

*The Senate of
York University*

UNIVERSITY ACADEMIC PLAN

1986-87

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

Amended and approved by Senate

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I. PREFACE

In December of 1985, the York University Senate decided that an effort should be made to approach the academic decision-making process in a more informed, systematic and open manner than we have in the past. A set of guidelines on Academic Planning at York was adopted, providing for the creation of a long-range (three to five year) plan for the University to inform the making of decisions on academic policy which would, in turn, shape actual daily operating decisions. Under the University Academic Plan, senior administrators would no longer have to make decisions in a vacuum without the widest possible involvement of the entire academic constituency and the sanction of its highest legislative body, the Senate. Furthermore, academically determined priorities would begin to more explicitly affect the allocation of resources.

The document is the initial result of this newly adopted process. Inevitably, it is imperfect. There are gaps, and some of these are indeed important. For example, the first UAP addresses only interstitially the University's social responsibilities, hardly mentions professional Faculties, and largely remits for further consideration many issues affecting the theory and practice of undergraduate education at York.

But gaps notwithstanding, we feel that there is enough of substance remaining to warrant publication and consideration of the document, and to justify an invitation to Senate to respond substantively and positively to its general intent and direction.

The reason is this: the UAP presented here is not a once and forever document; it is intended to be the first of a series of annually revised and modified plans, and will be replaced by an undoubtedly improved version a year hence. But it is still worth adopting: however inadequate and incomplete, however contingent, this first UAP does set us in a general direction. It will influence decisions which must inescapably be taken during the next year; it will provide an agenda for further broadly based discussion and debate; and it will develop organically, we hope, nurtured especially by the contributions of Faculties and departments as they consider its general prescriptions and in turn seek to give definition (and, perhaps, redefinition) to them.

The scheme of the University Academic Plan is simple. It begins with a broad mission statement for the University, a statement of self-appraisal and of aspiration. It then locates York in its immediate environment and identifies aspects of that environment which are likely to influence our development over the next few years.

Logically, the UAP should then impart a sense of how this mission, within the real constraints imposed by the environment, manifests itself in a set of priorities, from which would derive, in turn, a set of general and specific objectives. However, because of the relatively short time available for the completion of this first plan and the resulting gaps in it, the Plan does not identify priorities amongst those objectives. Rather, this first UAP proposes several guidelines which will assist those who are called on to make decisions before the Plan is fully developed.

The Plan then deals with general objectives and with a number of specific objectives in areas upon which APPC was able to concentrate this year. These areas were selected for discussion because, in the judgment of APPC, they were threshold issues which had to be crossed before the planning process could proceed further, or they were ripe for determination because of an emerging University consensus, or they had already received scrutiny within the University's ongoing deliberative processes.

II. INTRODUCTION

In its first 25 years, York has emerged as Canada's third largest university, serving the people of Metropolitan Toronto and a growing body of students and academics throughout Canada and the world. In this brief period we have not only grown, but have evolved significantly to meet the changing challenges of scholarship, of society's needs and of the new -- often inhospitable -- environment of higher education. This growth and this evolution were made possible by the energy, imagination, optimism and dedication of the able women and men who comprise our faculty and staff, and by the enthusiasm of successive generations of students.

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

III. YORK'S MISSION

York's mission is defined by its statute:

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

[Section 4, The York University Act, 1965]

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

York is a new university born during a period of rapid technological and social change: while we respect the ancient values of learning and draw upon and contribute to the traditional disciplines, we must be willing to adopt new forms, to ask new questions, to try new methods, to venture towards new goals in order to participate in and shape the future of constant change.

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

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

York is a university which has recently experienced scarcity and stress: we must learn how, notwithstanding, to safeguard and enhance excellence where it has

been achieved and to achieve it where it has not, how to overcome deprivation and to provide for ourselves, how to do all of this while maintaining a decent respect for both academic values and social justice; and what we learn, we must then teach.

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

IV. ENVIRONMENTAL CONSTRAINTS AND OPPORTUNITIES

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

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

1. Federal and provincial policies, which together determine the level of public funding for Ontario's universities, are likely to produce a modest improvement in our funding over the low levels experienced in the past ten or twelve years. However, this improvement will not bring universities -- and York especially -- to the levels which might be considered fully adequate funding.

2. Attempts to influence governmental policies in what is perceived as a modest "window of opportunity" for universities have led to a degree of concerted activity on behalf of their shared concerns. Further concerted activity can be expected for two reasons: first, because governments will seek it as one guarantee that additional funds will not be dissipated in institutional rivalry and duplication, and second, because in a situation of continuing scarcity, cooperation makes sense. We can therefore expect to be drawn increasingly into a more coherently knit Ontario university "system".

3. Additional funds which may be made available to the universities are likely to be "targeted" for specified purposes, as was the case with the Universities Excellence Fund provided in 1986-87 to support research, library and instructional resources and the hiring of entry level and female faculty. This represents a radical departure from the previous arrangements whereby global funding enabled universities to determine their own internal priorities. With targeted funding will also come increasing pressures for planification and increasing demands for accountability.

4. Federal support for research will decrease, but there is some possibility of improved provincial support. In addition, research funding of all kinds will tend to become more narrowly focussed, with funding agencies specifying in more detail than in the past the areas in which they will fund research.

5. Pressure will be placed on both universities and the industrial/commercial sectors of society to forge closer links so that increased private sector resources will be provided to support university research and other activities. Because of the profile of our research activities, these developments are not likely to yield gains for York as significant as those at other universities. Nonetheless, we will be obliged not only to take full advantage of the opportunities provided, but to create new opportunities, through such entrepreneurial initiatives as Innovation York and York University Development Corporation. It is essential that in this new environment we define for ourselves the academic values and procedures which will ensure that our recourse to new sources of support does not undermine the integrity and scholarly excellence of our research or traditional academic freedoms.

6. York has suffered grievously in the distribution of the operating funds amongst Ontario's universities. There is some chance that the funding formula which has discriminated against York will be changed in the near future, although the precise nature and extent of such change cannot be predicted.

7. To attract better funding support -- whether for operating budgets or for research, whether from public or private sources -- universities will have to exhibit more careful planning and develop structures which will reassure those contributing the resources that they will be devoted to the development and reinforcement of academic quality, a notion whose many significances we explore below.

8. In light of demographic and economic projections, it is unlikely that levels of operating funds provided by the provincial government will be highly sensitive to fluctuations in enrolment levels. Nonetheless, even if a revised operating grant

formula is based even marginally on student enrolment, we must be concerned about our prospects in the "market" for students. While the overall number of young people of "university age" will decline until approximately 1995, increasing participation rates will likely ensure sustained overall demand for university admission. York's demand, however, is likely to continue to increase at a rate much higher than the system average. Our local catchment area is experiencing continued residential development, and the upward trend of participation rates in our non-traditional student clientele shows no signs of reversing.

9. In the continuing and possibly intensifying competition amongst universities, the challenge for York will not be to sustain its student numbers or maintain its budget at current levels. This we will almost surely be able to do. Rather, York's challenge will be to present itself to students, to governments and to others who are prepared to join in or support our work as a university with a well-deserved reputation for quality.

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

V. PRIORITIES

This first version of the UAP does not squarely address the vital task of striking a balance amongst the important objectives it next identifies. This is not because anyone imagines that all objectives will be accomplished (or at least accomplished simultaneously) and certainly not because there is any lingering illusion that the relative weight to be attached to various objectives is either obvious or noncontroversial. Hard choices will have to be made, and they will have to be made soon, if the UAP is to mean anything.

The difficulty is rather that such choices should be informed by full discussion by Senate, by Faculties and departments, and -- insofar as significant new resources are to be committed -- by the Board of Governors. Such discussion will really only

take place over the next year.

Instead, this first UAP offers a general approach to the striking of a balance amongst our objectives, especially during this transitional period in the University's habits of decision-making. Thus, although we cannot yet offer any firm sense of the precise priorities that ought to govern the allocation of resources and the investment of energies, the following guidelines at least suggest how one might approach such decisions. Just as no priorities are yet established among general and specific objectives, so the following guidelines are not exhaustive and are not rank ordered. Though the objectives cannot all be achieved at the same time to the same degree, and though other areas of planning, including Faculty plans, need examination before the relative emphasis of each objective is determined, it is important that the objectives be approved by Senate before the decisions on relative emphasis are decided.

1. We begin with a presumption that most activities in the University are, at present, underfunded. This presumption necessarily introduces a note of caution concerning the diversion of either existing or new resources away from things that are now being done. On the other hand, we do not believe that the University can afford either to unquestioningly continue all of its present activities, regardless of quality, relevance or need, or to forswear all new activities, regardless of promise, demand or challenge.

2. Since we are unlikely to secure significant new, undesignated resources with which to alter the balance amongst our existing activities, we should:

(a) except in the most dire circumstances, continue to generate a fund out of existing resources with which to accomplish a modest realignment of those existing activities, even if this results in a slight diminution of existing levels of support for some of them;

(b) treat any new, unassigned resources as primarily devoted to the achievement of the general and specific objectives of the UAP, rather than as subject to the preemptive claims of existing activities;

(c) to the extent possible, treat all new allocations of resources to existing activities as contingent and subject to review at fixed times and according to fixed standards;

(d) to the extent possible, treat existing commitments similarly in the future; to the extent it is not possible, make additional resources available to them only on condition that the scope of review and the flexibility of existing commitments are

thereby enhanced.

3. Since it is unlikely that resources will ever be found to pursue simultaneously and adequately even a limited list of new objectives and activities, the following principles should prevail:

(a) while the University does not accept that accessibility/excellence, graduate/undergraduate, teaching/research trade-offs involve zero-sum choices, these trade-offs are real; the UAP should at the earliest possible date begin to indicate in a general way the balance to be pursued amongst them; this balance should take account of the possibility that emphasis may shift during the time period covered by the UAP, with the explicit understanding that this balance may be modified, or even reversed, when the gains originally sought have been substantially accomplished or it has been determined that they cannot or should not be; as mentioned above, "substantial accomplishment" should be measured by reference to predetermined goals;

(b) in considering new initiatives which are not clearly identified as specific objectives of the UAP, those which will advance significant general objectives, or support specific objectives which have been identified, should be supported in preference to those which do not;

(c) if offered new resources specifically for objectives which have been identified by the UAP, we should allow our priorities amongst such objectives to be somewhat influenced by the availability of resources;

(d) initiatives which can generate new revenues or savings, or which can reasonably be expected to secure adequate funding within a foreseeable future, should be preferred, ceteris paribus, to those which have no similar prospects;

(e) since new resources from government or the private sector are likely to emphasize developments in science and technology, great care should be taken to ensure that incremental decisions shaped by such allocative policies not erode the financial support for York's established programs in the humanities, social sciences, fine arts, and professional training.

4. The relative importance of the objectives defined by the UAP is necessarily expressed -- if at all -- in language which is imprecise and tentative. Nonetheless, relative importance must somehow govern the allocation of resources. Those responsible for resource allocation and expenditures must therefore act in good faith and with fidelity to the UAP. But they must also enjoy a degree of latitude in seeking to mediate amongst existing objectives and those which may be adopted in

the future, and in acting in an external environment which may change more rapidly than revision of the UAP can be accomplished.

5. Objectives addressed within the UAP may have to be balanced against those manifest elsewhere, e.g., maintenance and enhancement of the physical facilities and equipment, and development of staff and infrastructure to perform support and secure resources for academic purposes. As a governing principle, all such externally generated expenditures should be undertaken only if they contribute to the ultimate advancement of the mission of the University.

VI. RECOMMENDED ACADEMIC OBJECTIVES 1987-90

A. GENERAL OBJECTIVES

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

But at what price? The moment has now arrived for us to acknowledge that the improvisations and expedients we were forced to adopt during this period may well have affected the quality of everything that we should be attending to as a university.

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

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

confronts difficult tasks of self-appraisal and self-improvement.

Quality may be perceived by some in terms of institutional reputation or selectivity in admissions; it may be seen by others as a function of the institution's ability to attract specialized resources for teaching and research; or it may be conceived of, as in the Section 4(b) of the York University Act quoted above on page 3, as the University's ability to develop the talents of its students and faculty to their fullest, particularly their abilities to teach and to learn, to study and to do research, to analyze, organize, and create. However we define quality (and a definition may well involve a combination of the approaches alluded to above), it will be a product of the attention, care, precision, intelligence, imagination and effort required by our tasks. A renewed commitment to quality can result in more and better research, more effective teaching (including the introduction of more challenging programs and approaches for our most gifted students), higher levels of expectation for ourselves and our students, and higher levels of effort and assistance in meeting those standards. The point is not that a commitment to quality in and of itself defines a particular course of action or choice of priorities, but that once such a definition does take place, once such a choice is made, a new and higher standard of aspiration is to be applied.

General Objective 1

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

We reject the notion that academic quality and social equality are in any way mutually exclusive. It is of course true that the University's academic mission impresses an inner logic upon the academic planning process. But within the bounds of that logic, and so far as is possible in the real and imperfect world in which we live, the University should ensure that its Academic Plan is pursued with a sense of social responsibility and in a spirit of social justice. York's renewed dedication to quality in all of its academic endeavours must be accompanied by a corresponding reaffirmation of its traditional commitment to equality of opportunity for all members of the community, including women, disadvantaged minorities and the handicapped. This commitment warrants a second general objective:

General Objective 2

The enhancement of academic quality recommended in General Objective #1 should be accompanied by an equally vigorous pursuit of equality of opportunity for all members of the community York seeks to serve, with respect to access to education, academic employment and advancement, and participation in academic decision-making.

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

In the strictest sense, funding ought not to be part of an academic plan, but our current economic situation threatens to exercise a veto over all of our major planning objectives. It must be addressed.

General Objective 3

A major objective of York University over the next three years must be to: (a) obtain funding on an equitable basis relative to that provided to other major universities in Ontario; (b) work with other institutions to improve the level of funding for the university system as a whole; and (c) try as assiduously as possible to increase the level of funding from appropriate non-governmental sources in order to support internally agreed upon priorities.

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

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

Finally, it is important that in the academic planning process a proper balance

should be struck between order and spontaneity, between collective and individual priorities, and especially between the effort devoted to the planning process and that devoted to the activity being planned. We are not convinced that the proper balance now exists, and we judge that it should shift somewhat in the direction suggested above and implied elsewhere throughout this document.

General Objective 4

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

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

General Objective 5

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

General Objective 6

Teaching and research are to be valued equally as contributions towards performing the University's academic functions.

B. ADMISSIONS POLICY

Undergraduate Admissions Policy

Over the last ten or fifteen years, the admissions policies of our undergraduate day faculties seem to have been driven principally by student demand as related to our need for revenue. Admissions standards (above the provincial minimum) have been raised or lowered depending on whether the numbers of applicants above a defined level would yield the enrolment target needed to achieve a revenue target.

However, as York's attractiveness to potential students has grown in recent years, this policy has led to a gradual raising of admissions standards. Our physical capacity was first reached, and then breached, with the result that we no longer could accept all applicants, but only a favoured cohort of them. Throughout this latter period especially there has developed a tension between our desire to attract and serve the most able students, and our often expressed goal of providing the opportunity for all students who could benefit from a university education to do so, under the rubric of "general accessibility".

In keeping with the position recently taken by the Senate Committee on Admissions, Recruitment and Student Assistance, we affirm the principle that academic values must determine our admissions policies. These academic values must take precedence over financial considerations and the mere demography of application rates.

York's undergraduate admissions policy must take into account several groups of potential students, each with its own strengths, potential, and needs. These groups are: (1) students with first-class achievement (defined as a minimum 75% final high-school average); (2) students whose special talent, aptitude and preparation leave few doubts that they will be able to complete university studies successfully; (3) students who have had to overcome personal or circumstantial hardships, who come from disadvantaged groups, who have pursued non-traditional patterns of education, or who have impressive non-academic accomplishments; and who are thereby entitled, in a university which respects both quality and social justice, to be evaluated in a way which takes into account factors other than high-school marks.

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

good students can sustain itself, set a standard to which all students can aspire, and provide a stimulus for faculty members which can help to elicit their best efforts as both scholars and teachers.

Of course to argue that we should improve the quality of our entering students is to beg the question of how that quality is to be ascertained. No one would seriously argue that final high school grade averages identify with precision all those who can benefit from a university education. Other more subtle indicators could be and have been used (with enhanced administrative costs), but even these might fail to identify students whose abilities remain hidden until awakened intellectually by their experience at university. More importantly, there is evidence to support the proposition that reliance on such a conventional measure of ability as grade 13 averages has socially regressive effects. Those who have had to overcome personal or circumstantial hardships, who come from disadvantaged groups, or who have other impressive accomplishments are entitled, in a university which respects social justice, to be evaluated in a way which takes account of such non-quantifiable factors.

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

Objective 7

There should be a continuation and extension over the next few years of recent efforts to place a strong and visible emphasis on general admissions criteria, recruitment strategies and scholarship programs which focus on excellence. In particular the aim should be to increase the proportion of undergraduate students with the equivalent of a 75% high school grade average or better.

Objective 8

The practice of selective accessibility should be used to offset the socially regressive effects of limitations on general accessibility, as well as to seek out those with academic promise who may, due to extenuating circumstances, have been unable to demonstrate their capacities through their grades alone.

In its short history, York has been a leader in providing access to higher education for a variety of special groups. These include the physically handicapped and the learning disabled, who may require special facilities and support systems to enable them to attend and participate fully in classes, and part-time and mature students for whom non-conventional learning situations, such as evening or distance programs, may be the best strategy.

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

Objective 9

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

Objective 10

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

Regional accessibility is an important component of any general policy of accessibility or equity in educational opportunity: one's chances should no more be diminished by reason of where one lives than by reason of sex, colour, origin or

class. Because of the cost differences between obtaining an education while living at home and the alternative of residence at a distant location, and because of strong cultural forces reinforcing close family ties, this factor can be crucial, especially for many of the economic and cultural groups served by York.

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

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

Our present situation derives only in part from our own failure adequately to recognize all of the costs associated with our recent growth until after the fact. To a much greater extent, it derives from long-lasting underfunding, exacerbated latterly by changes in government policy deliberately designed to deprive York of the benefits of growth. Bearing all of this in mind, we propose the following.

Objective 11

We should reduce the academically unacceptable present ratio between the size of the student body and existing faculty, staff and physical resources, insofar as it is possible to do so without incurring further financial deprivation. We must either seek to reduce the number of students while holding funding constant, or allow increased enrolment only on the express stipulation that it will yield more than concomitant increases in financial support. Should neither of these conditions be possible, we should maintain steady state enrolment as the least worst alternative.

This objective should not be construed as deterring consideration of new programs that would increase the academic stature of the University, should the opportunity arise, and should adequate funding be provided.

Objective 12

Recognizing that most changes can occur only at the margin, any new initiative of significant size should be fully funded with new money; and new physical space (together with provision for its maintenance) should be obtained to house it.

Nor should we be single-mindedly preoccupied with the resolution of our own considerable problems. We have an obligation to contribute to the public policy debate which may be triggered by our actions.

Objective 13

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

Note on Admission Policies in Graduate and Professional Faculties

As noted in the section on Graduate Education, the Faculty of Graduate Studies has already begun detailed academic planning, which will have the effect of achieving the general objective of quality enhancement discussed at the beginning of this report. It is also clear that admissions criteria for graduate and professional programs generally differ from those for undergraduate programs. While not every program is equally successful in sustaining the quality of student intake, every effort is being made at the Faculty level to develop appropriately high standards of admission.

Graduate and professional programs also present financial and public policy considerations which differ from those raised by undergraduate programs. Discussion of such issues must be postponed to a subsequent version of this plan.

C. UNDERGRADUATE EDUCATION

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

thought and inquiry which in combination produce a whole or well-rounded person.

Within a decade, however, York had outgrown its foundation to become a major, multifaculty university, with large undergraduate and graduate programs and professional schools. Undergraduate education is now being offered by six academic units, including the Faculties of Arts, Science, Administrative Studies, Fine Arts, Atkinson College, and Glendon College. Each of these operates in relative isolation from the others, with specific courses, programs and -- we would hope -- philosophies of undergraduate education.

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

As York now pauses to take stock of itself, of possible changes in direction, and of a new phase in the life of the University, it is appropriate to seize the opportunity to review and evaluate undergraduate education.

Objective 14

Faculties, academic and non-academic colleges, and individual academic units involved with undergraduates should regularly and carefully reexamine their educational aims and objectives in order to clarify for themselves and their students and for the University as a whole the underlying educational philosophy guiding their efforts, and the efforts of individual faculty members.

The response of the University and its constituent parts to the changing composition and changing needs of the student population has affected the undergraduate faculties in a variety of ways, some of which could not have been anticipated. Significant numbers of part-time adult students now attend most undergraduate faculties, while younger full-time students often enrol in summer and evening courses. Professionally and technologically oriented programs have been introduced or are being contemplated. New interdisciplinary programs purport to

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

The foregoing observations point logically to the need to reexamine the overall shape and direction of undergraduate education, its internal coherence and programmatic pluralism, and to place this examination within boundaries defined in each case by a clearly stated philosophy and strategy.

Objective 15

Undergraduate faculties, which have been affected by the changing composition of the student body, shifts in patterns of student attendance and program offerings, and the initiatives of individual faculty members, should review their traditional missions and consider structural, administrative, program and staffing adjustments which may contribute to high standards, internal coherence, and the availability to students of a series of authentic and well-grounded educational alternatives.

Objective 16

To the extent possible, cooperation and mutual support amongst faculties and units engaged in related activities should be encouraged. While reviewing institutional changes or adaptations that may be necessary to reinforce and harmonize existing offerings, the University should explore possibilities of further academic diversification, with a view to the enrichment of the intellectual environment of York and to a better balance of programs, units and faculties.

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

The main threats to the quality of undergraduate education have been (a) problems created by the overcrowding of facilities, inadequate amounts of needed

equipment (e.g., computers, laboratory equipment) and a lack of proper maintenance and/or replacement of existing equipment (including the indirect impact on learning of such "quality of student life" conditions as the lack of a student centre and the woefully inadequate sports, cultural, and recreational facilities); (b) problems created by overly large student-faculty ratios and the relative proportions of full-time faculty, part-time faculty, and teaching assistants; and (c) inadequate recognition and support for excellence in undergraduate teaching.

The problems referred to above are being addressed and a number of preliminary studies have been initiated in certain areas. Actions such as the following should be considered: reductions in class sizes, adjustments to the formulae for allocating workload to faculty, improvement in physical plant and teaching-related equipment and facilities, upgrading of literacy and numeracy for students unable to perform at an acceptable level, providing programs in pedagogical technique for beginning teachers and as reinforcement for experienced teachers, the introduction of incentives for teaching excellence, improvement in non-academic facilities and space for students, and identifying and providing special educational opportunities for students who show special talent and motivation.

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

Objective 17

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

A recent study indicated that 40% of new students entering York in 1982 did not graduate in 1985 with their entering class. The significance of this statistic is not clear; it may be looked upon as one of the results of York's commitment to

providing qualified students with an opportunity to be successful in university study; it may be an indication of the failure of the educational experience York provides; or it may simply be evidence of changing and increasingly complex patterns of student enrolment and attendance (i.e., students may choose to take time off and return to complete study later or to take courses on a part-time basis over a longer period of time). More analysis is required in order to establish the reasons for and implications of this statistic.

Objective 18

More complex analysis should be undertaken as soon as possible to determine which areas of difficulty are most significant in causing students to drop out, stop out, or otherwise alter traditional attendance patterns. This should lead to the development of a retention strategy that identifies necessary changes in our educational policies and social and financial practices. York should commit itself to improve the educational experience of all students and make every effort to realize this goal by mobilizing the greater human and material resources needed.

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

Objective 19

In general, the University should continue to increase the proportion of instruction provided at York by full-time faculty. Such appointments should also contribute to the University's research strength (see Objective 24).

D. GRADUATE EDUCATION

York University has a substantial involvement in graduate education, with one in eight graduate students in Ontario enrolled in its programs; only the University of Toronto and the University of Ottawa enrol more [Faculty of Graduate Studies, Five Year Plan, January 1986]. The thirty masters and sixteen doctoral programs in the core areas of arts and science, fine arts, and the professions attest to the range of graduate work at York. A number of the programs are in the top rank nationally, and several are unique to the province or to Canada.

Graduate education at York as elsewhere serves a variety of purposes and embraces a number of academic objectives. These include the education of new generations of scholars imbued with the traditional university values of creating and passing on new knowledge, the developing and communicating of advanced techniques essential to the future of our disciplines and the country, and the training of graduates who will bring fresh insights and skills to their professions. In developing graduate education, York as a young institution had the capacity and also the responsibility to address contemporary issues and to look for ways to expand and supplement the offerings in Ontario.

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

Within the University, approaches to the development of graduate work have varied, and it is important as a background to planning to understand why the approaches are different. Some see graduate work as the eventual outcome of strong undergraduate programs and faculty research and scholarship. The Faculty of Graduate Studies has identified a number of areas in which this natural development is under way. Others make a case that graduate work is an integral part of their academic endeavour and an early commitment to graduate work is essential to the

development of quality in research and education. When this case can be made, it should become an important consideration in the planning process. Another important consideration is our responsibility to look outwards, to pay special attention to societal need and student demand.

Although the Academic Plan should deal with rather general objectives, we note in relation to developing quality and serving society that York is one of two major universities in Ontario without a doctoral program in mathematics, that York has no graduate program in computer science, and that York is committed to bilingualism while having no graduate work in French studies. We also note that in the area of women's studies there are three undergraduate programs and strong faculty commitment across the University. Graduate work in any of these areas would be consistent with our objectives.

In a statement on graduate studies, one might expect that some emphasis should be placed on the basic purposes of degrees and programs. For example, we should ask if the masters degree in some areas of arts and science receives enough attention in its own right, or if a masters program is simply a testing ground for doctoral studies. We should explore more fully the possible role of this degree in a community interested in the concept of lifelong education. We might question our success in admitting and dealing with doctoral candidates given the long time taken to complete the degree in some instances and the large public investment. For many reasons, we have not dealt with such basic issues here, but we hope they will be addressed continually within the programs.

One of the main thrusts of the Faculty of Graduate Studies in its five year plan is to ensure that the best qualified students are given the opportunity to pursue graduate studies at York. Providing adequate financial support is an important component of that thrust, and lack of funding is seen as a serious impediment to enrolling excellent students in some areas. Funding for graduate students comes from many sources, including scholarships and payment for teaching and research. This complex mix is a reflection of the many demands placed on some students and should remind us that the University has a role in the appropriate allocation of students' time. By providing more money for scholarships and research, we can also ensure that more time is spent on learning and scholarship.

Objective 20

When a commitment to graduate work is essential to the development of undergraduate education and research in central areas or disciplines, that commitment should be made.

Objective 21

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

Objective 22

Given the important relationship between graduate student funding and the quality of graduate programs, as well as the relationship between research and graduate work, it is recommended that, in keeping with the recently adopted Senate report on Scholarships and Student Assistance, every effort should be made to increase the amount of support for graduate students from all sources inside and outside the University, including support from research grants and contracts. Insofar as this step will help to attract first-class students, it will also increase the amount of support from external scholarships.

E. RESEARCH

Scholarly activities in a university encompass a number of different types of endeavour, including professional and applied work. All of these activities inform and improve our teaching, and benefit society. This year's version of the planning document, however, has concentrated on research, defined as "activity designed to make an original contribution to the advancement of knowledge or artistic expression, which is communicated in a form that permits critical evaluation by one's peers." These two characteristics -- originality and accessibility to the scholarly community -- derive from the University's central commitment to the creation and transmission of knowledge. The extent and quality of a university's research activity is therefore one appropriate and significant measure of its accomplishments.

But recognition of the need to evaluate our research effort is more easily accomplished than the evaluation itself. For example, it is sometimes assumed that the dollar value of peer-adjudicated grants can be used as a proxy for judgments

made by the scholarly community about the quality of research undertaken at a given institution. This assumption is ill-founded: policy priorities ration resources amongst and within the federal granting councils; the basic financial resources of an institution and the configuration of its programs both dramatically affect its ability to compete for funds; records of success tend to perpetuate themselves, while unproven researchers and unconventional projects may encounter particular difficulties in a time of financial constraint. And most important: the dollar value of grants at best measures inputs; it says nothing about outputs.

These facts are of particular significance at York. Given the size of the University, we have an unusual preponderance of researchers in the humanities and social sciences, who are typically thought to require a lower level of funding than natural scientists, and at present suffer even greater relative deprivation as a result of various policy decisions. Moreover, in the absence of a medical school and an engineering faculty, our scientific research effort is itself necessarily confined in its scope.

Still, making due allowance for the difficulties of measurement, and for our special circumstances, the enhancement of York's research effort must surely be regarded as a matter deserving considerable attention.

Notwithstanding the fact that many individuals, departments and research units have maintained an excellent record of research activity, funding support and publication, many have not. When appropriate comparisons are made both within York and as between York and other universities, using similar data bases, it is clear that there is considerable room for improvement.¹

Despite the limits of any analysis based on our success in attracting research funds, it is unfortunately likely that unless we can improve our record in this respect, our financial problems will be exacerbated. For example, the research component of the province's Universities Excellence Fund was distributed in proportion to each university's annual income in external grants. Although York is the second largest university in the province, it ranked eleventh in the amount of funds it received. Moreover, it is conceivable that similar inappropriate measures of research intensity may come to influence the ongoing allocation of operating funds as amongst Ontario's universities, or even to establish a permanent hierarchy

¹Studies of York's comparative performance in research are available through the Office of the Secretary of the University.

of "research universities" and "others".

York cannot, therefore, afford a dismissive or unconcerned attitude towards its relative lack of success in attracting research grants, whatever the reasons.

Indeed, there appear to be reasons which should cause us concern regardless of their financial implications. A discipline-adjusted ranking, based on the number of researchers eligible to receive funds from each granting council, reveals that York does indeed enjoy a considerably higher overall success rate than the crude figures suggest. At the same time, a careful discipline-by-discipline analysis reveals great variations in relative levels of research activity amongst York departments; some rank well above the national average, some far below. This impression is reinforced by a perusal of the recent analysis of publications by York faculty members, prepared by the Office of Research Administration.

Our shortcomings in the area of research are attributable to many factors, including a concentration on priorities inevitably resulting from our rapid growth over the past several years (with, let it be said, considerable success in assuring accessibility and in the development of programs and pedagogy), and dramatic underfunding with consequent overloading of some faculty members and the deterioration of our infrastructure and support systems. At the same time, it must be kept in mind that our effectiveness in teaching has also been diminished as a result of the same factors, and that any shortcomings in research cannot be redressed simply by shifting resources from teaching to research.

However, there is a positive aspect to this analysis: we have a reserve capacity for the intensification of our research effort, represented by the many faculty members who have by choice or necessity focussed their energies elsewhere up to now. The challenge is to make it possible and attractive for such individuals to achieve a new balance amongst their activities so as to permit them to enjoy the satisfaction of scholarly pursuits, and to gain for the University the benefits which will flow from enhanced research activity. When the research activities of this reserve are added to the reinforced efforts of those who are already active, it is clear that both the reality and the reputation of York as a scholarly institution will expand considerably. However, it must not be assumed that a realignment of duties can be accomplished without cost to the institution. The three tasks are interrelated -- teaching is informed by research, research is stimulated by teaching, and all aspects of academic work are largely administered by the academics themselves. It is both the right and the duty of every faculty member to engage in

all three activities.

Nevertheless, the time has now come to realign our priorities somewhat. In this next phase of our development, we should treat academic research in all its various manifestations as an increasingly important measure of the quality of the University.

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

Objective 23

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

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

Objective 24

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

Teaching and research should be seen as complementary, offering to every

faculty member the opportunity to participate in both and to excel in either. However, it is difficult to sustain such participation on a rigid, formulaic basis: the teaching needs of academic units, the rhythm of research projects, the reciprocal demands of one's colleagues all constrain the time that can be devoted to each activity at any given moment.

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

Among the arrangements which should be considered are the following: (a) faculty members who are anxious to redirect their energies to research after prolonged and intensive periods of teaching and/or administration should be assisted in doing so; (b) those who have significant records of scholarly accomplishment, such as Distinguished Research Professors, might be afforded some reduction in teaching and other duties from time to time, when this can be done without injury to the teaching program of an academic unit, and where it can be demonstrated that such leave will facilitate current research efforts; (c) recognition and credit should be given for extensive graduate supervision and teaching, for which a disproportionate responsibility not infrequently falls on the most productive researchers; (d) deans and chairpersons should have available funds to be distributed through agreed departmental and Faculty procedures to provide release time to faculty members to enable them to complete research projects; (e) internal fellowships for research leave should be continued and, where possible, increased; (f) discretionary research funds should be attached to internal leave fellowships; (g) it should be understood that research fellowships and grants, release time, sabbatical leave and similar forms of support are intended to assist faculty members to engage in scholarly activity; to ensure that they will be so used, as a condition of their receipt plans should be disclosed before the fact, activities reported afterwards, and the benefit of the ensuing scholarly activity manifest subsequently in teaching and publication.

In addition to the creation of genuine opportunities for all faculty members who wish to engage in research, the University should be quick to recognize excellence in research at whatever point in a career it might be manifest. Such

recognition should not be taken as implied disparagement of other contributions, especially those which manifest scholarly excellence in graduate and undergraduate teaching, whose reinforcement was also earlier urged.

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

Objective 25

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

In order to enhance the intellectual calibre of the learning experience at York, and to create a more generally scholarly ethos, both graduate and undergraduate students should be afforded opportunities to become involved in research by, for example, increasing the support for graduate students engaged as research assistants, continuing and enhancing the support for graduate students' attendance at scholarly conferences and preparation of publications and, where applicable and feasible, attaching graduate students and qualified fourth-year honour students to research units and projects. Further, we should attempt to provide stability for research support staff.

Objective 26

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

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

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

Objective 27

The University should encourage collaborative research effort through support for Organized Research Units, research programs and working groups.

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

In order to ensure that new resources are in fact secured, the University's research administration, its Development Office, and its promotional arms, such as York International, Innovation York and the York University Development Corporation, will all have to become more aggressive in seeking out funding opportunities, and ensuring that faculty members and research groups take full advantage of them. In particular, improvements in funding can be achieved by coordinating the search for outside research funds; lobbying in support of University

research; identifying areas of concentration in productive research and acting as a catalyst to bring researchers together into organized units; providing seed money to allow emerging groups to organize and apply for external funding; encouraging and supporting efforts in research-related committee work outside the University (SSHRC, OGS, Killam, SSFC/CFH, NSERC, Canada Council, Ontario Arts Council, etc.); and developing sound, simple and standardized financial procedures.

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

Objective 28

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

F. LIBRARIES, ACADEMIC COMPUTING AND COMMUNICATIONS

The Libraries and Academic Computing provide essential support for the academic enterprise. The future quality of research and instruction in the University will depend upon our capacity both to enhance the traditional services of libraries and computing centres and to develop the framework for new information technologies. The University Academic Plan must recognize the convergence of many aspects of libraries with computing and communications as well as the independent objectives of each. The imperative for planning is increased by the likelihood of the targeted funding process described in the environmental constraints and opportunities section.

Libraries

Scholarly information in a variety of formats is collected and made accessible

to the York community in the Libraries. Further, through a number of cooperative and resource sharing agreements, the Libraries provide access to the information resources in North America.

Though new information technologies do not change the essential functions of a research library -- the acquisition, organization, preservation and dissemination of recorded information -- they do extend and enhance them. As such new systems develop, therefore, they must be integrated into the existing information system in a way that preserves linkages to the existing knowledge base.

The Libraries must be able to respond to changes within the University as well as in the external environment. Library services should reflect changes in the composition of the student population, the instructional programs and redefined philosophies of undergraduate and graduate education. Specialized collections and services must be available to support an intensified research effort. Interdisciplinary research and the existence of the Organized Research Units will continue to challenge the Libraries' efforts to maintain an effective balance between centralized and decentralized collections and services.

Academic Computing and Communication

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

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

attention be paid to elaborating this essential technological foundation.

While demand for access to computing and communications resources can be expected to increase exponentially, the University's budgetary and personnel capacity to meet demand will grow at a substantially lesser rate. In pursuing its academic objectives, the University will have to make some hard choices about the allocation of resources and about the allocation of costs. With the government's move to project-based financing with short timeframes, York must place itself in a position to respond to fleeting opportunities in a manner that is consistent with its longer term objectives. It is imperative that such decisions be taken in the context of a carefully considered and widely supported plan for the development of academic computing at York. While it is not possible in this first UAP to set out a full set of basic principles which should inform such planning, it is crucial that we recognize the need to develop a strategy for the development of academic computing and communications, and that we commit ourselves to this project.

Objective 29

Relevant academic and administrative bodies, as the users and suppliers of library resources, academic computing and communication systems, should develop collaboratively a University-wide strategy to guide resource allocation and use-decisions in these areas.

G. UNIVERSITY ADMINISTRATION AND SUPPORT

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

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

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

VII. SUMMARY OF OBJECTIVES

General Objective 1

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

General Objective 2

The enhancement of academic quality recommended in General Objective #1 should be accompanied by an equally vigorous pursuit of equality of opportunity for all members of the community York seeks to serve, with respect to access to education, academic employment and advancement, and participation in academic decision-making.

General Objective 3

A major objective of York University over the next three years must be to: (a) obtain funding on an equitable basis relative to that provided to other major universities in Ontario; (b) work with other institutions to improve the level of funding for the university system as a whole; and (c) try as assiduously as possible to increase the level of funding from appropriate non-governmental sources in order to support internally agreed upon priorities.

General Objective 4

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

General Objective 5

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

General Objective 6

Teaching and research are to be valued equally as contributions towards performing the University's academic functions.

Objective 7

There should be a continuation and extension over the next few years of recent efforts to place a strong and visible emphasis on general admissions criteria, recruitment strategies and scholarship programs which focus on excellence. In particular the aim should be to increase the

proportion of undergraduate students with the equivalent of a 75% high school grade average or better.

Objective 8

The practice of selective accessibility should be used to offset the socially regressive effects of limitations on general accessibility, as well as to seek out those with academic promise who may, due to extenuating circumstances, have been unable to demonstrate their capacities through their grades alone.

Objective 9

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

Objective 10

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

Objective 11

We should reduce the academically unacceptable present ratio between the size of the student body and existing faculty, staff and physical resources, insofar as it is possible to do so without incurring further financial deprivation. We must either seek to reduce the number of students while holding funding constant, or allow increased enrolment only on the express stipulation that it will yield more than concomitant increases in financial support. Should neither of these conditions be possible, we should maintain steady state enrolment as the least worst alternative.

Objective 12

Recognizing that most changes can occur only at the margin, any new initiative of significant size should be fully funded with new money; and new physical space (together with provision for its maintenance) should be obtained to house it.

Objective 13

We must draw the attention of the provincial government to the potential deterioration of regional accessibility in the Metropolitan region and its

environs, affecting particularly economically disadvantaged groups and others who have good reason to attend local universities. We must also signal our willingness in principle to contribute to an alleviation of the problem, if our resources are appropriately adjusted.

Objective 14

Faculties, academic and non-academic colleges, and individual academic units involved with undergraduates should regularly and carefully reexamine their educational aims and objectives in order to clarify for themselves and their students and for the University as a whole the underlying educational philosophy guiding their efforts, and the efforts of individual faculty members.

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Undergraduate faculties, which have been affected by the changing composition of the student body, shifts in patterns of student attendance and program offerings, and the initiatives of individual faculty members, should review their traditional missions and consider structural, administrative, program and staffing adjustments which may contribute to high standards, internal coherence, and the availability to students of a series of authentic and well-grounded educational alternatives.

Objective 16

To the extent possible, cooperation and mutual support amongst faculties and units engaged in related activities should be encouraged. While reviewing institutional changes or adaptations that may be necessary to reinforce and harmonize existing offerings, the University should explore possibilities of further academic diversification, with a view to the enrichment of the intellectual environment of York and to a better balance of programs, units and faculties.

Objective 17

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

Objective 18

More complex analysis should be undertaken as soon as possible to determine which areas of difficulty are most significant in causing students to drop out, stop out, or otherwise alter traditional attendance patterns. This should lead to the development of a retention strategy that identifies necessary changes in our educational policies and social

and financial practices. York should commit itself to improve the educational experience of all students and make every effort to realize this goal by mobilizing the greater human and material resources needed.

Objective 19

In general, the University should continue to increase the proportion of instruction provided at York by full-time faculty. Such appointments should also contribute to the University's research strength (see Objective 24).

Objective 20

When a commitment to graduate work is essential to the development of undergraduate education and research in central areas or disciplines, that commitment should be made.

Objective 21

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

Objective 22

Given the important relationship between graduate student funding and the quality of graduate programs, as well as the relationship between research and graduate work, it is recommended that, in keeping with the recently adopted Senate report on Scholarships and Student Assistance, every effort should be made to increase the amount of support for graduate students from all sources inside and outside the University, including support from research grants and contracts. Insofar as this step will help to attract first-class students, it will also increase the amount of support from external scholarships.

Objective 23

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

Objective 24

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

far as possible, junior faculty members should be relieved of heavy administrative burdens, and afforded all possible support and encouragement in their scholarly pursuits.

Objective 25

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

Objective 26

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

Objective 27

The University should encourage collaborative research effort through support for Organized Research Units, research programs and working groups.

Objective 28

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

Objective 29

Relevant academic and administrative bodies, as the users and suppliers of library resources, academic computing and communication systems, should develop collaboratively a University-wide strategy to guide resource allocation and use-decisions in these areas.

APPENDIX I. ACKNOWLEDGMENTS

Listed below are members of APPC, the sub-committees that prepared background papers prior to APPC's drafting of the University Academic Plan, and those who contributed to revision of successive drafts through participation in meetings and submission of written responses.

ACADEMIC POLICY AND PLANNING COMMITTEE

V. V. Murray, Chair
L. Smith, Vice-Chair
H. Adelman
R. Ali
J. Couchman
C. Dent
G. Eaton
S. Jacobs

O. R. Lundell
H. W. Arthurs, ex officio
K. G. Davey, ex officio
G. E. Denzel, ex officio
S. Eisen, ex officio
M. W. Ransom, ex officio
B. Tryfos, Secretary
R. Goranson, YUFA observor

Coordinating Task Force for the Academic Plan

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Sub-Committee on Admissions

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D. Thompson, Secretary

Sub-Committee on Graduate Education

O. R. Lundell, Chair
C. Dent

V. V. Murray, ex officio
B. Tryfos, Secretary

Submissions to the Sub-Committee on Graduate Education were received from: the Faculties of Administrative Studies, Arts, Education, Graduate Studies and Glendon College; the Departments of Earth and Atmospheric Science (Science), English (Glendon), Geography (Arts), Humanities (Arts), Humanities (Atkinson), Languages, Literatures, and Linguistics, Linguistics Section (Arts), and Social Work (Atkinson); undergraduate programmes in Canadian Studies (Atkinson), Women's Studies (Arts); Women's Studies (Atkinson), and Women's Studies (Glendon); graduate programmes in Biology, Chemistry, Experimental Space Science, Geography, Mathematics, Physical Education, Social Work, and Sociology; the Centre for Research on Latin America and the Caribbean, Centre for Research in Experimental Space Science, Centre for Research on Environmental Quality, and Research Programme in Strategic Studies; and the Women's Studies Working Group.

Sub-Committee on Research

H. Adelman, Chair
N. Black
F. Fletcher
V. Frenkel
M. Gold
H. Harris
J. Heddle
M. Kater

P. Lovejoy
H. Pritchard
A. Richmond
M. Steinbach
N. Swatman
C. Thomas
V. V. Murray, ex officio

RESPONSES TO THE FIRST DRAFT

Following circulation of the first draft of the Plan, a number of interested parties including all Deans, Chairs of Senate Committees, Chairs of Faculty Councils, and the Advisor to the President on the Status of Women were invited to meet with APPC for discussion. The following participated in meetings on March 31 and April 8:

- D. Bell, Dean, Faculty of Graduate Studies
- N. Black, Advisor to the President on the Status of Women
- R. Bordessa, Dean, Atkinson College
- S. Borins, Associate Dean, Faculty of Administrative Studies
- R. B. Bryden, Chair, Board of Governors
- G. Chase, Chair, Senate Sub-Committee on Curriculum Review
- M. Chodak, Secretary to Faculty Council, Faculty of Arts
- J. Courtney, Chair of Faculty Council, Faculty of Fine Arts
- P. Craven, Chair, Senate Committee on Academic Computing
- M. Dick, Chair, Senate Library Committee
- R. Drummond, Vice-Chair of Council, Faculty of Arts
- M. Elliott, Chair, Senate Committee on Non-Faculty Colleges
- J. Green, Chair of Faculty Council, Faculty of Graduate Studies; Chair,
Senate Committee on the Organization and Structure of Senate and the
University
- J. Haynes, Chair of Council, Faculty of Arts
- A. Hockin, Dean, Faculty of Administrative Studies
- M. Keall, Chair, Senate Committee on Curriculum Policy and Instruction
- P. Lapp, Chair, Board Strategic Planning Committee
- A. Lessem, Associate Dean, Faculty of Fine Arts
- D. Leyton-Brown, Chair, Senate Committee on Admissions, Recruitment and
Student Assistance
- P. Monahan, Chair, Senate Committee on Examinations and Academic Standards
- A. Murray, Chair of Faculty Council, Faculty of Environmental Studies; also
representing the Senate Sub-Committee on Space
- S. Saleuddin, Acting Associate Dean, Research
- E. S. Spence, Dean, Faculty of Environmental Studies
- P. Stevens, Chair, Senate Tenure and Promotions Committee
- P. Tacon, Chair of Faculty Council, Atkinson College
- T. Traves, Dean, Faculty of Arts
- B. Warme, Chair, Senate Sub-Committee on Teaching and Learning
- J. Zemans, Dean, Faculty of Fine Arts

RESPONSES TO THE GREEN PAPER

A revised draft of the Plan was circulated as a Green Paper on April 14 to all Deans and Associate Deans, Chairs of Faculty Councils, Secretaries of Faculty Councils, members of Senate Committees, Advisor to the President on the Status of Women, YUFA, CUEW, and YUSA. Although the time for response was necessarily limited, responses were received from the following:

Faculty of Administrative Studies: A. Hockin, Dean
 Faculty of Arts: Faculty Council (APPC is also grateful for extensive informal consultation with the Executive Committee of Council of the Faculty of Arts during the revision of the Green Paper)
 Faculty of Education: A. Effrat, Dean
 Faculty of Environmental Studies: Executive Committee of Faculty Council
 Faculty of Science: Faculty Council
 Atkinson College: Faculty Council
 Glendon College: Faculty Council

Senate Committee on Academic Computing
 Senate Committee on Admissions, Recruitment and Student Assistance
 Senate Committee on Curriculum Policy and Instruction
 Senate Committee on Examinations and Academic Standards
 Senate Committee on Non-Faculty Colleges
 Senate Committee on Tenure and Promotions
 Senate Library Committee
 Senate Sub-Committee on Teaching and Learning

W. Burnett, student Senator
 R. Gannon, Associate Professor of English, Glendon College
 M. Herren, Professor of Humanities
 E. Hoffmann, Director, York University Libraries
 J.-C. Jaubert, Departement d'Etudes francaises, and C. Klein-Lataud, Ecole de traduction, Glendon
 P. Lovejoy, Chair, Department of History, Arts
 D. Lumsden, Master, Bethune College
 H. Rinehart, York University Faculty Association
 P. R. Swarney, Classical Studies
 F. J. Turner, Chair, Department of Social Work, Atkinson