

**UNIVERSITY ACADEMIC PLAN**

**1989-90**

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

*Amended and Approved by Senate  
May 25, 1989*

*The Senate of York University*  
**ACADEMIC POLICY AND PLANNING COMMITTEE**  
1988-89

**Chair:** *John Crozier, Glendon College*

**Vice-Chair:** *Robert Drummond, Faculty of Arts*

**Members:** *Austin Clarkson, Faculty of Fine Arts*  
*Wade Cooke, Faculty of Administrative Studies*  
*Reg Lang, Faculty of Environmental Studies*  
*Dave Logan, Faculty of Science*  
*Bob Lundell, Faculty of Graduate Studies*  
*Ron Owston, Faculty of Education*  
*George Turlakis, Atkinson College*  
*Gary Watson, Osgoode Hall Law School*

**Ex Officio:** *Harry W. Arthurs, President*  
*Alan D. Stauffer, Chair of Senate*  
*Ken Davey, Vice-President (Academic Affairs)*  
*Malcolm Ransom, Secretary of the University*  
*Thelma McCormack, Academic Colleague*

**YUFA Observer:** *Michael Copeland*

**Staff:** *Gwyn Buck*



# **YORK UNIVERSITY ACADEMIC PLAN**

**1989-90**

## **CONTENTS**

	Acknowledgements	i
I.	Preface	1
II.	Introduction	3
III.	York's Mission	3
IV.	Societal Responsibilities	5
V.	Environmental Constraints and Opportunities	7
VI.	Recommended Academic Objectives 1989-92	11
	A. General Objectives	11
	B. Enrolment Policy	16
	C. Undergraduate Education	25
	D. Graduate Education	30
	E. Professional Studies	34
	F. Part-time and Mature Students	41
	G. Teaching	46
	H. Research	52
	I. Bilingualism	59
	J. Academic Information and Support	60
	K. International Activities	72
	L. Scholarships and Student Assistance	76
	M. University Administration and Support	76
VII.	Achieving Our Objectives	77
VIII.	Evaluation of the Academic Planning Process	84
IX.	Summary of Objectives	85

## ACKNOWLEDGMENTS

APPC would like to thank all those who contributed to its work on the University Academic Plan during 1988-89. Special mention should go to the members of the working groups who prepared much of the material which eventually lead to the revisions approved in this fourth edition of the Plan. They are: Working Group on Academic Computing and the Libraries: Gene Denzel, Convenor, Reg Lang, Neita Israelite, Michael Ornstein, Ian Walker and Susan Eastwood; Working Group on Enrolment Policy; John Crozier, convenor, Ken Davey, Bill Found, Debbie Hobson, Sheldon Levy, David Leyton-Brown, Mal Ransom; Working Group on Teaching and Learning; Austin Clarkson, Convenor, Wayne Burnet, Penelope Doob, Brock Fenton, Louise Ripley, Pat Rogers, Bill Whitla and Jennifer Harford.

On March 2, 1989, APPC hosted an all-day meeting at which it received comments and suggestions with regard to the position papers prepared by the various Working Groups. The Committee wishes to thank all those who participated in that session. They are: G. Albright, M. Belcourt, J. Barratt, H. Buchbinder, L. Burton, A. Cobb, G. Denzel, P. Donato, P. Doob, C.H. Dugan, S. Eastwood, A. Effrat, W.R. Ellenwood, R. Favarin, S. Feldman, F. Frisken, S. Griew, J. Hattiangadi, E. Hoffman, D. Horvath, K. Innanen, N. Israelite, J-C. Jaubert, N. Kelly, R. Koehler, S. Levy, D. Leyton-Brown, P. Lovejoy, T. Meininger, M. Ornstein, R. Peterson, S. Pyke, L. Ripley, G. Simpson, L. Smith, E. Spence, J. Stewart, T. Traves, I. Walker, L. Wiggins, D. Willmott, G. Woodford, and G. Wykes.

## I. PREFACE

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

The first York University Academic Plan was adopted by Senate on May 13, 1986. It was admittedly incomplete, especially since it was not complemented by the departmental and Faculty-level plans which ultimately must both inform and respond to University-wide planning initiatives. The first set of Faculty and department plans became available during, and in some cases late in, the preparation of the draft of the second University Academic Plan. They represented a rich and unique source of information about the University in its many parts and were an important source of information in the preparation of the second Plan. This second more fully developed Plan was approved by Senate on May 7, 1987.

The planning process was reviewed during the summer months of 1987 and it was concluded that, rather than attempting to revise the Plan each year, APPC would concentrate on issues not previously considered by the Plan; on matters which, due to unforeseen changes in the environment, required revision; on matters which engendered unforeseen difficulties in understanding or implementation; and on a cyclical review of other issues discussed in the Plan. The review also resulted in greater efforts to co-ordinate APPC's planning activities with the work of other committees of Senate and clarified the relationships between the UAP and Faculty and Department planning documents.

The third version of the University Academic Plan approved by Senate on May 12, 1988 saw the addition of a new section on international

activities. This latest version of the Plan, approved by Senate at two meetings on May 10, 1989 and May 25, 1989, incorporates changes resulting from major reviews of enrolment policy, academic computing and the Libraries. In addition, sections of the Plan on undergraduate education on teaching, on environmental constraints and on achieving our objectives have been updated significantly.

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

To the extent possible, in light of available resources and inescapable financial commitments, budget decisions are being taken with a sensitivity to the issues and needs identified in the UAP. Enrolment levels, enhancement of the full-time faculty complement, research support strategies and the establishment of the Strategic Priorities Development Fund are several instances of such decisions. Under the APAY process, APPC meets with the administration twice each year to review both prospectively and retrospectively how academic priorities will affect budget priorities, and reports on these matters to Senate.

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

## II. INTRODUCTION

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

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

## III. YORK'S MISSION

York's mission is defined by its statute:

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

[Section 4, The York University Act, 1965]

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

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

York is a university in a metropolitan, multicultural Canadian community: as the custodian of scholarly values and the trustee of public resources, we seek to provide the highest quality of education, and to serve the broadest possible constituency of students, including mature students and members of groups which traditionally have not had access to higher education. As well, we are committed to developing 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 as we maintain our commitment of service to those in less developed areas of the world.

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

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

#### **IV. SOCIETAL RESPONSIBILITIES**

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

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

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

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

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

As individuals and groups within the University, many members of the York community have been active in many aspects of the external society. This is as it should be, and should be encouraged. The more challenging question for the University lies in the area of institutional responses to social problems. In an institution which regards as essential the tolerance of a wide diversity of viewpoints, collective stands are often potentially divisive. A valuable function of the University in such cases is at least to provide a forum in which difficult questions can be debated, and alternative proposals subjected to critical and informed analysis. After such debate, there may be occasions where the University community will indeed wish to express a collective opinion on some significant social issue.

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



## V. ENVIRONMENTAL CONSTRAINTS AND OPPORTUNITIES

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

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

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

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

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

(iv) Pressure will be placed on both universities and various

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

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

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

(vii) Over the past several years, the provincial operating grants formula has been the subject of considerable controversy and sustained scrutiny. York has achieved partial - but by no means full - relief from the discrimination which has denied us our fair share of resources. We must, therefore, devote every effort to the ongoing struggle for equity: we are entitled to receive equal support for our faculty and students for work of equal value.

(viii) Various proposals for further formula reform are all intended to produce stability within the university system by creating "corridors" within which enrolment fluctuations will result in no change, upward or downward, in operating grants. In one version, institutions are to be afforded an opportunity to negotiate new enrolment levels, and thus new corridors, and to be funded appropriately. If it should occur, even though it does not provide full equity, we must seize this opportunity: it may represent the only chance to improve our relative funding position for the next period of years.

(ix) However, we must enter upon "corridor negotiations" with extreme care. We must understand the terms which are available; we must model the full range of options - from growing smaller to growing larger - and

disaggregate the results in terms of faculty-level enrolments in existing or incipient programs; we must consider the present and likely future physical capacity of our campus; we must make sensible judgments about future enrolment trends from both a demand and a supply perspective.

(x) In addition, we will have to work our way through a complicated process of internal and external consultations in order to arrive at our final position, and will do so within a time frame that will not necessarily coincide with that mandated by our own regular deliberative procedures. This will require a willingness on the part of all constituencies within the university to cooperate for the common good - even though that good may be incapable of early definition or ultimate realization. The pace of events may turn out to be too rapid to permit us to follow the normal consultative processes which have given rise to this UAP. However, this does not mean that we will abandon its basic principles, or ignore the important policy directions which it has defined.

(xi) To ensure that we respect those principles and adhere to those policy directions, we should always operate with three baseline assumptions: (a) that the ultimate objective of the "corridor negotiations" is to enhance both our academic strength and our resource base, (b) that academic decisions must ultimately reside with academic bodies, faculty councils and Senate, and (c) the major decisions concerning the future development of the university have long-term implications which touch matters under the jurisdiction of the Board of Governors.

(xii) Another important environmental change confronting York is the changing academic labour market. The age profile of our faculty is such that we will be experiencing a large number of retirements and other faculty losses over the next two decades. In attempting to replace people, we will be competing against other universities around the world, whose faculties share similar demographic characteristics, and against other employers of highly trained personnel. And the competition will be to hire the best of the relatively small cohort of Ph.D. candidates from the difficult years of the 1980's.

(xiii) This competition will be particularly difficult for us: we are younger and are entering the competition a little later than other institutions; as a Canadian university, we are vulnerable to raiding from

abroad, but cannot easily recruit foreign professors; and as an underfunded university in the country's most expensive housing market, we will have obvious difficulties in persuading candidates to take up offers of appointment.

(xiv) Nonetheless, the retirements we are confronting may free up substantial sums of money. The next two decades thus present us with an important opportunity to renew the professoriate, to realign faculty budgets in response to priorities identified through the planning process, and to undertake new initiatives. Technical analysis of these matters has begun; financial strategies are being investigated; and the moment will soon be ripe to consider the issue within the academic planning process.

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

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

(xvii) In order to provide capital, and a physical context, for our new facilities, the University has adopted a development strategy and a set of planning principles embodied in a new campus plan. York University Development Corporation and its Advisory Council have played a crucial role in creating both of these.

(xviii) 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.

(xix) Ontario Universities have not always managed recently to act in concert to secure more favourable government policies. However, renewed efforts must be made to do so, for three reasons: first, when it has occurred, concerted action has helped to produce positive results; second, governments will seek it as one guarantee that additional funds will not be dissipated in institutional rivalry and duplication; and third, in a situation of continuing scarcity, co-operation makes sense. We can therefore expect to be drawn increasingly into a more coherently knit Ontario University "system".

These considerations are reflected in various places throughout this Plan.

## VI. RECOMMENDED ACADEMIC OBJECTIVES 1989-92

### 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, continue to increase the emphasis placed on the quality of all of its academic endeavours.

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

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

#### General Objective 1

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

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

#### General Objective 2

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

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

#### General Objective 3

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

As we have sought to improve the calibre of teaching and learning at York, and to pursue other goals such as equality, collegiality and societal responsibility, we have often found ourselves inhibited by inadequate funding.



Underfunding has affected our ability to attract and retain students, support our faculty in their research and teaching efforts and provide the necessary infrastructure for all of our activities.

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

#### General Objective 4

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

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

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

Finally, it is important that in the academic planning process a proper balance should be struck between order and spontaneity, between collective and individual priorities, and especially between the effort devoted to the planning process and that devoted to the activity being planned. We believe



that the University's new planning process can provide for purposeful academic planning and that it should be continued, refined and tested.

#### General Objective 5

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

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

#### General Objective 6

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

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

#### General Objective 7

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

creative academic community. Each member of the professorial stream is expected over time to contribute actively to all three areas.

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

#### General Objective 8

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

### B. ENROLMENT POLICY

During York's early years, enrolment planning was based largely on analyses of previous years' admissions and on demographic trends. As application rates began to grow steadily, a trend which continues to the present day, it has become clear that we can no longer use simple quantitative measures to decide how many students we will enrol into our programs. It has become imperative that the University develop multidimensional enrolment models which take into account such internal principles as admissions criteria, student/faculty ratio, optimal deployment of resources, curriculum development and expansion, and promotion of study at the graduate level, and balance them with external system concerns such as fiscal allocations and our response to demands for accessibility.

Historically, enrolment levels at York have proven to be very susceptible to external forces; current corridor planning discussions at the system level suggest that the vulnerability of all universities to these forces will continue. Recognizing the limits on our ability to influence such factors, this section of the University Academic Plan has sought to develop objectives which define the qualitative aspects of our student body, and the shape of our long term aspirations. Among the internal factors which can ultimately shape the University's enrolment are: *quality and accessibility, diversity, composition, and fiscal responsibility.*

*Quality and accessibility*, as they relate to the student body as a whole, will continue to be influenced by the competition in the Metropolitan Toronto area for the best of the secondary school graduates. This struggle will be evidenced in such things as increasingly competitive recruitment strategies, attractive scholarships and other desirable considerations and privileges. Perhaps the greatest challenge for York through these years will be to convey our emphasis on excellence, quality and high standards in all our endeavours while sustaining the social commitment we have developed in our enrolment policies over the years.

As we wish to maintain York as a pluralistic university, our undergraduate admissions policies should include specialized recruitment strategies for several specific groups: (i) students with a record of high achievement (defined as a minimum 75 percent final high-school average); (ii) students whose talent, aptitude and preparation leave few doubts that they will be able to complete university studies successfully; (iii) students who have had to overcome personal or circumstantial hardships, who come from disadvantaged groups, who have pursued non-traditional patterns of education, or who have impressive non-academic accomplishments. In addition to targeting these special groups, it is our responsibility to help all students to realize their fullest potential through their education at York.

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

from disadvantaged groups, or who have other impressive accomplishments are entitled to be evaluated in a way which takes account of such non-quantifiable factors.

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

#### Objective 9

The University should continue and extend over the next few years recent efforts to develop admissions criteria, recruitment strategies and scholarship programs which will have the effect of increasing the proportion of undergraduate students with a 75% secondary school grade average or better, or its equivalent.

#### Objective 10

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

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

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

### Objective 11

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

Regional accessibility is an important component of any general policy of accessibility or equity in educational opportunity: one's opportunities 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 played a leading role in ensuring this form of accessibility. However, given the fact that our physical and human resources are 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.

### Objective 12

We must continue to draw the attention of the provincial government to the 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.

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

deprived York of the full benefits of growth. Bearing all of this in mind, we propose the following.

### Objective 13

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

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. 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.

Further, we must also acknowledge that over the short term at least, the extraordinary demand for post-secondary education by all sectors of society is likely to increase. To the extent that resources are made available to us, York has a responsibility to do what it can to serve this demand while maintaining its commitment to enhance the intellectual and physical environment on its two campuses and to improve conditions generally. In the short term at least, this tension might best be resolved by continuing to explore a variety of novel means of program delivery, including the provision of courses at various sites off the campus.

### Objective 14

In seeking to serve its commitment to provide post-secondary education to those who can benefit, York should continue to explore various methods of program delivery, including the offering of courses and programs at appropriate locations off the campus.

Once students are enrolled at the University, the quality of the educational experience afforded them must be of paramount concern. The quality of this experience has been an increasing concern at York, due to

the extended period of time in which applications for admission have risen while governmental funding has been discounted. A traditional index of quality in this context has been the student/faculty ratio. However, this is no longer sufficient for our purpose, as it relies too heavily upon a summary ratio which is insensitive to the varying resource demands at the actual classroom level where instruction takes place. From that perspective, we would suggest that enrolments be determined such that students will have the best possible educational experience in the classroom, laboratory or studio, including reasonable access to the facilities and other resources of the University.

#### Objective 15

Having regard to the nature of the discipline under study, and the level of study being undertaken, general enrolment levels should be such that students will have a reasonable choice in course offerings; have an opportunity to meet with course instructors for some individual instruction; receive timely and extensive feed-back with respect to their academic work; receive a comprehensive evaluation of their work; and have reasonable access to library facilities and study space, computer time, laboratory space and equipment.

The translation of this objective into guidelines for individual courses should be considered in the context of Objectives 46 and 51 in the section of this plan on "Teaching".

*Diversity* in the program offerings of the University and the underlying curriculum of study are important dimensions in the formulation of enrolment policy. This is so because, if all other factors are held constant, it can be expected that as programs become more diverse, then the students who come to York will be drawn from a larger and more diverse pool of applicants. This will broaden the intellectual base and perspective of the University and provide opportunities for study to a wider constituency.

A first observation about the diversification of any curriculum is that this process is not without its inherent difficulties. For example, within programs intellectual isolation may occur, while between programs redundancies may develop. In an aggregate sense, curricular diversity at the course level in a university of a fixed size can limit the institution's ability



to diversify at the program level.

#### Objective 16

While diversification within programs is to be supported, this process ought to reflect a systematic approach to curriculum development. A rationalized curriculum, even though it may lead to some reduction of diversity within a given program, may be necessary in order to achieve other objectives, such as efficient use of physical resources and acceptable teaching loads. Nonetheless, every effort should be made to create diversity among programs so as to offer students genuine and well-constructed alternatives.

In reflecting on diversity at the program level at York, it is just as important to consider what is not offered as it is to consider what is currently offered. Looking at our current offerings, one can not help but be struck by the preponderance of programs in the humanities and the social sciences. The magnitude of this great area of strength was more the result of factors external to the university than of internal institutional design. In York's early days when government funding was relatively generous, the humanities, social sciences and a few professional areas of study (law, education, administrative studies, and environmental studies) were the first to take root. A basic framework for sciences and graduate studies was also established. It was intended that other offerings would follow. However, these developments were truncated by changes in government policy starting in the early 1970's when capital funding was curtailed and operating grants were discounted.

As a result, certain broad areas of study (for example, applied sciences, engineering, medical arts and sciences) were and have remained underrepresented within the University. Likewise, certain specific professional areas of study (for example architecture and journalism) have remained unrepresented completely. In comparison with other universities its size, York's pattern of development has made it one of the few universities with such a focussed range of academic activities.

In view of the University's traditional commitment to interdisciplinary approaches and as many of the emerging needs of society require responses which cut across many disciplines, the University's enrolment initiatives in



the future should take into account the potential contributions of absent disciplines.

### Objective 17

York should respond to a broader range of intellectual challenges, community needs and student interests. To the extent that quality and resource considerations permit, the University should broaden its program offerings at all levels, and particularly in those areas where we have been underrepresented or unrepresented.

*Composition* is another dimension of enrolment policy. Of particular concern at this time is the composition of the student body and the proportion and distribution of graduate students in the University. While York has a fairly large number of post-graduate students, this number is small compared to other universities our size. In quantitative terms, while we are Canada's third largest university, we rank ninth in terms of graduate enrolments across Canada. On the other hand, it would appear that in terms of the number of Ph.D. fields offered by York we compare much more favourably, although these programs tend to be clustered in the humanities and social sciences. These facts raise a number of concerns, ranging from the intensity of our intellectual environment to the need for trained individuals to replace the present generation of university scholars. Concerns such as these can be addressed in part by examining the range of our endeavours at the graduate level. Any expansion of activities should be undertaken having regard for Objectives 16 and 17 (above).

Like most universities, our efforts at the graduate level are co-ordinated through an umbrella Faculty of Graduate Studies. Although it does have some of the characteristics of the undergraduate and professional Faculties, in many significant areas - such as faculty recruitment - it has little original jurisdiction. Therefore, if there is to be an expansion of activities at the graduate level, the Faculty of Graduate Studies must have greater certainty than currently exists as to the resources at its disposal for graduate programs, particularly in terms of teaching resources. As these resources are channelled through other Faculties, the Faculty of Graduate Studies must develop methods of resource deployment and accountability if increased support is to be contemplated.

### Objective 18

York should increase the proportion of graduate students to undergraduate students.

Implementation of this objective should be considered in the context of the section of this Plan on graduate education.

*Fiscal responsibility* must be the hallmark of all our activities. The initial version of the Plan contemplated enrolment increases "...only on the express stipulation that it will yield concomitant increases in financial support", and this stipulation remains (see Objective 13).

However, that statement was framed within a context which implicitly supported steady state enrolments. This context has now changed, and in the face of enrolment pressure the government has introduced "accessibility" funding which demands that universities pursue some profile of growth in order to maintain their financial position within the university system. Thus, while our commitment to grow only if growth is appropriately funded remains, our ability to pursue a policy of steady state enrolment has been qualified. How this may be even further qualified by the current discussions on corridor planning remains to be seen.

Given the extent to which the University now receives its income based upon enrolments, there must be some formalization of the routines surrounding the correlation of academic and financial objectives. The responsibility for the weight given to each of these two important considerations in particular circumstances rests with the University's chief administrative officers. The balance struck between academic objectives and the financial objectives of the University are reflected in individual Faculty enrolment targets, in recruitment efforts and, ultimately, in offers of admission.

In order to ensure the integrity of the University's enrolment policy and to ensure that its implementation is reflective of both academic and resource concerns, there should be greater formalization in the process.

### Objective 19

Once the balance between academic and resource concerns has been determined each year and Faculty enrolment targets have

been established, the University budget should reflect these enrolment plans. Reports outlining the progress towards meeting the enrolment objectives of the UAP should be submitted to Senate through APPC both when the enrolment plans are first established, and again when actual enrolment levels are known.

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

### C. UNDERGRADUATE EDUCATION

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

Within a decade, however, York had outgrown its foundation to become a major, multi-faculty 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 philosophies of undergraduate education.

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

As we enter a new phase in the life of the University, it is appropriate to continue to review undergraduate education, and in particular, to evaluate the role of General Education in undergraduate programs.

#### Objective 20

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

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

New interdisciplinary programs purport to serve some of the purposes to which general education courses were originally directed. Bilingualism has begun to become a functional reality at Glendon, and interest is being exhibited in expanding French language instruction in many fields. Our capacity to offer education in the social sciences and humanities far outstrips our capacity in 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 results of the last round of academic planning indicate that there is a continued need to re-examine the overall shape and direction of undergraduate education, its internal coherence, integrity and programmatic

pluralism, and to place this examination within boundaries defined in each case by a clearly stated philosophy and strategy. Academic units need also to establish whether the range of experiences and subject matters of existing and proposed academic programs results in a substantial enhancement of students' intellectual empowerment (including creativity, resourcefulness, independence, and the ability to conduct research and articulate ideas orally and in writing); command of the history, theory and practice of the chosen major field of study; ethical analysis of leading issues in the field; and meaningful acquaintance with other fields of elective interest.

### Objective 21

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

Co-operation among the academic Faculties and the non-Faculty Colleges engaged in related activities across the University should increase. Consultation among sibling departments across the University would make possible s

hort- and long-term planning that would maximize the effective use of full- and part-time faculty, staff, space and equipment and enhance teaching, learning and research in that discipline. The Chairs of sibling departments are encouraged to meet once or twice a year to consider the following items:

- (i) short- and long-range planning of undergraduate and graduate programming to maximize the effective use of part-time and full-time faculty, space and equipment;
- (ii) equivalency and comparability of course offerings; possible cross-budgeting of courses;
- (iii) review of new course proposals; discussion of long-term goals and objectives of the different departments and the common problems of teaching, learning and research in the discipline;
- (iv) planning of full- and part-time staffing to deal with replacements

for sabbaticants and other leaves;

- (v) long-range planning for new appointments to take account of the research and teaching needs of the discipline on a University-wide basis; possibility of joint appointments;
- (vi) exchange of full- and part-time faculty to vary course offerings and teaching assignments among related departments;
- (vii) co-operative research and publication projects and conferences that would enhance the contribution and reputation of that discipline at York.

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

## Objective 22

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

The recent implementation of a process of undergraduate program reviews is now assisting academic units to clarify their objectives, to assess related curriculum and pedagogical policies and to plan desirable changes for the future. Several programs are being reviewed each year.

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

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

the University: a sense of belonging to the academic community.

Such elements of academic advising as the checking of regulations and other procedures related to course enrolment can be conducted by well-trained, staff members who understand the importance of their role in helping students on behalf of the University; however, members of faculty in the department of the student's major program can best help students to articulate their academic objectives, to select academic programs, and to investigate the prospects of graduate study and other career options, and can put students in touch with various University services.

### Objective 23

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

To a large extent, the quality of the educational experience of our students is shaped by the quality, dedication and effort of the faculty. Financial exigencies over the past decade have led to increasing dependence on part-time faculty and graduate teaching assistants. In certain Faculties and 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. Progress has been made in increasing the full-time faculty complement and in providing part-time faculty support for research and teaching. However, continuing advances need to be made in these areas.

### Objective 24

In general, the University should continue to increase the proportion of instruction provided by full-time faculty, and such



appointments should contribute to the University's research and teaching strength. At the same time, the University should continue to support the academic career development of part-time faculty.

#### D. GRADUATE EDUCATION

York University has a substantial involvement in graduate education, with one in eight graduate students in Ontario enrolled in its programs in the core areas of arts and science, fine arts, and the professions. A number of the programs are in the top rank nationally, and several are unique to the province or to Canada. York, as a young institution, has had the capacity to address contemporary issues and to supplement the offerings in Ontario. Innovation of this sort should remain one of its responsibilities.

The development of new graduate 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 (OCGS), and meet the criteria of the Ontario Council of University Affairs (OCUA) in order to be funded. Briefly stated, the criteria are high academic quality as judged by appraisal, societal need and student demand, non-duplication of other 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. 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 education, in research or in both. When this case can be made, it should become an important consideration in the planning process.

#### Objective 25

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



Another important consideration is our responsibility to look outwards. While paying attention to the OCUA criteria of "societal need" and "student demand", the University should develop its own agenda. Our desire to take account of the OCUA criteria arises not from an entrepreneurial thrust of the University but from our wish, along with that of OCUA, to avoid unnecessary and wasteful duplication and to provide for needs not already met. In this context, York and other Ontario universities have accepted the condition that they must demonstrate a new program fills a gap or is otherwise justified by exceptional circumstances.

#### Objective 26

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

The introduction of new graduate programs raises a significant planning issue with respect to new faculty appointments. As the Faculty of Graduate Studies points out in its five-year plan, "Graduate programs at York are staffed by faculty members whose primary appointment is in one of the other nine Faculties." These appointing Faculties are involved in graduate studies to different degrees, and in many cases a graduate program will draw its participating faculty from several Faculties. The long-term planning of complements and their allocation to meet the needs of both graduate and undergraduate programs is, therefore, a process demanding substantial interaction and cooperation. The requirements of graduate programs must be addressed at an early stage in the determination of hiring priorities. Subsequently, of course, the Faculty of Graduate Studies will have a part to play in the selection process. The participation of already-appointed faculty in graduate work, especially members of Faculties whose primary function has been undergraduate education, raises the additional issues of teaching-load credit and the transfer of resources. Appropriate faculty members, wherever they may have been appointed, should have the opportunity to contribute to graduate education.

### Objective 27

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

### Objective 28

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

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

A number of other academic issues also require constant attention: the length of time required to complete graduate degrees, particularly the doctorate; the attrition rate in many doctoral programs and the systems of support, financial and otherwise, which should be provided in order to help more students to complete their degrees successfully; the relatively low enrolment of women in several disciplines, particularly in the Sciences, Law and Administrative Studies -- a matter of special concern in the context of the University's efforts to increase the proportion of women among its faculty. All these matters, indeed, are receiving attention. A concern about "time to completion of degrees" in a number of NSERC disciplines has recently been addressed by the Faculty of Graduate Studies for OCGS, and "time to completion" is being constantly monitored in all doctoral programs. In addition, the Faculty is undertaking a detailed, program-by-program survey of completions and withdrawals in all doctoral programs over the

past ten years. Although much remains to be done to correct gender imbalances in some areas of graduate study, individual programs have made impressive efforts to increase and number of women graduates.

Concern about the educational goals and the quality of undergraduate education at York have resulted in regular reviews of undergraduate programs. The OCGS requirement for regular review of all graduate programs accomplishes the same end for graduate studies. In order that Senate be better informed not only about the OCGS process but also about the results of assessments of York programs, the Dean of the Faculty of Graduate Studies should provide some feedback to the Senate.

#### Objective 29

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

One of the main thrusts of the Faculty of Graduate Studies 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.

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

department and faculty.

### Objective 30

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

## E. PROFESSIONAL STUDIES

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

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

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

- (i) units participate in the process of training members of an

identifiable external occupational group;

(ii) some part of the student experience in these units involves practical, clinical or simulated participation in the activities of that occupational group;

(iii) some members of the teaching faculty were themselves active members of the occupational group, and are hired by the unit because of such membership; others continue to maintain their membership and active involvement, sometimes as a term or expected incident of their employment;

(iv) some part of the research emanating from professional teaching units is concerned with the activities of the occupational group, and is designed to be useful in some applied or practical way to the group;

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

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

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

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

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

(iv) professional formation necessarily incorporates some elements of experiential learning -- practical, clinical or simulated activity -- but experience should be pursued within an overall academic context; the interplay between the practical and the theoretical can be an important

stimulus to teaching and learning in professional education -- but professional teaching units must always provide a home for "pure" theoretical studies as well;

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

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

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

Thus, a central fact for all of York's professional units is tension: between the unit and the occupational group to which it relates, between academic and professional tendencies in teaching and research, between theory and practice, between traditional University commitments and those associated with the special requirements of professional teaching and

research. But this tension is no bad thing. As the experience of York's many successful professional programs shows, tension can be enormously creative, and provides a stimulus to learning, to scholarship, and to service within and beyond the University community.

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

#### Objective 31

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

#### Objective 32

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

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

We must strive to make more explicit the standards and indicators of excellence within our various professional disciplines, to communicate these effectively among ourselves and to key external audiences such as the



Ontario Council on Graduate Studies, and to acknowledge, reward and encourage activities in these spheres.

### Objective 33

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

- (i) distinguish between routine professional practice and significant creative activity and contributions to knowledge in the applied sphere, and
- (ii) consciously stipulate, in all systems of rewards and honours, in support for further scholarship, and in representations to external agencies, that appropriate recognition is given for significant contributions to knowledge in the applied spheres of profession-related disciplines.

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

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

### Objective 34

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

- (i) provide guidance regarding the acceptable extent of professional activity for full-time faculty members, within the context of a diversity of local circumstances and traditions, and
- (ii) develop and seek to implement, after compliance with



appropriate procedures, mechanisms to ensure that the external professional activities of faculty members do not interfere with their full contribution to the activities of the University.

Some programs entail significant costs related to special curricular and pedagogical arrangements. Clinical, practicum, field work, studio and other such learning situations frequently require lower than normal faculty-student ratios, special instructional facilities and resources, and field-based supervisors or instructors to supplement regular faculty teaching. In addition, some forms of professional scholarly activity involve the use of costly special facilities, equipment and supporting personnel.

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

### Objective 35

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

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

### Objective 36

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

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

Although York's professional teaching units are no more open to criticism on this point than similar Faculties elsewhere, and in many cases probably less, many of them do lag somewhat behind nonprofessional units in terms of gender ratios. They should therefore improve their ratio of female to male tenure track faculty members as quickly as possible. In evaluating the rate of progress in this regard, we will have to take account of the dearth of qualified female candidates in some professional areas and the limited number of appointments which can be made at any given time.

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

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

## F. PART-TIME AND MATURE STUDENTS

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

The age distribution of students at York has changed as well, reflecting both changes in educational aspirations and demographics within Canadian society and also the established reputation of York University as providing excellent academic resources for mature students. While many mature students are enrolled in Atkinson College, many others are in other Faculties. Mature students are far from an isolated and peripheral fact within the student body.

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

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

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

#### Objective 37

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

#### Objective 38

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

Demographics, economics, environmental conditions, professional and other employment circumstances, and other factors will continue to vary over time and have significant impact on the demand for, and nature of, all of our teaching programs, and most particularly those involving significant numbers of part-time and mature students. It is important that Faculties and programs continue to be intimately aware of these factors as they may impinge on our programs, and that increased attention be given to them where needed.

Insofar as the large pool of part-time and mature students is an important part of the academic profile of this University, a continuing pan-

University body might suitably be given responsibility for discussing and making recommendations to appropriate University units.

Questions of recruitment and admissions are of foremost importance for mature individuals. Within our overall emphases on general and specific accessibility there must be a renewed commitment to reach out to a wide variety of potential mature students, including women, social and cultural minorities, the economically disadvantaged, non-traditional occupational groups, professionals seeking specific in-service education programs, and the general adult population with a wide range of interests we are suited to serve. Some of these recruits may need special academic and service programs to realize their fullest potential. There will no doubt continue to be limits to what we can achieve and trade-offs to be made among programs. Nevertheless, we must continue to improve our understanding of our potential student populations, our recruitment of them and our methods for assessing non-traditional entrance qualifications.

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

#### Objective 39

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

#### Objective 40

Given the large numbers of part-time and mature students across the University in many Faculties, Senate, through the Senate Committee on Admissions, Recruitment, and Student Assistance (SCARSA), while acknowledging differences among Faculties, should deal in a pan-University way with admissions policies and

procedures regarding part-time and mature students, and should monitor the effects of selective accessibility on applicants presenting non-traditional qualifications.

Part-time and mature students enter undergraduate Faculties with widely varied academic backgrounds. While some come to York to begin university work, others are completing a long-interrupted degree, and still others are embarking on a second degree. Some students with little prior, or recent, academic experience require academic support programs and services which may be beyond those normally required by recent secondary school graduates. These include such programs as pre-admission university bridging courses, writing and mathematics tutoring, and program counselling attuned to the dispositional problems which may be associated with re-entry to formal education.

#### Objective 41

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

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

## Objective 42

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

York University, particularly Atkinson College, can be deservedly proud of its efforts historically to overcome the traditional institutional barriers and to meet the situational circumstances of part-time and mature students. More can be done, however, to ensure accessibility and flexibility in undergraduate and graduate Faculties and in University services. Among the priority matters for further consideration are: the merits of and possibilities for increased scheduling of undergraduate, professional and non-credit courses in varied off-campus locations; the scheduling of University academic and non-academic services in evening and weekend hours; admissions, registrarial and tuition fee payment systems as they relate to part-time students and those at off-campus locations; and childcare programs.

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

Women make up a sizable proportion of part-time and mature students in all Faculties. All preceding objectives in this section of the University Academic Plan will assist part-time and mature women students. "Equity for Women," a report of the Status of Women Office, makes many recommendations relating to non-traditional students; we direct attention to Section 6, Parts A-E. Issues of childcare have particular urgency for those



students with family responsibilities. The University could do much to assist them by providing childcare in a number of contexts, e.g., evening, weekend, and drop-in childcare programs.

### Objective 43

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

## G. TEACHING

From its founding and through its early years, York committed itself to excellence in teaching. It hired faculty who were proven or promising scholars and who were excited at the prospect of a university which valued collegiality and saw teaching and learning as a process which contributed to the intellectual growth of both the student and professor. In its first decade or more, York came to be known for this commitment, and the prevailing atmosphere was one of excitement which fostered experimentation and innovation particularly, but by no means exclusively, in the area of undergraduate education. But the hard times for universities, which began in the seventies and have continued through the eighties have had damaging consequences. Class sizes increased steadily so that "tutorials" which had a dozen students in 1970 had thirty or more in 1988. Faculty/student ratios worsened. (For example, in Arts, which is close to the University average, the student/faculty ratio rose from 13 to 1 in 1977 to 17 to 1 in 1985.) Seminars outgrew seminar rooms and equipment deteriorated. In spite of all this, faculty members have shown remarkable resilience and perseverance and York can continue to be proud of its reputation for excellent teaching, which has been signalled, among other ways, by the disproportionately high number of OCUFA teaching awards that its faculty members have won. Still, under pressed circumstances, faculty morale has suffered, and the overall quality of the teaching/learning process and environment has been adversely



affected.

The University has responded to the call for building on existing strengths and remedying problems which have developed over the past decade by establishing the Senate Committee on Teaching and Learning (SCOTL) and the Centre for the Support of Teaching (CST). As a standing committee of Senate, SCOTL is charged with several functions concerning the improvement of teaching and learning in the University and with administering a program of awards for the support of innovation in teaching. The Centre for the Support of Teaching (CST) was created in 1989 to fulfill the following functions;

- to provide assistance for teachers;
- to assist in developing useful teaching, course, and curriculum evaluation, both formative and summative;
- to establish and maintain a flow of information about teaching;
- general and technological support of teaching activities;
- to encourage productive interrelationships between teaching and research.

SCOTL and CST will be able to fulfill their roles only if there is a broad base of support for their activities and initiatives in all academic units of the University. The following objectives are designed to encourage such support and commitment.

General Objective 6 in the first University Academic Plan stated: "Teaching and research are to be valued equally as contributions towards performing the University's academic functions." Many of those who made submissions to APPC's sub-committee on teaching in the fall of 1986 spoke of the important connection between research and teaching, but two points of concern emerged clearly. First, many felt that the conventional interpretation of what constitutes research was too narrow and that in many courses and programs -- especially those which break new ground in either disciplinary or interdisciplinary areas -- research is integral to the preparation and process of innovative undergraduate instruction. This kind of creativity and research needs to be acknowledged and respected. Second, there was a sense that excellent teachers do not receive sufficient recognition for their achievements in terms of merit pay, promotion and

release time to develop new courses and programs. The comment was made frequently that while excellent researchers won leave fellowships of various kinds, excellent teachers were rewarded by being given yet more teaching responsibilities.

The degree to which these beliefs are correct may be debatable, but the fact they are widely held is not. Outstanding teachers must be recognized as among those faculty members from whom the University receives its energy and strength. Faculty members should be encouraged to apply for available funds to develop innovations in teaching. Additional funds should be allocated for this purpose.

#### Objective 44

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

Problems with respect to physical facilities and environment are sufficiently well known that documentation is not required here. The new building program should soon help to alleviate the acute shortage of space and reduce the over-crowding of lectures and seminars. Nevertheless, the adequate equipping of teaching facilities must continue to have high priority.

#### Objective 45

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

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

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

activity which is their raison d'être.

#### Objective 46

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

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

Faculty work loads are a cause of continuing concern. What must be factored in is the size and level of the courses, the size of sections or tutorials, and graduate instruction and thesis supervision. Teaching loads also consist of the type and extent of preparation and the total number and kind of presentations, as well as the total number of students for which a given faculty member is responsible. When all these factors are taken into account, it is clear that teaching loads have generally become excessive, making it difficult for faculty members to do justice to all aspects of their academic mandate. To some degree, the situation can be ameliorated if departments, divisions and programs make certain that in any given year they do not offer an excessive number of courses. But the question is addressed fully only if faculty complement is increased. While this is not the only "priority" for the University at this point, it is a central one (this is indicated in the section "Achieving Our Objectives"). In plans submitted by departments, divisions and Faculties, it is stressed repeatedly.

#### Objective 47

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

In order to work towards the reduction of inequities, teaching loads as part of overall workloads should be documented. The determination of

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

#### Objective 48

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

If excellent teaching is to be a matter of achievement and not just aspiration, there needs to be an ongoing process of feedback and evaluation for all who are engaged in teaching at York. This includes full-time faculty, part-time faculty and teaching assistants. As matters now stand in many parts of the University, there is a requirement for evaluation only at the time a full-time faculty member is considered for tenure and/or promotion. While this procedure underscores the teacher's accountability to students, department and Faculty, it is inadequate if it is the only time and form of evaluation. For the effectiveness of one's teaching to be sustained or improved, feedback from students and colleagues is essential on a year-by-year basis. If sound procedures and effective instruments for such evaluation were developed, it would help to improve the quality of teaching and also provide sound documentation (not always currently available) about the quality of a faculty member's teaching for purposes of tenure, promotion, merit pay, leave fellowships, and so forth. In other words, adequate, regular procedures and properly devised instruments would provide the feedback useful to the teacher on an ongoing basis as well as the cumulative or summative evaluation which could be used when such evaluation had a

bearing on such things as promotion, tenure, and special awards.

#### Objective 49

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

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

#### Objective 50

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

Teaching is basic to the University's mission and consequently is everybody's business. Departments are the obvious starting point for collegial initiatives to improve curriculum and standards of teaching. Sessions devoted explicitly to the improvement of teaching should be arranged by teaching units in conjunction with the Centre for the Support of Teaching. The agenda for such sessions might include the consideration of the developmental aspects of learning, styles of teaching and learning, strategies and technologies for the presentation of various materials, the preparation of a syllabus, assignments, evaluations and feedback, how to conduct seminars

and present lectures, and so forth. Improvement in the teaching performance of a given unit is a proper matter of concern for unit chairs, and the organization of such sessions is part of their responsibility.

Academic units are urged to report on issues of teaching and learning in subsequent editions of their academic plans. In order to assist faculties and departments in formulating responses on issues of teaching and learning a discussion document will be distributed that poses questions and points up areas of concern. Faculties and Departments are urged to take up these issues during the coming academic year.

#### Objective 51

Academic units should regularly discuss issues of teaching and learning and report on their policies, planning and new initiatives in their subsequent academic plans.

### H. RESEARCH

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

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

However, recognition of the need to evaluate our research effort is more easily accomplished than the evaluation itself. For example, it sometimes is assumed that the dollar value of peer-adjudicated grants can be used as a proxy for judgments made by the scholarly community about the quality of research undertaken at a given institution. This assumption can be misleading: policy priorities ration resources among and within the federal granting councils; the basic financial resources of an institution and the configuration of its 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: in many fields, the dollar value of grants is not always related to the quality of output.

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

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

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



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

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

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

We adopt this position, moreover, not just because research is important for its own sake, but because all aspects of the University are influenced by the research effort. A more general commitment to scholarship enhances the intellectual quality of teaching in both undergraduate and graduate 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 52

York should commit itself to the intensification and the enhancement of quality of the full range of scholarly activities by its faculty members, and should make every effort to promote such



activities by mobilizing greater human and material resources for the support of research.

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

### Objective 53

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

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

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

Among the arrangements which should be considered are the following:

(i) faculty members who are anxious to redirect their energies to research after prolonged and intensive periods of teaching and/or administration should be assisted in doing so; (ii) those who have significant records of scholarly accomplishment, such as Distinguished Research Professors, might be afforded some reduction in teaching and other duties from time to time, when this can be done without injury to the teaching program of an academic unit, and where it can be demonstrated that such leave will facilitate current research efforts; (iii) recognition and credit should be given for extensive graduate supervision and teaching, for which a disproportionate responsibility not infrequently falls on the most productive researchers; (iv) Deans and chairpersons should have available funds to be distributed through agreed departmental and Faculty procedures to provide release time to faculty members to enable them to complete research projects; (v) internal fellowships for research leave should be continued and, where possible, increased; (vi) discretionary research funds should be attached to internal leave fellowships; (vii) it should be understood that research fellowships, grants, and release time are intended to assist faculty members to engage in scholarly activity; (viii) to ensure that they will be so used, as a condition of their receipt plans should be disclosed before the fact, activities reported afterwards (as is presently the case with sabbaticals under the Collective Agreement), and the benefit of the ensuing scholarly activity manifest subsequently in teaching and publication. In addition to creating genuine opportunities for all faculty members who wish to engage in research, the University should be quick to recognize excellence in research at whatever point in a career it might be manifest. Such recognition should not be taken as implied disparagement of other contributions, especially those which manifest scholarly excellence in graduate and undergraduate teaching, whose reinforcement was also earlier urged.

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

research contributions should be encouraged to remain attached to the University to continue their research; (v) the University should take active steps to ensure University-wide, national and international recognition of outstanding scholarly achievements by York researchers.

#### Objective 54

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

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

#### Objective 55

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

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

Where appropriate, the University should encourage collaborative efforts

through its support of Organized Research Units, research 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 56

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

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

#### Objective 57

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

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

In order to ensure that new resources are in fact secured, the University's research administration, its Development Office, and its promotional arms, such as York International, Innovation York and the York University Development Corporation, will all have to become more aggressive in seeking out funding opportunities, and ensuring that faculty members and research groups take full advantage of them. In particular,

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

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

#### Objective 58

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

### I. BILINGUALISM

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

Bilingualism offers students and faculty members the possibility not

only of enhanced linguistic facility but also of access to a broader range of scholarship in both languages than would normally be available in one. In addition, bilingualism has obvious significance for Canada's future. York should, therefore, both reinforce Glendon's efforts and strive to expand bilingualism more generally across the University.

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

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

To realize both of these objectives, we will necessarily be involved in extended internal consultation and in ongoing efforts to ensure a favourable external policy and financial context for our development as a bilingual university.

#### Objective 59

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

### J. ACADEMIC INFORMATION AND SUPPORT

The Libraries, Academic Computing, and the Department of Instructional Aid Resources (DIAR) provide essential support for the academic enterprise. The future quality of research and instruction in the University will depend upon our capacity both to enhance the traditional services of libraries, computing centres and media centres, and to develop the framework for new information technologies. The old metaphor of the library as the heart of the University should be replaced by a new metaphor of libraries and computing as the circulatory system of the scholarly communication process. Academic information support is a dynamic process,

not a static accumulation of books and computers. The University Academic Plan must recognize the convergence of many aspects of libraries with computing and communications as well as the independent objectives of each. The imperative for planning is increased by the likelihood of continued targeted funding as described in Section V, Environmental Constraints and Opportunities.

## 1. LIBRARIES

Improving our Libraries is central to the University's goals of quality and excellence in all our endeavours. Faculty and Department plans, while identifying and articulating clear academic objectives, must also give expression to those aspects which will impact on the resources of the Libraries and do so in a manner which will inform the planning decisions of the Libraries.

It is clear that the enhancement of our holdings will have to involve improvements in collections, bibliographic access and user services. And, as these are inextricably linked, they will necessarily imply additional space, funding and staff requirements. Planning for such comprehensive improvements must flow from the following premises:

*Collections* must be built so as to support the goals of the University as a whole, and especially those of the individual disciplines;

*Space* must be provided to house the collections in an appropriate format and to provide a suitable environment for their use; and

*Access to materials* must be provided in a variety of formats and must take advantage of new technologies as they develop.

*Collections* development in new areas must respond to Faculty, Department and University-wide planning objectives but must always be considered in the context of existing areas of strength in the holdings of the Libraries. Input from the Faculty and Department level should also help to determine whether the current level of centralization should be maintained, increased or decreased, and should inform decisions about where, and in what configuration, particular segments of the collections should be located. The needs of the various units must be weighed against one another, and the balance between distribution and centralization of library



collections must be rationalized and kept under constant review by the Libraries in conjunction with the various affected users. In order for this joint responsibility to be fulfilled, the Libraries must regularly receive detailed indications from the units about what they consider their own research and teaching strengths to be and how well these important areas are being supported and advanced by the current levels and types of acquisitions. The Faculties themselves can further help the Libraries respond to new developments by initiating timely communication about upcoming initiatives and by including statements in their plans about support for library resources in any areas where enrolments and programs are planned to expand or increase.

The deficiencies in current holdings, caused by past erosion in the acquisitions budget and rising costs of books and journals are a source of considerable concern within the University. Numerous sectors of the academic community have already stated that they do not consider library funding to be sufficient; some point to certain basic needs which are not being met or key areas in their collections which are lacking, while others indicate that the Libraries do not fulfil even undergraduate teaching needs, let alone adequately support graduate teaching or research. To the extent that the current shape of the library collections is being determined by stringencies due to inadequate funding rather than disciplinary objectives, increased funding might well be required to ensure that academic policy objectives are being met. Library staff, the central administration and the units themselves should be encouraged to find creative ways in which to generate additional funds for the Libraries from external and/or dedicated sources.

The need for increased funding for York's Libraries can also be illustrated by reference to external indicators. The Report of the Task Force on the Libraries indicates that as a percentage of its total budget, York spends considerably less on its libraries than do other universities. Indeed, while most of the Libraries' costs have risen considerably over the last ten years, even though the net amount allocated to them has also risen, expenditures as a proportion of overall University expenditures has decreased.

It is clear that more than just an inflationary increase is required to



redress these deficiencies. Additional funding for the Libraries must be a central element of a revised Priority Recommendation 5 in order to begin to reverse the cumulative effects of erosion of the library budget.

#### Objective 60

Library resource needs - whether collections, specialized staff or facilities - should be given explicit consideration in the formulation of departmental and Faculty academic planning objects. Where Library resources are not adequate to support proposed academic initiatives, consideration must be given, both locally and centrally, as to how the needs are to be met.

*Space* reviews in the recent past have identified the critical need for collections, study and research space. The Frost and Steacie branches are experiencing severe limitations, and there are indications that the Government Documents/Administrative Studies library will soon experience similar difficulties.

Objective 55 calls for increased support for undergraduate and graduate students engaged in research. That "support" should include adequate study space for students using the Libraries. Research and study space for both students and faculty is a particularly crucial contributor to the academic environment and the development of a research culture. Faculty, graduate students and to some extent, undergraduates, have highlighted the lack of space and the ensuing noisy, overcrowded facilities; the first two groups point to the need for more graduate student space in the form of carrels and group study facilities. Additional space for research and study must be located either in the Libraries or in very close proximity, in order to alleviate the crowded conditions which currently exist.

While some of the space-related problems which arise in the future will be able to be reduced by increased use of high-density electronic storage of materials, it is also clear that both the Libraries present collections and study space in the aforementioned areas are inadequate even for existing books and journals and for current numbers of students. It is essential, therefore, that consideration be given over the next year to creative ways of alleviating those shortages which are currently or will soon be acute.

## Objective 61

Over the next year, the appropriate bodies must consider various means by which to alleviate the critical shortages of collection space in the branch libraries. In addition, more space for undergraduate and graduate student study must be provided, either in or adjacent to the Libraries. In the future, as we move to fulfil the goals of the UAP, planning for additional space for research collections must also begin.

*Access to materials*, whether primary or secondary source documents or bibliographic material, is a concept which is evolving very quickly and one which the Libraries must constantly be rethinking in order to meet the challenges of ever-increasing costs for collections, space, staff and equipment. Escalating costs coupled with fiscal constraints make it increasingly difficult for libraries both to acquire all of the materials required by their institutions and to provide the space to house their ever-growing collections. These difficulties raise a number of critical issues about appropriate formats for, and access to, library collections, namely: the extent to which print media should continue to dominate library collections; appropriate formats for library collections which should be explored and developed; and the extent to which non-York collections and inter-library co-operation should help to formulate York's collections policies.

The accumulating deficit in the Libraries' collections of printed matter make exploration of the new electronic technologies all the more imperative. Increased use of electronic technologies may well lead to a decrease in demand for space (either for housing collections or for study/research) and significant savings to the institution, and these potential benefits should be investigated. Technological advances in data storage formats now allow the Libraries to acquire, as they become available, bibliographic and other data in high-density optical storage formats such as CD-ROM; the Libraries should continue to exploit these new developments. Nonetheless, the University must also be cautious that in some instances the current high cost of the new technologies may serve to shift the focus of library expenditures rather than to reduce or eliminate them.

As the formats for collecting materials diversify and change, so will the definitions of what sorts of materials should be collected, and the Libraries must continue to be open to new definitions of "collections" as they

maximize their use of the new technologies. It is evident, too, that the librarians themselves will play a key role in providing access to the new and different formats in which library information is stored. Consequently, professional development for library staff is becoming an issue of critical importance.

The degree to which electronic information will be useful to particular disciplines will vary. Those areas which require swift access to the latest academic research or professional developments are already using electronic media extensively; in such areas there is more incentive to develop non-print formats and pay for their use. Academics who depend upon primary source documents, historical documents, or material in esoteric areas will continue to rely heavily upon the vast library resources already in print, at least for the short term.

The acceptance of electronic media by the library users, whose backgrounds, attitudes and technological skills vary greatly, is perhaps the most critical factor influencing how soon and how much to replace printed library material with electronic formats. It will be some time before the convenience and, for many users, cost-effectiveness of printed material will be supplanted by electronic formats. For the short term, the critical question is not whether we will replace print media, but the extent to which we will move to supplement them.

#### Objective 62

The Libraries should continue to have primary responsibility for providing access to library information, whether bibliographic material or primary source documentation, and should provide such access in a variety of formats appropriate to individual disciplines. Though the York University Libraries expect print materials to be the primary format for their collections for at least the near term, there is a pressing need to explore, for the longer term, whether or not the increased availability of electronically recorded material represents an opportunity to redress more rapidly the University's increasing deficit in print holdings. In areas where demand is indicated and information is available or becomes available in electronic form, it is already clear that the Libraries should move to supplement print media with electronic formats.

Access to library materials, whether in print or electronic formats, must also comprehend the concept of remote access, either to non-York

collections or to York's collections by students in our outreach programs. Inter-library co-operation must be given increasing emphasis in the Libraries' planning activities. It is clear that York's faculty and students cannot be expected to depend primarily upon collections in other universities' libraries, nor do they wish to; conversely, no university library can expect to function in isolation from other libraries, whose holdings will supplement and enrich its own.

Inter-library co-operation and resource sharing will make borrowing and searching other libraries' holdings easier for York faculty and students, will allow the University to supplement its own holdings in areas which are not primary strengths, and may eliminate some of the difficulties in accessing library materials experienced by off-campus students. Co-operative initiatives with other universities should be vigorously pursued where they could be developed to mutual benefit.

### Objective 63

The Libraries should actively seek to develop co-operative programs and maximize remote access to the holdings of other universities in the Province and to the Robarts Library. The Library Committee, in consultation with the Libraries and the Senate Committee on Academic Computing, should explore innovative ways to meet the emerging research, teaching and learning needs of the future.

## 2. ACADEMIC COMPUTING

Academic planning for the early nineties is coming to terms with a new reality: the pervasiveness of computing and electronic communications in the academic enterprise. As recently as a few years 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 are penetrating every academic discipline at an ever increasing rate. 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. The implications of this for the academic side of the university are quite distinct from the productivity-related ones for administrative users.

As computers have become a pervasive medium of intellectual activity, computer-based tools and techniques have come to permeate our culture. The acquisition of a variety of such skills and techniques has become 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.

This section of the plan draws on a number of studies completed in the past year, including the Report of the Senate Committee on Academic Computing (SCAC) 1988, reports from the Faculties in response to the Senate Committee's Report and a Report by the Director of Academic Computing. These addressed, *inter alia* the question of inter-university comparisons, based on publicly available budgetary information, and concluded that no meaningful budgetary comparisons were possible, due to the vast differences in format, categorization of expenses, allocation of personnel, and so on, which were discovered. This fact, combined with the advice contained in the SCAC report and the Faculty responses to it, leads to the following as the basic approach for planning:

#### Objective 64

Planning for academic computing at York should be concentrated on establishing York's own goals for computing, in the context of the overall academic aspirations of the institution, as established elsewhere in this plan.

Essential elements of this concentrated approach to University planning in the area of academic computing are:

*Planning at the Faculty and unit level, for both curricular and infrastructure changes arising from the impact of computing on each discipline, and for ways to help the University acquire the necessary resources to implement these changes;*

*Recognition of the impact of electronic computing and communication upon the social and cultural milieu of the University;*

*Support for academic users of computing, both in research and in*

teaching, and including research in the technology necessary for providing this support;

*Access* to appropriate computing resources, for both faculty and students;

*Monitoring* of the implementation of the recommendations of this section of the Plan by the Senate Committee on Academic Planning.

*Planning* for future computing-related purchases and provision of maintenance and support must go on at all levels. Faculties should include in their plans a discussion of their needs, and how they see them being met over the next few years (resources permitting). Local units, on a more detailed basis, should deal with their more specialized needs. The balance in priorities between specific Faculty and local requirements, and University-wide needs, should be commented on where appropriate in all plans. All levels of the University should be looking for creative ways to find the resources which will be required for academic computing in the future, and to find, and if necessary, develop the best technologies for meeting those requirements. These will certainly include increased efforts to secure outside research funds and donations in kind or in funding which are dedicated to computing. Ideas for generating new funding such as those discussed in the Report of the Director of Academic Computing should be carefully considered. The one incontrovertible fact is that the needs will far outstrip the resources available now, which makes careful planning and consideration of priorities all the more important. It also means that when resources are allocated, they must go towards fulfilling those priorities identified in the UAP and unit plans.

*Recognition* of the impact of computing upon the social and cultural, as well as the intellectual, life of the University should be a major theme in planning for academic computing. While it may be that we will wish to take advantage of this technology, and indeed that some aspects of this process may be seen as inevitable, this does not discharge us from our responsibility to shape our environment in ways which respect established traditions of intellectual exchange and discourse.

#### Objective 65

The administration, through York Computing Services, and the

academic computing community, through the Academic Computer Users Committee, should continue to develop recommendations on resource allocation in academic computing and communications which take into account the elements identified above, and are sensitive to the objectives of the Report of the Senate Committee on Academic Computing.

*Support* for academic computing in teaching and research encompasses a wide spectrum of needs. In addition to the costs of acquisition of hardware and software, the SCAC report identifies six loose categories:

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

In meeting the needs outlined above it will be necessary to have a mixture of formal central support through Academic Computing Services (ACS), formal distributed support, perhaps combining the current models of personnel jointly hired by ACS and a Faculty, and others hired exclusively within a Faculty, where resources and demand make this worthwhile. In order to provide the more specialized local support, where disciplinary knowledge is as important as technical background, the models used for the Statistical Consulting Centre should be emulated. These encompass individuals hired exclusively for the Centre, others jointly hired by ACS and the Centre (in one case partly supported by outside research grants), and faculty seconded on a released time basis to the Centre. The need for very local help on a smaller scale could be provided with Graduate Assistantship/Teaching Assistantship money used to hire technically able students.



### Objective 66

In making decisions on the allocation of resources, the relevant bodies should:

- (i) pay particular attention to providing adequate support mechanisms so that the resulting purchases will provide the maximum utility for research and teaching;
- (ii) provide appropriate assistance for those parts of the University not now heavily involved in academic computing, in formulating their plans for future computing and communications needs, and in identifying the extent to which those needs can be met with existing resources.

*Access for faculty* implies connectivity, in the sense of a link to Yorkline, electronic mail, high quality printing facilities, specialized and general databases, and applications which require the power of a central mainframe. The actual device on the desk which connects with these links could vary from a minimal, low-cost terminal with keyboard and screen, to a high-powered and quite expensive work station. The provision of this connection and work station has in practice varied extensively across the university, ranging from Faculty-purchased to individual purchase/donation, whether from private funds or research grants. Such historical variation was perhaps inevitable, given the uneven impact of computing on different disciplines, but in the future more efforts should be devoted to helping all faculty to acquire the appropriate tools. These efforts should marshal the combined purchasing power of all parts of the University to achieve maximum economies of scale.

Beyond this minimal access, the special requirements of researchers must be considered in addition to routine demands upon computing facilities. In order to adequately support specialized research computing needs, a portion of the current allocations for equipment might be set aside for a central competition for individual research projects where the obtaining of outside research support for specialized hardware/software needs was not possible. The provision of funds specifically targeted for the improvement of research computing should relieve some of the pressure on existing computing resources at all levels.

### Objective 67

The University should undertake, as resources permit, to ensure that all full-time faculty have available at their desk a connection to an appropriate computing network. Each Faculty/College should plan initially to provide convenient access by its faculty to computing, and eventually for ways to facilitate the acquisition by individual faculty of the appropriate work station for their research/teaching needs.

*Access for students* has traditionally been course-based at York, outside of computer science majors. Thus at present students who are enrolled in a course which either provides an account on some central machine or is linked with the Writing Centre are enabled to perform a wide variety of tasks on computers provided by York. Others who have need of facilities for writing/printing/calculating must provide for themselves. In the future, we should move towards an equitable arrangement where all students have access to the necessary centrally provided facilities (good quality printing and e-mail). As computing through the curriculum becomes more widespread, there will have to be a variety of micro-labs for teaching and drop-in use where the course-related software and hardware are available. Some of these may be Faculty-specific, but most will probably be shared amongst Faculties with similar needs. At the same time there must be site licenses for important, general use software, and better package deals for students to purchase their own hardware/software, so that students will be financially able to make use of the technology. In addition, the development of policies for student access must recognize the higher level research and writing requirements of graduate students.

### Objective 68

York should move to a system for providing the opportunity for all students to acquire the ability to use the tools provided by computing as resources permit; as computing throughout the curriculum increases, the University should ensure that the students involved will have access to the appropriate tools. Efforts should be intensified to facilitate students acquiring their own hardware and software at affordable prices.

*Monitoring* of the decisions of the administration in moving towards these objectives by the Senate Committee on Academic Computing should

continue and periodic reports to Senate from that Committee on the state of academic computing at York should be instituted.

#### Objective 69

All Faculty and local unit plans should carefully address the needs for academic computing, and identify priorities for meeting those needs over the current planning horizon. The Senate Committee on Academic Computing should monitor these plans, and report periodically to Senate on their implementation.

### K. INTERNATIONAL ACTIVITIES

Our Mission Statement defines York as a University which aspires to international standards of scholarship, while maintaining its commitment to those in less developed areas of the world. The pursuit of this mission, together with our multicultural heritage, has resulted in a steady increase in our international activity which shows every sign of continuing. Indeed, international activities are already an integral part of a large number of academic disciplines represented at York. This commitment to international standards and to the study of other languages and cultures manifests itself at every level of the University; for the purposes of academic planning, three levels can be recognised.

(i) *Individual Activity.* Faculty members, in pursuit of international standards, seek to: maintain awareness of developments in their field taking place in other countries; publish in journals with an international readership; attend international conferences; lecture, perform or undertake consulting projects abroad; maintain contact with foreign scholars; and, where possible, arrange to have such scholars visit them at York. This individual activity forms the critical backbone of York's international reputation and deserves the support and encouragement of the administrative apparatus of the University. Individual initiatives of these kinds are frequently the precursors of formal international exchanges and linkages.

(ii) *Academic Unit Activities.* Faculties, Department, Divisions, Colleges and Organized Research Units may create formal international programs involving one or more of: student exchanges, faculty exchanges (sometimes in connection with units of other Canadian universities), specially designed curriculum offerings, research projects, conference sponsorships,

development projects, etc. These collective endeavours require some kind of official approval and involve more than a single person.

(iii) *University-wide Activities.* The University as a whole has general responsibility for: the provision of special services to foreign students, whose presence enriches our academic, social and cultural life; arranging visits for, and playing host to, foreign academics, officials and dignitaries; and negotiation of and support for university-wide exchange or assistance agreements with foreign institutions.

Of these three types of legitimate activities, there has been a particular increase in the last two, and the remainder of this section provides a planning context for those activities.

York's teaching programs at both the undergraduate and post graduate levels will naturally reflect a variety of special interests dictated by the interests of the faculty members, student demand, and social and political climate. In addition, however, York, situated as it is in a large metropolitan, multicultural environment, and with its dedication to serving a wide constituency of students, has a special responsibility to ensure that its curricula reflect these values.

#### Objective 70

During the continuing process of curricular review and planning, and with a view as well to the composition of York's student body, programs, departments and Faculties should be alert to opportunities to develop curricula, courses and complementary international linkages reflecting perspectives and knowledge from all parts of the world.

The development of international programs at York ought to be subject to the same processes of planning and approval as other academic initiatives. By their nature, most such programs are interdisciplinary, cutting across the traditional organization of the University. Programs based in one or more departments, ORU's, or Colleges should reflect the academic plans of such units. Faculty-based programs, as well as the Faculty-wide implications of departmental or ORU plans, should be an integral part of Faculty plans. University-wide international programs and support services for foreign students and visitors should reflect the

cumulative initiatives found in the Faculty plans.

#### Objective 71

International exchanges, programs and linkages should be an integral part of York's academic policies and plans, and decisions on their creation and continuance must reflect priorities developed in the Academic Plans of Departments, Faculties and other units.

Initiation of international programs may occur at various levels in the University. As the number and variety of programs grow, it is essential that the opportunities for cooperation be maximised. York International and its advisory committee, Committee on International Exchanges, Linkages and Development Agreements, (CIELDA), represents one important mechanism to coordinate and facilitate the development of international programs at York.

#### Objective 72

In representing the University's general commitment to international activities and in coordinating and providing organization support for the creation and implementation of international programs, York International should have the following responsibilities:

- A. maintenance of comprehensive and up-to-date records on the nature and extent of organised international activity in the University and the provision of periodic reports;
- B. through its advisory committee (the Committee on International Exchanges, Linkages and Development Agreements, CIELDA), the conduct of evaluations of the extent to which new and existing international programs meet both the general criteria for such programs noted in Objective 73 below and the specific academic objectives articulated in the Academic Plans of the sponsoring academic units, and the provision of the results of such evaluations to the appropriate bodies to assist in academic decision-making;
- C. in cooperation with academic units and the appropriate administrative entities such as the Office of Research Administration, the identification and development of opportunities in the international field;
- D. coordination among units in the University in the process of obtaining approval for international initiatives, so that the interests of all levels in the University are considered.

In order to carry out its mission and to ensure that opportunities for co-ordination are fully exploited, it is recommended that CIELDA consider augmenting its membership by the addition of one representative of the Dean of each Faculty, and that the Chair of CIELDA meet annually with Senate APPC in the Fall of each year to review changes in the area of international activities and to discuss the relationship of these activities to the University Academic Plan and to those of the Faculties and other academic units.

In reviewing existing programs and assessing proposals for new international activities, it is important to develop general criteria by which they can be assessed.

### Objective 73

International activities may serve a variety of academic objectives, but in seeking to serve these more specific purposes, there are general criteria which all such activities should meet:

- A. Our international activities should observe the canons of academic ethics which apply to all of our activities. Our organised activities in the international sphere should be seen to support the undertaking of work the purpose of which is to benefit humanity and not to repress or destroy it. There should be open access to, and publishability of, research results.
- B. Formal international programs should seek to generate long term financial support so as to minimize demands on the normal operating budget of the University.
- C. Formal international programs at York should concentrate on those regions of the world in which we have an existing or developing academic presence, or which reflect the linguistic and cultural background of significant parts of our student body. In developing programs of academic assistance in less developed areas of the world, we should be mindful of these twin priorities.
- D. York affirms the freedom of inquiry of individuals, but in assessing proposed activities, it is essential to be alert to the danger of supporting inadvertently those who would oppress the human spirit.

## **L. SCHOLARSHIPS AND STUDENT ASSISTANCE**

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

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

## **M. 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 University Academic Plan.

## VII. ACHIEVING OUR OBJECTIVES

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

- \* We must always be able to respond to changes in the environment beyond those forecast and to contingencies not foreseen in the planning process.
- \* The most important factors in our environment over the term of this Plan are government policies and financial allocations; both dramatically affect our ability to pursue our chosen priorities; neither can be regarded as predictable or stable for the period encompassed by the University Academic Plan.
- \* Other resources -- imagination, intellect, goodwill, energy -- are all likewise finite; how much and in what ways these can be mobilized at a given moment in time is a function of unpredictable personal, institutional, and environmental circumstances.
- \* Power to pursue priorities is diffuse at York: Senate, our academic legislature, is responsible for the development of academic policy in consultation with other University bodies; the Board and the administration have statutory responsibilities with direct and indirect academic implications; coordination is difficult.
- \* Nonacademic considerations -- collective bargaining, costs of goods and services purchased externally, building construction and maintenance costs, commitments to other University constituencies and needs -- all impinge upon the resources available to achieve

academic objectives strictly defined.

- \* Some resources devoted to academic purposes, or affecting academic objectives, are retained and managed centrally while others are distributed to Faculties and other units with or without explicit limitations on their use.
- \* Centrally defined academic objectives will not necessarily coincide with local plans; there must be a capacity to respond to locally defined opportunities and problems.
- \* Not all academic initiatives involve new or additional expenditures; however, those that do are bound to be subject to close scrutiny, because of their perceived opportunity cost, especially in an underfunded university such as York.

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

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

Recommendations 3 to 6 involve the allocation of current operating funds. Their rank order is designed to signal the relative intensity of the claim represented by each recommendation, and not to suggest that the higher ranked recommendations must be met in their entirety before the lower ranked recommendations are addressed at all.

The first premise of any effective academic strategy is that the University Academic Plan must be seriously addressed in all resource allocation and decision making which impinges on academic activity. This is

equally important whether the University is in a period of expansion or contraction.

### Priority recommendation 1

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

- A. The administration should develop for discussion with APPC a financial strategy which identifies what portion of the new resources of the University are to be devoted to the attainment of the objectives of the University Academic Plan.
- B. In preparing the annual University budget and the budgets of all academic units, the objectives of the University Academic Plan and of local plans should be taken into account and a narrative account should be provided of the way in which the objectives of these plans have been addressed.
- C. The academic plan of each academic unit should contain a narrative account of the way in which the objectives of the University Academic Plan have been addressed.

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

- \* the enhancement of quality is a primary objective;
- \* quality must be sought in a manner consistent with York's commitment to equality and social justice for all of its constituents;
- \* we must continue our efforts to secure greater resources;
- \* the articulation of clear collective and individual academic goals is essential;
- \* interdisciplinarity is a hallmark of York's teaching and research;
- \* teaching and research are valued equally.

One matter requires obvious and continuing attention. Our analysis of York's space deficiency has revealed that the situation is, if anything, even more extreme than the University's relative deprivation of operating funds. During the period of rapid and sizeable growth, beginning in the mid-1970s, we added virtually no space at all. While we have made modest progress in

the last two years, our shortage of space continues to be acute.

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

To add space requires one-time expenditures on new facilities, or on the improvement of old facilities, but it also involves ongoing future expenditures for running costs. These expenditures must not be allowed to preempt conventional academic expenditures, but they must be counted as a cost of conducting present and new activities at a satisfactory level.

### Priority recommendation 2

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

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

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

In years of restraint, the Faculty plans provide the context within which difficult choices may have to be made; in years when additional funds become available, they provide a framework within which new allocations can be made.

### Priority recommendation 3

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

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

To ensure that the best possible use is made of additional funds provided for student assistance, SCARSA should continue to consult closely with the Faculties, and have regard as well to the values expressed in the University Academic Plan, so as to ensure that programs of financial aid are linked to defined academic objectives. Where appropriate, SCARSA should reconsider positions mandated in its 1985 report, and seek Senate approval for new directions.

### Priority recommendation 4

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

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

For example, the York University Libraries and the Department of Instructional Aid Resources both seem to have suffered long-term erosion. A recent review of the Libraries has revealed a deteriorating condition despite efforts during the past several years to preserve the acquisitions budget from the effects of inflation. Further funding should be provided to help restore these important facilities to a reasonable level of health. As inflation in the cost of printed materials continues to exceed by a wide margin the increases to the University's budget, it is imperative that other measures be taken as well. Departments and Faculties must work even more closely with the Libraries to identify their needs and must co-operate with the Libraries in considering new ways and means for supplementing our holdings and for accessing a broader range of teaching and research materials.

Similarly, it will be important to harness the many potential benefits which computing can provide to teaching and research, but to do so in a way which respects our traditions of intellectual exchange and discourse. Funding should be provided over the next several years to provide access to members of faculty who wish to take advantage of these benefits. Funding should also be provided to ensure that access to computing for students continues to be consistent with the requirements of our curriculum.

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

#### Priority recommendation 5

- A. Departments and Faculties should identify their needs for teaching and research materials and should work closely with the Libraries and Academic Computing Services both to enhance our current holdings and to improve our access to a broader range of teaching and research materials. Funding to facilitate this process should be provided.
- B. Faculty members who wish to take advantage of the benefits which computing can bring to their teaching and research activities should be supported and encouraged to do so and the means for helping them do so should be provided to the extent that resources permit.

- C. Senate should initiate and sponsor a community discussion regarding the impact of computing on traditional academic relationships and on campus life in general.
- D. Efforts should continue to be made to improve student facilities and services.

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

In view of the fact that we are unlikely ever to receive funding which will meet all of our needs, we must constantly be seeking new and innovative ways of maximizing our resources and of maximizing our use of those resources. Similarly, we must expect that unforeseen opportunities will arise from time to time which were not anticipated by either the University Academic Plan or the Faculty academic plans. We must, therefore, provide a margin for flexibility and innovation and activities not yet identified by existing planning documents.

#### Priority recommendation 6

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

As indicated initially, these priority recommendations have been rank-ordered. However, it is neither possible nor appropriate to assign dollar values to them or to suggest that the lower-ranked should be stood down until the higher are completely implemented. And, as indicated, these



priority recommendations do not seek to compel, only to sensitize. Considerable latitude must be left for the exercise of good judgment on the part of those with administrative and financial responsibility as they act to attain the objectives of the University Academic Plan.

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

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

## VII. EVALUATION OF THE ACADEMIC PLANNING PROCESS

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

APPC should also continue to take account of faculty and departmental plans as revised in developing future versions of the University Academic Plan, and should continue to seek a closer integration of its work with the work of various standing Committees of Senate responsible for particular aspects of Senate's policy and program.

## **IX. 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 our activities.

### **General Objective 2**

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

### **General Objective 3**

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

### **General Objective 4**

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

### **General Objective 5**

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

### **General Objective 6**

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

### General Objective 7

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

### General Objective 8

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

### Objective 9

The University should continue and extend over the next few years recent efforts to develop admissions criteria, recruitment strategies and scholarship programs which will have the effect of increasing the proportion of undergraduate students with a 75% secondary school grade average or better, or its equivalent.

### Objective 10

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

### Objective 11

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

### Objective 12

We must continue to draw the attention of the provincial government to the 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 13

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

#### Objective 14

In seeking to serve its commitment to provide post-secondary education to those who can benefit, York should continue to explore various methods of program delivery, including the offering of courses and programs at appropriate locations off the campus.

#### Objective 15

Having regard to the nature of the discipline under study, and the level of study being undertaken, general enrolment levels should be such that students will have a reasonable choice in course offerings; have an opportunity to meet with course instructors for some individual instruction; receive timely and extensive feed-back with respect to their academic work; receive a comprehensive evaluation of their work; and have reasonable access to library facilities and study space, computer time, laboratory space and equipment.

#### Objective 16

While diversification within programs is to be supported, this process ought to reflect a systematic approach to curriculum development. A rationalized curriculum, even though it may lead to some reduction of diversity within a given program, may be necessary in order to achieve other objectives, such as efficient use of physical resources and acceptable teaching loads. Nonetheless, every effort should be made to create diversity among programs so as to offer students genuine and well-constructed alternatives.

#### Objective 17

York should respond to a broader range of intellectual challenges, community needs and student interests. To the extent that quality and resource considerations permit, the University should broaden its program offerings at all levels, and particularly in those areas where we have been underrepresented or unrepresented.

### Objective 18

York should increase the proportion of graduate students to undergraduate students.

### Objective 19

Once the balance between academic and resource concerns has been determined each year and Faculty enrolment targets have been established, the University budget should reflect these enrolment plans. Reports outlining the progress towards meeting the enrolment objectives of the UAP should be submitted to Senate through APPC both when the enrolment plans are first established, and again when actual enrolment levels are known.

### Objective 20

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

### Objective 21

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

### Objective 22

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

### Objective 23

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

### Objective 24

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

### Objective 25

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

### Objective 26

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

### Objective 27

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

### Objective 28

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

### Objective 29

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

Objective 30

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

Objective 31

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

Objective 32

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

Objective 33

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

- (i) distinguish between routine professional practice and significant creative activity and contributions to knowledge in the applied sphere, and
- (ii) consciously stipulate, in all systems of rewards and honours, in support for further scholarship, and in representations to external agencies, that appropriate recognition is given for significant contributions to knowledge in the applied spheres of profession-related disciplines.

Objective 34

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

- (i) provide guidance regarding the acceptable extent of professional activity for full-time faculty members, within the context of a diversity of local circumstances and



traditions, and

- (ii) develop and seek to implement, after compliance with appropriate procedures, mechanisms to ensure that the external professional activities of faculty members do not interfere with their full contribution to the activities of the University.

#### Objective 35

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

#### Objective 36

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

#### Objective 37

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

#### Objective 38

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

#### Objective 39

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

#### Objective 40

Given the large numbers of part-time and mature students across the University in many Faculties, Senate, through the Senate Committee on Admissions, Recruitment, and Student Assistance (SCARSA), while acknowledging differences among Faculties, should

deal in a pan-University way with admissions policies and procedures regarding part-time and mature students, and should monitor the effects of selective accessibility on applicants presenting non-traditional qualifications.

#### Objective 41

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

#### Objective 42

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

#### Objective 43

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

#### Objective 44

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

#### Objective 45

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

#### Objective 46

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

#### Objective 47

So that faculty may do full justice to their teaching as well as

to other aspects of their academic mandate, average teaching loads must be reassessed, the full-time faculty complement must continue to be increased, and individual programs must select with care the total number of courses to be offered in any given year.

#### Objective 48

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

#### Objective 49

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

#### Objective 50

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

#### Objective 51

Academic units should regularly discuss issues of teaching and learning and report on their policies, planning and new initiatives in their subsequent academic plans.

#### Objective 52

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

#### Objective 53

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

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

#### Objective 54

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

#### Objective 55

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

#### Objective 56

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

#### Objective 57

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

#### Objective 58

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

#### Objective 59

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

#### Objective 60

Library resource needs - whether collections, specialized staff or facilities - should be given explicit consideration in the formulation of departmental and Faculty academic planning objects.

Where Library resources are not adequate to support proposed academic initiatives, consideration must be given, both locally and centrally, as to how the needs are to be met.

#### Objective 61

Over the next year, the appropriate bodies must consider various means by which to alleviate the critical shortages of collection space in the branch libraries. In addition, more space for undergraduate and graduate student study must be provided, either in or adjacent to the Libraries. In the future, as we move to fulfil the goals of the UAP, planning for additional space for research collections must also begin.

#### Objective 62

The Libraries should continue to have primary responsibility for providing access to library information, whether bibliographic material or primary source documentation, and should provide such access in a variety of formats appropriate to individual disciplines. Though the York University Libraries expect print materials to be the primary format for their collections for at least the near term, there is a pressing need to explore, for the longer term, whether or not the increased availability of electronically recorded material represents an opportunity to redress more rapidly the University's increasing deficit in print holdings. In areas where demand is indicated and information is available or becomes available in electronic form, it is already clear that the Libraries should move to supplement print media with electronic formats.

#### Objective 63

The Libraries should actively seek to develop co-operative programs and maximize remote access to the holdings of other universities in the Province and to the Robarts Library. The Library Committee, in consultation with the Libraries and the Senate Committee on Academic Computing, should explore innovative ways to meet the emerging research, teaching and learning needs of the future.

#### Objective 64

Planning for academic computing at York should be concentrated on establishing York's own goals for computing, in the context of the overall academic aspirations of the institution, as established elsewhere in this plan.

#### Objective 65

The administration, through York Computing Services, and the academic computing community, through the Academic Computer Users Committee, should continue to develop recommendations on

resource allocation in academic computing and communications which take into account the elements identified above, and are sensitive to the objectives of the Report of the Senate Committee on Academic Computing.

#### Objective 66

In making decisions on the allocation of resources, the relevant bodies should:

- (i) pay particular attention to providing adequate support mechanisms so that the resulting purchases will provide the maximum utility for research and teaching;
- (ii) provide appropriate assistance for those parts of the University not now heavily involved in academic computing, in formulating their plans for future computing and communications needs, and in identifying the extent to which those needs can be met with existing resources.

#### Objective 67

The University should undertake, as resources permit, to ensure that all full-time faculty have available at their desk a connection to an appropriate computing network. Each Faculty/College should plan initially to provide convenient access by its faculty to computing, and eventually for ways to facilitate the acquisition by individual faculty of the appropriate work station for their research/teaching needs.

#### Objective 68

York should move to a system for providing the opportunity for all students to acquire the ability to use the tools provided by computing as resources permit; as computing throughout the curriculum increases, the University should ensure that the students involved will have access to the appropriate tools. Efforts should be intensified to facilitate students acquiring their own hardware and software at affordable prices.

#### Objective 69

All Faculty and local unit plans should carefully address the needs for academic computing, and identify priorities for meeting those needs over the current planning horizon. The Senate Committee on Academic Computing should monitor these plans, and report periodically to Senate on their implementation.

#### Objective 70

During the continuing process of curricular review and planning, and with a view as well to the composition of York's student

body, programs, departments and Faculties should be alert to opportunities to develop curricula, courses and complementary international linkages reflecting perspectives and knowledge from all parts of the world.

#### Objective 71

International exchanges, programs and linkages should be an integral part of York's academic policies and plans, and decisions on their creation and continuance must reflect priorities developed in the Academic Plans of Departments, Faculties and other units.

#### Objective 72

In representing the University's general commitment to international activities and in coordinating and providing organization support for the creation and implementation of international programs, York International should have the following responsibilities:

- A. maintenance of comprehensive and up-to-date records on the nature and extent of organised international activity in the University and the provision of periodic reports;
- B. through its advisory committee (the Committee on International Exchanges, Linkages and Development Agreements, CIELDA), the conduct of evaluations of the extent to which new and existing international programs meet both the general criteria for such programs noted in Objective 73 below and the specific academic objectives articulated in the Academic Plans of the sponsoring academic units, and the provision of the results of such evaluations to the appropriate bodies to assist in academic decision-making;
- C. in cooperation with academic units and the appropriate administrative entities such as the Office of Research Administration, the identification and development of opportunities in the international field;
- D. coordination among units in the University in the process of obtaining approval for international initiatives, so that the interests of all levels in the University are considered.

#### Objective 73

International activities may serve a variety of academic objectives, but in seeking to serve these more specific purposes, there are general criteria which all such activities should meet:

- A. Our international activities should observe the canons of academic ethics which apply to all of our activities. Our



organised activities in the international sphere should be seen to support the undertaking of work the purpose of which is to benefit humanity and not to repress or destroy it. There should be open access to, and publishability of, research results.

- B. Formal international programs should seek to generate long term financial support so as to minimize demands on the normal operating budget of the University.
- C. Formal international programs at York should concentrate on those regions of the world in which we have an existing or developing academic presence, or which reflect the linguistic and cultural background of significant parts of our student body. In developing programs of academic assistance in less developed areas of the world, we should be mindful of these twin priorities.
- D. York affirms the freedom of inquiry of individuals, but in assessing proposed activities, it is essential to be alert to the danger of supporting inadvertently those who would oppress the human spirit.