



**YORK**  
UNIVERSITY

**REPORT**

---

**PRESIDENT'S COMMISSION ON  
GOALS AND OBJECTIVES**

**APRIL, 1977**

---

## CONTENTS

	<u>Page</u>
INTRODUCTION	1
THE HISTORICAL CONTEXT	5
I.    The Past	5
II.   The Present	6
III.  The Future	12
THE UNIVERSITY'S OBJECTIVES	18
I.    Overall Aims	18
II.   Undergraduate Education and the College System	21
III.  Graduate Education	43
IV.   Teaching, Learning, and Scholarship	49
V.    Review and Assessment	59
VI.   The Environment for Learning	63
VII.  Planning and Organizational Development	89
CONCLUSION	98
APPENDICES	99
I.    Members of the Task Forces and the Research Group	99
II.   List of Submissions made to the Commission	102
III.  Terms of Reference for Proposed Academic/Administrative Posts	104

## INTRODUCTION

### I. The Creation of the Commission

The Commission on Goals and Objectives of York University was created in response to a number of pressures from within and outside the University. Short- and long-term financial prospects and demographic projections, combined with changing public and governmental attitudes toward institutions of higher learning, have stimulated universities to define publicly their future goals and set a course toward them; in fact, studies similar to this one have already been undertaken in many other Canadian universities. Charges from the public, on the one hand, of irresponsible use of taxpayers' money and from the universities, on the other hand, of unwarranted government interference in their affairs, are irreconcilable positions. It seems clear that in order to live in an atmosphere of continuing financial constraint and at the same time respond to the need for new initiatives, the University will not only have to identify its own priorities, but to seek a less dependent status for itself and assume a role of advocacy in the larger community.

Within the Senate, interest in future planning was aroused as early as the fall of 1974, and in May, 1975, the Senate's Academic Policy and Planning Committee (APPC) was requested to prepare a draft statement of the University's priorities and academic goals and the process by which they could be realized. APPC made note of the fact that academic goals cannot be framed or achieved in isolation from other important goals such as social goals - both in the broader sense of the University's future role in society and in the sense of the nature of the society within the University - nor in isolation from economic and administrative factors. It was that Committee's view that a draft statement of priorities written solely from the academic point of view would fail to serve the desired purpose unless administrative structures were subjected to a re-evaluation at least as intensive as academic issues were to receive. Furthermore, if the administration were not a partner to the debate on priorities and committed to the same objectives favoured by academic bodies, realization of these aims could be problematic. Because it was apparent that many, if not most, of the issues requiring debate would fall outside of APPC's terms of reference, the Committee came to the conclusion that a smaller body having broader terms of reference would be needed to conduct a thorough-going exercise. After discussing various alternative structures for a commission, APPC and its Steering Sub-Committee accepted a model proposed by the President: a five-member University Commission to be headed by the President and to include two faculty members nominated and elected by the Senate. It was anticipated that APPC would have a major

participatory role to play in bringing forward many of the Commission's recommendations for Senate discussion and assisting with the process of implementation.

A motion proposing that Senate lend its full co-operation to the establishment of the Commission on Goals and Objectives was approved by Senate at its meeting of September 25, 1975. Professors Robert Haynes and John Yolton were elected by Senate to the Commission, and shortly afterward Mrs. Naomi Wagschal, representing the alumni, and Mr. John Bankes, representing the students, were elected. Mr. Michael Scott served as Executive Secretary until September 1, 1976, at which time that position was assumed by Mrs. Barbara Abercrombie. The Commission's secretarial work was ably performed by Mrs. Peggy Cowley of the President's Office.

## II. Terms of Reference and Procedures

The first meeting was held on January 16, 1976 and terms of reference were established. At that time the Commission adopted as its overriding aim an examination of "the fundamental question of the structure of York, its academic programmes and priorities, and how the University is equipped to deal with them." It was our hope that this process would not result only in generalized statements on familiar themes, but also in concrete courses of action for the University which could be projected over at least the next decade. The University's traditional goals of excellence in teaching, research, and public service were to be re-evaluated in the light of best estimates of the realities of life in the seventies and eighties.

The Commission began work by soliciting briefs from a wide cross-section of academic bodies, associations, and individuals. Letters were sent out to, among others, the Senate, the Faculties, C.Y.S.F., Y.U.F.A., and Y.U.S.A. asking for their views on York's future and a frank evaluation of its strengths and weaknesses in the present. We held conversations with almost all of the groups responsible for making submissions, during which an attempt was made to explore the issues raised by the briefs in an informal manner by sounding out the participants on changes in the structure or environment of York which might enhance the quality of our intellectual and cultural life on campus. In addition to meeting with such groups as the Faculties, the Libraries, the Women's Centre, and the Council of College Masters, we held three dinner meetings with members of the surrounding communities in which York is located and from which it draws the bulk of its student population; some enlightening perceptions of the role York plays, and is asked to play, emerged from these sessions. After discussing matters brought out in the sessions with the Faculties, we invited each of the Deans and the Principal of Glendon College for an interview concerning his or her Faculty and University affairs in general. In all, the Commission held 80 meetings between January 16, 1976 and April 3, 1977, 48 of them in consultation with others who have a stake in the University's

future.

Throughout these meetings, mindful of the danger of forming precipitate judgements about specific components of York, we sought chiefly to be instructed and informed, particularly on questions related to quality: the quality of life on campus, the quality of our teaching and research, the quality of the academic programmes, of the student body, and so on. Divergent or opposing points of view were thoroughly investigated. Financial questions were put to one side until we had determined what seemed to us to be the proper objectives for the future. In no instance did Commission members come to a hearing with a plan in mind, or with any predetermined opinions.

### III. The Issues

With few exceptions, the response to the request for submissions was heartening. We were disappointed in the slow and meagre responses from students, and uncertain whether this reflected general satisfaction with the operation of the University, or a mark of confidence in the Commission, or neither. In general, however, we found the briefs to be most informative, though perhaps more of the past and present than of the future prospects. Our task was evidently becoming one of grappling with a situation in which the prevailing mood in the University favoured change, but very little in the way of detailed advice was offered as to what kind of change, or how it might be accomplished.

From the start, the members worked from the assumption that none of York's structures or units was sacrosanct or immune from questioning. We further believed that radical proposals, even ones which are on the face of it financially impossible at the moment, were required in order to meet the deep-felt urges for change, for recapturing the innovative spirit that was once the very essence of York University.

As the hearings progressed and issues began to crystallize, four broad areas of concern common to many of the submissions and conversations emerged. Recognizing we did not have the time to explore these matters in detail, we appointed four Task forces in mid-October to examine and make recommendations on the areas of research, physical and cultural ambiance, the College system, and York's philosophy of undergraduate education. At the same time, we commissioned a series of research projects, to be carried out by a group of colleagues under Professor W. C. Found, to provide the statistical framework within which recommendations might be made. All five groups, working under severe pressures of time, submitted their reports by February of 1977, and the Commission deeply appreciated the work of the faculty members, students, and staff members who took the time from their otherwise busy schedules to help to expand the Commission's (and the University's) knowledge of York's roots and of the options open to the University. Their reports are listed in an Appendix to this Report,

along with the names of the contributors. Because of the comprehensive nature of the information compiled, and the fact that it did not always reflect internal consistency or complete agreement on every subject, the Commission, naturally enough, found that it could not support every recommendation made by its Task Forces, nor every conclusion drawn by its researchers; but those persons who have read the reports of these groups (on file in the York University Libraries) will recognize the magnitude of our debt to them.

It is, unfortunately, impossible to mention the names of all those who, as individuals or members of groups, contributed significantly to the Commission's efforts. A glance at the long list of briefs submitted will show that there still abounds at York the type of person willing to contribute instinctively of his time and knowledge for the good of the University as a whole. It is upon this community of higher and broader interests that the University will rely in the future as we attempt to achieve our goals and objectives.

#### IV. To the Reader

The Commission would direct two cautions to readers of its Report. First, the Report does not purport to provide a completed plan for the University's development, but guidelines along which future planning may be done, and specific recommendations for creating a climate in which York will be able to respond to the exigencies of the future. It is up to the University's delegated bodies - Senate APPC, the Policy Committee - to carry on the work begun by the Commission on Goals and Objectives. It is for this reason that some of the recommendations made herein are not as detailed or fully worked out as some members of the community may have wished; it remains to the Senate and the administration to flesh out these proposals with the participation of faculty, students, and staff. Second, the Report should be viewed in its entirety, not as a collection of disparate parts capable of being criticized in isolation from each other. The Commission's recommendations are closely interrelated, as are the components which make up this University.

## THE HISTORICAL CONTEXT

### I. The Past

"From the inception of York University in 1959," states an early publicity brochure entitled The Three Cornerstones of York, "its founders based their plans on what careful research had shown to be the three most important needs in higher education in this community and province." These were (a) a small, residential, liberal arts college, (b) an evening college for part-time students, and (c) a large, urban, multi-faculty university - this last, to meet the rising demand for university places in Metropolitan Toronto in the early 1960s. The distinctive York curriculum was based on the principle that students should pursue a wide range of general or interdisciplinary studies before selecting a disciplinary speciality. "Advances in knowledge over the last generation have weakened the autonomy of the traditional disciplines," the same document goes on to say, and it is explicitly stated in other early records that a growing conviction at York about the validity of General Education was based not only upon the growth of such programmes at schools like Harvard, Chicago, and Columbia, but in reaction to the "great specialized courses" of Oxford and Cambridge, as seen in their manifestation as the Honours courses at the University of Toronto and most other Canadian universities. Going hand in hand with this notion of providing all students with a broad exposure to the traditions of the humanities, social sciences, and natural sciences went the ideal of small classes and faculty advising for each student. The College system was clearly intended to carry the humanization of the multi-university one step further by providing all the amenities of a small college to 1,000 or so students, without closing off "the larger range of facilities and intellectual interests available in a large university."

Perhaps because of the energy and enthusiasm which went into the attempt to translate these ideals to actuality, there grew up a tradition of fine teaching at York, and it was said that many faculty members were attracted to this University because it allowed them to put into practice their concern for the student. Many still speak with pride of the fact that no faculty member at York is permitted to teach graduate classes who does not also teach undergraduate classes, and indeed, the theme of smaller classes and close student-faculty contact is one which is still thought to attract a significant proportion of our students to York.

Between the ideal and the reality, however, have opened up several pitfalls. Like most other Ontario universities, York has seen a period of sudden growth, accompanied by governmental pressures for near-universal access to higher education and financial incentive in the form of B.I.U. payments, followed by a period of falling enrolments and severe financial constraint. In the period of recovery and growth which marks the newest phase, York has found itself with inadequate resources for replacement and modernization of its equipment; with too many small classrooms and not enough large lecture halls; with a frozen building programme but expanding faculties; and with a young library severely hit by inflation. Throughout, the University's members have engaged in continuing debates about the validity of General Education and the College system.

## II. The Present

### A. Students

Research conducted for the Commission shows that our student body can be characterized as follows:

- (i) Within the system of Ontario universities, York University experienced a significant decrease in its proportional intake of students over the 1970-75 period. During that period, both the University of Toronto and Ryerson, York's two Metropolitan area competitors, increased their shares of the total Ontario undergraduate student body. The sharpest decline in new admissions was in 1973-74, however, and it seems likely that the University will regain its former share of the intake within the next year or two.
- (ii) York departs from the average profile for Ontario university students in having a relatively higher percentage of females (48.4%<sup>1</sup> in 1975), and a modal peak in students over the age of 25.
- (iii) Most York students come from large families, and many are first-born. (The Research Group concludes that families of our present students may therefore constitute a fruitful ground for future recruitment.) Most are in the first generation of the university-educated; 20% of students' fathers and 8% of their mothers have university degrees.

---

<sup>1</sup> J. Tait Davis et al., "Factors Influencing Student Enrolment, Performance and Experience at York University," vol. 1 (Office of Research Administration, 1977), pp. 1-2.

- (iv) The proportion of non-Canadian-born students (or those of foreign-born parents) is increasing at York, whereas the British-ethnic proportion has dropped considerably over the years.
- (v) 39% of the students in our four undergraduate faculties attended a high school outside of Metropolitan Toronto. York appears to be attracting students from a greater distance than it did a few years ago.
- (vi) Just under half of the students responding decided before they were aged 15 that they wanted to attend university. Many students gave career-related reasons for wanting to do so. Reputation of a specific programme was the reason given by students for choosing York in the following proportions: 35% Arts, 43% Fine Arts, 23% Glendon, and 31% Graduate Studies. As many as 35% of Arts, 29% of Science, and 24% of Glendon students said the main reason was that York was "close to home." Across all faculties, a major source of influence in the decision to come to York was the calendar.
- (vii) An increasing percentage of the University's students have interrupted their studies at some point.
- (viii) York's admission standards are considered far too easy by over 30% of students in all faculties (except those in Osgoode and Atkinson), the percentage being as high as 44% in Arts. (However, it is interesting to note that the minimum grade levels required for admission are not inconsistent with those of other Ontario universities.) Positive and negative attitudes toward the General Education programme are almost evenly split. When confronted with a list of 22 options for improving York, including academic, social, and physical improvements, students in every faculty opted heavily for only academic improvements, such as standardized grading procedures, reduced class size, more library books, greater course selection, and tighter admission procedures.
- (ix) Undergraduate studies are financed mainly by personal savings, parents' contributions, and part-time jobs, whereas Atkinson and graduate students rely heavily on their own jobs or those of their spouses as sources of income. As many as 45% of undergraduates (53% in Arts) have a job during term; of these, 44% overall work for 12 hours or more each week. About one fifth of all undergraduates feel they are having serious financial difficulties.<sup>2</sup>

---

<sup>2</sup> Clifford Jansen et al., "Factors Influencing Student Enrolment, Performance and Experience at York University," vol. 1 (Office of Research Administration, 1977), pp. 3-5.

- (x) York appears not to have attracted high-achieving students in large numbers. From 1968 through 1972 the proportions of Arts' entering cohort from Grade 13 with averages of 80% or better were, in order, 7.5%, 6.2%, 5.8%, 5.9%, and 4.3%. Furthermore, there is evidence that the University's scholarship programme of some years back for students earning over 80% was dysfunctional in that it served to drive up high school averages in school districts contributing heavily to our student population.
- (xi) Entering classes have been characterized over the years by grade inflation in the secondary schools and a declining level of skills; the ability of students with Grade 13 averages of 70% and over to achieve a B average at York is declining.<sup>3</sup>

## B. Faculty

York recruited a very large proportion of its present-day faculty members during its period of rapid growth in the late 1960s; with a few exceptions, these were young scholars of very high promise. It is to be expected, therefore, that many were influenced in their early academic careers by attitudes prevalent in North American graduate schools in that decade.

Since 1973-74, the University has been forced to make most of its new appointments on a contractually limited basis, with very few additions to the permanent stream each year. As a result, the actuarial picture presented by the faculty is that of a body of persons whose mean age is about 38 years, nearly 90 percent of whom are tenured or in the tenure stream.

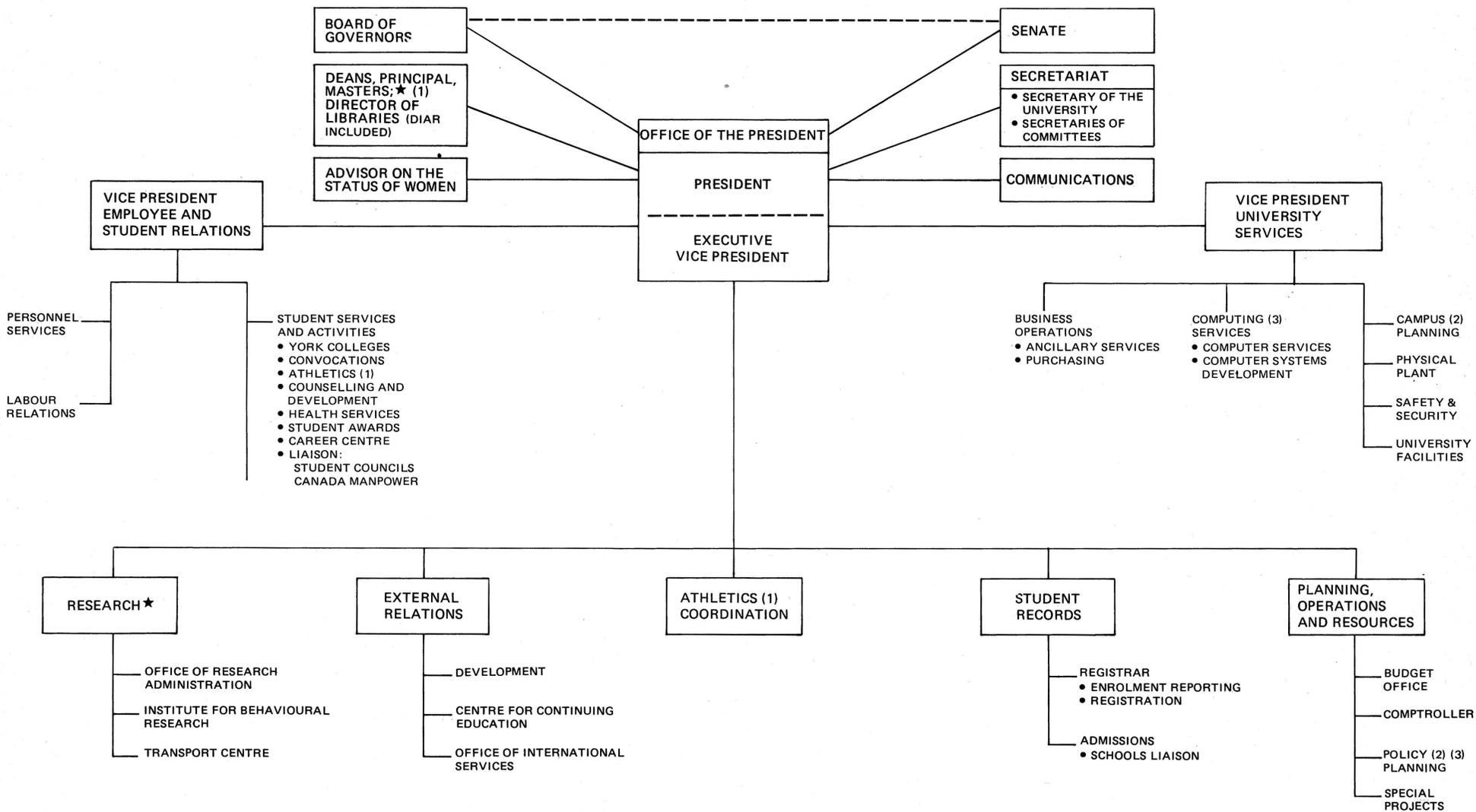
## C. The Administration

On June 22, 1976, President Macdonald published details of a new administrative structure for York University in the Gazette, with the objective of bringing about a closer and more effective relationship between the academic process and the administration intended to serve it. The model appearing on p. 9, which represents the ongoing development of that plan, is intended to support the President in a manner which will enable him to serve as the chief academic officer of the University and to achieve an integrated management structure for the purposes of planning; its aim is to provide programme analysis, performance review, and full accountability, and to meet new objectives in the fields of employee relations and staff development, physical

---

<sup>3</sup> Theodore W. Olson et al., "Factors Influencing Student Enrolment, Performance and Experience at York University," vol. 1 (Office of Research Administration, 1977), pp. 5-7.

Figure 1  
ORGANIZATIONAL FRAMEWORK FOR YORK UNIVERSITY



★ TO BE DETERMINED AS RESULT OF RECOMMENDATIONS BY THE COMMISSION ON GOALS AND OBJECTIVES

development of the campus, external relations, and records systems. Besides realignment on a functional basis of the overlapping network of responsibilities which used to report to the President and two Vice-Presidents, implementation of the plan has involved the appointment of a third Vice-President (Executive), responsible for the overall co-ordination of the operational and administrative functions of the University.

D. York's location in the scholarly community

As the Commission was informed by its Research Group and by its Task Force on the Future Role, Development, and Organization of Research, reliable indices to our stature in the academic community are hard to come by. The Commission itself experienced difficulty in making any firm assessment of York's strengths and weaknesses in scholarship, other than on the basis of impressions. Several knowledgeable people have conveyed their strong impression, for example, that York's Faculty of Administrative Studies ranked undeservedly low on a list recently compiled by the deans of Canadian business schools, and that our Faculty - on the contrary - should be ranked among the top three in the country.

The Advisory Committee on Academic Planning (ACAP) and Appraisals Committee consultants of the Ontario Council on Graduate Studies have lavishly praised some of York's graduate programmes; for all programmes assessed, they have provided the University with a good view of how our offerings are judged by authorities from other universities. As many of our programmes have seen changes in faculty and curriculum since the evaluations were made, these reports must be read with some caution; still, it seems clear that outside perception of York's graduate programmes in Chemistry, Environmental Studies, Social and Political Thought, Philosophy, and Sociology is, for the moment, very favourable.

If the ability to attract research funds from outside is an index to academic prestige, York's Biology Department (ranking first in the country on a per capita basis) and its Faculty of Science as a whole are surely worthy of note.

There seems little doubt that York has produced its share of graduates admitted to prestigious graduate schools at home and abroad, and that its own graduate programmes (and some undergraduate programmes) exert an attraction upon students from a far-flung area. The list of York authors with national and international reputations is long, and its faculty members have garnered not a few honours in the way of fellowships and honorary degrees. However, without conducting a poll of other universities in North America and overseas,

it is difficult to get an accurate impression of York's position and reputation relative to that of other universities. Certainly, working in the shadow of a 150-year-old institution with a reputation approaching pre-eminence in North America would appear to have caused members of the York community to downgrade their own achievements on occasion. Notwithstanding, this feeling of competition has called forth many imaginative, creative efforts to forge a special identity for York.

E. York's location in the physical community

The overriding concern conveyed to the Commission during our three meetings with representatives of the surrounding boroughs was a sense of York's isolation from the larger community, both figurative and real. The opinion has often been voiced inside the University that York, representing a bastion of middle- and upper-class aspirations, surrounded by a wide moat of unused land, might be viewed with some suspicion, if not resentment, by its immediate neighbours. Such fears are not, as it happens, entirely groundless, and we were glad to hear news of a few cooperative projects in the Jane-Finch area that were much appreciated by local residents. What was striking to us was the existence of a strong and unexploited interest in the local community for more participation in the University's affairs. We were told:

- that York's communications with the people outside its walls need to be improved;
- that information about the University's programmes should be more widely disseminated, particularly among younger high school students;
- that there is a desire for York to offer advice to struggling litigants/ratepayers' groups/ small businessmen/amateur theatrical groups;
- that many feel that York's curricula should give more emphasis to professional training;
- that feedback should be made available to outside groups participating in University research projects;
- that the University's facilities should be thrown open to local citizens;
- that community experts should be consulted on matters affecting the University's future.

There were some who encouraged the University to persist in its mission of achieving academic excellence and to continue to define "productive" in different terms from society at large, and many who offered to help us pursue our goals; but the other voice most frequently heard was that of the aggrieved taxpayer asking for accountability, or at least asking to be kept informed. These are all serious charges worthy of the University's consideration, and while the Commission decided, on reflection, that the University should not try to be all things to all people, we heard many valuable suggestions contained in the expressions of concern, which will appear in the form of recommendations later in the Report.

#### F. External pressures on the universities

With increased governmental involvement in the financing of higher education, universities throughout Ontario have been subject as never before to the weight of public opinion. Public perceptions of high costs, low standards, poor interface with high schools, and not enough emphasis on professional training, voiced frequently enough must inevitably have an effect upon legislators. The limitation on capital spending and the three-year averaging formula for operating grants (which effectively reduces income from growth by one third) might be seen as two examples of the pressures which can be brought to bear on the universities to re-define their goals. In a sense, we are labouring under the feeling of public disillusionment which has succeeded the euphoric era of the 1960s, when it was widely expected that the universities could act as an instrument for social change by providing upward social mobility for as many students as they could possibly accommodate.

### III. The Future

#### A. Faculty

The profile of faculty members in the regular stream presents what many see as an alarming picture: that the tenuring of a very large part of the professoriate, together with an age distribution heavily skewed to the younger side, may produce a period of academic stagnation in the eighties and nineties which York will find difficult to combat merely by the expedient of new hiring. (Exchange schemes, both intra- and inter-university, as well as with outside agencies such as governments, would no doubt ease the situation somewhat.) In addition, it is widely foretold that as young scholars become aware of the worsening job market in Canadian universities, graduate schools will see a decline in enrolments in all but professionally-oriented programmes, such that the universities will have few well-qualified recruits from which to choose should they ever experience another "boom" period.

If forecasts before the Commission are correct, there is every evidence that York will continue to grow if present conditions prevail. However, a major shift in the socio-economic climate could render some of our programmes redundant unless the University is able to change them to meet society's needs, or unless it can increase the flexibility of its academic staff. It may be that apprehensions of what the future will bring have contributed to the rise of faculty unions in Canadian universities, and at York in particular. There is no doubt that the York University Faculty Association, which has recently acquired union status, will have an important role to play in the achievement of York's future goals, but it is too early to predict the exact nature of that role.

#### B. Students

The Report of the Commission's Research Group makes it clear that many complex factors must be taken into account when attempting to predict future demand for places at York University. Demographic trends (including migration and fertility rates and their effect on the age structure in Ontario), predicted trends in Grade 13 enrolments, geographic shifts in the distribution of Grade 13 enrolment, development trends (including transportation emphasis and metropolitan and regional planning), economic factors, and projections of demand for a university education were all carefully examined by Professor J. T. Davis in volume 2 of the Report. He concluded:

No demographic constraints are operating to constrain growth in the undergraduate student body between 1976 and 1983. To the contrary, this age group, between 19 and 24 years of age, will continue to expand to at least the end of this century. In the next ten years population shifts within Ontario will increase the relative concentration of Grade 13 students within the University's primary and secondary market areas. This relative concentration creates an opportunity for steadily increasing numbers of admissions from Ontario Grade 13.

In more parochial terms the recent decision to proceed with the construction of 5,000 or so housing units on portions of the Downsview Canadian Forces Base will intensify student generation potential near the heart of primary market area. This effect will be felt after 1980 if recently announced target dates for planning and construction are more or less accurate. Continuing pressures on metropolitan area planners to increase the target population ceilings in the townships and regional municipalities surrounding Metropolitan Toronto,

but particularly to the north, are expected to create a greater than presently planned concentration of population in these areas of the University's secondary market area. These effects should be felt in the Yonge corridor north of Highway 7 between Bathurst and Bayview before 1981.

Overall demographic trends, together with the anticipated shifts within Ontario, are the basis for a conclusion that an opportunity does exist for increasing this undergraduate student body by 40 to 50 percent over the next five years.

Within the overall population the increasing fraction represented by 25 to 44 year olds in the COLUC<sup>4</sup> region, together with the fact that this older age group is already relatively more concentrated in the full-time undergraduate student body of York University suggests a possibility of increasing this relative concentration within a generally expanding full-time undergraduate student population.<sup>5</sup>

To the extent that demand for a university education can be said to have two main components - a job-related one and a consumption or life-style one (in which university attendance is considered a valuable experience in its own right) - whose relative influence can vary from individual to individual and from aggregate to aggregate over time, it might be wise of planners at York to calibrate the University's programmes more directly to the different kinds of demand in the future.

In addition, in view of the diversity of standards of preparation in the high schools, one would expect in the future to have to pay closer attention in the design of university programmes to the students' previous experience.

When questioned about the University's obligations with respect to present and future students, and the roles it should play as a public institution, the majority of York's alumni favoured encouraging students to adopt a positive attitude towards learning,

---

<sup>4</sup> Central Ontario Lakeshore Urban Complex.

<sup>5</sup> J. Tait Davis, "Factors Influencing Student Enrolment, Performance and Experience at York University," vol. 2 (Office of Research Administration, 1977), pp. 87-88.

developing professional skills, developing first language skills, and developing problem-solving skills as emphases for undergraduate programmes; of these, developing professional skills and developing problem-solving skills were most frequently cited as the objectives of graduate education. Most respondents to the alumni questionnaire considered research on matters closely related to social concerns as a "very important" or "important" goal for the University, and were also favourably disposed to suggestions that the University concentrate on fostering public knowledge and understanding, fostering the creative and performing arts in Canada, researching matters of intellectual concern, and getting involved in community problem-solving. The conclusion drawn was that alumni are of the opinion that York should make its influence or public image felt through research and other intellectual activities which have relevance for human or social problems.<sup>6</sup>

In Ontario, conventional expectations of student demand in the future have all centred on the anticipated downturn in Grade 13 enrolments. However, York in its recent history has shown increasingly less reliance on Grade 13 as its major source of students. Overall, prospects of a period of modest growth for the next six to nine years, followed by a period of sharp decline in enrolment increases, will undoubtedly serve as a powerful force in determining the course Ontario universities decide to chart for themselves. There seems every reason to believe that York's initiative in tapping new sources of enrolment, combined with steady growth in the Metropolitan Toronto area, will serve to release it from the most serious inhibitions implied by this picture. What is needed is an effective planning mechanism, of which more will be said later in this Report.

### C. External pressures

In the decades ahead, a decreasing rate of growth in both population and employment, coupled with slower growth in productivity in Ontario than in other parts of the country, is expected to produce not only a real per capita disposable income which may increase "hardly at all in the balance of this century,"<sup>7</sup> but also an incentive for capital investment in such areas as major resource and energy development, transportation, and the environment.

---

<sup>6</sup> Enoch F. Okpara, "An Analysis of the York University Alumni Survey, 1976," pp. 28-36.

<sup>7</sup> J. Tait Davis, "Factors Influencing Student Enrolment, Performance and Experience at York University," vol. 2 (Office of Research Administration, 1977), p. 66.

Considering that inflationary pressures are expected to continue into the next decade, a mounting resistance to heavy public sector spending - at the expense of consumption spending - might be expected. In the words of the Research Group's Report,

From the university's point of view demands upon the provincial treasury are likely to continue to be high. . . . A case which contributes to provincial objectives for increasing productivity in the work force would have better prospects at Queen's Park than one which omits this feature. It is the nature of things that where some things are deferred, it is the social concerns, rather than the economic ones, which are rescheduled.

While it seems likely that alternate concepts of work and a changing view of responsibilities in the home will create new sources of demand for what the universities have to offer, the survival of institutes of higher education in Ontario will depend in large part on their ability to persuade the public that they are providing services without which our society could not thrive. We are convinced that York University can and must meet this challenge while preserving the university's heritage.

---

<sup>8</sup> Ibid., p. 67.

## THE UNIVERSITY'S OBJECTIVES

### I. Overall Aims

Keeping in mind the parameters discussed in the preceding sections of this Report, the Commission identified a number of general objectives worthy of pursuing in the decades ahead.

These overall aims or objectives do not take the form of recommendations. They are, in fact, assertions of value whose importance appears to us to be self-evident. They are matters that were so often raised in the submissions and hearings, so heavily stressed by those who profess to be committed to the University's prosperity, and so forcibly impressed upon us by public reaction to certain of our questions, that a reaffirmation of their validity as goals is called for. Readers of the Report will find that ensuing recommendations on specific items have been informed by a commitment to these values:

The University should seek to identify and consciously build upon its existing areas of academic excellence.

One view shared by all Commission members from the start was that now was the time to look to the quality of York: the quality of life on the campus, the quality of teaching and research, the quality of our graduate programmes, and so on. Our first order of business was to examine York's existing units in order to assess whether the academic programmes of its faculties, institutes, and Colleges were academically viable and of high quality. The success of each unit was in part measured against the goals and objectives it had set for itself, placing financial questions aside for the moment.

The concept of making distinctions between programmes arose from the view that effort at York has so far been expended on doing a great number of things. Making distinctions implies judgements of quality: what are we good at? It is perhaps over-ambitious to suggest that we can do everything well. In an era when realistic support in time and money cannot be given to all endeavours, the University needs to single out individuals and units who are making the most significant contributions and give them extra help. The effects of stretching resources too thin are already being felt in such areas as library acquisitions and maintenance of an adequate equipment base in the sciences and fine arts. It is the Commission's conviction that the

University simply cannot build all of its programmes up to the highest international standards; somehow, time and money must be found for greater support of those activities which now have the best chance of achieving national or international eminence. Time, in fact, may be more important and easier to come by than money. But time can only be found within the system, by cutting in one place and adding in another.

The University must maintain a healthy environment for study, both in traditional and innovative fields of knowledge, independent of the vicissitudes of public demand.

York shares this goal with all other universities, who collectively are responsible for keeping alive ancient traditions of preserving, imparting, and advancing knowledge in all fields of human endeavour. While this effort may, in a community the size of Ontario, have to be a co-operative one, and may on the face of it appear to be at odds with the goal enunciated immediately above, York's planners should examine carefully proposals to phase out any of its programmes - particularly those that may be unique in the province. Moreover, given the changeable nature of public demand, the University should be prepared to make a more aggressive case to governments against the weakening of its capability to maintain these long-standing traditions, and therefore to respond effectively to shifts in society's needs. In order to do so, it will have to demonstrate that it is making responsible use of its resources; hence, the next objective:

The University should seek to fulfill its duty to society by helping to nourish its surrounding community and by developing the skills of critical thought and adaptability to change in its graduates, so that they may make an effective contribution to their society.

Plainly, there are motives of self-interest admixed with these aspirations. Further than that, however, the Commission casts its lot with those who have always held that universities and their larger societies are critically interdependent. This is true in more than a painful financial sense. We believe that the University's curricula and community relations efforts should reflect a commitment to this goal.

The University should seek to enhance equality of opportunity for all students, faculty members, and staff members, present and prospective.

This concern should continue to be reflected in York's admissions policies,<sup>1</sup> in its continued adherence to the recommendations of the Brown Report<sup>1</sup> and the Task Force on the Status of Women,<sup>2</sup> and in its hiring policies. The result of choosing the most highly qualified students and employees, regardless of their race/sex/nationality/ability to pay will be to improve the quality of teaching, learning, research, and administration at York.

The University should seek to foster an attitude of communal interest in the development of York University among its members.

As Commission members, we came to realize late in the fall of 1976 that we were probably the only group privileged to view York and its future from the perspective of the whole community. We saw that the interrelation of all of York's units was an important aspect of the sense of community that so often seemed to be lacking among University members. Having grown large in such a short time, York has not been able to sustain the co-operative, integrated spirit which characterized its early years. The Commission lays great importance upon recapturing that awareness of the whole institution, that sense of belonging to the University, of being vital members of an organism whose sum is greater than the total of its parts. We urge upon all members of the community the importance of the concept of a University point of view (as opposed to a faculty, department, or office point of view). As this Report points out elsewhere, there is just one budget - the University budget. Similarly, the undergraduate educational philosophy is the philosophy of York University, the graduate programmes

---

<sup>1</sup> President's Committee on Staff Compensation and Personnel Policies, "Final Report," September, 1975.

<sup>2</sup> Task Force on the Status of Women at York University, "Report to Senate," March 13, 1975.

are those of the University, and the various faculties are the faculties of one University.

Just as members of the community have a duty to further the good of University as a whole, the University has a duty to provide an environment conducive to their best efforts. To that end, many recommendations for beautifying the campus and streamlining administrative structures will be found in this Report.

The University shall seek to place increased emphasis on scholarship and research, while maintaining its commitment to teaching of the highest quality.

The Commission's reasons for supporting this as a worthy objective for York University are detailed in the section of the Report entitled "Teaching, Learning, and Scholarship."

## II. Undergraduate Education and the College System

### A. The Philosophy of Undergraduate Education at York

Undergraduate education at York takes a variety of forms and is offered by faculties in several locations on both campuses: Arts, Science, Atkinson, Glendon, Education, Fine Arts, and Administrative Studies. Students may pursue either a B.A. or a B.Sc. degree in some subjects - Computer Science, Mathematics, Physical Education, Psychology - or a B.Ed. degree concurrently with another undergraduate degree - B.A., B.F.A., B.Sc. The Faculty of Fine Arts offers both B.A. and B.F.A. degrees. In addition to the B.A., Atkinson College offers B.Sc. and B.S.W. degrees. Students seeking programmes in the liberal arts can find them at Glendon and Atkinson as well as in the Faculty of Arts. Finally, a bewildering variety of routes to the Bachelor's degree exists across the faculties: part-time or full-time, day or evening, Honours or Ordinary, single or combined major subjects, or no major subject at all.

A distinguishing feature of almost all these diverse avenues of undergraduate education at York has been a recognition of, and varying degrees of emphasis upon, interdisciplinary studies.

In its first phase, approximately 1960-65, York was a new small liberal arts foundation. It developed its own distinctive approach to education, based on the concept of 'the whole person.' The emphasis was on a programme of General Education that was mainly taught in the first year.<sup>1</sup>

What began in the early days of York under the label of "General Education" has expanded into a multiplicity of inter- and cross-disciplinary courses and programmes spanning the first year to the fourth year. In the beginning, York proclaimed its conviction in an educational philosophy which praised the value of between-discipline studies as an adjunct to the more traditional discipline degrees.

In its second phase, 1965-1975 or thereabouts, York rapidly established itself as Toronto's second multifaculty university, with large

---

<sup>1</sup> Douglas Verney, "Report of the Task Force on the Philosophy of Undergraduate Education at York University," letter of transmittal, December 10, 1976.

graduate programmes and professional schools. There was inevitably some tension between those tenaciously defending the original concept of General Education and those whose interests were primarily in departmental, graduate, or professional education.<sup>2</sup>

In his letter to the Commission of December 10, 1976, Professor Verney identifies York's third phase with the post-1975 period. Of this phase, he remarks:

. . . it would be sensible to avoid a polarity between these two approaches. The University's ideal has been and will continue to be an educational philosophy that transcends the narrowly academic. It is this philosophy that has attracted so many scholars to York over the years. The education of undergraduates to the Bachelor's degree will remain a central responsibility for the University.<sup>3</sup>

The Commission agrees with Professor Verney's observation about the centrality of undergraduate education at York, and wishes to underscore the importance of the interdisciplinary courses and programmes. Some of our most distinctive contributions to university education have been made in these fields. The Faculty of Arts' Divisions of Humanities and Social Science and the Division of Natural Science have grown over the years to the point where degree programmes are now sponsored by some of them. First year interdisciplinary courses structured around themes and concepts in the broad areas of the humanities, social sciences, and natural sciences were seen in our early years both as valuable in themselves and as a corrective for the student's specialization in Grade 13. As the emphasis in high school curricula has changed, so the first year programme (especially in the Faculty of Arts) has been altered, allowing more discipline-sponsored courses into that year (or, as it is now structured, into the first seven or so courses in the Faculty of Arts). The concept of General Education and of interdisciplinary courses in our different teaching units is not always identical. The methodological, modes of reasoning, and mathematical content of that concept has survived in a more explicit form at Glendon and Atkinson than in the Faculty of Arts. But by and large, there has been at York a more or less uniform idea of general, interdisciplinary education.

---

2 Ibid.

3 Ibid.

The Commission decided to recommend

1. that all departments be permitted to offer 100-level courses; and
2. that students be allowed to elect courses freely in their first year and thereafter, subject to degree requirements and prerequisite rules

in acknowledgement of the Task Force's proposal

that students whose educational and/or professional objectives are clear, be allowed to elect their degree programme on entering the University, and that wherever possible they be advised by faculty who are competent in their intended area of specialization.<sup>4</sup>

It is our belief that the divisions are now strong and capable of generating a significant interest in general studies, and that the changing career interests of students are such that York should be providing a wider range of choice from Year One. However, we urge

3. that departments consider recommending to their students that they take some general education courses in all years, especially in the upper years.

In fact, it would be desirable for most departments and faculties to build some of these courses into their degree requirements. Provided care is taken to ensure that students' options for changing from one programme or major to another are not cut off at the end of the first year, a more flexible system of choice would accommodate both those who have already determined upon a career path and subject of concentration, and those who wish to take a

---

<sup>4</sup> "Report of the Task Force on the Philosophy of Undergraduate Education at York University," December 10, 1976, p. 3.

sampling of courses, both disciplinary and interdisciplinary, before specializing in their studies. The study list of a typical first year student in Arts would probably look the same as it does today; certain introductory courses formerly offered at the 200-level by the departments would now likely appear as 100-level courses.

Whether there is a need to be met for better training in writing or more familiarity with computational skills was a question debated by the Commission. Not only did our Task Force recommend "that students in all Faculties also have the option now available at Glendon and Atkinson of studying modes and methods of analysis" (p.2), but they also recommended that "a university level of literacy be required both at entrance and in all undergraduate courses and that this standard be held to not only by way of announced expectations but also in evaluations of term-work and in final grades" (p.2). The Task Force went on to recommend that "the University consider the desirability of all students' attaining a reasonable level of numeracy" (p.3); this level of numeracy might, they suggested, consist of a basic competence in the writing and utilizing of computer programmes. Aside from proposing that the "resources of the Writing Workshop be further developed and publicized," and that "non-credit remedial work be required of students at any level whose performance in this respect is not adequate," the Task Force did not address itself to the implementation of its recommendations for minimum standards of literacy and numeracy. We ourselves are not sure that the University has sufficient personnel or time to add to its busy curriculum the necessary courses to meet such a requirement. At the same time, we are aware of the need for such training, even though we do not have a real measure of the need. Accordingly, we recommend

4. that the Senate Curriculum Committee study the need for courses to satisfy literacy and/or numeracy requirements and make detailed recommendations on their implementation (if necessary) in a report to Senate in the early fall of 1977.

In undergraduate education at York, as in all other areas, we are and will continue to be under severe pressures of time, space and money. Of these three factors, time may be the only one that we can control. The Commission believes that all of us will need to reassess our modes and styles of teaching, as well as the numbers and extent of our course offerings. If we are going to be

able to make realistic time allocation for the range of academic activities which characterize University faculty - especially if we are going to be able to give graduate instruction and research proper recognition - we will have to find ways of freeing time from some of our present activities. The Commission urges

5. that serious consideration be given to reducing the number of general education courses offered, particularly at the first year level.

Larger classes at some levels, and in some areas, are inevitable for the future. We wonder whether savings of time and people could not be made if some of the present large general education courses could be made even larger, limiting the choices of first year options in each division or department to three or four courses only. While fully aware of the value of small classes and small group tutorials, we think a realistic look into the future indicates a need to husband our small classes in areas and at levels where they can bring maximum value. To be sure, no student should have a university education consisting only of large classes, just as no faculty member should be expected to teach only in large classes. One is sensitive to the dangers - for first year students in particular - inherent in the large lecture format, but the Commission believes that with skilled lecturers, and with many fewer options from which to choose, effective, large first year courses in divisions and departments can be mounted. To think that the financial constraints of the present and future will allow us any other alternative is to ignore the realities of university financing.

## B. The College System

Early on, the Commission on Goals and Objectives identified the College system at York as an area of critical importance in need of redefinition and a solution which would bestow increased strength and vitality upon it. We appointed a special Task Force, many of whose recommendations have been incorporated into this Report.

The present College system is composed of nine undergraduate Colleges - eight at the Downsview campus and one at Bayview and Lawrence. Of these, eight have a collegiate structure (Glendon, Founders, Vanier, Winters, McLaughlin, Stong, Bethune and Calumet) but only two (Glendon and Atkinson) have full academic responsibility. Eight of the Colleges have buildings: offices, dining accommodation, classrooms, and a separate residence.

The ninth, Calumet, has no space of its own but shares the space of Atkinson College. This brief description gives an indication of the problems facing the system.

It cannot be too strongly stated at the outset that there is no college "system" at York. Such a description is misleading, for it suggests the results of clear design and methodical planning; whereas the evidence points to the mutations of chance and wishful thinking. There has never been a thoroughly thought out plan, not even clear suggestions as to how a series of colleges might inter-relate and evolve. . . .<sup>5</sup>

The founders of York University originally intended the College to be an appropriate unit for extra-curricular activities, undergraduate residences, and supporting academic activities, in order to temper the effects of bigness and solve the problem of impersonality.<sup>6</sup> However, the establishment of a collegiate structure without corresponding responsibility for academic programmes and proper financial support led to the emasculation of the Colleges. As the Task Force relates, former Dean E. L. Patullo carefully explained to President Murray Ross in a letter dated March 2, 1963, that without both substantial financing and academic authority the Colleges would be merely an architect's folly:

You take away the residential factor; cut out the luxury; centralize all library facilities and athletic plant; cluster dining rooms; and separate the college building, residence and dining room so that the three no longer form a separate and self-contained unit--and what is left? Some control over curriculum and instruction. But how much and how effective when you have the faculty organized also in departments and divisions with headquarters off in buildings quite separate from any of the colleges? It is hard for me to see how the residences will be more than dormitories; the dining rooms more than quick lunch cafeterias; or the "college buildings" more than classroom buildings.

---

<sup>5</sup> "Report of the Task Force on the Future of the College System," 1977, p. 1.

<sup>6</sup> Murray G. Ross, Those Ten Years, 1970, p. 30.

Neither the physical plant nor the power structure would seem to have any necessary tendency toward making the Colleges central to the lives of either teachers or students. One can assert their primacy and insist that those assigned to College Y eat there if they are to eat, or play on the Y team if they are to play, but that is not sufficient to make the Colleges perform the function we have in mind for them.

All I am saying is that a college is a college only to the extent that it is the effective agency in determining the scholarly, social and domestic arrangements within which its members live. At the moment I am not clear as to whether the York colleges will have the resources and instruments of control necessary to achieve this to any considerable degree.<sup>7</sup>

The visionary insight displayed by Dean Patullo did not forestall the inevitable results. According to the Task Force,

the failure to define the role of the Colleges with clarity has eroded the worthy humanist notion of the Colleges as a counterweight to the centralizing force inevitable in a large many-facultied university, and it has enfeebled any centrifugal strength. Misty notions of colleges based on historic models, of noble ideals of the "Whole Man," of service to the commuting student, or even of interdisciplinary excitements, have all faded before the massive centralizing pressures of the University and crumpled under financial constraint. . . .<sup>8</sup>

The College Tutorial, as the one clear means of identifying with the concept of a College, offers another example of the withering of ideals. Without detailing the history, the original aims of the programme have evaporated and what now seems to remain is a truncated

---

<sup>7</sup> "Report of the Task Force on the College System," 1977, p. 3.

<sup>8</sup> Ibid., p. 2.

aspect of a first year General Education programme. . . . The Tutorial Programme, which once seemed an imaginative and distinctive academic contribution to be made by the Colleges, has been soured by penury and inspection to the extent that it is now likely that several of the Colleges will not voluntarily contribute tutorials after 1977-78.<sup>9</sup>

Just as the Colleges have suffered by being out of the main stream of academic life, so too have departments and faculties developed a sense of collegial inadequacy. The Task Force on the College System contends that

College officers have developed a kind of expertise in organizing the variety of social, cultural, and intellectual life of small groups, and render a service for which the departments and divisions are perhaps hesitant to spend energy, time, or money. The faculties have been reluctant to move beyond the classroom, which is quite proper, but they are quick to criticize and slow to collaborate with the Colleges. In so doing they neglect a valuable resource, for the variety of College performance has greatly contributed to the fulfilment of the ideal of a humane environment for learning on the University campus.<sup>10</sup>

Added to this, there has been growing evidence over the years that students form social groups based upon their particular discipline. The Faculties of Administrative Studies, Science, and Fine Arts are acutely aware of the desires of their students to have a formalized college structure, but within the current institutional framework the undergraduates are recognised as members of the established Colleges even though their first loyalty is, for the most part, to their academic units. Because funding for student activities is available only through CYSF and the College Councils, any special interest groups such as these must seek funding for their projects on an individual basis.

Faculty members, too, have made increasing requests for conditions beneficial to the enhancement of intra- and inter-departmental communication. The solution of the Senate Committee on Research in their report in 1973 was the recommendation of the

---

<sup>9</sup> Ibid., pp. 8-9.

<sup>10</sup> Ibid., p. 5.

establishment of a faculty club. The Faculty of Arts' Department of History went a step further in their brief to the Commission, urging the creation on the Downsview campus of an atmosphere which encourages faculty to pursue scholarly work and writing. The brief of the Alumni Association asserted: "If the basis of the University is the academic-intellectual ethos, . . . that ethos has to be centered at the college level."<sup>11</sup> Thus the first recommendation of the Task Force on the College System: that the Colleges be given academic identities and functions.<sup>12</sup>

### C. A New Academic Structure for York University

In keeping with our stated commitment to the overall objectives of placing increased emphasis on scholarship and research, of maintaining teaching of the highest quality, and of creating an attitude of communal interest in the development of the University among its members, the Commission has studied York's system of undergraduate education carefully and has determined that a radical change in the current academic, collegiate, and administrative structures must be made in order to strengthen each substantially.

Throughout the Commission's deliberations, it has been our intention to provide the Colleges at York with a clear focus and an established place in the academic life of the University. The splendid physical facilities belonging to the Colleges and the enthusiasm of many College members are two of York's most valuable assets. It seemed to us that these strengths could be channeled in a slightly different way to correct the "malaise of the Colleges" mentioned by many of our informants, and to allow them to fulfil their mandate to provide a home for a small community of students - both residents and commuters - within the larger university setting.

The Commission also wished to see York's academic strengths in undergraduate programming publicly proclaimed and its human resources organized to magnify them. In particular, our unique offerings in general education and interdisciplinary studies deserve to be highlighted. Some method of encouraging interaction and establishing collegial relationships among academics - those who teach and those who learn - needs to be found. Such changes must be accomplished without additional cost to the University, that is, by regrouping the human resources we currently have, by encouraging closer co-operation among our three arts faculties, and by making the best possible use of our existing physical plant.

---

<sup>11</sup> York University Alumni Association brief, March, 1976, p. 14.

<sup>12</sup> "Report of the Task Force on the College System," 1977, p. 15.

In a climate of virtual steady-state financing and gradually increasing enrolments more effective modes of operation must be sought.

The following proposal has been constructed with careful thought to the multitude of dimensions involved. Undoubtedly members of the community will be able to refine its elements - indeed, the Commissioners look forward to their vigorous participation in its development. The basic model, however, is intrinsic to the substance of this Report and is, in our view, the only logical and reasonable alternative to the present and perceived future situations.

This new organizational framework is intended to give the Colleges distinct academic identities and functions similar to those now enjoyed by Glendon and Atkinson Colleges, and to give the faculties and departments a corresponding collegial responsibility. It would comprise, in place of the present structure,

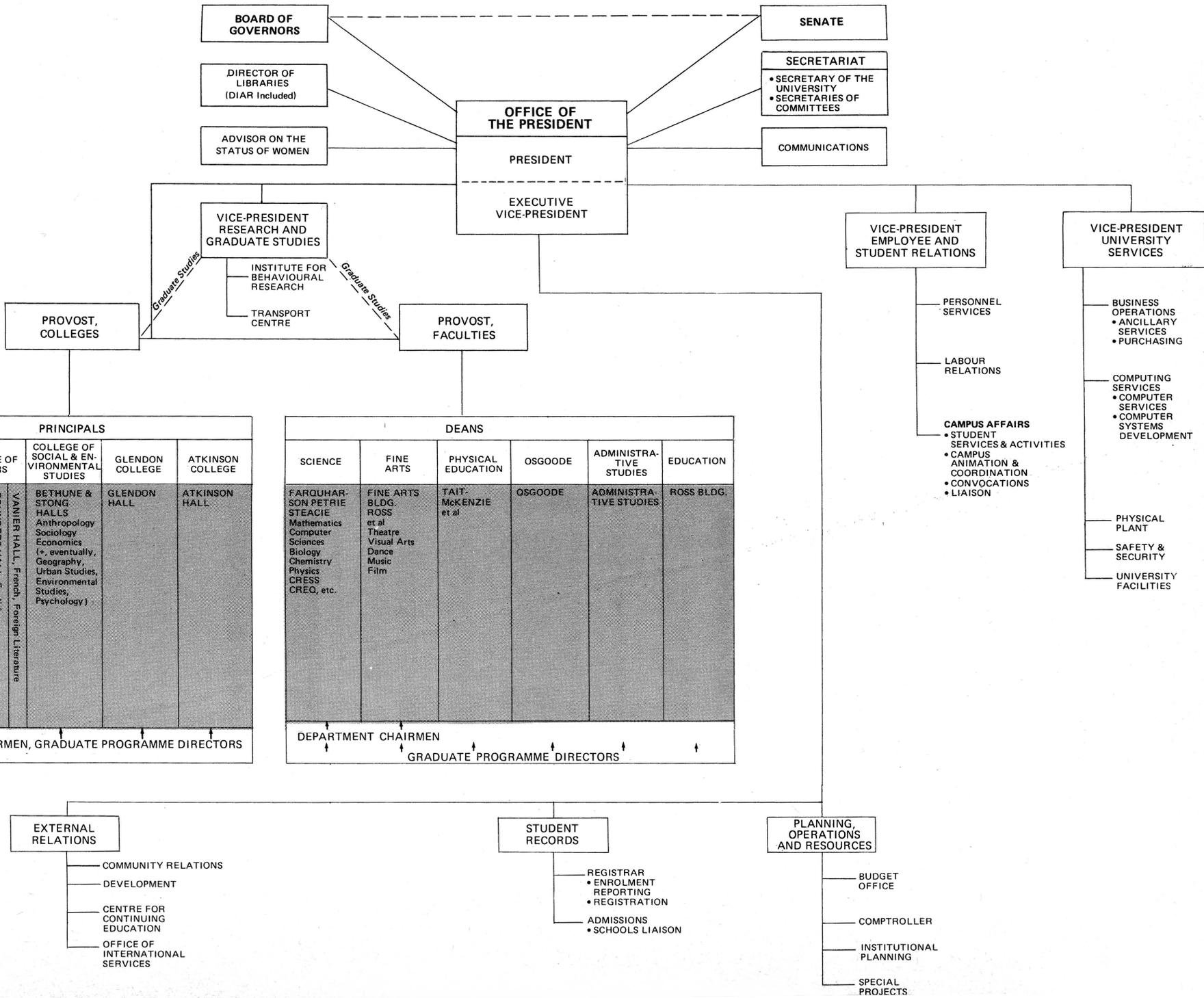
5 Colleges:	General Studies Letters Social and Environmental Studies Glendon Atkinson
6 Faculties:	Osgoode Administrative Studies Science Fine Arts Education Physical Education
2 Provosts:	Colleges Faculties

A diagram of the proposed structure appears on p. 31. Recommendations concerning the posts of Vice-President for Research and Graduate Studies and Assistant Vice-President for Campus Affairs (also appearing on the diagram) are made in the sections of the Report entitled "Graduate Studies" and "The Environment for Learning," respectively.

(i) The Colleges

The Commission is convinced of the value of our concept of General Education and the strength of the Divisions of Humanities, Natural Science, and Social Science in the Faculty of Arts as well as the value of our many interdisciplinary programmes. In order to affirm this conviction, and offer students the opportunity to formally obtain a degree in these pursuits,

# ORGANIZATIONAL FRAMEWORK FOR YORK UNIVERSITY



PRINCIPALS				
COLLEGE OF GENERAL STUDIES	COLLEGE OF LETTERS	COLLEGE OF SOCIAL & ENVIRONMENTAL STUDIES	GLENDON COLLEGE	ATKINSON COLLEGE
ROSS BLDG. "CALUMET HALL" Humanities Social Science Natural Science Inter-disciplinary programmes Language Studies	WINTERS HALL, Political Science, Canadian Studies MCLAUGHLIN HALL, History, Philosophy FOUNDER'S HALL, English VANIER HALL, French, Foreign Literature	BETHUNE & STONG HALLS Anthropology Sociology Economics (*, eventually, Geography, Urban Studies, Environmental Studies, Psychology)	GLENDON HALL	ATKINSON HALL
DEPARTMENT CHAIRMEN, GRADUATE PROGRAMME DIRECTORS				

DEANS					
SCIENCE	FINE ARTS	PHYSICAL EDUCATION	OSGOODE	ADMINISTRATIVE STUDIES	EDUCATION
FARQUHARSON PETRIE STEACIE Mathematics Computer Sciences Biology Physics CRESS CREQ, etc.	FINE ARTS BLDG. ROSS et al Theatre Visual Arts Dance Music Film	TAIT-McKENZIE et al	OSGOODE	ADMINISTRATIVE STUDIES	ROSS BLDG.
DEPARTMENT CHAIRMEN GRADUATE PROGRAMME DIRECTORS					

- EXTERNAL RELATIONS**
- COMMUNITY RELATIONS
  - DEVELOPMENT
  - CENTRE FOR CONTINUING EDUCATION
  - OFFICE OF INTERNATIONAL SERVICES

- STUDENT RECORDS**
- REGISTRAR
    - ENROLMENT REPORTING
    - REGISTRATION
  - ADMISSIONS
    - SCHOOLS LIAISON

- PLANNING, OPERATIONS AND RESOURCES**
- BUDGET OFFICE
  - COMPTROLLER
  - INSTITUTIONAL PLANNING
  - SPECIAL PROJECTS

6. The Commission recommends the establishment of a College of General Studies, to be housed in the Ross Building and to consist of the Divisions of Humanities and Social Science (from the Faculty of Arts) and the Division of Natural Science (from the Faculty of Science), along with the Division of Language Studies and possibly a new Division set up to offer elective courses with a practical orientation (e.g., legal and administrative studies).
  
7. In keeping with the recommendation of the Task Force on the Philosophy of Undergraduate Education "that the Divisions of Humanities and Social Science be granted the opportunity to offer degree programmes,"<sup>13</sup> the College of General Studies should offer a General Honours programme, with what is commonly known as a "field major," leading to the Bachelor of Arts degree.

As an academic parallel to the Commission's recommendation that the Ross Building become - physically - the main entrance to York University, it is proposed that all first year day-time students in arts programmes on the Downsview campus would enter York by becoming members of the College of General Studies. Those students who elected to pursue a degree offered by the College would stay in it throughout the period of their registration; other students would transfer to either the College of Letters or the College of Social and Environmental Studies following the first year. All students would be expected to declare their major subject (or major field) after their first five courses.

It is envisioned that the College of General Studies would be the home for current General Honours programmes such as those in Religious Studies, Law and Society, Social and Political

---

<sup>13</sup> "Report of the Task Force on the Philosophy of Undergraduate Education at York University," December 10, 1976, p. 3.

Thought (where appropriate). Should the University decide that it wants to meet some of the apparent needs for courses in literacy and numeracy (see Recommendation #4), these courses and any testing facilities required would also be housed in the College of General Studies.

Another component belonging in the College of General Studies in our view is the Winter-Summer session, pioneered by the Faculty of Arts. It has been a very successful operation, both in attracting good students and in generating a collegial and intellectual atmosphere among them. The Commission understands that the demand for places in this term continues to grow. Since the Winter-Summer term is the first year for these students (they begin in January, study through July, and are ready for the second year by September), General Studies seems a natural home for the programme. The Commission therefore recommends

8. that the Winter-Summer session be located in the College of General Studies, and that it be expanded in size.

To accommodate its expansion, faculty must be found who can, from time to time, make teaching in this term part of their normal academic activity.

The section of this Report entitled "The Environment for Learning" deals with the physical changes suggested for the Ross Building in order to make it a more hospitable home for the College.

9. We recommend the formation of a College of Social and Environmental Studies, to consist of the present Faculty of Arts Departments of Anthropology, Economics, Sociology, Geography, and Psychology; the programme in Urban Studies; and the graduate programme in Environmental Studies.

From the early formation of the Institute for Behavioural Studies to the latest developments and expansions in related areas

(for instance, in psychology, sociology, geography, and urban studies), York has built a solid and impressive reputation in the social sciences. By housing like departments together in this way, the Commission would hope to see new academic and social links forged which would strengthen this already conspicuous area of excellence.

The Commission sees Environmental Studies as an important component of the College of Social and Environmental Studies. This programme's recent redefinition of objectives focuses at the graduate level on intensified involvement with social concerns, such as the requirements of the Conserver Society, new urban forms, and land-use management. It will be important for York in the future to keep its interest in social problems to the forefront, to be seen as concerned about the world beyond its borders. By becoming the home for this unique graduate programme, the College of Social and Environmental Studies will become a valuable asset for York in this respect.

At present, only the Departments of Anthropology, Economics, and Sociology can actually be housed in College Complex II. Environmental Studies will have to stay where it is for the time being, despite the desperate need the Library has for that space. Geography and Urban Studies for the time being can be located in the Ross Building. Psychology will remain in its present site, the Behavioural Sciences Building. One would hope that the future might provide a physical building which will enable the members of this College to be together, although Psychology is probably too large ever to leave its present building.

Because it appreciates the difficulties involved in drawing boundary lines between the disciplines, the Commission recommends

10. that a study group composed of representatives of the Faculty of Science, the College of Social and Environmental Studies, and the Department of Psychology be constituted to determine whether that Department should be affiliated with the College of Social and Environmental Studies or the Faculty of Science.
  
11. The Commission recommends grouping together the Departments of History, Philosophy, Political Science, English Literature, French Literature, Foreign Literature, and the programme in Canadian Studies in

College Complex I, to be known as  
the College of Letters.

The College of Letters would be housed primarily in Complex I in approximately this manner: French Literature and Foreign Literature could fit in Vanier Hall. There exists a substantial student group at York involved in Francophone studies. The Commission wants to encourage the development of a bilingual hall on the Downsview campus to complement the resources already in existence at Glendon and to provide a formal "home" for this sizable segment of the student body. English Literature would be housed in Founders Hall. McLaughlin Hall would house History and Philosophy, while Canadian Studies and Political Science would utilize Winters Hall.

(The reader will notice the use of the term "hall" instead of the current "college" designation. It was felt necessary to change this portion of the name to avoid any confusion with the new concept of "college." We would suggest that the part of the Ross Building occupied by the College of General Studies be known as "Calumet Hall.")

12. The Commission recommends that the College Tutorial cease to be offered.

A new academic alignment for the Colleges, coupled with changes to the first year programme enabling students to select a wide range of disciplinary as well as interdisciplinary courses, renders the offering of College Tutorials somewhat redundant. The enthusiasm and energy which have gone into their development and instruction can be used to good advantage developing new first year courses.

13. The Commission recommends that any realignments and moves necessary to achieve these groupings be effected during the summer recess in 1978, and that parallel planning operations begin in the summer of 1977.

It is the intention of the Commission to provide the environment for learning so desperately sought by so many in the

community. In bringing the Arts programme on the Steeles Campus into the existing complexes of College buildings, and in setting a goal for the future to achieve as closely as possible a single physical location for the College of Social Studies, we are recognizing the wisdom of the College Task Force's recommendation for academic orientations for the present Colleges. We have carried the joining of collegial and academic activities and facilities farther than that Task Force envisaged, but we believe our recommendation will enable York to maximize the advantages of our firm commitment to high quality undergraduate education and a living environment which emphasizes collegiality. These regroupings will help foster academic communities, in that the student's discipline home now will coincide with his or her collegiate identity. The Commission expects that, by housing related departments together and encouraging students to associate along academic lines (as it appears is already the case in the Faculties of Science, Fine Arts, Administrative Studies, and Osgoode Hall Law School), the sense of personal involvement and pride that characterized York's younger and smaller days will be recaptured, especially among arts students. It has been proven that mere college affiliation in the multiversity has little influence upon student loyalties. By making students' day-to-day activities coincide with their academic niches, the Commission hopes to see created an integrated social and intellectual environment which will in turn contribute to a revitalized cultural ambiance.

Initially this realignment might be expected to have serious repercussions for York's mode of student government. The Commission calls upon CYSF to marshal its resources and provide the leadership that will be required to evaluate student financing arrangements. Although the Commission has heard to date remarkably little from the students at York, especially their elected leaders, it does not doubt their desire for involvement.

Locating departments in the College buildings will also help enhance the quality of teaching at the undergraduate level, not just the teaching that takes place in the classroom, but that equally important teaching which occurs in offices, lunchrooms, and coffee shops. Informal contact between faculty and students is very important, especially when the size of classes will inevitably be increasing. Such informal contact should be a supplement to the academic side of university life. We feel it is most effective when it is encouraged within a department.

There is another feature of this method of organization which we believe will improve undergraduate teaching and which should be mentioned here. The Task Force on Undergraduate Education made a series of recommendations under the Commission's charge to "examine the feasibility of more frequent exchanges and rotation of teaching staff among the undergraduate faculties, with the view to enrichment of programmes and career development." They suggested,

for example, that "faculty be encouraged to rotate for periods of one to six years between Atkinson, Glendon and Arts." They also said that "it is undesirable for faculty to spend their careers in one location on campus" (p. 5). Such moves within York are one way we still have left to keep new ideas flowing, since new appointments are virtually impossible for the foreseeable future. Thus, exchanges between our different arts Colleges can prove most useful, as can exchanges between Ontario universities.

The three-fold grouping of departments in the new Colleges will be further augmented by our two other arts Colleges, Glendon and Atkinson. Such a cluster of arts Colleges is impressive; it gives notice that York is serious in its commitment to a full range of arts subjects and programmes, even at a time when many people are questioning the value of a liberal arts education, and at a time when all the available data suggest that a great proportion of the student population will be career-oriented.

Glendon College, located at Bayview and Lawrence, offers undergraduate education amid an atmosphere of bilingual camaraderie. The growth in both the number of bilingual faculty members and French course offerings over recent years is most heartening, and the Commission would like to encourage the development of a completely Francophone programme there for those students who wish to pursue it. Increased liaison with Toronto secondary schools offering French immersion programmes, such as Etienne Brulé and the Toronto French School, are also to be encouraged. However, the value of Glendon's contributions to its local community must not be underestimated. The degree to which Glendon has involved its neighbours is a model to be emulated by its sister campus. Extending the firm Glendon collegiality beyond its walls benefits students, faculty, the University, and society.

Atkinson College has responsibility at York on both campuses for part-time evening programmes. Although it has been stated to the Commission that the College does not have or want responsibility for all part-time studies, the Commissioners are aware of the growth of day-time part-time registrations and would suggest that the College's policy of limited growth be re-examined.

14. The Commission recommends that each of the five Colleges be headed by a Principal, to whom all the relevant Chairmen will report.

Each Principal would be responsible to the Provost, Colleges and would serve as the chief academic officer for the College. A

detailed list of the duties and responsibilities of a Principal may be found in Appendix III.

15. The Commission recommends the establishment of the post of Provost, Colleges, to whom the five College Principals would report.

The Provost, Colleges, would be responsible to the Office of the President and would be the principal academic/administrative officer for the arts component of the University. A detailed list of the duties and responsibilities of the Provost, Colleges may be found in Appendix III.

(ii) The Faculties

We noted earlier Professor Verney's division of York's history into three periods: the early years when York was a single Faculty of Arts and Science, the middle years when York became a multifaculty University with graduate programmes and professional schools, and the period of the present and the coming future. The rapid growth of so much diversity has contributed to a fragmentation of the parts. It is hoped that our proposals for realignment of arts departments and more effective linkage of the new Colleges with Glendon and Atkinson Colleges under the direction of a new Provost will co-ordinate and strengthen the contribution the liberal arts make to the University. Similarly, the grouping of the remaining faculties under a single Provost would have the effect, we hope, of uniting what are somewhat disparate elements in an overarching academic unit which would further their common interest. Therefore,

16. The Commission recommends that there be six faculties reporting to the Provost, Faculties: Administrative Studies, Education, Fine Arts, Osgoode Hall Law School, Physical Education, and Science.

Within this grouping, the Commission recommends some changes.

17. The present Faculty of Arts' Departments of Mathematics and Computer Science should become part of the Faculty of Science.

There seems to the Commission to be a more natural affinity between these disciplines and the Faculty of Science than there is between them and the Faculty of Arts; in fact, students at present may earn either a B.Sc. or a B.A. degree in both of them. It would, of course, be necessary to ensure that students registered in other colleges or faculties have relatively unrestricted access to courses in these subjects.

The Department of Physical Education is another department reporting to both the Faculties of Arts and Science and offering either a B.Sc. or a B.A. programme. The Commission sees great potential in this Department, a potential which can best be realized by faculty status. This dedicated group of individuals has attracted excellent students, forging a strong reputation at the provincial and national levels and, through its relations with the external community, contributing more than its share towards making the quality of York known in the wider community. The teams trained by its coaches have gained national recognition. Because of the heavy extracurricular component in its programmes and strong bias toward developing external relations, the Department is presented with unique problems of programming, appointment, tenure and promotion, problems which could best be approached from a faculty point of view.<sup>14</sup>

18. It is recommended that the Department of Physical Education become the Faculty of Physical Education.

With its innovative concept of teacher education, York's Faculty of Education has lead the way in Ontario in concurrent programming. More recently, its programme in special education has attracted much attention. Using almost entirely faculty members co-opted and cross-appointed from other segments of York as well as from the surrounding community, it has an arrangement which sets an example for co-operation and support of one unit by others. The extent of future need for elementary and high school teachers in Ontario is somewhat unclear. We have no very firm data to help us here, but we are convinced that the plans of this Faculty are reasonable and realistic, and that it has an important contribution to make (if in modest numbers) in the fields of teacher training and re-training, and the education of exceptional students. We believe it important for their innovative programmes to be pursued with vigour.

---

<sup>14</sup> Presidential Committee on Physical Education and Athletics, Report, June, 1970.

Another outward-looking Faculty is that of Administrative Studies. This rapidly expanding group is well established, but the demands for further growth are pressing. While aware of the ways in which growth in one sector of the University can affect the whole, the Commission believes that some growth in the Faculty of Administrative Studies, especially in the Public Administration areas, could be undertaken. We have no firm recommendations to make on this subject, but we do suggest

19. that the Provost, Faculties undertake, as one of the first tasks of his new office, a careful study of possible patterns for growth in the Faculty of Administrative Studies.

Fine Arts is another Faculty whose visibility in the outside community has helped to bring York University to the attention of a wide public. The reputation of students who have graduated and gone into careers in dance and theatre and of the creative work of faculty members have made a name for York, and have helped to draw students from across Canada. The Faculty's main problem is the lack of integrated and appropriate space. Unless York can find a way of constructing new buildings or reactivating its development plan, the Commission can see no effective relief for this dilemma. Our suggested rearrangement of departments will provide some room in the Ross Building for Fine Arts, but probably not much of a net gain. A priority goal should be a new building for Fine Arts, but this can probably only be realized through substantial private donations.

The Faculty of Osgoode Hall Law School is widely perceived to represent academic excellence both within the University and outside. The Commission would like to see Osgoode assume the position of undisputed pre-eminence among Canadian law schools by placing more emphasis on the development of legal scholarship in Canada. To do this, it will need to maintain an excellent Library (for our recommendation, see "The Environment for Learning"). We are also suggesting

20. that a study be undertaken, in cooperation with the Law Society of Upper Canada, of the possibility of offering a programme leading to the Bachelor of Laws degree on a part-time basis.

It is hoped that Osgoode's relations with the rest of the campus, sometimes characterized as "distant," will be made closer and more effective under the direction of the new Provost.

The Faculty of Science has been quietly building a reputation in Canada through research of high quality, all the more heartening given its small size and the lack of related faculties such as medicine or engineering. The Commission notes with concern that within York, however, even among our alumni, the quality of the Faculty of Science is unrecognized, or certainly undervalued. While small and limited in its areas of specialization, this Faculty constitutes another clear area of strength upon which York should build.

To help create the same atmosphere of collegiality in these Faculties that we would expect to see result from implementation of our recommendations concerning the Colleges, we endorse the recommendation of the Task Force on the College System concerning the desire of the Faculty of Administrative Studies to establish its own College structure. Thus:

21. the Faculties should be allowed to take on the additional functions of Colleges within their premises.

By so doing, faculties could create an identifiable base for their students, which would be of substantial benefit to the commuting and graduate student communities. The atmosphere of collegiality which the Commission would expect to see nurtured by the new Colleges could in this way be extended to students in each Faculty.

22. The Commission recommends that each of the Faculties be headed by a Dean, to whom relevant Chairmen will report.

The Dean would be responsible to the Provost, Faculties and would serve as the chief academic officer for the Faculty.

23. The Commission recommends the establishment of the post of Provost, Faculties, to whom the Deans of Faculties would report.

The Provost, Faculties would be responsible to the Office of the President and would be the principal academic/administrative officer for the professional component of the University. A detailed list of the duties and responsibilities of the Provost, Faculties may be found in Appendix III.

(iii) The Residences

The residences in the halls will not house only the students of the host hall, even though a natural concentration would be expected to occur. It is recommended

24. that the Principals of the Colleges work together with a Hall Assignment Office to arrive at the appropriate distribution formula for each residence;
25. that one or more of the Graduate Student residences be allocated exclusively to graduate students.

(iv) College Fellows

The Commission concurs with the recommendation of the Task Force on the Future of the College System:

26. that the current roster of College Fellows be suspended.

It is anticipated that the Principals, whose responsibilities will encompass those of the current Masters, will evolve a new concept of the position of college "fellow" where necessary, to meet the needs of their particular setting.

### III. Graduate Education

Two points are very clear to the Commission with respect to the Faculty of Graduate Studies: we must retain only those graduate programmes in which the quality of faculty and students is high, and we must be able to give proper time allocation for faculty involvement in graduate programmes. In order to ensure the quality of our graduate programmes, a number of conditions must be met. We recommend that

27. membership in the Graduate Faculty should be based upon proven ability to work effectively with graduate students and upon a record of active research.

The Commission regards membership in the Faculty of Graduate Studies as a privilege, not a right. We support that part of the Report of the Task Force on Research which stresses the importance of good research to the University's welfare. While research is not, of course, the sole province of those persons engaged in graduate instruction, it is nevertheless true that graduate study (certainly at the Ph.D. level) is training in research; and the Ph.D. is primarily a research degree. Hence our conviction that membership in the Graduate Faculty should be limited to those active researchers whose work is judged to be significant by peers both inside and outside of York. We realize that there may be a few individuals whose publications are few, who may be effective teachers at the graduate level. However, the possibility of there being many persons of this sort seems so remote that the Commission believes it better to run the risk of overlooking their potential contribution to graduate studies than to dilute the standards of admission by selecting less than distinguished scholars for graduate instruction.

28. To this end, the Commission strongly endorses the minimum criteria for membership in the Faculty of Graduate Studies presented to Senate in April, 1975; recommends that they be re-examined by the Faculty with a view to strengthening the requirement for active research and adding a student evaluation component for graduate courses; and recommends that they be speedily effected through the normal channels.

The Commission considers the document proposing new criteria for Graduate Faculty membership so important, both for its delineation of standards and for its outline of the activities of graduate instructors, that sections of it are reproduced here. In it, the Executive Committee of the Faculty of Graduate Studies identified three areas of concern:

(a) The maintenance of high standards in graduate education. This must be paramount.

(b) At the same time, it is recognized that the Ph.D. can no longer be regarded as the standard qualification in certain areas. This is a particular matter for attention now that graduate work in Fine Arts has been introduced. Whilst the Ph.D. is still the normal demonstration of ability in conventional academic disciplines, there are other acceptable alternatives which reflect deliberate career choices on the part of the individual or legitimate norms within his discipline.

(c) It is generally agreed that membership of the Faculty should be associated with active involvement in graduate education. Under the present system, membership includes many who have not been actively involved, nor, indeed, wish to be so. At the same time, the ongoing needs of each programme must be provided for. It is felt that membership of the Faculty should include those whose services are required by the programme and who are actively interested in and committed to graduate education.

The Report identified two minimal criteria for initial appointment in the Graduate Faculty: (a) "the holding of a Ph.D. or alternative demonstration of academic quality," and (b) "the holding of the rank of at least Assistant Professor." (To these, of course, the Commission would like to see added evidence of active research, as noted in the recommendation immediately above.) It then went on to describe the various activities in which members of the Faculty engage. From these, some additional criteria for reappointment were distilled, and comments were added on terms of appointment and mechanisms for appointing, as follows:

(a) Principal Activities

(1) Sustained and productive engagement in high quality research scholarship or artistic activity.

(11) Supervision of graduate theses or dissertations (i.e. chairmanship of supervisory committee).

(iii) Participation in graduate course teaching (as course director or seminar leader).

(b) Subordinate Activities

(i) Membership of supervisory committees.

(ii) Membership of examination committees.

(iii) Membership of programme committees or service related to the administration of the programme.

(iv) Membership of Faculty committees or service in the administration of the Faculty.

Proposed Criteria for Initial Appointment to the Faculty of Graduate Studies

(1) Primary eligibility, as above.

(ii) Programme need of the individual who can contribute in at least one of the principal activities or two of the subordinate activities during the first term of membership.

Proposed Criteria for Re-appointment to Membership of the Faculty

(i) Continued sustained involvement in research, scholarship or professional practice.

(ii) Past service in at least one other principal activity or two other subordinate activities.

(iii) Documented expectation of continued service in at least one principal activity or two subordinate activities.

Supervision at the Doctoral Level

The nomination of supervisors for Ph.D. students is a matter for careful consideration by programme directors. Save in exceptional circumstances, a Ph.D. supervisor should previously have successfully acted in a supervisory capacity at the Masters level.

### Term of Membership

Membership of the Faculty of Graduate Studies shall normally be for a three year term. Terms will be renewable, reflecting the needs of the programme concerned and the ongoing involvement in graduate work of the member concerned.

### Mechanisms for Appointment and Re-appointment

The primary decision as to the professional calibre of candidates for appointment and re-appointment is clearly the responsibility of programme directors. Furthermore, it is recognised that each programme director must be able to plan ahead, which involves the deployment of faculty resources. Each director will recommend appointments or re-appointments to the Faculty of Graduate Studies using simple forms and documents shortly to be available from the Faculty of Graduate Studies. Subsequent procedures will be routinized and speedy.

The Commission further recommends that:

29. Membership in the Graduate Faculty should be granted for a limited period only, subject to renewal based on proper performance to the criteria agreed upon by the Faculty.

The Graduate Faculty should be selective; a graduate programme should be composed of a small but involved group of people. Such a group need not be fixed and stable for all time. One way in which the dangers inherent in our ability to make new appointments at York can be overcome is to encourage the movement of faculty members from one unit to another within the University. We would urge that there be much more interchange between, for instance, the new undergraduate Colleges and Glendon and Atkinson Colleges. A member of the College of Letters, for example, might assume full-time responsibilities in Glendon or Atkinson for a period of three years, exchanging places with a corresponding member. Similarly, a qualified person might serve in a graduate programme for a period of three or five years and then go off for a period of time. A faculty member might, in a similar way, move in and out of a research institute over shorter periods of time.

A corollary to stringent criteria for membership in Graduate Studies is that membership in this Faculty carry with it adequate recognition in terms of time. Although well aware of the difficulties involved in finding the means to do this, the Commission agrees that if the size of graduate programmes can be kept to a minimum, and if time can be freed up elsewhere, the University may be able to allot time for graduate instruction on a more rational basis. Unless we are able to build into our structure proper recognition for the various academic activities, especially for graduate instruction and for research, the University should not continue to maintain its graduate programmes. To free sufficient time, it must either cut back on course offerings in the undergraduate programmes (see "Undergraduate Education," p. 25) or else faculty members not appointed in the Graduate Faculty at a particular juncture must be able and willing to pick up more undergraduate teaching duties. One result of York's attempts to do all things at once has been graduate programmes which have often ridden on the backs of undergraduate ones, faculty members working with graduate students on overload. Correcting this situation will not be easy; it can only be done by making adjustments elsewhere in the system.

A related problem for Graduate Studies is the feasibility of introducing new graduate programmes. It seems undesirable and unwise to foreclose this possibility; yet, adding new programmes can only be done by finding time within the system. York must be certain that every programme it has is of eminent stature. Only by being rigorously self-critical, supporting none but those programmes whose quality is proven to be high, will the University be able to justify its graduate activities. If it can be as selective of programmes worthy of preservation as the Faculty would like to be in choosing its members, the University may be able to make room for the occasional new programme. It is to keep this option open that the Commission has recommended periodic review and assessment of all offerings at York elsewhere in this Report (see the section entitled "Review and Assessment").

### The Structure of the Faculty

The Commission examined various alternative structures for the Faculty of Graduate Studies in an effort to determine whether the present arrangements are satisfactory. There have been, of course, various committees set up and reports issued in the past on the structure of the Faculty of Graduate Studies, all of which we examined with care.

Among the new suggestions made to us was that of a College of Graduate Studies. Were one able to give a building to such a College, there might be advantages in having a physical location for this Faculty, advantages especially for those graduate students not engaged in teaching who do not have office space. The Graduate Dean made a convincing plea to the Task Force on Research for more space for graduate students. The Commission reluctantly rejected this suggestion after careful examination, however, on the grounds that we

do not have buildings to spare, that all members of the Faculty of Graduate Studies have departmental appointments and locations, and that many graduate students are connected with teaching and hence have some (if not fully sufficient) office and study space. We know that the situation is far from adequate. A future goal for the University must be to provide working space for every graduate student. Moreover, this Report makes a recommendation on the Graduate Residences which may help a bit to create a more active, meaningful graduate community (see recommendation #25).

There were other alternative structures considered, but it was concluded that the present arrangement of the Faculty of Graduate Studies, membership in that Faculty being drawn from across the University, best fits the York context.

The Commission does wish to propose one change which it thinks will help highlight graduate activities at York, link them more closely with research, and ensure the application of "quality controls" to appointments, admissions, and programmes. It recommends

30. that the post of Dean of Graduate Studies be replaced by the post of Vice-President for Research and Graduate Studies.

This Vice-President would be jointly responsible with Provosts, Principals, Deans, Chairmen, and Directors of graduate programmes for planning and budgeting for graduate instruction. Financial provision for graduate programmes would continue to be made within departments, colleges, and faculties as at present, but on an agreed basis, with graduate programmes receiving the same kind of treatment as undergraduate programmes. Expenditure or re-allocation of resources would require the joint approval of the Vice-President for Research and Graduate Studies and the unit which is the budget centre for the activity.

It is envisioned that the Vice-President for Research and Graduate Studies would be responsible to the Office of the President. The office would combine the functions now performed by the Dean of Graduate Studies and the Office of Research Administration. A detailed list of the duties and responsibilities of the Vice-President may be found in Appendix III.

#### IV. Teaching, Learning, and Scholarship

##### A. Academic Activity

The functions of the modern university encompass teaching, research, and community service. Different talents and resources are required for excellence in each of these activities and yet they are perceived to be mutually supportive and dependent upon one another. In particular, it is widely believed in the academic world that research and teaching should be closely linked as a means of maintaining intellectual vitality and well-grounded teaching. However, the relation between these activities is exceedingly complex and highly variable both in time and place, and from one discipline to another. At the institutional level no one knows where the optimal balance lies, or even if there is one. At the individual level no one knows how much teaching is needed to combat sterility in research or how much research is needed to ward off senility in teaching. The balance for an individual should be a value judgement based on personal proficiency, and the balance for an institution should emerge primarily from the aggregate abilities of its members. Nevertheless, on the basis of an unwarranted extrapolation from institution to individual, and a vain hope that professors are people of astonishing versatility, there has arisen the expectation that faculty members should pursue simultaneously and effectively all three traditional university activities throughout their careers.

The interminable disputes over the relative importance of administration, teaching, and research reveal only that different professors want to do different things - and usually they want to do the things they feel they do best. There is little to be gained in holding up as models the conflicting visions of such mythical places as the cloistered teaching college of Newman's Oxford, the professorial research institute of von Humboldt's Berlin, or the social service agency of La Follette's Wisconsin in the expectation that it will be fruitful to persuade our colleagues to take on work for which they may be ill-equipped by temperament or training. This broad view was expressed well by Lord Robbins when he wrote:

Original work is essentially personal and though it should be fostered and encouraged it should not be forced as a duty on all teachers. Individuals vary greatly in their desire and their capacity to undertake original work. Moreover, the periods in their lives in which they most need time to pursue their own inquiries may vary with their temperaments and their fields of study. It is well known that in the physical sciences it is often earlier than in the biological. In general, in the humanities, periods of production come much later than in the sciences. . . . Like all communities, a university needs a diversity of gifts and any notion that

there is an ideal division between teaching, research, original work and administration to which every member of the academic staff of a university should attempt throughout his academic life to conform, is wholly alien to the proper concept of a university.<sup>1</sup>

York is fortunate to have on its faculty a good mix of stimulating teachers, creative researchers, and talented administrators. Furthermore, there are periods in the life of most faculty members when they are inspired to shift emphasis from one activity to another. Thus, it is wasteful folly for a university to create an environment in which research becomes an unwanted chore for the committed teacher, or in which community service and administration are seen as lost time for the scholar. Our university will be at its best when all of us are doing our best according to our particular talents, experience, and inner urgings.

The Task Force on Research remarked that "having a reputation for research" brings with it "many external responsibilities," citing the following as examples: "being external examiners on theses at other universities; being external referees for tenure and promotion or for hiring, for other universities; being members of editorial boards of journals, and refereeing articles for journals; being on refereeing panels for granting agencies such as Canada Council or National Research Council; being external referees for granting agencies such as the U.S. National Science Foundation, or N.A.T.O.; editing books, and assessing manuscripts for publishers; assessing textbooks; presenting seminars at other universities and at learned societies; organizing symposia at national and international meetings; and being in executive positions in national and international societies."<sup>2</sup> Within the University, the list of an academic's duties could be enlarged to include such teaching-related activities as advising students, discussing and marking students' essays, setting essay topics and examination questions, supervising honours theses, and participating in discipline discussion clubs. A variety of other activities are engaged in from time to time: attending departmental and faculty meetings, chairing or being a member of departmental, faculty, or University committees (some of which take up much more time than others), directing or administering programmes. To these typical activities must be added the more familiar teaching roles of preparation, lecturing,

---

<sup>1</sup> "Higher Education," Cmnd. 2154, H.M.S.O., London, 1963 (The "Robbins Report").

<sup>2</sup> "Report of the Task Force on the Future Role, Development and Organization of Research," December 16, 1976, p. 14.

and giving seminars or tutorials, as well as the not inconsiderable task of keeping abreast of developments in one's discipline (not to mention contributing to them). Certainly, the popular stereotype of the academic as a person who teaches nine hours a week and has a "free year" every seventh year (and a holiday of three months or more every summer) is a gross distortion of the truth.

Academics have in part contributed to this false picture of themselves by talking of "teaching load" and by defining that "load" in terms of classroom contact hours. Moreover, there is a tendency to speak of "release time" as synonymous with "release from teaching." Far from wishing either to downgrade or inflate the importance of teaching as a principal function of the University, the Commission would simply like to point out that teaching itself is not characterized by classroom lecturing and tutorial instruction alone. Teaching and learning take place in other contexts, instruction in particular perhaps even more characteristically being found in those activities which normally take place outside of the classroom.

Professors as scholars have classrooms without walls filled with students they may never meet. These are their readers, those who learn more from the books and articles they find in libraries, than from all the lectures they will ever hear.<sup>3</sup>

The idea of university teachers as teachers should, therefore, be augmented by the recognition of all the other activities engaged in by faculty members.

It is desirable and healthy, in the interest of self-renewal, for faculty members to emphasize different aspects of their academic work at different points in their careers (and to move in and out of different teaching assignments, as we pointed out in the preceding section of this Report). The Commission feels that a new concept of "academic activity," allowing for variable ratios of teaching, research, and service, is needed to replace the burdensome innuendo of the irreducible "teaching load" as a means of ensuring that professors fulfill their obligation to the University. Therefore, we recommend that

31. Principals, Deans and Chairmen should devise suitable means, appropriate to the distinctive and evolving needs of their academic areas, of recognizing the

---

<sup>3</sup> Department of History, Faculty of Arts, "Submission to the Presidential Commission," March 22, 1976, p. 3.

changing interests, abilities, and commitments of each faculty member to the complementary challenges of teaching, research, and community service, and in particular a mechanism that will make it possible for the good teacher to devote relatively more time to teaching, the good researcher to devote relatively more time to research and the good citizen to devote relatively more time to professional and community work both within and without the University.

To reinforce our conviction that fine teaching is a mainstay of university education, we further urge

32. that the Senate Executive Committee's Sub-Committee on Teaching and Learning examine the continuing need for an instructional development programme and make recommendations concerning the nature and location of such a programme.

## B. Research

The President's Task Force on the Future Role, Development, and Organization of Research well described the several functions of the university as follows:

A modern university has many purposes and objectives - to teach a wide range of subjects to a variety of audiences; to engage in research and disseminate the results to an academic audience and, in the case of certain topics, to an audience of practitioners in the private and public sectors; and to be involved in the cultural and artistic life of the students, faculty and the community.

Other institutions pursue these functions to be sure. Libraries, secondary schools and community colleges share a responsibility for the conservation and transmission of existing knowledge. Governmental, industrial and commercial organizations also conduct research. Nevertheless, only universities provide the unique combination of responsibility for the advancement of knowledge in sciences and arts with the transmission of this knowledge to mature students. It is important that universities are differentiated from other post-secondary educational institutions which do not share a fundamental commitment to research as their central

objective. For research and scholarship are the sine qua non of the modern university.<sup>4</sup>

Over and above the long-standing tradition that scholarship and research are significant defining characteristics of universities, today the government implicitly recognizes that Ontario universities are research as well as teaching institutions: some 30% of the provincial operating grants are assumed to be for the support of research activities. In addition, various federal agencies provide funds for research, in obvious recognition of the fact that the talents and resources of our universities are needed in the pursuit of a wide range of national goals and for the solution of many important problems of national concern.

The Commission accepts and endorses the Task Force's definition of university research as any sustained activity designed to make an important and original contribution to the advancement of knowledge or artistic expression which is communicated to others in a form that permits critical evaluation by appropriate peer groups. Furthermore, we agree with their argument that research, scholarship, and creativity are not synonymous terms, in that by scholarship is meant continuing interest in, and thorough knowledge of, studies or work by others on the subject matter in question; by creativity is meant synthesis of old data, or collection and synthesis of new data, resulting in an innovative solution to a problem within a discipline. Ideally, research should be both scholarly and creative, but this ideal may not always be realized; some work which is indeed important "research" may emphasize scholarship without creativity, or conversely, depending on the discipline in question and the needs of that particular discipline at a given time. For example, some research might involve collating the works of a particular novelist, or collecting oral records of historical interest; since both of these examples are limited to collecting and collating existing data, neither of them is "creative." But both could be acceptable and necessary research. Similarly, one can create new art forms or conduct new scientific experiments without scholarly knowledge of previous art forms or of the scientific literature, and both could be acceptable research. The definition of "research" thus depends on the discipline and the state of development of the discipline at any given time.<sup>5</sup>

---

<sup>4</sup> "Report of the Task Force on the Future Role, Development and Organization of Research," December 16, 1976, p. 4.

<sup>5</sup> Ibid., pp. 5-6.

Finally, the Commission agrees with its Task Force that

a necessary component in assessing whether a work is "research" is judgement by peers, both internal to the University and external to the University: "scholarly" and "creative" work which never leaves one's desk or one's classroom is not "research," for to be considered "research" the work must be in the public domain, and be available for scrutiny by one's peers. In the last analysis, the definition of research must include judgement by one's peers, but the exact definition of what constitutes research in any particular case is best decided upon within the various disciplines concerned.<sup>6</sup>

York was founded at a time when there was an urgent need to be innovative in teaching and to revitalize the university's ability to transmit knowledge and skills to young people. Our commitment to excellence in teaching must be maintained; but today it is our obligation to create new knowledge and our capacity for basic research that is being eroded. A similar problem besets all Canadian universities, but it is one which merits special attention at York.

For the past seven years public funding for university research has been in decline. For example, in the areas of science, engineering, and medicine, federal support for university research in 1975 fell to 67% of its 1969 level. During the same period, pressure on universities to devote more of their resources to applied or mission-oriented research on a contractual basis has increased. While such research may be valuable and often can serve the needs of all parties concerned, it is a development that must be monitored closely by the university. In a period of economic restraint, increasing governmental expenditure on contractual research may well entail a re-allocation of funds from those types of study that are most relevant to the recognized educational and intellectual goals of universities.

The Commission recognizes that many important types of research and scholarship are being pursued at York and that some of these, especially in the humanities and certain areas of social science, may not require external funding. In disciplines where this is the case, we would encourage our colleagues to ask themselves whether funds could further their work, and to develop, through the interchange of information concerning their activities, an environment conducive to research and scholarship.

However, despite the preponderance of humanities and social science programmes over the sciences and "professional"

---

<sup>6</sup> Ibid., p. 5.

faculties at York in general, it appears that there is still considerable room for growth when it comes to realizing our potential in this regard. Statistics on "research intensity" at Ontario universities, using the ratio of sponsored research revenue to academic operating expenses as a measure (albeit crude and inaccurate) of "research intensity," show that York has never been strong. In 1975/76, it ranked ninth among the fifteen Ontario universities, some 40% below Carleton and almost 500% below McMaster, which ranks first. This may be a reflection of the unusually high proportion of arts faculty members at York, since our Faculty of Science ranks high in the nation, and the Department of Biology first, on a research grant per capita basis. It is, after all, in faculties of science that levels of external research funding normally are highest (medicine excepted).

The Commission also is concerned by the fact that its Task Force encountered numerous difficulties in its attempt to assess the quality and strength of research at York, not the least of which was a certain diffidence on the part of many of our colleagues to describe their achievements. In its own words, the Task Force

gave careful consideration to the criteria that might be used to assess the quality and strength of research at York. The following possible ways of measuring strengths were considered: (a) the levels of external and internal funding; (b) number and quality of publications; (c) frequency of citation of published work; (d) the ACAP assessments of graduate programmes. None of these indicators as available to us proved to be sufficiently valid or reliable to justify definitive conclusions.

. . . In sum, we have considered various measures for assessing research at York but have found the data inadequate for a proper assessment. We realize that any future assessment procedures and information collected may differ in various parts of the University. And we realize that in some parts of the University, there have already been attempts to evaluate research performance using a variety of criteria (examples include Administrative Studies, Biology, and Psychology). Such efforts are to be commended. In the University as a whole, however, such information does not exist in any coherent form, and consequently the Task Force cannot provide a detailed and fully documented account of York's research strengths.<sup>7</sup>

All of this might reflect little more than the fact, stated simply and poignantly by the Task Force, that "research at York University

---

<sup>7</sup> Ibid., pp. 6-9.

has not been given the priority it deserves."

The community should be aware, of course, that funded research is not without its cost to the University, both in terms of actual overhead expenses and also in terms of re-allocated faculty time. Nor should the cost of continuing research programmes once the external funding has stopped, be forgotten. For this reason, the officers and faculty members of the University must make vigorous efforts to obtain adequate funds to meet overhead expenses when seeking research contracts.

In the light of the foregoing and of the Report of the Task Force on Research, the Commission makes the following, more specific recommendations to the Vice-President for Research and Graduate Studies, to the Principals, Deans and Chairmen, and to the Senate Committee on Research:

33. Mechanisms appropriate to each academic unit should be developed to assess regularly the aggregate research activity of those units, these reports to be submitted for information and/or action to the Vice-President for Research and Graduate Studies and the Senate Committee on Research.
34. To those departments and divisions of the University where a majority of faculty are heavily and productively involved in research, faculty positions should be re-allocated, whenever possible, to reduce individual teaching commitments while maintaining the total amount of teaching needed to meet student needs.
35. The University should be prepared to make initial budgetary re-allocations from its own resources toward major research projects if such commitment will aid in obtaining long-term research funding from external sources.
36. Officers and faculty members, both individually and in groups, should be encouraged to make greater and more sustained efforts to obtain external funding for research.

37. Procedures should be established for defining specific academic research programmes and priorities as an aid in soliciting funds from private and corporate donors.
38. The Office of the Vice-President for Research and Graduate Studies and the Department of Information and Communications should increase their efforts to bring York's research strengths and capabilities to the attention of government departments and agencies, potential graduate students, and the general public.
39. There should be established Special Advisory Committees for all organized research units (ORU's) that are not affiliated with a single faculty or other single administrative unit of the University. These Advisory Committees should be made up of representatives of the University administration and the disciplinary areas covered by the ORU, and should include members drawn from outside the York community. The Advisory Committee should meet regularly with the Director and staff of the ORU in question and report annually to the Vice-President for Research and Graduate Studies, and to the Senate Committee on Research.
40. The concept of regular sabbatical leaves for faculty members should be altered. In their place there should be established University "research fellowships" which could be tenable for periods of up to one year, either on campus or off. The Vice-President for Research and Graduate Studies should devise appropriate mechanisms for the equitable allocation of these fellowships. In particular, the Vice-President should ensure that faculty members primarily involved in teaching (and so perhaps in greatest need of time for research), as well as those active in research, receive such fellowships. The teaching commitment of on-campus fellows need not be zero, but the net percentage of faculty resources presently made available for sabbatical leaves should remain unchanged.

Because universities are differentiated from other post-secondary institutions by virtue of their obligation to carry out research in the arts and sciences and to provide an environment conducive to the pursuit of creative activity, the Commission is persuaded, by the Report of its Task Force on Research, that it is a matter of the greatest urgency for York to strengthen its position in research and scholarship if we are to maintain our credibility as a university of substance during the next decade. It was in order to move toward this goal and publicly highlight York's serious intentions in this area that the Commission recommended the appointment of a Vice-President for Research and Graduate Studies in the foregoing section. The duties of this officer and the relation of his office to other sectors of the university are outlined in Appendix III.

## V. Review and Assessment

Given the prospect of long-term financial constraints, it is evident that the changes implied by a commitment to the values stated under our "Overall Aims" can only be accomplished by regrouping and re-allocating the University's resources - in particular, its human resources.

No effective planning for the future can be carried out without a clear knowledge of where the University stands at the present - in short, the very sort of assessment that the Commission hoped to conduct in an informal way when it began its deliberations. Every recommendation in this Report is designed to help the University maximize its potential. Without accepted guidelines on determining where that potential lies, however, such a task becomes frustrating and ultimately meaningless, as previous planning bodies have discovered. It is with the goal of self-knowledge in mind that we make the recommendations below.

First, we have proposed elsewhere in the Report that there be a Vice-President (Research and Graduate Studies), with duties as follows:

- (a) the support of research;
- (b) responsibility for carrying out review procedures as outlined below;
- (c) administration of graduate studies; and
- (d) institutional research.

Commensurate with the increased emphasis on research in the University, the appointment of a senior officer to supervise research and graduate studies would seem to be a logical step. The areas of research and graduate studies are already closely related, successful research being an important criterion for appointment to the Faculty of Graduate Studies. In addition, the fact that ACAP reviews constitute practically the only source of outside assessment of the University's research and teaching strengths makes the office of the proposed new Vice-President a natural focus for all review procedures, whether internal or external, graduate or undergraduate, connected with our academic programmes.

41. All academic programmes in the University should be subjected to regular review and assessment, which would take the form of a review of the successes and strengths of each unit as measured against goals the unit had set for itself and against the larger goals of the University. The Vice-President

(Research and Graduate Studies) would be responsible for seeing that these reviews were carried out by the appropriate bodies.

In addition to the benefit of self-knowledge mentioned above, ongoing appraisals on a regular basis would, it is hoped, introduce a new tautness to departments and faculties, as well as drawing attention to any slippage which may have occurred since the ACAP reviews. As an academic parallel to the operational review system, it would provide the University's planners with variables other than financial stringency on which to base decisions.

42. (a) Research activity should be regularly (annually) assessed at a department and faculty level.
- (b) To this end, it should be mandatory for individual faculty members to submit to their own units and to the administration an updated curriculum vitae, indicating published works, grants received, and so on, and if necessary, an annual progress report on current research.
- (c) To facilitate evaluation, each Faculty should use a standard curriculum vitae form.
- (d) Assessments of research strengths and weaknesses should be made available to the Office of the Vice-President (Research and Graduate Studies) and any appropriate Senate Committees.

Like the Task Force on Research, the Commission believes that assessment should be carried out at the department and/or the faculty level, for this is where the persons best qualified to judge the quality of the research are. The work should be in the public domain, either through publication or performance. The explicit criteria for research will vary from department to department, but must include evidence of external judgement by peers.

43. Recipients of research fellowships, release time, and leaves of absence should be accountable to their respective units and to the administration for the effective utilization of research money, space, and time.

Just as a professor is accountable for the satisfactory performance of teaching duties, so there must be similar accountability for research activity. Without accountability, a rational parcelling-out of time on the basis of our new concept of academic activity (see the section entitled "Teaching, Learning, and Scholarship") will not be possible. The research fellowship, for instance, is an important part of the scholarly experience of a faculty member and of the total University budget; more attention to its use and results (for the sake of the University's self-perception and public image) is long overdue. However, because major projects may take several years to complete, and there may be a further lapse of time before substantial publications appear, reviews of research progress and subsequent publications should take these time delays into account.

Historically, most of the research in a university has been done on an individual basis, and in our opinion this will continue to be the dominant mode in the decade ahead. However, the recent changes in Canada Council grant arrangements involve some shift in priorities from the traditional individual submissions (normally one year at a time) towards larger block grants for larger scale multidisciplinary projects lasting for five years or so. Research grants and contracts from government agencies also reflect somewhat higher priority to team than individual projects to meet the perceived needs of governments for better information and analysis for decision-making. York has pioneered and emphasized interdisciplinary teaching, but only some interdisciplinary (or multidisciplinary) research has taken place thus far, although the recent grant for a study of social indicators illustrates the possibilities.<sup>1</sup>

York can respond to these new opportunities for funding by the formation of Organized Research Units (ORU's). If properly enforced, the

---

<sup>1</sup> "Report of the Task Force on the Future Role, Development, and Organization of Research," December 16, 1976, p. 33.

criteria established by Senate for formal approval and periodical review of such units will provide the necessary safeguards against a waste of resources. However, two additional safeguards are needed:

44. ORU's should make annual reports to the Senate Committee on Research.
45. ORU's should also be subject to triennial rather than quinquennial review as at present.

In order to encourage new initiatives in this field, some of which have already been proposed,

46. We recommend that the Senate Committee on Research examine all existing proposals for ORU's, selecting only the most promising ones for more detailed consideration and external review according to the procedures established by the Senate.

In particular, the Commission gives its warmest endorsement to the proposal to establish an Institute for Canadian Studies.

## VI. The Environment for Learning

### A. The University and its long-range planning capacity

The ambiance of most large institutions is the subject of criticism by its constituents, and York University is no exception. From the outset, the Commission has given a high priority to developing the University on a human scale. It was considered essential to create an environment which would foster the intellectual, aesthetic, and professional development of all York constituents. In a society characterized by large, highly centralized institutions, the achievement of our objective represents no small challenge.

The task facing the University is to determine the most effective utilization of its resources in order to achieve improved conditions for work and play. Accordingly, the Task Force on the Physical and Cultural Ambiance of the University was struck to examine the physical and cultural environment at York, and the University's relations with the external community. The numerous references in this Report to the Task Force are indicative of the Commission's indebtedness to their efforts.

The following discussion of physical and cultural ambiance took place in the light of data predicting the social composition of the York community. While the sixties and seventies have taught us not to second-guess the eighties, some indications of the future are now clear. Without straining credulity, we are able to project the following trends:

- (a) a substantial increase in the number of mature students;
- (b) a substantial increase in the number of students from minority ethnic groups;
- (c) a substantial increase in the number of women students;
- (d) a substantial increase in the number of working, part-time students;
- (e) in addition, financial constraints and current hiring practices which suggest a more stable faculty and staff, with fewer newcomers and less turnover.<sup>1</sup>

What ordering of available priorities and resources will be consistent with these projected demographic changes in the

---

<sup>1</sup> Thelma McCormack, "Minority Report to the Report of the Task Force on the Physical and Cultural Ambiance of the University," December, 1976, p. 5.

societal composition of the York community? The Commission feels that the following statements express a commitment and a challenge appropriate for us:

- The University should provide equality of opportunity for its members.
- The University should strive for cultural and social enrichment of the York community for its constituents.
- The University should endeavour to provide an environment which is conducive to scholarship.
- There should be a University-wide commitment to the ideals of beauty and functionalism.
- The University should expand significantly the application of its physical and human resources to community service.

The planning of our environment in the past has been guided by a document published in 1963. A Master Plan for York University articulated the sound principles of planning upon which a campus might have been built that would have objectified York's commitment to the goals of civilizing and educating. This plan was developed by the University Planners, Architects, and Consulting Engineers (UPACE) - a group which included three architectural firms, assisted by various professional and administrative consultants from the new University - as a brief for the late Mr. Robert Winters, then Chairman of the Board of Governors of York University.

Times have changed, however. For at least a quarter-century growth was the predominant theme: growth in numbers of both students and faculty; growth in the degree of democratic decision-making by both faculty and students, but also - inevitably - in faculty bureaucracies and indeed, the creation of whole new faculties; growth of physical facilities; growth of libraries and of the variety and pace of research; growth in diversity of curricula and of innovative teaching methods; and, generally, growth in quality throughout the entire educational system. Suddenly, the rate of growth declined across the province. A University degree was no longer a guarantee of future employment and financial security. There was no more money, according to the governments, for capital expenditures. The economy had become "the secret police of our desires."<sup>2</sup> While there is every indication that York will be exempt in the future from downward growth

---

<sup>2</sup> Quoted in Harry W. Arthurs, "Paradoxes of Canadian Legal Education," The Horace E. Read Memorial Lecture delivered to the Faculty of Law, Dalhousie University, October 27, 1976, p. 1.

trends common to other provincial institutions (in fact, according to our Research Group, projections include a potential increase in our enrolment of 50% over the next five to ten years), other factors in the social and economic climate will make it necessary for us to re-examine the primacy of our Master Plan.

Those responsible for the Master Plan have done a commendable job in getting a major institution launched. It is time, however, to look beyond that Plan and the scenario it envisioned:

No plan can be viewed as iron bound. To keep it viable requires repeated re-examination to identify parts which have been, or are being achieved, and which are not; and to explore those which, as a result of changed conditions, need to be modified or even abandoned.<sup>3</sup>

The world envisioned by the draftsmen of the Master Plan is not likely to come into being, given the significant changes in attitude toward public support for education, the spiralling costs and implications of inflation, and the changing constituency of people choosing to seek a university education.

While recognizing that the Master Plan's original commitment to achieve a civilized environment cannot be compromised, the Commission recommends that the Master Plan no longer be considered a guiding document for the development of the University. There is an immediate need for a revised and updated master plan based on our newly defined horizons and the goals and objectives proposed by this Commission. Planning for the future must be seen as a continuing process directly related to the ongoing life of the institution and should not be restricted by a static document. Therefore, the Commission urges

47. that York University officially detach itself from the Master Plan of 1963, and that it embark on a major and continuing forward-planning exercise that is related both to the physical development of the campus and to the social involvement of the institution with on-campus constituent groups and the surrounding community.<sup>4</sup>

---

<sup>3</sup> Harold W. Dodds, "The Academic President--Educator or Caretaker?," as quoted in "York University Campus - 1980" (Department of Campus Planning, 1963), p. 5.

<sup>4</sup> "Report of the Task Force on the Physical and Cultural Ambiance of the University," December, 1976, p. 3.

The University must develop a capacity for creative institutional planning based on the definition of problems as they are perceived across the University community. This requires the involvement, where appropriate, of resources both internal and external to York, in a grass-roots operation that can be incorporated into the evolving educational structure and related directly to changing University roles in the wider social setting. This process would involve the interaction of many diverse University constituencies in order to ensure the adaptation of space to changing needs within the University.

The primary role of a long-range planning unit, as part of an overall institutional planning and development capability, is

institution building; through the establishment of patterns of contacts between . . . elements of the campus community to deal with particular problems; by assisting in the management of the University environment; and by encouraging the development of wider University roles in the future.<sup>5</sup>

The Commission, therefore, endorses the following Task Force proposals and recommends them to the Office of the President for study:

48. the creation of an Office of Institutional Planning and Development, reporting to the President or Executive Vice-President, and responsible through the President to the appropriate York authorities: the Senate and the Board of Governors;
49. that such an Office would be concerned with campus, environmental, and social planning, working together with the University's senior academic units (the Senate and its committees, including Faculty Councils), administrative units (including the Colleges), and student groups;
50. that it should supersede such non-academic planning agencies as Campus Planning and the Physical Resources Committee and the planning responsibilities of Physical Plant and University Facilities;

---

<sup>5</sup> Ibid., p. 5.

51. that it could serve as an integrated planning unit for such diverse services as Instructional Aid Resources, student services, athletics, campus security and parking, transportation and ancillary services (including food service);
52. that it be comprised of a small planning group (including specialists in communications, community interaction, design, and physical planning); it would second other specialists, where appropriate, from on campus or off;
53. that it should be flexible and responsive to the needs of the various components of the University and the community which the University serves.<sup>6</sup>

#### B. Physical Ambiance

The idea of focusing on physical ambiance is reasonably simple. One is able to operate on the assumption that improving the environment will result in obvious benefits to the community. The probable effect of pleasant surroundings, although not measurable by any known yardstick, would be improvement in University morale. For the Commission, then, it is a congenial task to insist on a better physical environment as a condition of improving the environment for learning.

In studying possible improvements in the physical environment, the Commission isolated five areas for further discussion and recommendations:

- (i) transportation and access;
  - (ii) Ross Building/Central Square;
  - (iii) physical protection and security;
  - (iv) general commitment to the ideals of beauty and functionalism;
  - (v) alternative uses of part of the Downsview Campus.
- (i) Transportation and Access

The Task Force, in dealing with the relative inaccessibility of the Downsview Campus, commented:

---

<sup>6</sup> Ibid., pp. 7-8.

Whatever power . . . the University has in drawing staff, students, faculty and visitors to the campus, their association with the University is affected by the nature of their journey to it -- the distance, the time it takes, the financial cost, and especially the cost in terms of human energy.<sup>7</sup>

The problem of transportation and access is not the exclusive concern of those who elect to live away from the campus and its environs. There is an obvious need for those resident on campus itself to have readily available means of transport to the various parts of Toronto, especially its downtown area. The Commission concurs with the Task Force that the University must give this issue a high priority.

There are three separate and distinct elements of the access problem: campus parking, bus services, and subway extension.

With respect to campus parking, the draftsmen of the Master Plan were faced with two distinct alternatives: they could keep the parking close to separate buildings or they could centralize the buildings and place parking lots around the perimeter. The second arrangement was the one chosen for York. The planners saw its advantages as being threefold. First, the time between classes can be kept down to ten minutes. Second, a clash between automobiles and pedestrians is avoided by making the central campus primarily pedestrian in nature. But most important was the desire to keep vehicles subordinate to human activity.

There is, of course, another side to this same coin: the inconvenience to automobile commuters. Current concerns are related more to access from parking areas than to the actual availability of spaces. Although a short-run proposal to ease the movement between academic buildings and parking areas - either by erecting covered walkways or by decreasing the distance to the lots - would be received with mass approval, the University must exercise caution in pursuing such a course of action. Future increases in the cost of private car travel could eventually affect York's operation profoundly. For this reason, the Commission, in accord with the Task Force Report, emphasizes the role of public transit in the solution to the access problem.

The second aspect of the problem, the improvement of bus services, reflects this long-run emphasis on public transit. In this area, the Commission can do no better than to quote from the Task Force Report:

---

<sup>7</sup> Ibid., p. 9.

The provision of services linking York University both to its immediate surroundings and to subway routes will remain a vital element in improving accessibility to the University. The state of the existing bus service system is such that in general, only those who have to use it actually elect to do so. For the rest, the option of the private car almost always comes first. This is both a function of the time taken to travel by bus to York using regular services and the irregularity of such services. . . . [A] University facility operating on this scale should be able to work with the transit authority to organize a network of effective direct bus services from important connecting points in the city.

A further important element related to the use of bus services at York is the provision of bus terminal facilities with covered, and possibly heated, facilities for waiting passengers. The lack of such facilities at present discourages the use of public transit. This suggests that there is a built-in assumption, inherent in the University's transportation policy, that it will continue to be an automobile commuter campus. What is required is a new policy directly encouraging the use of public transit.<sup>8</sup>

A third aspect of the access problem is the extension of the Spadina Subway onto the Downsview Campus. In a single act, this extension would connect the University to the rapid transit network in Metropolitan Toronto, thus providing a direct link with the downtown area. This would pull the University into the mainstream of movement and activity within the city. It would result in a significant reduction in the numbers of cars using the campus and would facilitate the extended use of the campus by all University members and members of the general public.

The Commission does not underestimate the importance to the campus of such a development. Besides providing the above-mentioned link between the York community and the rest of the city, the subway would represent a convenient means of transport for persons living or working in the northwest section of Toronto, including the heavily populated Jane-Finch corridor. Furthermore, access to social, cultural, and athletic activities taking place on the York campus, as well as to Highway 400 and other major arteries in that part of the city, would be greatly improved.

---

<sup>8</sup> Ibid., pp. 10-11.

The Commission, therefore, urges the Office of the President to consider the following Task Force proposals:

54. that the University consider means of linking parking lots to campus buildings by, for example, covered walkways leading from the main parking areas to the nearest internal movement system;
55. that the University act immediately to improve the bus system serving the campus by:
  - (a) negotiating with the TTC for the rerouting of the Steeles Avenue and Jane Street bus services onto the campus;
  - (b) negotiating with the TTC for the provision of an express service to/from the campus and the terminus of the new Spadina subway;
  - (c) examining the York bus services with a view to increasing the regularity of services and providing some means of transportation for late-night return to the campus from downtown;
  - (d) providing bus terminal facilities with covered and heated facilities for waiting passengers at the main bus stops on campus;
56. that the University act immediately to negotiate with the TTC and the provincial government for the extension of the Spadina subway to the campus by:
  - (a) making a detailed study of the potential use of the extended subway by the York University population, its effect on traffic patterns in the area, and the long-term implications for York and the surrounding communities;
  - (b) carrying out a study on the effects of the subway extension on the operation of the Spadina subway, and the Metro-wide implications of such an extension;
  - (c) organizing political support for the subway extension from the surrounding communities and their representatives at all levels of government, using key interest groups and lobbyists associated with York to assist in the process;

- (d) appointing a University negotiating team to organize and integrate a subway campaign, followed by the initiation of contacts with the relevant bodies.<sup>9</sup>

(ii) Ross Building/Central Square

The heavily utilized Ross Building/Central Square area poses special problems for the University. Finding a solution to these problems could have a highly beneficial impact on the rest of the campus:

The Ross/Central Square spaces are the single most significant element in determining the response of the York University population to the physical ambiance of the campus. Revitalization of these spaces, and the way in which they serve the day-to-day needs of the users, would affect attitudes to the entire institution.<sup>10</sup>

Central Square, designed as a shopping concourse, has had forced upon it the role of the primary mixing area on campus. The area, being at the cross-roads of traffic going to and from classes, offices, stores, cafeteria, and the Religious Centre, is congested, noisy, and generally unattractive and overcrowded to the point that it is dysfunctional.

The Ross Building itself also presents problems for University planners. Aside from being a victim of location, the Ross Building suffers from an uninspired layout and design. Criticisms were voiced about the monotonous repetition of the twin-corridor ground plan on each floor; the high percentage of office space without windows; the lack of convenient and comfortable mixing milieux; and the absence of any sense of individual identity associated with the separate units (the Faculty of Education area being a notable exception).<sup>11</sup>

Having studied this problem closely, the Task Force came to the conclusion that a major reorganization of space assignment and utilization in both the Ross Building and Central Square must be undertaken. The Commission concurs. Because educational excellence and environmental quality interact so closely, we feel strongly that there must be a continued effort to sustain both at a high level.

---

<sup>9</sup> Ibid., pp. 12-13.

<sup>10</sup> Ibid., pp. 12-13.

<sup>11</sup> Ibid., p. 23.

In conjunction with a reorganization of space assignment in this area, the Commission considered the possibility of the construction of a student centre to relieve some of the pressure on the core area. Students at many Ontario universities have seen as desirable the placing of all student services in one central location and have taken the initiative to plan, develop, and finance such a facility. Typically, these student centres house club rooms, student government offices, health care facilities, a coffee shop, some sports and recreational facilities, and counselling services. In the context of York, a student centre could provide a vehicle for encouraging the interaction of students from all segments of the University and would have the desirable effect of helping to create a sense of community at York.

The following recommendations of the Task Force Report illustrate the scope and scale of the changes implied by the principles discussed above. They are recommended to the Office of the President for study:

57. The ramp leading to the second floor of the Ross Building and the second level of Central Square should be remodelled to constitute a "real" entrance to the building and Square.
  
58. A visitor information and orientation centre should be created at the centre of the second floor of the Ross Building (between the two towers), with limited short-term parking at the foot of the new entrance to the building. Alternatively, the visitor and information centre could be created at the base of the ramp. The purpose would be to serve as a welcoming centre for people new to the campus; the facility could be clearly marked on all maps and at all entrances to the campus.
  
59. A natural ice rink could be created at the base of the new entrance to the Ross Building which might become a reflecting pool and fountain in seasons other than winter, and which would attractively mark the entrance to the University.

60. In addition to the "entrance" function, the second floor of Central Square and the second floor of the Ross Building should be redesigned to accommodate some commercial services, thereby relieving pressure on the ground level of the Central Square and generating increased activity at the second level. At the same time, the Art Gallery of York University should be moved from its present "hidden" location to the space presently occupied by the bank. (If the gallery were to be rehoused in a future Fine Arts Centre, the Central Square space could revert to other, high priority, student-related uses.)
  
61. The Offices of the President and the Vice-Presidents and their immediate staff should be moved from the ninth floor to the second or third floor of the Ross Building.
  
62. Administrative offices should be relocated throughout the University in order to provide better service to York constituents.
  
63. The ground level of Central Square and the first floor of the Ross Building should be viewed as a prime space for central student activities, including campus-wide organizations that are not housed in the colleges. Alternatively, the various student unions should study the feasibility of erecting a student centre to house all of the existing student services centrally.<sup>12</sup>

(iii) Physical Protection and Security

The Commission, during the course of its hearings,

---

<sup>12</sup> Ibid., pp. 25-27.

listened to many complaints about the long unprotected paths connecting the academic buildings and the peripheral parking lots. While there is little, if anything, that can be done about the harsh Canadian climate, there are improvements to the campus which could be made in order to mitigate bodily discomfort. Covered walkways or stands of trees might be placed along the more heavily travelled passageways. This is consistent with the original design for the University as articulated by UPACE in the Master Plan:

The frequently inclement weather, wind, rain, snow and intense summer sun, make scattered buildings joined by long unprotected walks undesirable. Protection from the weather as well as from motor traffic is necessary if the amenities of a pedestrian zone are to be fully realized.

This protection can best be achieved by closely spaced buildings connected by covered links where possible. In this way a virtue can be made of a necessity; a uniquely Canadian solution can be found to the problems created by the Canadian climate.<sup>13</sup>

The University must ensure, however, that these paths and covered walkways between buildings and parking lots are properly illuminated and that the University security services remain highly visible.

Regarding personal comfort and safety, then, the Commission endorses the following Task Force proposals and recommends them to the Office of the President for study:

64. Covered walkways and/or stands of trees for windbreaks should be placed along the more heavily travelled, longer, less-protected paths between buildings and from peripheral parking lots.
65. All bus stops should have proper shelters built to handle peak crowds.

---

<sup>13</sup> University Planners, Architects, and Consulting Engineers, A Master Plan for York University (Toronto, 1963), p. 20.

66. Parking lot and path lighting should be increased and emergency phones placed at the path entrance to all peripheral lots.
67. Evening security staff should be increased and made more visible.<sup>14</sup>

(iv) General Commitment to the Ideals of Beauty and Functionalism

The goal of the University is primarily a civilizing one; the outward and visible manifestations of its commitment to that goal are uncompromising support for, inter alia, the ideal of beauty. Undeniably, considerations of cost and of functionalism must always be among the determinants of any particular course of action to which the University directs itself. But functionalism does not have to be equated with ugliness nor economy with shoddiness. The Commission has identified a number of areas where these principles should be applied.

First, one very effective project that the University could undertake immediately is a massive afforestation of the Downsview campus property. Proposals prepared by the Master of Calumet College and the Arboretum Committee explain that the effect of such a project, although a long time in coming, would be to provide the University with attractive recreational land.<sup>15,16</sup>

Second, it has been suggested to the Commission that the current poster policy be rethought. The excessive proliferation of posters and notices, besides representing a waste of resources, creates a general squalor which defeats their original purpose: to communicate. This form of visual pollution is highly inconsistent with the general principles of a conserver society. The poster policy has been reconsidered recently, but little has been done to relieve the campus of this eye-sore.

---

14 "Report of the Task Force on the Physical and Cultural Ambiance of the University," December, 1976, p. 15.

15 Letter, Eric Winter to Virginia Rock, September 21, 1976.

16 Arboretum Committee, "Report to the Presidential Commission on Goals and Objectives."

Third, the large number of briefs and submissions arriving at the Commission office prepared on various qualities of paper, with different styles of letterhead, and using diverse hues of red (and other colours) suggests that there is an immediate need to implement a visual identity programme. Standardization in campus signing as well as University publications and paperwork is sorely needed.

Fourth, we think it important that access to all parts of the campus by physically handicapped persons be assured. The need to accommodate handicapped persons has always been an important factor in the planning of York's physical layout and should remain an important part of any future development of the campus.

Therefore it is recommended that:

68. individual academic and administrative units be encouraged to plan and to design the environmental qualities of the spaces they are assigned, and to take advantage of cyclical renewal funds in order that they might feel a greater relationship to those spaces and that they might protect and maintain them;
69. more trees be planted, whatever means available: student projects, supplemental environmental funding, and gifts directed toward the goal of afforestation of those areas unlikely to be built on for decades;
70. the University reconsider the current poster policy. This recommendation might include more specialized areas for various types of announcements;
71. the cleaning and maintenance staffs be brought to a fuller complement in order that the general and daily upkeep of the buildings be maintained and that pride in plant be regained;

72. a complete graphic signage programme be created for both descriptive and directional signs, to be co-ordinated with the establishment of a visual identity programme for the University;<sup>17</sup>
73. the importance of making the University's facilities accessible to its physically handicapped constituents be re-emphasized as a consideration governing future physical development of York.

(v) Alternative Uses of Part of the Downsvie Campus

The Faculty of Environmental Studies, in a submission to the Task Force on The Physical and Cultural Ambiance of the University, states that York, physically and relationally, is an island in a sea of opportunities.<sup>18</sup> The brief mentions that at the time of the early discussions about what kind of place the Downsvie campus of York University was to be, there was much talk and some planning for a comprehensively planned University City which was to include mixed housing and shared commercial, recreational, cultural, professional, and open space facilities. It was an inspiring vision of the future, but one which fell far short of materializing.

The brief's hypothesis is that York will only begin to break through its present dilemma when it achieves a critical mass of students, teachers, and members of the community at large working and playing on the campus itself.

We must become more than a commuter campus if we wish to improve interaction, increase incentive and initiative and take advantage of the opportunities achievable in a genuine community. York must become a place where we all want very much to be.<sup>19</sup>

The Commission was not able to consider this question and the innovative specific proposals in great detail. However, as indicated above, we are not prepared to accept York's cultural and physical ambiance as fixed. We urge the Office of Institutional

---

17 "Report of the Task Force on the Physical and Cultural Ambiance of the University," December, 1976, pp. 20-21.

18 Faculty of Environmental Studies, "Submission to the President's Task Force on the Physical and Cultural Ambiance of the University," November, 1976.

19 Ibid., p. 4.

Planning and Development to consider returning York to this earlier vision of its campus as an integral part of the urban fabric and activities of northwest Metro. Both the University and the people of Metropolitan Toronto would benefit.

Therefore, it is recommended that:

73. the Office of Institutional Planning and Development commission an in-depth study of the possibilities of creating on the campus site a mixed community of residents and other users to further intensify the use of the space, to assist in increasing the vitality, diversity, and relevance of the University, and to provide income for the University to use for further development of such innovative projects.<sup>20</sup>

### C. Cultural and Social Ambiance

Under the broad heading of cultural and social ambiance, the Commission proposes to deal with the following topics: the Library system, the bookstore, the proposed Faculty Lounge, communications, and student services. Improvements in most of these sub-categories will provide the University with many advantages, albeit ones that are difficult to measure, over the existing set up.

#### (i) The Library System

The Commission acknowledges the contribution and achievement of this young institution in coping with the expanding needs of the York community. Over the last decade and a half, the Library has built up four good collections, each serving a different group: the Scott Library, the Steacie Science Library, the York University Law Library, all located on the Downsview campus, and the Leslie Frost Library on the Glendon campus. A fifth collection, that of Administrative Studies, is at present shelved with the Scott books.

In a period of financial restraint, the rationalization of current collection policy under the Library Council will become essential. The new policy must be determined by the needs of the University community, as decided by the Library staff in

---

<sup>20</sup> "Report of the Task Force on the Physical and Cultural Ambiance of the University," December, 1976, p. 36.

consultation with the academic departments and divisions. Furthermore, those resources currently provided by the John P. Robarts Research Library of the University of Toronto must also be taken into consideration, in order to prevent unnecessary and costly duplication. Most important, it was felt that the Library should expand its resources in areas of perceived strength in order to facilitate future development. One such area of strength that the Commission feels deserves particular attention is the York University Law Library housed in Osgoode Hall Law School, which has already reached a position of pre-eminence among Canadian law libraries but which requires additional resources in order to strengthen this position. Looking to the future, we note that the Law Library must build on the good collection which it has developed in the past by caring for the needs of its students and faculty as well as establishing policies and procedures in a manner which might best coincide with what can be foreseen of the obligations of the Library to the future development of legal scholarship in Canada.

Another area worthy of greater attention is the provision of library services to part-time students and faculty, particularly those involved in evening and weekend programmes. The recent tasking of a reference librarian to serve as a liaison with Atkinson College should go far toward increasing communication and cooperation between the faculty and students and the various sources of expertise within Library staff with, it is hoped, results in improved planning and service.

Consistent with these principles, it is therefore recommended:

74. that the Library review biennially its collection policy for the purchase of new materials in consultation with the various faculties, departments, and divisions;
75. that the collection policy specify which areas are to be strengthened, taking into consideration the Library's current strengths and weaknesses. Consistent with the thrust of this entire Report, the Library must be prepared to identify its current strengths and build thereon;
76. that the Library include amongst its priorities the strengthening of the Law collection and an improvement of services to part-time students and faculty.

(ii) The Bookstore

The Commission questioned whether the bookstore should be run as a strictly commercial operation or, alternatively, be regarded as providing a certain educational service to students and faculty. The answer to this question will influence the relative amounts of space assigned to books and other items sold in the store as well as the trade book inventory in the various subject areas. The Commission believes that the bookstore has an important role to fulfil in stocking a wide range of course materials and extracurricular reading, as well as generally maintaining a high quality of book stocks. While recognizing the service that the store has provided by stocking a selection of stationery, gifts, and sundry materials, the Commission views the bookstore as providing essentially an educational service to students and faculty and therefore recommends that

77. the bookstore increase the amount of space allocated to the sale of books;
78. the bookstore implement a book purchasing procedure whereby the various academic departments are consulted prior to the stocking of trade books in a particular field. The responsibility for providing a well-balanced selection of reading material will, therefore, be shared between the bookstore and the academic departments and faculties.

(iii) Faculty Lounge

The Commission believes that some kind of central lounge facility is an important element in the social cohesion of faculty and should be instituted at York. Since the Senior Common Rooms and the Faculty Lounge on the eighth floor of the Ross Building have failed to satisfy the need of faculty members for a comfortable and convenient social milieu, several faculties on campus have begun to provide an eating place for their own faculty at the noon hour. Although these facilities provide a necessary service, the Commission feels that such an arrangement tends to encourage fragmentation in the University and to encourage faculty members to socialize, meet, and talk exclusively with persons in their own academic units. The Commission would like to see a University-wide facility which would help to maintain a sense of community among all the units of the University. Accordingly, the Commission recommends

79. the establishment of a central Faculty Club or Lounge, to be housed in the Winters College Senior Common Room and the Vanier/Winters Masters' Dining Rooms.

(iv) Communications

The importance of communications cannot be overstated. Karl Jaspers in The Idea of the University says:

the university unites people committed to scholarly or scientific learning and the intellectual life. . . . The idea of the university requires the open mind, the readiness to relate oneself to things with the aim of getting at a picture of the whole in terms of one's special discipline. The idea requires that there be communication, not only on an inter-disciplinary level, but also on an interpersonal level. The University, therefore, should enable scholars to enter into direct discussion and exchange with fellow scholars and students. An atmosphere of communications based on a community of thinking creates the proper conditions for scholarly and scientific work, although such work is ultimately always solitary.<sup>21</sup>

The Commission has been made acutely aware of the need to improve York's various communications and information systems, particularly in their role as disseminators of information concerning cultural and social activities on campus. The campus is indeed rich in activities, but the activities, events, and services require a high-profile information system to ensure that they are not diffused, uncoordinated, and poorly promoted. Such a system might include bulletins of current and coming events, brochures, and specially designated bulletin boards for the advertisement of coming attractions.

Regarding the communication of social and cultural activities, the Commission endorses the following Task Force proposal and recommends it to the Office of the President for study:

80. the establishment of a cultural coordinating agency to play the role of animateur with responsibility

---

<sup>21</sup> Quoted in A Master Plan for York University (Toronto, 1963), p. 8.

- (a) to gather, produce, and circulate a monthly campus-wide calendar of all cultural events on campus (and possibly major events off campus);
- (b) to coordinate the scheduling of cultural events in order to avoid conflicts of space and/or time;
- (c) to work closely with all campus sponsors of events and with York's Communications Department to promote these events on and off-campus;
- (d) to administer the major central exhibitions and performance facilities on campus and to advise on the administration of local (college) facilities;
- (e) to operate a central box office service for the campus which would handle tickets to all campus events as well as to major downtown events;
- (f) to establish mid- and long-term cultural and cross-cultural planning processes for the University, assisting in the development of diverse social and cultural activities.<sup>22</sup>

One proposal, directed at commuter students, but conceivably of some benefit to all University members, would free up a block of two hours each week. The Task Force argues that given the real difficulties of public transportation (coming back to the campus or getting away from it late in the evening), and the pressures of other responsibilities, the non-involvement of commuter students is likely to continue, whatever the organization of the Colleges. In light of this problem, the University should assist the campus community by designating a period of time on a specified day each week for extracurricular events not to be infringed upon by any department, faculty, or programme's instituting a regularly scheduled academic activity.

The Commission therefore endorses the following recommendation made by the Task Force:

- 81. that in the scheduling of courses, a two-hour period of time, possibly Wednesday from 12:00-2:00 p.m., could be set aside to enable

---

<sup>22</sup> "Report of the Task Force on the Physical and Cultural Ambiance of the University," December, 1976, pp. 18-19.

Colleges to plan and offer special programmes at a time when commuter students, as well as faculty, can attend if they wish.

(v) Student Services

The University's social and physical ambiance must complement and be compatible with the general objectives of higher education. To this end, the Commission has discussed the merits of providing an enriched learning environment and, of equal importance, the provision of a social environment congenial to members of the University community. In brief, the University should provide both the occasions and the locations for informal interaction among its members.

In addition, the University must have a concern for the physical and mental well-being of students, for the provision of adequate social and recreational facilities, and for the provision of a wide range of basic amenities to ensure a minimum standard of comfort. Some of these services are more appropriately provided by independent commercial operators, others can and should be provided by students themselves, some should be joint ventures between the University and the students, and for others the University should assume direct and complete responsibility.

The Commission wishes to avoid a long and discursive commentary on the role of the individual student groups and services on campus. The good work being done by Harbinger, the Counselling and Development Centre, the English as a Second Language Programme, the Women's Centre, the Writing Workshop, and others is well documented elsewhere. It is, however, important to coordinate the multitude of activities under a separate head to ensure that their resource needs are being met and that costly duplication of effort is avoided.

The Commission recommends to the Office of the President

82. that the position of Assistant Vice-President (Campus Affairs) be established, to plan and develop in an orderly fashion the many service organizations on campus;
83. that the services be provided with proper promotional channels in order that the community may be better informed of what is available.

The Office of Assistant Vice-President (Campus Affairs) would replace the current office of Assistant Vice-President (Student Affairs), and would involve modification of current student affairs responsibilities and addition of new responsibilities for the coordination of cultural, social, and recreational activities on both campuses. A detailed list of terms of reference for the post may be found in Appendix III.

#### D. Athletics and Physical Recreation

The following inscription, in honour of Robert Tait McKenzie, an internationally known physical educator, appears at the entrance to the athletics complex bearing his name:

He believed in: Joy of Effort  
 Brotherhood of Fair Play  
 Discipline of Exact Science  
 Wholeness of Man  
 Ecstasy of Perfect Form.

The Commission believes the University should not perceive its role as being restricted to the academic and intellectual spheres. The Physical Recreation Programme, including casual recreation, the instructional service programme, sports, clubs, and inter-college athletics, should continue to be a significant part of campus life. It is effective in building character and spirit on the campus and should be used to promote the development of the "whole person."

The Commission recognizes and encourages the existence of an interest and pride in York University athletic teams. The inter-collegiate athletic programme is an important vehicle for enhancing the University's image and can be used to bolster University spirit amongst the student population. It is therefore important that equilibrium be maintained among emphasis on winning, academic performance, character, and university spirit. There is no evidence that York is out of line in any of these matters.

Furthermore, the Commission recognizes and encourages the goal of improved physical fitness:

. . . environmental and health scientists join in warning us all that, given the increasingly sedentary life style of urban residents, to which we must add the strong psychological preference for intellectual over physical activity that particularly characterizes persons who choose academic life as a way of life, there is a grave social need for systematic engagement of the University public in physical activity, to assure (so far as this is an attainable goal) the

health of the university community along several relevant dimensions: physical, mental and social. This condition . . . is the bedrock of minimal basis upon which justification can be placed for mass involvement in the university's facilities for physical recreation.<sup>23</sup>

The Commission, therefore, recommends:

84. that athletics and physical recreation be given continued support and recognition, reflecting our ongoing commitment to improve and strengthen the athletic and recreational component of University life.

#### E. The External Community

In addition to the internal community (the prime focus of this report) the University interacts with three other communities: the community of universities, the total educational community - the community colleges, schools and their administrations - and finally, the community at large.

The relationship between York and other universities and between York and the local educational community is too broad a topic to consider thoroughly here. Nevertheless, the Commission would like to assert its conviction that a more effective utilization of resources devoted to education can be achieved through cooperative ventures, and particularly through the development of cooperative programmes with other universities and colleges at both the undergraduate and graduate levels. As a means of satisfying the demand for more occupationally-related courses, for instance, York should look much more systematically at cooperative ventures with the Colleges of Applied Arts and Technology. Our newly-initiated pilot project with Seneca College in Early Childhood Education is a case in point. Cooperation between the University and secondary schools, traditionally based on such matters as admissions requirements, might be directed toward standardization of approaches to teaching basic numeracy and literacy skills. Initially, York could work with the schools to overcome some of the problems identified in the MCU Interface Study, utilizing materials brought out in its official response to that study.

---

<sup>23</sup> "Report of the Presidential Committee on Physical Education and Athletics," June, 1970.

From its inception, York has always endeavoured to strengthen its ties with the community at large. The university obviously serves the external community merely by existing within it. It constitutes, in material terms, a major "industry" whose contributions to the economic welfare of the area are significant. Over and above economic benefits, it also brings to the community persons possessing diverse talents and skills who enrich and enliven our society. The Commission sees York University as a vital part of North York and the surrounding Metropolitan Toronto area, and feels that we must remain responsive to the needs of the community. Planning for new campus cultural and/ or recreational facilities should be conducted in the light of community needs. In addition to providing greater coordination and development planning for all external activities, the University, through the Centre for Continuing Education and Glendon and Atkinson Colleges - indeed, through all faculties - should examine means of mounting new programmes that can be conducted off-campus in community-owned facilities, thereby bringing greater contact between the University and the public from which it now draws and will draw many of its future students and leaders. The University's moral and social responsibility, as well as its own best interest, require it to develop a wider role in the community.

While a greater degree of community involvement would not substantially alter the University's traditional pursuit of intellectual and scientific knowledge and creative production, such involvement would create a new and innovative dimension to the University's traditional role, bringing the institution into step with changing social reality. The experience gained by York, should it embrace this wider role of innovation and leadership and develop a new strategy to bridge the existing gap to the community, could serve as a model for other Canadian universities. The contemporary university should seek not only to define the society in which it exists, but also to point to alternative models for the development of that society.

York University is fortunate in having an active, co-operative and creative Alumni Association. The contribution through their seats in the Senate and the Board of Governors to the academic and administrative affairs of the University is notable. In the future, however, the University must capitalize on its alumni to a much greater extent. The University will probably, like all universities, be subjected to increasing political and financial pressures, and it will need to rely on the experience and wisdom of many of its alumni to resolve some of these problems. Furthermore, the alumni with their extensive contacts are viewed as a vehicle for attracting high quality students to York.

The Commission therefore recommends:

85. that the University establish an Office of Community Relations reporting directly to the Executive Vice-President with responsibility for coordinating all campus activities focused on the community or of interest to it - cultural, social, recreational, and educational; this office would also be charged with animating the University toward greater interaction with the surrounding community.
86. The long-range planning unit should have as one of its major responsibilities the continuing investigation and examination of the nature of the surrounding communities which we serve.
87. The University should establish the Friends of York - a group of interested citizens representing various interests which would meet on a regular basis (quarterly) for the purpose of identifying the external community's expectations with respect to York and informing the University as to what measures it should take to more effectively relate with the community.
88. University initiatives in the community should have advisory boards which reflect, as far as possible, the ethnic and socio-economic composition of the area served.
89. York's Centre for Continuing Education should strive to develop the University's awareness of the community's learning needs, in cooperation with community agencies and with whatever structures York adopts for seeing to its external responsibilities.

The achievement of these objectives will be greatly influenced by the skill and imagination which are displayed in conceiving a workable academic plan and in creating the physical form which provides for functional efficiency. The University's critics notwithstanding, "the dream of York is by no means over."<sup>24</sup> However, as Yeats said, "In dreams begin responsibilities." Our future responsibilities as educators have their origin in these dreams.

---

<sup>24</sup> Joseph G. Green, "Report of the Task Force on the Physical and Cultural Ambiance of the University," letter of transmittal, December 29, 1976, p. 2.

## VII. Planning and Organizational Development

### A. Planning and Development<sup>1</sup>

In our review of the University's capabilities, we observed that provision of an effective staff capacity for institutional planning and development had been neglected in the past. We concluded that there was an urgent need to redress this deficiency, in order that the process initiated by this Commission and the further development of its findings and recommendations might be carried on by the University's planning and resource allocation committees, the Office of the President, and the Board of Governors.

Experience has shown that the institutional attributes which make a University durable also make it slow to respond to change even when the need to change is perceived. A conscious planning process which embraces long-term, mid-term, and short-term planning is required if future shock and instability are to be avoided and effective solutions to challenges are to be found. Planning is the tool by which a university considers and defines or redefines a role for itself and, where possible, differentiates its role from that played by other institutions in a logical way, consistent with its interpretation of the public interest. To do this, a university needs to have the means of consulting with other universities, the municipal, regional, and provincial governments, and federal agencies.

By development, we do not mean solely the expansion of programmes and facilities, although expansion will, at times, be both necessary and desirable. Rather, we mean development in the sense of having the capacity to meet the current and future demand for change and to make improvements designed to bring the University closer to achieving its purposes, by way of rationally relating programmes and facilities to the University's goals and objectives, periodically making whatever adjustments are necessary to ensure that these purposes are achieved as effectively as possible with the resources available.

In our view, planning and development go hand in hand with accountability. Careful planning on an overall University level and within faculties, colleges, and departments, is necessary to

---

<sup>1</sup> Source material for this section may be found in: Bernard Trotters and A. W. R. Carrothers, Planning for Planning: Relationships between Universities and Governments: Guidelines to Process, Association of Universities and Colleges of Canada, 1974.

ensure that the University is clear about its purpose and functions and to ensure that the resources made available to it by government or the private sector are used as effectively and economically as possible in the achievement of these aims. Moreover, those conditions which now exist at York and those which are most likely to increase in intensity in the immediate future demand that a period of extensive planning and negotiation be initiated and maintained. In this way, there will be a rational basis for consultation and negotiation between the University and the government, which will serve to convince the legislators of our needs for increased operating grants and capital development funds to meet the current and potential demands that confront us. A sound institutional planning capability would also provide a basis for reconciling differences in view, so that legislators and taxpayers could be satisfied that public funds are being used responsibly for their intended purposes.

Effective institutional planning and consultation with the government can increase the University's scope and increase our academic freedom. Expression and clarification of the University's purposes and the means required to achieve them, including the demonstration of a willingness on the part of the university community to make periodic evaluations and to institute changes and reallocations of resources in a planned manner, is vital to gaining continued and expanded government and public support for our programmes.

To promote mutual understanding, we must devote our best thinking to developing well-thought-out proposals which will assist the government to formulate and implement new policies that could aid York's progressive development, and enable us to meet the requirements of our surrounding communities and to serve others in the Province of Ontario and beyond.

(i) Budgetary and Reallocation Planning

Effective budgetary planning is clearly dependent upon the unequivocal recognition that while there may be a number of delegated budget centres, there is only one budget, the University budget. Except for a few special purpose grants and a small number of private donations, the greatest bulk of funding is provided to the University and not to its constituent parts. Our collective ability to meet the challenges of the future lies in the flexibility which overall planning yields when it is based on broad input and adequate information.

As recent experience has indicated, the cycle of social and economic change can shift in a relatively short period and new conditions, circumstances, and demands can have great impact upon the University. We must have a clear definition of our purposes,

anticipation of what resources (human, physical and financial) are required to achieve them, and a well-thought-out multi-year plan for adapting available resources, acquiring new capabilities, and adjusting our academic and administrative support programmes to achieve these changing goals and objectives as fully as possible.

The substantial reduction in real resources available to universities in this period of continuing inflation requires that York University conduct a searching evaluation of its use of resources in order to validate its activities on the basis of highest and best use and, by elimination or reduction, to provide for reallocation of existing resources which would give us flexibility to meet new demands and initiatives. A re-examination of our programmes should aim to establish a more balanced allocation of human, physical, and technological resources than now exists, because unbalanced expansion of our human resources has resulted in increasing negative pressures on the other two components which, if continued, can only have a deleterious effect upon our capability to meet the overall needs of teaching, research, and service to the community.

(ii) Longer-range Planning

It is not easy for a university to read the impact of external influences for purposes of long-term planning. Yet York must, if it is to act responsibly, define the sort of place it plans to be or become in the longer future, if only because of the lead time required to effect change. Major projects such as graduate programmes and the acquisition of new facilities often require from five to ten years to bring them into being.

While universities are self-governing in their academic affairs, they live in an external environment which affects their actions both directly and indirectly. These effects are visible to universities in the short-run as, for example, in the annual operating grants provided by the provincial government and in the grants for research from specialized agencies of the federal and provincial governments. They are visible for the mid-term in capital grants made or withheld. York is now experiencing the effects of capital grants withheld since 1973 and the frustrations of a prematurely truncated development plan.

Planning at the provincial level has generally been on a system basis. Efforts have recently been directed toward avoiding further overall expansion and eliminating or preventing unnecessary duplication. Approaches to expansion or development on a selective basis have only been used in a marginal way in relation to system planning for graduate studies. The whole field of undergraduate education, and the anomalies that exist between the locus of demand and the locus of capabilities to meet such demands have

yet to be examined in a satisfactory way.

York's situation is a case in point. Growth experienced during the past three years has resulted in great pressure on academic and support staff and on the services and physical facilities of the University. There is already a need to expand which is reinforced by forecasts of our enrolment potential indicating our future outlook to be quite different from that of other Ontario universities. Indications are that a university of from 22,500 to 25,000 students will be required in York's location by the year 1983. As yet, however, there are no government plans to take appropriate action. It is urgent, therefore,

90. that the University take immediate action to develop plans and make proposals to the OCUA and the provincial government for the establishment of (a) the future size of the University, (b) an agreed growth programme, and (c) a basis for capital funding of the resulting development programme.

## B. Organizational Development

The Commission, in examining the evolving new organizational framework of the University initiated by the President last summer, reviewed the basic assumptions and organizational goals set out in the June 22, 1976 statement and reconfirmed the importance of developing an integrated and harmonious overall management structure for the University, which, while effectively preserving the responsibilities of the Board of Governors and the Senate, would result in successful coordination of the capacity to respond to the challenges of the changing environment, and the implementation of new objectives. In keeping with our assumption that the organizational model should be flexible and adaptable, the Commission recommended a reorganization of the overall academic administrative structure in the section of this Report entitled "Undergraduate Education and the College System."

The Commission considers that the process of developing the overall administrative organization and associated procedures should be accelerated, and strongly recommends that early action be taken to set up an effective institutional planning and development unit which is capable of supporting the requirements of the departments, faculties, colleges, Senate Committees, University

committees, committees of the Board of Governors, and the University administration in general, and to articulate the needs and positions of the University to external governing or advisory bodies (see recommendation #48). We also urge that the University's administrators, in consultation with the Senate,

91. develop a meaningful multi-year planning process which will increase the University's capability to forecast and respond to changes in demand or resource allocation and to develop a system of planning which will provide a basis for ongoing review of goals and objectives and a priority-setting process; and within this process, to develop an objective budgetary planning system which will provide greater lead time, better information for decision-making, and more public information;
92. continue the development of the University Committee structure (policy - planning and resources - management) and establish effective working relationships with appropriate Senate Committees; this should include consolidation of the many and various small administrative committees into fewer and more effective committees which would bring academic and administrative personnel into a series of common forums, with a view to achieving improved consultation and coordination, enhancing productivity, and saving time;
93. further examine the interrelationships of Senate Committees - particularly those whose responsibilities interact with those of the new Academic Planning and Policy Committee - and Senate's processes for coordinating the recommendations of various committees bearing upon the academic planning and policy function;

94. develop effective administrative and financial management policies and procedures to allow a considerable measure of delegated application based on common understanding within an overall and interdependent university system, the principal aim being to provide efficient and sensitive support on the most economical basis, whether from central resources or from the resources of the various components of the University;
  
95. establish clear terms of reference for all persons holding administrative or coordinative responsibility, including definition of the explicit accountability and responsibilities associated with each appointment;
  
96. reorganize the personnel and labour relations functions in order to:
  - (a) meet the requirements of the new collective agreements;
  - (b) consolidate the personnel function, and
  - (c) progressively implement the recommendations regarding personnel management developed by recent Presidential committees;
  
97. examine and improve upon the University's capacities for dealing with external activities, including communications, recruitment, community relationships, development activities, and alumni affairs. (For specific recommendations in some of these areas, see the section of the Report entitled "The Environment for Learning.")

#### C. Computing Services

While conducting its overall review of activities in the University, the Commission was made cognizant of the growing

importance of computing to the academic programmes and the administrative management of the University. It was not possible for us to conduct a detailed investigation of this complex area of activity or its network of inter-relationships with the various programmes and processes of the University. We are aware, however, that the demand for systems development, computer services, and related capital investment have been growing, and that the University's criteria for use, and planning and policies for academic and administrative management of this valuable and costly resource, are not yet adequate. Although considerable valuable work has been done in this area by the President's Advisory Committee on Computing Services, much is yet to be done. Effective objectives, policies, criteria, and procedures need to be elaborated in order to ensure that the needs of academic and administrative users can be met in the future, without inordinately distorting other demands upon resource allocation.

It would appear that at the current rate of new demand, we are potentially in danger of consuming the capacities of the new equipment before its cost is paid. Demands for further capital investment in the computer area in the short-term could be quite destabilizing. Conservation of the resource is therefore of the utmost importance.

We have noted that savings claimed whenever approval was given for the expansion of computer facilities have not been realized. Commitments to make reductions of human resources and other costs have not been fulfilled by those who made them. The result has been higher, rather than lower, cost. We have also seen that the Computer Services and Computer Systems Development Departments have built parts of their staff capabilities on the basis of external contract or research funding, resulting in excessive continuing commitments which produce unplanned negative impacts on the budget when such external income shrinks or completely dries up. Positive manpower controls and revised personnel policies should be developed to remove this hazard.

The Commission considers that the dynamic nature of the University's computing requirements, the increasing costs of delivering such services, and changes in technology emphasize the urgent need for immediate re-appraisal and evaluation of the uses which are being made of these services. Their relationship to our approved goals and the validity of current policies and programmes must be a subject for continuing analysis.

The Commission therefore recommends, as an urgent matter, that the University establish:

98. objectives and policies for computing, including the development of a planning process and planning/budgetary processes which relate to York University's computing requirements and operation of the related York/Ryerson Computing Centre;
99. procedures which will prevent misuse and guard against excessive use;
100. procedures which will ensure that claimed savings are achieved, and will prevent the creation of permanent commitment on the basis of external earnings.

#### D. Utilization of Space

The Commission recognizes that the capacities of current accommodation in the University are strained in many categories, and that several key programme areas are in temporary accommodation and suffering from the effects of maldistribution and poor deployment owing to premature truncation of the University's development programme.

As we mentioned above, the University should be developing plans and submissions for entering into negotiations with the government with a view to obtaining new capital funding for reactivation of our development programme to meet anticipated growth.

Achievement of this objective will depend greatly on York's ability to prove conclusively that we are making the most efficient use of present accommodation, and that future growth is inhibited or prevented without new capital development. Consequently, the Commission recommends

101. that the University implement new policies on space utilization and adopt computer-assisted allocation programmes which will **maximize** the use of on-campus facilities by making full use of the available day and evening hours.

102. Plans should also be developed in cooperation with local authorities to make use of available off-campus temporary accommodation for academic and administrative functions, pending acceptance by the government of York's need for more buildings.

## CONCLUSION

York University began as a dream and became a reality. It was dedicated to the concept of educational innovation, adaptability, and flexibility. Now, eighteen years after the granting of its charter, it has become a large, metropolitan "multiversity." The challenge before us is to retain its original mission while enhancing its present strengths. We believe that the recommendations of this Report will meet those goals.

Universities are, above all, human institutions dependent for progress upon the capacity for self-government. To succeed in establishing priorities while being responsive to the need for new initiatives will demand a rejection on all our parts of tendencies toward fragmentation, and a resolute return to the strong sense of community which York enjoyed in its early days. The Board of Governors, Senate and its committees, and senior administrators must see themselves not as delegates of the bodies or constituencies from which they are drawn, but as leaders of the University community, acting in its best interests. Local interests, promoted in a proper spirit of cooperation, can become a strong force for harmony in the University, adding to our overall strength. We believe that York University can be such a community; in fact, our recommendations assume this to be so.

The Commission recognizes that we have set ambitious goals. The ability to realize them will depend upon our financial and human resources and the effort that we make to expand them and increase our discretionary capacity. As noted previously, we are confident that York University can have an important and interesting future including both growth and change, perhaps with added campuses. York and its distinct circumstances will have to be differentiated from the overall provincial system, a formidable - but not impossible - task. A convincing articulation of our case must be made and approval for re-activation of development must be obtained. This is a task which requires the leadership and advocacy of a strong Board of Governors, supported by a united University community, in mounting an aggressive and well-planned campaign to convince both the private and public sectors of the worthiness of our goals and objectives, and the importance of continuing York's development to meet the demands of the fastest growing metropolitan and regional communities in Canada.

Whatever our resources, we will require an ongoing capacity for setting priorities. We are confident that the new structure of the Senate Academic Policy and Planning Committee, in combination with the support of the Board of Governors and the institutional planning capability of the administration, will ensure strong and clear directions for the future of York University.

APPENDIX IMEMBERS OF THE TASK FORCES AND THE RESEARCH GROUP

The Commission gratefully acknowledges the assistance of the following persons who sat on its Task Forces and helped to produce the reports named below. All of them gave unstintingly of their time despite the pressure of their normal duties.

1. Task Force on the Future of the College System

"Report"

D. Rickerd (Chairman)  
 S. Beck  
 T.V. Cohen  
 M. Elliott  
 C.D. Fowle  
 J. Higgins  
 S. Kilgour  
 K. Montgomery  
 D. Bates (Secretary)

2. Task Force on the Future Role, Development, and Organization of Research

"Report"

A.H. Richmond (Chairman)  
 R.D. Cuff  
 D.J. Daly  
 A. Forer  
 H.O. Pritchard  
 C. Thomas  
 D. Coates (Secretary)

3. Task Force on the Philosophy of Undergraduate Education at York University

"Report"

D. Verney (Chairman)  
 C.H. Dugan  
 W. Echard  
 E. Mandel  
 M. Scott  
 I. Sowton  
 J. Zemans  
 S. Zerker  
 M.W. Ransom (Secretary)

4. Task Force on the Physical and Cultural  
Ambiance of the University

"Report"

J.G. Green (Chairman)  
H.B.M. Best  
E. Costa  
A.R. Dawson (ex officio)  
D. Dowling  
J. Keene-Moore  
T. McCormack  
C.D. Morley  
V. Rock  
Y.T. Aziz (Secretary)

5. Research Group

"Factors Influencing Student Enrolment, Performance and Experience  
at York University"

Volume 1: "Areas of Choice"

J. T. Davis  
C. Jansen  
T.W. Olson

Volume 2: "Contextual Parameters Influencing the Level  
of the First-Year Student Intake"

J. T. Davis

Volume 3: "Student Survey"

C. Jansen

Volume 4: "Academic Quality and Performance"

T. W. Olson

"An Analysis of the York University Alumni Survey, 1976"

E.F. Okpara

"Space Utilization and Requirements at York University"

Data collected by W.C. Found

"Instructional Development at York University"

C. Furedy

"Images of York: the Status of York Graduate Programmes  
in the eyes of Outside Authorities"

G. Reed

Reports assembled with the assistance of:

E.S. Annis  
G.G. Bell  
N. Bloom  
D. Coates  
A.R. Dawson  
L. Houston  
S.A. Ittas  
A. Robinson  
S. Salusbury  
B. Schnier  
W.W. Small  
K. Turner  
M. Young

APPENDIX IILIST OF SUBMISSIONS MADE TO THE COMMISSION

We wish to acknowledge with thanks the assistance of the following groups and individuals who made written submissions to the Commission. Not mentioned here, but also helpful, were the many people who loaned or gave us pertinent books, articles, or clippings, or those who responded to special requests for information. All submissions may be viewed in the Office of the Executive Secretary to the Commission, Room S949, Ross Building.

Academic Policy and Planning Committee of Senate  
 Faculty of Administrative Studies  
 Alumni Association  
 D. Anderson  
 Arboretum Committee  
 Faculty of Arts  
 Atkinson College  
 W. Beringer  
 L. Bowland  
 Department of Campus Planning  
 D. Cappon  
 Centre for Continuing Education  
 T.V. Cohen  
 F. Cosentino  
 Council of College Masters  
 Council of the York Student Federation  
 F. Cowley  
 C.B. Cragg  
 D.I. Davies  
 D. Dundas  
 Faculty of Education  
 Faculty of Environmental Studies  
 R.J. Fabian  
 Faculty Seminar Groups on Universities  
 Faculty of Fine Arts  
 C. Furedy  
 Glendon College  
 Graduate Students' Association  
 Faculty of Graduate Studies  
 W.L. Gordon  
 L.R. Groves  
 E. Hanna  
 J.B. Haynes (Adviser on the Status of Women)  
 S. Kirschbaum  
 M.M. Knittl  
 Library  
 A.J. Little

G. Malec  
D.L. McQueen  
G. McLetchie  
H. Nelson  
R.W. Nicholls  
T.W. Olson  
P. O'Neill  
Osgoode Hall Law School  
B. Polka  
Office of Research Administration  
A.H. Richmond  
B. Sagmeister  
J.R. Savary  
Faculty of Science  
Senate Committee Chairmen  
R. Storr  
M. Tinianov  
Transport Centre  
D. Verney  
B.M. Wolf  
Women's Centre

APPENDIX IIITERMS OF REFERENCE FOR PROPOSED  
ACADEMIC/ADMINISTRATIVE POSTS

The Commission has elaborated a set of terms of reference for each new post it recommends in this Report, as follows:

1. DEANS OF FACULTIES AND PRINCIPALS OF COLLEGES

The Principal of a College or the Dean of a Faculty shall be responsible to the Provost, Colleges or Provost, Faculties as assigned and shall be the principal academic officer for the College or Faculty. Within the larger framework of the arts or professional components of the University, the duties and responsibilities of the Principal or Dean, as delegated by the Provosts, shall include:

- (a) overall co-ordination and direction of the College or Faculty;
- (b) management of the efficient and effective use of assigned human, physical, and financial resources within the guidelines established by the Provost and in accordance with University policies;
- (c) review of College or Faculty objectives and development of annual estimates and other inputs to the arts or professional components of the University's multi-year plan;
- (d) co-ordination of academic activities; monitoring and analysis of academic courses and programmes within and among departments, with a view to the elimination of unnecessary overlap and duplication;
- (e) planning, co-ordination, development, and delivery of approved undergraduate programmes within the College or Faculty; co-operation and (within guidelines set out by the Provosts) co-ordination of interdisciplinary programmes with other Colleges and Faculties;
- (f) maintenance of standards of scholarship within the College or Faculty and its departments;

- (g) participation in the planning of graduate courses and programmes;
- (h) administration of all academic, social, cultural, and collegial affairs, including residence assignment, student activities, and student support programmes within the College or Faculty (in accordance with guidelines established by the Provost and University policies and procedures), in conjunction with the Office of the Assistant Vice-President (Campus Affairs);
- (i) co-ordination of College or Faculty and departmental comments on reports, studies, and submissions to Senate Committees, University Committees, internal and external bodies;
- (j) participation in the regular review and assessment of all courses and programmes conducted within the College or Faculty, and the making of recommendations to the appropriate Provost with regard to the future of such courses and programmes;
- (k) participation in Senate and University or other committees and task forces, as assigned;
- (l) review, re-evaluation, and refinement of College or Faculty governance processes and the reduction or streamlining of those committees and processes;
- (m) co-ordination and submission through the Provost for approval or rejection of recommendations from departments and Faculty Councils for appointments, promotions, leaves of absence, research fellowships, or dismissals of faculty or administrative or technical support staff, in accordance with university policies and procedures;
- (n) oversight of admissions, enrolment, and registration in accordance with university policies and procedures and the assigned level of delegated authority;
- (o) provision of assistance to university recruitment programmes and community activities;
- (p) administration of assigned space and support staff, including temporary or periodic allocation of any pooled or common usage staff or space placed under College or Faculty control. In general, however, most, if not all, instructional space will remain under the central control of University Facilities.

## 2. PROVOST, COLLEGES

The Provost, Colleges, shall be responsible to the Office of the President and shall be the principal academic/administrative officer for the arts component of the University. Within the larger framework of the University, his duties shall include the following:

- (a) overall co-ordination and direction of the five Colleges;
- (b) planning for and management of the efficient and effective use of assigned human, physical and financial resources among the five Colleges, within the terms of overall University policy;
- (c) review of objectives, development of annual estimates, and other inputs to the University multi-year plan;
- (d) co-ordination of academic activities and monitoring and analysis of academic courses and programmes within and among Colleges with a view to the elimination of unnecessary overlap or duplication;
- (e) planning, co-ordination, development, and delivery of undergraduate programmes - including interdisciplinary programmes - among arts Colleges, and co-ordination with the Provost, Faculties of interdisciplinary activities between the arts component and the professional faculties;
- (f) maintenance of standards of scholarship within and among Colleges and Departments;
- (g) planning and co-ordination of graduate programmes within the arts component in conjunction with the Vice-President (Research and Graduate Studies), with the advice of Principals of Colleges and Directors of Graduate Programmes;
- (h) overall administration of all academic and collegial affairs, including student activities within the arts component;
- (i) co-ordination of preparation of comments by the arts component on reports, studies, and submissions to university committees, offices and external bodies;
- (j) regular review and assessment of all programmes and courses conducted within the arts component and the making of recommendations to Senate and the Office of the President with regard to the future of such courses and programmes;

- (k) participation as a member of major University committees and in Senate and Senate Committees, as designated;
- (l) supervision of College and Departmental governance processes; including re-evaluation, refinement, and streamlining of committees and related organizational arrangements;
- (m) co-ordination and approval or rejection of recommendations to the President from Colleges for appointments, promotions, leaves of absence, research fellowships, or dismissals of faculty and administrative or technical support staff, in accordance with university policies and procedures and relevant agreements.

### 3. PROVOST, FACULTIES

The Provost, Faculties shall be responsible to the Office of the President and shall be the principal academic/administrative officer for the professional component of the University. Within the larger framework of the University, his duties shall include the following:

- (a) overall co-ordination and direction of the six professional Faculties;
- (b) planning for and management of the efficient and effective use of assigned human, physical, and financial resources among the six Faculties, within the terms of overall University policy;
- (c) review of objectives, development of annual estimates, and other inputs to the University multi-year plan;
- (d) co-ordination of academic activities; monitoring and analysis of academic courses and programmes within and among Faculties with a view to the elimination of unnecessary overlap, duplication and multiplication;
- (e) planning, co-ordination, development, and delivery of undergraduate programmes, including interdisciplinary programmes among professional Faculties, and co-ordination with the Provost, Colleges of interdisciplinary activities between the professional and arts components;
- (f) maintenance of standards of scholarship within and among Faculties and Departments;
- (g) planning and co-ordination of graduate programmes within the professional component in consultation with the Vice-President for Research and Graduate Studies, with the advice of Deans of Faculties and Directors or Co-ordinators of Graduate Programmes;

- (h) overall administration of all academic and collegial affairs, including student activities within the professional component, in accordance with University policies and procedures;
- (i) co-ordination and preparation of comments by the professional component on reports, studies, and submissions to Senate Committees, University Committees, internal and external bodies;
- (j) regular review and assessment of all programmes and courses conducted within the professional component, and the making of recommendations to Senate and the Office of the President with regard to the future of such courses and programmes;
- (k) participation as a member of major University Committees and Senate and Senate Committees, and other committees and task forces, as designated;
- (l) supervision of governance processes in the professional component, including re-evaluation, refinement, and streamlining of committees and related organizational arrangements;
- (m) co-ordination and approval or rejection of recommendations to the President from professional Faculties for appointments, promotions, leaves of absence, research fellowships, or dismissal of faculty and administrative or technical support staff, in accordance with University policies and procedures.

#### 4. VICE-PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

The Vice-President for Research and Graduate Studies shall be responsible to the Office of the President and shall assume the responsibilities of the present Office of Research Administration and Dean of the Faculty of Graduate Studies. The duties and responsibilities of this combined office shall be:

##### Research

- (a) to develop plans for research, including proposals for the internal allocation or reallocation of resources, in consultation with the Provosts, Deans, Principals, Chairmen, Directors of ORU's, and the institutional planning branch;
- (b) to define and allot priorities among specific academic research programmes, as an aid to soliciting financial support from private and corporate donors;
- (c) to promote the conduct of research and to develop programmes for "marketing" York University's research capabilities, including development with the Department of Information and Communications of a communications plan and sustaining activities that will inform government ministries, departments and agencies, the

general public, and potential graduate students about the research capabilities and strengths of the university;

- (d) to develop criteria and procedures in co-operation with the Provosts, Deans, Principals, and Chairmen to assess regularly the research activity of each academic unit;
- (e) to receive reports on research activity from all academic units and organized research units at least once in each year, and to submit annual reports on such activities to the President, the Senate Committee on Research, the Senate Committee on Academic Policy and Planning, the University Policy Committee, and the Planning and Resource Allocation Committee;
- (f) to recommend to the President the establishment of Special Advisory Committees for each organized research unit that is not affiliated with a single faculty or single administrative unit within the university, and to propose a list of qualified nominees for appointment to such committees;
- (g) to develop plans and procedures for the introduction (if approved) of a programme of University Research Fellowships in lieu of regular sabbatical leaves;
- (h) to oversee, in consultation with the Senate Committee on Research and its subcommittees, the conduct of research to ensure that it conforms with acceptable University practices;
- (i) to oversee, in consultation with the Senate Committee on Research and the Subcommittee on Organized Research Units, all O.R.U.'s which are not Faculty-based (i.e. do not report to the Dean of a specific Faculty). At present, the O.R.U.'s in question are the Institute of Behavioural Research and the York Transport Centre;

#### Graduate Studies

- (a) to promote and co-ordinate graduate studies within York University;
- (b) to establish and maintain uniformly high standards of graduate education and research;
- (c) to represent and promote York graduate studies in inter-university and governmental considerations at the provincial and national levels;

- (d) to co-ordinate the introduction of new graduate programmes in co-operation with the participating Colleges, Faculties, and Departments;
- (e) to co-ordinate and administer the development and conduct of approved graduate programmes in co-operation with participating Colleges, Faculties, and Departments;
- (f) to develop long-term plans, assessments, and budgets for graduate programmes in co-operation with participating Colleges, Faculties, and Departments;
- (g) to nominate directors of graduate studies programmes for appointment by the Board of Governors on the recommendation of the President;
- (h) to recommend faculty members for appointment to the Faculty of Graduate Studies, according to criteria laid down by the Faculty and approved by Senate;
- (i) to co-ordinate, advise, and oversee the operations of graduate programmes through the graduate programme directors, who are directly responsible to the Vice-President;
- (j) to advise, report to, and facilitate the activities of the Council of the Faculty of Graduate Studies;
- (k) to draft and present to other bodies the recommendations of the Council;
- (l) to implement all policies and regulations of the Council after approval by Senate;
- (m) to implement procedures established by the Council;
- (n) to implement regulations established by the Faculty of Graduate Studies and the Senate governing standards of admission for both full-time and part-time graduate students;
- (o) to co-ordinate and administer the award of scholarships, fellowships and bursary funds (both external and internal);
- (p) to administer the awards of Graduate Assistantship funds;
- (q) to co-ordinate and advise upon the activities of graduate programmes, in implementation of Senate regulations and general policies;

- (r) to participate in College, Faculty, Divisional, and Department faculty recruitment;
- (s) to approve the appointment of external examiners for thesis and dissertation oral examinations;
- (t) to participate personally, or through nominated representatives, in the oral examinations of graduate students;
- (u) to recommend to the Senate, the President, and Chancellor the awarding of graduate degrees;
- (v) to co-ordinate the periodic review by the Council of the Faculty of Graduate Studies of all approved graduate programmes and recommend to Senate the continuance, suspension, or discontinuance of programmes;
- (w) to assume general responsibility for the welfare, rights, and academic progress of graduate students in collaboration with programme directors and the Graduate Students' Association;
- (x) to represent the interests of graduate studies on working parties, other Faculty Councils, Senate committees, Senate, and the President's Policy Committee;
- (y) to be responsible for the maintenance of admissions documentation and students' records;
- (z) to prepare required reports, reviews, summaries and statistical tables;
- (aa) to represent York University on the Ontario Council on Graduate Studies, the Canadian Association of Graduate Schools and other provincial and national committees concerned with graduate education;
- (bb) to assimilate, interpret, and implement the policies, regulations, and procedures established by MCU, inter-university bodies and other provincial bodies related to graduate programme planning;
- (cc) to prepare and present reports and responses to OCGS and other external bodies;
- (dd) to co-ordinate and oversee the preparation of submissions to the Provincial Appraisals Committee;
- (ee) to be responsible for the arranging of itineraries of visiting ACAP assessment consultants and Appraisals consultants; to represent York graduate studies in personal interviews with such consultants;
- (ff) to organize and lead delegations from York in formal discussions with ACAP and Appraisals Committees;

- (gg) to prepare and present York University's responses to ACAP assessment consultants' reports;
- (hh) to facilitate and oversee discussions regarding inter-university collaboration in graduate education;
- (ii) to assist in the preparation of the University's responses, contributions, and reports to provincial bodies such as OCGS, COU and OCUA;
- (jj) to perform other duties as assigned.

#### 5. ASSISTANT VICE-PRESIDENT (CAMPUS AFFAIRS)

This is a University-level appointment responsible to the Office of the President and reporting to and through the Vice-President (Employee Relations and Student Affairs). This appointment embraces the functions of the Office of the Assistant Vice-President Student Affairs, modified to include new responsibilities for animation, co-ordination, and communication regarding all cultural, social, recreational, and general campus activities. The duties associated with this office are as follows:

##### Student Affairs and Activities Functions

- (a) in consultation with Colleges and Faculties, to develop and propose University policies regarding student affairs, student discipline, student government, and student services, and to have the following managerial, co-ordinative and advisory responsibilities:
  - Helping Agencies - line management responsibility for central services providing non-academic support to students (such as Health Services) and a variety of counselling operations, placement services, international student organizations, and so on.
  - Support Services - line management responsibilities associated with (1) the administration and dispensing of financial assistance, to ensure that suitable procedures and systems are established for the efficient administration of related government and University programmes; (2) the annual convocation production; and (3) information services regarding the availability of off-campus housing.
  - Student Organizations and Grants Management - administration of University grant allocations to student associations, clubs, and separately incorporated bodies, such as the Day Care Centre and Harbinger. This includes manufacturing up-to-date listings of all student organizations, their constitutions, their functions and the names of their executive officers; and the provision of advice and policy guidance regarding the conventions of the University.

- Rights and Responsibilities - co-ordination and development of University policies required by the various agencies, Faculties, Departments and offices of the University with regard to the exercise of Presidential and Senate disciplinary authority. This function also includes the hearing of grievances regarding the administrative systems, the initiation of action to determine the validity of the complaint, and the identification of possible solutions, if any, to student problems.
- Ancillary Services - provision of advice and consultation regarding the introduction and impact of current or contemplated policies and procedures regarding those business operations which touch directly the students' lives, for example, food services, residences, student business activity, and married student apartments.
- Educational Animation - in consultation with Colleges and Faculties, the Director of Athletics, the Director of the Art Gallery, and other officers as appropriate, to develop programmes within assigned budgets.
- Other Co-ordinative Services - as assigned, staff co-ordination with regard to the University Calendar, determination and promulgation of sessional dates, and determination and promulgation of certain aspects of academic fees and miscellaneous charges.

#### Campus Animation and Co-ordination

- (b) to collect information on all cultural, social, and recreational events which are to take place on York's campuses and to publish and circulate a campus-wide calendar of events;
- (c) to obtain information and communicate it to personnel on the York campuses about major events taking place in the surrounding communities;
- (d) to co-ordinate the scheduling of cultural, social, recreational, and other general activities with University Facilities and the Colleges and Faculties, in order to avoid conflicts of space allocation and time;
- (e) to work closely with campus sponsors of activities and with the Communications Department to promote all such events, with a view to enhancing the quality of life on the York campuses and in their surrounding communities;

- (f) to co-ordinate the administration of major central exhibition and performance facilities on the York campuses in consultation with the Colleges and Faculties, and to advise on the administration of local College or Faculty facilities;
- (g) to operate a central information and operations office and a central box office service for all events on the York campuses, and major events in surrounding communities;
- (h) to establish mid- and long-term planning processes for university participation in or generation of cultural, social, recreational, and cross-cultural events and to assist in the development of diverse social, cultural, and recreational activities.

