

IN THE MATTER OF:

INDUSTRIAL INQUIRY COMMISSION

BEFORE

COMMISSIONER WILLIAM KAPLAN

**APPENDICES TO SUBMISSIONS ON BEHALF OF THE CANADIAN
UNION OF PUBLIC EMPLOYEES, LOCAL 3903**

VOLUME 2

RYDER WRIGHT BLAIR & HOLMES LLP
333 Adelaide Street West, 3rd Floor
Toronto, ON M5V 1R5

RICHARD A. BLAIR

Tel: 416-340-9070
Fax: 416-340-9250

Solicitors for CUPE, Local 3903

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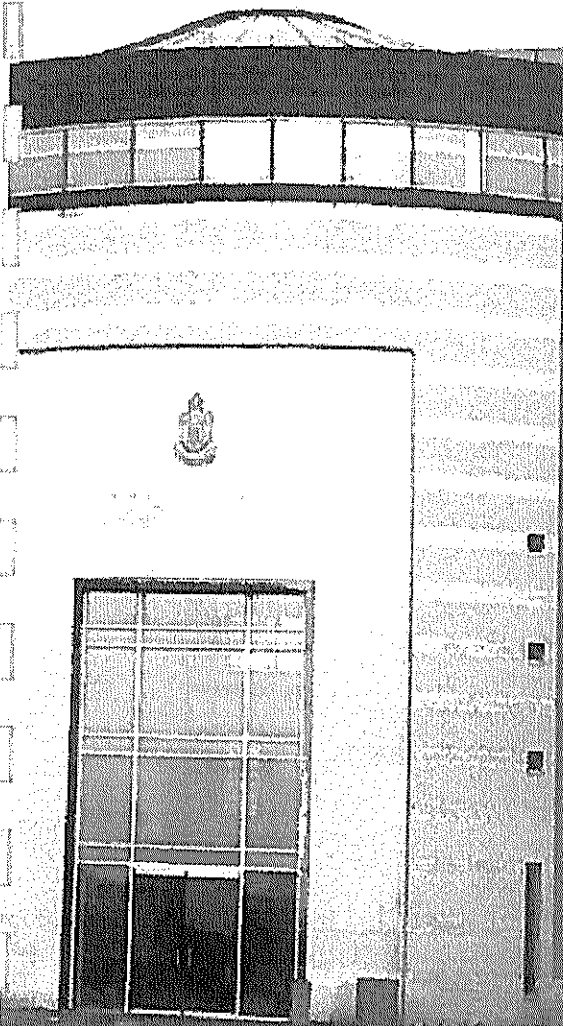
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University Academic Plan 2015 - 2020

February 25, 2016
yorku.ca

YORK 
UNIVERSITÉ
UNIVERSITY



2010 - 2015 in Review

Significant progress has been made over the past five years towards realizing the vision of York University as set out in the White Paper *Becoming an Engaged University 2010-2020*.

York has achieved top national and international rankings in pre-eminent programs in business, humanities, law, and social sciences. The University has become more comprehensive with the creation of the Lassonde School of Engineering and new undergraduate and graduate programs in Business, Education Studies, Engineering and Global Health. The launch of the School of the Arts, Media, Performance and Design reflects expanded capacity for arts innovation while enriching existing strengths and the profile of Science has risen thanks to high-impact research and curricular innovations as well as extensive public outreach and media engagement. Glendon has furthered the role it plays as a bilingual hub serving the needs of central and southwestern Ontario for expanded francophone programming. These programs have strengthened our reputation in leading-edge interdisciplinary curriculum and inspired new collaborations.

Our research intensification efforts have fostered the growth of high impact research outcomes enhancing social, cultural and economic prosperity through partnerships both locally and internationally. The Faculty of Health received a \$20 million gift to establish the Dahdaleh Institute for Global Health that will bring together researchers from across the University connecting to international networks. We have built an impressive array of collaborative research networks spanning every continent, reaching from the ocean depths to outer space, and enhancing cultural and social vitality. At the same time, we have prioritized local innovation through initiatives such as Innovation York's Markham Convergence Centre and supporting the York University-TD Community Engagement Centre in the Jane-Finch Community.

We have achieved a reputation for excellence in teaching and learning as confirmed in student surveys including inventive experiential education and technology enhanced learning. We have begun to make strides again towards strengthening faculty complement by recovering the post-2008 decline in full-time faculty that resulted in the context of prevailing global economic crises. Our strategic enrolment management initiative has improved conversion rates and enhanced orientation through YUstart to recruit the best students and retain them. We have surpassed our White Paper benchmarks to increase our proportion of international students. This has furthered our internationalization goals alongside the creation of partner campuses in India (Schulich's GMR Campus) and Costa Rica

(Faculty of Environmental Studies' Eco campus and the Lillian Meighen Wright Centre) and the innovative Borderless Higher Education for Refugees program supported by colleagues in the Faculties of Education and Liberal Arts and Professional Studies. Our new School of Continuing Studies helps to strengthen York's commitment to access and lifelong learning. We have advanced our strong commitment and practice as an engaged University upholding defining values such as social justice, excellence and collaboration enhancing our external recognition.

We have nurtured a culture of evidence-based decision-making to support better collaboration across all levels of the University including an institutional review of all our programs and services in 2013-2014 and created York's first-ever Institutional Integrated Resource Plan (IIRP).

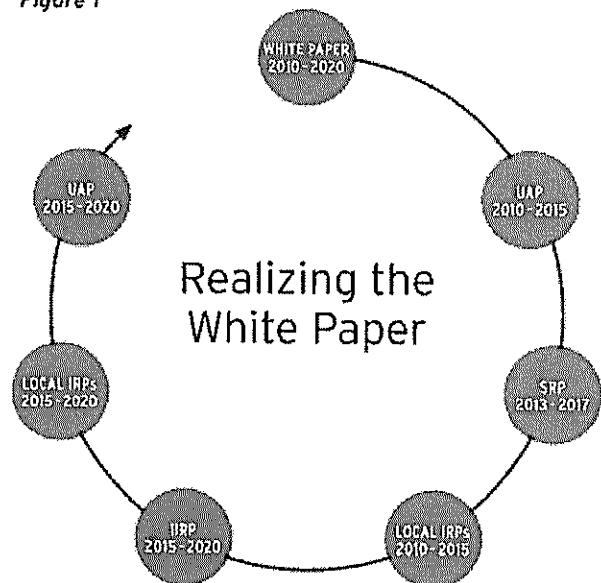
Our efforts have been supported by transparent and comprehensive communication plans, advocacy with government, and advancement efforts including large-scale capital projects such as the new Bergeron Centre for Engineering Excellence, plans for a new student centre on the Keele Campus and a successful submission for a new campus in Markham. We have received local, national and international recognition through prestigious publications and awards including an award for campus sustainability.

Looking Forward to the University Academic Plan 2015-2020

York's accomplishments together with our distinct strengths provide a strong foundation for the next five years. The University Academic Plan 2015-2020 is an opportunity to consolidate our efforts by focusing on the implementation of strategic initiatives giving careful attention to the challenges that have arisen as well as emerging opportunities.

This version of the University Academic Plan comes at a pivotal moment in York's history as captured in *Figure 1* Building on previous iterations and on a set of enduring values, planning principles and strengths that have stood us well from the inception, it has been shaped by a comprehensive review of our progress to date in realizing York's vision as set out in the White Paper 2010-2020 and the responses to that review captured in the IIRP as well as local level Integrated Resource Plans (IRPs). The priorities and implementation strategies herein are suited to the aspirations of a leading global university focused on fully realizing its goals and seizing the fresh opportunities that are beckoning.

Figure 1



Introduction

Guided by York's mission and vision, as well as a set of enduring values, the University Academic Plan 2015-2020 (the Plan) reflects the spirit of our motto *Tentanda Via* - the way must be tried - expressing our readiness, capacity and desire to address the challenges we face in a constantly changing and dynamic 21st century context, and to seek bold new ways of fulfilling our promises, looking inwardly and outwardly for inspiration. While our values are not individually exclusive to York University, taken together, they represent a unique and authentic combination that guides academic planning at a public institution.

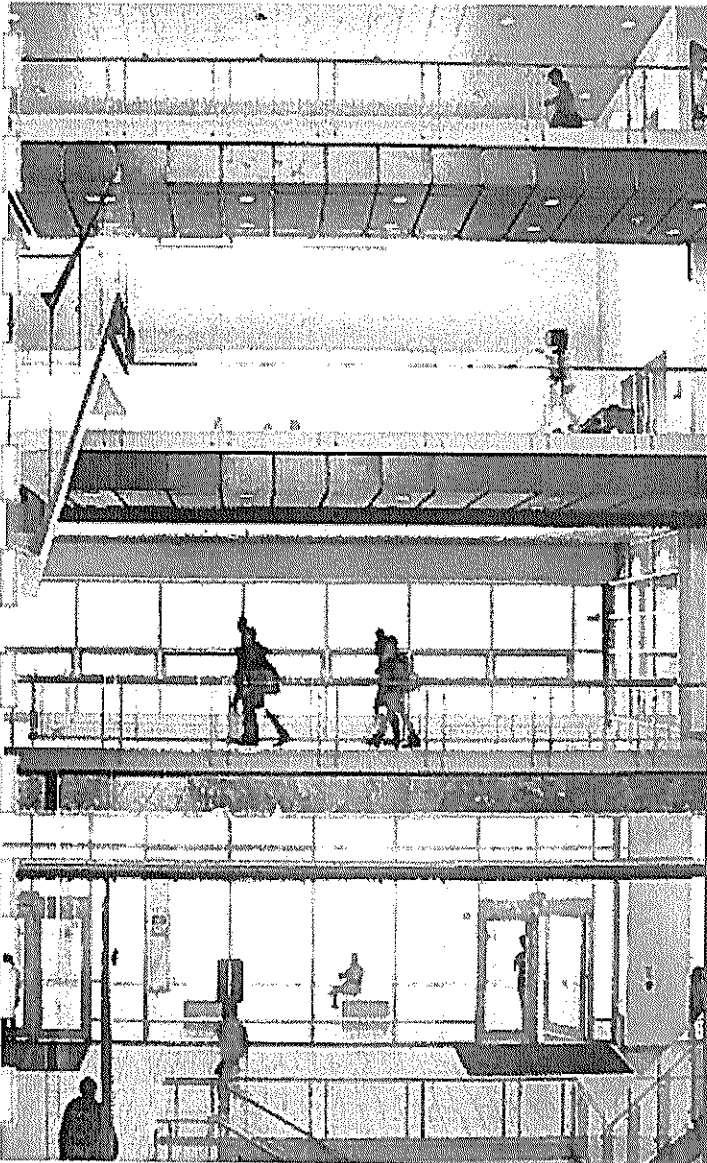
MISSION

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition. - *Tentanda Via* The way must be tried.

VISION

As one of Canada's leading universities, York University fosters creativity, innovation and global citizenship through its open-minded and engaged approach to teaching, scholarship and research, and community outreach.





VALUES

Excellence: York strives for excellence in teaching and learning (or pedagogies), academic programs and research/scholarly/creative pursuits enriching as well as educating, enabling as well as informing through fostering intellectual curiosity, innovation, and creativity.

Progressive: York is open minded, forward looking and flexible. We embrace innovative approaches, technologies and perspectives to solve problems, develop new understandings, solutions and discoveries that have an impact on our world.

Inclusivity and diversity: York is a welcoming and approachable campus embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge

Social justice and equity: York is socially responsible, and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms through civic, scientific and cultural actions.

Sustainability: York values environmental, social, and fiscal sustainability through its programs, physical environment, and fiduciary practices.

The Plan focusses on seven key priority areas. Running through those priorities are three overarching themes that animated the University Academic Plan 2010-2015 as well as the White Paper. They are:

- academic quality
- student success
- engagement and outreach

Academic quality has been the overriding imperative for York over the last five years and it must continue to be so in everything we do for the next five years. An institutional commitment to the importance of research and teaching excellence and to the inseparability of the two aspects of our mandate as part of our culture of excellence is key, as is attracting and retaining the highest quality faculty, staff, undergraduate and graduate students. This requires attention to strengthening our reputation, an understanding of the centrality of innovation as a key driver of quality, selectivity in admissions, success in competitions for research and infrastructure funding, and sustained funding for graduate students. While building on our strengths to leverage new opportunities, we must also look outward for best practices, and continue to exemplify our readiness for change.

Success depends on maximizing the resources available in support of the core academic priorities of teaching and learning, and scholarly research and related creative activities especially given the challenges that York, together with all Ontario universities face with per student funding that is the lowest in the country. Central to those efforts is increasing the full-time faculty complement (including supporting efforts to improve the conversion of contractual appointments to the tenure-stream) and improving student / faculty ratios. We must also maintain our commitment to continual improvement, degree streamlining, meeting enrolment targets, and enhancing the effectiveness of our administrative services.

Student success is a related goal, one that includes raising the quality of graduate and undergraduate students who choose to study at York without diminishing access, their experience while here, as well as the outcomes of the experience afterwards. Significant work has been done over the past five years to better utilize student data to design academic supports for our diverse

student population and to better support student success through Strategic Enrolment Management initiatives. The colleges offer a variety of services including peer and alumni mentorship, and supplemental instruction. The Faculty of Graduate Studies offers a comprehensive suite of workshops in the areas of writing, grant application and professional skills development. The Libraries offer a Personal Librarian program that pairs first year undergraduate students with librarians who guide and support them with their research needs throughout their first year of study.

Large public institutions like York face specific challenges so we have sought to leverage our size to our benefit. It multiplies avenues for students, incubates top-flight interdisciplinary programs, facilitates collaborative research, and opens the way for interactions between members of the community in clubs and extracurricular settings that would be impossible to imagine on smaller scales. For this reason, we have tried to ensure that sheer size does not overwhelm but rather invites and inspires. This must continue to be so, since we will, in the next several years, increase the number of highly committed students choosing York first at both the undergraduate and graduate level (thereby sustaining one of the largest graduate student cohorts in North America). Success in doing so requires that we strengthen our efforts in attracting and retaining a diverse student population, including domestic and international students, traditional students pursuing higher education directly from high school, non-traditional learners, part-time and mature students.

Engagement and outreach have always been part of York's DNA and certainly before the concept of an "engaged university" became popular in Canada. Engaged faculty and staff are essential for creating a vibrant university community and for strengthening the impact of what we do. Engaged learning is increasingly being viewed as a hallmark of a quality university experience. As a large university with many students who commute daily, York faces a special challenge in creating opportunities for students to engage with faculty and their peers in learning and co-curricular situations.

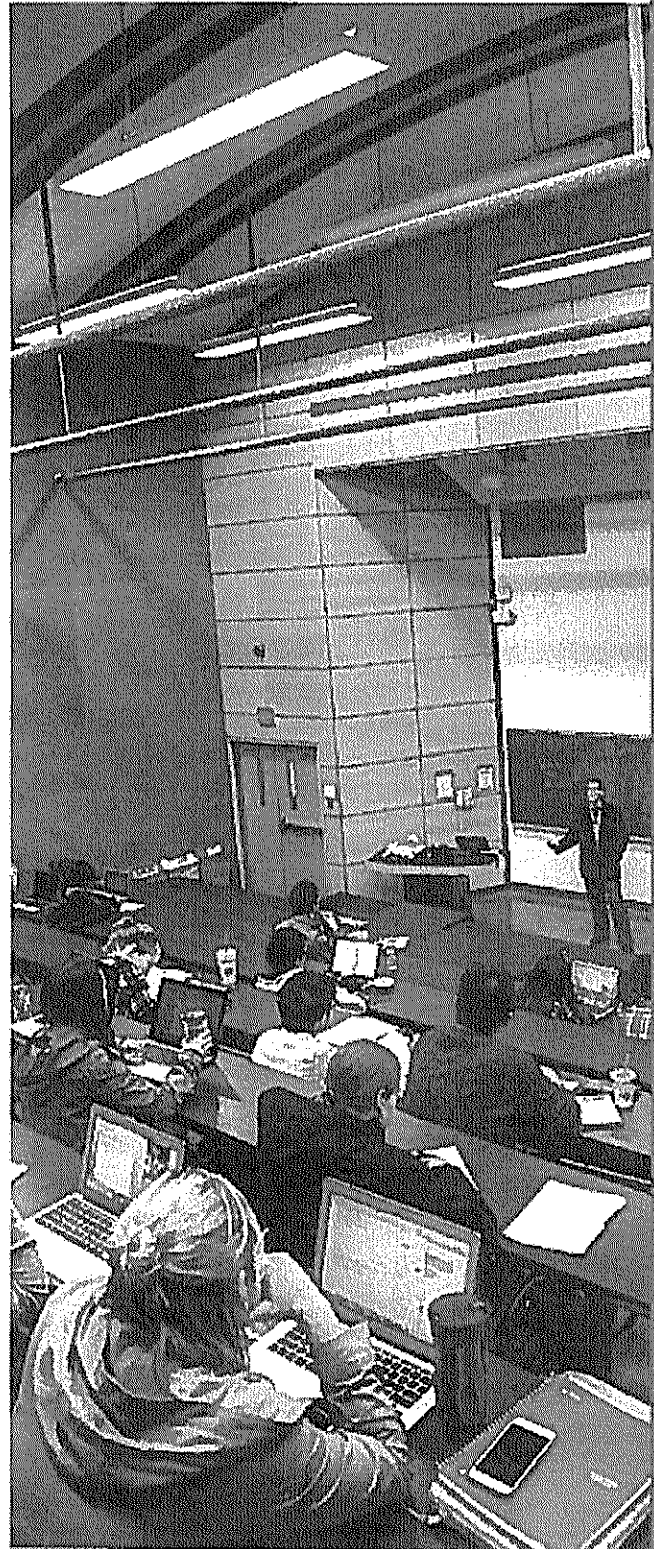
Engagement is central to how we function as a community and to advancing collegial governance, inclusiveness and diversity, and it is reflected in our outreach and collaboration with local and global partners

for the mutually beneficial exchange of knowledge and resources. York continues to extend its reach and network of partnerships with other educational institutions, governments, non-profit and private sector actors to enrich our academic programs; the student learning experience including access, credit transfer and experiential education opportunities as well as scholarly, research and related creative activities; and to help prepare educated, engaged citizens committed to democratic values; and contributing to the public good and solving critical societal problems.

A critical feature of the 21st century is the global vantage point for higher education. Engagement will therefore continue to be a central theme in this Plan in several respects. It will underpin the development of York's Internationalization Strategy; support the expansion of experiential education opportunities; and broaden the range of our research partnerships and the impact of our scholarly activities through collaboration, knowledge mobilization, and innovation initiatives. In so doing, engagement strengthens the relationship between teaching and research, scholarly and related creative activities.

Continuing education is a further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support. The School of Continuing Studies will complement other professional development schools at York and reinvigorate our commitment to flexible learning and student mobility.

As part of developing a pan-University Indigenous Strategy, a key goal will be engagement with the Indigenous communities of Canada both inside and outside York. Engagement is testament to a desire to ensure our students, staff and the faculty complement better represents Indigenous communities. It will enrich teaching, learning and research as well as the student experiences. It will build on existing initiatives across diverse Faculties and divisions while embracing new projects and processes, including those arising out of our response to the "Truth and Reconciliation Calls to Action."





Our Context: Challenges and Opportunities

The External Landscape

An environmental scan of the external context is an important part of any planning process revealing the challenges and opportunities that must inform our planning decisions. Factors that will need to be considered in our efforts to advance the White Paper over the next five years include:

- the internationalization of higher education and York's global engagement strategy including our enrolment plan, our outreach and partnerships, our programs and research
- society's reliance on universities to drive creativity, innovation, knowledge, and community engagement through teaching and research continues to intensify
- the impact of the information and communications technology revolution on knowledge acquisition and dissemination as well as the emerging opportunities to enhance learning through technology
- the need to provide high quality programming in a fiscally constrained provincial environment with a concomitant emphasis on financial sustainability and accountability
- ~~the imperative of addressing the significant reliance on contract labour in the postsecondary education sector, including maintaining as a top priority increasing the full-time faculty complement and seeking opportunities to support contract faculty colleagues~~
- the increasingly complex and competitive environment for research funding and increasing expectations to translate research results into outcomes with tangible societal and economic benefits
- postsecondary policy frameworks regarding higher education including:
 - differentiation and the impact on program directions, research priorities, and enrolments
 - the new provincial government's directive for public sector business documents
 - the provincial performance based funding review and the potential implications for the development of metrics and key performance indicators for transfer grants

- The declining enrolment trends through to about 2020 in combination with the lack of understanding about the important role of liberal arts education in a knowledge-based society and the implications for applications, the disproportionate reliance on a relatively small number of York's programs, and the implications for Strategic Enrolment Management.

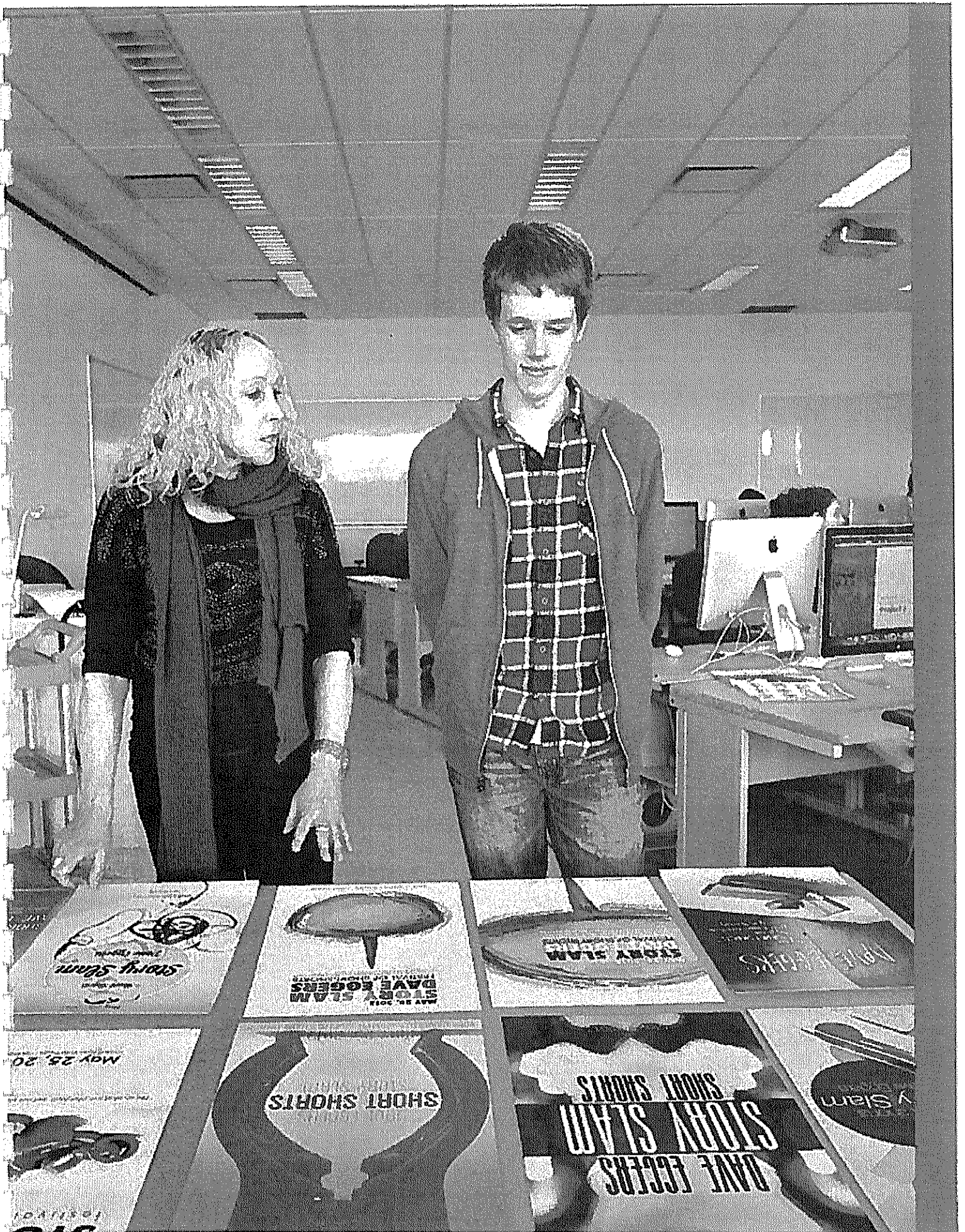
These pressures remind us of the importance of protecting and building on York's strengths as we look forward to York in 2020.

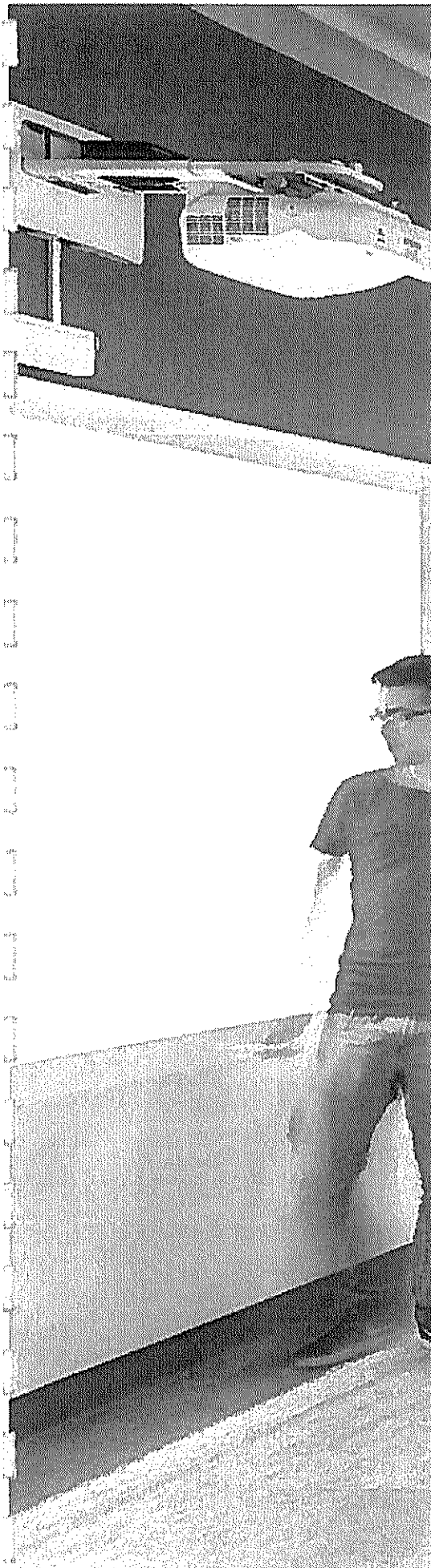


Embracing Opportunities within York

Despite significant challenges, York is poised to capitalize on a number of opportunities in the next five years. With multiple campuses we will become more comprehensive in scope and have greater chances to fulfill our mission and vision. York has signaled its interest in housing a medical school and has set the stage for this eventuality. Many other opportunities exist, and we will embrace those that align with our strengths and aspirations:

- Strengthening York's institutional gravitas by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health; digital media; biomedical; green technologies; the expansion of experiential education including research activities; and technology enhanced learning.
- Markham Centre campus, a generational opportunity to create a 21st century campus, an incubator for new ideas articulating York's vision for a blurring of town and gown that won out over 19 separate proposals for a new campus.
- Expanding and promoting Glendon's (and York's) contributions to bilingual education in central and southwestern Ontario by building on the College's strong liberal arts and expanding its program offerings in pre-professional, professional and science-focused areas.
- ~~Championing the importance of liberal arts education~~ and critical inquiry
- Nurturing our interdisciplinary strength by developing formal mechanisms to facilitate Faculty cross-teaching and cross-supervision of students.
- Fulfilling our commitment to a student-centred focus, enhancing the success of our graduates through access and student mobility initiatives for diverse groups (new Canadians, international students, mature students, students with disabilities, aboriginal communities), a high quality student learning experience, more personalized education for undergraduate and graduate students, and improved retention.
- Enhancing our leadership in community engagement including outreach and partnerships with local, national, global, virtual communities in academic, non-profit and private realms.
- Extolling our diversity as a model and as a beacon.
- Improving the campus experience through:
 - life and learning in a sustainable setting, creating more student space, where the natural environment – including unique eco-systems – coexists with outstanding facilities of architectural significance.
 - situating York at the heart of a dynamic region through transportation and location (with the subway becoming a public transit hub, proximity to airport, road networks) and seeking out opportunities for community engagement that arise such as cultivating Keele campus as a major stop-off point between North-South and East-West routes.
 - promoting York's award-winning reputation for campus sustainability.
- Continuing to model the practice of evidence based academic leadership - expansion of data analytics (including York data, student surveys, external research measures and Cyclical Program Reviews) to better inform decision-making in advancing our world-leading Faculties and programs.





The Priorities

The Plan outlines seven priority areas with a focus on consolidating the objectives and initiatives that have been confirmed as most essential to the realization of York's mission and vision based on the efforts and assessments of the past five years and the consultations undertaken to develop this Plan. The benchmarks to be achieved over the next five years are therefore written with greater precision than might otherwise be expected while still providing ample space for contributing to those benchmarks in ways that reflect unique local characteristics.

PRIORITY 1 Innovative, Quality Programs for Academic Excellence

A paramount priority for the UAP 2015-2020 in advancing York's vision as a comprehensive, research-intensive and internationally recognized University is to enhance the quality of our academic programs. Program quality is notably among the top three factors that Ontario applicants weigh in deciding on the University they will attend. The Task Force Report on Academic Programs as well as our Cyclical Program Reviews, and student surveys identify a number of curricular innovations upon which to draw for enhancing innovation and quality including interdisciplinary content, research opportunities, and the clear articulation of learning outcomes. Maintaining the commitment to general education and the critical presence of liberal arts education throughout the curriculum will also ensure that our graduates acquire the transferable skills so critical to adapting to the new demands of citizenship and changing work settings.

York was an early adaptor to quality assurance processes, and has been in the vanguard as province-wide frameworks were developed. Most of our programs have well-developed learning outcomes and are moving to aligning their assessments to those outcomes. At the same time, cyclical program reviews have not fully addressed program challenges. The enrolment data provided for the institutional-wide review of all undergraduate and graduate programs revealed some pressing issues such as the large percentage of the University's undergraduate applications that are to the top 10 programs York offers; overly complex degree requirements; program duplication; and programs experiencing declining enrolments over a number of years.

Increasing comprehensiveness requires that we expand in the areas of health, engineering, science, business and professional programs, while also championing the liberal arts and other programs facing provincial

declines in applications such as the creative arts. There are opportunities for offering students greater flexibility and career mobility with new and unique combinations between degree programs. New program proposals that are seeking approval by the Quality Council and the Ministry of Training, Colleges and Universities must be developed with in-depth knowledge of Senate's Policy on Quality Assurance, our University's Strategic Mandate Agreement with government, and a well-developed analysis of market needs and program distinctiveness. Approval of the program does not vouchsafe its viability and proposals must have credible enrolment targets and resource needs.

Senate has endorsed the Institutional Integrated Resource Plan and in doing so has signaled its appreciation of the necessity to consider, complete and implement action plans undertaken at the Faculty level aimed at enhancing the quality of our academic programs. These plans must address the challenges evident in the enrolment data, programs reviews, student surveys and other relevant sources of information.

IN THE NEXT FIVE YEARS WE WILL:

- I. Develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews)
 - 1.1. Faculty plans will seek opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming, etc.
 - 1.2. Faculty plans will address program challenges including overly complex degree requirements, program duplication and declining enrolments ensuring that programs are coherently structured by investing, revising, consolidating or closing programs where appropriate

2. Strengthen our comprehensiveness and interdisciplinarity by:
 - 2.1. Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery and align with societal needs as appropriate for our campuses
 - 2.2. ~~Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality~~ including innovative new degree combinations
 - 2.3. Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education
 - 2.4. Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate "finishing year", as well as professional and course-based Masters programs
3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes
4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation

PRIORITY 2

Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities

Scholarship is the lifeblood of any university. York has always favoured a broad definition of scholarship, and will continue to value the endeavours of faculty members throughout the University. Transformative scholarship, creative activities and research can be pursued in a variety of ways, and we are all driven first and foremost by intellectual curiosity. We will take advantage of emerging vehicles for the dissemination of that scholarship in order to share the results of our endeavours with other scholars and society. Particularly notable is our leadership in engaging in research across disciplines, partnership with communities and the impact of our research outputs on academia and on society.

Building on our current success we aspire to increase the breadth of engagement in research, scholarship and related creative activity across our campuses and to further enhance the mechanisms through which we track and articulate our success such that over the course of the plan we will climb the national and international rankings for research intensity while preserving or enhancing the impact of our outcomes. As stated in the Senate-approved Strategic Research Plan, we will intensify research cultures assiduously.

Graduate education is fundamental to a vibrant research culture. We must enhance graduate education through a stronger alignment with the Faculties and academic units that support them in order to coordinate academic planning, faculty complement needs and resources with undergraduate programs. It will be essential to meet or exceed enrolment targets negotiated with the provincial government. Postdoctoral fellows are also key and we must plan strategically to take on a greater number across the range of disciplines.

IN THE NEXT FIVE YEARS WE WILL:

1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact
2. Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society
3. Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means
4. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world
5. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research
6. Enhance and project the profiles of our Organized Research Units
7. Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms
8. Establish York as an innovation hub by increasing and promoting the translational and entrepreneurial activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach

9. Establish and implement an Institutional Research Equipment and Facilities Plan in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective
10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities



PRIORITY 3 Enhanced Quality in Teaching and Student Learning

York has an outstanding and well deserved reputation for high quality teaching and learning as supported by student surveys and cyclical program reviews, and has an opportunity to establish itself as a leader in pedagogical innovation. As a second top factor affecting students' decisions about where to study, further enhancing teaching and learning including the development of signature pedagogies has the potential to make a significant impact on our ability to realize our vision. We have already invested and made considerable progress in expanding experiential education and technology enhanced learning. Experiential education - by which we mean a variety of learning modes that involve problem-based inquiry, the application of knowledge, and involvement in career preparation - enriches the curriculum and contributes to deep learning. University education is being transformed by new technologies and by burgeoning discoveries in pedagogical research that have been found to empower instructors and students and augment still-essential personal encounters. Notably, the value of alternative instruction modes is amenable to systematic, relatively easy monitoring. As we continue to pioneer new ways of learning we can - and should - assess their worth continuously.

Teaching and research are fundamental to the University's mandate and identity. More than that, they are inseparable. This intimacy is expressed through research-infused instruction and opportunities for students to conduct research within courses and in other activities. York University is also an international university. We are at home in a world where social change is not just possible but necessary. We see every day the dramatic impact that our work makes on social policy and the difference that it makes for individuals, groups and societies around the globe. We are cognizant of our responsibility to foster international dialogue and international experiences in the curriculum.

The Teaching Commons continues to enhance the supports offered to faculty interested in exploring newly emerging tools that can enhance the learning experience.

IN THE NEXT FIVE YEARS, WE WILL:

1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, critical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities (including capstone independent research projects, etc.)
 - 1.1. Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units;
 - 1.2. Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses
2. Expand technology enhanced learning including the number of courses, modules and programs available online or through blended learning
3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges
 - 3.1. Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer
 - 3.2. Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences
 - 3.3. Facilitate faculty member exchanges
4. Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation
 - 4.1. Continue to strengthen supports offered by the Teaching Commons
5. Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started

PRIORITY 4

A Student-Centred Approach

Input for this Plan has highlighted the importance of a student-centred approach in facilitating the success of our students and ensuring that our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century. A student-centred approach means viewing everything we do from a student lens including decisions about our academic plans, the learning environment, the campus experience, and academic support strategies.

Home to one of the most diverse student populations in Canada, York has made accessibility to the highest quality education a priority throughout its history. Graduates from every background have gone on to succeed in every walk of life. Many of our students are the first in their families to attend university. Our students tend to work more hours on average than the provincial average. They cannot always take a full course load. The average commuting time is long (but will be shortened as public transit projects come on stream). The value of our degrees and university education in general is not always well communicated to students. We know from their feedback we need to clarify program expectations at the outset.

The success of our students is a top priority including providing the strongest possible support, encouragement, and opportunity for self-actualization. We know that this cannot happen in isolation. Students need to be connected to their peers, to advisors - faculty members and staff - who are knowledgeable and effective, and to systems that are user-friendly and reliable. We also have a diverse student body and attention must be given to understanding the needs of different student populations. The number of students from other countries who have enrolled at York is among the largest in Canada and getting larger still. Transitioning to a life away from familiar surroundings can compound the challenges facing all students new to both undergraduate and graduate studies.

Efforts to improve student retention through sophisticated strategic enrolment management have shown early signs of success. While this is positive, more

must be done to create the conditions for students to reach their highest potential. Academic decision-making and student services must be calibrated with a student-focused, student success approach. This means better student advising, more and better mentoring, skills and/or professional development at both the undergraduate and graduate levels. In short, we need to rethink what we do from a student perspective - ever mindful of their success. Administrative systems should be as sensitive to this approach as support for language training, math skills and literacy, financing, and in person and virtual access to libraries.

IN THE NEXT FIVE YEARS, WE WILL:

1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic, career, library and financial support; and receive timely and accurate responses to requests
2. Actively monitor student learning needs and develop appropriate academic supports
3. Cross-train and allocate staff members to student support tasks when most needed
4. Increase contact time between faculty members and students
5. Make scholarships and bursaries, including graduate scholarships and Postdoctoral Fellowships, a centerpiece of the fundraising campaign to be launched in 2016
6. Further advance our SEM approach including enhancing student supports tailored to different student segments improving retention and time-to-completion of degrees by undergraduate and graduate students
7. See an increase in student satisfaction

PRIORITY 5 Enhanced Campus Experience

With the population growth in York and Peel Regions, the subway extension and related transportation developments, the Keele campus is increasingly at the crossroads of a major metropolitan area that connects to Glendon mid-town and then south to our Schulich and Osgoode downtown campuses. Together York's campuses create a cultural hub connecting York Region, the francophone population in Central and southwestern Ontario, and the Greater Toronto Area downtown. By the end of this Plan, there will be a new campus opening in Markham building on York's north-south profile through the heart of the GTA and York Region. A top priority is the further enhancement of our campuses that build on our commitment to sustainability, campus beautification and improved utilization.

Our campuses have environmental features that are unique, such as the woodlots at Keele and individual plantings at Glendon. We have earned accolades for our environmental vision. We acknowledge our presence on Aboriginal territories and pledge to keep that heritage alive. Construction is underway to bring York University's Hart House up to code to act as a meeting place for Aboriginal events, students, faculty, staff as well as alumni, Elders and other community members. As the Markham campus takes shape it, too, will have a major impact on the York Region. All of our campuses will have a mix of old and new buildings some of exceptional architectural significance. We have been, and we will be, dutiful custodians.

Campus spaces also contribute to a sense of community for students, faculty, staff members, and, of course, to the community at large. Space use can only be maximized to this end if we are attuned to the needs of our community members and break down barriers to their proper utilization. York has made substantial investments in safety, and will continue to work toward the most secure environment possible.

IN THE NEXT FIVE YEARS WE WILL:

1. Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses
2. Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades
3. Enhance spaces available for social academic interactions including opportunities to enhance faculty-student interactions and extra-curricular learning activities
4. Leverage new facilities and amenities - subway stations and bus terminals, a second student centre, Lions' stadium, and other amenities and infrastructure - in the cause of creating inspiring and welcoming spaces
5. Enhance ecological sustainability, and the symmetry between built and natural environments
6. See the development of the campus as a destination, a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities
7. Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions
8. Seek out opportunities for increasing the use of facilities by local communities

PRIORITY 6

Enhanced Community Engagement

We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment. Advancing this priority requires meaningful collegial engagement of faculty, staff and students in the development and implementation of the priorities, objectives and initiatives reflected in our planning documents. Regular input by faculty, staff, and students and updates to our collegial bodies is essential, including reports to Senate and its committees, Faculty Councils and community reports as well as to the Board of Governors.

The well being of members of our community is also vital. We must each assume responsibility for creating an inclusive environment based on mutual respect. We must implement a mental health strategy for all members of the community – students, faculty members and staff.

Outreach to our larger communities is also fundamental to York's mission as it both suffuses and extends beyond the University's academic programs. This priority reflects York's mission, vision and values and represents an important component of other priorities (for example, experiential learning and community based research). It also aligns closely with our internationalization strategy and our deepening commitment to lifelong learning.

IN THE NEXT FIVE YEARS, WE WILL:

1. Enhance community engagement on our campuses by facilitating the collegial participation of all community members - full-time and contract faculty, staff and students - in our local level and institutional planning processes
2. Inaugurate and implement a pre-eminent mental health and well-being strategy for faculty, staff and students that includes:
 - 2.1. embedding mental health in the classroom along with new and improved services
 - 2.2. an approach that focuses on building up the skills of our community to know when help is needed with better resources to direct our community when that help is needed
 - 2.3. a larger system that supports mental health before help is needed
3. Expand community outreach and engagement with our larger communities by:
 - 3.1. Solidifying existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships
4. Finalize a new Internationalization Plan outlining objectives and initiatives including:
 - 4.1. strategic academic partnerships both locally and globally
 - 4.2. increasing the proportion of international students to 15-20% by the end of the Plan
 - 4.3. a one-stop portal for prospective and current international students
5. Celebrate York's rich and diverse community and the vibrant communities that surround York including the accomplishments of members of the community, daily and at regular events
6. Expand the programs offered through our continuing studies and professional development units

PRIORITY 7 Enabling the Plan

Executing this plan will require sophisticated planning efforts everywhere in the University, at the local level and the institutional level, looking both internally and externally for best practices, evidence-based approaches to decision-making and implementation, and on going evaluation of our progress based on agreed-upon measures that we are able to monitor.

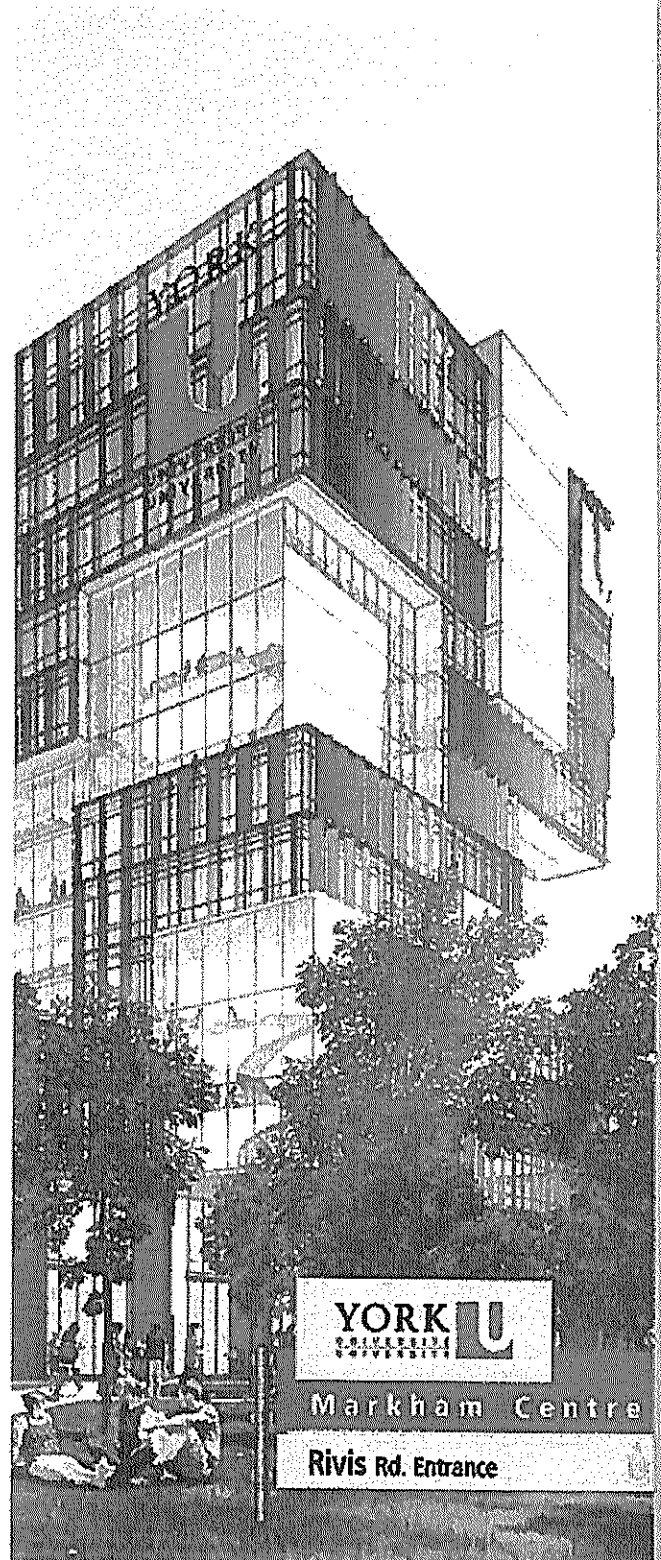
Being able to assess and report on our progress is important internally as well as for meeting our external accountability responsibilities to government and other external bodies. Benchmarking our progress will also become an important component of the new provincial requirement for business plans. Ensuring that we have the data we need is an important immediate step.

OVER THE NEXT FIVE YEARS WE WILL:

1. Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development
2. Strengthen our communications and advocacy for York to enhance York's reputation, transparency and accountability including:
 - 2.1. improved websites
 - 2.2. more effective and creative communication strategies to engage our students
3. Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education
4. Enhance data analytics to increase access to information and evidence-based decision making
5. Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices
6. Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans
7. Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities

2020

Over the five year life of this plan York University will be changed in profound ways. We will have invested more heavily in our strengths and be more student-centred in our focus. A new campus will open in Markham, extending our outward reach while enhancing our accessibility and furthering York's renown for path-breaking programs. Our programs in liberal arts and creative arts will be stronger and we will have furthered the objective of becoming more comprehensive by growing business, digital media, educational studies, health and science. The Lassonde School of Engineering will have a full range of offerings and reach its planned cohort of students and faculty members in the state-of-the-art Bergeron Centre. There will be tangible improvements in program quality, scholarly achievement and pedagogical innovation. The recently-created School of Continuing Studies will continue to grow and provide alternative pathways to university study, upgraded and new credentials for post-secondary graduates, and exposure to the rich disciplinary and interdisciplinary opportunities available on our campuses and satellite facilities. We will continue to lay the groundwork for a medical school. Enrolment demand will spike at the end of the decade. Meanwhile Glendon will add new programs and become an increasingly important focus for Francophones in southern Ontario. Two subway stations on the Keele campus will solidify its position as an academic, economic and cultural hub for the Greater Toronto Area. Lion's Stadium, a legacy of the successful Pan Am and Parapan Am Games of 2015, will take its place alongside refurbished athletic facilities to create a magnet for athletes from around the world. A new student centre will rise along with a major residence development. A major fund-raising campaign will reap benefits for learners and faculty members, now and in the future. There will be a more urban look and feel to the campuses even as we carefully conserve and beautify unique natural environments on our lands. We will be stronger for the decisions that we make. There will be many moments to celebrate York and to display our attributes as well as our significant contributions to our students and to society.



Appendix

York's Planning Cycle

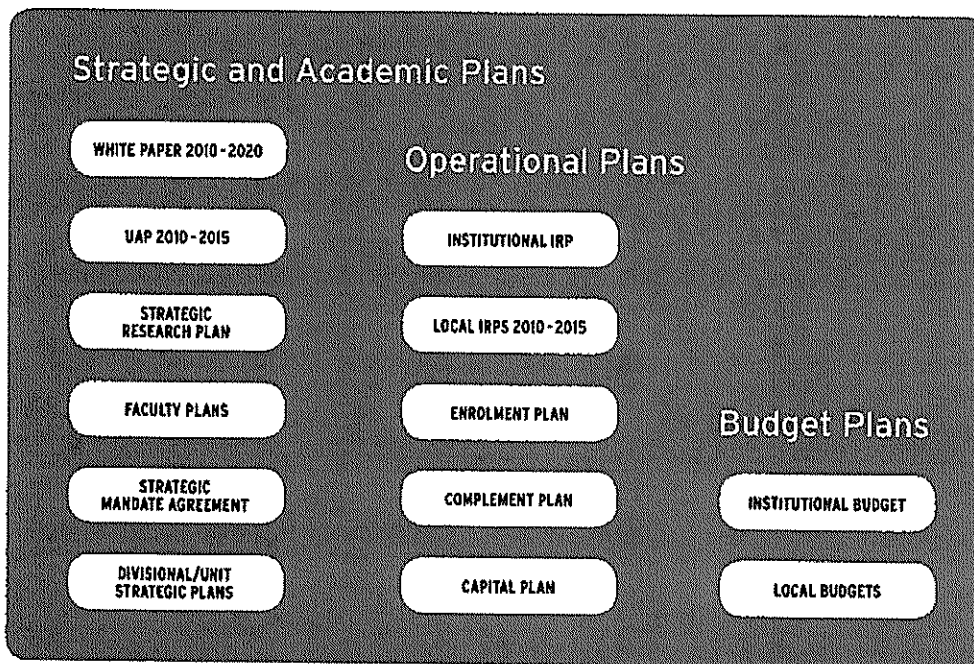
In 2010, the Provostial White Paper *Becoming an Engaged University 2010 - 2020* was endorsed by Senate setting out York's vision and a set of twelve benchmarks that informed the development of the UAP 2010 - 2015 and the priorities set out in that document. Those documents in combination with the Strategic Research Plan 2013 - 2017 comprise the institutional academic framework that is both shaped by, and in turn shapes, local level strategic plans including the creation and annual updates of the Divisional and Faculty Integrated Resource Plans (IRPs). The IRPs are the operational documents by colleagues at the local level that detail the specific collective objectives and initiatives that they will undertake to advance the academic priorities of the Faculty and Division, which are aligned with the University Academic Plan.

Throughout the 2013 - 2014 period, the University underwent an institutional review of all of its programs and services to complement existing analyses already undertaken at the local level through the annual updating of IRPs, Cyclical Program Reviews (CPRs), employee and student surveys. This Academic and Administrative Program Review (AAPR) in combination with other existing analyses resulted in York's first-ever Institutional Integrated Resource Plan (IIRP) endorsed by Senate in September 2015. The focus of the IIRP was to identify initiatives that would significantly advance the academic priorities of the University by taking an institutional approach that would support and build on local level efforts. Working Groups have since been established to recommend how best to implement the institutional initiatives to support the achievement of our goals in a sustainable way. *Figure 2* captures these plans as well as the related enrolment, complement, capital and budget plans.



Figure 2
YORK UNIVERSITY PLANNING FRAMEWORK

Internal and External Planning Context Budget/Enrolment/Government/Students/AAPR

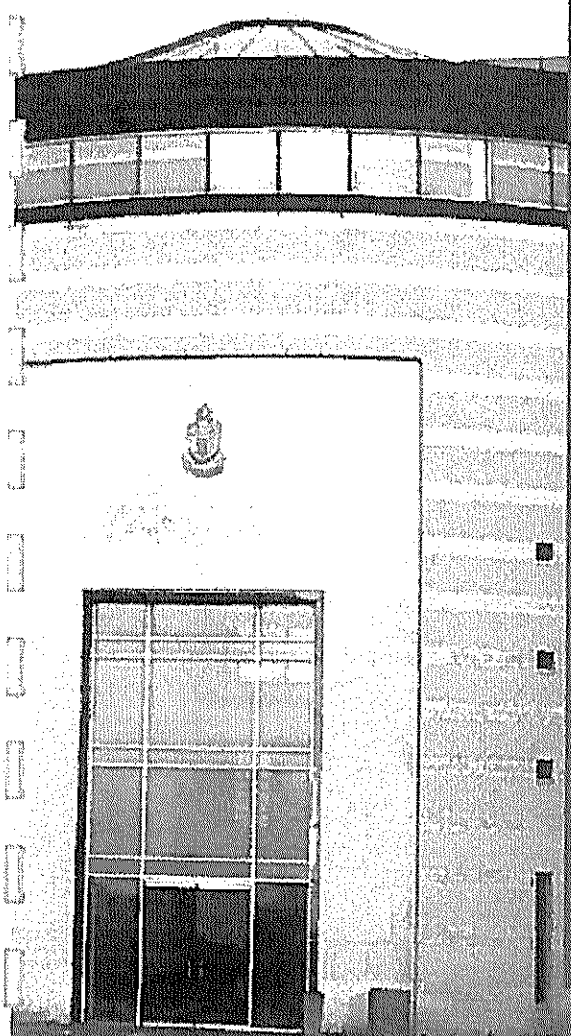
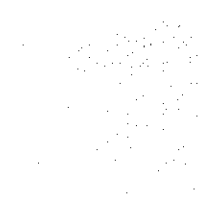




A5 approved by Senate of York University.
February 25, 2016

Office of the
Vice-President
Academic
and Provost

920 Kaneff Tower
York University
4700 Keele Street
Toronto, ON M3J 1P3



Plan académique de l'Université

2015 - 2020

25 février 2016

yorku.ca





2010 - 2015 : Rétrospective

Un travail conséquent a été réalisé ces cinq dernières années pour concrétiser la vision de l'Université York, définie dans le livre blanc *Becoming an Engaged University 2010-2020*.

York s'est hissée au sommet des classements nationaux et internationaux pour ses programmes reconnus en études commerciales, en sciences humaines, en droit et en sciences sociales. L'Université a élargi ses domaines d'expertise avec la création de l'École d'ingénieurs Lassonde et le lancement de nouveaux programmes de premier cycle et d'études supérieures en commerce, en sciences de l'éducation, en génie et en santé dans le monde. L'ouverture d'une École d'arts, de médias, d'animation et de design reflète notre légitimité dans ce secteur. Notre réputation dans le domaine des sciences a été renforcée par des projets de recherche aux répercussions importantes, des innovations pédagogiques, de vastes campagnes d'information du public et d'importantes retombées dans les médias. Glendon a consolidé son rôle de centre bilingue répondant à une demande accrue de programmes d'études en français dans le centre et le sud-ouest de l'Ontario. Toutes ces réalisations ont renforcé notre réputation en matière de curriculum interdisciplinaire novateur et donné lieu à de nouvelles collaborations.

L'intensification de notre politique de recherche a généré des résultats reconnus et mené à des progrès sur les plans économique, social et culturel grâce à des partenariats locaux et internationaux. La Faculté des sciences de la santé a reçu un don de 20 millions de dollars pour fonder le Dahdaleh Institute for Global Health où nos chercheurs travailleront avec d'autres équipes scientifiques du monde entier. Nous avons bâti de puissants réseaux de recherche collaborative s'étendant sur tous les continents et couvrant toutes les disciplines. En même temps, nous avons fait de l'innovation locale, une priorité grâce à des initiatives comme celles du Markham Convergence Centre d'Innovation York; nous avons aussi soutenu le centre York University-TD Community Engagement Centre au sein de la communauté de Jane-Finch.

Nous nous sommes forgés une réputation d'excellence en enseignement et en apprentissage comme le confirment les sondages auprès des étudiants. Cette excellence découle notamment d'une approche novatrice de l'éducation par l'expérience et d'un apprentissage amélioré par la technologie. Nous avons commencé à accroître notre effectif professoral qui avait baissé à la suite des crises économiques mondiales de 2008. Notre gestion stratégique du recrutement a permis d'améliorer le taux d'inscription des étudiants indécis et d'accroître le recrutement et la fidélisation des meilleurs étudiants. Le programme de transition YUStart a facilité l'orientation des nouveaux étudiants. Côté international, nous avons dépassé les objectifs du livre blanc sur la hausse attendue du nombre d'étudiants internationaux à York. D'autre part, nous avons ouvert nos campus partenaires en Inde (campus GMR de Schulich) et à Costa Rica (Eco-campus de la Faculté des études environnementales et le Lillian Meighen Wright Centre). Par ailleurs,

le programme novateur Borderless Higher Education for Refugees soutenu par la Faculté des sciences de l'éducation et la Faculté des arts libéraux et des études professionnelles s'est développé. Notre nouvelle École de formation continue renforce l'engagement de York à offrir un accès aux études et à l'apprentissage tout au long de la vie. Nous avons intensifié notre engagement et nos pratiques en tant qu'Université « engagée » défendant des valeurs fondamentales comme la justice sociale, l'excellence et la collaboration, et accru ainsi la reconnaissance externe de nos activités.

L'Université a développé un modèle de prise de décisions basé sur des informations factuelles, qui permet une meilleure collaboration entre les divers niveaux de l'Université. Nous avons procédé à un examen de tous nos programmes et services en 2013-2014 et créé le premier Plan institutionnel de ressources intégrées (PRI) de York.

Nos efforts ont été appuyés par des plans de communication clairs et détaillés, la défense de certaines causes auprès du gouvernement et des initiatives d'expansion. Ces dernières comprennent de vastes projets d'immobilisations comme le nouveau centre Bergeron Centre for Engineering Excellence, la création d'un nouveau centre étudiant sur le campus Keele et la future ouverture d'un campus à Markham. Nous avons obtenu une reconnaissance locale, nationale et internationale dans des publications prestigieuses et reçu des prix, dont un pour le développement durable de nos campus.

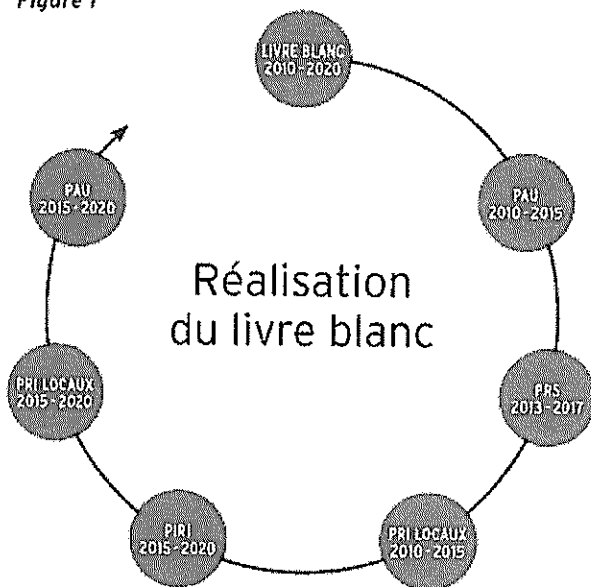
Regard sur le Plan académique de l'Université 2015-2020

Les réalisations de York ainsi que son positionnement unique sont de solides fondements pour les cinq prochaines années. Le Plan académique de l'Université 2015-2020 nous donne l'occasion d'intensifier nos efforts en mettant en place des initiatives stratégiques qui tiennent compte des défis actuels et de nouvelles opportunités.

Le présent Plan académique de l'Université arrive à un moment décisif dans l'histoire de York comme l'indique

la **Figure 1**. Il s'appuie sur des itérations précédentes et sur un ensemble de valeurs durables, de savoir-faire en planification et de forces reconnues. Il tient compte aussi des résultats d'un examen détaillé de nos progrès jusqu'à présent, en vue de réaliser la vision de York énoncée dans le livre blanc 2010-2020. Le Plan est également basé sur les initiatives découlant de cet examen et présentées dans le PIRI et dans les Plans de ressources intégrées (PRI) au niveau local. Les priorités et les stratégies de déploiement décrites dans le présent document correspondent aux aspirations d'une université renommée dans le monde, qui s'emploie à atteindre pleinement ses objectifs et à saisir les opportunités qui s'offrent à elle.

Figure 1



Introduction

S'appuyant sur la mission et sur la vision de York, ainsi que sur un ensemble de valeurs durables, le Plan académique de l'Université 2015 - 2020 (le Plan) reflète l'esprit de notre devise *Tentanda Via* - Ouvrir des voies nouvelles. Cette devise exprime notre capacité et notre désir de relever les défis rencontrés dans le contexte d'un 21^e siècle dynamique et en constante évolution. Elle reflète aussi notre volonté de trouver des moyens novateurs pour tenir nos promesses, en puisant notre inspiration à l'intérieur et à l'extérieur de notre établissement. Bien que nos valeurs ne soient pas exclusives à l'Université York, elles forment - lorsqu'elles sont combinées - un ensemble de valeurs uniques et authentiques qui guident la planification universitaire au sein d'un établissement public.

MISSION

L'Université York a pour mandat d'accroître, de préserver et de diffuser le savoir. Nous nous engageons à ce que la recherche et l'enseignement, qu'ils soient purs, appliqués ou professionnels, se placent à un degré d'excellence élevé. Nous repoussons les limites et les structures du savoir. Nous cultivons le sens critique. L'Université York partage avec la métropole de Toronto son caractère dynamique et multiculturel. L'Université York partage avec le Canada son encouragement aux études bilingues, son attachement à la diversité. L'Université York s'ouvre sur le monde et s'interroge sur les grandes préoccupations internationales. Composée d'enseignants, d'étudiants, de membres du personnel, d'anciens et de personnes bénévoles dévoués à la cause de la liberté, de la justice sociale, du libre accès à l'enseignement et de l'auto-gouvernance, l'Université York fait de l'innovation une tradition. *Tentanda Via*: Ouvrir des voies nouvelles.

VISION

En tant qu'université canadienne de pointe, l'Université York encourage la créativité, l'innovation et la citoyenneté planétaire par l'approche ouverte et engagée qui est la sienne en matière d'enseignement, de travaux savants, de recherche et de rayonnement communautaire.



VALEURS

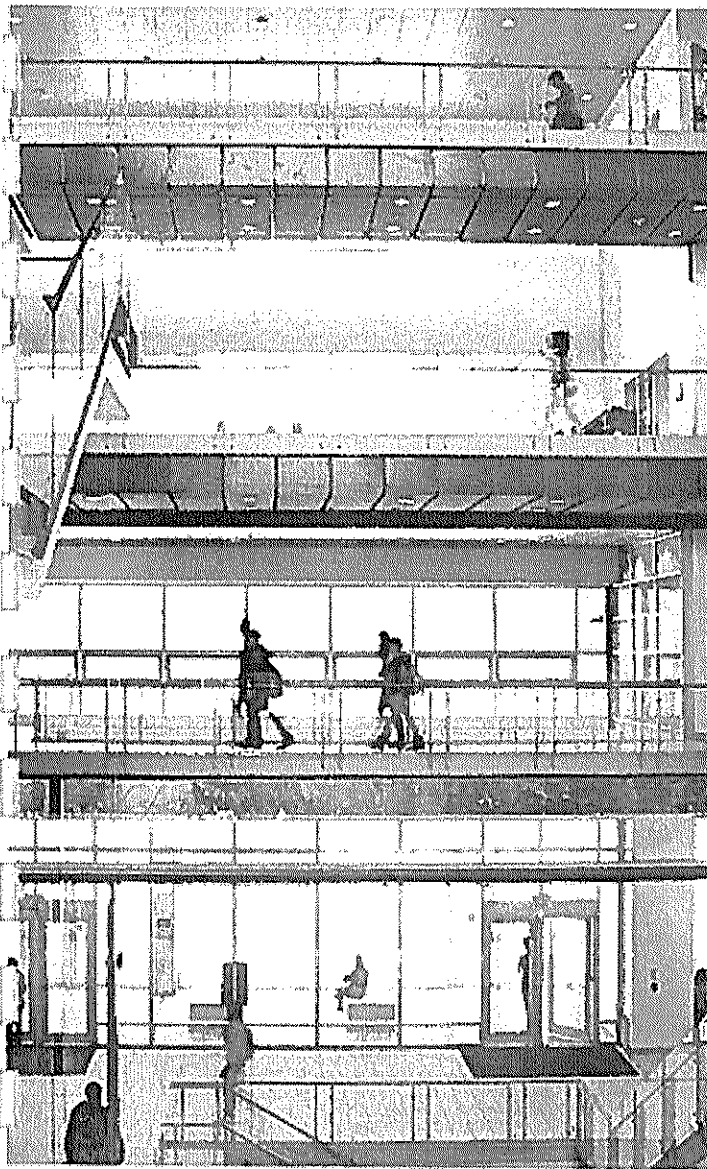
Excellence : York ambitionne l'excellence pour l'enseignement et l'apprentissage (soit les aspects pédagogiques), les programmes académiques et les activités qu'elles soient de recherche, universitaires ou créatives, qui enrichissent, instruisent, habilitent et informent en encourageant la curiosité intellectuelle, l'innovation et la créativité.

Modernité : York est ouverte d'esprit et tournée vers l'avenir, tout en restant souple. Nous faisons nôtre des approches, des technologies et des perspectives d'avant-garde pour résoudre les problèmes et développer des conceptions, des solutions et des découvertes innovantes, qui ont une incidence sur le monde dans lequel nous vivons.

Inclusion et diversité : York est un campus accueillant et accessible, qui accepte les perspectives mondiales et les différences en termes de cultures, de personnes et de façons de penser, en engageant les communautés dans un dialogue ouvert et en favorisant une conscience de la diversité et des connaissances interculturelles.

Justice et équité sociales : York est socialement responsable et prend à cœur toutes les questions touchant à la justice et l'équité sociales, pour continuellement remettre en question et faire évoluer notre compréhension de la société et les normes existantes, en posant des actes civiques, scientifiques et culturels.

Durabilité : York accorde de la valeur à la pérennité environnementale, sociale et budgétaire à travers ses programmes, son environnement et ses pratiques financières.



Le Plan cible sept domaines clés prioritaires. Une lecture de ces priorités permet de dégager trois thèmes dominants qui sous-tendent le Plan académique 2010-2015 de notre université, ainsi que son livre blanc :

- la qualité de l'enseignement et de la recherche
- la réussite des étudiants
- l'engagement et le rayonnement de l'université.

La qualité de l'enseignement et de la recherche a constitué l'impératif majeur de l'Université York ces cinq dernières années, choix qui doit se pérenniser pour les cinq années à venir. De la même manière qu'il est essentiel d'attirer et de retenir, un corps professoral, un personnel et des étudiants de premier, deuxième et troisième cycle de très grande qualité, il est fondamental que l'institution se préoccupe de l'importance de l'excellence en enseignement et en recherche et du lien indissoluble qui unit l'un et l'autre dans le cadre de notre mission et dans la perspective de culture d'excellence qui est la nôtre. Nous devons ainsi veiller à renforcer notre réputation, comprendre le caractère crucial de l'innovation comme facteur clé de qualité, être sélectifs dans nos admissions, gagner les concours de financement concernant les infrastructures et la recherche et assurer un financement soutenu aux étudiants à partir du deuxième cycle. Tout en nous appuyant sur nos forces pour tirer parti de nouvelles possibilités, nous devons également nous tourner vers l'extérieur à la recherche des meilleures pratiques et continuer à être représentatifs de notre volonté de changement.

Notre réussite dépend de l'optimisation des ressources offertes pour appuyer les priorités universitaires clés que sont l'enseignement et l'apprentissage, ainsi que les activités savantes, les activités de recherche et les activités créatives connexes, particulièrement si l'on prend en compte les défis auxquels York, comme toutes les universités de l'Ontario, fait face du fait du financement par étudiant le plus bas du pays.

Parmi ces efforts, le plus important est d'augmenter l'effectif des enseignants à temps plein (ce qui inclut d'améliorer la transformation des postes contractuels en postes permanents) et d'améliorer le ratio étudiants / corps professoral. Nous devons également poursuivre notre engagement en termes d'amélioration continue, de réorganisation des diplômes, d'atteinte des objectifs d'inscriptions et d'optimisation de l'efficacité de nos services administratifs.

La réussite de nos étudiants un objectif lié au précédent, qui comporte à la fois l'optimisation de la qualité des étudiants de premier, deuxième et troisième cycle qui font le choix d'étudier à York, et ce, sans restreindre l'accès à notre université, et l'amélioration de l'expérience

vécue entre nos murs et du devenir des étudiants à la suite de cette expérience. Ces cinq dernières années, un travail important a été réalisé pour optimiser l'utilisation des données concernant les étudiants avec l'objectif de concevoir le soutien universitaire de manière plus adaptée à la diversité de notre population étudiante et de mieux soutenir la réussite des étudiants par des initiatives de gestion stratégique des effectifs. Les collègues offrent ainsi un ensemble de services, parmi lesquels le mentorat par les pairs et les anciens étudiants, et un enseignement complémentaire. La Faculté des études supérieures propose un ensemble très complet d'ateliers concernant la rédaction, les dossiers de demande de bourses et le développement des compétences professionnelles. Les bibliothèques offrent un programme dans lequel un bibliothécaire « personnel » est apparié à chaque étudiant de première année pour qu'il soit guidé et soutenu dans ses recherches tout au long de sa première année d'études.

Les institutions publiques de taille importante, comme York, faisant face à des défis particuliers nous cherchons à tirer parti de notre dimension pour en faire un élément bénéfique. Il s'agit de multiplier les solutions destinées aux étudiants, de développer d'excellents programmes interdisciplinaires, de favoriser la recherche collaborative, et d'ouvrir la voie à des interactions entre des membres de la communauté dans le cadre de clubs ou d'activités parascolaires inimaginables à une plus petite échelle. C'est la raison pour laquelle nous nous sommes assurés que notre taille même ne soit pas écrasante, mais plutôt encourageante et inspirante. Il doit continuer à en être ainsi, dans la mesure où nous voulons, durant les années qui viennent, augmenter le nombre d'étudiants très engagés qui choisissent York en premier lieu, au premier comme au deuxième ou troisième cycle (et maintenir, ce faisant, l'une des populations d'étudiants des cycles supérieurs les plus importantes d'Amérique du Nord). Notre succès dans cette entreprise nécessite de renforcer nos efforts pour attirer et conserver une population étudiante variée, qui comporte des étudiants canadiens et internationaux, des étudiants traditionnels abordant les études supérieures juste après leurs études secondaires, des apprenants non traditionnels, des étudiants à temps partiel et des étudiants adultes.

L'engagement et le rayonnement ont toujours été inscrits dans l'ADN de York, même avant que le concept d'université « engagée » ne soit répandu au Canada. Un corps professoral et un personnel activement engagés sont essentiels à la création d'une communauté universitaire dynamique et au renforcement de notre impact. De plus en plus, l'apprentissage actif est considéré comme la marque d'une expérience universitaire de qualité. En tant qu'université de grande taille où de nombreux étudiants se

rendent de manière quotidienne sur le campus, York fait face à un défi particulier quant aux possibilités offertes aux étudiants de s'engager activement avec leurs enseignants et leurs pairs dans des apprentissages et des activités parascolaires.

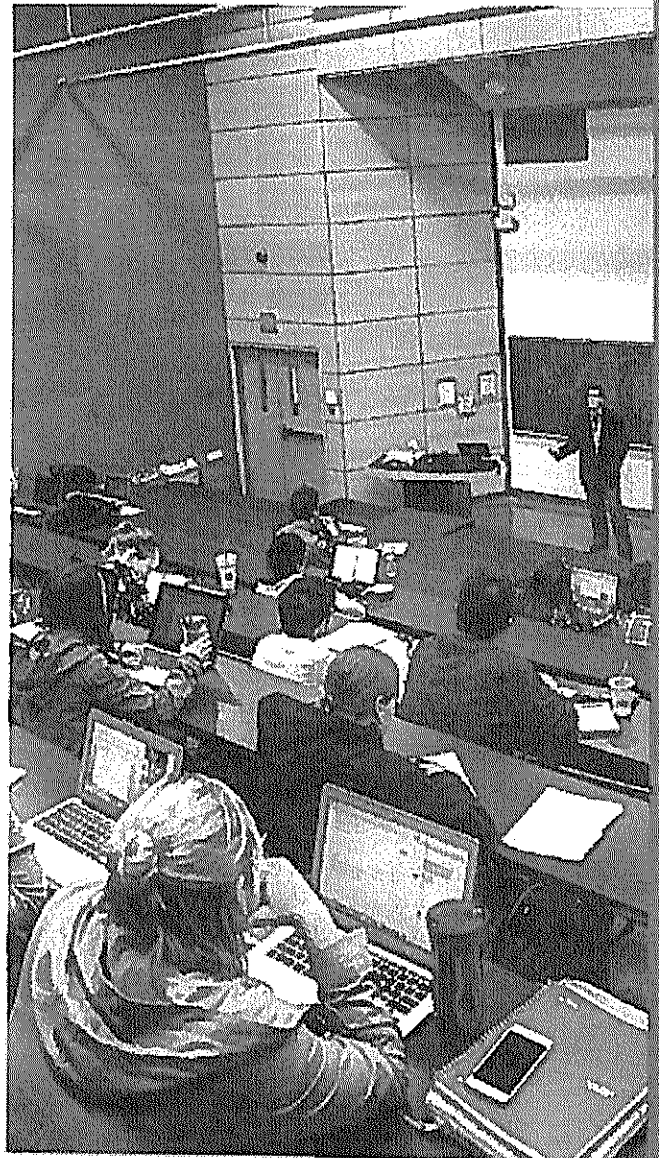
Cet engagement actif est pourtant essentiel à notre fonctionnement en tant que communauté et aux avancées en termes de gouvernance collégiale, d'intégration et de diversité, et il se reflète dans notre rayonnement et nos collaborations avec des partenaires locaux et mondiaux pour des échanges mutuellement bénéfiques en termes de connaissances et de ressources. Pour enrichir ses programmes universitaires, York continue à étendre son influence et à développer son réseau de partenariats avec d'autres établissements d'enseignement, gouvernements, acteurs du secteur privé et du secteur à but non lucratif. Notre université continue également à développer l'expérience d'apprentissage des étudiants, soit leur accès à l'université, le transfert de crédits et les possibilités de formation par l'expérience, ainsi que les activités savantes, les activités de recherche et les activités créatives connexes. Finalement, York continue à contribuer à la formation de citoyens instruits engagés, attachés aux valeurs démocratiques, et donc, au bien public et à la résolution de problèmes sociétaux critiques.

L'une des caractéristiques essentielles du 21^e siècle est la perspective mondiale associée à l'enseignement supérieur. L'engagement continuera donc à être un thème central de ce Plan, et ce, à de nombreux égards. Cet engagement étayera le développement de la stratégie d'internationalisation de York, appuiera l'expansion des possibilités d'enseignement par l'expérience, et élargira l'éventail de nos partenariats de recherche et les répercussions de nos activités savantes grâce à des collaborations, à une mobilisation des connaissances et à des initiatives innovantes. Ce faisant, notre engagement renforcera les relations entre l'enseignement et les activités savantes, les activités de recherche et les activités créatives connexes.

La formation continue est une autre composante d'un engagement communautaire qui facilite l'accès aux études supérieures à toutes les étapes du cycle de la vie et favorise la diversité des trajectoires pour les étudiants non traditionnels comme pour les étudiants internationaux qui ont besoin d'être soutenus en langue seconde. L'École de formation continue complètera les autres écoles de formation professionnelle de York et donnera un nouveau souffle à notre engagement envers la souplesse d'apprentissage et la mobilité des étudiants.

Dans le cadre du développement d'une stratégie autochtone à l'échelle de l'Université, l'un des objectifs clés sera de s'engager auprès de communautés autochtones

canadiennes, à l'intérieur même de York comme à l'extérieur. Cet engagement témoigne de notre désir que les étudiants, le personnel et les nouveaux membres du corps professoral représentent mieux les communautés autochtones. Cela permettra d'enrichir l'enseignement, l'apprentissage et la recherche ainsi que les expériences des étudiants. Cette démarche s'appuiera sur des initiatives existantes dans diverses facultés et divisions, tout en incorporant de nouveaux projets et de nouvelles procédures, parmi lesquels ceux émergeant dans le droit fil de notre réponse aux « Appels à l'action de la commission Vérité et Réconciliation ».





Notre contexte : Défis et possibilités

Le paysage extérieur

Appréhender l'environnement contextuel à l'extérieur de l'Université est une composante importante de tout processus de planification, car cela permet de mettre en évidence les défis et les possibilités qui doivent sous-tendre les décisions. Les efforts à envisager pour faire avancer le livre blanc durant les cinq années à venir doivent inclure ou prendre en compte :

- l'internationalisation des études supérieures et une stratégie d'engagement de York au niveau mondial, comportant notre plan de recrutement étudiant, notre rayonnement et nos partenariats, nos programmes et nos axes de recherche;
- le renforcement de la dépendance de la société à l'égard des universités pour inciter, par le biais de l'enseignement et de la recherche, à la créativité, à l'innovation, à la connaissance et à l'engagement communautaire;
- les répercussions de la révolution technologique, dans les domaines de l'information et de la communication, sur l'acquisition et la diffusion des connaissances, ainsi que sur les possibilités émergentes d'améliorer l'apprentissage grâce à ces technologies;
- la nécessité d'offrir des programmes d'excellente qualité dans un environnement provincial marqué par les contraintes fiscales tout en mettant l'accent sur la viabilité et la responsabilité financières;
- l'obligation de répondre à la grande dépendance de l'Université vis-à-vis du travail sous contrat dans le secteur des études postsecondaires en posant des actions, parmi lesquelles l'augmentation de l'effectif des enseignants à temps plein, qui est une priorité absolue, et la recherche de possibilités de soutien pour les collègues sous contrat enseignant dans les facultés;
- l'environnement de plus en plus complexe et compétitif concernant le financement de la recherche et les attentes croissantes de résultats issus de cette recherche en termes de bénéfices économiques et sociétaux tangibles;
- les cadres politiques concernant les études postsecondaires et plus précisément les études supérieures, parmi lesquels :
 - la différenciation et ses répercussions sur la direction des programmes, les priorités de recherche et les inscriptions;
 - la nouvelle directive du gouvernement provincial concernant les plans d'activités du secteur public;
 - l'examen provincial des financements basé sur la performance et les implications possibles en termes de développement d'indicateurs clés de mesure et de performance pour le transfert des subventions.

- * la tendance actuelle déclinante des inscriptions qui devrait se poursuivre jusqu'en 2020 environ, associée au manque de compréhension du rôle essentiel de l'enseignement des arts libéraux dans une société basée sur la connaissance; cette situation a des repercussions sur les candidatures, la dépendance disproportionnée vis-à-vis d'un nombre relativement restreint de programmes de York et la gestion stratégique du recrutement.

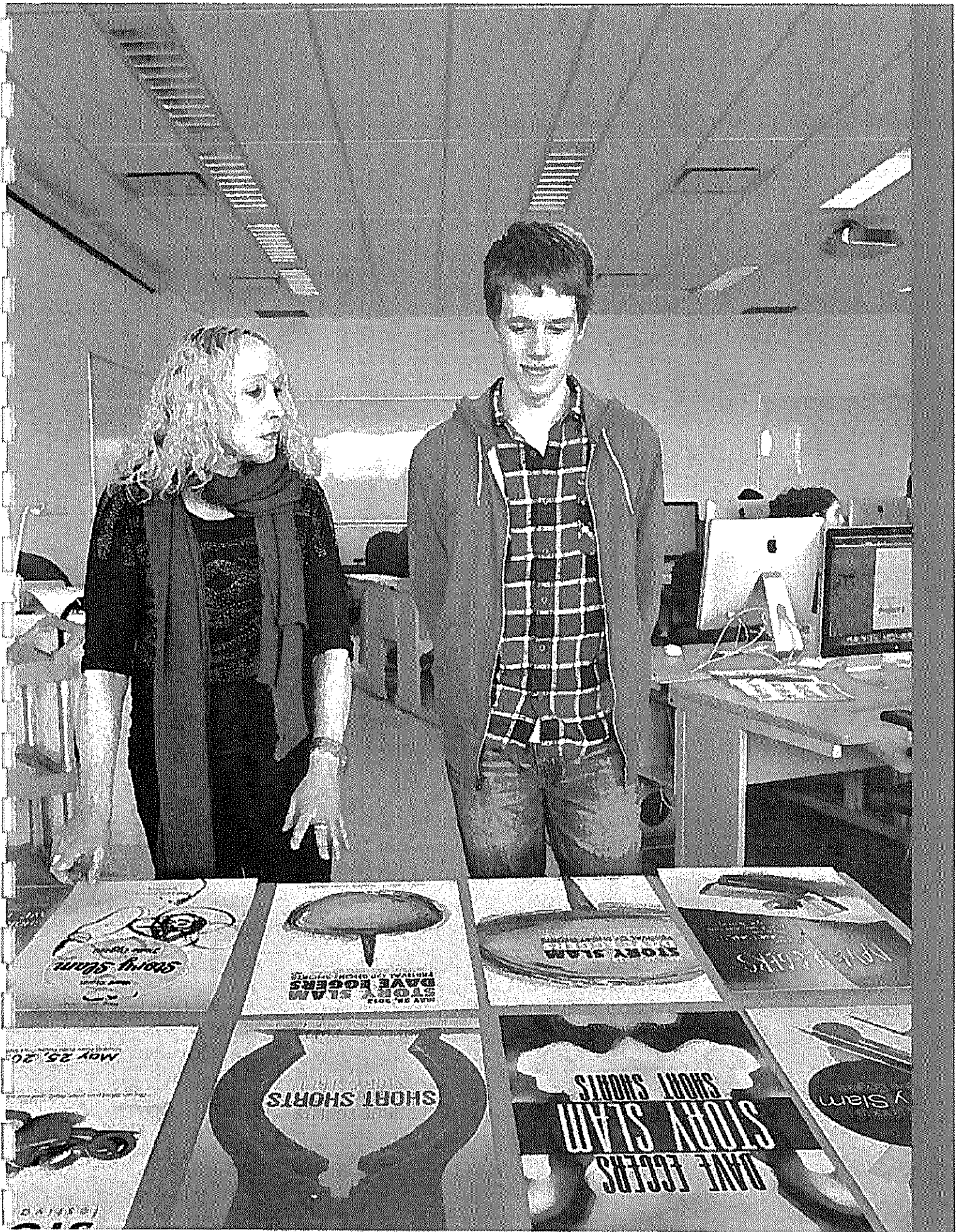
Ces facteurs de contrainte nous rappellent l'importance de protéger les atouts de York et de s'appuyer sur ceux-ci dans la vision de ce que sera York en 2020.

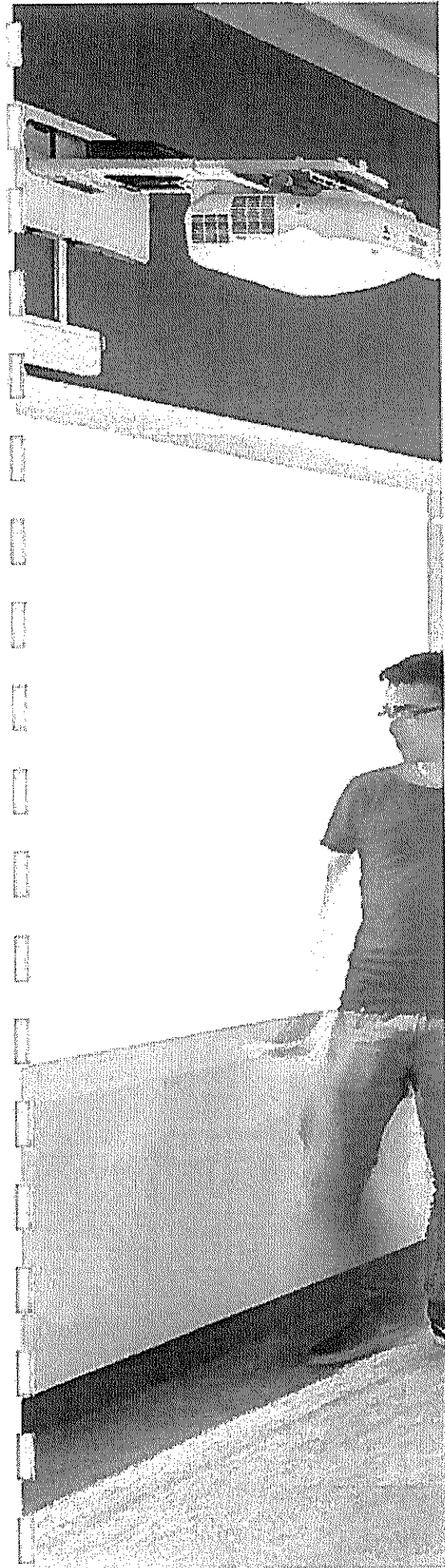


Saisir les occasions à l'intérieur même de York

Malgré des défis importants, York est prête à tirer parti d'un certain nombre de possibilités dans les cinq années qui viennent. Nos multiples campus nous permettront d'élargir notre polyvalence et d'optimiser les chances de remplir notre mission et de concrétiser notre vision. York a manifesté son désir d'heberger une faculté de médecine et préparé le terrain dans cette éventualité. Il existe de nombreuses autres possibilités, et, nous exploiterons celles qui sont dans le droit fil de nos forces et de nos aspirations :

- Renforcer la réputation de York en respectant son engagement d'améliorer et de démontrer la qualité de nos programmes académiques et de recherche, par la mise en place et le développement de nouveaux domaines d'études passionnants dans lesquels York peut faire la preuve de son leadership, comme la santé dans le monde, les médias numériques, le biomédical et les technologies vertes, ou par le développement de l'enseignement par l'expérience, en particulier par les activités de recherche, ou encore par le renforcement de l'apprentissage amélioré par les technologies.
 - Exploiter le campus de Markham Centre et saisir ainsi l'occasion unique de créer un campus du 21^e siècle et un incubateur pour de nouvelles idées permettant d'articuler la vision de York d'estomper les distinctions entre l'éducation et la ville, vision qui l'a emporté sur 19 autres propositions de nouveau campus.
 - Étendre et promouvoir les contributions de Glendon (et de York) en matière d'éducation bilingue dans le centre et le sud-ouest de l'Ontario, en s'appuyant sur les programmes solides d'arts libéraux et en élargissant ses programmes de formations préprofessionnelles, professionnelles, et ciblées sur les sciences.
 - Promouvoir l'importance des études en arts libéraux et de l'étude critique.
 - Cultiver notre force interdisciplinaire en formalisant et en mettant en place des mécanismes facilitant l'enseignement transversal entre facultés ainsi que la supervision transversale des étudiants.
 - Respecter notre engagement à centrer nos activités sur les étudiants, en augmentant leur réussite grâce à l'accès de groupes variés à l'Université (nouveaux Canadiens, étudiants internationaux, étudiants adultes, étudiants handicapés, étudiants des communautés autochtones), en favorisant les initiatives de mobilité les concernant, en leur offrant une expérience d'apprentissage d'excellente qualité et un enseignement plus personnalisé au premier, deuxième et troisième cycle, et finalement en améliorant le taux de rétention.
- Accroître notre leadership en engagement communautaire en étendant sa portée et en établissant des partenariats avec des communautés locales, nationales, mondiales ou virtuelles, dans des sphères universitaires, bénévoles ou privées.
 - Vanter notre diversité comme un modèle et un ancrage.
 - Améliorer l'expérience vécue par les étudiants sur le campus par :
 - la vie et l'apprentissage dans un cadre de vie écologique où un espace plus important est accordé aux étudiants, soit un environnement naturel qui comporte des écosystèmes uniques coexistant avec des installations magnifiques à l'architecture exceptionnelle;
 - la situation de York au cœur d'une région dynamique favorisée par les moyens de transport et son emplacement (le métro devenant un centre de transit public, l'aéroport étant à proximité, et les routes formant de véritables réseaux) et la recherche d'occasions possibles d'engagement communautaire comme la mise en valeur du campus Keele, point de passage majeur au croisement des routes nord-sud et est-ouest;
 - la promotion de la réputation de York en tant qu'université plusieurs fois primée, pour assurer la pérennité du campus.
 - Poursuivre et développer la pratique d'un leadership universitaire basé sur des preuves-développement des analyses de données (incluant les données de York, des études dans la population étudiante, des mesures de recherche externes et des examens cycliques des programmes) afin de prendre des décisions plus éclairées pour promouvoir nos facultés et nos programmes de pointe dans le monde.





Les priorités

Le Plan présente sept domaines prioritaires en ciblant la consolidation des objectifs et des initiatives qui ont été confirmés comme étant les plus essentiels à la réalisation de la mission et au respect de la vision de York, à partir des efforts et des évaluations des cinq dernières années et selon les résultats des consultations réalisées pour concevoir ce Plan. Les objectifs à atteindre durant les cinq prochaines années sont ainsi formulés avec une plus grande précision que celle à laquelle on aurait pu s'attendre, tout en laissant cependant beaucoup de place à une contribution reflétant des caractéristiques locales uniques.

PRIORITÉ 1

Des programmes novateurs de qualité pour une excellence académique

Une priorité essentielle du Plan 2015-2020 pour faire progresser la vision de York en tant qu'université polyvalente, très active en recherche et internationalement reconnue, est d'accroître la qualité de nos programmes universitaires. De manière notoire, la qualité académique est l'un des trois premiers facteurs de choix des candidats ontariens quand ils sélectionnent une université pour faire leurs études. Le rapport du groupe de travail sur les programmes universitaires, les examens cycliques des programmes et les sondages auprès des étudiants ont mis en évidence un certain nombre d'innovations du curriculum sur lesquelles s'appuyer pour améliorer l'innovation et la qualité, parmi lesquelles un contenu interdisciplinaire, des possibilités de recherche, et une formulation claire des résultats d'apprentissage. La poursuite d'un engagement dans l'enseignement général et l'intégration cruciale des arts libéraux tout au long du curriculum permettra aussi d'assurer l'acquisition par nos étudiants de compétences adaptables, si essentielles aux nouvelles exigences de la citoyenneté et aux cadres de travail évolutifs.

Très tôt, York a adopté des processus d'assurance de la qualité, se plaçant alors à l'avant-garde au moment où de tels cadres se développaient à travers toute la province. La plupart de nos programmes ont des résultats d'apprentissage bien établis et s'efforcent d'aligner leurs évaluations sur ces résultats. En même temps, les examens cycliques des programmes n'ont pas complètement répondu aux défis posés. Les données de recrutement fournies pour l'examen de tous les programmes de premier cycle et des cycles supérieurs de toute l'institution ont mis en évidence des questions urgentes, comme l'important pourcentage de candidatures pour le premier cycle de l'Université dans les 10 meilleurs programmes offerts par York, des exigences de diplômes excessivement complexes, des dédoublements de programmes et des programmes pour lesquels les candidatures vont en décroissant depuis un certain nombre d'années.

Accroître la polyvalence de notre université nécessite de se déployer dans les domaines de la santé, de l'ingénierie, des sciences, du commerce et des programmes professionnels, tout en défendant les arts libéraux et les programmes faisant face à un déclin des candidatures, comme les arts créatifs. Il existe des possibilités d'offrir aux étudiants une plus grande flexibilité et une mobilité dans leur carrière grâce à des combinaisons de programmes innovantes et uniques. Les nouvelles propositions de programmes à faire approuver par le Conseil de la qualité et le ministère de la Formation et des Collèges et Universités doivent être mises en place à la lumière d'une vraie connaissance de la Politique du Sénat en matière d'assurance de la qualité, de l'entente avec le gouvernement quant au mandat stratégique de notre université, et d'une analyse approfondie des besoins du marché et des caractéristiques distinctives des programmes. L'approbation du programme ne garantit pas sa pérennité et les propositions doivent comporter des cibles de recrutement et des besoins en ressources qui soient réalisables.

Le Sénat a approuvé le Plan institutionnel de ressources intégrées et, ce faisant, a marqué son appréciation quant à la nécessité d'envisager, d'accomplir et de mettre en œuvre des plans d'action entrepris au niveau des facultés et visant à accroître la qualité de nos programmes académiques. Ces plans doivent répondre aux défis manifestes que posent les données de recrutement, les examens des programmes, les sondages auprès des étudiants, et d'autres sources pertinentes d'information.

DANS LES CINQ ANNÉES À VENIR, NOUS ALLONS :

1. Concevoir et mettre en œuvre au niveau des facultés des plans pour accroître la qualité de nos programmes universitaires (alignés dans la mesure du possible sur les examens cycliques des programmes).
 - 1.1. Les plans des facultés exploreront les possibilités d'accroître le caractère innovant des curriculums par une interdisciplinarité, des activités de recherche, une conception de pointe ou une programmation distinctive, etc.
 - 1.2. Les plans des facultés répondront aux défis des programmes, parmi lesquels les exigences de diplômes excessivement complexes, les dédoublements de programmes, et la baisse des inscriptions, de manière à assurer une structure
2. Renforcer notre polyvalence et notre interdisciplinarité grâce aux initiatives suivantes :
 - 2.1. Concevoir des programmes innovants qui mènent à des diplômes universitaires dans les domaines du commerce, de l'éducation, de l'ingénierie, de la santé, des études professionnelles et des sciences, qui soient excellents en termes de structure du curriculum et de délivrance des cours et qui soient alignés sur les besoins sociétaux d'une manière adéquate pour nos campus.
 - 2.2. Défendre les arts libéraux et les arts créatifs en recherchant des possibilités de promouvoir leur valeur et en accroissant la qualité des programmes par de nouvelles combinaisons innovantes menant à un diplôme universitaire, entre autres.
 - 2.3. Attendre la taille et l'ampleur optimales en ingénierie, qui permettent de potentialiser les répercussions et la réputation de nos études supérieures dans ce domaine.
 - 2.4. Accroître la flexibilité et la responsabilisation des étudiants de manière à ce qu'ils poursuivent leurs études jusqu'au diplôme, mais abordent aussi d'autres combinaisons de programmes leur permettant d'approfondir leurs centres d'intérêt au-delà des majeures, de collaborer, et/ou d'accroître leurs compétences professionnelles en incluant à leur programme une année supplémentaire pour finir leur baccalauréat, des programmes professionnels et des programmes de maîtrise basée sur des cours.
3. S'assurer que le cadre d'assurance de la qualité est bien défini et respecté, en particulier quant à la présentation des résultats d'apprentissage pour chaque programme et à l'ajustement de l'évaluation à ces résultats.
4. Créer un plus grand nombre de curriculums transversaux (c.-à-d. concernant plus d'une unité académique dans une même faculté) qui comportent des incitatifs de coopération.

programmatische cohérente en dotant les programmes, en les révisant, en les consolidant, voire en les fermant quand cela est nécessaire.

PRIORITÉ 2

Faire progresser les découvertes, les innovations et les réalisations dans le domaine des travaux savants, de la recherche et des activités créatives connexes

Les travaux universitaires sont la pierre angulaire de toute université. York a toujours défini ces travaux dans un sens large et continuera à valoriser les initiatives de l'ensemble de son corps professoral. Nous sommes, avant tout et surtout, tous motivés par la curiosité intellectuelle, sachant que les travaux savants qui induisent un changement, les activités créatives et la recherche peuvent être menés de bien des façons. Nous allons tirer parti des moyens émergents pour diffuser nos travaux, de manière à partager les résultats de nos initiatives avec d'autres universitaires, ainsi qu'avec la société. Particulièrement remarquables aujourd'hui sont notre rôle de chef de file en termes d'engagement dans la recherche transversale (c'est-à-dire d'une discipline à l'autre), nos partenariats avec des communautés, et les répercussions de nos résultats de recherche sur le monde académique et la société.

À partir de nos réussites actuelles, nous aspirons, sur l'ensemble de nos campus, à élargir l'envergure de notre engagement en termes de recherche, de travaux savants et d'activités créatives connexes, et à développer les procédures par lesquelles nous identifions nos réussites et les revendiquons, de manière à, sur la durée de ce Plan, progresser dans les classements nationaux et internationaux en termes d'intensité de la recherche, tout en préservant, voire en développant, les répercussions de nos résultats. Comme il est indiqué dans le Plan de recherche stratégique approuvé par le Sénat, nous nous emploierons avec assiduité à intensifier les cultures de recherche.

À partir du deuxième cycle, les études supérieures sont essentielles à la dynamique de recherche. Nous devons accroître l'impact des études supérieures en renforçant l'adéquation entre les facultés et les unités académiques de soutien, avec l'objectif d'harmoniser la planification académique, les ressources et l'effectif professoral requis

avec ceux des programmes du premier cycle. Il sera crucial d'atteindre les objectifs de recrutement négociés avec le gouvernement provincial, voire de les dépasser. Les stagiaires postdoctoraux jouent aussi un rôle clé dans cette entreprise et nous devons, stratégiquement, planifier d'en inclure un plus grand nombre dans l'ensemble des disciplines.

DANS LES CINQ ANNÉES À VENIR, NOUS ALLONS :

1. Accroître de manière importante le nombre et la proportion des résultats de recherche pouvant être présentés ou publiés par nos universitaires et développer les moyens d'évaluation et de présentation de tous les types de résultats de recherche provenant de notre travail, et des répercussions qu'ils génèrent.
2. Accroître la qualité et la quantité des recherches et la mobilisation des connaissances visant à structurer le débat public, les réformes législatives et politiques, l'entrepreneuriat économique et social, et à améliorer les résultats de la recherche à York, qui sont utiles à la société.
3. Augmenter le nombre de nos partenariats de recherche et développer nos réseaux et autres points de contact entre les partenaires en déployant des ressources informatiques, l'offre de formation et d'autres moyens.
4. Élargir le libre accès à la recherche menée à York pour accroître notre visibilité, abolir les frontières disciplinaires et favoriser un partage plus libre du savoir avec le monde.
5. Développer la collaboration à l'intérieur même de l'Université, et entre les membres des facultés de York et d'autres personnes, pour conférer à York une envergure qui dépasse la simple addition des forces et faire connaître au monde notre université et sa recherche.
6. Améliorer et présenter les profils d'organisation de nos unités de recherche.
7. Accroître de manière importante le nombre et la proportion de chercheurs capables de trouver des fonds externes pour appuyer les projets de recherche, ainsi que le nombre d'étudiants de deuxième et de troisième cycle et de stagiaires postdoctoraux. Faire augmenter de manière significative les subventions de recherche en valeurs absolues et relatives.

8. Faire de York un pôle d'innovation en accroissant les activités transdisciplinaires et entrepreneuriales offertes par York Innovation et le groupe dédié à la mobilisation des connaissances, en incluant le Markham Convergence Centre, LaunchYU et les activités innovantes apparaissant aujourd'hui dans les facultés, parmi lesquelles la sollicitation des médias pour étendre notre rayonnement.
9. Concevoir et mettre en œuvre, en collaboration avec les facultés, un plan d'équipement et d'installations pour la recherche institutionnelle, de manière à maintenir, voire accroître, les infrastructures nécessaires, notamment l'espace dédié à l'apprentissage des étudiants, et à réaliser un suivi des investissements pour assurer leur adéquation avec les objectifs poursuivis.
10. Mettre l'accent sur le développement de notre population étudiante dans les cycles supérieurs et au niveau postdoctoral (en quantité mais aussi en qualité), et accroître le mentorat et le soutien qui leur sont offerts pour leurs activités de recherche.



PRIORITÉ 3

Accroître la qualité de l'enseignement et de l'apprentissage des étudiants

Comme le montrent les sondages auprès des étudiants et les examens cycliques des programmes, York a une réputation excellente et méritée pour ce qui est de la qualité de son enseignement et de l'apprentissage qui en résulte, ce qui lui offre l'opportunité de se positionner comme chef de file en matière d'innovation pédagogique. Comme l'enseignement et l'apprentissage viennent en seconde position dans les facteurs pesant dans la balance décisionnelle des étudiants quant au choix de leur lieu d'études, renforcer ces deux perspectives pédagogiques, en développant des pédagogies propres à York par exemple, peut entraîner d'importantes répercussions sur notre capacité à concrétiser notre vision. Nous avons déjà fait des investissements et des progrès considérables dans les programmes d'éducation expérientielle et dans l'apprentissage amélioré par la technologie. L'éducation expérientielle – expression qui dans notre esprit regroupe divers modes d'apprentissage, dont l'approche par problèmes, l'application des connaissances et la participation à la préparation de carrière – enrichit le curriculum et contribue à un apprentissage approfondi. Les études universitaires se transforment sous l'impulsion de nouvelles technologies et de découvertes encore embryonnaires en recherche pédagogique, dont on s'est aperçu qu'elles responsabilisent les étudiants et leurs professeurs et qu'elles favorisent grandement des rencontres personnelles encore indispensables. Il faut en particulier remarquer que la valeur des modes alternatifs d'enseignement peut faire l'objet d'un suivi systématique de manière relativement facile. Tandis que nous continuons à explorer de nouveaux modes d'enseignement, nous pouvons – et devons – évaluer cette valeur de façon continue.

L'enseignement et la recherche sont essentiels à la mission et à l'identité de l'Université. C'est même plus que cela : l'un et l'autre sont indissociables. Ce lien étroit s'exprime par l'intégration de la recherche à l'enseignement et la possibilité pour les étudiants de mener des recherches dans le cadre de leurs cours ainsi que dans d'autres activités. L'Université York est aussi une université internationale. Nous nous sentons chez nous dans un monde où l'évolution sociale est non seulement possible, mais nécessaire. Nous constatons tous les jours les répercussions importantes de notre travail sur la politique sociale et la différence qui en résulte pour les personnes, les groupes et les sociétés de par le monde. Nous sommes conscients de notre

responsabilité d'encourager un dialogue et des expériences au niveau international dans le cadre de notre curriculum.

L'équipe du centre de ressources pédagogiques (Teaching Commons) améliore constamment le soutien offert aux facultés qui souhaitent explorer de nouveaux outils pouvant améliorer l'expérience d'apprentissage.

DANS LES CINQ ANNÉES À VENIR, NOUS ALLONS :

1. Intégrer dans la mesure du possible une composante expérientielle dans chaque programme en intégrant aux cours des activités de laboratoire et de studio, des laboratoires cliniques et intensifs, une communauté d'apprentissage ou un service communautaire d'apprentissage, des stages locaux ou internationaux ou des stages d'éducation coopérative, des études de terrain, des possibilités de recherche parmi lesquelles les projets de recherche indépendante pointue, etc.
 - 1.1. Accroître le nombre de possibilités d'éducation expérientielle au sein des programmes et sur les campus, par exemple la participation des étudiants à des unités de recherche organisées.
 - 1.2. Développer les moyens d'organiser et de suivre les possibilités d'éducation expérientielle, l'approche par problèmes et les stratégies connexes, comme c'est le cas pour les cours en ligne et les cours hybrides.
2. Développer l'apprentissage amélioré par la technologie, qu'il s'agisse du nombre de cours, des modules et des programmes offerts en ligne ou des apprentissages hybrides.
3. Développer le caractère international du curriculum, ainsi que les expériences internationales comme les programmes estivaux, les stages internationaux et les échanges.
 - 3.1. Accroître la mobilité des étudiants en s'engageant, entre autres, à élaborer un horaire de cours flexible et à améliorer les transferts de crédits.
 - 3.2. Offrir des possibilités aux étudiants de York intéressés par les études à l'étranger et par l'élargissement de la diversité de leurs expériences.
 - 3.3. Faciliter les échanges entre membres des facultés.
4. Offrir de la formation et du soutien aux membres des facultés intéressés par l'éducation expérientielle, l'apprentissage amélioré par la technologie et d'autres innovations pédagogiques.
 - 4.1. Continuer à renforcer le soutien offert par l'équipe du centre de ressources pédagogiques.

5. Offrir aux étudiants des informations pertinentes à propos des cours qu'ils peuvent choisir ou auxquels ils se sont inscrits, en temps opportun c'est-à-dire, avant le début de ces cours.

PRIORITÉ 4

Centrer notre approche sur les étudiants

Les informations utilisées pour élaborer ce Plan ont souligné l'importance d'une approche centrée sur les étudiants pour favoriser leur réussite et s'assurer qu'ils acquièrent les connaissances, les compétences et les aptitudes indispensables au 21^e siècle. Nous devons donc examiner tout ce que nous faisons du point de vue des étudiants – notamment nos plans académiques, l'environnement d'études, l'expérience vécue sur le campus et les stratégies de soutien scolaire.

L'accès à une éducation d'excellente qualité a toujours été une priorité pour York, qui compte l'une des populations étudiantes les plus diversifiées au Canada. Nos diplômés, de toutes origines, réussissent dans tous les domaines. Un grand nombre de nos étudiants sont les premiers de leur famille à fréquenter l'université. Le nombre d'heures que nos étudiants consacrent à un emploi est généralement supérieur à la moyenne provinciale. Ils ne peuvent donc pas toujours suivre une charge de cours complète. De plus, ils passent beaucoup de temps dans les transports (temps qui sera réduit à mesure que les projets de transport en commun seront réalisés). Par ailleurs, les étudiants ne sont pas toujours bien informés de la valeur de nos diplômes et des études universitaires en général. Leurs rétroactions nous indiquent que nous devons clarifier les attentes des programmes d'études dès le début des cours.

La réussite de nos étudiants étant une priorité, nous devons leur fournir de solides services de soutien, des encouragements et des occasions de se réaliser. Les étudiants désirent aussi nouer des liens avec leurs pairs et recevoir des conseils pertinents de professeurs et de membres du personnel bien informés. Les dispositifs de soutien qui leur sont offerts doivent être fiables et faciles à utiliser. De plus, il est important que nous comprenions les besoins de nos diverses populations étudiantes. York est l'une des universités canadiennes qui compte le plus grand nombre d'étudiants venant de l'étranger et ce nombre continue de croître. Le fait de devoir s'adapter à une nouvelle vie dans un environnement non familier peut compliquer les défis auxquels font face tous les étudiants qui débutent des études de premier cycle ou des études supérieures.

Les initiatives visant à améliorer le taux de rétention des étudiants, grâce à une gestion stratégique de l'effectif, ont commencé à porter leurs fruits. Cependant, davantage de mesures sont requises afin d'offrir aux étudiants les conditions nécessaires pour atteindre leur plein potentiel. Les décisions concernant les études et les services doivent prendre en compte les étudiants et leur réussite. Nous devons mieux les conseiller, accroître le mentorat et sa qualité, et mettre l'accent sur le perfectionnement et les compétences professionnelles au premier cycle et dans les cycles supérieurs. En bref, nous devons repenser nos décisions et nos actions en nous plaçant du point de vue des étudiants et en gardant à l'esprit leur réussite. Les services administratifs doivent être sensibilisés à cette approche, tout comme les services de soutien en langue, en mathématiques et en littéracie. Les services financiers, les services d'aide en direct et les systèmes d'accès virtuel aux bibliothèques doivent aussi adopter une approche centrée sur les étudiants.

DANS LES CINQ ANNÉES À VENIR, NOUS ALLONS :

1. Créer un nouveau modèle intégré de conseils aux étudiants qui clarifie les rôles et les responsabilités de la Division des étudiants, des facultés et des collèges. Nous fournirons des ressources en ligne et des directives pour conseiller les étudiants. Nous devons en effet nous assurer qu'ils comprennent clairement les conditions à remplir pour obtenir leur diplôme; qu'ils ont accès à des services de soutien académique, financier, et d'orientation professionnelle ainsi qu'à des services d'aide dans les bibliothèques; et qu'ils reçoivent rapidement des réponses précises à leurs demandes.
2. Suivre précisément les besoins des étudiants en matière d'apprentissage et créer des services de soutien académique appropriés.
3. Assurer une formation polyvalente à des membres du personnel pour qu'ils puissent aider les étudiants au moment où le besoin se fait le plus sentir.
4. Accroître la fréquence des rencontres entre les professeurs et les étudiants.
5. Centrer la campagne de collecte de fonds, qui sera lancée en 2016, sur la création de bourses et de bourses d'études, notamment pour les études supérieures et les stages postdoctoraux.
6. Améliorer notre gestion stratégique de l'effectif, notamment renforcer les soutiens conçus pour divers profils d'étudiants, accroître le taux de rétention des étudiants et réduire le temps nécessaire pour obtenir un diplôme de premier, deuxième ou troisième cycle.
7. Constaté une augmentation de la satisfaction des étudiants.

PRIORITÉ 5

Améliorer l'expérience vécue sur le campus

Avec la croissance de la population des régions de York et de Peel, le prolongement de la ligne de métro et le développement des transports connexes, le campus Keele est au centre d'une importante zone métropolitaine reliée à Glendon, au centre de Toronto et, plus au sud, à nos campus Schulich et Osgoode au centre ville. Les campus de l'Université forment un « centre culturel » pour les populations de York et du centre-ville de Toronto, ainsi que pour les francophones du centre et du sud-ouest de la province. D'ici la fin de ce Plan, le nouveau campus de Markham développera notre présence sur un axe nord-sud, au cœur de la région du Grand Toronto et de la région de York. Par ailleurs, l'amélioration continue de nos campus est une priorité qui découle de notre engagement à assurer la pérennité, l'embellissement et l'utilisation plus efficace de nos campus.

Nos campus ont des caractéristiques environnementales uniques, comme les boisés à Keele et les plantations à Glendon. Nous sommes reconnus pour notre vision écologique. Par ailleurs, nous sommes conscients d'être présents sur des territoires autochtones et nous nous engageons à préserver cet héritage. Des travaux de mise aux normes ont été entrepris pour que la maison Hart de l'Université York devienne un lieu de rencontre et d'événements pour les étudiants, les enseignants, le personnel et les diplômés autochtones, ainsi que pour les aînés et d'autres membres de la communauté. Le campus de Markham aura des retombées importantes pour la région de York. Tous nos campus seront constitués de bâtiments anciens et nouveaux, dont certains auront une architecture exceptionnelle. Nous maintiendrons notre politique de développement respectueuse de l'environnement.

Les espaces sur les campus contribuent à créer un sentiment d'appartenance à une communauté pour les étudiants, les professeurs, le personnel et la communauté en général. Pour que les espaces remplissent pleinement ce rôle, nous devons être à l'écoute des besoins des membres de notre communauté et éliminer les obstacles nuisant à l'utilisation optimale de ces lieux. York a fait d'importants investissements dans la sécurité et continuera d'œuvrer pour offrir à tous un environnement des plus sécuritaires.

DANS LES CINQ ANNÉES À VENIR, NOUS ALLONS :

1. Continuer de développer une approche globale, holistique et communautaire visant à assurer la sécurité sur nos campus.
2. Améliorer les infrastructures et les espaces de vie sur les campus grâce à des investissements en concordance avec nos priorités en matière d'études. La modernisation des salles de classe sera une priorité.
3. Améliorer les espaces pour les relations sociales, comme les échanges entre professeurs et étudiants qui seront accrus, et les activités d'apprentissage parascolaires.
4. Tirer parti des nouvelles installations et des nouveaux aménagements - comme les stations de métro et les terminaux d'autobus, le deuxième centre étudiant et le stade des Lions - pour créer des espaces accueillants.
5. Accroître la durabilité écologique et l'équilibre entre les environnements construits et naturels.
6. Inciter un plus grand nombre de personnes de l'extérieur à profiter du campus et accroître l'utilisation des infrastructures tout au long de la journée et les fins de semaine. Davantage d'espaces seront aussi prévus pour la détente et les activités parascolaires et en lien avec les programmes d'études.
7. Établir un Fonds pour l'innovation culturelle et solliciter auprès de la communauté des idées de projets pour développer York en tant que centre culturel. Créer des pôles attrayants pour atténuer l'aspect austère de certaines zones, comme les terrains de stationnement, et concevoir des espaces pour les partenariats et les interactions entre les membres de la communauté.
8. Développer l'utilisation de nos infrastructures auprès des groupes communautaires locaux.

PRIORITÉ 6

Accroître l'engagement des communautés

Notre vision est celle d'une université qui bâtit et appuie des communautés internes et externes, dans un esprit favorisant l'inclusion et l'autonomie. Pour concrétiser cette priorité, les professeurs, le personnel et les étudiants doivent participer à la définition et à la réalisation des objectifs et des initiatives contenus dans nos documents de planification. Il est essentiel que leurs idées soient régulièrement présentées à l'Université, notamment sous forme de rapports au Sénat, à ses comités, aux conseils des facultés et au conseil d'administration.

Le bien-être des membres de notre communauté est primordial. Nous sommes tous responsables de créer un environnement inclusif basé sur le respect mutuel. Nous devons mettre en œuvre une stratégie en matière de santé mentale pour tous les membres de la communauté – étudiants, professeurs et personnel.

Les activités de rayonnement auprès des communautés extérieures à l'Université sont au cœur de la mission de York et reflètent sa vision et ses valeurs. Ces activités rejoignent aussi d'autres priorités, comme l'éducation expérientielle et la recherche dans les communautés. De plus, elles cadrent avec notre stratégie d'internationalisation et notre engagement accru en matière d'apprentissage tout au long de la vie.

DANS LES CINQ ANNÉES À VENIR, NOUS ALLONS :

1. Accroître l'engagement communautaire sur nos campus en favorisant la participation de toutes les communautés - enseignants à temps plein et contractuels, personnel et étudiants - à nos processus de planification aux niveaux local et institutionnel.
2. Lancer une importante stratégie en matière de santé mentale et de bien-être à l'intention du corps professoral, du personnel et des étudiants. Cette stratégie va :
 - 2.1. intégrer la promotion de la santé mentale dans les salles de classe et offrir des services nouveaux et améliorés;
 - 2.2. développer l'aptitude des membres de notre communauté à reconnaître un besoin d'aide, et améliorer les ressources en vue d'une prise en charge;
 - 2.3. élargir les moyens qui favorisent la santé mentale avant qu'une aide ne devienne nécessaire.
3. Développer le rayonnement et l'engagement auprès de nos communautés élargies :
 - 3.1. consolider les partenariats stratégiques qui s'appuient sur nos priorités concernant la recherche, l'amélioration de l'apprentissage et la réussite des étudiants. Accroître le nombre et la diversité de nos partenariats académiques en dehors de l'Université.
4. Finaliser un nouveau plan d'internationalisation qui définit nos objectifs et nos initiatives dans ce domaine, tels que :
 - 4.1. établir des partenariats universitaires stratégiques à l'échelle locale et internationale;
 - 4.2. accroître de 15 à 20 % la proportion d'étudiants internationaux d'ici la fin du Plan;
 - 4.3. créer un portail unique pour les étudiants internationaux potentiels et actuels.
5. Célébrer la richesse et la diversité des communautés de York et de ses communautés dynamiques proches, et notamment souligner les réalisations de ses membres, quotidiennement et lors d'événements réguliers.
6. Élargir les programmes offerts par les unités de formation continue et de perfectionnement professionnel.

PRIORITÉ 7

Mettre en œuvre le Plan

La mise en œuvre de ce Plan exigera des efforts structures de planification, à tous les niveaux de l'Université. Nous devons rechercher au sein de notre établissement et à l'extérieur de celui-ci les meilleures pratiques et approches fondées sur des informations factuelles, en vue de prendre des décisions et de réaliser le Plan. Nous évaluerons régulièrement nos progrès grâce à des indicateurs validés par tous.

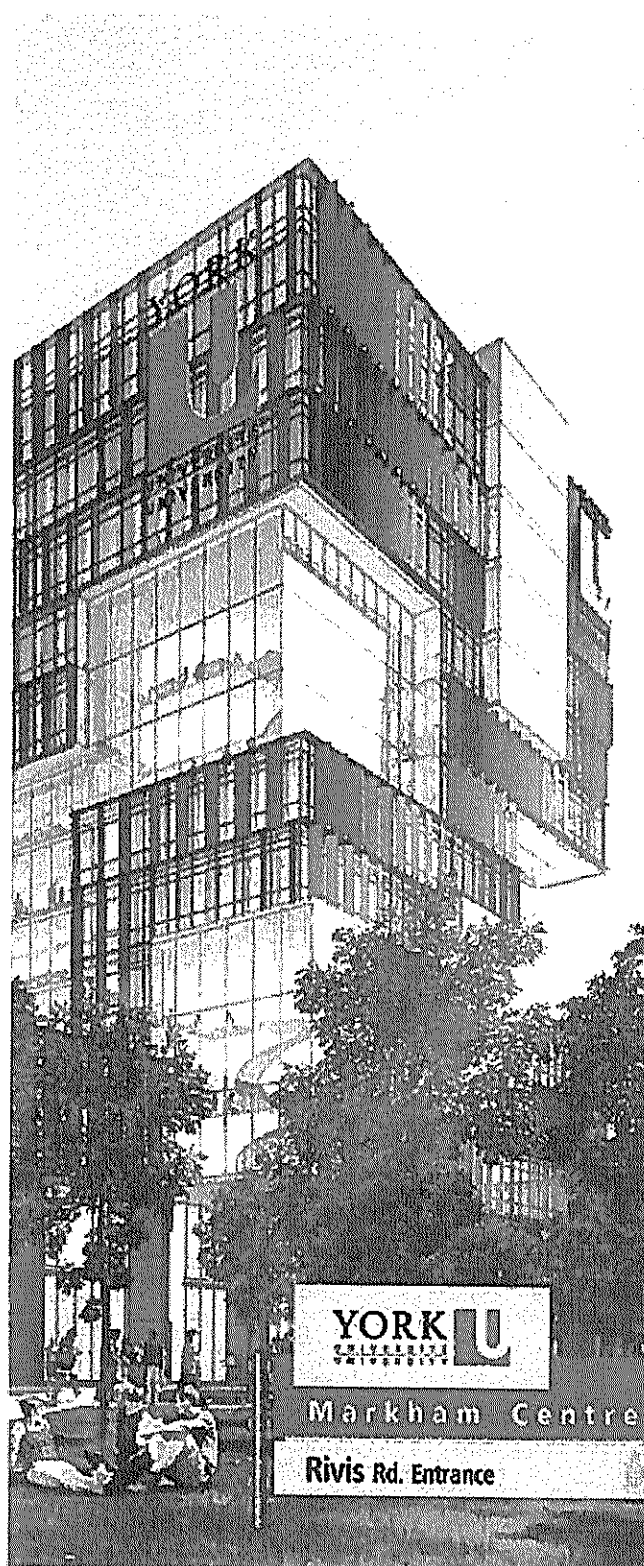
Nous devons pouvoir évaluer nos progrès et en faire part à l'Université mais aussi au gouvernement et à d'autres organismes externes pour remplir notre obligation de reddition de comptes. L'évaluation de nos progrès sera aussi requise pour répondre à une nouvelle exigence provinciale concernant les plans d'activités. Dans l'immédiat, nous devons nous assurer d'avoir les données demandées.

DANS LES CINQ ANNÉES À VENIR, NOUS ALLONS :

1. Élaborer des modèles de services administratifs efficaces pour appuyer nos priorités académiques, élargir les services partagés et permettre le perfectionnement du personnel et des planificateurs.
2. Renforcer nos communications et nos actions pour accroître la réputation, la transparence et la responsabilisation de York, notamment :
 - 2.1. améliorer les sites Web;
 - 2.2. adopter des stratégies de communication plus efficaces et créatives pour mobiliser nos étudiants.
3. Passer en revue les structures de nos unités académiques pour faciliter l'atteinte de nos objectifs, et notamment, développer le soutien pour les études de deuxième et de troisième cycle.
4. Améliorer l'analyse des données pour accroître les décisions basées sur des informations factuelles.
5. Définir et approuver, dans un esprit de collégialité et en se basant sur les meilleures pratiques, des mesures pour suivre nos progrès en lien avec nos priorités et rendre compte de ces progrès.
6. Établir des méthodes de planification intégrées, cohérentes et complémentaires, notamment des plans à long terme concernant les effectifs étudiants et professoraux, ainsi que les immobilisations et les infrastructures.
7. Atteindre un équilibre financier et fournir aux planificateurs des informations budgétaires fiables et prévisionnelles, afin de maximiser les ressources et les investissements qui concordent avec nos priorités académiques.

2020

Durant les cinq années de ce Plan, l'Université York connaîtra de profondes transformations. Nous investirons plus massivement dans ce qui fait nos forces et notre approche sera davantage centrée sur les étudiants. L'ouverture d'un nouveau campus à Markham étendra notre présence, améliorera notre accessibilité et rehaussera notre réputation en matière de programmes innovants. Nous consoliderons nos programmes en arts libéraux et en arts créatifs et avancerons vers notre objectif de plus grande polyvalence, en développant nos programmes axés sur le commerce, les médias numériques, l'éducation, la santé et les sciences. Dans le Centre Bergeron ultramoderne, l'école d'ingénieurs Lassonde, qui aura atteint ses objectifs quant aux effectifs professoral et étudiant, offrira une large gamme de filières. Des améliorations notables auront lieu quant à la qualité des programmes, aux réalisations universitaires et à l'innovation pédagogique. La récente École de formation continue prendra de l'expansion et offrira de nouvelles voies d'éducation; les diplômés postsecondaires pourront y améliorer leurs titres de compétences et obtenir de nouvelles qualifications. De plus, de nombreuses possibilités d'études interdisciplinaires ou dans une discipline donnée offertes sur nos campus et dans nos établissements satellites. Nous continuerons de jeter les bases d'une faculté de médecine. Les demandes d'inscriptions atteindront un pic à la fin de la décennie. Dans le même temps, Glendon proposera de nouveaux programmes et deviendra un pôle de plus en plus important pour les francophones du sud de l'Ontario. Deux stations de métro sur le campus Keele consolideront la position de York en tant que centre universitaire, économique et culturel dans la région du Grand Toronto. Le stade des Lions, un legs des Jeux panaméricains et parapanaméricains de 2015, complètera nos installations sportives modernisées, créant un pôle d'attraction pour des athlètes du monde entier. Un nouveau centre étudiant sera construit et un important projet de résidence sera entrepris. Les fonds obtenus lors d'une vaste campagne de collecte de fonds soutiendront les apprenants et les membres du corps professoral, aujourd'hui et demain. Les campus auront un aspect plus urbain, tout en conservant leur environnement naturel unique qui continuera d'être embellie. Nous prendrons des décisions qui consolideront notre positionnement. Il y aura de nombreuses occasions de célébrer York et de démontrer nos qualités ainsi que notre apport important aux étudiants et à la société.





Annexe

Cycle de planification de York

En 2010, le livre blanc de la vice-rectrice *Becoming an Engaged University 2010-2020*, qui a été approuvé par le Sénat, a défini la vision de York et douze points de référence qui ont guidé l'élaboration du Plan académique de l'Université 2010-2015 et les priorités qui y sont énoncées. Ces documents, ainsi que le Plan de recherche stratégique 2013-2017, forment le cadre académique institutionnel qui oriente les plans stratégiques locaux. Ceux-ci comprennent les Plans de ressources intégrées (PRI) pour les divisions et les facultés, ainsi que les mises à jour annuelles de ces plans. Utilisés au niveau local, les PRI sont des documents opérationnels qui détaillent les initiatives et les objectifs définis et réalisés collectivement par chaque division et faculté pour faire avancer ses priorités académiques en concordance avec le Plan académique de l'Université.

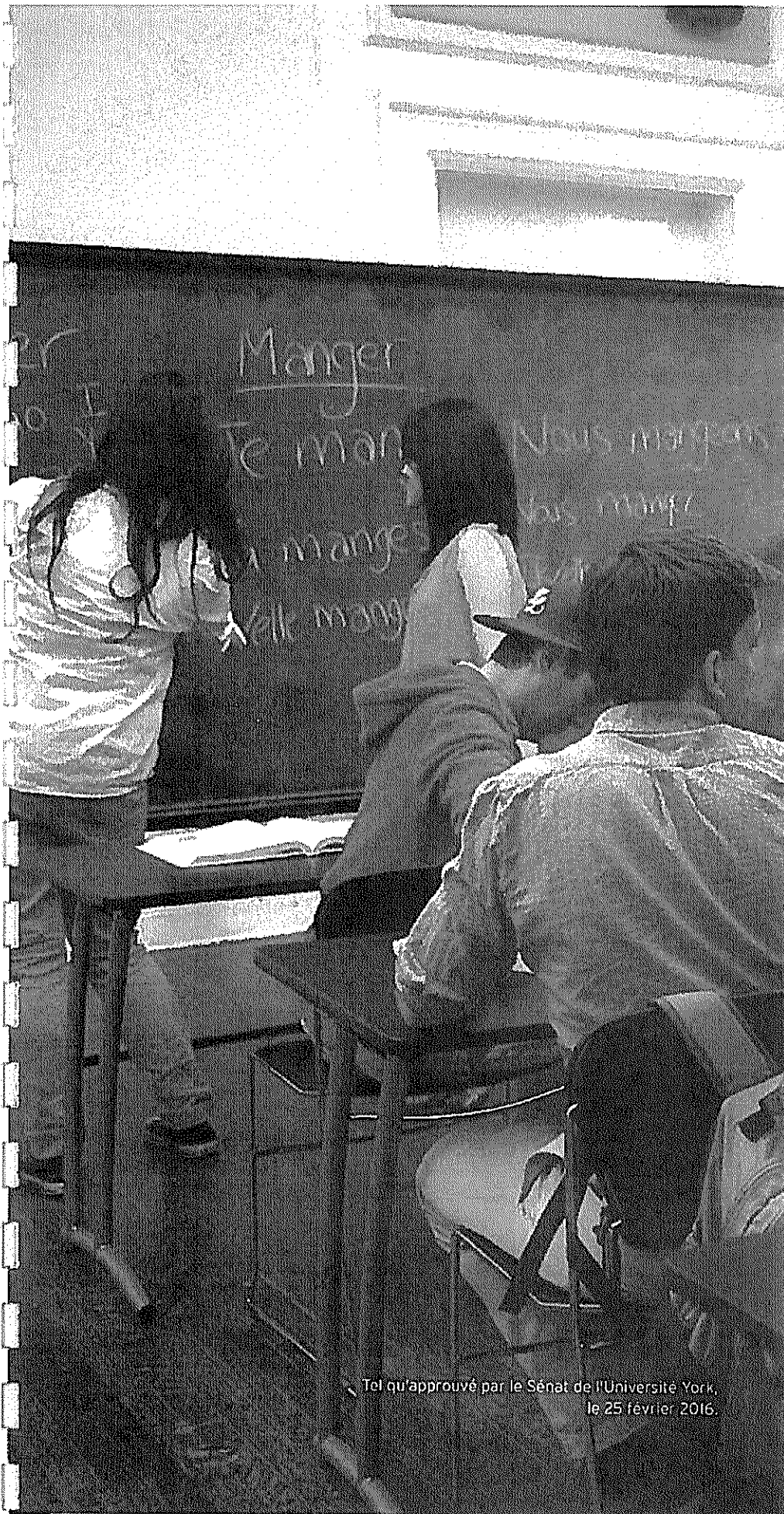
En 2013-2014, l'Université a passé en revue tous ses programmes et services pour compléter les analyses locales basées sur les mises à jour annuelles des PRI, les examens cycliques des programmes (ECP) et les sondages auprès des employés et des étudiants. L'examen des programmes académiques et administratifs (EPAA), combiné à d'autres analyses, a conduit à l'élaboration du premier Plan institutionnel de ressources intégrées (PIRI) de York, qui a été approuvé par le Sénat en septembre 2015. Le PIRI visait à définir des initiatives qui feraient considérablement avancer les priorités académiques de l'Université grâce à une approche institutionnelle favorisant les initiatives au niveau local. Des groupes de travail ont été établis depuis pour recommander les meilleures façons de mettre en œuvre les initiatives institutionnelles qui nous permettent d'atteindre nos objectifs de manière durable. La *Figure 2* présente ces plans ainsi que les plans connexes concernant les inscriptions, les effectifs, les immobilisations et les budgets.

Figure 2

CADRE DE PLANIFICATION DE L'UNIVERSITÉ YORK

Contexte de planification interne et externe Budget/Inscriptions/Gouvernement/Étudiants/EPAA





Tel qu'approuvé par le Sénat de l'Université York,
le 25 février 2016.

Bureau de la
vice-rectrice
aux études

920 Kaneff Tower
Université York
4700, rue Keele
Toronto (ON) M3J 1P3

TAB 12



Higher Education
Quality Council
of Ontario

An agency of the Government of Ontario



The “Other” University Teachers: Non-Full-Time Instructors at Ontario Universities

Cynthia C. Field, Glen A. Jones,
Grace Karram Stephenson,
Artur Khoyetsyan
University of Toronto

Published by

The Higher Education Quality Council of Ontario

1 Yonge Street, Suite 2402
Toronto, ON Canada, M5E 1E5

Phone: (416) 212-3893
Fax: (416) 212-3899
Web: www.heqco.ca
E-mail: info@heqco.ca

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Executive Summary

There is a growing body of research demonstrating that there have been major changes in the work and working conditions of university teachers in many countries over the last few decades. In some cases this has led to the increasing employment of non-full-time university instructors, and questions have been raised, especially in the United States, concerning the working conditions of part-time faculty and the implications of these changes on educational quality. The number of full-time faculty at Ontario universities has not increased at the same pace as the massive growth in student enrolment, raising questions about whether universities have employed non-full-time faculty in larger numbers and whether the balance between full-time and non-full-time instructors is changing. However, very little empirical research has been conducted on non-full-time instructors in Ontario. This study offers a preliminary exploration of the issue by addressing four key questions:

- a) What categories of non-full-time instructors are employed by Ontario universities?
- b) What are the conditions of employment for non-full-time instructors?
- c) Has the number of non-full-time instructors employed by Ontario universities changed over time?
- d) Has the ratio of full-time to non-full-time instructors employed by Ontario universities changed over time?

The research method focused on the collection and analysis of publicly available information through a detailed review of collective agreements and related documentation, and the analysis of institutional data on employment. Most institutions do not report data on non-full-time instructor appointments.

What categories of non-full-time instructors are employed by Ontario universities?

Each Ontario university is an autonomous corporation with the ability to make independent decisions related to employment. Faculty members at most universities are unionized, and there are major differences in employment categories and arrangements between institutions. Non-full-time instructors can be categorized into three broad groups: sessional instructors, who are usually employed on a per-course basis; graduate student instructors, who are graduate students with independent responsibility for teaching a course; and other instructors, a category that includes a wide range of quite different types of appointments where it is difficult, if not impossible, to compare across institutions. Our analysis focused on sessional instructors and graduate student instructors.

What are the conditions of employment for non-full-time instructors?

The conditions of employment for non-full-time instructors vary by institution. Salaries ranged from \$5,584 per course (half-course) at Nipissing University to \$7,665 at York University. These salaries are much higher than the average salaries for adjunct faculty reported in the United States. Sessional instructors have benefits guaranteed under collective agreements including, at some institutions, pensions, health plans, leaves, etc. Access to shared office space and technology is also guaranteed under most collective agreements. While some collective agreements provide some form of job security related to seniority or promotion, it is clear that sessional instructors do not have the same level of security associated with tenure.

Graduate student instructors have conditions of employment that roughly parallel the arrangements for sessional instructors.

Has the number of non-full-time instructors employed by Ontario universities changed over time?

Most Ontario universities do not report the number of non-full-time instructors in their employ, but relevant data are available on the websites of five institutions. Based on these limited data, it is clear that the number of sessional instructors has increased in recent years at four of the five universities. The exception is Nipissing University, where the number of sessional instructors changes annually but the data do not suggest an upward trend. The number of graduate student instructors has grown at the University of Toronto, but remained relatively stable at York University.

Has the ratio of full-time to non-full-time instructors employed by Ontario universities changed over time?

There appear to be major differences in this ratio by institution, and quite different trends. The collective agreements at four universities limit the share of courses taught by sessional instructors. This ratio of sessional instructors to full-time faculty appears to be increasing at some universities, while decreasing or remaining stable at others. Based on the limited public data available, it is impossible to discern clear trends.

Conclusions

The findings of this exploratory study suggest that there may be major differences by university in terms of the balance between full-time, tenure-stream faculty and non-full-time instructors. At one university the estimated share of courses taught by sessional instructors during the regular (fall and winter) terms was roughly 25%. The collective agreement at one university limits the number of courses taught by graduate student instructors. The collective agreements at four universities limit the ratio of courses taught by sessional instructors, with the share of courses taught by sessional instructors limited to between 15% and 35% depending on the agreement. All of these agreements provide exceptions that may lead to somewhat higher ratios.

There is clearly a need for additional research to understand these changes in detail and to understand their implications for higher education in Ontario. Areas for further research should include:

- a) A province-wide survey of sessional instructors to learn more about their background (academic and professional), employment situation and teaching load, as well as their perceptions and experiences.
- b) A more detailed study of institutional staffing patterns through the collection and analysis of data on employment trends at all Ontario universities.
- c) A detailed analysis of staffing patterns within selected academic units at different Ontario universities, and the implications of these patterns for educational quality and student success.

1. Introduction

There is a growing body of research demonstrating that there have been major changes to the work and working conditions of university teachers in many countries over the last two decades. The academic profession, a term used broadly to define the increasingly diverse range of academic workers who fulfill teaching and research functions within the university, is changing, and there is an increasing interest in understanding the implications of these changes for faculty, students and universities (Cummings, Shin & Teichler, 2014; Jones, 2007).

In some countries, such as the United States, the United Kingdom and Australia, there have been large increases in the number of faculty employed on short-term contracts and a decrease in the number of professors who hold permanent appointments. In the United States it has been estimated that only one-third of all university teachers have traditional tenure-stream appointments and that roughly half of all faculty are employed on short-term casual contracts, often paid on a course-by-course basis (Muzzin, 2009). The Coalition on the Academic Workforce (2012) has reported serious problems with the working conditions of these "adjunct" faculty, including average salaries of approximately \$2,700 per three-credit course with few benefits and little job security. These faculty members often receive little advance notice of teaching assignments, have little time to devote to course preparation and out-of-class student contact, and have little opportunity to participate in the academic life of the university. The implications of these changes for educational quality have been noted by the Council on Higher Education Accreditation (Kezar, Maxey & Eaton, 2014) and raised in a report from the House Committee on Education and the Workforce (2014).

Similar concerns have been raised in Canada, and while it is frequently assumed that the issues are roughly the same as in the United States, there has been surprisingly little recent Canadian research on university teachers who do not have traditional tenure-stream appointments. This study, focusing on public universities in Ontario, offers a preliminary exploration of this issue by addressing four key questions through a detailed analysis of publicly available documents, reports and data:

- a) What categories of non-full-time instructors are employed by Ontario universities?
- b) What are the conditions of employment for non-full-time instructors?
- c) Has the number of non-full-time instructors employed by Ontario universities changed over time?
- d) Has the ratio of full-time to non-full-time instructors employed by Ontario universities changed over time?

We begin by discussing key elements of the Canadian (and Ontario) higher education context that provide an important foundation for our analysis, as well as reviewing some of the previous research and analysis that has informed our work. We then discuss the design of the study, followed by the presentation and analysis of data related to each of the four questions. We conclude the report with a brief summary of key findings, policy implications and suggestions for further research.

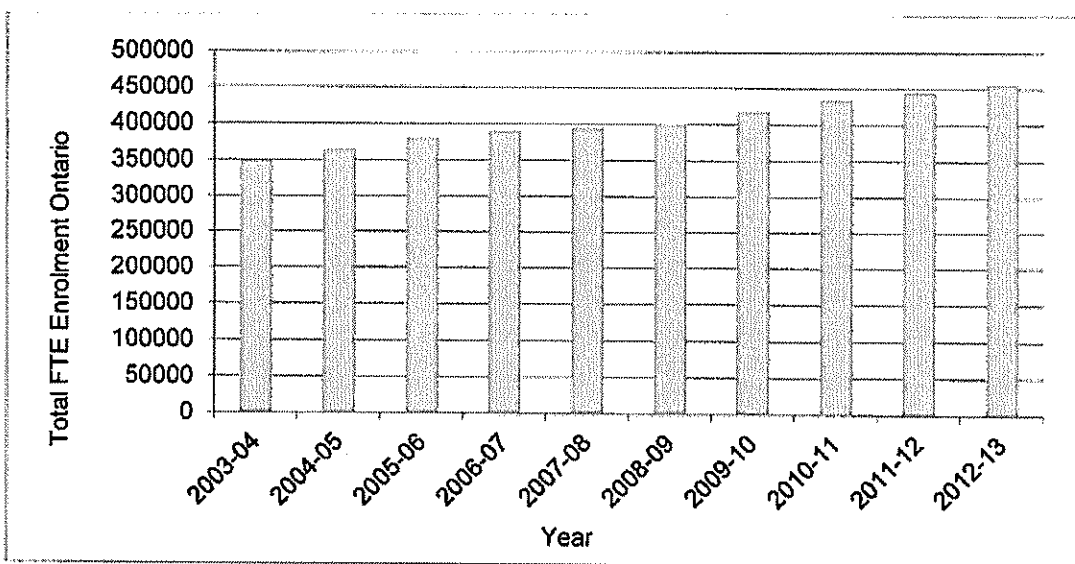
2. Context

This section discusses two contextual features of the Ontario university sector that underscore the contemporary discussion of the changing nature of academic work: enrolment expansion and the employment of full-time faculty. Following this is a review of the literature on non-full-time instructors that provided an important foundation for our work.

2.1 Increasing University Enrolment

The number of students enrolled in Canadian universities has been increasing. This is especially true in Ontario, where increasing access to higher education has been a key government priority for the last decade. According to data from the Council of Ontario Universities, undergraduate (full-time equivalent, FTE) enrolment rose from 311,660 in 2002-2003 to 400,272 in 2012-2013, an increase of 28% over the decade. Graduate enrolment rose from 36,654 to 56,118 during the same time period, an increase of 53%. Total FTE enrolment (undergraduate and graduate) increased from 348,314 to 456,460 (see Figure 1), or by 31%. Increasing student enrolment has enormous implications for university teaching.

Figure 1: University Enrolment in Ontario (FTE, Graduate and Undergraduate), 2003-04 to 2012-13



Source: Council of Ontario Universities

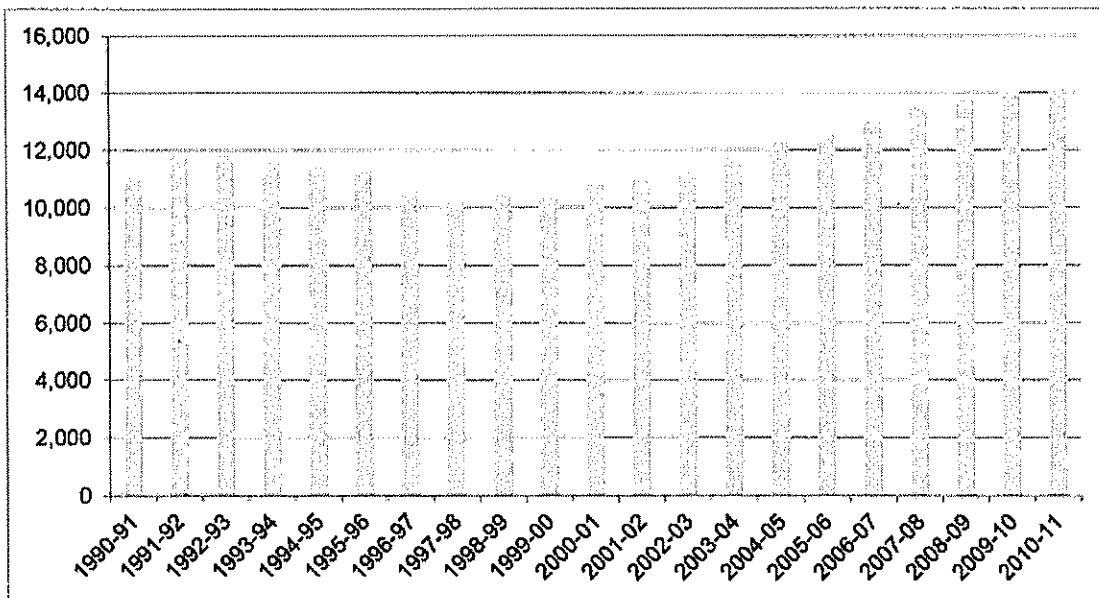
2.2 Employment of Full-Time Faculty

The traditional full-time professorial position in Canada is usually referred to as a "tenure-stream" appointment. New positions are explicitly advertised as "tenure-stream" and successful candidates begin a long probationary period that will eventually lead to a review of their teaching, research and service activities and a decision as to whether they will be granted tenure (a permanent appointment). These appointments also involve a hierarchy of ranks, with most initial appointments to the rank of Assistant Professor. Subsequent reviews of performance can lead to promotion to the rank of Associate Professor and finally Professor. Tenure-stream professors in Canada are expected to engage in some combination of research,

teaching and service (Jones, Gopaul, Weinrib, Metcalfe, Fisher, Gingras & Rubenstein, 2014). In addition to traditional tenure-stream appointments, some Ontario universities have created teaching-stream appointments, which are permanent positions where faculty members are asked to place a much greater emphasis on teaching (Vajoczki, Fenton, Menard & Pollon, 2011).

The number of tenure-stream faculty members employed by Ontario universities is presented in Figure 2. It is clear that the total number of tenure-stream faculty members has gone up and down during the 21-year period captured in the table, with increases in the faculty complement during the early 1990s and decreases in the mid-1990s. The low point during this period was the 1997-1998 academic year, when 10,290 tenure-stream faculty members were employed, but the number has increased every year since that time, reaching 14,184 in 2010-2011. The growth in the number of faculty members during this period has been slow and consistent, increasing by 29% during the ten years from 2001-2002 to 2010-2011.

Figure 2: Number of Tenure-Stream Faculty Members Employed by Ontario Universities, 1990-2011



Source: Statistics Canada, UCASS data

These data illuminate a key difference between changes in the academic profession in Ontario, where the number of tenure-stream positions has been increasing gradually for more than a decade, and some other jurisdictions, where the number of tenure-stream professors has been declining. However, the increase in full-time tenure-stream faculty in Ontario has not kept pace with the growth in enrolment. The number of full-time equivalent students in Ontario universities increased by 52% during the ten-year period from 2000-2001 to 2009-2010, while the number of full-time tenure-stream faculty increased by only 30%. In other words, even with a larger number of full-time permanent faculty members, universities are still under considerable pressure to meet the teaching needs of a rapidly expanding student population, which poses the question as to whether universities are hiring more non-full-time faculty members in order to address these needs.

2.3 Non-Full-Time Instructors

There has been surprisingly little research on non-full-time instructors employed by Canadian universities, but a number of consistent themes emerge from this small body of work. The first theme is the increasing use of part-time, contingent labour within the university sector. The second theme is that non-full-time instructors are not a homogeneous group, and that important differences exist between sub-categories of part-time academic workers. The third theme is that relatively little is known about the implications of this trend in terms of the casualization of academic labour for higher education in Canada, though there is evidence that part-time faculty are frequently marginalized and that they sometimes face important challenges in terms of providing students with a high-quality educational experience. The fourth and final theme is the need for data and research on this topic.

There is consensus within the existing literature that Canadian universities are increasingly employing casual, non-permanent academic workers, including non-full-time instructors. Studies from the late 1980s documented the increasing presence of non-full-time instructors in the academy (Tuckman & Pickerill, 1988; Warne & Lundy, 1988), in addition to contractually limited full-time employees (Baldwin, Chronister, Rivera & Bailey, 1993; Chronister, Gansneder, Baldwin & Harper, 2001). In terms of the casualization of full-time faculty, Rosenblum and Rosenblum (1997) looked at patterns of academic employment by examining the shifting cohorts of newly hired instructors at Canadian universities over the 14-year period from 1977 to 1991. Their findings suggest that contractually limited full-time appointments accounted for roughly half of all "new hires" during that period.

More recent studies have reached similar conclusions. Omiecinski's (2003) analysis of limited data on part-time employment from 1990 to 1997 suggested that the number of non-full-time instructors rose by 10% across Canadian universities during that time period, while the number of full-time faculty members fell by 8%. The analysis excluded Quebec. Dobbie and Robinson (2008) compared incomplete data from the United States and Canada and concluded that non-full-time instructors might actually represent a larger share of academic workers at Canadian universities than at American institutions.

Table 1 presents national labour force estimates from Statistics Canada as compiled and published by the Canadian Association of University Teachers (CAUT, 2013). Given the lack of national data on part-time faculty, these ratios should only be viewed as signalling broad trends, but they tend to point towards the casualization of both full-time and part-time university teachers. According to this analysis, the share of full-time permanent faculty has declined from 79.4% of all faculty in 1999 to 65% in 2010. The share of full-time temporary faculty, that is, individuals who have full-time appointments but for contractually limited time periods, has increased from 9.8% of all faculty in 1999 to 17% in 2010. While temporary part-time appointments represented only 6.9% of all faculty in 1999, the share of these appointments more than doubled to 15.2% in 2010.

Table 1: Labour Force Estimates of University Professors by Employment Status and Permanency

Employed Workforce	1999	2001	2003	2005	2007	2009	2010
Permanent Full-Time	79.40%	69.90%	72.00%	62.00%	69.30%	67.90%	65.00%
Temporary Full-time	9.80%	10.70%	11.70%	16.30%	14.20%	16.00%	17.00%
Permanent Part-time	4.00%	5.90%	4.00%	3.30%	3.30%	3.60%	2.90%
Temporary Part-time	6.90%	13.50%	12.90%	13.40%	13.30%	12.50%	15.20%

Source: Reproduced from Table 2.22 of the CAUT *Almanac* (2013).

Evidence of a general increase in the number of non-full-time faculty can be found in Omiecinski's analysis of Statistics Canada data from the period of 1990 to 1998. Omiecinski (2003) used these data to analyze provincial trends and found that between 1990-1991 and 1997-1998, the number of non-full-time instructors increased in all provinces except Ontario. The largest increases in non-full-time instructor hires occurred in Nova Scotia (33%), the remaining Atlantic provinces (27%) and in British Columbia (25%). In contrast, data from Ontario suggests that both full-time and part-time faculty across the province decreased over the 1990 to 1996 time period. Despite increasing undergraduate enrolment in Ontario the number of full-time faculty decreased by 13% while part-time faculty were reduced by just over 4%, suggesting that there may have been increasing reliance on part-time faculty despite overall reductions. In summary, both CAUT data (presented in Table 1) and Omiecinski's analyses suggest that Canadian universities are increasingly relying on instructors who do not hold permanent positions, though there may be important differences by province.

The second theme is that non-full-time instructors are not a homogeneous group. In undoubtedly the most detailed analysis of part-time faculty in Canada, Rajagopal (2002) makes an important distinction between what she terms "classic" part-time faculty and "contemporary" part-time faculty. Classic part-time faculty are individuals who have a career outside the university and who teach on a part-time basis in order to share their skills and expertise. This category includes the lawyer who teaches a specialized course for the law faculty, the senior government official who teaches a course on policy for a political science department, and the business person who teaches a course on entrepreneurship. They bring "real world" experience to the classroom. Contemporary faculty, in contrast, are individuals who aspire to full-time tenure-stream appointments. These individuals view university teaching as their career, but since they are unable to find full-time positions they take part-time teaching positions that are usually paid on a course-by-course basis. Muzzin & Shahjahan (2005) also noted the challenges facing contemporary contingent faculty in terms of the lack of job security and the risk of cancellation of contracts on short notice. In some cases, part-time faculty cannot find a sufficient number of teaching contracts to achieve a liveable income and must find other employment. Others obtain teaching contracts at multiple universities and become "freeway fliers", traveling between institutions to teach courses (Muzzin, 2009).

There are important differences by gender to consider. While the percentage of female full-time instructors in Canada increased from 13 to 34% from 1970 to 2008, women are still disproportionately represented among junior and non-permanent positions (Baker, 2013; CAUT, 2013). A higher percentage of men still tend to occupy the senior academic ranks and leadership positions (Baker, 2012). The majority of non-full-time faculty are male (Omiecinski, 2003; Rajagopal, 2002) and the majority of "contemporary" part-time faculty are female. In other words, the majority of part-time faculty who occupy professional careers outside the university are male while the majority of part-time faculty in precarious employment situations are female.

Rajagopal (2002), Muzzin and Shahjahan (2005) and Grant (2004) found that other important differences exist between these classic and contemporary part-time faculty groups in terms of discipline. Rajagopal's analysis suggests that academic staffing patterns may vary by program of study or university department. The staffing arrangements in professional programs, where teachers may supervise clinical practice, may be dramatically different than in music, where specialized instructors teach musical performance, or in science subjects involving laboratory training. Muzzin and Shahjahan found that two-thirds of non-tenured faculty in the pharmaceutical trades are members of minority groups in terms of gender and/or ethnicity. In summary, non-full-time faculty are not a homogenous group and have important distinctions in terms of the primary occupation, gender, and the discipline in which they teach.

The third theme is that relatively little is known about the implications of the increasing use of non-full-time faculty on higher education in Canada. There has been little research on part-time faculty or how changes in the academic workforce are impacting the quality of the student experience, the balance of teaching and research activities within the institution, or the culture of academic units (Jones, 2013; Muzzin, 2009).

The Association of Universities and Colleges of Canada (AUCC) has signalled the importance of understanding how "dependent universities have become on sessional instructors' services and how their use

may affect the life of the institution" (MacDonald, 2013, n/p). The AUCC (2011) also noted several important administrative issues in its report on the revitalization of undergraduate education. Using comments from an instructor at Brock University to illustrate the point, the report describes potential challenges experienced by part-time and contract faculty members: "I can't access the library system at the university until the first day of my contract, which is typically six days before I start teaching. So I can't set up my course website. I can't figure out what I could potentially put online. I can't activate my e-mail address" (p. 5). The AUCC urges institutions to consider how "Part time faculty need to be given value and efforts must be made to ensure they have access to the tools and support needed to deliver quality teaching" (p. 8).

Rajagopal (2002) and others have noted that part-time faculty members are often marginalized within the university community. Huberman-Arnold (1999) laments that they do not have the many advantages offered to full-time faculty members, including tenure and job security, sabbaticals, opportunities to advance, as well as library privileges, offices and access to grants. She finds the lack of recognition to be most problematic.

No one asks us what we have done during the past year, nor what we plan to do in the future. This may be because it is taken for granted that we do not do anything that matters during the year, or that no one cares whether we do or not. The university gets the benefit and credit for our professional activities, while we get no credit or benefit at all (Huberman-Arnold, 1999, p. 1).

There may also be important differences between full- and part-time faculty members in terms of work satisfaction. The University of Windsor conducted a survey of faculty work life and job satisfaction (Drakich & Maticka-Tyndale, 2012) and reported important differences in the responses from full- and part-time faculty. Approximately 70% of non-full-time instructors indicated that they would prefer to have a full-time faculty appointment. They reported working an average of 29.3 hours per week, as opposed to the 35.6 hours per week reported by full-time faculty members, though they were paid less than half the average salary of full-time faculty members. The small sample size for non-full-time instructors is an obvious limitation of this study, but it does provide some insight into the experiences and perceptions of instructors at one university.

Part-time faculty members may also have quite different experiences at different institutions. *University Affairs* (2013) published a sampling of data regarding sessional, part-time and contingent faculty, noting the broad variety of conditions of employment, teaching load, ratio of full- to non-full-time instructors, and salaries across Canada. They noted, for example, that the payment for teaching a full course at York University was approximately 50% higher than teaching a full course at the University of Prince Edward Island.

The final theme emerging from prior research is the need for the systematic collection and reporting of data on part-time faculty. There are no national data on part-time faculty in Canada, an omission that severely limits the ability of researchers to monitor and analyze trends in academic work (Bauder, 2006; Hannah, Paul & Vethamany-Globus, 2002; Jones, 2013; Muzzin & Limoges, 2008; Mysyk, 2001; Rajagopal, 2002; 2004). As we will discuss in more detail below, the lack of national statistics also means that there are no common definitions of employment categories or part-time workload, such that even comparing data on part-time faculty between two institutions can be challenging. The problem becomes even more serious when one considers that Statistics Canada has recently decided to no longer collect data on full-time faculty, essentially limiting the ability of researchers to monitor the most basic national trends in gender, employment or salaries.

In summary, previous research suggests that the number of non-full-time faculty is increasing within Canadian universities. Sessional faculty are not a homogeneous group and there are important differences in the background and experience of individuals who have a career outside the university and teach part-time, and those who teach part-time but aspire to a full-time career within the university. There may also be important differences in staffing practices by different academic programs within the university. While there is clearly a need for more research and data on part-time faculty, there is a growing belief that the shifting nature of academic staffing patterns has important implications for the university and its educational activities (Jones, 2013). In fact, Curtis (2005) contends that the increasing use of contingent instructors may be one of the most definitive changes in higher education in the past 20 years.

3. Categories of Non-Full-Time Instructors at Ontario's Universities

The province of Ontario is home to 20 provincially funded universities, each of which offers undergraduate arts and sciences curricula combined with a distinct set of professional and graduate research programs. Each university has a distinct legislative act that establishes it as an autonomous not-for-profit corporation. As such, each institution is responsible for hiring employees and determining the conditions of their employment, subject, of course, to provincial labour laws.

The first research question in our study concerns the categories of non-full-time instructors employed by Ontario universities, and perhaps the most important factor influencing these employment categories in Ontario universities is unionization. In fact, higher education may be one of the most unionized sectors in Canada (Dobbie & Robinson, 2008). Every university has a faculty association that represents the interests of its members and almost all are recognized as certified trade unions under provincial labour laws. Even those institutions that are not unionized have negotiated agreements with their university on key terms of employment. These negotiated agreements define the bargaining unit. While some collective agreements provide an inclusive definition and therefore govern the employment relationships of all faculty (full-time and part-time; limited-term and permanent), others define the bargaining unit in such a way that excludes categories of non-full-time instructors from the agreement. At some institutions part-time faculty are represented by the same association but under a separate collective agreement. At other universities a second union represents the interests of non-full-time instructors and a separate collective bargaining agreement governs the terms of employment of these workers. In addition to faculty associations, teaching assistants at most universities are unionized. While most teaching assistants provide support to a university teacher, some graduate students have full responsibility for teaching a course, and these students therefore represent another category of non-full-time instructors.

Union arrangements are specific to each institution, meaning that employment conditions for academic personnel differ by institution. Unique arrangements have developed over time.

In order to understand the various categories of non-full-time faculty we conducted a detailed analysis of collective agreements and other relevant documentation at each of the 20 provincially funded universities in Ontario. Our focus was on categories of university workers who had independent responsibility for teaching a course but did not hold traditional, full-time tenure-stream appointments or other types of full-time appointments.¹ These categories are quite complicated at some universities since different categories of workers are represented by different associations or unions, and the respective collective agreements often create subcategories related to the performance of specific types of teaching activity. The task of analyzing these categories across all 20 universities becomes extraordinarily complex because the collective bargaining arrangements at each institution are unique and each university has developed its own categories, terminology and definitions.

Given the tremendous complexity of the landscape, clarity in the use of terminology becomes extremely important. We use the phrase "non-full-time instructors" as the umbrella term to capture the entire population of individuals who teach courses but do not hold full-time appointments. We have divided these workers into three broad categories: sessional instructors, graduate student instructors, and other instructors. We will discuss each of these three categories in turn.

¹ As already noted, there may also be important trends in terms of the appointment of other categories of full-time faculty, such as the use of teaching stream faculty or limited term, full-time faculty, but these issues are beyond the scope of this report.

3.1 Sessional Instructors

We use the term "sessional instructors" to refer to the category of workers who are employed to teach a course and are usually paid on a per-course basis. Different universities have quite different ways of defining and classifying individuals within this group. At Algoma University, for example, the main term that is used within the collective agreement to describe all non-tenured instructors is *Part-time Contract Academic Staff (PTCAS)*. However, within this category there are *Lecturers* as well as *Teaching Adjunct Professors* who have been formally reviewed and granted seniority in teaching a particular course.

Algoma is one of Ontario's smallest universities and the complexity of how the PTCAS are defined pales in comparison to the multi-faculty or multi-campus arrangements of larger universities. For example, the collective agreement at York University for the personnel grouped as *Contract Faculty* has ten subcategories of instructors in the Faculty of Arts and Sciences alone. The largest sub-category of *Contract Faculty* includes those who are considered *Course Directors* and have full responsibility for the design and delivery of a course. Other sub-categories include visual arts, studio, writing, music and math instructors, those who work at the education faculty, as well as a provision for miscellaneous tutors hired on a case-by-case basis.

Our focus on work that involves the teaching of a course means that we are often excluding a range of employment categories that involve teaching but where the individual does not have responsibility for a course (they mark papers or run tutorials associated with a course that is led by someone else) or where the teaching activities are more narrowly defined (teaching musical performance, studio teaching within the visual arts). These are all important educational activities, but our analysis focuses on sessional lecturers who have independent responsibility for a course and are usually paid on a per-course basis.

3.2 Graduate Student Instructors

We use the term "graduate student instructors" to refer to the category of workers who are graduate students enrolled at the university and employed to teach a course. Graduate students often play an important role in university teaching and at some universities many graduate students are employed as teaching assistants. While the role of most teaching assistants is limited to providing support to the teaching function, some graduate assistants are employed to assume sole responsibility for the teaching of a course.

3.3 Other Instructors

We use the term "other instructors" to refer to a range of categories of workers employed by Ontario universities that are more idiosyncratic to each institution, or where the categories are so uniquely defined that comparisons between institutions are problematic. The largest category of "other instructors" is clinical faculty, especially those appointed by faculties of medicine. These are individuals who play a teaching role related to the clinical experience of individuals in professional programs. In fall 2011 the University of Toronto had more than 5,000 clinical faculty appointments and there were roughly twice as many clinical faculty as more traditional tenure-stream faculty. While this is an important category of university teacher, clinical faculty arrangements are quite different in each faculty of medicine in the province and it is essentially impossible to make meaningful comparisons between institutions. These appointments may also be ongoing.

A second category of "other instructor" involves individuals who have a permanent appointment at a university but where the appointment is not full-time. At the University of Toronto, for example, of the 2,304 individuals who held tenure-stream appointments in 2011, 166 were categorized as part-time, implying that a reduced arrangement had been negotiated after the individual had obtained tenure. Of the 483 teaching-stream appointments, 156 were part-time. These are individuals who are non-full-time, to use our broad definition of that term, but have quite different employment arrangements than sessional instructors. This category also includes a range of other classifications of non-full-time instructors such as visiting professors, who may teach a course while they are visiting, status-only faculty who teach, and professors who hold joint appointments at

more than one university. The unique nature of these "other instructors" appointments by university makes comparisons between institutions very difficult. With this reality in mind, the next sections of this report will focus on the conditions of employment for two of these three categories of non-full-time instructors: sessional instructors and graduate student instructors.

4. Sessional Instructors

This section addresses our second research question regarding the conditions of employment for sessional instructors. Our main source of data on conditions of employment is the relevant collective agreements and it is interesting to note that the 20 universities included in our analysis can be neatly divided in half in terms of how sessional instructors are represented (see Table 2). At ten universities the faculty association represents both full-time and part-time faculty, and therefore the conditions of employment for sessional instructors are governed by the same agreement that governs the full-time, tenure-stream professoriate. At the other ten universities sessional instructors are represented by a separate union. In the case of the University of Toronto, teaching appointments involving contracts of less than one year are covered by the Canadian Union of Public Employees (CUPE) local, while appointments of one year or more (even if they are part-time) are represented by the University of Toronto Faculty Association. Our analysis of conditions of employment focuses on the agreements with the associations identified in Table 2 (see the appendix for a detailed list of documents), as well as some supplementary materials provided to us by the Ontario Confederation of University Faculty Associations. These conditions are based on information for the 2012-2013 academic year, though it is important to note that employment conditions change subject to bargaining and that we can only provide a snapshot view obtained at a particular moment in time.

The following sections provide information on the conditions of employment of sessional instructors in terms of salaries, pensions, tuition options, and references in the collective agreements on access to office space and technology.

Table 2: Representation of Sessional Lecturers

University	Representation	University	Representation
Algoma	Algoma University Faculty Association	Brock	CUPE 4207
Lakehead	Lakehead University Faculty Association	Carleton	CUPE 4600
Laurentian	Laurentian University Faculty Association	Guelph	CUPE 3913
Nipissing	Nipissing University Faculty Association	McMaster	CUPE 3906
OCAD U	Ontario College of Art and Design Faculty Association	Ottawa	APTPUO – Association of Part-Time Professors of UofO
Queen's	Queen's University Faculty Association	Ryerson	CUPE 3904
Western	University of Western Ontario Faculty Association	Toronto	CUPE 3902 Unit 3
Wilfrid Laurier	Wilfrid Laurier Faculty Association	Trent	CUPE 3908
Windsor	University of Windsor Faculty Association	UOIT	Public Service Alliance of Canada (PSAC)
Waterloo*	Faculty Association of the University of Waterloo	York	CUPE 3903

*The University of Waterloo Faculty Association represents part-time faculty with appointments of 50% or greater of a full-time teaching load, who are holding definite-term positions of one year or longer.

4.1 Salaries

There is considerable variation in the salary arrangements for sessional instructors employed by Ontario universities. A summary of salary arrangements is presented in Table 3. The lowest salary for a sessional instructor is \$5,584 for teaching a three-credit course (the equivalent to one semester in length) at Nipissing University, while the highest salary for new sessional lecturers can be found at York University, which pays \$7,665 for a half-course. While it is possible to roughly compare salaries by institution, detailed comparisons become confounded by specific institutional arrangements. Some institutions pay a common rate per course (half course or full course), while others have different rates for different levels of seniority, or different categories of appointment associated with promotion. In other words, the salary may vary depending on experience or standards of performance as demonstrated by promotion to a higher rank. Salaries may be adjusted to address issues of class size or to compensate for additional work after the academic term.

Interpreting these salary levels in terms of equivalent full-time salaries is also quite difficult because there is no common definition of a full-time teaching load across universities. Ryerson University notes a full-load equivalent salary of sessional instructors ranging between \$58,090 and \$76,518. The Lakehead University agreement (Article 19.03.02) indicates a maximum teaching load of 10 half courses per year (six in regular session and two in the spring and summer sessions) suggesting a maximum salary of between \$64,000 and \$71,000 depending on level. An individual who teaches five full courses at the University of Toronto or York University will earn more than \$75,000 per year. There are certainly sessional instructors who teach more than five full courses; in fact one can find sessional instructors employed by a number of universities on the Ontario salary disclosure list with total incomes of over \$100,000. In contrast, the OCAD University memorandum specifies a maximum teaching load for sessional instructors of five studio half courses or three half courses in the liberal arts or sciences within each academic year.

However, these analyses tell us little about the salary levels of the average sessional instructor (since we do not know the average number of courses taught by sessional instructors). What is certainly clear from these data is that salary levels for sessional instructors in Ontario are roughly double the level of remuneration cited as average in the United States by the Coalition on the Academic Workforce (2012).

Table 3: Sessional Instructor Salaries at Ontario Universities

University	Salary (2012/13) including vacation pay
Algoma	3-credit course \$5,760
Brock	Half-course \$6,067
Carleton	Half-course \$6,483
Guelph	Minima \$6,880
	Maxima \$9,000
Lakehead	Level 1 (30 or fewer HCE ¹) \$6,450
	Level 2 (31-60 HCE) \$6,750
	Level 3 (more than 60 HCE) \$7,100
Laurentian	Establishment ² \$6,600
McMaster	3-credit course \$6,514.75
	Per three-credit course:
Nipissing	- Instructors \$5,584
	- Graduate Instructors \$5,784
	Additional \$200 on reaching right of first refusal threshold ³ or 24 credits

University	Salary (2012/13) including vacation pay	
OCAD U	Studio:	
	- Minimum	\$3,861
	- Maximum	\$5,543
Ottawa	Liberal Studies and Sciences:	
	- Minimum	\$5,791
	- Maximum	\$7,720
Queen's	Basic rate per three-unit course:	\$7,356
	Term adjuncts ⁴ ; per half-course	\$7,517
Ryerson	Full-load equivalent salary:	
	- Minimum	\$58,090
	- Maximum	\$76,518
	Half-course equivalent (est.):	
Toronto	- Minimum	\$5,761
	- Maximum	\$7,589
	Half-course:	
	Sessional Lecturer I	\$7,256
Trent	Sessional Lecturer II	\$7,705
	Sessional Lecturer III	\$8,080
	Half-course	\$6,027
UOIT	Standard rate	\$6,500
	Premium rate A	\$7,000
	Premium rate B	\$7,500
	Premium rate C	\$8,000
Western	Half-course stipend:	
	Standing appt ⁵	\$7,090
	Member and Preferred Status ⁵	\$6,740
Wilfrid-Laurier	Non-seniority undergraduate rate – (for one-term course)	\$7,063
	Non-seniority graduate rate –	\$7,346
	Seniority ⁶ undergraduate rate –	\$7,214
Windsor	Seniority graduate rate –	\$7,482
	Per half-course	\$6,615
York	Course Director – half-course	\$7,865

Source: OCUFA, 2013

Notes:

1. HCE: half-course equivalent
2. Establishment status for particular course on third appointment within six years; for retirees may include two occasions as regular full-time assignment.
3. Right of first refusal threshold: course taught three times in 72 months (not necessarily consecutively). Course count begins May 1, 2001.
4. "Adjunct" – limited-term adjunct faculty appointment of one academic term to three years duration, with appropriate rank and a limited range of academic responsibilities.
5. "Standing Appointment" – ongoing non-probationary PT appointment to teach a defined teaching load, which can only be terminated by retirement, resignation, dismissal for cause or termination.
6. "Preferred Status" has full responsibility at least equivalent to that associated with teaching a half university degree credit course in each of two of the last three fiscal years, but who is not currently under appointment.
7. "Seniority Status" achieved when member has accrued at least three seniority points in a course (or similar course) in not less than 24 months.

4.2 Health Plans

Sessional instructors employed at some Ontario universities have access to some form of supplementary health plan or health benefit, and this information is summarized in Table 4. Collective agreements governing sessional instructors at six universities do not mention health plans, though there is a negotiated Letter of Understanding appended to the University of Ontario Institute of Technology agreement indicating that this issue, and others, will be explored by a joint committee.

Table 4: Health Plan Availability for Sessional Instructors at Ontario Universities

Institution	Health Plan	No Mention
Algoma		x
Brock		x
Carleton	x	
Guelph	✓	
Lakehead	x	
Laurentian	✓	
McMaster	✓	
Nipissing		x
OCAD		
Ottawa	✓	
Queen's *	Yes/No	
Ryerson	✓	
Toronto		x
Trent	✓	
UOIT **		x
Waterloo ***	Yes/No	
Western	x	
Wilfrid Laurier	x	
Windsor	✓	
York		x

* Queen's: All members except for Term Adjuncts with appointments less than two years are entitled to benefits.

** Addendum UOIT: "Letter of Understanding #3) The parties acknowledge the mutual benefits to be derived from a joint approach to exploring health and pension benefit alternatives and agree to form a joint committee to deal specifically with benefit plan alternatives"

*** Waterloo: Health benefits are available to temporary employees with appointments of one year or more.

Some agreements exclude some sessional instructors and provide benefits to a defined group. For example, Queen's University offers dental, health, child care benefits and pensions to all members except for term adjuncts with appointments "of less than two years in duration regardless of their teaching load", as well as "part-time adjuncts" "teaching less than two full-course equivalents per year regardless of the duration of their appointments" (Article 42.6).

There are a broad range of health plans available at four institutions: Windsor, Ryerson, Trent and Ottawa. Notably, Ryerson grants full and sessional instructors the same eligibility for health care plan coverage (CUPE 3904 Unit 1). Laurentian offers full health and dental benefits at a cost borne entirely by the employer. The University of Windsor also offers non-full-time instructors and full-time sessional instructors the same benefits as full-members of the bargaining unit, provided that they have taught at least four courses in the previous teaching year.

Some institutions offer payment in lieu of benefits, including pension benefits. For example, OCAD offers seven percent pay in lieu of benefits for sessional instructors (Article 19.1.1.3). Wilfrid Laurier offers contract

academic staff instructors additional pay in lieu of health care and dental (Article 24). The McMaster agreement indicates that employees will have access to an employee-funded plan chosen by the union.

4.3 Pensions

Sessional instructors employed at some Ontario universities have access to a pension plan and this information is summarized in Table 5. Twelve universities allow sessional instructors to participate in pension plans, though there are different conditions and benefits associated with each plan. One institution limits participation to individuals who do not have access to a pension plan at another place of employment. Plans often limit participation to individuals who have been employed for a minimum, specified period of time and/or meet specific minimum workload requirements. For example, casual workers become eligible to join the pension plan at the University of Waterloo if they have worked continuously for two years and earned above a minimum threshold. Sessional instructors are not eligible to participate in pension plans at two universities. There is no mention of pension benefits for sessional instructors in the collective agreements or related documentation associated with five universities.

Table 5: Pension Plan Availability for Sessional Instructors at Ontario's Universities

Institution	Eligible	Not Eligible	No Mention
Algoma	✓		
Brock	✓		
Carleton			x
Guelph	✓		
Lakehead		x	
Laurentian	✓		
McMaster			x
Nipissing			x
OCAD		x	
Ottawa	✓		
Queen's	✓		
Ryerson			x
Trent	✓		
Toronto			x
UOIT	✓		
Waterloo	✓		
Western	✓		
Wilfrid Laurier	✓		
Windsor	✓		
YORK	✓		
TOTAL	13	2	5

4.4 Tuition Assistance

Tuition assistance is an employment benefit, but it also provides employees with professional development opportunities that benefit both the employee and the employer. Lakehead University notes that tuition "reimbursement and/or waiver afford employees an opportunity to improve their knowledge and skill sets and optimally advance their job performance" (2003, Article 1.0). At ten universities the conditions of employment for sessional instructors include some form of tuition assistance (see Table 6). The level of assistance varies a great deal by institution, and some universities extend some level of assistance to spouses and dependent children.

Table 6: Tuition Assistance for Sessional Instructors Explicitly Noted in Collective Agreements

Institution	Tuition Benefit	Amount (\$)	Spousal Tuition Benefit	Dependent Tuition Benefit
Algoma	✓	100%	✓	✓
Carleton	✓	\$700/12 months		
Lakehead*	✓	\$800	✓	✓
Laurentian*	✓	One course per course taught	✓	✓
McMaster	✓	-	✓	✓
Ottawa	✓	Credits earned at 7.5% of remuneration		
Ryerson*	✓	100% (limit on number of courses)	✓	✓
Wilfrid Laurier*	✓	\$500-\$1000	✓	✓

*The agreement specifies a maximum amount available as a tuition benefit, and this benefit can be used to support the tuition costs of the sessional instructor, spouse, or dependent.

Note: Institutions that are not listed either do not provide tuition assistance to sessional lecturers or there is no mention of this benefit in the collective agreement or related documentation.

Table 6, above, reflects only those collective agreements that specifically outline tuition assistance or credit for part-time and sessional faculty. Each collective agreement offers a very different approach to tuition credit. In many cases, the agreement specifies a maximum amount available as a tuition benefit, and this benefit can be used to support the tuition costs of the sessional instructor, spouse or dependent.

Ryerson offers 100% of tuition if it reflects the current annual domestic undergraduate tuition fee in non-cost recovery programs. At Lakehead, contract instructors at either Level 2 or Level 3 are eligible to receive a tuition benefit. The University of Waterloo only offers tuition support for those with appointment terms of two years or more, which therefore excludes sessional instructors. On the other hand, Ottawa has established tuition fee credits at a rate of 7.5% of remuneration. The Algoma agreement indicates that tuition waivers for courses at Algoma University are available to sessional instructors as well as their dependents (up to age 25) and spouses for any credit courses (Article 27, 13). Wilfrid Laurier offers tuition assistance to sessional instructors but the level of assistance depends on the instructor's teaching load in the previous academic year. For example, Wilfrid Laurier offers \$500 if the instructor has taught two one-term courses in previous academic year, \$750 if they have taught three courses and \$1,000 for four or more courses. McMaster offers a tuition waiver policy for both staff and dependents provided that they meet eligibility requirements. For staff members, employees must be employed by the university on a continuing basis for at least half the normal full-time hours, while those on limited contracts must be employed for at least half the normal full-time hours for a minimum of one year. To access the bursary for dependents, employees must be employed either on a continuing basis or on a contractually limited basis, must work at least one-half the normal full-time hours and must have completed at least three years of continuous service to the university by the first day of the academic session for which the bursary is awarded.

4.5 Office Space and Technology

Access to office space and/or technology is explicitly addressed in the collective agreements related to sessional instructors at 15 Ontario universities. These explicit commitments are summarized in Table 7. The fact that a collective agreement does not reference these issues explicitly does not mean that space or technology is not available to sessional instructors at that university, but it does mean that these elements are not guaranteed as a condition of employment.

Generally speaking, sessional instructors have access to shared office space and a basic level of technology related to their work. For example, sessional instructors at the University of Western Ontario may be required to share an office and a telephone. Access to technology generally means that sessional instructors will be able to use libraries, laboratories, duplicating services, office supplies, computing facilities (including Internet), audio visual equipment and other university facilities required for the performance of their work as a university teacher.

Table 7: Access to Office Space and Technology Explicitly Noted in Collective Agreements for Sessional Instructors

University	Office Space	Access to Technology
Algoma	✓	✓
Brock		✓
Carleton	✓	✓
Guelph	✓	✓
Lakehead	✓	✓
Laurentian	✓	✓
McMaster	✓	✓
Nipissing	✓	✓
OCAD		
Ottawa		✓
Queen's	✓	✓
Ryerson		
Toronto	✓	✓
Trent	✓	
UOIT		
Waterloo		
Western	✓	✓
Willfrid Laurier		
Windsor	✓	✓
York	✓	

* Based on the explicit information found in the collective agreements

4.6 Summary

This section has provided an overview of the conditions of employment for sessional instructors employed by Ontario universities, including salaries, health benefits, pensions, and access to office space and technology. If they can obtain contracts to teach multiple courses, sessional lecturers can earn a liveable income. Some universities provide access to health plans, pensions and tuition assistance. Most collective agreements include an explicit reference to access to office space and technology. While these arrangements vary by university, it seems clear that the conditions of employment for sessional lecturers in Ontario are much better than the rather negative working conditions for adjunct faculty documented at some universities in the United States. However, it is also clear that the conditions of employment for sessional lecturers are quite different than those for full-time, tenure-stream faculty. The salary arrangements are usually quite different and sessional instructors seldom have access to the range of benefits available to full-time, tenure-stream faculty. While sessional instructors at some universities have elements of job security associated with seniority or rank, they do not have the level of job security associated with tenure.

5. Graduate Student Instructors

Graduate students are often involved in the education of undergraduate students, and it is quite common for graduate students to be employed as teaching assistants, a position that provides the student with employment income and the university with important support for the teaching function. As we noted in reviewing collective agreements and institutional policies, some graduate students are also appointed to assume full responsibility for an undergraduate course, positions that we have termed graduate student instructors.

While the contractual arrangements governing these positions were easy to identify at some institutions, the situation at other universities was far less clear and we eventually contacted all 20 universities to inquire whether graduate students were eligible to teach courses on their own and, if so, the terms and conditions associated with these appointments. Institutional responses fell into one of three categories (see Table 8).

First, two Ontario universities do not have doctoral students and a third does not allow full-time graduate students to be solely responsible for teaching a course. Second, there are 15 universities in Ontario that allow graduate students to apply for sessional instructor positions. If the graduate student is successful, the student is employed under the collective agreement governing sessional lecturers and receives the salary and benefits described in the previous section of this report. At most of these institutions there are separate collective agreements covering teaching assistants, who are graduate students that support the teaching function, and sessional instructors, who are responsible for teaching a course. Human resource officials at a number of these universities indicated that these appointments are relatively rare, in part because graduate students are competing for appointments with individuals who may already have completed a PhD. At other universities the appointment of graduate students, especially doctoral students, to teach courses is relatively common and considered part of their doctoral experience (and a component of their graduate student funding).

Finally, three institutions allow for the appointment of graduate student instructors. The collective agreements for teaching assistants at Queen's University, York University and the University of Toronto have clauses governing the appointment of graduate student instructors, and each institution has its own terminology and terms of employment relating to this category of university teacher. At Queen's University graduate student instructors are called *Teaching Fellows* and are represented with the teaching assistants as part of PSAC 901. At York University graduate student instructors are referred to as *Course Directors*, the same term that is used to classify sessional instructors, though graduate student instructors and sessional instructors are covered by two different collective agreements. At the University of Toronto graduate student instructors are called *Course Instructors*, a category of appointment within the collective agreement governing teaching assistants.

Table 8: Graduate Student Teaching Arrangements by University

University	Cannot Teach Courses	Sessional Instructors	Graduate Student Instructors
Algoma	✓		
Brock		✓	
Carleton		✓	
Guelph		✓	
Lakehead		✓	
Laurentian		✓	
McMaster		✓	
Nipissing		✓	
OCAD	✓		
Ottawa		✓	
Queen's			✓
Ryerson		✓	
Toronto			✓
Trent		✓	
UOIT		✓	
Waterloo		✓	
Western		✓	
Wilfrid Laurier		✓	
Windsor*	✓	✓	
York			✓

*Part-time graduate students can be employed as sessional instructors. Full-time graduate students can be teaching assistants but cannot assume full responsibility for teaching a course.

The following sections describe the conditions of employment for graduate student instructors employed at these three universities. As in the previous section, our analysis is based on a detailed review of the relevant collective agreements and other related documentation (see appendix).

5.1 Salaries and Benefits

The salaries for graduate student instructors are presented in Table 9 and range from approximately \$14,000 to \$16,000 for teaching a full course. These salaries are quite similar to the salaries paid to sessional instructors. Graduate student instructors at the University of Toronto are paid slightly less than the basic salary level for sessional instructors, but quite a bit less than sessional instructors who have been promoted to higher ranks on the basis of their experience and performance.

Table 9: Salaries of Graduate Student Instructors and Sessional Instructors at Queen's University, the University of Toronto and York University

University	Graduate Student Instructor	Sessional Instructor
Queen's	\$15,036	\$15,034
Toronto	\$14,229	\$14,510-\$16,160 (Instructor I-III)
York	\$16,046	\$15,731

Graduate student instructors employed at these three universities are eligible for a range of benefits. Each university offers a health plan. At York University graduate student instructors are eligible to enrol in a pension plan. Instructors at all three institutions also have access to sick leaves, family leaves, compassionate leaves, jury duty leaves and leaves to conduct union activities. Queen's University offers a reservist leave for students who need time away from work to serve in the armed forces. The University of Toronto offers a leave for students who require gender reassignment surgery.

5.2 Training

Graduate student instructors at all three universities are eligible for training and/or professional development related to their teaching activities. Graduate student instructors at the University of Toronto are required to participate in six hours of paid training. It is suggested that the training address "course organization; teaching skills; supervision of teaching assistants; in-class conflict resolution & safety; procedures for addressing academic integrity; Blackboard and any other technology required for the performance of their assigned duties" (CUPE 3902, Unit 1, p. 27). There are provisions for paid training under both the York University and Queen's University collective agreements.

5.3 Office Space and Technology

The collective agreements at York University and the University of Toronto stipulate that graduate student instructors should have access to office space and relevant technology. The office space should be adequate in terms of providing a place for the instructor to meet with students from their course and include appropriate technology including a phone and computer where available.

5.4 Teaching Assistance

Another provision for graduate student instructors at all three institutions is the support of teaching assistants to help with larger classes. At each institution student instructors are eligible to receive the same support as other instructors (including sessional instructors) in their department. At York University graduate student instructors are also eligible for marking assistance of one hour per enrolled student up to a total of 50 hours.

5.5 Intellectual Property and Academic Freedom

University policies and collective agreements include language on academic freedom for graduate student instructors at all three universities. The York University agreement provides instructors with the right to "examine, question, teach and learn and to disseminate opinion(s) on questions related to the teaching of the course, its content and organization and the larger political, cultural and philosophical context in which teaching and research take place" (CUPE 3903, Unit 1, p. 44). The University of Toronto further stipulates that "Academic freedom does not require neutrality on the part of the individual nor does it preclude commitment on the part of the individual. Rather academic freedom makes such commitment possible" (CUPE 3902, Unit 1, p. 7). The Queen's University agreement indicates that *Teaching Fellows* have the same freedom as the rest of the community.

The Queen's University collective agreement was the only one to include explicit language on the graduate student instructor's right to the intellectual property that may be created in the process of instructing the course. The collective agreement states that "employees retain copyright, including but not limited to, lecture notes or course materials created exclusively by them" (PSAC 901, p. 27). However, the university does retain the "non-exclusive, non-royalty bearing" right to use the created material in other courses (PSAC 901, p. 27).

5.6 Limiting Appointments

Only one university explicitly limits the number of appointments of graduate student instructors. At York University graduate student instructors are represented by the same union as sessional instructors and the collective agreement explicitly limits the total number of graduate student instructors to 35 during a given twelve month period, not including graduate student instructor appointments where the graduate student was the only qualified candidate (see section 10.01.1 of the Local 3903 - Unit 1 Agreement).

5.7 Summary

This section has provided an overview of the conditions of employment for graduate student instructors employed by Ontario universities, including salaries and benefits. Of Ontario's 20 provincially assisted universities, 15 employ graduate students as sessional instructors, and these individuals will receive the salary and benefits described in the previous section of this report. Three universities employ graduate student instructors under the collective agreements that cover teaching assistants. Graduate student instructors receive salaries and benefits that are roughly comparable to the sessional instructors employed at these universities. One university limits the number of graduate student instructors that are employed each year.

6. The Employment of Non-Full-Time Instructors at Ontario Universities

Two of our research questions focused on hiring patterns: Has the number of non-full-time instructors employed by Ontario universities changed over time? Has the ratio of full-time to non-full-time instructors employed by Ontario universities changed over time? Underscoring both questions is the issue of whether universities are increasingly turning towards the use of a casual, part-time academic workforce. As we noted earlier in the report, the number of full-time tenure-stream faculty has been increasing, but has the number of part-time, contingent faculty been growing at an even faster pace?

The absence of national (or provincial) data on non-full-time instructors means that a comprehensive answer to these questions is challenging if not impossible. Even if every institution provided public data on the number of sessional instructors and graduate student instructors that are hired each year, comparative analyses would be difficult since each institution has different employment categories and definitions.

However, five institutions limit the employment of non-full-time faculty and therefore control the relationship between full-time faculty and other categories of employment. For example, the York University collective agreement limits the number of graduate student instructors that can be hired. At Wilfred Laurier University, Article 34 of the collective agreement for full-time faculty indicates that no more than 35% of all intramural courses can be taught by sessional instructors. Intramural courses are defined as regular academic credit courses taught in the fall and winter terms, though there are also some specific exclusions. At OCAD University, Article 16.1.4 of the Memorandum of Agreement specifies that a maximum of 30% of the credit curriculum should normally be taught by sessional instructors, a ceiling that is "intended to ensure that Tenured faculty employment opportunities are not eroded" (Article 16.1.5). The collective agreement for full-time faculty at Nipissing University indicates that a maximum of 28% of courses (with some exceptions) can be taught by sessional instructors (Article 21.3).

Perhaps the most detailed limitations are provided in the collective agreement for full-time faculty at Brock University. Article 19.16 of the Brock agreement begins by stating:

The Parties agree that the educational mission of the University can be carried out only if most credit courses are taught by full-time continuing faculty members, because it is only under such circumstances that the University can ensure that the norm is that persons teaching courses are also actively engaged in research and scholarship; it is only under such circumstances that the University can ensure that faculty members are reasonably available to students for consultation, thesis supervisions and reading courses; it is only under such circumstances that the University can ensure the integrity of its academic programs; and it is only under such circumstances that the University can continue to rely upon faculty members to perform many of the administrative tasks that are essential to its functioning.

Except for courses taught in the Faculty of Education, the Brock agreement specifies that no more than 14% of all credit courses offered between the beginning of the spring academic term and the end of the winter academic term can be taught by individuals who are not members of the Brock University Faculty Association. In other words, no more than 14% of credit courses during this period can be taught by sessional instructors. The limit in the Faculty of Education is 48.75% (excluding specialized continuing education courses for teachers).

While there are no system-level data, a number of universities are quite transparent in terms of publicly posting data on the employment of sessional instructors and/or graduate student instructors. One important source of information is the Common University Data Ontario (CUDO) reports that are posted by each university, which include data on academic employees. Unfortunately, most Ontario universities do not report the number of non-full-time instructors in CUDO section H1 of the standardized template, instead only providing data on full-time faculty. However, some institutions do report the employment of sessional instructors and we have been able to look at some basic trends. In addition to the CUDO reports, a number of universities provided quite detailed information on employees by category within their published institutional research reports. In the sections that follow we present institutional data on the employment of non-full-time instructors at Ontario colleges where public data were available in order to address our research questions on hiring patterns.

6.1 York University

York University is located in the northwest portion of the city of Toronto and has an archive of factbooks on its institutional research website that provides the number of employees and students at the institution since 1994-1995. Employee data directly correspond to the categories created within collective agreements, allowing for the analysis of hiring practices by category of appointment. These data were used to review the hiring of non-full-time faculty from 2002-2003 to 2012-2013.

Our analysis of York University data focuses on the appointment category labelled *Course Directors*, that is, individuals who have independent responsibility for teaching a course and fit our definition of sessional instructors. York provides data on the number of Course Director assignments and it is important to recognize that a single individual can hold multiple assignments. The number of sessional instructor assignments at York University has more than doubled since 2002, from 730 to 1715 (2012-2013) (see Table 10). This represents a noteworthy increase of 135%. The steepest growth during this time occurred between 2002-2003 and 2004-2005 when the number of Course Director assignments increased 77% in two years. This corresponds with Ontario's "double cohort" of 2003-2004 when two streams of secondary school graduates entered the higher education system at the same time.

Table 10: York University Sessional Instructor Assignments, Graduate Student Instructor Assignments, Tenure-Stream Faculty and Student Enrolment, 2002-2013

Year	Sessional Instructor Assignments	Graduate Student Instructor Assignments	Tenure-Stream Faculty	All Students
2002-2003	730	49.4	1,154	43,635
2003-2004	944.2	38.6	1,180	46,794
2004-2005	1,292.6	62.2	1,257	49,496
2005-2006	1,339.8	57.8	1,286	50,691
2006-2007	1,480.1	62.1	1,326	51,819
2007-2008	1,494.3	59.6	1,401	51,819
2008-2009	1,529.9	62.8	1,424	51,989
2009-2010	1,651.5	65.6	1,379	53,205
2010-2011	1,597.8	67.3	1,364	54,237
2011-2012	1,608.4	63	1,368	54,507
2012-2013	1,715.9	61.3	1,382	54,590

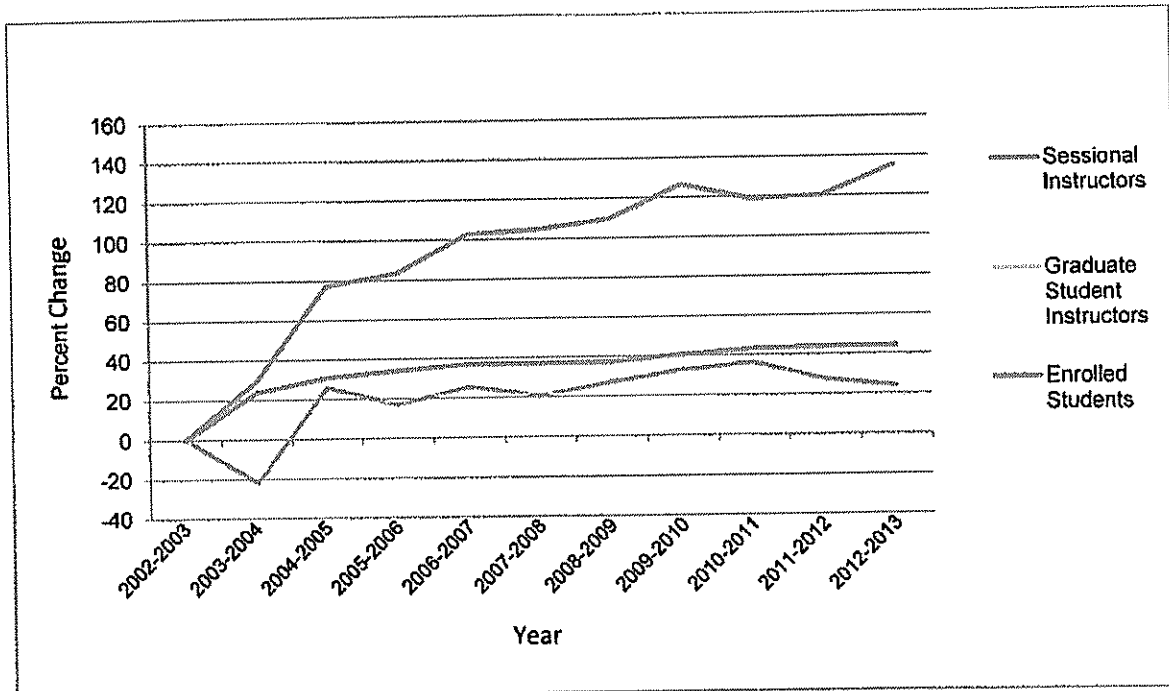
Data source: York Institutional Factbook (<http://www.yorku.ca/factbook>)

Note: Sessional and graduate student instructor data are presented as "course director assignments" and therefore are counted as percentages of a whole course, while tenure-stream faculty data are presented per headcount.

The percentage increase in sessional instructor assignments at York University far exceeded the increase in students during the same time period. Student enrolment increased by 30% between 2002-2003 and 2004-2005 and remained relatively steady in subsequent years, increasing only 1-3% yearly until 2012-2013. In contrast, the number of sessional instructor assignments grew at an annual rate of between 10 and 15% during the 2005-2013 period.

The number of graduate student instructors has remained relatively stable during this time period. As we noted above, the collective agreement at York University limits the number of graduate student instructors that are hired each year. Using 2002 as a base year, Figure 3 shows how the number of sessional instructor assignments, graduate student instructor assignments and enrolled students has changed over time.

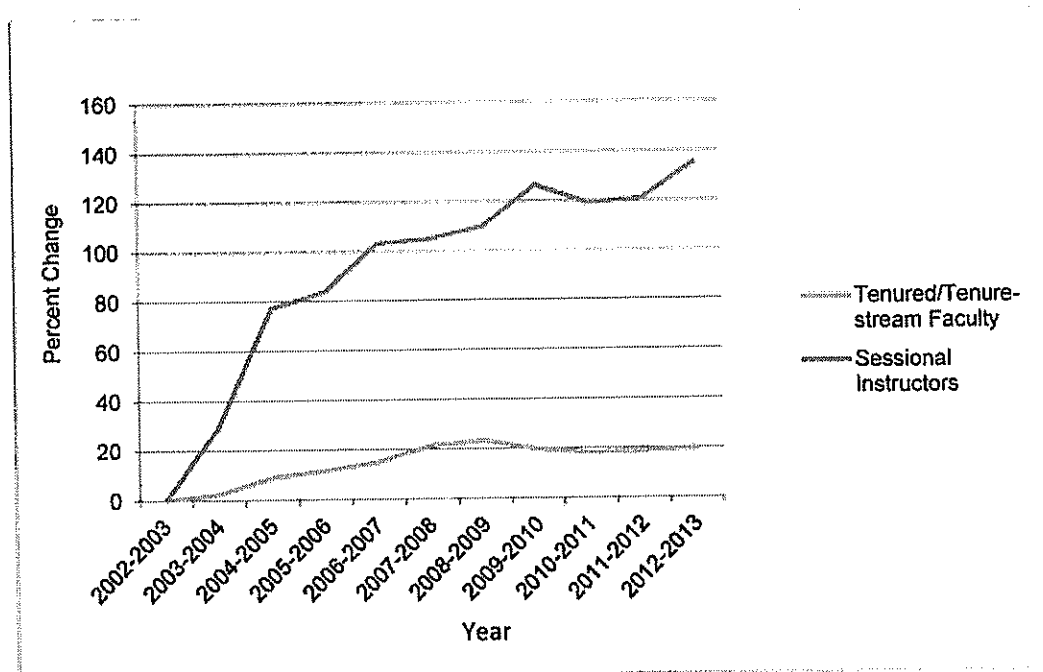
Figure 3: Percentage Change in the Number of Sessional Instructor Assignments, Graduate Student Instructor Assignments and Enrolled Students since 2002-2003



Data source: York Institutional Factbook (2013)

The number of sessional instructor assignments has also increased much faster than the number of full-time (tenure-stream) faculty employed by the university during the same time period. While the number of sessional instructor assignments increased by 135%, the number of full-time faculty increased by only 20% (see Figure 4). However, while these figures suggest that the balance between full-time and sessional instructors at the university is shifting, these data do not tell us the share of all courses taught by each of these two categories of academic workers.

Figure 4: Percentage Change of Sessional Instructor Assignments vs. Tenure-Stream Faculty Appointments, 2002-2013



Data source: York Institutional Factbook (2013)

York University also provides information on the number of course director assignments by faculty, summarized in Table 11. Over the past ten years, the largest number of sessional instructor assignments has been in what is now the Faculty of Liberal Arts and Professional Studies. It is interesting to note that there are major differences in employment trends by faculty and that the balance between full-time faculty and sessional instructors may vary tremendously by academic unit within the university.

Table 11: Course-Director Assignments of Sessional Instructors at York University by Faculty, 2002-2013

FACULTY	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Education	61.4	65.3	72.7	73.1	70.4	76.7	76.3	67.7	72	45.8	52.6
Environmental Studies	5	7	33.4	29.1	32	30.3	28.7	23	27.8	28.8	32.1
Fine Arts	66.2	108.8	167.5	186.5	173.9	183	186.8	176.6	157.9	162.2	159.5
Glendon	121.1	189.6	172.3	175.4	185.8	187.3	209.5	212.2	204.8	195	174.7
Graduate Studies							6	3	3	5.4	0
Health					210.9	199.3	186.4	165.9	151.7	150.1	157.1
Liberal Arts & Professional Studies	418.3	502.6	784.1	806.7	726.3	814.9	726.7	881.3	890.1	924.9	903.8
Osgoode Hall Law School								2.2	1.4	0	0
Science & Engineering	53	62.9	61.6	67	77.8	98.5	105.7	70.5	78.3	87.3	84.2
Schulich School of Business	5	8	1	2	3	2.8	3.8	49.1	10.5	9	151.9
TOTAL	730	944.2	1,292.6	1,339.8	1,480.1	1,494.3	1,529.9	1,651.5	1,597.5	1,608.5	1,715.9

Data source: York Institutional Factbook (2013)

6.2 University of Toronto

The University of Toronto is the largest university in Ontario and has a complex range of employment categories for academic workers. The university frequently divides academic appointments into five main categories: tenured faculty, part-time limited-term faculty, full-time teaching-stream faculty, part-time teaching-stream faculty and sessional instructors. The *Facts and Figures Report* provides data on the number of employees in each category going back to 2006. These data are presented in Table 12.

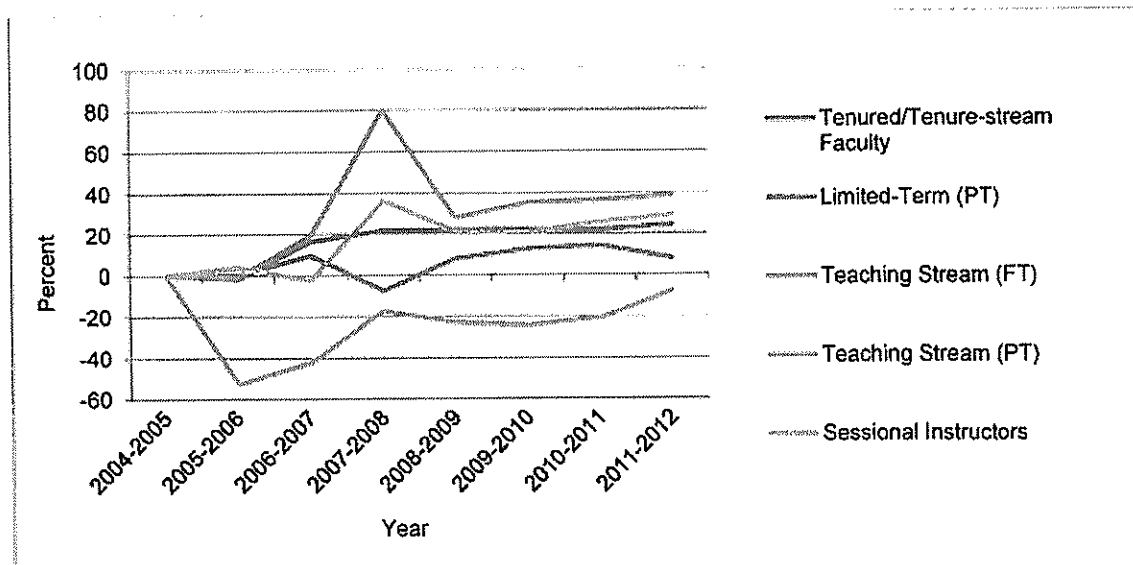
Table 12: Number of Instructors in Various Categories at the University of Toronto, 2004-2012

Year	Tenure-Stream Faculty	Term-Limited (PT)	Teaching Stream (FT)	Teaching Stream (PT)	Sessional Instructors
2004-2005	1,855		236	169	
2005-2006	1,821		233	80	674
2006-2007	2,159	1,097	282	98	634
2007-2008	2,259	924	540	140	887
2008-2009	2,260	1,079	302	130	789
2009-2010	2,267	1,126	319	127	784
2010-2011	2,260	1,142	322	134	817
2011-2012	2,304	1,081	327	156	839

*Note: A first collective agreement for sessional instructors led to a change in reporting categories, so comparable data are not available for some groups for 2004-2005.

There was a gradual increase in the number of appointments in three of these five broad categories between 2004 and 2012. The number of part-time limited-term appointments remained relatively stable, while the number of part-time teaching-stream appointments ebbed and flowed during the period. The number of teaching-stream faculty increased by 38.5% during this time period, representing the largest growth of any instructional category at the university. The number of sessional instructors increased, though only by 29%, just slightly higher than the growth of tenure-stream faculty at 24%. Figure 5 provides a graphic illustration of change in the number of appointments by category over time.

Figure 5: Percentage Change in the Number of Appointments by Category at the University of Toronto, 2004-2012



Source: Retrieved from University of Toronto Facbooks (2012, 2013)

We were also able to obtain the number of graduate student instructors who were employed at the University of Toronto as of October of each year from 2007 to 2012. There were 204 graduate student instructors employed in the 2007-2008 academic year and 252 in 2012-2013 (an increase of 24%), though it is important to note that the number of appointments has moved up and down during this period.

The number of sessional instructors and graduate student instructors employed by the University of Toronto has increased over the last decade, but this increase is roughly comparable to the increase in the number of tenure-stream faculty and less than the growth in teaching-stream appointments during this time period. Once again, it is important to note that these data count the number of sessional instructors and graduate student instructors rather than the number of courses that they teach, so the percentage of courses taught by full-time faculty (tenure-stream and teaching stream) may have actually increased during this period.

6.3 McMaster University

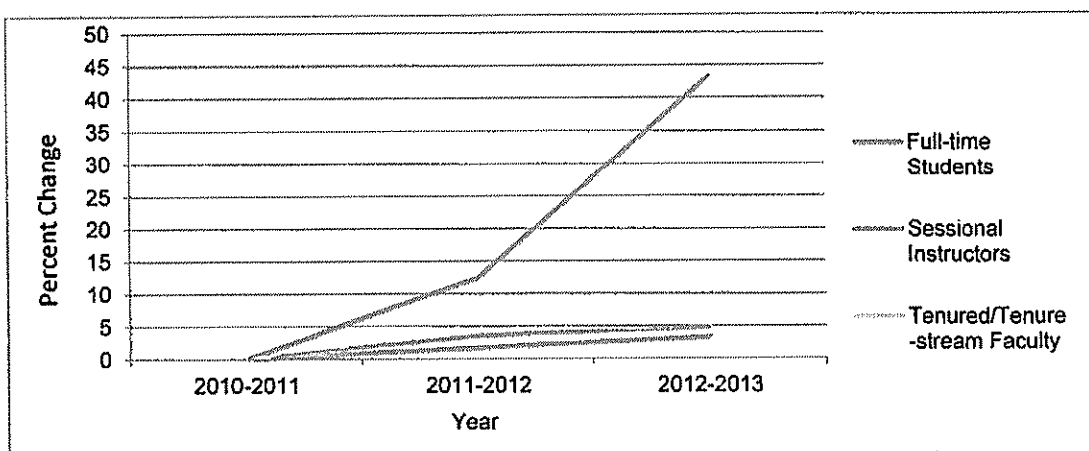
In 2010 the McMaster University Factbook began to report the number of sessional instructors. The three years of comparative data are presented in Table 13, as well as corresponding data on student enrolment and the number of tenure-stream faculty. The major differences in growth by category are illustrated in Figure 6. Over this time period the growth in the employment of sessional instructors has far outpaced the growth in tenure-stream appointments and the growth in full-time enrolment.

Table 13: Total Number of Full-Time Students, Sessional Faculty and Full-Time Faculty at McMaster University, 2010-2013

Year	Full-Time Students	Sessional Instructors	Tenure-Stream Faculty
2010-2011	28,482	185	1,330
2011-2012	28,962	208	1,377
2012-2013	29,411	265	1,394

Source: Retrieved from McMaster Factbooks (2011, 2012, 2013)

Figure 6: Percentage Change of Tenured/Tenure-Stream Faculty, Sessional Instructors and Full-Time Students at McMaster University, 2010-2013



6.4 Carleton University

The Office of Institutional Research and Planning at Carleton University provides detailed data on the number of sessional instructors and the faculties, departments and courses in which they work. Like McMaster University this information is available only as far back as 2010, but it is comprehensive in detailing where sessional instructors are being employed across the university. Table 14 presents the number of sessional instructors, tenure-stream faculty and undergraduate students over this three-year period. The number of tenure-stream faculty has remained relatively stable, while the number of students and sessional instructors increased by approximately 6% during the three-year period.

Table 14: Total Number of Sessional Faculty, Tenure/Tenure-Stream Faculty and Undergraduate Students at Carleton University, 2010-2013

Year	Sessional Instructors	Tenure-Stream Faculty	Undergraduate Students
2010-11	623	759	20,441
2011-12	661	748	21,415
2012-13	664	752	21,802

Retrieved from Carleton University Factbook (2013)

Note: The category of tenure/tenure-stream faculty includes full, associate, assistant professors and lecturers.

Like York University, Carleton reports the number of sessional instructors employed in each academic unit. Table 15 presents the number of sessional instructors and full-time faculty reported for 2012-2013. Except for Public Affairs, the number of sessional instructors is lower than the number of full-time faculty.

Table 15: Number of Sessional Instructors and Full-Time Faculty by Academic Unit in Fall/Winter 2012-2013 at Carleton University

Faculty (Unit)	Sessional Instructors	Full-Time Faculty
Arts & Science	235	303
Public Affairs	191	185
Business	46	54
Science	76	152
Engineering	116	148
Total	664	842

Source: Carleton University (2013)

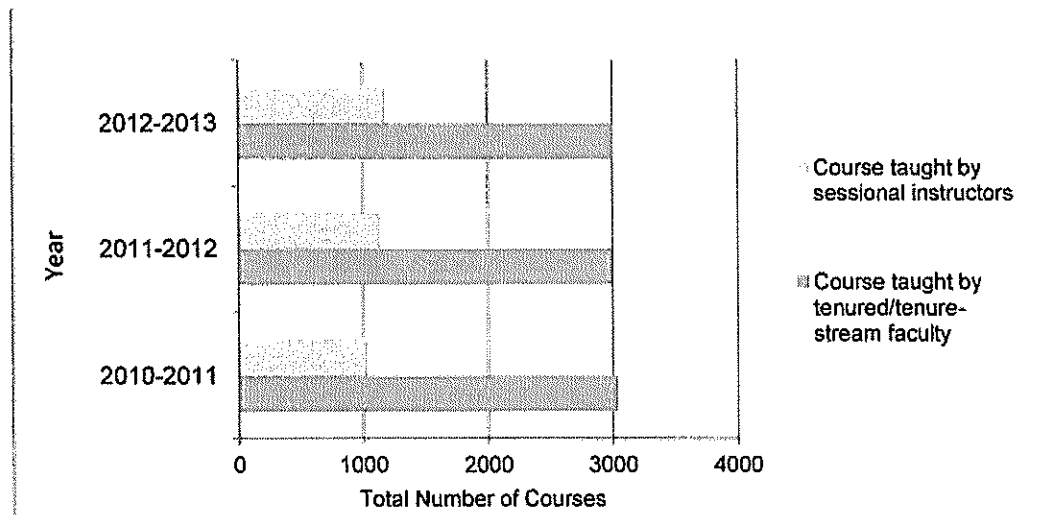
Carleton University provides public data on the number of courses taught by sessional instructors. Unfortunately, comparable information on the number of courses taught by tenure-stream faculty is not provided on the website. However, in order to provide some degree of comparison, we have estimated that each tenure-stream faculty member teaches four courses and these data are presented in Table 16. The balance of courses taught by tenure-stream faculty and sessional instructors has changed slightly during this period. If our estimate of four courses per tenure-stream faculty member is correct, then approximately 25% of all courses are taught by sessional instructors. A graphic illustration of these relationships is presented in Figure 7.

Table 16: Number of Courses Taught by Tenured/Tenure-Stream Faculty and Sessional Faculty at Carleton University, 2010-2013

	Courses taught by tenured/ tenure-stream faculty*	Courses taught by sessional instructors
2010-2011	3,036	1,030
2011-2012	2,992	1,136
2012-2013	3,008	1,184

Note: Courses taught by tenure-stream faculty is estimated, based on the assumption of a four-course workload.

Figure 7: Number of Courses Taught by Sessional Instructors vs. Tenured/Tenure-Stream Faculty at Carleton University, 2010-2013



Note: The number of courses taught by tenured/tenure-stream faculty is estimated at four times the number of individuals employed from September to April each year.

Carleton University also provides public data on the number of courses taught by sessional instructors in each academic program, as well as the number of sessional instructors. Taken together, one can estimate the average number of courses taught by sessional instructors (see Table 17). This analysis suggests that the average number of courses taught by sessional instructors is approximately 1.7. The average number of courses taught varies by academic unit.

Table 17: Average Number of Courses Taught by Sessional Instructors in Each Faculty at Carleton University, 2010-2013

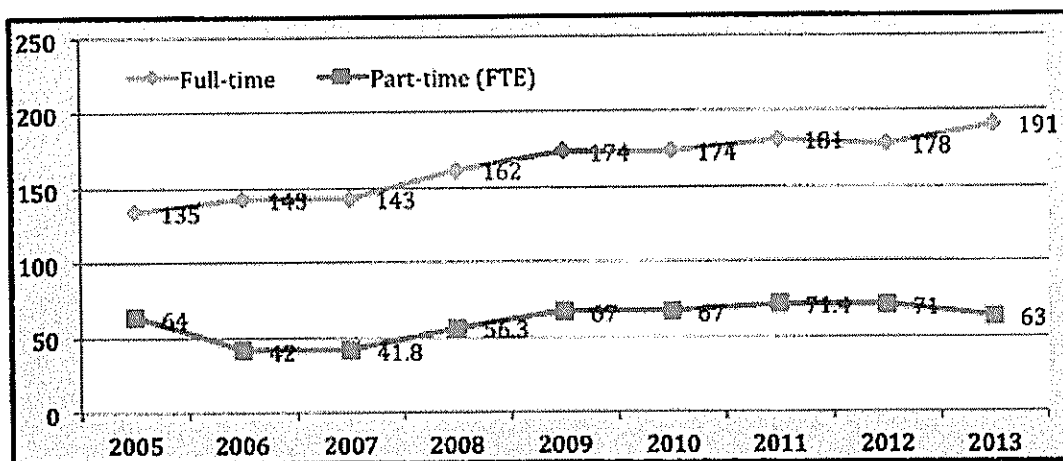
	2010-2011	2011-2012	2012-2013
Arts & Social Sciences	1.9	2.1	2.1
Public Affairs	1.4	1.4	1.5
Business	1.7	1.8	2.1
Science	1.8	2.0	1.8
Engineering	1.4	1.3	1.5
University	1.7	1.7	1.8

Source: Carleton University (2013)

6.5 Nipissing University

Nipissing University (2013) reports data on sessional instructors using the Common University Data Ontario template and definitions. Data for the eight-year period from 2005 to 2013 are available and presented in Figure 8. In this case Nipissing provides the number of sessional instructors as full-time equivalents rather than reporting the number of appointments. The number of full-time faculty members has increased from 135 in 2005 to 191 in 2013, an increase of 41%. The number of FTE sessional instructors has ebbed and flowed during the time period but is roughly the same in 2013 as it was in 2005. As already noted, the collective agreement for full-time faculty indicates that a maximum of 28% of courses can be taught by sessional instructors, though some categories of courses are exempted.

Figure 8: FTE Full-Time and Sessional Instructors (Part-Time) Employed by Nipissing University, 2005-2013



6.6 Summary

In this section we have reviewed institutional policies and institutional data related to the employment of sessional instructors and graduate student instructors employed by Ontario universities. Our analysis is limited since most Ontario universities do not report publicly the number of non-full-time faculty appointments. The number of sessional instructors increased at York University, the University of Toronto, McMaster University and Carleton University, though it did not at Nipissing.

In terms of the balance between full-time tenure-stream appointments and sessional faculty, the situation seems to be quite different at different Ontario universities. The growth in the number of sessional instructor assignments at York University has far outpaced the growth in the number of full-time faculty appointments. The same appears to be true at McMaster, though data are only available for three years. The growth in sessional instructors roughly parallels the growth in tenure-stream faculty at the University of Toronto, where the growth in teaching-stream faculty has outpaced the other two categories. The number of full-time faculty at Nipissing has grown, while the number of sessional instructors has remained relatively stable. The collective agreements at four universities establish a maximum percentage of courses that can be taught by sessional instructors in an attempt to prevent a shift in the balance of teaching between full and part-time faculty.

7. Conclusions

This study provides a preliminary exploration of the employment of non-full-time instructors at Ontario universities by addressing four key questions through a detailed analysis of publicly available documents, reports and data. A summary of the findings related to each question will be presented, followed by concluding observations and suggestions for further research.

7.1 What categories of non-full-time instructors are employed by Ontario universities?

Each Ontario university is an autonomous corporation with the ability to make independent decisions related to employment. The faculty at most universities are unionized and there are major differences in employment categories and arrangements by institution. Non-full-time instructors can be categorized into three broad groups: sessional instructors, who are usually employed on a per-course basis; graduate student instructors, who are graduate students with independent responsibility for teaching a course; and other instructors, a category that includes a wide range of quite different types of appointment where it is difficult if not impossible to compare across institutions. Our analysis focused on sessional instructors and graduate student instructors.

7.2 What are the conditions of employment for non-full-time instructors?

The conditions of employment for non-full-time instructors vary by institution. At ten of the 20 universities, sessional instructors are represented by the same association as full-time, tenure-stream faculty, while at the other ten there are separate unions or associations. Salaries ranged from \$5,584 per course (half-course) at Nipissing University to \$7,665 at York University in 2012-2013. It is challenging to calculate the full-time equivalent salary since there is no agreement on a full-time load at most universities, though the collective agreements at some universities specify a maximum teaching load ranging from three half-courses in the liberal arts and sciences at OCAD University to ten half-courses at Lakehead University.

Sessional instructors have benefits guaranteed under collective agreements including, at some institutions, pensions, health plans, leaves, etc. Access to (often shared) office space and technology is also guaranteed under most collective agreements. While some collective agreements provide some form of job security related to seniority or promotion, it is very clear that sessional instructors do not have anything close to the level of security associated with tenure.

Graduate student instructors have conditions of employment that roughly parallel those of sessional instructors.

7.3 Has the number of non-full-time instructors employed by Ontario universities changed over time?

Most Ontario universities do not report the number of non-full-time instructors, but relevant data are available on the websites of five institutions. Based on these limited data, it is clear that the number of sessional instructors has increased in recent years at four of the five universities. The number of sessional instructors at Nipissing University changes annually, but the data do not suggest an upward trend. The number of graduate student instructors has grown at the University of Toronto but remained relatively stable at York University.

7.4 Has the ratio of full-time to non-full-time instructors employed by Ontario universities changed over time?

There appear to be major differences in this ratio by institution and quite different trends as a result. The collective agreements at four universities limit the share of courses taught by sessional instructors. This ratio of sessional instructors to full-time faculty appears to be increasing at some universities while decreasing or remaining stable at others. Based on the limited public data available, there are no clear trends.

7.5 Areas for Further Research

This study provides only a preliminary exploration, based on the analysis of limited public data, of the working conditions and hiring trends related to the employment of non-full-time faculty by Ontario universities. There is clearly a need for additional research to analyze these changes in detail and to understand their implications for higher education in Ontario. Areas for further research should include:

- a) A province-wide survey of sessional instructors to learn more about their background (academic and professional), employment situation and teaching load, as well as their perceptions and experiences.
- b) A more detailed study of institutional staffing patterns through the collection and analysis of data on employment trends at all Ontario universities.
- c) A detailed analysis of staffing patterns within selected academic units at different Ontario universities and the implications of these patterns for educational quality and student success.

7.6 Concluding Observations

This preliminary analysis of non-full-time faculty at Ontario universities suggests that many of the popular assumptions concerning the increasing use of part-time faculty may be incorrect, though additional research is needed. The findings of this study suggest that the employment conditions of sessional instructors employed in Ontario universities are very different from the employment conditions at many American universities. While the number of sessional instructors is increasing at some universities – a trend that is not particularly surprising given the tremendous increase in student enrolment during the past decade – it is interesting to note that it is not increasing at all universities. Perhaps more importantly, the ratio of sessional instructors to full-time, tenure-stream faculty has increased at some institutions but remained stable or decreased at others, suggesting that different universities are making very different decisions related to academic staffing. While there are limited public data on the share of courses taught by sessional instructors, our analysis of hiring patterns would suggest that these ratios vary dramatically by university. At one university the estimated share of courses taught by sessional instructors during the regular (fall and winter) terms is roughly 25%. The collective agreements at three universities limit the ratio of courses taught by sessional instructors, in one case to 35%, in a second by 30%, and in a third to 15%, though these agreements provide exceptions that may lead to somewhat higher ratios.

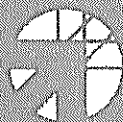
In addition to variations in employment practices and trends by institution, the analysis of more detailed data reported by some institutions suggests that there may be quite interesting differences in staffing arrangements by different academic units within the university. The ratio of sessional instructors to full-time, tenure-stream faculty may also vary a great deal by program.

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