

REPORT TO SENATE:
PROGRESS TOWARDS
ACADEMIC PLANS

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MAY 22, 2003



STRATEGIC ACADEMIC PRIORITIES

- build on strengths in liberal arts, sciences, fine arts, environmental studies
- diversification into professional and applied studies
- growth in engineering and applied science (including ITEC)
- leadership in interdisciplinary health studies
- expansion of international programs and activities
- improved capacity for technology enhanced learning

- commitment to high quality graduate education
- enhanced profile as a leading research university

- these priorities will be well-known to Senators, but are worth repeating since they form the backdrop against which planning takes place for 1) enrolments, 2) programs 3) the faculty complement to teach those programs, and 4) space; they are therefore the foundation of this report
- this report focuses primarily on the “Programs, Pedagogy, and Scholarship” component of the Strategic Priorities section of the UAP and provides program development and complement updates (Vice-President Shapson will address research and scholarship at a future meeting)
 - the shape of enrolment planning has previously been presented in various fora and details are being refined with Faculties – space planning is also being refined following the SuperBuild announcement
- in addition to reporting on progress towards plans, the report identifies over-arching or emerging issues in several areas
- Issue: one general issue is the role of Senate in the determination of priorities, changes in priorities: note these priorities and directions are incorporated (following full debate) in the Senate-approved UAP; APPC regularly reviews priorities in light of changing realities of government policy, student interests, Faculty plans, etc. and recommends changes as necessary; APPC is mandated to review the current priorities, which were approved by Senate in 2000, no later than 2005 – note further that new initiatives flow from Faculty planning processes, and the Faculty plans distributed with the APPC report identify areas in which they would like to move forward for the future – importance of “champions” in units/Faculties to lead in development of proposals and programs

ACADEMIC PROGRAM DEVELOPMENT: STRATEGIC PRIORITIES

Build on strengths in liberal arts, fine arts, and environmental studies to respond to demand and changing interests:

- Criminology
- 90-credit BA degree in Fine Arts
- 90-credit BES degree
- Business and Society
- Professional Writing (with Seneca College)
- Business economics
- MA and PhD in Communication and Culture (with Ryerson)
- Humanities MA and PhD
- Fine Arts Certificates: Digital Design, Digital Media
- Cognitive science

-Senate has also seen these lists of examples of programs which have been introduced since the definition of strategic priorities was added to the UAP (i.e., about the last three years), but they serve as a reminder that program development follows from strategic priorities

-of particular note are the new programs in Criminology and Professional Writing (with Seneca) which will be offered for the first time in F/W03-04 and which (even though they were approved too late to allow full publicity for this recruitment cycle) have attracted very large numbers of applicants in their first year of availability

-the Business and Society program represented a similar success story a few years ago and interest remains very strong in this area

Issue: who/what “drives” development of post-secondary education and programs?

- challenge of creating new programs in response to anticipated demand, particularly where they represent significant new directions for the university (e.g., engineering or health); cannot always be sure demand is really there or that it will be sustained in the longer term – other universities are also likely to be establishing similar programs

-need to balance program development to respect the traditional mission of universities while responding to demands for change from students, society and government, and to competition from other institutions which are prepared to offer demand-driven programs – because of their legislative structures, CAATs can get programs up and running much faster than we can

-impact of entry of CAATs and private universities into the degree-granting “market” not yet fully felt

ACADEMIC PROGRAM DEVELOPMENT: STRATEGIC PRIORITIES

Diversification in professional and applied studies:

- Education:
 - Technological Studies in Education (MST program)
 - Part-time Education program
- Business:
 - Executive MBA (with Kellogg School of Management)
 - International BBA
 - Human Resources Management programs
 - PhD in Accounting
- Law:
 - Curricular streams

-part-time education program is the first in Ontario, and represents part of our commitment to access; this is an example of a program which is innovative, fulfills the university's mission, and has been mounted with little in the way of new resources

-Osgoode has introduced innovative curricular streams in international, comparative and transnational law; litigation, dispute resolution, and the administration of justice; and tax law

-Education's planned program in Aboriginal Education expected to come before Senate next year

Growth in engineering and applied science:

- Bachelor of Applied Science in Engineering
- BSc in Computational Mathematics
- MSc in Applied and Industrial Mathematics
- BA/BAS in Information Technology
- Pharmaceutical and Biological Chemistry
- Conservation Ecology stream (Biology)
- Biochemistry program

-the introduction of the Engineering program was a major new initiative, which corresponds to directions in our strategic priorities, and builds on Faculty strengths and plans

-need to develop further the enrolment base and reputation of this new program

-program will be subject to professional accreditation review as it graduates its first class (2005)

-program has been introduced with three of its four streams (computer engineering, geomatics engineering, space engineering); for the future there are plans to get the fourth stream (engineering physics) under way

ACADEMIC PROGRAM DEVELOPMENT: STRATEGIC PRIORITIES

Interdisciplinary health studies:

- School of Health Policy and Management
- Collaborative Nursing expansion
- Masters in Critical Disability Studies
- PhD in Kinesiology and Health Science

-similarly, the development of the School of Health Policy and Management is a significant new initiative responding to university priorities, as well as Atkinson's revisioning

-School offers programs in health informatics, health policy, and health management

-need to build enrolments in health-related programs in the School and in Nursing

-possibility of expansion of health programs at the graduate level for the future

ACADEMIC PROGRAM DEVELOPMENT: STRATEGIC PRIORITIES

International Activities:

- new programs introduced
 - International Development Studies
 - Hellenic Studies
 - TESOL Certificate
- initiatives under consideration
 - languages strategy
 - curricular initiatives across the university
 - York Seminar on the Modern Mediterranean
 - changes to International@York website

-appointment of AVP International as of July 1, 2002 to facilitate development of international activities and initiatives, following from recommendations of an APPC task force on internationalization at York

Planning for the future:

-languages strategy: "Languages and Internationalization" conference held in February 2003; addition of new languages to curriculum (Korean will be added for F/W 03-04); Arts fund-raising project around other new languages; Canadian International Languages Network

-curricular initiatives in various stages of consideration/development through appropriate units/Faculties or in discussion with colleagues: languages across the curriculum, possible degree programs in Foreign and International Service, International Conservation Ecology, MA in International Development and Humanitarian Assistance Management; some of these proposals may come forward for Senate consideration in F/W03-04 or subsequently

-importance of involving all Faculties; involving FPAS is a key goal, e.g., through the development of an International Conservation Ecology option

-York Seminar on the Modern Mediterranean planned for March of 2004 in Athens through the Canadian Academic Institute; this is part of an initiative to develop the Mediterranean as an area of study and, in broader terms, a possible rethinking of how we conceive the world for the purpose of "area studies"

-changes to International@York website to provide comprehensive information about international activities at York, including university partnerships, study abroad opportunities, programs of study, courses, and research, as well as a searchable database of international collaborations and contacts of York faculty

-Issues: appropriate framework to enhance coordination and visibility of our international activities and move them forward; how to maintain our commitment to international students in the face of enrolment growth and government policies

ACADEMIC PROGRAM DEVELOPMENT: STRATEGIC PRIORITIES

Collaborations

- expand the range of applied programs
- build on complementary strengths
- quality

Programs

- Bachelor of Design (with Sheridan College)
- Honours BA in Professional Writing (with Seneca College)
- Honours BFA in Visual Arts (with Georgian College)
- MA and PhD in Communication and Culture (with Ryerson University)

-collaborations with other institutions allow us to expand the range of “applied” programs available to our students without a significant infusion of resources; most of our collaborations have been with CAATs (however, note the highly successful collaboration with Ryerson in the communications graduate area)

-CAATs have been very interested in pursuing such collaborations, although the opportunity to offer their own applied degrees may lessen this interest

-note 2001 SCARSA report on York-CAAT relations

(<http://www.yorku.ca/secretariat/senate/committees/scarsa/york-caat.htm>)

-collaborative programs should:

- benefit our students by offering programs they want that are otherwise not available
- build on complementary strengths of the institutions
- be of high quality

-Design program with Sheridan is an example of a particularly successful, high quality, joint program which has grown rapidly since its introduction; as noted earlier Professional Writing (with Seneca) is likely to enjoy similar success; possibility of expansion of the Design program to the Masters level

-discussions have been undertaken with a number of CAATs (including Centennial, Seneca, Georgian, Sheridan) about the possibility of developing further programs

-York has a long history of collaborations with CAATs; recent developments at other universities mean more competition

-Guelph and Humber have introduced a number of joint programs, which have been developed specifically to be integrated, jointly offered programs; provide an Honours degree and a diploma in four years of study in several areas including business, media studies, computing, justice studies; programs include workplace experience

-U. of T. (Scarborough) and Centennial College have also recently introduced similar joint programs in areas such as journalism, paramedicine and new media

-Issues: do we want to expand collaborative programming? how to determine which links to pursue? what structures work best for collaborative programs? can programs with CAATs be pursued without blurring distinctions between universities and community colleges?

-discussions also ongoing in the province and nationwide re. issues of transferability and transparency of credit among post-secondary institutions; the Minister of Training, Colleges and Universities has recently communicated with universities and colleges on this matter – objective should be to remove barriers to mobility unless they are needed to protect quality

PEDAGOGY: STRATEGIC PRIORITIES

Preparation for double cohort

- curriculum

- student supports

Enhancement of teaching and learning

- role of technology

- role of the Centre for Support of Teaching

- support for course (re)design
- venue for research on pedagogy
- coordination of support for technology enhanced learning
- programs for TAs and new faculty

Support for graduate students

- mentoring

- opportunities for participation in research

-this slide encompasses several areas that may seem quite diverse but these kinds of issues arise from the UAP around the theme of pedagogy

-importance of recognition of the diversity of our student body and the resulting need for a variety of pedagogies and course structures

-in addition to planning for the double cohort in relation to enrolments and space across the university, several Faculty Councils (e.g., Arts and FPAS) have scheduled special sessions for discussion of the impact of the changes in the high school curriculum for our curriculum (its content and delivery) and the need for academic and personal supports for students who will be a year younger, in order to retain them and help them thrive; these discussions have also been going on at the departmental level (e.g., Mathematics and Statistics, History) – these issues were the subject of an APPC Planning Forum in spring, 2002 and a report to Senate from APPC last December – need for ongoing monitoring of these issues

-challenge of engaging, motivating and supporting students with competing demands on their time (work, family)

-role of technology (distance education) in providing access to higher education, particularly during double cohort period, and in enhancement of teaching and learning

- CST provides a range of supports for teaching development – a recent review of CST (full report available at <http://www.yorku.ca/cst/report03.PDF>) reaffirmed the need for and efficacy of many of the CST's programs and activities and identified directions for the future; provision of programs for TAs and new faculty (e.g., NFTY and mentoring program) will remain very important as numbers of new faculty increase; challenge will be to expand support to meet the needs of additional numbers of new faculty

-review also led to establishment of TEL Coordinating Committee to bring together those responsible for TEL support across the university to share information and planning

-both new and experienced teachers need fora to explore opportunities for the enhancement of teaching and learning, for example through the incorporation of technology, and advice in effecting changes in pedagogy, course design, and incorporation of technology

-need for opportunities for research on effectiveness of pedagogical innovations and evaluation of initiatives (e.g., Arts review of Foundations program)

-graduate students will be the next generation of scholars and faculty members, so efforts must be made to provide various kinds of supports for them, not just financial, but role models, mentoring, and opportunities to participate in the research enterprise, in order to retain and train them

COMPLEMENT PLANNING: AREAS OF STRATEGIC PRIORITY

- Humanities and Social Sciences
- Environmental Studies
- Fine Arts
- Professional Areas:
 - Business
 - Education
 - Law
- Health -Related
- Science:
 - Applied science and engineering
 - Pure and natural science

-previous slides have dealt with the development and implementation of plans for new programs and with how they are taught; next set of slides deal with who will teach our students in these new and continuing programs

-these are areas identified as priorities for hiring for both consolidation of strengths and growth/diversification

FULL-TIME FACULTY APPOINTMENTS (2000-01 to 2002-03, with examples of areas)

Humanities and Social Sciences (68 appointments):

- Microeconomic Theory/Bargaining and Game Theory
- Jewish-Slavic Relations/The Holocaust
- Media and Communications
- Latin American and Caribbean Studies
- Philosophy of Language and Mind
- Social Regulation of Prostitution

- appointments frequently address multiple priorities; for example, several of the appointments noted above to strengthen the humanities and social sciences also contribute to internationalization

FULL-TIME FACULTY APPOINTMENTS

Environmental Studies (4 appointments):

- Environmental Planning, Assessment and Policy
- Environmental Sociology/Health Risks/Disaster Research
- GIS/Watershed Management/Ecosystems

Fine Arts (20 appointments):

- Chinese Cinema, Race and Representation
- Cultural Studies/Technology in Learning
- Interactive Multimedia
- Cuban, Jazz, African-American Music

FULL-TIME FACULTY APPOINTMENTS

Professional Areas:

- Business (29 appointments):
 - E-commerce
 - Strategic Management and Technology Innovation
 - Human Resources Management – Labour Relations
 - International Marketing Channels of Distribution
- Education (10 appointments):
 - Computer-Based Technology and Pedagogy
 - Aboriginal Studies
 - School-Based Sex Education
 - Special Education/Deaf Education
- Law (8 appointments):
 - International Human Rights
 - Poverty Law
 - Aboriginal Law
 - Intellectual Property Law

FULL-TIME FACULTY APPOINTMENTS

Health-Related (32 appointments):

- Ergonomics/Occupational Biomechanics
- Pain, Aging and Psychosocial Stress
- Physical Activity
- Epidemiology
- Health Policy/Human Rights/Disability/Equality

FULL-TIME FACULTY APPOINTMENTS

Science:

- Applied Science and Engineering (35 appointments):
 - Machine and Biological Perception/Vision
 - Geomatics Engineering
 - Computational Models of Multimodal Communication
 - Operations Research
- Pure and Natural Science (11 appointments):
 - Gas-Phase Biomolecules and Atomic Clusters
 - Plant Membrane Biochemistry
 - Geomatic/Remote Sensing
 - Antihydrogen/Helium

TENURE STREAM APPOINTMENTS 2003-2004

FACULTY	APPTS AUTHORIZED 2003-04	APPTS MADE*	DELAYED TO 2004-05	FAILED: DELAYED OR TBA	APPTS IN PROGRESS
AS	32	23	3	1	5
AK	28.5	6	0	0	22.5
ED	2	0	0	1	1
ES	2	2	0	0	0
FA	11	2	2	1	6
GL	7	1	0	1	5
OSG	4	3	1	0	0
SC	9	3	1	1	4
SSB	7.5	3	0	0	4.5
LIB	3	1	0	0	2
TOTALS	106	44	7	5	50

* Appointments made to date - subject to change; includes conversion appointments and new Canada Research Chairs

Source: Office of the AVP Academic Resource Planning. Note: equity stats to be reported in the Fall

May 22, 2003

Appointment issues and challenges:

- need for complement to grow and diversify to address 1) enrolment growth for double cohort and beyond, 2) retirements, and 3) academic plans, in a highly competitive national and international hiring environment
- challenges of both hiring and retaining excellent faculty in order to maintain and enhance York's quality and reputation in this competitive situation
- must have in place hiring procedures that are expeditious but maintain collegial decision-making; see the commentary in the APPC report on how faculty hiring processes can work effectively and efficiently
- emphasize the importance of commencing searches as early as possible
- challenge of offering adequate funding (both salaries and research support) to attract high quality appointees
- recognize starting salary is an important issue for candidates, but there are other important factors which can "sell" York, e.g., the cultural milieu of Toronto, York's outstanding departments and programs, the research environment, the reputation of colleagues and the opportunity to work with leading scholars here, York's tradition of innovation – these will also be important factors in York's ability to retain faculty
- in addition to the actual hiring process, the appointment of large numbers of new faculty will also mean increased pressure on other processes, particularly tenure and promotion, in the future



OTHER FULL-TIME COMPLEMENT: CLAs, SRCs, TRUE VISITORS, 2003-2004

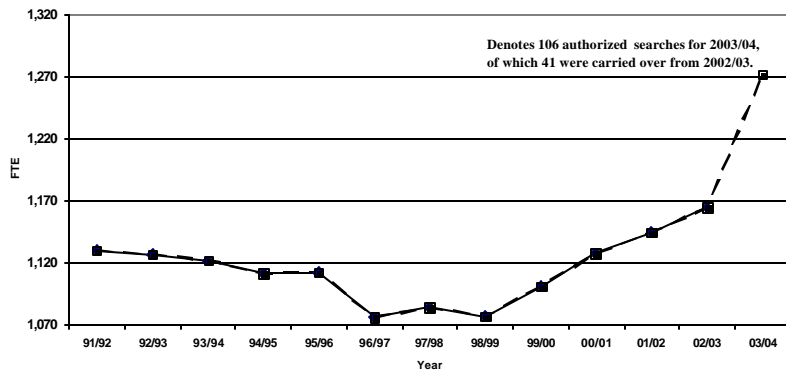
FACULTY	Contractually Limited Appointments			Special Renewable Contracts	True Visitors
	AUTH.	MADE TO DATE	IN PROGRESS	OFFERS MADE	OFFERS MADE
AS	30	15	15	3	6
AK	8	2	6	2	0
ED	0	0	0	0	0
ES	1	1	0	0	1
FA	8	4	4	0	0
GL	3	2	1	1	0
OSG	1	1	0	0	0
FPAS	2	0	2	0	0
SSB	3	1	2	0	0
LIB	2	1	1	0	0
TOTAL	58	27	31	6	7

Source: Office of the AVP Academic Resource Planning

May 22, 2003

- some CLA positions may come back next year as tenure stream positions

FULL-TIME FACULTY TENURE STREAM COMPLEMENT



Note: Dotted line indicates 2003-04 authorized searches
Source: Office of the AVP Academic Resource Planning

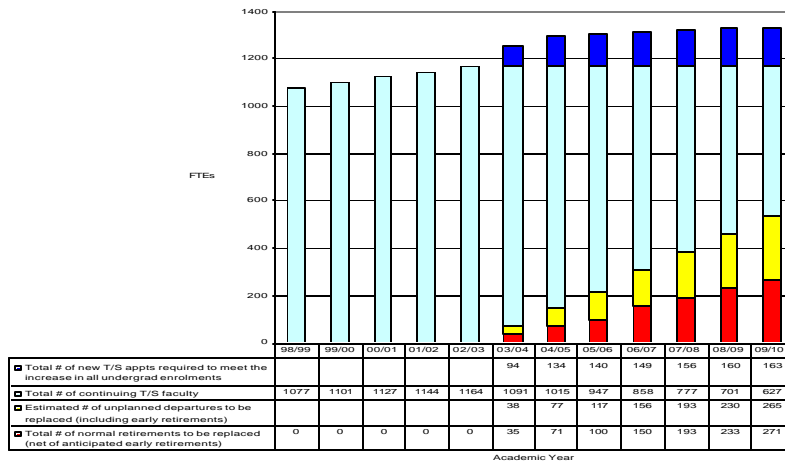
April 30, 2003

-the graph shows the previous high point in full-time faculty complement (1991-92), followed by the decline in complement in years of budget cuts, then a climb back up, largely a result of Fair Funding, ATOP funding, and now double cohort funding

-the dotted line indicates the projected complement if all authorized appointments (106) for 2003-2004 were made; we already know that a number (currently 12, with others still pending) of authorized appointments will not be made for 2003-04

-Note: appointments will be offset by retirements and other departures

PROJECTED CUMULATIVE TENURE STREAM FACULTY



Source: Office of the AVP Academic Resource Planning

April 14, 2003

- the graph illustrates longer-term complement projections (based on historical norms) to keep pace with growth and retirements
- assumption is retirements and departures (red and yellow portions of the bars) will be replaced with new hires
- Issues: ramifications for service (committees, administrative roles, etc.) of retirements of existing faculty and large numbers of new faculty; implications if Ontario government's plan to eliminate compulsory retirement at 65 were implemented