

**Appendix One:**

**The Strategic Planning Framework  
for the  
Faculty of Liberal Arts & Professional Studies**

Prepared by the Dean's Working Group on Strategic Planning  
January 2010

Approved by Faculty Council on January 21, 2010

**Part One: Background**

An engaged student body that assumes responsibility for participating in its education and regards its partnership with York as pivotal to individual and collective development; a committed and renewed faculty complement that sees its research, teaching and university citizenship as integral to its profession; a perpetually evolving array of programs that rouse, enlighten, and serve students, while contributing to the greater society and facilitating the creation of new knowledge; a Faculty that has forged mutually supportive ties with the local and global communities that surround it; a just and appropriate distribution of university resources that makes all this possible: this is, in broad strokes, the vision of the Faculty of Liberal Arts and Professional Studies that has emerged from a series of strategic planning meetings attended by the twenty-one Chairs and Directors of the Faculty's academic units, by the Dean and his five Associates, and by key members of the senior support staff.

These meetings began with an all-day session on 11 September during which Dean Martin Singer presented a panoramic snapshot of things as they are in the newly merged Faculty. The thirty pages of data—on student numbers and their distribution across departments, schools, and programs; on faculty demographics; on support staff allocation—served to ground the subsequent discussion concerning how the Chairs and Directors, as the Faculty's senior leadership, wished things to be. Emerging from that preliminary discussion were five fundamental areas of concern: the Student Experience; the Faculty Experience; Programs, both undergraduate and graduate; the Faculty's relations with external communities, both those at its borders and those further flung, and the distribution of the resources that supply all Faculty activities.

Beginning on 11 September, the Chairs and Directors met with Dean Singer and the leading members of his office nine times, each Thursday from 24 September through 26 November, excepting the Fall Reading Week in eight 2 ½-hours meetings and one marathon 5 ½-hour session. These meetings were organized around the five topics enumerated above and worked dialogically. Each Associate Dean was allotted responsibility for her or his relevant area and convened the group armed with a set of questions to prompt and focus discussion among the Chairs and Directors. Hence Associate Dean Marilyn Lambert-Drache assumed responsibility for the student experience; Associate Deans Narda Razack and Barbara Crow shared duties for the faculty experience; Associate Dean Kim Michasiw led on programs; Associate Dean Haideh Moghissi took charge of external relations; Dean Singer himself assumed the lead on resources.

Following from the initial discussion, the responsible Associate Dean sought to extract governing principles and to return with these to the group for further discussion. The principles themselves were understood to be relatively abstract commitments that would be capable of being incarnated institutionally in more ways than one. Thus the next step was to provide each of the leading principles with a set of corollaries that bring the abstract into direct contact with daily life in Liberal Arts & Professional Studies. For example, one corollary of the abstract principle that "undergraduate education is a principal responsibility of full-time faculty" is that "to the extent possible, full-time faculty should teach core courses and first-year courses."

Both the principles and their corollaries were discussed first among the Dean and Associate Deans, and then with the Chairs and Directors. To the degree possible and when appropriate, discussion leaders and their support staff provided data to inform those discussing and to

contextualize the discussion. All principles and their corollaries were reviewed by the whole group and revised, if necessary, accordingly. As the process continued it, of necessity and by its own logic, sped up. As all facets of Faculty operations are intimately intertwined, many aspects of Programs, or External Relations had been touched upon in advance of the dedicated session, or sessions. For this reason, principles and corollaries could more quickly be drafted and more economically be debated. That is, as discussion throughout the process took place at the level of principle first, the leading outlines of those key commitments that ought to be guide planning were in many cases clear before the dedicated discussion took place.

By the conclusion of the 19 November meeting, a rough consensus on both principles and their corollaries had been achieved in all five topic areas. In the following week a background section to the statement of principles was drafted. That background section and other fine-tunings of the principles were approved at an additional meeting with the Chairs and Directors on 26 November. That approval achieved, the document, with background section attached, was submitted to the Faculty's Academic Planning and Priorities Committee at the beginning of December and proceeded from there to further consultations within the Faculty, including the December meeting of Faculty Council, two special fora for faculty, staff and students in January 2010, and several departmental/school meetings.

Between the background section and the principles, we provide a mission statement for the new Faculty. In drafting the mission statement, the Faculty was aided by the Dean's Advisory Council, whose most recent meeting was fortuitously timed to coincide with the drafting. The Council was kind enough to remind those drafting of the virtues of directness and the perils of verbal punctilio and rhetorical excess. Council members are to be thanked for their advice.

Liberal Arts & Professional Studies' sense of its mission has, of course, been at the centre of all the discussions of principles, though it has rarely been named. The statement of that mission is something like a principle of principles, but it is also a statement of how those principles will be given local habitation and name in the years to come. In keeping with Liberal Arts & Professional Studies' commitment both to principle and to the concrete realization of principle, our mission statement both honours current circumstance and commits to a foreseeable and achievable future.

**Part Two: The Faculty of Liberal Arts & Professional Studies' Mission Statement**

The new Faculty needs to craft its purpose and identity, and to that end, the following Mission is proposed:

*The Faculty of Liberal Arts & Professional Studies brings together internationally recognized research, a devotion to effective teaching, and a commitment to diversity, equity and social justice. The range, global sensitivity and intensity of disciplinary and interdisciplinary degree programs are mirrored by the diversity and engagement of its professors and students. The Faculty is dedicated to furthering its already strong research and service cultures and ensuring that all its many researchers bring their scholarship into the classroom and out into the community. The Faculty is particularly sensitive to the aspirations of its constituent communities and the challenges those communities face. To sustain and renew the ideals and practices of the modern university, the Faculty draws upon its own vibrant tradition of self-examination and reflection. Committed to providing access to qualified applicants, including non-traditional and international students, the Faculty of Liberal Arts and Professional Studies melds access and excellence.*

**Part Three: Strategic Goals and Guiding Principles of the Faculty**

During its meetings, the Dean's Working Group on Strategic Planning identified five core strategic goals representing desired outcomes for the student experience, faculty experience, academic programming, community engagement/internationalization, and resources. In addition, 29 principles were developed to visualize additional details about each strategic goal's desired outcome.

***Strategic Goal I: A fully engaged student body committed to its own education.***

Principle 1. Academic departments/schools are central to the undergraduate and graduate student experience.

Principle 2. Undergraduate education is a principal responsibility of all full-time faculty.

Principle 3. Interaction with full-time faculty is essential for a successful undergraduate and graduate student experience.

Principle 4. Building communities in the Faculty is essential to student engagement.

Principle 5. A principal responsibility of Colleges is to enhance the co-curricular and extra-curricular experience of students, and in particular 1st year students.

Principle 6. A principal responsibility of the Faculty is to respond to the academic needs of its diverse student population including the specific needs of part-time and mature students.

***Strategic Goal II: A renewed faculty complement dedicated to teaching, research and university citizenship.***

Principle 7. Faculty members are expected to balance teaching, research and service.

Principle 8. The Faculty of Liberal Arts & Professional Studies affirms and encourages the diversity of research, scholarship, and teaching by its members.

Principle 9. Faculty members are expected to foster intellectual interaction and collegiality.

Principle 10. The Faculty is dedicated to enhancing its research culture.

Principle 11. Department Chairs, School Directors and College Masters are expected to play a leadership role in fostering a sense of academic community within their units.

Principle 12. Faculty members are normally expected to teach and contribute to service every academic year when not on sabbatical or leave.

Principle 13. Academic departments/schools should engage contract faculty members in the collegial and intellectual life of the department.

***Strategic Goal III: Diverse, innovative, adaptive, disciplinary and interdisciplinary programs serving equally individual students and the greater community while fostering new knowledge.***

Principle 14. The Faculty is committed to delivering academic programs of the highest quality.

Principle 15. The Faculty is committed to the belief that those students who qualify for a university education have a right to pursue one.

Principle 16. The Faculty is committed to providing its students with diverse programs in the Humanities, Social Sciences, and in Professional Studies.

Principle 17. The Faculty is dedicated to establishing, fostering, and coordinating intellectual and institutional links between and among disciplines.

Principle 18. The Faculty recognizes that, in all academic and professional fields, there exist educational opportunities outside the conventional classroom.

***Strategic Goal IV: Strong, flexible, mutually supportive ties with local and global communities.***

Principle 19. Cross-cultural and international encounters are integral parts of high quality university education.

Principle 20. Community engagement and learning are valuable for educating responsible and socially conscious citizens.

Principle 21. The incorporation of global context and content into teaching and research is integral to the pursuit of excellence.

Principle 22. The Faculty should actively engage in recruitment of international students, international research collaboration, student/faculty exchanges and joint programs with universities globally.

Principle 23. Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community.

***Strategic Goal V: A just, appropriate, and transparent distribution of resources to enable the strategic priorities that emerge from the above principles.***

Principle 24. The allocation of all types of resources must be collegial, transparent, and accountable.

Principle 25. Budget resources should be deployed to achieve the priorities identified in the Faculty's strategic plan.

Principle 26. Over time the academic space allocated to the Faculty should be aligned to reflect its strategic priorities.

Principle 27. Over the next decade the full-time faculty ranks should increasingly reflect the Faculty's strategic priorities.

Principle 28. The deployment of support staff should closely reflect the Faculty's strategic priorities.

Principle 29. Fund-raising is an important tool to achieve our strategic priorities.

**Part Four: Next Steps**

Phase I of the strategic planning cycle led to the creation of this Strategic Planning Framework (mission, strategic goals, guiding principles). If the Framework is endorsed by APPC, and approved by the LA&PS Faculty Council, two additional phases are envisaged.

Phase II. This phase focuses on turning the proposed mission, strategic goals and principles of the Faculty into a concrete operating reality, and has three elements:

- The Dean, in individual consultations with each department/school/college, will identify local initiatives/commitments to prioritize (Winter 2010).
- Additionally, the Dean, in light of the above consultations, will prepare resource plans (faculty complement planning, support staff planning, space planning, fund-raising and financial planning) needed to deliver these initiatives/commitments (Spring 2010).
- The resulting Plan, consolidating all of the above elements, will be aligned with other planning initiatives, such as the Provostial White Paper and the Integrated Resource Plan, and presented for approval at the Academic Policy & Planning Committee, and Faculty Council (Spring 2010).

Phase III. This is the evaluation phase. Every year, the Dean, in consultation with departments, schools, and colleges, will prepare a progress report on the Faculty's realization of the Strategic Plan.

**Appendix A: The Faculty's Strategic Goals, Guiding Principles and their Corollaries**

During its meetings the Dean's Working Group on Strategic Planning identified five core strategic goals representing desired outcomes for the student experience, faculty experience, academic programming, community engagement/internationalization, and resources. In addition, 29 principles were developed to visualize additional details about each strategic goal's desired outcome. Each of the 29 principles also gives rise to corollaries/extensions (expressed as norms and expectations) informing Faculty decision-making in the realization of these outcomes. To date, the list of corollaries is as follows:

***Strategic Goal I: A fully engaged student body committed to its own education.***

Principle 1. Academic departments/schools are central to the undergraduate and graduate student experience.

- a) Departments/schools should create opportunities for faculty to interact with students outside the classroom.
- b) Departments/schools should integrate program-affiliated student associations in departmental life.
- c) Each department/school/college should have space dedicated to undergraduate and graduate student use as appropriate.

Principle 2. Undergraduate education is a principal responsibility of all full-time faculty.

- a) To the extent possible full-time faculty should teach core courses and first-year courses.
- b) The Faculty should encourage and facilitate the development of effective pedagogy in all courses.
- c) Every undergraduate student should be given the opportunity to fill out a course evaluation in each course in which he/she is enrolled.
- d) The Faculty should plan for sufficient full-time faculty to ensure that the commitment to undergraduate education does not diminish the Faculty's commitment to graduate education and research.

Principle 3. Interaction with full-time faculty is essential for a successful undergraduate and graduate student experience.

- a) Departments/schools should designate space where faculty and students can meet and interact outside of the classroom.
- b) To the extent possible every student should expect to have his/her questions about a course answered by the instructor teaching the course.
- c) Advising and mentoring undergraduate and graduate students in their intellectual development and pursuit of their academic goals is a responsibility of all full-time faculty.
- d) Full-time faculty should be involved in co-curricular activities.

Principle 4. Building communities in the Faculty is essential to student engagement.

- a) The Faculty should encourage and facilitate the development of communities that are building connections among students who share an academic interest.
- b) Departments/schools/colleges should encourage faculty and student initiatives that foster a sense of scholarly community and student engagement.
- c) Colleges should organize co-curricular and scholarly activities that bring together faculty, students and alumni.
- d) The Faculty should encourage the development of online student communities.
- e) The Faculty should foster a dynamic partnership with student organizations to enrich the life of the Faculty and its departments/schools/colleges.

Principle 5. A principal responsibility of Colleges is to enhance the co-curricular and extra-curricular experience of students, and in particular 1st year students.

- a) Colleges are the gateway to departments for first year students.
- b) Colleges should work with the Faculty to develop co-curricular programming specifically designed for first-year students.
- c) Mentoring first-year students is an important responsibility of College Fellows.
- d) Schools/departments should work with colleges to enhance the co-curricular experience of upper-year students.
- e) College Fellows are expected to participate in academic orientation and in the co-curricular activities organized by the College.

Principle 6. A principal responsibility of the Faculty is to respond to the academic needs of its diverse student population including the specific needs of part-time and mature students.

- a) The Faculty, through its departments/schools/colleges, should support initiatives to assist students in the development and pursuit of their career goals.
- b) The Faculty should encourage bridging programs to support the successful transition of transfer and academically at-risk students.
- c) The Faculty should work with ACMAPS (the Atkinson Centre for Mature and Part-time Students) to support part-time and mature students throughout their university experience.
- d) There should be adequate and continuing programming in the evening, on weekends and in the summer to address the needs of part-time and mature students.

***Strategic Goal II: A renewed faculty complement dedicated to teaching, research and university citizenship***

Principle 7. Faculty members are expected to balance teaching, research and service.

- a) Faculty members are expected to engage in teaching, research and service, as appropriate to the category & streams of their appointment, understanding that the balance amongst these may vary at different stages in an individual's career.
- b) All three aspects will be taken into account as appropriate to the category & streams of Faculty members' appointment, in the assessment of such matters as merit and tenure and promotion.
- c) The Faculty will encourage the development of appropriate standards to assess teaching, research and service.

- d) The Faculty will encourage the development of appropriate supports for promoting scholarship and research and integrating it in undergraduate and graduate education.

Principle 8. The Faculty of Liberal Arts & Professional Studies affirms and encourages the diversity of research, scholarship, and teaching by its members.

- a) The Faculty supports and respects diverse forms of research, scholarship, and teaching.
- b) Chairs/Directors are expected to promote awareness of the range of faculty research, scholarship in their departments.
- c) The Faculty has a responsibility to celebrate and communicate faculty research and teaching.

Principle 9. Faculty members are expected to foster intellectual interaction and collegiality.

- a) Faculty members are expected to take an active role in building collegial relations with staff, colleagues, students and the broader university community.
- b) Faculty members are expected to be available and present on campus as appropriate to perform their duties.
- c) Faculty members are expected to actively build the reputation of the Faculty through their scholarship, teaching, and community involvement.

Principle 10. The Faculty is dedicated to enhancing its research culture.

- a) The Faculty recognizes the centrality of research and scholarship to the mission of the University.
- b) The Faculty acknowledges the essential contribution of ongoing research to graduate education.
- c) The Faculty will continue to develop research infrastructures appropriate to the range of the Faculty's scholarly/research/creative endeavours.
- d) Chairs/Directors are expected to facilitate research and scholarship at the unit level and incorporate research priorities into unit activities and planning.

Principle 11. Department Chairs, School Directors and College Masters are expected to play a leadership role in fostering a sense of academic community within their units.

- a) Chairs/Directors/Masters are expected to promote collegial governance which includes engaging in unit, Faculty, and University-level service.
- b) Chairs/Directors/Masters should provide leadership for instructors, students and staff to promote and facilitate respectful collegial relations.
- c) Chairs/Directors/Masters should be in frequent contact with students, staff, faculty and other York community members.
- d) Chairs/Directors/Masters should foster a climate of respect and collegiality in every aspect of the work of the department/school/college.
- e) College Masters should meet regularly with new Fellows and ensure that they are well integrated in the life of the College.
- f) Chairs/Directors should meet regularly with new faculty and ensure that they are properly mentored.

- g) Chairs/Directors are responsible for encouraging, supporting and facilitating professional development for faculty and staff.

Principle 12. Faculty members are normally expected to teach and contribute to service every academic year when not on sabbatical or leave.

- a) In their capacity as the Dean's designate, Chairs/Directors are responsible for equitable and transparent distribution of courses.
- b) Faculty members are expected to support both undergraduate and graduate teaching.
- c) Workload issues including releases, overload teaching, requests for banking of courses, are to be discussed with the Chair who will make recommendations to the Dean.

Principle 13. Academic departments/schools should engage contract faculty members in the collegial and intellectual life of the department.

- a) Departments/schools should provide orientation for newly hired contract faculty.
- b) Departments/schools should provide adequate office space and other supports.
- c) Departments/schools should encourage and support contract faculty in pursuit of their academic goals.
- d) The Faculty values the contributions of graduate students to teaching, research and reputation.

***Strategic Goal III: Diverse, innovative, adaptive disciplinary and interdisciplinary programs serving equally individual students and the greater community while fostering new knowledge.***

Principle 14. The Faculty is committed to delivering academic programs of the highest quality.

- a) The Faculty recognizes that its dedication to quality imposes limits on the range of programs that it can offer.
- b) The Faculty's mix of existing programs depends upon those programs' continuing intellectual and social significance and the Faculty's capacity to deliver them.
- c) The Faculty defines the quality of programs as much by the transformative effects they have on students (undergraduate and graduate alike) as by any other measure.
- d) The Faculty considers it imperative that a critical mass of full-time faculty members is necessary to maintaining the long-term intellectual and institutional viability of any program.
- e) The Faculty encourages the inclusion of research and scholarship to enhance the quality and impact of both undergraduate and graduate programs.

Principle 15. The Faculty is committed to the belief that those students who qualify for a university education have a right to pursue one.

- a) The Faculty has an obligation to offer to its communities a limited comprehensiveness in its undergraduate and graduate programs and course offerings.

- b) The Faculty is dedicated to providing an undergraduate education of high quality to a large number of students whose choice of university is limited by personal circumstance.
- c) The Faculty is committed to providing curricular opportunity for all its students, recognizing that not all will graduate with honours.
- d) The Faculty commits to the rigorous assessment of the quality of undergraduate and graduate programs and student performance.

Principle 16. The Faculty is committed to providing its students with diverse programs in the Humanities, Social Sciences, and in Professional Studies.

- a) The Faculty dedicates itself to an array of undergraduate and graduate programs covering established and emergent disciplines and interdisciplinary fields in the Humanities and Social Sciences.
- b) The Faculty dedicates itself also to a range of undergraduate and graduate programs preparing students for entry into established and emergent professions.
- c) The Faculty's development of new programs attends particularly to emerging areas of knowledge and its responsibility to give its students access to that new knowledge.
- d) The Faculty recognizes that in certain cases its social responsibility to the greater community may necessitate programs where student demand is limited.
- e) The Faculty will not compromise the principles of its educational mission to accommodate the demands of external agencies.
- f) In appraising existing and new programs, the Faculty will consider their potential for lasting value.

Principle 17. The Faculty is dedicated to establishing, fostering, and coordinating intellectual and institutional links between and among disciplines.

- a) The Faculty is committed to exposing students to the practices and protocols of academic and professional disciplines and interdisciplinary areas beyond their major fields of study.
- b) The Faculty dedicates itself to curricular designs for its undergraduate students that allow them to develop an awareness of the vast, cross-disciplinary range of knowledge and skill represented within the Faculty.
- c) The Faculty commits itself to introducing students, in their first and second years, to fundamental critical learning skills, while also supporting their acculturation to the university experience.
- d) The Faculty will coordinate between and amongst departments and schools to ensure that the curricular needs of students in interdisciplinary degree programs are met.

Principle 18. The Faculty recognizes that, in all academic and professional fields, there exist educational opportunities outside the conventional classroom.

- a) The Faculty dedicates itself to forging links with government, social agencies and other organizations outside the university that may offer educational opportunities to its students.
- b) The Faculty recognizes that these opportunities assume diverse forms, including bringing members of the community into the classroom as guests and sending its students off-campus where the community may serve as host.
- c) The Faculty is committed to making these opportunities available to its students, provided that a sufficiently rigorous coordination ensures that the opportunities will be of benefit to students, external partners and the Faculty alike.

***Strategic Goal IV: Strong, flexible, mutually supportive ties with local and global communities.***

Principle 19. Cross-cultural and international encounters are integral parts of high quality university education.

- a) The Faculty recognizes the link between local and the global.
- b) The Faculty encourages and supports academic events promoting cultural understanding, dialogue and global interactions.
- c) Instructors are expected to cultivate in students the value of local and international experience, internship and volunteer work for personal and professional growth.

Principle 20. Community engagement and learning are valuable for educating responsible and socially conscious citizens.

- a) The Faculty is committed to the idea that all students should have an opportunity to complement on-campus learning with off-campus experience.
- b) The Faculty strives to create necessary support services to facilitate students' access to off-campus learning in professional and community-based organizations.
- c) The Faculty seeks to facilitate reasonable access to university spaces for cultural events, in pursuit of enhancing community-university relations.

Principle 21. The incorporation of global context and content into teaching and research is integral to the pursuit of excellence.

- a) The Faculty is committed to fostering respect for diverse sources of knowledge and scholarship.
- b) The Faculty values and encourages the inclusion of global content in courses and programs across the curriculum where possible.
- c) Chairs/Directors are expected to integrate diversity factors as well as global knowledge and experience in faculty complement planning.

Principle 22. The Faculty should actively engage in recruitment of international students, international research collaboration, student/faculty exchanges and joint programs with universities globally.

- a) The Faculty is committed to increasing the number of international students, from across the world, enrolled in its programs.
- b) Chairs/Directors are expected to pursue possibilities for hosting more international scholars.
- c) The Faculty considers the provision of high quality services essential to the expansion and utilization of international academic exchanges.
- d) The Faculty is committed to promoting to students opportunities for an international experience.
- e) The Faculty is committed to facilitate student and faculty engagement in international research collaborations.

Principle 23. Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community.

- a) Chairs/Directors are expected to actively participate in identifying courses in their units that could be offered in Continuing Education's non-degree programs.
- b) The Division of Continuing Education should identify unmet educational needs/opportunities through its contacts with the larger community.
- c) The Faculty encourages and supports cross-Faculty and cross-disciplinary academic collaboration in its non-degree courses and certificates.

***Strategic Goal V: A just, appropriate, and transparent distribution of resources to enable the strategic priorities that emerge from the above principles.***

Principle 24. The allocation of all types of resources must be collegial, transparent, and accountable.

- a) Resource decisions should be made transparently.
- b) Data relevant to resource decisions should be routinely collected and widely disseminated.
- c) Collegial discussion should be an integral aspect of the resource allocation process.
- d) The allocation of resources entails accountability for their use.

Principle 25. Budget resources should be deployed to achieve the priorities identified in the Faculty's strategic plan.

- a) The Faculty should obtain and disseminate information on the revenue generated by and the operating expenses of each of its academic units and programs.
- b) The cost of the Faculty's programs and activities should be fully and accurately determined and disseminated.

- c) Budget forecasting and modeling tools should be developed to allow the Faculty to maximize the effective use of its financial resources.
- d) The Faculty should encourage revenue-generating activities which reflect and contribute to the realization of its strategic priorities.

Principle 26. Over time the academic space allocated to the Faculty should be aligned to reflect its strategic priorities.

- a) The Faculty should prepare a long-range space plan which anticipates its needs in light of its strategic priorities.
- b) The space plan for each department and school should anticipate adjustments to the full-time faculty and staff complement for each unit over the next decade.
- c) The space allocation should also reflect the Faculty's commitment to create academic communities centered on its departments and schools, with particular attention to enriched co-curricular activities for its students, including evening and mature students.
- d) To the extent possible the Faculty's departments and schools should be housed in contiguous space.

Principle 27. Over the next decade the full-time faculty ranks should increasingly reflect the Faculty's strategic priorities.

- a) Full-time professors are the principal resource of the Faculty.
- b) The Faculty should prepare a hiring plan which anticipates its full-time faculty needs over the next decade and beyond, taking into account full-time faculty demographics, academic programming, student enrollments and available resources.
- c) Priority in full-time faculty hiring should be given to identified and anticipated areas of academic excellence, distinctiveness and potential growth.
- d) A Faculty protocol should be developed for the recruitment, mentoring, integration and retention of the next generation of full-time professors.
- e) The decline in full-time faculty participation in undergraduate teaching needs to be addressed.

Principle 28. The deployment of support staff should closely reflect the Faculty's strategic priorities.

- a) The Faculty recognizes and values the essential role played by its support staff.
- b) The Faculty should prepare a long-term support staff plan which reflects its strategic priorities.
- c) Taking strategic priorities into account, the allocation of support staff resources should be equitable and transparent across the Faculty's departments and schools.

- d) The Faculty should encourage and attempt to accommodate members of its support staff who wish to upgrade their academic and/or professional qualifications.

Principle 29. Fund-raising is an important tool to achieve our strategic priorities.

- a) Fund-raising efforts should reflect and be focused on the Faculty's strategic priorities.
- b) Fund-raising opportunities which conflict with the Faculty's strategic priorities should not be pursued.
- c) The Faculty should make a concerted effort to reach out to its alumni.
- d) The Dean should provide an annual report on the Faculty's fund-raising activities.
- e) Faculty members should be encouraged to assist with fund-raising activities.

**Appendix B: Members of the Dean's Working Group on Strategic Planning**

Peter Avery, Chair, Department of Languages, Literatures and Linguistics  
John Beare, Chair, Economics Department  
Margaret Beare, Chair, Sociology Department  
Monica Belcourt, Director, School of Human Resource Management  
Bettina Bradbury, Chair, Women's Studies Department  
George Comninel, Chair, Political Science Department  
Barbara Crow, Associate Dean, Research  
Tania Das Gupta, Chair, Equity Studies Department  
Colin Deschamps, Acting Executive Officer  
Jonathan Edmondson, Chair, History Department  
Paul Evans, Director, School of Administrative Studies  
Althea Gordon, Director, Dean's Office  
Wilburn Hayden, Director, School of Social Work  
Marilyn Lambert-Drache, Associate Dean, Students  
Lucia Lo, Chair, Geography Department  
David Lumsden, Chair, Anthropology Department  
Joanne Magee, Director, School of Public Policy & Administration  
Kim Michasiw, Associate Dean, Programs  
Haideh Moghissi, Associate Dean, External  
Robert Myers, Chair, Philosophy Department  
Didier Pomerleau, Executive Director, Strategic Planning  
Narda Razack, Associate Dean, Faculty  
Art Redding, Chair, English Department  
Ron Sheese, Chair, Writing Department  
Martin Singer, Dean  
David Skinner, Chair, Communication Studies Department  
Patrick Taylor, Chair, Humanities Department  
Mario Verrilli, Director, Academic Resource Management  
Marshall Walker, Director, School of Information Technology  
Richard Wellen, Chair, Social Science Department  
Diane Woody, Chair, French Studies Department

**Appendix C: Faculty, Students and Staff Who Contributed to the Consultation Process**

We wish to acknowledge and thank all the members of the LA&PS community that have provided feedback and insight on this document over the past month. The resulting refinements lead, we believe, to a clearer and more nuanced document that will better inform the elaboration of the Faculty's Strategic Plan.

The Dean's Working Group on Strategic Planning  
January 15, 2010

*Contributors:*

Sheryl Abraham	LA&PS Committee on Teaching and Learning
Joan Allen	LA&PS Research Committee
Kim Bird	Atsuko Matsuoka
Malcolm Blincow	Carlota McAllister
Mauro Buccheri	Susan McNaughton
Mark Caporiccio	Barry Miller
Robert Cerjanec	Nick Mule
Susan Dimock	David Mutimer
Department of Anthropology	Deborah Orr
Department of English	John Parkinson
Department of Equity Studies	Linda Peake
Department of Geography	Douglas Peers
Department of Humanities	Adnan Raja
Department of Languages, Literatures and Linguistics	Penelope Reed Doob
Department of Philosophy	Harriet Rosenberg
Department of Political Sciences	Leslie Sanders
Department of Social Science	School of Administrative Studies
Department of Women's Studies	School of Human Resources Management
Robert Drummond	School of Public Policy & Administration
Sheila Embleton	Ingrid Spletstoesser
Jerry Ginsburg	Brenda Spotton Visano
Bill Gleberzon	Joan Steigerwald
Steven Gonclaves	Marc Stein
Luann Good Gingrich	Student Council of the Faculty of Liberal Arts & Professional Studies
Nuri Jazairi	Stanley Tweyman
Bernie Lightman	Susan Warwick
David Leyton-Brown	Daphne Winland
Carla Lipsig Mumme	
Kenneth Little	

## Appendix Two:

### Statistics on the Consultations Held During the Winter-Spring 2010 Decanal Visits

No.	Unit	Date of Visit	Days	Faculty (FT & PT)	Staff	Under-graduate Students	Graduate Students	Friends & Alumni	Total
1	New College	2010.02.25	1	1	2	12	0	0	15
2	ITEC	2010.03.02	1	8	2	5	0	0	15
3	History	2010.03.04-08	2	34	6	12	13	0	65
4	Vanier College	2010.03.09	1	5	5	28	0	4	42
5	Human Resource Mgt.	2010.03.10	1	9	4	12	6	0	31
6	English	2010.03.11-12	2	22	8	6	6	0	42
7	Political Science	2010.03.15,16, & 2010.05.10	2.1	25	6	13	5	0	49
8	DLLL	2010.03.17-22	2	42	8	27	10	0	87
9	Administrative Studies	2010.03.18-23	2	47	13	9	5	0	74
10	French Studies	2010.03.19	1	14	2	6	0	1	23
11	Writing Department	2010.03.25	1	14	2	6	3	0	25
12	Founders College	2010.04.05	1	9	4	8	0	0	21
13	Women's Studies	2010.04.06	1	15	4	8	3	0	30
14	Philosophy	2010.04.07	1	17	3	6	7	0	33
15	Social Science	2010.04.09-13	2	47	13	20	7	0	87
16	Public Policy Administration	2010.04.12, 21	1.1	16	5	5	3	2	31
17	Economics	2010.04.14-16	2	27	8	6	9	0	50
18	Sociology	2010.04.15-22	2	28	7	10	8	0	53
19	Humanities	2010.04.19,20,26	2.5	42	9	20	17	0	88
20	McLaughlin College	2010.04.21	1	17	3	4	0	6	30
21	Equity Studies	2010.04.26	1	15	3	8	0	0	26
22	Social Work	2010.04.27	1	15	8	3	2	0	28
23	Anthropology	2010.04.29	1	19	3	5	13	0	40
24	Geography	2010.04.30 & 2010.05.07	1.1	14	9	4	7	0	34
25	Communication Studies	2010.05.03	1	9	2	10	0	0	21
	SCOLAPS	2010.04.15		0	0	9	0	0	9
		<b>Raw Total</b>	<b>34.8</b>	<b>511</b>	<b>139</b>	<b>262</b>	<b>124</b>	<b>13</b>	<b>1049</b>
		Adjustment for doubled-counted individuals		-37	-1	-2	-1	0	-41
		<b>Adjusted Total</b>	<b>34.8</b>	<b>474</b>	<b>138</b>	<b>260</b>	<b>123</b>	<b>13</b>	<b>1008</b>

## **Appendix Three:**

### **Draft Strategic Profiles of Academic Departments, Schools, and Colleges Faculty of Liberal Arts & Professional Studies**

Each of the two-page strategic profiles in this Appendix consists of two distinct parts. The vision statement is drawn from the unit and reviewed by the Dean. The remainder of each profile reflects decanal impressions based on the Dean's winter/spring 2010 visits to the units and materials provided by the units both before and after the decanal visits. It is hoped that the unit profiles will stimulate ongoing dialogue and reflection over time, both within the units and across the Faculty.

<b>SCHOOL OF ADMINISTRATIVE STUDIES (SAS)</b>	
<b>10 Year Vision</b>	<b>Excellence/Distinction</b> Under discussion
Under discussion	<b>Current Status</b> In 2010, the School focuses on providing business education to traditional students as well as mature, part-time, evening, and on-line students. The School has the most selective admissions standards in LA&PS.
	<b>Situating the Department in Relation to Other Institutions</b> The School's primary catchment area is the GTA. As such, the School's main comparators within the GTA are Ryerson's business school, and the University of Toronto's Mississauga and Scarborough campus management departments.
<b>Strengths</b>	
<ul style="list-style-type: none"> <li>• High admissions standards, in terms of high school GPAs.</li> <li>• A large program with a number of degrees, streams and professional certificates, enabling three-semester programming (Fall, Winter, Summer) a wide selection of courses, and a choice between daytime, evening, and weekend and on-line options.</li> <li>• The School does not use teaching assistants in the classroom. Classroom time instead maximizes contact time with the course instructor.</li> <li>• Curriculum is designed to allow students to efficiently meet professional requirements while studying (CA, CGA, CMA, CFA, CFP, CHRP, etc.)</li> <li>• Innovative specialty programs in Disaster &amp; Emergency Management (BDEM, MDEM), and Financial Accountability (MFac).</li> <li>• The school was a pioneer in on-line education, with its 90-credit BAS available entirely on-line.</li> </ul>	
<b>Challenges</b>	
<ul style="list-style-type: none"> <li>• Enhancing programming:               <ul style="list-style-type: none"> <li>○ Restructuring some of the streams within its BAS program into distinct programs.</li> <li>○ Replacing the BAS degree with the better recognized BCom degree.</li> <li>○ Finding a benefactor to name the School.</li> <li>○ Having separate 'streams' of lower-year course sections: some geared to the School's students, and some for non-business students.</li> <li>○ Restricting access to upper-year courses to majors, minors, and students for whom the courses are program or professional requirements.</li> <li>○ Building up the use of minors as a means of controlling the quality of non-business students seeking access to the School's offerings.</li> <li>○ Increasing internship and other experiential education opportunities.</li> <li>○ Launching new specialized programs/certificates in accounting, auditing, personal financial planning, investment management and perhaps governance, taxation, and marketing.</li> <li>○ Reducing class size.</li> </ul> </li> <li>• Enhancing the student experience by:               <ul style="list-style-type: none"> <li>○ Using the fact that it does not use TAs in the classroom in its promotional materials to illustrate teaching quality and differentiate itself from other schools.</li> <li>○ Enhancing student recruitment by holding regular open houses.</li> </ul> </li> </ul>	

- Using in-house academic advisors that specialize in the School’s programs, instead of Faculty-level advisors.
- A further challenge deals with enhancing faculty experience. This entails:
  - More conference funding and research supports.
  - Encouraging a more research-intensive culture

<b>STATISTICAL SNAPSHOT: SCHOOL OF ADMINISTRATIVE STUDIES</b>					
		<b>2008-09</b>	<b>2009-10</b>	<b>LAPS</b>	
				<b>(09-10)</b>	
<b>Student Enrolment</b>					
	Majors	3,040	3,174	25,185	
	MA	41	52	1,035	
	PhD	0	0	832	
	Undergraduate FTEs	3,100.7	3,381.2	20,928	
	Graduate FTEs	26.2	33.9	1,422	
<b>Student Internationalization</b>					
	% of majors - international	12.9%	15.0%	6.9%	
	% of MA students - international	0.0%	3.8%	6.2%	
	% of PhD students - international	0.0%	0.0%	8.5%	
<b>Ugrad Student Intakes</b>					
	% that are direct entry	39.4%	27.4%	44.4%	
	% above 80% GPA	100.0%	97.5%	38.4%	
	% below 75% GPA	0.0%	0.0%	23.0%	
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	52.7%	40.9%	46.3%	
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	62.17	58.17	618.99	
	Contract Faculty Complement (FTE)	48.41	62.44	404.54	
	Technical & Support Staff Complement (FTE)	14.00	14.00	142.00	

<b>DEPARTMENT OF ANTHROPOLOGY</b>	
<p><b>10 Year Vision</b></p> <p><i>Our ten-year vision is to remain Canada’s largest and most innovative department of socio-cultural anthropology. Our size will not betray our commitment to providing the best student &amp; faculty experience, as we build local, national, and international networks of teaching, research and service to our communities.</i></p> <p><i>The Department has four clusters of research strength: a) Knowledge Systems; b) Health, Illness &amp; the Body; c) Representation, Identity &amp; Performance; and d) Power, Politics &amp; Development.</i></p>	<p><b>Excellence/Distinction</b></p> <p>In 2020 the Department aspires to remain Canada’s leading Socio-Cultural Anthropology Department, in terms of student enrolment size and research footprint. Within the broader Anthropology discipline, the Department aspires to be one of Canada’s top four departments.</p> <p><b>Current Status</b></p> <p>In 2010, the Department is Canada’s leading Socio-Cultural Anthropology Department. Within the broader Anthropology discipline, the Department is one of Canada’s top four.</p> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>The University of Toronto is Canada’s foremost comprehensive (ie, all four fields of the discipline) Anthropology department. Other leading comparators are McGill, Alberta, Montréal, Concordia, and Carleton. The latter two are also the key comparators within the Department’s Socio-Cultural Anthropology niche.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Through a survey (46% response rate), undergraduate Anthropology students state that they are challenged by what they learn and are confident that these skills, intercultural knowledge and understanding will serve them well as they move from a memorable undergraduate experience into their professional lives beyond York.</li> <li>• Both undergraduate and graduate students play an active role in formal processes of faculty hiring, tenure and promotion, Departmental meetings, and program reviews.</li> <li>• Since 2002, 90% of PhD graduates have at least one publication.</li> <li>• The 2009-10 Departmental Research Seminar is in its inaugural year, and consists of weekly talks by department faculty and doctoral students.</li> </ul>	
<p><b>Challenges</b></p> <p>To improve the Student Experience, the Department aims to:</p> <ul style="list-style-type: none"> <li>• Expand access to the Department’s programming via on-line and part-time courses.</li> <li>• Create an ASA meeting place and information centre within the department to forge a more intellectually active community for students.</li> <li>• Refashion the department website to include video clips of faculty members discussing their research as sociocultural anthropologists and provide a sense of the real world applicability of anthropology.</li> <li>• Provide a link on the department website to a ‘virtual Anthropology lounge’ to enhance student’s communication with one another.</li> <li>• Develop a department Facebook page to facilitate the distribution of information.</li> </ul> <p>To improve the Faculty Experience, it aims to:</p> <ul style="list-style-type: none"> <li>• Ensure faculty at all ranks achieve a balance in their teaching core courses and more specialized</li> </ul>	

offerings

- Revive the position of Departmental Research Officer.
- As with other LA&PS units, the Department seeks complement hirings.

To enhance Academic Programming, it aims to:

- Explore the possibility of developing a General Education course in sociocultural anthropology.
- Consider developing a Certificate in Public Anthropology.
- Consider providing a part-time degree option with courses in the evening and summer sessions.

To building Community and Internationalism, it aims to:

- Reintroduce updated Area Studies courses to the Department’s curriculum and pursuing greater collaboration with LA&PS Area Studies programs and with ORUs to enhance delivery of our place-based curricular knowledge.
- Make better use of the University Experiential Education Office.
- Recruit more international graduate students if it is feasible to do so..
- Pursue an initiative to develop an exchange program/field school in Belize.
- Continue to engage with major collaborative initiatives linking research and teaching across international borders.
- Increase knowledge mobilization by drawing on the Department’s research networks to develop closer ties with policy agencies, arts councils, museums, religious institutions, and ethnic associations to integrate community dialogue relationships into its pedagogy.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF ANTHROPOLOGY</b>					
		2008-09	2009-10	LAPS	
				<b>(09-10)</b>	
<b>Student Enrolment</b>					
Majors		347	301	25,185	
MA		31	31	1,035	
PhD		33	35	832	
Undergraduate FTEs		418.0	480.7	20,928	
Graduate FTEs		54.9	55.3	1,422	
<b>Student Internationalization</b>					
% of majors - international		3.2%	3.4%	6.9%	
% of MA students - international		6.5%	3.2%	6.2%	
% of PhD students - international		9.1%	12.5%	8.5%	
<b>Ugrad Student Intakes</b>					
% that are direct entry		24.6%	35.9%	44.4%	
% above 80% GPA		26.7%	7.1%	38.4%	
% below 75% GPA		26.7%	35.7%	23.0%	
<b>Courses</b>					
% of UG FTEs taught by FT faculty		23.4%	47.5%	46.3%	
<b>Faculty &amp; Staff</b>					
FT Faculty Complement (FTE)		19.10	19.50	618.99	
Contract Faculty Complement (FTE)		8.20	7.52	404.54	
Technical & Support Staff Complement (FTE)		3.00	3.00	142.00	

<b>DEPARTMENT OF COMMUNICATION STUDIES</b>	
<p><b>10 Year Vision</b></p> <p><i>Over the next ten years our Department will continue to build upon both our current strengths and Canada's rich history of critical Communication Studies to offer a program centred on public communication, with a particular focus on media and cultural criticism. Drawing upon the legacies of the Toronto School (Marshall McLuhan and Harold Innis), Joseph Atkinson's commitment to social justice, and Toronto's rich media environment, we want to extend and renew the critical intellectual traditions that focus on the symbiotic relationship between media, technology and social structures and processes in Canada and internationally, with a particular eye to issues of social justice in this context.</i></p> <p><i>The Department will design its programs along three core streams: Politics and Policy; Critical Technology Studies, and Media and Culture.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aspires to be one of the top five Communication Studies Departments in Canada in terms of student quality and research profile. Its developing focus on the critical dimensions of public media and media technologies affords a unique position among Canadian communication programs, particularly in terms of the way the three core streams of the curriculum develop linkages between current research and lived contexts, and provide opportunities for experiential learning and establishing relationships between theoretical knowledge and everyday experience. The Department should continue to build on a sustained record of publication and funding in its areas of teaching and research.</p>
	<p><b>Current Status</b></p> <p>In 2010 the Department is unique in the GTA for its emphasis on analysis of the public dimensions of media and communication. It offers an increasingly rigorous but flexible curriculum designed to accommodate interdisciplinary study, attract students at both national and international levels, and encourage student success. Its faculty are nationally and internationally recognized as both superior scholars and teachers.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Most Communication Studies departments take either a vocational approach (geared to preparing students for employment) or a mixed approach (combining both a theoretical and a professional dimension to prepare students for both reflective practice and graduate studies). The leading national institutions (Concordia and Simon Fraser) belong to the latter type. York's Department is similarly focused in this direction but it is unique in offering students the ability to specialize in two of three core critical interdisciplinary streams.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Only academic communication program in the GTA and only one in Ontario that offers the variety of double-major options and iBA.</li> <li>• Highly engaged faculty in terms of research, community and policy involvement.</li> <li>• The Department's curriculum provides a holistic, balanced, comprehensive, integrated, critically reflective and engaged perspective on the field and practice of communication. Its three overlapping themes provide a comprehensive overview of the field and exemplify its interdisciplinarity.</li> <li>• The Department has a motivated faculty with a strong record in teaching and research, and its undergraduate program is one of the most popular in the Faculty.</li> </ul>	
<p><b>Challenges</b></p> <p>Given its new Departmental status, the Department aims is to develop a more integrated, rigorous, and intellectually challenging program that spans both the undergraduate and graduate levels. Specifically:</p> <ul style="list-style-type: none"> <li>• Developing the program such that it will more specifically address the needs of communication majors. Consequently, over the next few years the Department should begin limiting enrolment</li> </ul>	

in second year and upper level courses.

- Improving the student/faculty ratio, which is currently amongst the highest in LA&PS.
- Over the next five years the Department would like to reduce the number of communication majors (both major 1s and major 2s) from approximately 800 to 600 and, perhaps, 500 over ten years. It will also endeavour to deliver approximately the same number of FFTE's as it does now - about 550.
- The Department would like to anchor the Graduate Program in Communication and Culture, which is 30-50% taught by members of the Department.
- The Department would like to raise the number of international undergraduate students from the current level of 6% to 10% over ten years.

To solidify its research profile, the Department will work to:

- Establish three Research Chairs, one to anchor each of the streams.
- Establish, if resources permit, a new Centre for the Study of Public Media, which could help organize and develop continuing and experiential learning opportunities, conferences, visiting professorships, industry scholarships, and University/community partnerships.

To improve the student experience, the Department will aim to:

- Develop more physical space that provides students a sense of physical community and expand the computer lab to include small media production facilities.
- Schedule as many courses and seminars as possible within TEL to create student circulation in the building, as well as provide students with lockers there.
- Create a student resource centre, with a mini-library of journals, newspapers, and alternative media, and a glass walled lounge with books on the third floor of TEL.

STATISTICAL SNAPSHOT: DEPARTMENT OF COMMUNICATION STUDIES					
		2008-09	2009-10	LAPS (09-10)	
<b>Student Enrolment</b>					
	Majors	440	612	25,185	
	MA	0	0	1,035	
	PhD	0	0	832	
	Undergraduate FTEs	519.3	558.6	20,928	
	Graduate FTEs	0.0	0.0	1,422	
<b>Student Internationalization</b>					
	% of majors - international	5.3%	6.4%	6.9%	
	% of MA students - international	0.0%	0.0%	6.2%	
	% of PhD students - international	0.0%	0.0%	8.5%	
<b>Ugrad Student Intakes</b>					
	% that are direct entry	61.9%	53.7%	44.4%	
	% above 80% GPA	41.2%	34.9%	38.4%	
	% below 75% GPA	10.7%	15.1%	23.0%	
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	79.0%	72.6%	46.3%	
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	12.10	13.00	618.99	
	Contract Faculty Complement (FTE)	NA	4.20	404.54	
	Technical & Support Staff Complement (FTE)	3.50	3.50	142.00	

Note: the number of majors is calculated as 100% of Major 1s and 50% of Major 2s.

<b>DEPARTMENT OF ECONOMICS</b>	
<p><b>10 Year Vision</b></p> <p><i>York's Economics department will be amongst Canada's leading Economics departments, focusing its efforts on:</i></p> <ul style="list-style-type: none"> <li>(a) <i>Research and Scholarship: To advance our understanding of Economics.</i></li> <li>(b) <i>Specialist Education: To offer a high quality undergraduate and graduate curriculum, preparing our students for professional practice, graduate study, or academic careers.</i></li> <li>(c) <i>Liberal Education: To expose students to Economic concepts and frames of analysis as part of a well-rounded liberal education.</i></li> </ul>	<p><b>Excellence/Distinction</b></p> <p>By 2020, York's Economics department aspires to be one of Canada's top five Economics departments, in terms of research output, and will have carved out an additional niche in Empirical Economics.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010, available evidence suggests that the Department ranked in the top six of Canadian Economics departments a decade ago, but now is probably in the top 10-12. This ranking is based upon publication activity.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>UBC is widely recognized as Canada's leading Economics department. Other leading departments are UofT, Queens, Université de Montréal, Simon Fraser, Western, McGill and McMaster.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• A very strong group of scholars working in Economic Theory and Econometrics, and an emerging strength in Empirical Economics. With careful planning, selective appointments in all areas and ongoing support to Empirical Economics, the Department could rise to further prominence within the profession.</li> <li>• Steady research contributions. Over the last nine years the Department members have published approximately 20 papers per year with evidence of a recent rate increase. In any year, 9 new or continuing research grants are held by members of the Department.</li> <li>• International students make up 26% of the enrollment in the Department.</li> <li>• The Department has the most experienced support staff in LA&amp;PS, in terms of employment seniority.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• To rank in the top 5 of all Canadian economics departments, the Department will invest in new faculty, especially in and in support of Empirical Economics.</li> <li>• The Department will improve the extent and quality of the student experience in terms of engagement, academic programming and delivery of curricula.             <ul style="list-style-type: none"> <li>○ The Department proposes to undertake regular survey sampling of its current students and graduates</li> <li>○ The Department proposes to introduce a Chair position in Modern Pedagogy in Economics.</li> <li>○ The Department will continue to provide computer labs, work areas and an office for the Economics Student Association.</li> <li>○ The Department will provide career information to undergraduate and graduate students.</li> <li>○ The Department will begin work on implementing a Certificate in Applied Modeling extension to the MA program with the goal of enhancing the job opportunities for its graduates.</li> <li>○ The Department will work to reduce the amount of time that Ph.D. students stay in program before graduation.</li> <li>○ Finally, the Department will attempt to reduce the size of upper level classes.</li> </ul> </li> <li>• The Department will expand its outreach to local community groups and the community of</li> </ul>	

- economists in the greater Toronto area.
- The Department will extend its contact with practicing economists in the GTA. This will help, in part with job placement for its graduates (perhaps after internship programs) and with joint research projects.
  - The Department has plans to mount a re-certification program for practicing economists through Continuing Education. This program would naturally feed into an expanded MA Certificate in Applied Modeling.
  - The Department will maintain and seek to expand academic program and research links with other departments and faculties within the University.
    - The Department has already worked with HRM and the Faculty of Health to provide program planning and course support in labour and health economics.
    - The Department will consider a joint MA in Finance and Economics with Schulich.
    - The Department will consider creating a multi-faculty centre for research in panel and longitudinal data.
  - The Department will initiate and otherwise support efforts to locate and secure outside sources of funds for the Department, the Faculty and the University.
    - The Department has begun to work closely with the York Foundation in an effort to attract the intellectual, mentoring and financial support of our alumni who number 13,873 to the end of 2009.
    - The Department will continue to urge faculty members to seek financial support for their research and students from, but not limited to, granting agencies and government departments.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF ECONOMICS</b>					
		2008-09	2009-10	<b>LAPS</b>	
					<b>(09-10)</b>
<b>Student Enrolment</b>					
	Majors	1,776	1,966	25,185	
	MA	48	60	1,035	
	PhD	24	26	832	
	Undergraduate FTEs	1,508.8	1,578.6	20,928	
	Graduate FTEs	69.4	86.2	1,422	
<b>Student Internationalization</b>					
	% of majors - international	24.8%	25.9%	6.9%	
	% of MA students - international	35.4%	23.3%	6.2%	
	% of PhD students - international	16.7%	19.2%	8.5%	
<b>Ugrad Student Intakes</b>					
	% that are direct entry	27.6%	37.8%	44.4%	
	% above 80% GPA	34.7%	26.2%	38.4%	
	% below 75% GPA	15.8%	17.2%	23.0%	
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	61.1%	53.6%	46.3%	
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	40.10	39.30	618.99	
	Contract Faculty Complement (FTE)	13.30	13.00	404.54	
	Technical & Support Staff Complement (FTE)	10.00	10.00	142.00	

<b>DEPARTMENT OF ENGLISH</b>	
<p><b>10 Year Vision</b></p> <p><i>We envision the York’s Department of English to be an intellectually vibrant and internationally-renowned community of scholars, writers, teachers, and students. At the heart of our program is the integrated academic pursuit of four Cs—everything <b>Canadian, Contemporary, Critical, and Creative.</b></i></p> <p><i>The <b>Canadian</b> sobriquet situates the Department as a centre of Canadianist excellence. The <b>contemporary</b> element captures the Department’s strength in post-1800 literature, as well as its penchant for viewing literary periods through contemporary cultural lenses. The <b>critical</b> element encapsulates both the critical thinking mandate of Liberal Arts, as well as an orientation towards theorized approaches and postmodern epistemologies. <b>Creative</b> describes not only the traditional belletristic forms of writing, but the opening up of new possibilities of thought in and among all fields.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020, the Department aspires to be recognized as the most critically innovative English Department in Canada. It aims to be among the elite departments in North America, and at the top in critical theory as well as in Canadian, contemporary, and post-colonial literatures. By the 10-year mark it anticipates that about 10% of its faculty will have developed into world-renowned scholars.</p> <p><b>Current Status</b></p> <p>In 2010, the Department is a solid department, with the potential to achieve national prominence. It is also one of Canada’s top 5 departments in post-19<sup>th</sup> century world literatures in English.</p> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>The Department compares itself with other critical-leaning English Departments in Canada, which probably form the largest group of English Departments in Canada. Within this group, the Department is in the top 10 in terms of faculty and student enrolment size.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The Department’s Professional Writing Program has the potential to becoming the best of its kind in Canada.</li> <li>• The Department has recently re-established a presence in Creative Writing, integrating award-winning poets and novelists in its program.</li> <li>• York English is one of Canada’s key literary faculties in transnational literatures. Having been a leader in the Canadian development of “commonwealth” studies, York’s faculty will maintain their cutting edge in research into and teaching of the writings of diasporic and indigenous peoples and communities, theories of imperialism and its resistance, and globalization studies.</li> <li>• In addition to Contemporary and Canadian Studies, the Department has faculty strengths in such fields as American literature, drama, feminist thought, gender studies and queer theory, book history, bibliographic theory, critical race theory, environmental theory, cultural studies, genre theory, poetics, and semiotics.</li> <li>• The Department’s newly redefined 1000-level courses will continue to provide entering students with clear articulations of the basic knowledge and skills necessary for success in the discipline of literary studies. To that end, courses will provide a common base of writing skills and an introduction to the critical interrogation of literature, as well as significant exposure to both canonical and non-canonical literary texts from all genres. From this base, students will have increasing opportunity to “self-stream” according to their interests.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• To maintain the Professional Writing Program’s integrity, full-time hirings will need to be prioritised.</li> <li>• The Department will need to work out appropriate relationships between the writing (creative and professional) and literature sides of the Department.</li> <li>• To foster a community of scholars, this community needs to share a common space. This entails consolidating the Department, currently distributed over four buildings, into a common space.</li> </ul>	

- The Department will need to establish and then act upon what its new emphasis on the ‘creative’ means both for curriculum and pedagogy.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF ENGLISH</b>					
		<b>2008-09</b>	<b>2009-10</b>		
				<b>LAPS</b>	
<b>Student Enrolment</b>				<b>(09-10)</b>	
Majors		2,392	2,296		25,185
MA		36	37		1,035
PhD		58	58		832
Undergraduate FTEs		1,340.8	1,216.0		20,928
Graduate FTEs		76.3	78.6		1,422
<b>Student Internationalization</b>					
% of majors - international		1.6%	1.2%		6.9%
% of MA students - international		2.8%	13.5%		6.2%
% of PhD students - international		5.2%	3.4%		8.5%
<b>Ugrad Student Intakes</b>					
% that are direct entry		62.9%	55.3%		44.4%
% above 80% GPA		46.2%	46.3%		38.4%
% below 75% GPA		9.4%	17.6%		23.0%
<b>Courses</b>					
% of UG FTEs taught by FT faculty		59.0%	65.1%		46.3%
<b>Faculty &amp; Staff</b>					
FT Faculty Complement (FTE)		48.17	44.97		618.99
Contract Faculty Complement (FTE)		24.51	24.83		404.54
Technical & Support Staff Complement (FTE)		9.00	9.00		142.00

<b>DEPARTMENT OF EQUITY STUDIES (DES)</b>	
<p><b>10 Year Vision</b></p> <p><i>The Department of Equity Studies addresses new issues and perspectives developed within the social sciences as academic researchers and teachers come to grips with the challenges of a multicultural and diverse Canada. The Department builds on a tradition of critical scholarship, engagement in the community, and an international reach, that members put to use to encourage students and to effect positive change.</i></p> <p><i>The Department has particular strengths in the broad area of social inequality and social justice, with concentrations in five teaching and research areas:</i></p> <ol style="list-style-type: none"> <li>(1) Human Rights and Equity</li> <li>(2) Globalization and Diaspora Studies</li> <li>(3) Indigenous decolonization and empowerment</li> <li>(4) Diversity and Multiculturalism</li> <li>(5) Racism, Culture, and Colonial Practices</li> </ol>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aspires for its programs to be solid contributors to the Faculty’s rich and intellectually diverse scholarly environment. As well, the department will focus on conducting rigorous research and policy analysis in their research concentration areas.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010, the Department occupies a specialized niche: it is one of the few schools or departments in Canada that is exclusively focused on equity studies at the undergraduate level.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>The University of Toronto and the University of Windsor are leading institutions in Equity Studies, whose practices inform the Department.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The program has internationally-reputed scholars in Diaspora studies.</li> <li>• The Department recently launched two promising programs, in Human Rights &amp; Equity Studies, and Race, Ethnicity, and Indigeneity Studies (REI).</li> <li>• The Department has taken leadership in the university in developing Indigenous Studies.</li> <li>• Linked Certificates in Anti-Racist Research &amp; Practice (CARRP), Refugee and Migration Studies, Indigenous Studies.</li> <li>• Chair in Multiculturalism is a five year agreement between the Universidade de Sao Paulo (Brazil), Universidade Federal de Sao Carlos (Brazil), the University of Pittsburgh (USA), and the Department of Equity Studies at York University (Canada), to promote academic cooperation, by means of the exchange of professors/researchers of each institution in the fields of cultural studies, multiculturalism and public policy.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• All but one of the Department’s faculty may retire by 2020. Faculty renewal will be a key challenge to sustain the Department.</li> <li>• Possible program realignment: the Department houses programming activities that are outside its equity focus, and which are more intuitively housed in the Social Science Department. Specifically,             <ul style="list-style-type: none"> <li>○ The Social Science Program is offered through the Department of Equity Studies instead of the Department of Social Science. This is needlessly confusing. The Faculty will consider transferring the program to the Department of Social Science, with the understanding that DES will continue to teach two streams (Equity and Social Theory, and Equity and Culture).</li> <li>○ The Department could scale back its General Education courses to 5-8 courses. It is understood that the Department of Social Science will also offer 6-credit General Ed courses that count towards satisfying the Social Science requirement.</li> </ul> </li> <li>• The Department will explore establishing distinct streams and fields in the areas of Critical Race and Diversity Studies, Diaspora Studies, Indigenous Studies, and Human Rights and Equity Studies and will protect the distinctive theoretical approaches and focus of each area while making delivery of the full program more cost-effective. Each of these areas could be developed into areas of concentrated</li> </ul>	

- study built on solid academic foundations
- The department will consider launching initiatives for students across Canada to engage in courses that relate to their degree in the areas of human rights and diversity. These exchanges will help bring students from other provinces to York, and allow our students to enrich their experience by studying elsewhere for a period.
  - The possibility of launching graduate programs in Diaspora Studies, Human Rights Studies, and Indigenous Thought will be considered once these have matured at the undergraduate level.
  - If Departmental resources permit, the establishment of a Centre for Diaspora Studies will be considered.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF EQUITY STUDIES</b>				
		2008-09	2009-10	LAPS (09-10)
<b>Student Enrolment</b>				
Majors		184	286	25,185
MA		0	0	1,035
PhD		0	0	832
Undergraduate FTEs		776.8	627.2	20,928
Graduate FTEs		0.0	0.0	1,422
<b>Student Internationalization</b>				
% of majors - international		2.7%	0.4%	6.9%
% of MA students - international		0.0%	0.0%	6.2%
% of PhD students - international		0.0%	0.0%	8.5%
<b>Ugrad Student Intakes</b>				
% that are direct entry		25.0%	43.4%	44.4%
% above 80% GPA		42.9%	38.5%	38.4%
% below 75% GPA		14.3%	30.8%	23.0%
<b>Courses</b>				
% of UG FTEs taught by FT faculty		39.3%	37.5%	46.3%
<b>Faculty &amp; Staff</b>				
FT Faculty Complement (FTE)		11.61	11.93	618.99
Contract Faculty Complement (FTE)		7.65	12.27	404.54
Technical & Support Staff Complement (FTE)		3.00	3.00	142.00

<b>FOUNDERS COLLEGE</b>	
<p><b>10 Year Vision</b></p> <p><i>Founders will continue to act as a welcoming 'neighbourhood' within the broader York cosmopolis. In addition to hosting events and providing co-curricular programming for students in 'Self, Culture and Society' themed programs, the College hosts the University's international students, visiting faculty, and internationally-minded students through its International House.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the College aspires to be an indispensable 'student life' platform for its affiliated departments/schools, serving as the foundation for student orientation, student engagement, and student development, particularly (but not exclusively) for first year students.</p>
	<p><b>Current Status</b></p> <p>In 2010 the College is a lively community of faculty, staff and students affiliated with twenty-four LA&amp;PS programs. Through co-curricular activities and peer-mentoring/advising programs it, contributes to student engagement and success,.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Unlike Glendon College at York or Colleges at University of Toronto, Founders College does not offer courses. The College has also just assumed greater responsibility for first-year students associated with its affiliated academic units.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The College organizes a broad array of events and services to support the student experience, ranging from new student orientation and peer-mentoring for 1<sup>st</sup> year students, speaker series general academic advising, to cultural events .</li> <li>• The College has a diverse group Fellows, who participate in activities and/or available as advisors/mentors for students.</li> <li>• The College provides financial and space supports for some student clubs and associations, that in turn help students socially and co-curricularly.</li> <li>• The College provides lounges, meeting rooms, and other space for students to connect, and build communities.</li> <li>• Some affiliated programs are housed in the College.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Establishing the International House will be a significant challenge. The Founders residence will need significant improvements, and collaboration with several academic and service offices will be required.</li> <li>• College-based academic orientation will require that more orientation events be held at the College.</li> <li>• Clearly defining the role of College academic advisors in order to ensure effective collaboration with the Faculty's advising services.</li> <li>• The College will consider ways to reach, through its events and services, a higher proportion of its students.</li> </ul>	

<b>DEPARTMENT OF FRENCH STUDIES (DFS)</b>	
<p><b>10 Year Vision</b></p> <p><i>The Department excels in preparing students to be effective life-long learners of French, to acquire the skills in critical thinking and effective communication that will prepare them to face the complexity of the future while benefiting from the quality of faculty members' research and scholarship, innovative teaching, and participation in service to York University.</i></p> <p><i>To achieve this, we endeavour to create on the Keele campus an inviting and diverse French-speaking environment which will allow students to become confident, competent, resourceful users of French who are aware of the traditions and the complex identities within the francophone world.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aspires to be one of the top ten undergraduate French Studies programs in English Canada, in terms of student enrolment size.</p> <p><b>Current Status</b></p> <p>In 2010, French Studies is a solid contributor to the Faculty's rich and diverse academic tapestry.</p> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>In the GTA, the Department is in the shadow of higher visibility institutions, notably Glendon (also at York) and the University of Toronto.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The Language section of DFS has long-standing strengths in curriculum, second-language methodology, language for business and communication, and in the teaching of written and oral expression and cultural competency. As well, DFS language instructors have expertise in the use of technology (Multimedia Language Centre).</li> <li>• Linguistics strengths include the study of phonetics, prosody, morphosyntax and grammaticalization, as well as semantics, pragmatics, discourse and conversation analysis, and second language acquisition.</li> <li>• In the Literature section, several book publications in the areas of Seventeenth century narrative and various literary genres in the writings of the Nineteenth and Twentieth centuries, including Francophone literature and essay discourse.</li> <li>• All courses are taught in French, to facilitate students' French-language use and retention.</li> <li>• Strong commitment to service. DFS has supplied three college masters or acting masters, two Faculty Council vice-chairs/chairs, one YUFA president, one University advisor on the status of women, and one associate dean.</li> </ul>	
<p><b>Challenges</b></p> <p>It appears that the Department needs to successfully meet three core challenges in order to accomplish its vision:</p> <ol style="list-style-type: none"> <li>1. Offer to majors a well-articulated set of courses that provide a strong background in the disciplinary areas of French Studies and that develop capacities for critical thinking and effective communication in French.</li> <li>2. Offer articulated series of courses to the diverse group of non-majors, including immersion and francophone students, enrolled in the rich array of programs available on the Keele campus, who wish to maintain and develop their level of proficiency in French and enhance their knowledge of cultures and traditions of the francophone world.</li> <li>3. Support graduate students and train them for the academic and related professions, through various academic experiences: teaching, learning, research, and collaborative involvement in scholarly activities and in departmental life (N.B. <i>the graduate program M.A. and newly approved Ph.D. are housed at Glendon</i>).</li> </ol> <p>These challenges could entail achieving the following:</p> <ul style="list-style-type: none"> <li>• an improved ratio of full-time to contractual colleagues;</li> </ul>	

- an increase in the number of majors (to the 250-275 range);
- collaboration with Glendon to increase course selection (in linguistics and literature) through coordinated scheduling, and enhance quality program for majors with the option of exploring a true Specialized Honours;
- an increase in the number and variety of courses offered to non-majors, i.e. as certificates, or courses in language and culture or in French for Special Purposes, or a minor in French Language;
- greater flexibility for students through the introduction of courses offered during evening timeslots, and/or online format or blended format, greater selection of summer courses; some exploration of offering courses within General Education or within Continuing Education;
- greater visibility of French through the promotion of various language immersion-type opportunities (e.g. exchange, service learning, experiential learning);
- the establishment of a promotional infrastructure to contact prospective incoming students as well as to stay in touch with alumni with a view to ongoing improvement of program and course offerings;
- increase in departmental space to meet the needs of undergraduate and graduate students, with space configured so as to promote learning communities, faculty student interactions and graduate/undergraduate interactions;
- revitalized faculty complement fully engaged in scholarship, teaching and participation in revised governance structures that align service commitments with LA&PS administrative and council structures and departmental priorities (i.e. five standing committees devoted to Research and Scholarship; Curriculum; Teaching and Learning; Student Affairs; and Executive implementation);
- a smoothly functioning administrative support team in DFS offices.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF FRENCH STUDIES</b>					
		<b>2008-09</b>	<b>2009-10</b>	<b>LAPS</b>	
				<b>(09-10)</b>	
<b>Student Enrolment</b>					
	Majors	222	223	25,185	
	MA	0	0	1,035	
	PhD	0	0	832	
	Undergraduate FTEs	238.7	256.2	20,928	
	Graduate FTEs	0.0	0.0	1,422	
<b>Student Internationalization</b>					
	% of majors - international	3.3%	1.0%	6.9%	
	% of MA students - international	0.0%	0.0%	6.2%	
	% of PhD students - international	0.0%	0.0%	8.5%	
<b>Ugrad Student Intakes</b>					
	% that are direct entry	51.2%	48.9%	44.4%	
	% above 80% GPA	48.6%	45.2%	38.4%	
	% below 75% GPA	8.1%	25.8%	23.0%	
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	56.7%	53.2%	46.3%	
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	18.70	17.00	618.99	
	Contract Faculty Complement (FTE)	9.00	10.63	404.54	
	Technical & Support Staff Complement (FTE)	4.50	3.00	142.00	

Note: the MA and PhD students are counted in the Glendon statistics since the graduate program in Francophone Studies is housed at Glendon

<b>DEPARTMENT OF GEOGRAPHY</b>	
<p><b>10 Year Vision</b></p> <p><i>We contribute to better understandings of interrelated human and biophysical worlds through research, teaching, and service. In our teaching we foster critical awareness of geographical issues, encourage hands-on learning experiences, and provide the conceptual and technical skills necessary for advanced study and professional career development. In our research we strive to discover, interpret, disseminate, and apply knowledge about the processes that transform human and biophysical ecologies. As public intellectuals we aim to make a difference in the world where we teach and conduct research.</i></p> <p><i>We are determined to consolidate our strengths in these areas and become disciplinary leaders in:</i></p> <ul style="list-style-type: none"> <li>-Student retention rate</li> <li>-Graduate student quality</li> <li>-International student applications</li> <li>-Socially-engaged and critical scholarship</li> <li>-Research funding</li> <li>-Research productivity</li> <li>-Collegiality and university citizenship.</li> </ul>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aims to be among the top three Geography departments nationally. It aims to be recognized as a world leader in teaching and research emphasizing the physical geography of Northern environments, immigration &amp; urban diversity, and political economy &amp; political ecology at the international scale.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010, the Department can already be justifiably ranked within the top five departments in Canada in consideration of its undergraduate program size, scholarships to graduate students, faculty research output, and grants awarded.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>As the leading mid-size geography department in terms of faculty complement, the Department teaches the largest number of honours students nationally and the second largest number of majors next to the University of Toronto. Its doctoral program is the fifth largest after Toronto, UBC, Waterloo, and Queens. The Department is arguably the best in the field of political economy and political ecology, and the second best, after UBC, in immigration and urban diversity.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The Department excels in teaching and researching the biophysical processes shaping the physical geography of Northern environments. It is nationally and internationally recognized as a leading centre for teaching and research on immigration and urban diversity, and the political economy and political ecology of Asia and Africa.</li> <li>• The Department is known for its work on challenging geographies that address some of the most pressing issues facing humankind today, including rapid environmental change and diverse forms of social and environmental injustice.</li> <li>• The Department attracts the strongest domestic and international applicants to its graduate program in critical human geography.</li> <li>• The Department’s members have produced an impressive body of scholarly work. In just a six year period (2003-2009) they produced 260 refereed journal articles, 80 book chapters, 7 edited/co-edited collections, 4 books, 82 refereed papers in conference proceedings, 28 invited contributions, 418 conference paper and poster presentations, and 78 other publications.</li> <li>• The Department enjoys a high degree of collegial cohesion among its faculty members who embed their research into teaching, intellectually invigorate and socially engage their students who find their professors open and accessible.</li> </ul>	

**Challenges**

- Within this decade, the Department aims for a slight rebalancing in favour of its physical/environmental science stream. This entails an expanded Physical Geography faculty in order to provide undergraduate programs that uniquely integrate physical and social sciences in the analysis of place-based environmental and social problems.
- The Department aims to enhance the student experience by adjusting its FT/PT faculty ratio from 40:60 to 60:40. This will ensure that it continues to attract the strongest domestic and international student applicants.
- The 2007-08 OCGS review noted that faculty renewal in the Biophysical Processes area was essential to the future life of the Graduate Program, and the Program will have to report to OCGS on progress made in 2011.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF GEOGRAPHY</b>					
		2008-09	2009-10	LAPS	
		<b>(09-10)</b>			
<b>Student Enrolment</b>					
Majors		531	506	25,185	
MA		42	41	1,035	
PhD		34	38	832	
Undergraduate FTEs		595.4	599.4	20,928	
Graduate FTEs		49.4	49.7	1,422	
<b>Student Internationalization</b>					
% of majors - international		0.6%	1.6%	6.9%	
% of MA students - international		2.4%	4.9%	6.2%	
% of PhD students - international		23.5%	28.9%	8.5%	
<b>Ugrad Student Intakes</b>					
% that are direct entry		37.5%	49.2%	44.4%	
% above 80% GPA		34.5%	24.4%	38.4%	
% below 75% GPA		24.1%	29.3%	23.0%	
<b>Courses</b>					
% of UG FTEs taught by FT faculty		40.4%	48.1%	46.3%	
<b>Faculty &amp; Staff</b>					
FT Faculty Complement (FTE)		20.90	20.30	618.99	
Contract Faculty Complement (FTE)		10.95	12.40	404.54	
Technical & Support Staff Complement (FTE)		9.88	9.88	142.00	

<b>DEPARTMENT OF HISTORY</b>	
<p><b>10 Year Vision</b></p> <p><i>The Department of History has long been recognized nationally and internationally as an excellent History department, with a strong research and teaching culture. It is currently one of the very best in Canada, with a wide range of research and teaching fields. Over the next decade it wishes to build considerably on its existing strengths and become unquestionably the leading History Department in Canada and at the same time an internationally renowned centre of excellence in historical research and teaching at both the undergraduate and graduate levels. If provided with the resources necessary to achieve this, the Department would be well placed to play a leading role in rehabilitating York's reputation both nationally and internationally and provide leadership for a vibrant new Faculty of Liberal Arts and Professional Studies.</i></p> <p><i>In the next decade the Department wishes to emphasize and develop still further its particular strengths in the following areas:</i></p> <ul style="list-style-type: none"> <li><i>(1) Canadian history;</i></li> <li><i>(2) social and cultural history (including gender and labour history);</i></li> <li><i>(3) the history of Empires, race and diasporas; and</i></li> <li><i>(4) to build on its emerging profile in the field of health and the environment.</i></li> </ul>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aspires to be Canada's foremost History Department, in terms of its research footprint, the eminence of its scholars, the size and quality of its graduate program, and its leadership in Canadian history, social/cultural history, the history of Empires, race and diasporas, and the history of health and the environment.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010 the Department is arguably Canada's best History Department, a distinction that the Department aims to make unquestionable within 10 years.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Most History Departments across the world are defined by a set of fields based on geography and/or period. This has been the case at York with the History Department of the former Faculty of Arts and the new History Department in LA&amp;PS, with fields in Ancient History, Medieval/ Early Modern Europe, Modern Europe, Britain, Canada, U.S., Africa, Latin America &amp; the Caribbean, and East Asia, and a commitment to teach Islamic History. Across this broad temporal and regional canvass, the Department has built up considerable thematic strengths that cut across several geographic/chronological fields.</p> <p>North America's leading History departments are the Department's reference group. These include the University of Alberta, UBC, the University of Toronto, UCLA, the University of Michigan, and Ohio State University.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The Department is composed of a distinguished group of tenured or tenure-stream faculty, the overwhelming majority of whom have a strong international reputation and excellent research output. The Department includes three Tier-1 Canada Research Chairs and four endowed Chairs: the Hellenic Heritage Foundation Chair in Modern Greek History, the Avie Bennett-Historica Chair in Canadian Political History, the Silber Family Chair in Modern Jewish Studies, and the Shiff Chair in Canadian Jewish History.</li> <li>• The Department places considerable emphasis on being diverse, on crossing traditional boundaries and being socially engaged in both its research and teaching. Although it is strong in several traditional geographic/chronological areas (not least in Canadian History, British History, Ancient History, Pre-modern and Modern European History), the Department emphasizes its collective thematic strengths, bringing together the research and teaching expertise of colleagues working across traditional boundaries within the discipline of History.</li> <li>• The undergraduate and graduate curricula in History are marked by courses diverse across time and space, and are reflective of the multi-ethnic context in which York University is situated.</li> <li>• The Department is particularly committed to its innovative first-year program, with a series of thematic</li> </ul>	

courses emphasizing the key tools and theoretical approaches relevant to the study of History, and to its insistence on small research seminars as a culminating experience for all its undergraduate History Majors.

- The Graduate Program in History is one of the strongest in Canada, and is recognized internationally. It has one of the two largest concentrations in Canada of students working towards a PhD in History, many working in innovative, transnational fields.

**Challenges**

- The Department may lose 44% of its current full-time faculty in the period 2010-2020. This will make the strategic renewal of its tenure-stream faculty complement a major priority.
- The Department requires space that will accommodate its academic needs. This entails an enhanced computer lab, graduate social space, more TA offices, more faculty offices (to consolidate the Department in one location), undergraduate student lounge, and an office for the Undergraduate History Students Association.
- The Department will need an organizational structure that will support its academic needs. This may entail establishing two Departmental coordinators; one for Teaching & Learning, and the other for International Affairs.
- The Department will aim to reach out to its alumni, a key source of community strength, by working to develop a History Alumni Association in concert with University partners.
- The Department will increase the number of international students, commensurate with its growing international reputation and standing.
- The Department will emphasize excellence over further growth in its graduate program.
- The Department will fine-tune its curriculum for the new decade, including reviewing the credit requirements for its honours major and specialized major, as well as determining whether to allow its 1000- level courses to count as General Education courses.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF HISTORY</b>				
		2008-09	2009-10	LAPS (09-10)
<b>Student Enrolment</b>				
Majors		1,433	1,380	25,185
MA		36	48	1,035
PhD		105	101	832
Undergraduate FTEs		921.4	918.9	20,928
Graduate FTEs		129.8	125.6	1,422
<b>Student Internationalization</b>				
% of majors - international		0.7%	0.5%	6.9%
% of MA students - international		2.8%	2.1%	6.2%
% of PhD students - international		2.9%	4.0%	8.5%
<b>Ugrad Student Intakes</b>				
% that are direct entry		64.7%	63.8%	44.4%
% above 80% GPA		46.3%	45.5%	38.4%
% below 75% GPA		12.9%	19.8%	23.0%
<b>Courses</b>				
% of UG FTEs taught by FT faculty		78.2%	76.5%	46.3%
<b>Faculty &amp; Staff</b>				
FT Faculty Complement (FTE)		44.57	43.93	618.99
Contract Faculty Complement (FTE)		12.40	12.00	404.54
Technical & Support Staff Complement (FTE)		6.60	6.60	142.00

<b>SCHOOL OF HUMAN RESOURCES MANAGEMENT (SHRM)</b>	
<p><b>10 Year Vision</b></p> <p><i>As researchers and educators, our collective goal is to extend the boundaries of organizational and management research and theory while simultaneously maintaining and developing the relevance of our work. Our research will address practical problems and issues and contribute centrally to intellectual and scholarly debates in the field. We will strive to develop a reputation for programs and curricula pertinent to the dynamic challenges of a globalized environment in a way that will enhance our reputation among, and responsiveness to, the needs of our various stakeholders, including students, employing organizations, and professional associations.</i></p> <p><i>It is our intent to be known for an innovative and incisive approach that will differentiate us from our competitors and establish us as a state-of-the-art, twenty-first century School of HRM with a global reputation for quality and relevance. This will offer our stakeholders a fresh and dynamic learning environment founded on a solid research base.</i></p>	<p><b>Excellence/Distinction</b> By 2020 the School aims to be the premier choice for tertiary-level HRM education in Canada and to be recognized as a top school for HRM globally.</p> <p><b>Current Status</b> In 2010 the School has the single largest group of HRM scholars in any Canadian university, all with robust research achievements and agendas. Its programs are unique, innovative and distinctive.</p> <p><b>Situating the Department in Relation to Other Institutions</b> The School's key comparators in Canada are Queen's, McGill, and the University of Toronto. The School is the national leader in terms of research output and undergraduate program size.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Research productivity is high. On average, HR scholars in Canada publish one journal article per year, while the School's scholars average two, making it the most prolific in Canada. In addition to quantity, the articles are typically published in higher-end journals.</li> <li>• Canada's largest undergraduate program, enabling three-semester programming (Fall, Winter, Summer) and an unmatched program breadth: 22 undergraduate courses; 86 sections.</li> <li>• A strong international orientation: the School's faculty have graduate degrees from many countries, over 50% of them publish with colleagues from other countries, they publish extensively in international journals, and over 90% of the conferences they attend are in other countries.</li> </ul>	
<p><b>Challenges</b></p> <p>Already a research leader, the School's core challenge is to build up the caliber of its student programs to match its research pre-eminence. This entails several tasks:</p> <ul style="list-style-type: none"> <li>• Gradually reduce the size of the BHRM program over a five-year period. These cuts are needed so as to improve the quality of the student population as well as to enhance class dynamics. When the program has a national reputation, attracting high quality students, then their plan is to grow marginally. In the undergraduate programs the high school cutoff score will be significantly higher than is currently the norm; acceptance rates in the MHRM will be less than 20%, and for the PhD it will be less than 5%.</li> <li>• The School will aim to have an improved FT/PT faculty ratio (close to 60:40); all PT faculty members will be academically qualified. Upper level class sizes will be reduced significantly based on our analyses.</li> <li>• The School aims to build an enhanced first-year program (orientation programs and other methods for developing engagement) for undergraduate students.</li> <li>• Students will be more fully integrated into the life of the School through student clubs, inclusion in strategic initiatives, and case competitions. Active alumni associations will be</li> </ul>	

- established for all programs. Innovative course structures and formats (i.e., combinations of online and in-class formats) which will be developed to encourage the engagement of our largely commuter-based student body.
- The School will aim to develop an internship program, with adequate support staff. An effort will be made to provide students with applied and practical experiences outside the classroom.
  - The School plans to offer more online courses and to increase web-based learning in all courses in the BHRM. We will also develop innovative ways to engage students in online fora.
  - In addition to the three main programs (BHRM, MHRM and PhD), the School should consider developing several minors at the undergraduate level, joint masters (with law and social work, for example) and a menu of high quality and strategically driven continuing education programs.
  - The International BHRM (iBHRM) program – to be launched within the next two years – should be small and of the highest quality, comprising students with demonstrated capabilities and quality.
  - At least 10% of its students should be international. It will aim to have exchange programs for faculty and students with leading universities globally.
  - The SHRM would like to be housed in a state-of-the-art building, with adequate classrooms appropriate for executive audiences, meeting places for faculty and students, and office space for faculty, graduate students, student organizations, and support staff.

<b>STATISTICAL SNAPSHOT: SCHOOL OF HUMAN RESOURCES MANAGEMENT</b>					
		2008-09	2009-10		LAPS (09-10)
<b>Student Enrolment</b>					
	Majors	858	944		25,185
	MA	71	80		1,035
	PhD	3	6		832
	Undergraduate FTEs	626.7	639.9		20,928
	Graduate FTEs	25.9	38.2		1,422
<b>Student Internationalization</b>					
	% of majors - international	5.4%	6.0%		6.9%
	% of MA students - international	0.0%	2.5%		6.2%
	% of PhD students - international	0.0%	0.0%		8.5%
<b>Ugrad Student Intakes</b>					
	% that are direct entry	65.4%	61.0%		44.4%
	% above 80% GPA	28.0%	28.0%		38.4%
	% below 75% GPA	12.0%	16.5%		23.0%
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	40.0%	32.2%		46.3%
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	12.18	12.20		618.99
	Contract Faculty Complement (FTE)	11.20	10.00		404.54
	Technical & Support Staff Complement (FTE)	5.00	4.00		142.00

<b>DEPARTMENT OF HUMANITIES</b>	
<p><b>10 Year Vision</b></p> <p><i>Building on its established strengths, the Humanities Department will contribute to the acculturation of new students to university learning, the training of advanced students in interdisciplinary scholarship, and the formation of a knowledgeable, capable and engaged citizenry with transferable skills and a capacity for leadership in the local and global community. Sustained by faculty dedicated to teaching and research, and supported by committed staff, the Department's curricular offerings will expose students to a diversity of perspectives and areas in the humanities that respond to society's needs, student interests and faculty strengths. The Department will provide a home to interdisciplinary programs centred in the humanities and will be open to the formation of new, dynamic undergraduate and graduate degree programs. Already one of the few interdisciplinary departments in North America dedicated to the study of the humanities, the Department will claim its place over the next decade as the centre for interdisciplinary research and teaching in the humanities in Canada.</i></p>	<p><b>Excellence/Distinction</b> By 2020, the Department aspires to remain Canada's foremost general humanities department, in terms of student enrolment, program breadth, and research footprint.</p> <p><b>Current Status</b> In 2010, the Department is Canada's foremost general humanities department, in terms of student enrolment, program breadth, and research footprint.</p> <p><b>Situating the Department in Relation to Other Institutions</b> The Department has no peers. It may be the only large, general humanities department in Canada.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Humanities offers courses in the day, in the evening, on weekends, in the summer, and by distance education. All General Education requirements and many degree programs in the Department may be taken through a combination of evening and summer courses.</li> <li>• In recent years, the Department has seen dramatic growth in the number of majors in the Children's Studies, Humanities and, to a lesser extent, Religious Studies programs. It configures its programming breadth to maximize students' academic opportunities</li> <li>• Humanities is committed to excellence in teaching. Full-time faculty in Humanities dedicate themselves to teaching both in their areas of expertise and in introductory General Education courses which attract students to interdisciplinary areas of study, including program core courses.</li> <li>• Humanities has a strong research profile, measured in terms of scholarly and creative publications and works, journal editorships, scholarly association presidencies, SSHRC and other internal and external awards, grants and honours, and involvement in York's Organized Research Units.</li> <li>• The Department's interdisciplinarity, and the cross-fertilization that comes about, stimulate scholarly activity. Good communication of who does what and active encouragement of intellectual exchange foster the Department's research culture.</li> <li>• The undergraduate program reviews that took place in 2007-2008 pointed to student satisfaction with the diversity of offerings and flexibility of programs in Humanities.</li> <li>• The Humanities Graduate Program and the new Science and Technology Graduate Program (shared with Natural Science) are unique in North America.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• The graduate Humanities program grew too quickly over the last four years. Given the limited number of faculty available to supervise students in high demand areas, the Department will reduce the number of MA and PhD students to a steady state of 70-80 students overall over the next decade. In addition, time to completion will be improved.</li> <li>• Some Humanities programs are currently small (thirty majors or less) but viable and the Department believes that they should be retained over the next decade.</li> <li>• In response to student demand, small or medium-sized programs such as Canadian Studies, Classical, Classics &amp; Hellenic Studies, Culture &amp; Expression, East Asian Studies, European Studies,</li> </ul>	

Jewish Studies, Religious Studies, Latin American and Caribbean Studies (shared with Social Science) and Science and Technology Studies (shared with Natural Science) may grow modestly, and the Department's hiring priorities will reflect this.

- Children's Studies has grown too quickly and the number of majors needs to be stabilized at a level appropriate to faculty resources. When the undergraduate program is stabilized, developing a graduate program in Children's Studies may be considered.
- Humanities has served as an incubator for new undergraduate programs over many years. Discussions about American Studies, Islamic Studies, and Diaspora Studies are underway.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF HUMANITIES</b>				
		2008-09	2009-10	LAPS (09-10)
<b>Student Enrolment</b>				
Majors		1,365	1,391	25,185
MA		32	29	1,035
PhD		51	56	832
Undergraduate FTEs		2,691.7	2,865.6	20,928
Graduate FTEs		67.0	70.8	1,422
<b>Student Internationalization</b>				
% of majors - international		2.0%	2.0%	6.9%
% of MA students - international		0.0%	3.4%	6.2%
% of PhD students - international		5.9%	3.6%	8.5%
<b>Ugrad Student Intakes</b>				
% that are direct entry		52.0%	52.4%	44.4%
% above 80% GPA		33.3%	34.6%	38.4%
% below 75% GPA		16.8%	19.8%	23.0%
<b>Courses</b>				
% of UG FTEs taught by FT faculty		43.7%	38.3%	46.3%
<b>Faculty &amp; Staff</b>				
FT Faculty Complement (FTE)		53.13	56.06	618.99
Contract Faculty Complement (FTE)		46.40	51.37	404.54
Technical & Support Staff Complement (FTE)		9.51	9.51	142.00
<b>By Ugrad Program 2009-2010 (where applicable)</b>				
	Majors	Direct Entry GPA	% Int'l	
Canadian Studies	6	82.80%	0.0%	
Children Studies	349	78.97%	1.4%	
Classical Studies	64	76.69%	0.0%	
Culture & Expression	68	78.00%	4.4%	
East Asian Studies	62	77.62%	13.1%	
European Studies	14	82.88%	0.0%	
Hellenic Studies	2		0.0%	
Humanities	656	77.75%	1.5%	
Individualized Studies	9		11.1%	
Jewish Studies	19	87.30%	0.0%	
Religious Studies	145	75.48%	0.7%	

<b>SCHOOL OF INFORMATION TECHNOLOGY (ITEC)</b>	
<p><b>10 Year Vision</b></p> <p><i>The School of Information Technology will have built a national and international profile in software engineering, information systems, and information management while working with potential partners for new collaborative, interdisciplinary programs at the undergraduate and graduate levels.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the School aims to become one of Canada’s 10 best schools of Information Technology, in terms of its research footprint, and the size of its undergraduate and graduate programs.</p>
	<p><b>Current Status</b></p> <p>In 2010 the School has a strong record of leading-edge research, supported by a complement of active researchers. However, as with many IT-related programs, it has experienced a steady erosion of quality student applications in recent years.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Most institutions offer Computer Science and/or Electrical Engineering, which focus on the development of software and hardware. Relatively few institutions have specialized schools of Information Technology, which is geared towards applying these technologies to meet the needs of business, government, healthcare, schools, and other kinds of organizations.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The School has a cadre of active researchers, whose work is gaining them a strong, international reputation.</li> <li>• The launch of an MA program in Fall 2010, expected to grow to over 80 students at steady-state.</li> <li>• A popular internship program, where students get paid placements for 4 to 16 months with industry leaders such as IBM, RIM, and the OPS.</li> <li>• Good collegial links with international university partners, including articulation agreements (to bring in international students) ready for approval.</li> </ul>	
<p><b>Challenges</b></p> <p>The core challenge is to rebuild an enrollment base that will allow the School to thrive. This entails several tasks:</p> <ul style="list-style-type: none"> <li>• Reviewing the curriculum to possibly replace 12 credits within the major, which are currently taken outside the School, to instead be taken within the School. This would involve adding new courses, but retaining in-house more FTEs.</li> <li>• The possible introduction of a general education course centered around topics in information technology and offered by LA&amp;PS to full-fill a natural science requirement. The course would differentiate itself from that offered by the Division of Natural Science in the Faculty of Science and Engineering.</li> <li>• In addition to its current certificate in IT Auditing, a number of new certificates will be proposed. In particular, the School hopes to introduce designated professional certificates in the areas of Business Systems Analysis, e-Commerce Development, and Enterprise Resource Planning (ERP) with the suggested product to choose for ERP education being SAP.</li> <li>• There are opportunities for enrollment growth with distance education. A sizable portion of the School’s course offerings are amenable to a distance-internet delivery.</li> <li>• Continuing education initiatives represent a huge untapped source of revenue and the School could play an important role.</li> <li>• Articulation agreements with GTA colleges of applied arts and technology. There are potential</li> </ul>	

benefits from a articulation agreement combining colleges' hands-on technical courses with the School's more conceptual courses. This could take the form of a joint degree (similar to the Nursing model), or a college diploma + university degree combination, with credit recognition given for lower years.

- Enhancement of the bridging program. The bridging program for IT foreign-trained professionals has the potential for sizable enrollments. It began only in the latter part of this year. The program is currently not housed in any academic unit, and could be given a home in the School.
- Supporting the Technology Internship Program. The technology internship program is a cornerstone of the School's degree offerings. Plans are to increase the visibility of the program in all School information documents and marketing initiatives.
- Improving retention and satisfaction by initiating a system of peer advising and tutoring through an invigorated student ITEC club.
- Responding to an international student exchange proposal from Shanghai Normal University, and increasing direct recruitment overseas.
- Improving promotional materials and building up a contact database, to better market the School in GTA high schools.

Other Challenges:

- Providing incentives to strong research contributors by providing more TA support.
- Improving alumni relations by establishing an alumni database, an on-line social network, a School newsletter, annual/bi-annual alumni events, and regular surveying.
- Building stronger links with the IT practitioner community by expanding the size and role of the School's Advisory Board.
- Considering the launch of a PhD program, once undergraduate and MA-level enrolments are stabilized.

STATISTICAL SNAPSHOT: SCHOOL OF INFORMATION TECHNOLOGY					
		2008-09	2009-10	LAPS (09-10)	
<b>Student Enrolment</b>					
	Majors	708	614	25,185	
	MA	0	0	1,035	
	PhD	0	0	832	
	Undergraduate FTEs	212.0	249.4	20,928	
	Graduate FTEs	0.0	0.0	1,422	
<b>Student Internationalization</b>					
	% of majors - international	10.9%	12.2%	6.9%	
	% of MA students - international	0.0%	0.0%	6.2%	
	% of PhD students - international	0.0%	0.0%	8.5%	
<b>Ugrad Student Intakes</b>					
	% that are direct entry	68.5%	65.6%	44.4%	
	% above 80% GPA	24.0%	28.9%	38.4%	
	% below 75% GPA	22.7%	51.8%	23.0%	
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	66.5%	65.1%	46.3%	
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	11.40	11.80	618.99	
	Contract Faculty Complement (FTE)	4.93	4.20	404.54	
	Technical & Support Staff Complement (FTE)	2.60	2.60	142.00	

<b>DEPARTMENT OF LANGUAGES, LITERATURES AND LINGUISTICS (DLLL)</b>	
<p><b>10 Year Vision</b></p> <p><i>The Department of Languages, Literatures and Linguistics is committed to providing strong links to local and international communities through its high-quality research, teaching and outreach activities. Given the myriad ways language, linguistics and literature intersect and dialogue with the various levels of human engagement, our Department equips students with basic skills and dispositions required for the study of the expressions of cultures in various linguistic formats necessary for living in our increasingly international, multicultural world.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aims to be one of the top 10 of its kind in Canada, based on the number of students and the number of languages/literatures studied. The graduate program in Linguistics and Applied Linguistics will be among the top programs of its kind in the next 10 years.</p> <p><b>Current Status</b></p> <p>The Department is already one of Canada’s top ten Languages, Literatures and Linguistics departments, based on the number of languages studied (including their literatures) and the number of students studying them. The language programs are recognized as some of the top programs in Canada, and Spanish, Italian and German are innovative in their approaches to the teaching of language and culture. Linguistics has one of the largest undergraduate programs in Canada.</p> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>The University of Toronto is most frequently cited as a basis of comparison, and is one of Canada’s leading institutions in languages, literatures and linguistics. Other universities with similar Departments include Concordia University and the University of Saskatchewan.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• An active research culture with good success in securing external funding.</li> <li>• Superior language teaching supported by a high-tech Multimedia Language Centre</li> <li>• A strong ESL section that can support the intake of international students</li> <li>• A growing graduate program able to attract strong international students</li> <li>• High student demand for several of the Department’s languages, including Chinese, Japanese, Korean, Italian and Spanish</li> <li>• Many languages, such as Hebrew and Portuguese, have strong links to the local communities</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• To further develop its programs, the Department will consider adding majors/minors to its Arabic, Chinese, Japanese &amp; Korean programs.</li> <li>• The Department faces many requests, from within the University and from its broader communities, to provide courses, minors, majors in various languages. It will need to develop a policy to guide its decisions over what level of limited resources to commit to each language.</li> <li>• To better accommodate undergraduate student needs, more space will be needed for language classrooms and for students to congregate.</li> <li>• If Departmental resources permit, the launch of MAs in Spanish, Italian and German will be considered.</li> <li>• The Department will consider Alternative Stream Appointments to deliver language courses, and ways to best integrate them into its collegial life.</li> <li>• The Department needs to improve cooperation across its internal specialty areas</li> </ul>	

STATISTICAL SNAPSHOT: DLLL					
		2008-09	2009-10	LAPS	
				(09-10)	
<b>Student Enrolment</b>					
Majors		351	352	25,185	
MA		40	28	1,035	
PhD		8	12	832	
Undergraduate FTEs		1,182.4	1,184.6	20,928	
Graduate FTEs		35.9	32.0	1,422	
<b>Student Internationalization</b>					
% of majors - international		6.5%	4.6%	6.9%	
% of MA students - international		25.0%	25.0%	6.2%	
% of PhD students - international		12.5%	8.3%	8.5%	
<b>Ugrad Student Intakes</b>					
% that are direct entry		39.0%	33.3%	44.4%	
% above 80% GPA		39.5%	45.9%	38.4%	
% below 75% GPA		23.3%	16.2%	23.0%	
<b>Courses</b>					
% of UG FTEs taught by FT faculty		32.7%	46.9%	46.3%	
<b>Faculty &amp; Staff</b>					
FT Faculty Complement (FTE)		46.83	45.80	618.99	
Contract Faculty Complement (FTE)		47.25	45.83	404.54	
Technical & Support Staff Complement (FTE)		6.30	5.00	142.00	
<b>By Undergraduate Program 2009-2010</b>					
	Majors	Direct Entry GPA	% Int'l		
German Studies	15	76.20%	0.0%		
Italian Studies	73	76.65%	1.5%		
Linguistics	174	79.63%	5.3%		
Portugese	2	67.00%	0.0%		
Russian	2		0.0%		
Spanish	87	78.60%	7.1%		

<b>McLAUGHLIN COLLEGE</b>	
<p><b>10 Year Vision</b></p> <p><i>McLaughlin will continue to act as a welcoming 'neighbourhood' within the broader York cosmopolis. By providing a co-curricular programming for students in public policy-themed programs, the College helps to ensure that residence and commuter students feel part of a community.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the College aims to be an indispensable 'student life' platform for its affiliated departments/schools, serving as the foundation for student orientation, student engagement, and student development, particularly (but not exclusively) for first year students.</p>
	<p><b>Current Status</b></p> <p>In 2010 the College is a lively community of faculty, staff and students affiliated with ten LA&amp;PS programs. Through co-curricular activities and peer-mentoring/advising programs it, contributes to student engagement and success. The College has also just assumed greater responsibility for first-year students associated with its affiliated academic units.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Unlike Glendon College at York or Colleges at UofT, McLaughlin College does not offer courses.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The College organizes a broad array of events and services to support the student experience, ranging from new student orientation and peer-mentoring for 1<sup>st</sup> year students, speaker series, conferences, general academic advising, to cultural events.</li> <li>• The College has a diverse group of Fellows, who participate in activities and/or available as advisors/mentors for students.</li> <li>• The College provides financial and space supports for some student clubs and associations, that in turn help students socially and co-curricularly.</li> <li>• The College provides lounges, meeting rooms, and other space for students to connect, and build communities.</li> <li>• One large affiliated program (PPA) is housed in the College.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• College-based academic orientation will require that more orientation events be held at the College.</li> <li>• Clearly defining the role of College academic advisors in order to ensure effective collaboration with the Faculty's advising services.</li> <li>• The College will consider ways to reach, through its events and services, a higher proportion of its students.</li> </ul>	

<b>NEW COLLEGE</b>	
<p><b>10 Year Vision</b></p> <p><i>New College will continue to act as a welcoming 'neighbourhood' within the broader York cosmopolis. By providing a co-curricular context for students in professional programs, the College helps to ensure that that residence and commuter students feel part of a community.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the College is the indispensable 'student life' platform for its affiliated departments/schools, serving as the foundation for student orientation, student engagement, and student development, particularly (but not exclusively) for first year students.</p>
	<p><b>Current Status</b></p> <p>In 2010 the College is a lively community of faculty, staff and students affiliated to professional programs in LA&amp;PS. Through co-curricular activities and peer-success assisted programs it, contributes to student engagement and success. The College has also just assumed greater responsibility for first-year students associated with its affiliated academic units.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Unlike Glendon College at York or Colleges at UofT, New College does not offer courses.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The College organizes a broad array of events and services to support the student experience, ranging from new student orientation and peer-mentoring for 1<sup>st</sup> year students, speaker series general academic advising, to cultural events .</li> <li>• The College has successfully implemented peer-assisted student success programs (PASS).</li> <li>• The College provides financial and space supports for some student clubs and associations, that in turn help students socially and co-curricularly.</li> <li>• The College provides some space for students to connect, and build communities.</li> <li>• The College is not constrained by a history and customs. It can invent itself to the best that it can.</li> <li>• The College serves only three schools, two of which are closely related, enabling it to have a tight focus, offer services of cross-cutting interest to its students, and build a sense of community.</li> <li>• The College is co-located with its two largest schools, fostering a physical immediacy and relevance for its relationship with the schools and their students.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• College-based academic orientation will require that more orientation events be held at the College. Space is an issue since the College is only one suite.</li> <li>• Establishing a fellowship base.</li> <li>• Unlike other Colleges New College does not have an academic advisor.</li> <li>• The College will consider ways to reach, through its events and services, a higher proportion of its students.</li> </ul>	

<b>DEPARTMENT OF PHILOSOPHY</b>	
<p><b>10 Year Vision</b></p> <p><i>We aspire to be one of the best teaching and research departments of philosophy in the country, to achieve national eminence in many fields and, in some fields, international eminence. We see ourselves as being central to the mission of the University and want to add to its luster in the years to come.</i></p> <p><i>In pursuit of this vision, we are committed to:</i></p> <ul style="list-style-type: none"> <li><i>(d) Research and Scholarship: To pursue and promote philosophical research that is either of intrinsic significance to the discipline, or of interdisciplinary significance, or of applied importance.</i></li> <li><i>(e) Specialist Education: To offer a high quality undergraduate curriculum, accessible to part-time as well as full-time students, that includes a thorough treatment of the core areas, thinkers and problems of philosophy, preparing our majors for graduate study.</i></li> <li><i>(f) Liberal Education: To offer a wide range of courses that will be attractive to the large numbers of students who are interested in or even merely curious about philosophy, and to provide the unique skills and outlook that the study of philosophy can bring to a liberal arts program.</i></li> </ul>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aims to be one of Canada’s top two Philosophy departments, in terms of research footprint and student enrolment size. While providing a balanced and comprehensive curriculum, its main focus will be on two broad areas of research where its strengths will be unparalleled in Canada: (1) ethics, political philosophy and philosophy of law; and (2) philosophy of cognitive science, mind and language.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010 the Department is one of Canada’s top five or six Philosophy departments, in terms of research footprint and student enrolment size. It is a national leader in (1) ethics, political philosophy and philosophy of law; and (2) philosophy of cognitive science, mind and language.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>The University of Toronto is viewed as Canada’s top Philosophy department. Other leading institutions are UBC, Western, and McGill. Departmental claims of excellence are made relative to these institutions.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• During the past 10 years members of the Department have produced over 15 books and 150 articles, along with numerous reviews, and have given over 300 papers at conferences and colloquia in more than 25 countries around the world. According to the <i>Thomson Canadian University Indicators Database</i>, the Department was, between 2000 and 2004, the second-most published and the most cited group of philosophers in the country.</li> <li>• The Department ranks among the country’s best and can legitimately aspire to an international reputation in: (1) ethics, political philosophy and philosophy of law; (2) philosophy of cognitive science, mind and language; (3) history of 19<sup>th</sup> and 20<sup>th</sup> century philosophy; and (4) philosophy of science and epistemology.</li> <li>• A leading international journal, <i>Philosophy of the Social Sciences</i>, published by Sage, is based in the Department.</li> <li>• The Department’s commitment to service has always been very strong. In the past ten years it has supplied, among others, one president of the Canadian Philosophical Association, three masters or acting masters of colleges, one vice-chair (and soon chair) of Senate, one chair of Faculty Council, one president and one chief steward of YUFA.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• The Department’s key challenge is to improve its full-time/part-time faculty ratio, which at the</li> </ul>	

moment is hovering around 50/50 (far behind comparable units in the Faculty) and to reduce class sizes that are too large. This is a resource-related challenge.

- Another serious issue is the question of course pre-requisites. Right now, any student can enrol in a course regardless of what pre-requisites are listed in the course outline or mini-calendar. This entails adding new functions to the registrarial system.
- Another challenge is to strike a better balance between service teaching and teaching geared towards the Department's majors and minors. To this end, the Department has recently introduced more rigorous, and more clearly delineated, requirements for its various undergraduate degrees. On a trial basis, it is also going to restrict many of its core third and fourth year courses next year to philosophy majors and minors in order to enhance the undergraduate student experience.
- Enhancing the experience of its undergraduate students will also require that the Department find space that could serve both as an undergraduate common room and as a venue in which to hold talks and other functions.
- Adapting its administrative structure for the new decade is another challenge. This may entail creating a graduate placement officer role, and institutionalizing the Associate Chair position.
- Lastly, the Department seeks to consolidate Modes of Reasoning, the General Education Philosophy course, under its roof, as part of its liberal education mandate to teach philosophy to non-philosophy majors.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF PHILOSOPHY</b>				
		<b>2008-09</b>	<b>2009-10</b>	<b>LAPS (09-10)</b>
<b>Student Enrolment</b>				
Majors		550	577	25,185
MA		15	14	1,035
PhD		61	59	832
Undergraduate FTEs		765.8	706.7	20,928
Graduate FTEs		67.5	63.8	1,422
<b>Student Internationalization</b>				
% of majors - international		1.7%	1.3%	6.9%
% of MA students - international		0.0%	7.1%	6.2%
% of PhD students - international		6.6%	5.1%	8.5%
<b>Ugrad Student Intakes</b>				
% that are direct entry		48.4%	36.7%	44.4%
% above 80% GPA		42.4%	53.3%	38.4%
% below 75% GPA		9.1%	20.0%	23.0%
<b>Courses</b>				
% of UG FTEs taught by FT faculty		50.6%	46.8%	46.3%
<b>Faculty &amp; Staff</b>				
FT Faculty Complement (FTE)		19.77	21.12	618.99
Contract Faculty Complement (FTE)		11.00	11.20	404.54
Technical & Support Staff Complement (FTE)		5.00	5.00	142.00

<b>DEPARTMENT OF POLITICAL SCIENCE</b>	
<p><b>10 Year Vision</b></p> <p><i>The Department's teaching and scholarship focuses on the study of power and politics; how power and politics shape and are shaped by poverty, war, inequality, oppression, and the physical environment, and how power and politics are exercised (and transformed) in all walks of life, from the state to the workplace and family.</i></p> <p><i>The Department is widely acknowledged (both within the Department and within the broader political science world) as being informed by critical/ leftist, and progressive approaches to the discipline. It has made significant contributions to Marxist, feminist, and critical theoretical scholarship. In doing so, it has carved a niche for itself as the world's highest profile critical/ leftist Political Science department.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aspires to be the top critical/leftist political science department in North America, and perhaps the world, based on the strength and size of its doctoral program, its research footprint, and its overall reputation. It is also one of Canada's top three political science departments.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010 the Department is the top critical/leftist political science department in North America, and perhaps the world, based on the size of its doctoral program, its research footprint, and its overall reputation. It is also one of Canada's top three political science departments. Its core strengths now lie in its approaches to Political Economy, International Relations, and Political Theory.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>The leading Canadian department is at the University of Toronto. Other leading departments are at Queen's University, the University of British Columbia,, McGill University and Carleton University. Within its niche (critical/leftist) the Department is peerless in North America.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Core strengths in Political Economy, International Relations, and Political Theory.</li> <li>• International reputation for critical scholarship in all fields of Political Science, from several theoretical perspectives.</li> <li>• Success in securing external research funding, relative to generally modest standards of the discipline, in some of its fields.</li> <li>• Recognized excellence of faculty members: to date, six Fellows of the Royal Society of Canada, four Distinguished Research Professors, four Killam Awards, three University Professors, two Canada Research Chairs, and a Trudeau Fellowship, plus a wide range of other Canadian and international honours.</li> <li>• Long tradition of teaching excellence, recently illustrated by a faculty member's receipt of a 3M teaching award.</li> <li>• Long tradition of commitment to university service, including one Vice President Academic, three Associate Vice Presidents, four Deans, three Senate Chairs, plus more than a dozen research center directors, since 1990.</li> <li>• Computer Lab &amp; Stretch Wing (24hr) computers and printers, with free printing for graduate students.</li> <li>• The Anne Stretch Wing, Lounge, and Library, all actively used by graduate students.</li> <li>• Active graduate participation in seminars, conferences, publications at York and beyond.</li> <li>• High quality of international graduate applicants, and Canadian PhD applicants. Very high success rates in major scholarship competitions.</li> </ul>	
<p><b>Challenges</b></p> <p>Recalibrate the Department's student enrolment base:</p>	

- Re-calibrate the PhD program to be more sustainable.
- Offer at least one General Ed course, to better expose students to the discipline.
- Expand the number of high-quality international students.
- There is a need for more career planning for existing students, and to attract new students using such means as an expanded career section on the Department website, as well as new and emerging social media.
- The current Departmental website needs updating. Video content could be added, some social media links and occasional faculty opinion pieces or occasional blogs might increase the interest of the outside community in what current faculty and students do. This may include links to op-eds and other journalism that faculty already produce and promoting it more effectively. Political Science faculty frequently appear in the media and the Department should provide links to that content on our website.
- The Department should renew contacts with local high schools. At one time, faculty did make infrequent visits to high school politics courses. Renewed connections might involve inviting students or teachers to York.

Enhance the student experience:

- Establish an active centre for undergraduate student involvement outside classes, including a lounge, study space, and meeting rooms, supporting stronger identification with the Department.
- The Department needs to improve its undergraduate advising capacity. Most of this responsibility falls to the Undergraduate Director and Staff. Political Science degree requirements are complex and students often need help navigating their way through them.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF POLITICAL SCIENCE</b>					
			<b>2008-09</b>	<b>2009-10</b>	<b>LAPS</b>
					<b>(09-10)</b>
<b>Student Enrolment</b>					
	Majors		1,317	1,363	25,185
	MA		82	89	1,035
	PhD		128	140	832
	Undergraduate FTEs		911.2	987.6	20,928
	Graduate FTEs		180.7	180.0	1,422
<b>Student Internationalization</b>					
	% of majors - international		2.6%	4.3%	6.9%
	% of MA students - international		4.9%	3.4%	6.2%
	% of PhD students - international		12.5%	13.6%	8.5%
<b>Ugrad Student Intakes</b>					
	% that are direct entry		54.8%	50.9%	44.4%
	% above 80% GPA		40.6%	44.2%	38.4%
	% below 75% GPA		8.8%	21.1%	23.0%
<b>Courses</b>					
	% of UG FTEs taught by FT faculty		57.1%	59.6%	46.3%
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)		49.20	49.80	618.99
	Contract Faculty Complement (FTE)		16.48	16.02	404.54
	Technical & Support Staff Complement (FTE)		9.00	9.00	142.00

<b>SCHOOL OF PUBLIC POLICY &amp; ADMINISTRATION (PPA)</b>	
<p><b>10 Year Vision</b></p> <p><i>We educate for good governance by preparing public servants to meet the challenges of tomorrow. We do research and teaching that solves society's problems, rather than just critiquing them. Our 10 year vision is to be a leader in redefining and advancing academic research and education in public policy and administration.</i></p>	<p><b>Excellence/Distinction</b> By 2020 the School aspires to be one of the top 10 schools of Public Policy and Administration in Canada, in terms of research productivity and impact and undergraduate and graduate programming.</p> <p><b>Current Status</b> In 2010, the School has already assembled an impressive cadre of strong researchers. However, the School's rapid growth since its inception in 2006 has led to a dilution in the quality of its undergraduate program, which was originally designed as a small elite program.</p> <p><b>Situating the Department in Relation to Other Institutions</b> The School's main reference points are currently provincial: its main comparators are Carleton, Queens, Ryerson, and the University of Toronto.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Interdisciplinarity. The School's faculty come from a variety of disciplinary backgrounds, and their teaching and research interests encompass Administration, Law, and Public Policy.</li> <li>• Strong research focusing on four areas: Public Finance, Public Administration, Immigration &amp; Refugees, and Law &amp; Ethics. A graduate student Journal in Public Policy Administration and Law.</li> <li>• Program flexibility: the School allows students to combine an undergraduate major, minor or certificate with studies in another area or choose from three specialized honours streams: Law, Justice and Public Policy, Management, and Policy Analysis.</li> <li>• Balance: The School strikes a balance between policy and administration and between theory and application.</li> <li>• The School has active and devoted alumni, student associations and faculty who are engaged university citizens.</li> <li>• One of PPA's antecedent programs was a pioneer among PPA schools in organizing student internships.</li> </ul>	
<p><b>Challenges</b></p> <p>The core challenge for the School is building up the reputation of its new undergraduate and graduate programs and enhancing student experience. This entails a variety of actions, some of which are already in progress:</p> <ul style="list-style-type: none"> <li>• Replacing its BA with a BPA. A separate degree allows the School to control entry of students applying for admission to York or transferring from other York programs.</li> <li>• Facilitating recruitment by visiting classrooms, holding information sessions, and having a first year course in PPA to expose students to the field. Few students apply directly into PPA undergraduate programs; they 'discover' them once they are at York.</li> <li>• Working toward having a dedicated staff member do undergraduate academic advising as part of his/her duties.</li> <li>• Increasing practicum, internship opportunities for students.</li> <li>• Increasing mentoring and networking opportunities for students.</li> <li>• Launching new courses and program options, such as:             <ul style="list-style-type: none"> <li>○ an international stream in the specialized honours degree;</li> <li>○ a free-standing graduate diploma in Justice Administration;</li> <li>○ a four-course undergraduate certificate; and</li> </ul> </li> </ul>	

- a course in French for public administration.
- At the graduate level, the School will aim to attract more international students by enabling students to take the MPPAL on a full-time basis. International agreements will also be pursued with foreign governments interested in upgrading their civil servants' expertise in public governance issues.

Once the School has solidified its national standing at the BPA and MPPAL levels, the Faculty may consider the sustainability of launching a PhD program.

A second challenge is enhanced support for research and teaching to enhance the faculty experience.

<b>STATISTICAL SNAPSHOT: SCHOOL OF PUBLIC POLICY &amp; ADMINISTRATION</b>					
		2008-09	2009-10		LAPS (09-10)
<b>Student Enrolment</b>					
	Majors	791	768		25,185
	MA	84	84		1,035
	PhD	0	0		832
	Undergraduate FTEs	178.5	193.0		20,928
	Graduate FTEs	21.3	24.6		1,422
<b>Student Internationalization</b>					
	% of majors - international	10.2%	9.8%		6.9%
	% of MA students - international	1.2%	1.2%		6.2%
	% of PhD students - international	0.0%	0.0%		8.5%
<b>Ugrad Student Intakes</b>					
	% that are direct entry	34.6%	33.0%		44.4%
	% above 80% GPA	43.4%	30.0%		38.4%
	% below 75% GPA	15.1%	30.0%		23.0%
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	56.8%	35.7%		46.3%
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	10.82	11.40		618.99
	Contract Faculty Complement (FTE)	6.40	10.20		404.54
	Technical & Support Staff Complement (FTE)	4.00	4.00		142.00

<b>DEPARTMENT OF SOCIAL SCIENCE</b>	
<p><b>10 Year Vision</b></p> <p><i>Building on its commitment to the value of liberal education, which encourages students to question their own assumptions, to deepen their intellectual interests and to express themselves in a creative, interesting and literate manner, the Department stands as Canada’s premier general social science department.</i></p> <p><i>The Department nurtures a collegial and intellectually stimulating interdisciplinary environment, enabling it to fulfill several key roles as the Faculty’s pivotal social science unit:</i></p> <ul style="list-style-type: none"> <li>• <i>Providing a home for interdisciplinary programs;</i></li> <li>• <i>Providing a home for small programs that would lack the critical mass to be stand-alone departments;</i></li> <li>• <i>Acting as an incubator for new and fledging social science programs;</i></li> <li>• <i>Providing General Education courses in social sciences.</i></li> </ul>	<p><b>Excellence/Distinction</b></p> <p>By 2020, the Department aspires to remain Canada’s foremost general social science department, in terms of student enrolment, program breadth, and research footprint.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010, the Department is Canada’s foremost general social science department, in terms of student enrolment, program breadth, and research footprint.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>The Department has no peers. It may be the only large, general social sciences department in Canada.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The Department of Social Science may be among the more research-intensive units at York University as exemplified by the strong publication record of many of its scholars and the number of faculty participating in large CURA and MCRI grants. This is an example of the promise of socially relevant and engaged interdisciplinary scholarship that is gaining greater recognition both inside and outside of the university.</li> <li>• The Department has a long tradition of teaching excellence, recently illustrated by a faculty member’s receipt of a 3M teaching award.</li> <li>• Many of the Department’s programs have seen enormous growth over the past twelve years. Prior to 2000 all of its programs were offered as ‘linked’ interdisciplinary double majors. Now, the majority of the programs, and especially the larger ones, provide students with the option to take a standalone major or a minor.</li> <li>• Smaller and medium-sized programs play an equally important role in the academic ‘ecosystem’ of the Department. For example, Work and Labour Studies not only serves 60-70 majors of its own, but also provides courses for an important stream in the Department’s Business and Society program.</li> </ul>	
<p><b>Challenges</b></p> <p>A key challenge for the Department is managing growth:</p> <ul style="list-style-type: none"> <li>• The Department’s small and medium sized programs by and large do not need greater numbers of faculty, though they could use greater administrative support for the work of the program coordinators.</li> <li>• Some mid-sized programs, like Health &amp; Society (HESO), are facing a demographic crisis in faculty resources and need to replenish their complement.</li> <li>• The Department’s four largest programs – Business &amp; Society (BUSO), Criminology (CRIM), International Development Studies (ISDT), and Law &amp; Society (LASO) all need a significant infusion of new resources to accommodate recent growth. All of these programs have active research cultures and high FFTE / faculty ratios, and the Department will need to prioritize these areas for new appointments.</li> <li>• The Department plans to pursue a possible new graduate program in Forced Migration Studies, a</li> </ul>	

proposal for which has been partially developed in conjunction with the Centre for Refugee Studies and other stakeholders over the last year.

Adapting the successful practices of some programs to other parts of the Department is another challenge for the new decade:

- The Department currently has successful practicum courses in its Labour studies and Urban Studies courses, and plans to develop a similar course in its Business and Society program.

Adjustments to the administrative structure is a further challenge:

- The Department will consider assuming greater responsibility for the Social Science degree now housed in Equity Studies. Shared governance of this academic program has meant that the program has fallen through the cracks in terms of access to resources, including staff and administrative resources.

Lastly, how to best showcase programs in high student demand fields is a challenge:

- The Criminology Program is a highly competitive direct entry honours program. Students require a minimum average of 80% to get into the program and must get a 6.0 (B) in the Introductory course in order to continue in the program. In 2010/2011, Criminology had the second highest number of student applications out of high school in the Faculty (in excess of 2,000). Enrolment has experienced steady overall growth over the last seven years. At the same time, the program also aspires to further establish its presence as an internationally recognized interdisciplinary criminology program.

STATISTICAL SNAPSHOT: DEPARTMENT OF SOCIAL SCIENCE				
		2008-09	2009-10	LAPS (09-10)
<b>Student Enrolment</b>				
Majors		3,357	3,240	25,185
MA		50	63	1,035
PhD		0	0	832
Undergraduate FTEs		2,073.3	2,293.0	20,928
Graduate FTEs		38.7	48.7	1,422
<b>Student Internationalization</b>				
% of majors - international				6.9%
% of MA students - international		4.4%	4.5%	6.2%
% of PhD students - international		6.0%	9.5%	8.5%
		0.0%	0.0%	
<b>Ugrad Student Intakes</b>				
% that are direct entry				44.4%
% above 80% GPA		59.8%	52.9%	38.4%
% below 75% GPA		45.5%	45.7%	23.0%
		12.4%	25.9%	
<b>Courses</b>				
% of UG FTEs taught by FT faculty				46.3%
		69.4%	60.3%	
<b>Faculty &amp; Staff</b>				
FT Faculty Complement (FTE)		59.94	53.97	618.99
Contract Faculty Complement (FTE)		19.67	20.93	404.54
Technical & Support Staff Complement (FTE)		15.50	15.50	142.00
<b>By Undergraduate Program 2009-2010</b>				
	Majors	Direct Entry GPA	% Int'l	
African Studies	6	80.53%	0.0%	
Business & Society	964	76.30%	9.0%	
Criminology	654	83.62%	0.9%	
Health & Society	158	75.70%	0.6%	
International Development Studies	369	76.91%	9.8%	
Labour Studies	53	73.10%	0.0%	
Latin, America & Caribbean Studies	9		0.0%	
Law & Society	912	77.74%	0.9%	
Social & Political Thought	10		0.0%	
Urban Studies	108	74.71%	4.0%	

<b>SCHOOL OF SOCIAL WORK (SSWK)</b>	
<p><b>10 Year Vision</b>  <i>York's School of Social Work is committed to social work education which develops practice strategies for human rights and social justice and thus affirms that personal experiences are embedded in social structures.</i></p> <p><i>Through research, curriculum and critical pedagogy the School will:</i></p> <ul style="list-style-type: none"> <li>▪ <i>address oppression and subordination as experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, age and ability;</i></li> <li>▪ <i>develop a critical appreciation of the social construction of reality;</i></li> <li>▪ <i>promote an understanding of how values and ideologies construct social problems and how they construct responses;</i></li> <li>▪ <i>prepare students to be critical practitioners and agents of change.</i></li> </ul>	<p><b>Excellence/Distinction in 2020</b>                      By 2020 the School aspires to be unique among Canada's 37 Social Work programs for its critical approach to Social Work (which conceives Social Work as Social Justice), its strengths in the area of Social Policy, and its emphasis on international social work (including international placement opportunities for students, relations with schools of social work in other countries, and international research projects).</p> <p><b>Current Status</b>                      In 2010 the School has one of Canada's most visible Social Work research profiles, and its students have no difficulty finding work as practitioners, or entering graduate programs. However, the School's student enrolments have grown significantly in the past five years, and CASWE (the national professional accreditation body) is concerned about the growing reliance on contract faculty.</p> <p><b>Situating the Department in Relation to Other Institutions</b>                      The School's uniqueness, described in the Excellence/Distinction section, already exists today. The School seeks to maintain its unique character through to 2020.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The School enjoys a reputation for its research achievement. Its faculty members have a productive research record of publications and substantial research funding, majority of the faculty members are internationally recognized scholars.</li> <li>• The School draws the most diverse student body in Canada. Its students bring a wealth of international and life experience to the classroom and they enliven the School's curriculum.</li> <li>• The School of Social Work claims that it has the most diverse faculty of all Schools of Social Work in Canada. The School is united in a common aspiration to conceptualize social work as social justice work.</li> <li>• York's School of Social Work is recognized as being at the cutting edge of critical social work in North America. Its commitment to integrate theory and practice is recognized as unique among schools of social work in North American accreditation reports from the Canadian Association of Social Work Education.</li> <li>• The School retains a focus on critical policy and analysis which sets it apart from other schools of social work. Several faculty members specialize in or do significant work on policy issues that are crucial for social justice. The School hosts <i>The Canadian Review of Social Policy</i> journal.</li> <li>• The School's curriculum draws consistently from its mission statement. It is unique in its emphasis on critical reflection on the concept of "helping" in relation to marginalized people. Students are able to experience this in practice through its field education program, which specializes in locating and supporting progressive, justice-oriented practica.</li> <li>• A critical approach to international social work informs the curriculum, international placement opportunities for students, relations with schools of social work in other countries, and faculty</li> </ul>	

research projects. Several faculty members have significant grants that foster international engagement.

**Challenges**  
 The School has two key challenges:

- To maintain program integrity and renew its professional accreditation, the School needs to increase the proportion of its teaching that is done by full-time faculty. This will be done by reducing student intakes, hiring more full-time faculty, or both.
  - To reduce student intake, and ensure a better level of preparation from its direct-entry students, the School is increasing the minimum high school GPA needed to enter its BSW program to 80%.
  - The School may launch a new initiative, centre for research and social activism if this will not dilute (through teaching releases) the Faculty’s investment towards improving the FT/PT faculty ratio.
- Safety and physical facilities: the School is housed at the remote edge of campus 15 minutes’ walk to the bus loop. Shuttle service will need to be improved and security enhanced.

<b>STATISTICAL SNAPSHOT: SCHOOL OF SOCIAL WORK</b>					
		<b>2008-09</b>	<b>2009-10</b>	<b>LAPS</b>	
				<b>(09-10)</b>	
<b>Student Enrolment</b>					
Majors		563	533	25,185	
MA		173	174	1,035	
PhD		5	8	832	
Undergraduate FTEs		351.3	329.4	20,928	
Graduate FTEs		122.0	134.8	1,422	
<b>Student Internationalization</b>					
% of majors - international		0.9%	1.1%	6.9%	
% of MA students - international		1.7%	0.6%	6.2%	
% of PhD students - international		0.0%	0.0%	8.5%	
<b>Ugrad Student Intakes</b>					
% that are direct entry		38.5%	40.4%	44.4%	
% above 80% GPA		55.0%	50.7%	38.4%	
% below 75% GPA		0.0%	0.0%	23.0%	
<b>Courses</b>					
% of UG FTEs taught by FT faculty		30.5%	46.9%	46.3%	
<b>Faculty &amp; Staff</b>					
FT Faculty Complement (FTE)		22.00	24.60	618.99	
Contract Faculty Complement (FTE)		11.90	10.73	404.54	
Technical & Support Staff Complement (FTE)		10.00	11.00	142.00	

<b>DEPARTMENT OF SOCIOLOGY</b>	
<p><b>10 Year Vision</b></p> <p><i>The Department of Sociology will become a nationally and internationally recognized centre of excellence in critical sociology. This, in turn, will enable us to realize the following strategic goals:</i></p> <ul style="list-style-type: none"> <li>• <i>to consolidate our status as a vibrant and innovative pedagogical and research community, committed to social justice and progressive social change;</i></li> <li>• <i>deepen our engagement with communities, organizations and publics outside of the University;</i></li> <li>• <i>dramatically increase the proportion of our intake of undergraduate and graduate students that come from outside the GTA and overseas;</i></li> <li>• <i>continue our tradition of high research productivity and successful grant applications with various funding agencies;</i></li> <li>• <i>draw the very best junior and senior faculty from outside the University to join our ranks.</i></li> </ul> <p><i>Our vision has the potential to place us at the forefront of departments of sociology in North America, and thus to contribute to redefining how sociology is practiced in the 21<sup>st</sup> century—that is, a discipline that is global in scope, interested in how culture and politics meet, focused on the analysis of social inequalities, and theoretically vigorous.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the Department aspires to be one of the top three Sociology departments in the country, in terms of student enrolment size and research footprint. It will continue to be recognized for its commitment to critical sociology as well as areas for specific clusters of teaching and research excellence: global sociology, cultural &amp; political sociology, social inequalities and social theory.</p> <hr/> <p><b>Current Status</b></p> <p>In 2010 the Department is one of the top ten Sociology departments in the country, and is recognized as the number one department in Canada for those students wishing to study in a faculty committed to critical sociology.</p> <hr/> <p><b>Situating the Department in Relation to Other Institutions</b></p> <p>In each of the priority areas of expertise in the department, York Sociology is seen to fill a niche distinct from any other Canadian sociology department. As one example, while other departments treat social inequalities as a secondary area of concern, York Sociology places inequalities at the core of its <i>critical and engaged</i> analysis.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Global sociology, and cultural &amp; political sociology are cutting-edge and emerging areas on which the Department can capitalize by being a pioneer.</li> <li>• Social inequalities and social theory are traditional areas of departmental strength upon which it can build its existing reputation.</li> <li>• The Department has secured multi-million external research grant levels in each of the past five years.</li> <li>• Sociology Graduate students are highly employable, reflecting on the strength of the Department.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• A balanced approach to building faculty: In each of its four core areas of excellence (global sociology, cultural &amp; political sociology, social inequalities and social theory) the Department aims to hire both a senior scholar and some tenure-track emerging scholars.</li> <li>• The Department’s undergraduate program has expanded in an unforeseen manner over the last few years, largely as a result of the proliferation of other programs that depend on it to mount courses required for their majors, and it is now beyond the capacity of the full-time faculty and staff to properly administer or teach. Many of these programs do not relate pedagogically to the discipline or substantive concerns of sociology, thus leaving both students and professors dissatisfied. The Department will take steps to reduce the number of non-major spaces in its courses, bearing in mind the needs of other programs while aligning the interests of its students</li> </ul>	

- with theirs as much as is possible.
- The Department’s academic expectations of its undergraduate students appear to be significantly lower than those in other comparable units within LA&PS, as measured by the number of students with an 80+ average on entry and by the current criteria for continuation in the major. It will explore various possible options to address this, including the following:
    - introducing a specialized Honours B.A. program in critical sociology, with a sharper research focus as well as higher entry and continuation requirements than the current Honours B.A. program;
    - phasing out the existing 3-year B.A. program;
    - raising the entry and/or continuation requirements for all majors;
    - introducing and enforcing prerequisites for all 2000, 3000 and 4000 level courses in the Department of Sociology.
  - The Department is also strongly committed to increasing the ratio of full-time to part-time course directors across its curriculum, aiming for at least a 60:40 balance.

<b>STATISTICAL SNAPSHOT: DEPARTMENT OF SOCIOLOGY</b>					
		2008-09	2009-10	LAPS	
					(09-10)
<b>Student Enrolment</b>					
	Majors	2,618	2,484	25,185	
	MA	27	35	1,035	
	PhD	80	87	832	
	Undergraduate FTEs	1,463.3	1,577.5	20,928	
	Graduate FTEs	92.7	106.2	1,422	
<b>Student Internationalization</b>					
	% of majors - international	1.3%	1.0%	6.9%	
	% of MA students - international	0.0%	2.9%	6.2%	
	% of PhD students - international	7.5%	9.2%	8.5%	
<b>Ugrad Student Intakes</b>					
	% that are direct entry	37.7%	31.3%	44.4%	
	% above 80% GPA	38.2%	29.9%	38.4%	
	% below 75% GPA	16.0%	24.2%	23.0%	
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	60.6%	36.2%	46.3%	
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	44.70	40.60	618.99	
	Contract Faculty Complement (FTE)	26.36	38.05	404.54	
	Technical & Support Staff Complement (FTE)	9.20	9.40	142.00	

<b>VANIER COLLEGE</b>	
<p><b>10 Year Vision</b></p> <p><i>Vanier will continue to act as a welcoming 'neighbourhood' within the broader York cosmopolis. By providing a co-curricular programming for its students, the College helps to ensure that residence and commuter students feel part of a community.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020 the College is the indispensable 'student life' platform for its affiliated departments/schools, serving as the foundation for student orientation, student engagement, and student development, particularly (but not exclusively) for first year students.</p>
	<p><b>Current Status</b></p> <p>In 2010 the College is a lively community of faculty, staff and students affiliated to fifteen LA&amp;PS programs. Through co-curricular activities and peer-mentoring/advising programs, it contributes to student engagement and success. The College provides orientation for The Faculty's Undeclared Majors. The College has also just assumed greater responsibility for first-year students associated with its affiliated academic units.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Unlike Glendon College at York or Colleges at the University of Toronto, Vanier College does not offer courses.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The College organizes a broad array of events and services to support the student experience, ranging from new student orientation and peer-mentoring for 1<sup>st</sup> year students, speaker series general academic advising, to, cultural events .</li> <li>• Vanier houses Vanier College Productions.</li> <li>• The College has a diverse group Fellows, who participate in activities and/or available as advisors/mentors for students.</li> <li>• The College provides financial and space supports for some student clubs and associations, that in turn help students socially and co-curricularly.</li> <li>• The College provides lounges, meeting rooms, and other space for students to connect, and build communities.</li> <li>• The affiliated Department of Humanities is housed in the College.</li> </ul>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• College-based academic orientation will require that more orientation events be held at the College.</li> <li>• Clearly defining the role of College academic advisors in order to ensure effective collaboration with the Faculty's advising services.</li> </ul> <p>The College will consider ways to reach, through its events and services, a higher proportion of its students.</p>	

<b>SCHOOL OF WOMEN'S STUDIES</b>	
<p><b>10 Year Vision</b></p> <p><i>York stands out nationally and internationally for the prestige, productivity and prominence of its feminist researchers and scholars of sexuality. The breadth and depth of their research, publishing, teaching and supervisory expertise, and the strength and interdisciplinarity of the School's undergraduate and graduate programs in women's, gender and sexuality studies place it among the leading programs in North America.</i></p>	<p><b>Excellence/Distinction</b></p> <p>In 2020 York will continue to be recognized for the prestige as well as the wide range of scholarly interests of its feminist faculty. It will continue to house Canada's foremost Women's Studies department, and its graduate program will remain the best, largest and oldest free standing Women's Studies graduate program in Canada. This is based on the School's student enrolment size, the number of participating faculty and their research footprint.</p>
	<p><b>Current Status</b></p> <p>In 2010 the School is Canada's premier Women's Studies department, and its graduate program is largest, best and oldest free-standing Women's Studies graduate program in Canada.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>Undergraduate Women's Studies programs at the University of Victoria, UBC, and the University of Manitoba are among the School's closest domestic comparators, but lack the School's scale, and the depth and breadth of feminist scholarship that it enables. Continentally, Rutgers, Syracuse, UC Davis and about 4-5 others have high international reputations and are comparators for the School. Most of these, however, lack the School's interdisciplinarity.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• First and largest free-standing Graduate Women's Studies Program in Canada.</li> <li>• Over 80 faculty members appointed to the School or affiliated to its programs.</li> <li>• Recognized as an international leader in women's, gender and feminist scholarship and activism.</li> <li>• Successful placement of graduates in academic and leadership positions across North America.</li> <li>• An active member of a large and vibrant feminist research community at York.</li> <li>• Strengths in seven areas: 1) Cultural and Literary Studies, Performance and Fine Arts, 2) Diaspora, Transnational and Global Studies, 3) Histories, 4) Politics, Economics and Societies, 5) Race, 6) Sexualities, and 7) Theories and Methods.</li> </ul>	
<p><b>Challenges</b></p> <p>The first challenge will be to shore-up the School's enrolment base while maintaining its commitment to offering general education courses for LA&amp;PS students:</p> <ul style="list-style-type: none"> <li>• Increase the number of majors and minors in Women's Studies (by a minimum of 10%) and Sexuality Studies (to 100 majors and 100 minors), and increase the numbers enrolled in certificates. Maintain the current annual intake into the PhD and MA programs (10 and 10).</li> <li>• Ensure that students taking certificates in either program (Women's Studies or Sexuality Studies) are included in the calculation of unit-based statistics. This will entail enhancements to registrarial system functionality.</li> <li>• Initiate an IBA program in Women's Studies to better address women's social, political, economic, and cultural lives in the context of increased global/transnational awareness and interest. The School will work with York International to organize student exchanges.</li> </ul> <p>A second challenge will be to stabilize the School's faculty base:</p> <ul style="list-style-type: none"> <li>• Currently, most of LA&amp;PS faculty appointed to Women's Studies do not have their full load in</li> </ul>	

the unit. This means that faculty members' loyalties are divided, especially regarding their teaching and service. Having more faculty fully appointed to Women's Studies would contribute to both its undergraduate and graduate programs. The School's goal is to increase that proportion to 60% of its complement.

- Approximately half the School's faculty complement is expected to retire over the next decade. Faculty renewal will be a core goal, especially in light of new investments at the University of Toronto, Queens University and others to build their Women's Studies footprint. The School will need to inspire and recruit junior scholars and increase the diversity of its faculty members.

A third challenge is to work, in collaboration with York Security, to identify ways and means of keeping the campus safe.

A further challenge will be to stay on the cutting edge, in terms of the field's intellectual currents. It is in this context that the School is planning for new positions and considering changing its name to capture the broadening scope of its scholarship, possibly to the School of Women's and Gender Studies.

<b>STATISTICAL SNAPSHOT: SCHOOL OF WOMEN'S STUDIES</b>					
		2008-09	2009-10	LAPS	
				<b>(09-10)</b>	
<b>Student Enrolment</b>					
	Majors	127	128	25,185	
	MA	17	23	1,035	
	PhD	49	56	832	
	Undergraduate FTEs	223.9	218.3	20,928	
	Graduate FTEs	55.2	63.7	1,422	
<b>Student Internationalization</b>					
	% of majors - international	0.9%	0.9%	6.9%	
	% of MA students - international	5.9%	4.3%	6.2%	
	% of PhD students - international	10.2%	10.7%	8.5%	
<b>Ugrad Student Intakes</b>					
	% that are direct entry	16.7%	13.0%	44.4%	
	% above 80% GPA	75.0%	25.0%	38.4%	
	% below 75% GPA	0.0%	25.0%	23.0%	
<b>Courses</b>					
	% of UG FTEs taught by FT faculty	76.1%	73.5%	46.3%	
<b>Faculty &amp; Staff</b>					
	FT Faculty Complement (FTE)	12.30	12.53	618.99	
	Contract Faculty Complement (FTE)	1.20	4.20	404.54	
	Technical & Support Staff Complement (FTE)	4.00	3.00	142.00	

<b>THE WRITING DEPARTMENT</b>	
<p><b>10 Year Vision</b></p> <p><i>The Writing Department facilitates the entrance of students into, and their development within, the discourse communities that they encounter in their academic programs and beyond the academic setting. We assist our students to find a voice in the discussion within those communities and to do so with grace and confidence.</i></p> <p><i>The Department is a key contributor to the improvement of students' critical thinking, reading and writing, through our own teaching and research, and through collaboration with programs and individual faculty members in other Departments, including in-class visits, consultation, and professional development. Our teaching includes an extensive individual tutoring program, credit courses in writing, workshops on a variety of writing topics, contributions to the general education program, and assistance to individual faculty who wish to work effectively with their own students' writing.</i></p>	<p><b>Excellence/Distinction</b></p> <p>By 2020, the Department aspires to be one of Canada's five best writing, composition, and rhetoric departments, in terms of student enrolments. Through its one-to-one instruction, it will also play a pivotal role in other departments' learning effectiveness, and in the overall intellectual preparedness of the Faculty's students.</p>
	<p><b>Current Status</b></p> <p>In 2010 the Department is one of the Faculty's best kept secrets.</p>
	<p><b>Situating the Department in Relation to Other Institutions</b></p> <p>While writing, composition, and rhetoric departments are increasingly common in the U.S., they remain uncommon in Canada. The University of Waterloo is Ontario's leading institution, with vibrant undergraduate and graduate programming. It will serve as a reference point to mark the Department's development over the next decade.</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The Writing Department offers one-to-one instruction in writing through its Writing Centre, as well as in small group and workshop settings. Many of the Writing Centre's students are international students or have some language other than English as their first language. Instruction in the Writing Centre and the Open Learning Centre makes it possible for these students to develop the language knowledge and language skills needed for success in university and, thereby, serves the retention goals of the university and society.</li> <li>• A large proportion of the students participating in the Department's one-to-one instruction and workshops are seeking support for their work in the first- and second-year general education courses. The Department's faculty members provide professional development training in writing and critical skills to course directors and tutorial leaders in general education courses. The Department's writing instruction is one of the primary means by which students learn to meet the goals of these courses.</li> <li>• The Writing Department offers courses within the Professional Writing program and participates in the administration of that program. There are a large number of students interested in careers in writing, and the Department's instruction facilitates their development in that direction. This area is one in which the Department could expand its offerings to the benefit of many, particularly given its interest in digital writing. A certificate program in professional writing in combination with Seneca College is an interesting possibility. The Department also offers one-to-one instruction and courses in support of the Faculty's international professionals programs, including, for example, Internationally Educated Nurses and Internationally Educated Professionals.</li> <li>• The Writing Department offers courses in the discipline of Writing and has faculty members who study the discipline. The ability to teach such courses in an independent department is a great strength that could be used to attract young Writing scholars who would be a source of faculty renewal in the other categories as well.</li> </ul>	

**Challenges**

The Department's challenges deal with faculty renewal, curriculum & programming, and non-credit instruction. In terms of faculty renewal:

- The Writing Department is LA&PS's most senior department, in terms of the average age of its full-time faculty. Most of the current faculty complement may retire over the next decade. Renewing the full-time complement of the Department will require tenure-stream appointments.

With regards to curriculum & programming, the Department proposes:

- To develop an undergraduate major and minor degree program in composition studies and rhetoric.
- To work towards an eventual MA level degree program in Writing Pedagogy.
- To bring the Faculty's current degree program in Professional Writing within the Department.
- To consider the advisability of consolidating the Faculty's credit and non-credit ESL teaching, which are currently in separate units.

<b>STATISTICAL SNAPSHOT: WRITING DEPARTMENT</b>					
		2008-09	2009-10	LAPS	
				<b>(09-10)</b>	
<b>Student Enrolment</b>					
Majors		NA	NA	25,185	
MA		NA	NA	1,035	
PhD		NA	NA	832	
Undergraduate FTEs		72.2	66.2	20,928	
Graduate FTEs		NA	NA	1,422	
Students enrolled for individual instruction			2,312		
Individual instruction appointments			7,945		
<b>Courses</b>					
% of UG FTEs taught by FT faculty		62.5%	78.5%	46.3%	
<b>Faculty &amp; Staff</b>					
FT Faculty Complement (FTE)		10.97	11.00	618.99	
Contract Faculty Complement (FTE)		20.11	22.51	404.54	
Technical & Support Staff Complement (FTE)		3.00	2.00	142.00	

**Appendix Four:**

**Faculty of Liberal Arts & Professional Studies  
Statistical Profile**

**Table 1: Undergraduate Student Data**

LA&PS Department/School	MAJORS			UG FTEs			% of UG FTEs TAUGHT BY FT FACULTY		2009-2010 AVERAGE SECTION SIZE (3, 6, and 9 credit-sections)		
	2008-2009	2009-2010	% 09-10	2008-2009	2009-2010	% 09-10	2008-2009	2009-2010	ENROLLED	SECTIONS	AVG. SIZE
Administrative Studies	3,040	3,174	12.6%	3,100.7	3,381.2	16.2%	52.7%	40.9%	29,759	510	58.4
Anthropology	347	301	1.2%	418.0	480.7	2.3%	23.4%	47.5%	2,423	43	56.3
Communication Studies	440	612	2.4%	519.3	558.6	2.7%	79.0%	72.6%	2,181	28	77.9
Economics	1,776	1,966	7.8%	1,508.8	1,578.6	7.5%	61.1%	53.6%	14,729	157	93.8
English	2,392	2,296	9.1%	1,340.8	1,216.0	5.8%	59.0%	65.1%	7,566	162	46.7
Equity Studies	184	286	1.1%	776.8	627.2	3.0%	39.3%	37.5%	3,050	54	56.5
French Studies	222	223	0.9%	238.7	256.2	1.2%	56.7%	53.2%	1,498	62	24.2
Geography	531	506	2.0%	595.4	599.4	2.9%	40.4%	48.1%	3,928	76	51.7
History	1,433	1,380	5.5%	921.4	918.9	4.4%	78.2%	76.5%	4,469	86	52.0
HRM	858	944	3.7%	626.7	639.9	3.1%	40.0%	32.2%	6,032	86	70.1
Humanities	1,358	1,382	5.5%	2,691.7	2,865.6	13.7%	43.7%	38.3%	11,105	180	61.7
Information Technology	708	614	2.4%	212.0	249.4	1.2%	66.5%	65.1%	2,177	59	36.9
DLLL	351	352	1.4%	1,182.4	1,184.6	5.7%	32.7%	46.9%	5,892	206	28.6
Philosophy	550	577	2.3%	765.8	706.7	3.4%	50.6%	46.8%	5,525	87	63.5
Political Science	1,317	1,363	5.4%	911.2	987.6	4.7%	57.1%	59.6%	6,110	128	47.7
PPA	791	768	3.0%	178.5	193.0	0.9%	56.8%	35.7%	1,321	32	41.3
Social Science	3,357	3,240	12.9%	2,073.3	2,293.0	11.0%	69.4%	60.3%	9,087	134	67.8
Social Work	563	533	2.1%	351.3	329.4	1.6%	30.5%	46.9%	2,098	60	35.0
Sociology	2,618	2,484	9.9%	1,463.3	1,577.5	7.5%	60.6%	36.2%	8,594	159	54.1
Women's Studies	127	128	0.5%	223.9	218.3	1.0%	76.1%	73.5%	1,016	25	40.6
Writing Department	NA	NA	NA	72.2	66.2	0.3%	62.5%	78.5%	670	24	27.9
Undecided Major	1,113	1,223	4.9%								
Special Students (certificate and no degree)	883	833	3.3%								
<b>TOTAL (LA&amp;PS)</b>	<b>24,959</b>	<b>25,185</b>	<b>100.0%</b>	<b>20,172.2</b>	<b>20,928.0</b>	<b>100.0%</b>	<b>54.5%</b>	<b>46.3%</b>	<b>129,230</b>	<b>2,358</b>	<b>54.8 *</b>

<b>TOTAL YORK</b>	<b>48,577</b>	<b>49,217</b>
<b>% YORK</b>	<b>51.4%</b>	<b>51.2%</b>

<b>40,605.3</b>	<b>42,132.0</b>
<b>49.7%</b>	<b>49.7%</b>

\* LA&PS average section size includes all year levels

**Table 2: Undergraduate International Students and Direct-Entry Grades**

LA&PS Department/School	% of MAJORS INTERNATIONAL		DIRECT ENTRY GPA NOV 1, 2009			
	2008-2009	2009-2010	0.0%-69.9%	70.0%-74.9%	75.0%-79.9%	80.0%-100.0%
Administrative Studies	12.9%	15.0%	0.0%	0.0%	2.5%	97.5%
Anthropology	3.2%	3.4%	7.1%	28.6%	57.1%	7.1%
Communication Studies	5.3%	6.4%	0.0%	15.1%	50.0%	34.9%
Economics	24.8%	25.9%	2.0%	15.2%	56.6%	26.2%
English	1.6%	1.2%	1.5%	16.1%	36.1%	46.3%
Equity Studies	2.7%	0.4%	5.8%	25.0%	30.8%	38.5%
French Studies	3.3%	1.0%	0.0%	25.8%	29.0%	45.2%
Geography	0.6%	1.6%	9.8%	19.5%	46.3%	24.4%
History	0.7%	0.5%	2.8%	17.0%	34.7%	45.5%
Human Resource Management	5.4%	6.0%	1.1%	15.4%	55.4%	28.0%
Humanities	2.0%	2.0%	1.8%	18.0%	45.6%	34.6%
Information Technology	10.9%	12.2%	1.2%	50.6%	19.3%	28.9%
Languages, Literatures & Linguistics	6.5%	4.6%	2.7%	13.5%	37.8%	45.9%
Philosophy	1.7%	1.3%	2.2%	17.8%	26.7%	53.3%
Political Science	2.6%	4.3%	3.2%	17.9%	34.7%	44.2%
Public Policy and Administration	10.2%	9.8%	3.3%	26.7%	40.0%	30.0%
Social Science	4.4%	4.5%	3.3%	22.6%	28.4%	45.7%
Social Work	0.9%	1.1%	0.0%	0.0%	49.3%	50.7%
Sociology	1.3%	1.0%	3.8%	20.4%	45.9%	29.9%
Women's Studies	0.9%	0.9%	0.0%	25.0%	50.0%	25.0%
Writing Department	NA	NA	NA	NA	NA	NA
Undecided Major	5.8%	6.3%	3.5%	31.7%	41.3%	23.5%
<b>TOTAL (LA&amp;PS)</b>	<b>6.5%</b>	<b>6.9%</b>	<b>2.5%</b>	<b>20.5%</b>	<b>38.7%</b>	<b>38.4%</b>

**Table 3: Graduate Student Data**

LA&PS Department/School	MASTERS			% of MA STUDENTS INTERNATIONAL		DOCTORAL			% of Ph.D. STUDENTS INTERNATIONAL		TOTAL GRAD STUDENTS			GRAD FTEs		
	08-09	09-10	% 09-10	08-09	09-10	08-09	09-10	% 09-10	08-09	09-10	08-09	09-10	% 09-10	08-09	09-10	% 09-10
Administrative Studies	41	52	5.0%	0.0%	3.8%	0	0	0.0%	0.0%	0.0%	41	52	2.8%	26.2	33.9	2.4%
Anthropology	31	31	3.0%	6.5%	3.2%	33	35	4.2%	9.1%	12.5%	64	66	3.5%	54.9	55.3	3.9%
Communication Studies	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0	0.0	0.0%
Economics	48	60	5.8%	35.4%	23.3%	24	26	3.1%	16.7%	19.2%	72	86	4.6%	69.4	86.2	6.1%
English	36	37	3.6%	2.8%	13.5%	58	58	7.0%	5.2%	3.4%	94	95	5.1%	76.3	78.6	5.5%
Equity Studies	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0	0.0	0.0%
French Studies *	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0	0.0	0.0%
Geography	42	41	4.0%	2.4%	4.9%	34	38	4.6%	23.5%	28.9%	76	79	4.2%	49.4	49.7	3.5%
History	36	48	4.6%	2.8%	2.1%	105	101	12.1%	2.9%	4.0%	141	149	8.0%	129.8	125.6	8.8%
Human Resource Management	71	80	7.7%	0.0%	2.5%	3	6	0.7%	0.0%	0.0%	74	86	4.6%	25.9	38.2	2.7%
Humanities	32	29	2.8%	0.0%	3.4%	51	56	6.7%	5.9%	3.6%	83	85	4.6%	67.0	70.8	5.0%
Information Technology	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0	0.0	0.0%
Languages, Literatures & Linguistics	40	28	2.7%	25.0%	25.0%	8	12	1.4%	12.5%	8.3%	48	40	2.1%	35.9	32.0	2.2%
Philosophy	15	14	1.4%	0.0%	7.1%	61	59	7.1%	6.6%	5.1%	76	73	3.9%	67.5	63.8	4.5%
Political Science	82	89	8.6%	4.9%	3.4%	128	140	16.8%	12.5%	13.6%	210	229	12.3%	180.7	180.0	12.7%
Public Policy and Administration	84	84	8.1%	1.2%	1.2%	0	0	0.0%	0.0%	0.0%	84	84	4.5%	21.3	24.6	1.7%
Social Science	50	63	6.1%	6.0%	9.5%	0	0	0.0%	0.0%	0.0%	50	63	3.4%	38.7	48.7	3.4%
Social Work	173	174	16.8%	1.7%	0.6%	5	8	1.0%	0.0%	0.0%	178	182	9.7%	122.0	134.8	9.5%
Sociology	27	35	3.4%	0.0%	2.9%	80	87	10.5%	7.5%	9.2%	107	122	6.5%	92.7	106.2	7.5%
Women's Studies	17	23	2.2%	5.9%	4.3%	49	56	6.7%	10.2%	10.7%	66	79	4.2%	55.2	63.7	4.5%
Writing Department	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0	0	0.0%	0.0	0.0	0.0%
Communication & Culture	84	72	7.0%	4.8%	1.4%	70	68	8.2%	4.3%	2.9%	154	140	7.5%	116.6	107.0	7.5%
Interdisciplinary Studies	51	46	4.4%	3.9%	2.2%	0	0	0.0%	0.0%	0.0%	51	46	2.5%	28.7	25.1	1.8%
Social and Political Thought	30	29	2.8%	13.3%	6.9%	86	82	9.9%	2.7%	3.7%	116	111	5.9%	94.8	98.3	6.9%
<b>TOTAL (LA&amp;PS)</b>	<b>990</b>	<b>1,035</b>	<b>100%</b>	<b>5.5%</b>	<b>6.2%</b>	<b>795</b>	<b>832</b>	<b>100%</b>	<b>7.7%</b>	<b>8.5%</b>	<b>1,785</b>	<b>1,867</b>	<b>100%</b>	<b>1,353.0</b>	<b>1,422.4</b>	<b>100%</b>
<b>TOTAL YORK</b>	<b>4,222</b>	<b>4,351</b>				<b>1,688</b>	<b>1,792</b>				<b>5,910</b>	<b>6,143</b>		<b>4,395</b>	<b>NA</b>	
<b>% YORK</b>	<b>23.4%</b>	<b>23.8%</b>				<b>47.1%</b>	<b>46.4%</b>				<b>30.2%</b>	<b>30.4%</b>		<b>30.8%</b>		

\* The graduate French Studies program is housed in Glendon College. Therefore, statistics are reported under Glendon College. However, the French Studies department is a partner in the graduate program.

**Table 4: Faculty Data**

LA&PS Department/School	FT FACULTY (FTE)		FT FACULTY ABOVE AGE 55 (%)	CONTRACT FACULTY (FTE)		UG FTEs to FT FACULTY FTE		UG MAJORS/MINORS to FT FACULTY FTE	
	2008-2009	2009-2010	July 1, 2009	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
Administrative Studies	62.17	58.17	27%	48.41	62.44	49.9	58.1	48.9	54.6
Anthropology	19.10	19.50	50%	8.20	7.52	21.9	24.7	20.2	17.9
Communication Studies	12.10	13.00	31%	NA	4.20	42.9	43.0	63.3	61.8
Economics	40.10	39.30	35%	13.30	13.00	37.6	40.2	44.7	50.2
English	48.17	44.97	44%	24.51	24.83	27.8	27.0	53.4	56.7
Equity Studies	11.61	11.93	63%	7.65	12.27	66.9	52.6	15.8	25.1
French Studies	18.70	17.00	56%	9.00	10.63	12.8	15.1	17.0	18.8
Geography	20.90	20.30	18%	10.95	12.40	28.5	29.5	30.4	29.3
History	44.57	43.93	46%	12.40	12.00	20.7	20.9	37.6	36.1
Human Resource Management	12.18	12.20	9%	11.20	10.00	51.5	52.5	70.4	77.4
Humanities	53.13	56.06	58%	46.40	51.37	50.7	51.1	27.7	26.4
Information Technology	11.40	11.80	17%	4.93	4.20	18.6	21.1	62.1	52.0
Languages, Literatures & Linguistics	46.83	45.80	51%	47.25	45.83	25.2	25.9	9.6	9.5
Philosophy	19.77	21.12	32%	11.00	11.20	38.7	33.5	31.1	30.6
Political Science	49.20	49.80	38%	16.48	16.02	18.5	19.8	29.5	30.3
Public Policy and Administration	10.82	11.40	43%	6.40	10.20	16.5	16.9	73.1	67.4
Social Science	59.94	53.97	47%	19.67	20.93	34.6	42.5	58.8	62.4
Social Work	22.00	24.60	36%	11.90	10.73	16.0	13.4	25.6	21.7
Sociology	44.70	40.60	42%	26.36	38.05	32.7	38.9	62.2	65.2
Women's Studies	12.30	12.53	44%	1.20	4.20	18.2	17.4	13.9	13.2
Writing Department	10.97	11.00	86%	20.11	22.51	6.6	6.0	0.0	0.0
<b>TOTAL (LA&amp;PS)</b>	<b>630.66</b>	<b>618.98</b>	<b>42%</b>	<b>357.32</b>	<b>404.53</b>	<b>32.0</b>	<b>33.8</b>	<b>39.3</b>	<b>40.0</b>

**REVISED TOTAL**  
*(includes undecided majors/special students)*      **42.4**      **43.3**

Please note: above full-time faculty FTE data includes TS, CLAs and SRCs

**Table 5: Staff Data**

LA&PS Department/School	STAFF (FTE)		TOTAL STUDENT FTEs to STAFF FTE		UG MAJORS/MINORS to STAFF FTE	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
Administrative Studies	14.00	14.00	223.4	243.9	217.3	226.7
Anthropology	3.00	3.00	157.6	178.7	128.3	116.3
Communication Studies	3.50	3.50	148.4	159.6	218.9	229.7
Economics	10.00	10.00	157.8	166.5	179.2	197.3
English	9.00	9.00	157.5	143.8	286.0	283.6
Equity Studies	3.00	3.00	258.9	209.1	61.3	100.0
French Studies	4.50	3.00	53.0	85.4	70.4	106.3
Geography	9.88	9.88	65.3	65.7	64.3	60.2
History	6.60	6.60	159.3	158.3	253.9	240.0
Human Resource Management	5.00	4.00	130.5	169.5	171.6	236.0
Humanities	9.51	9.51	290.1	308.8	154.8	155.8
Information Technology	2.60	2.60	81.5	95.9	272.3	236.2
Languages, Literatures & Linguistics	6.30	5.00	193.4	243.3	71.6	87.2
Philosophy	5.00	5.00	166.7	154.1	123.0	129.4
Political Science	9.00	9.00	121.3	129.7	161.2	167.6
Public Policy and Administration	4.00	4.00	50.0	54.4	197.8	192.0
Social Science	15.50	15.50	136.3	151.1	227.5	217.2
Social Work	10.00	11.00	47.3	42.2	56.3	48.5
Sociology	9.20	9.40	169.1	179.1	302.3	281.5
Women's Studies	4.00	3.00	69.8	94.0	42.8	55.3
Writing Department	3.00	2.00	24.1	33.1		
<b>TOTAL (LA&amp;PS)</b>	<b>146.59</b>	<b>141.99</b>	<b>145.2</b>	<b>155.8</b>	<b>182.5</b>	<b>188.9</b>