate and proper balance is struck in the totality of the activities engaged in by their students and faculty members, and in the allocation of resources, as between scholarly and more purely professional objectives.

Objective 29

Professional teaching units and University-wide bodies should review and refine their criteria for appointments, tenure and promotion, and similar decisions, especially with a view to ensuring that they:

- (i) distinguish between routine professional practice and

significant creative activity and contributions to knowledge in the applied sphere, and

- (ii) consciously stipulate, in all systems of rewards and honours, in support for further scholarship, and in representations to external agencies, that appropriate recognition be given for significant contributions to knowledge in the applied spheres of profession-related disciplines.

Objective 30

With a view to ensuring high standards of teaching, scholarship and service, the University must:

- (i) provide guidance regarding the acceptable extent of professional activity for full-time faculty members, within the context of a diversity of local circumstances and traditions; and
- (ii) develop and seek to implement, after compliance with appropriate procedures, mechanisms to ensure that the external professional activities of faculty members do not interfere with their full contribution to the activities of the University.

Objective 31

The University should recognize that certain types of teaching and research in professional and other teaching units entail higher than normal levels of financial support, and make every effort to provide such support.

Objective 32

Faculties and programmes engaged in professional formation should continue to develop their staffing arrangements to effectively integrate full- and part-time instruction.

Objective 33

This University affirms as an integral part of its teaching missions our commitment to part-time and mature student education in its many forms.

Objective 34

In keeping with York's long-standing principles and interests, we must continue to make higher education available to mature students, particularly to those who cannot or choose not to study full-time and including those who cannot or choose not to come to the campus to do so, by generating a coherent policy

regarding all of our activities (degree or non-degree) for such students.

Objective 35

Within Faculties and programmes at the undergraduate and graduate levels there should be a continuing review of, and a publishing of information about, the wide variety of needs for mature student education, our recruitment approaches to these clients, and our approaches to assessing academic potential by means other than recent academic grades.

Objective 36

Given the large numbers of part-time and mature students across the University in many Faculties, Senate, through the Senate Committee on Admissions, Recruitment, and Student Assistance (SCARSA), while acknowledging differences among Faculties, should deal in a pan-University way with admissions policies and procedures regarding part-time and mature students, and should monitor the effects of selective accessibility on applicants presenting non-traditional qualifications.

Objective 37

All Faculties and academic support services should attend to the needs of some mature students for transitional (and ongoing) academic support, and should plan to meet those needs, through services including sensitive advising and academic skills development.

Objective 38

Faculties should gather a profile of their part-time and mature students, with funds centrally provided for this purpose.

Objective 39

The University and academic units should continue to support and refine our efforts in all spheres to overcome the barriers to undergraduate, graduate, professional and non-credit university education for part-time and mature students. Among the priorities for review in this area should be increased off-campus courses; more specialized and convenient services; evening, weekend and occasional childcare; and policies regarding scholarships and financial aid, and their implementation in all Faculties.

Objective 40

The achievement and maintenance of a high standard of teaching require both material and honorific support. The University

should allocate resources to promote and reward effectiveness and innovation in teaching.

Objective 41

The University must acquire, maintain, replace or repair the equipment and space necessary to fulfil its teaching mandate.

Objective 42

While units need to consider and utilize a variety of teaching formats, the optimum size for each format should be determined and respected in order that the quality of the teaching/learning process be repaired and preserved.

Objective 43

So that faculty may do full justice to their teaching as well as to other aspects of their academic mandate, average teaching loads must be reassessed, the full-time faculty complement must be increased, and individual programmes must select with care the total number of courses to be offered in any given year.

Objective 44

Criteria for determining teaching loads as part of overall workloads should be reviewed and documented by units. The University should move towards the reduction of inequities in workloads.

Objective 45

Existing instruments for the evaluation of teaching should be reviewed and, where necessary, improved. Faculty should undergo periodic ongoing evaluation of their teaching both to help them improve, and to attest to the quality of, their teaching. Dossiers providing evidence about teaching should be prepared and used, where appropriate, for decisions about merit pay, teaching grants, promotions and other honours and awards.

Objective 46

The University, Faculties, and units should provide honorific and material rewards for outstanding teaching accomplishments.

Objective 47

A. The University should encourage professional development, curricular innovation and skills development by strengthening support for teaching under the authority of the Vice-President (Academic Affairs).

- B. COSSU should consider recommending to Senate that the Senate Sub-Committee on Teaching and Learning become a Standing Committee of Senate with a representative of the Office of the Vice-President (Academic Affairs) as an ex officio member.
- C. Deans and unit chairs should address the question of how to improve the quality of teaching, and take practical measures to that end as quickly as possible.

Objective 48

York should commit itself to the intensification and the enhancement of quality of the full range of scholarly activities of its faculty members, and should make every effort to promote such activities by mobilizing greater human and material resources for the support of research.

Objective 49

In making professorial appointments, academic units should consider a candidate's record and potential for both excellence in teaching and sustained contribution to scholarship. Newly appointed faculty members should be informed from the outset of the University's high expectations concerning their research contribution, in relation to such matters as tenure and promotion, and urged to use sabbaticals, summer terms and other periods of reduced teaching obligation for research activities. So far as possible, junior faculty members should be relieved of heavy administrative burdens, and afforded all possible support and encouragement in their scholarly pursuits.

Objective 50

Policies should be adopted which will encourage all part-time and full-time faculty members to engage in scholarly activities without diminishing the University's commitment to excellence in, and proper support of, teaching. Research contributions of particular distinction should be appropriately recognized.

Objective 51

Consideration should be given to improved support for undergraduate and graduate students engaged in research; and for the hiring of research assistants, technicians, postdoctoral fellows, and research associates to assist in ongoing projects where appropriate.

Objective 52

The University should encourage collaborative research effort

through support for structures such as Organized Research Units, research programmes and working groups.

Objective 53

The University should encourage individual research effort through resources appropriate to that research mode.

Objective 54

The University should seek to increase the level of external and internal support provided for scholarly activity in a manner consistent with its other equally binding obligations. It should develop and maintain an up-to-date, complete and accessible record of the research interests, activities and achievements of every York faculty member.

Objective 55

York should reinforce Glendon's efforts to become fully bilingual, and should actively pursue the possibility of greater bilingualism across the University. In support of these two goals, it should ensure active and ongoing internal consultation and strive to create a favourable external policy and financial context.

Objective 56

Relevant administrative and academic bodies should develop collaboratively a University-wide strategy to make sure that the libraries at York are able to support the major goals of the University Academic Plan. A detailed report should be brought to APPC in order to inform both the revision of the Plan and the budgeting process for 1988-89.

Objective 57

- A. The administration, through the Computing Services Committee and York Computing Services, and the academic computing community, through the Senate Committee on Academic Computing and a reconstituted Academic Computer Users Committee, should continue to work on developing collaboratively a University-wide strategy to guide resource allocation in academic computing and communications;
- B. In making decisions on allocation of resources, the relevant bodies should:
 - (i) pay particular attention to providing adequate support mechanisms so that the resulting purchases will provide the maximum utility for research and teaching;

- (ii) provide appropriate help for those parts of the University not now heavily using academic computing, in attempting to formulate their plans for future computing and communications needs, and in identifying the extent to which those needs can be met with existing resources.