# Senator Survey 2017

A survey of Senators was conducted in April 2017. Early release of the survey in April rather than June, together with frequent reminders, increased the participation rate. The results were broadly consistent with those of previous surveys but there were more comments than in the recent past.
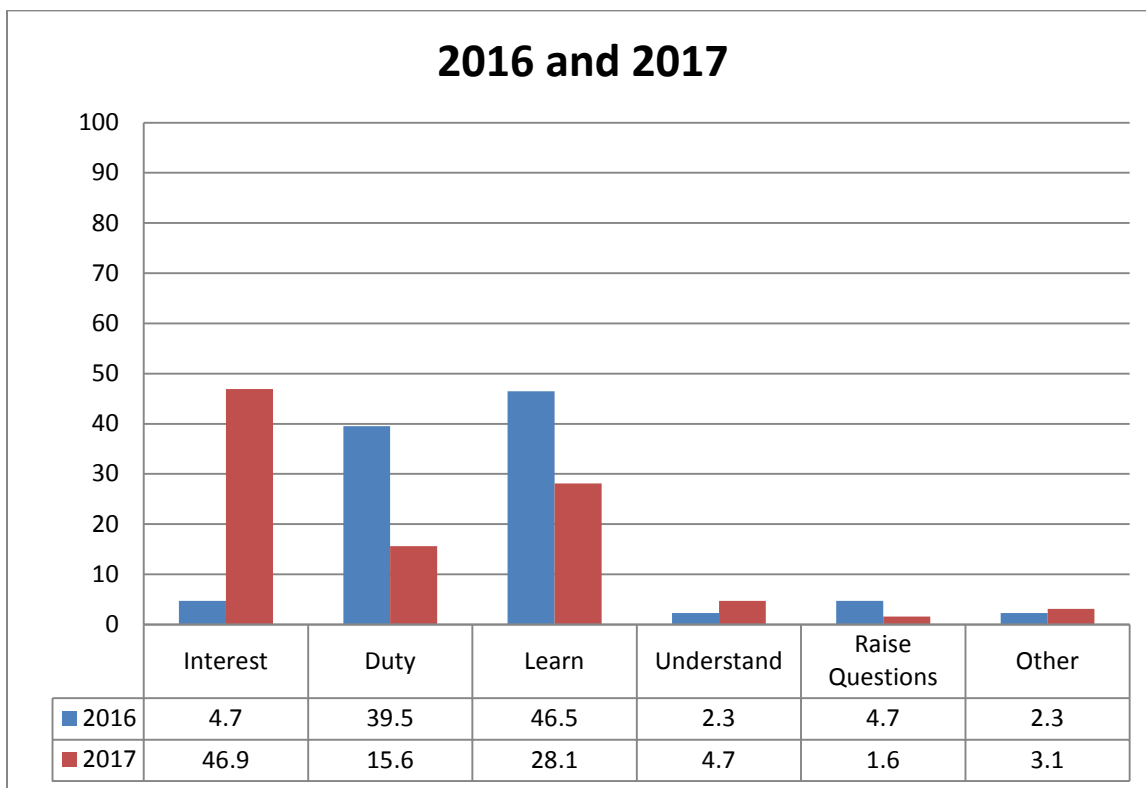
Survey Participation
by Number of Participants and Year[1]

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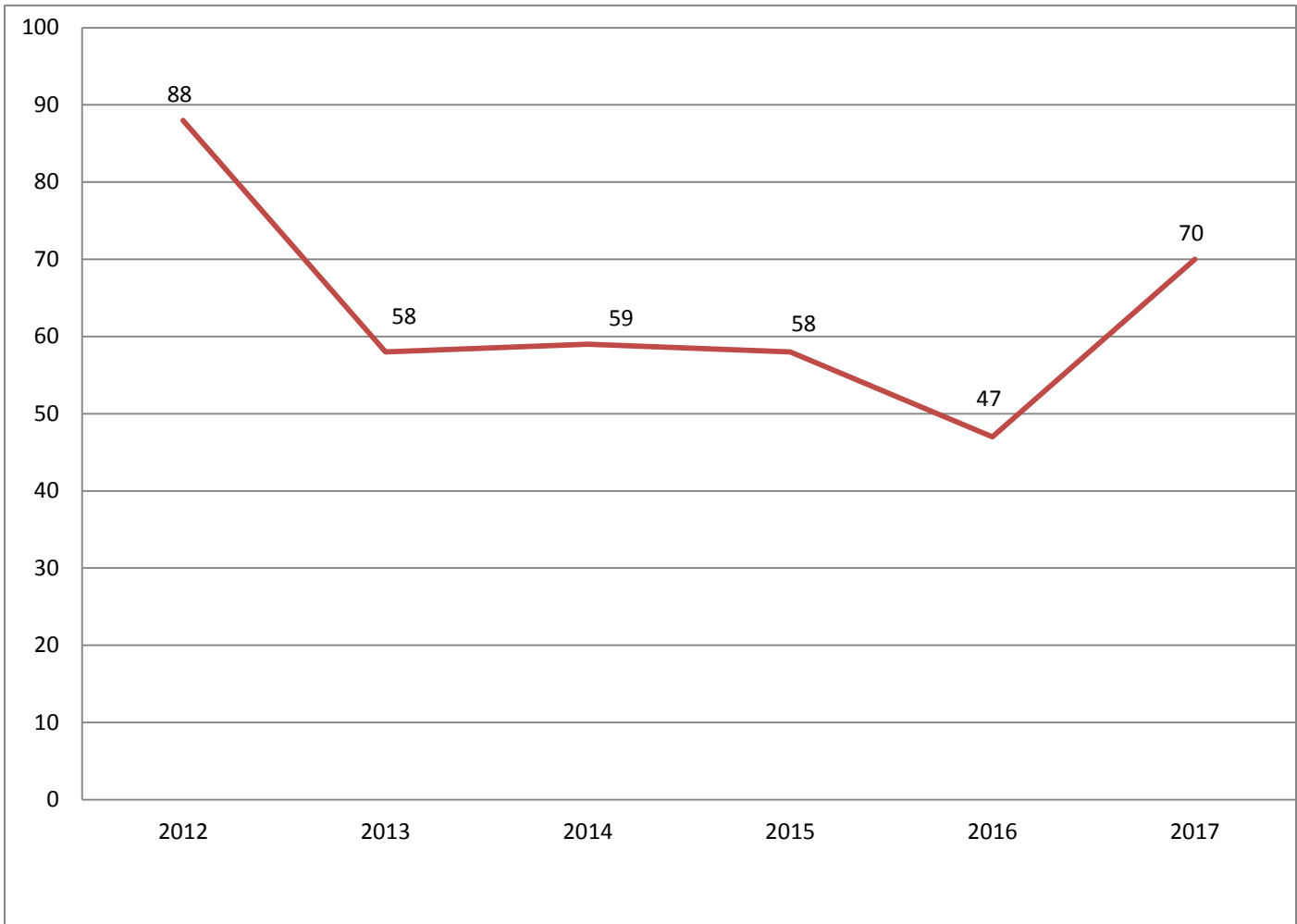
[1] Maximum size of Senate in most years 167. Average membership approximately 160 with vacancies.

Q1. **If you attended all or most Senate meetings this year (minimum 5)... What factor most influenced your attendance?**
(Skipped question: 6; n = 64)

	Per Cent
Interest	46.9
Duty	15.6
Learn about University developments and directions	28.1
Understand impact of Senate decisions	4.7
Raise issues and concerns	1.6
Other (see comments)	3.1

2016 and 2017

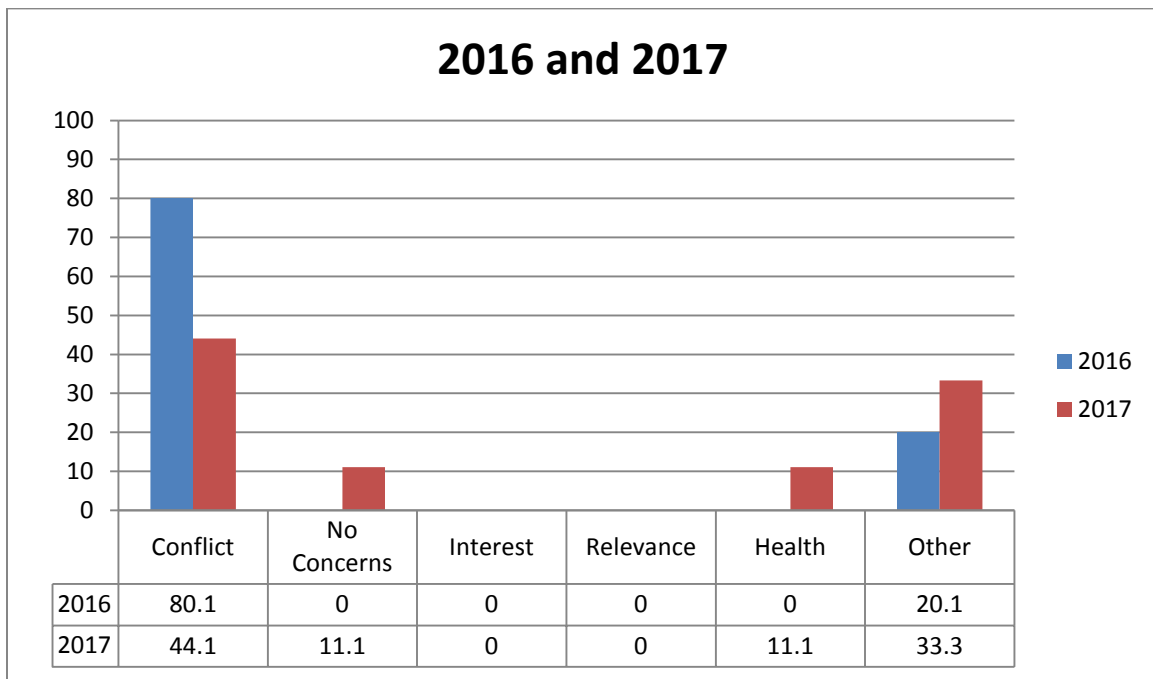|	Interest	Duty	Learn	Understand	Raise Questions	Other
2016	4.7	39.5	46.5	2.3	4.7	2.3
2017	46.9	15.6	28.1	4.7	1.6	3.1

Comments

- Interest plus duty/responsibility
- I was appointed recently
- Attend to make sure the Senate functions as a body and not a rubber stamp which occurs with far too many Administrative members such as Chairs, Deans, and other Adm. If elected faculty members do not attend then issues and concerns will be top down only
- I say this despite chairing one of the Senate committees, which also required my attendance out of "duty" but interest is my main reason for attending, and chairing for that matter.
- As an Osgoode Senator there is not as much relevant information for us, but I liked to attend to be aware of what was happening at York and look for opportunities for cross-over.

Q2. If you attend 4 or fewer meetings of Senate this year...What factor most influenced your attendance?
(Skipped question: 52; N = 18)

	Percentage
Other commitments interfered	44.4
Reviewed documents and had no concerns	11.1
Items not always interesting or too routine	--
Items not always relevant to my unit or group	--
Health	11.1
Other (see comments)	33.3

2016 and 2017

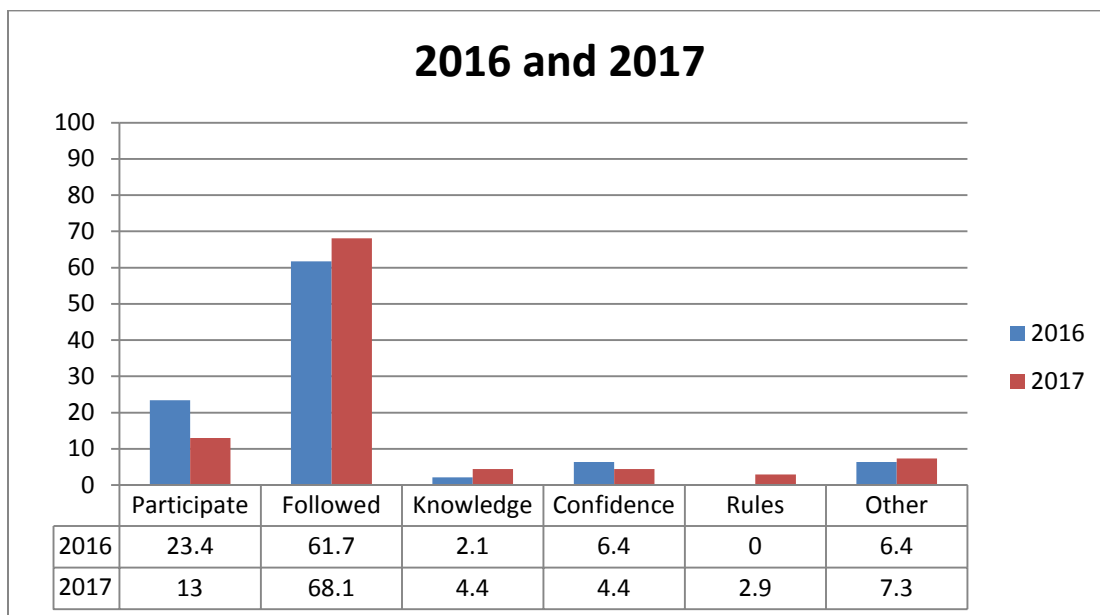|	Conflict	No Concerns	Interest	Relevance	Health	Other
2016	80.1	0	0	0	0	20.1
2017	44.1	11.1	0	0	11.1	33.3

Comments

- I was away on leave in the fall, only began my service in January.
- I joined only Senate in February.
- But too often lately presentations in senate were presentations I had already heard in faculty council or presentations that were really just for information. Given the thanks afterwards, I appear to be in the minority but the presentation on mental health initiatives did not appear open to discussion and easily could have been provided online. As a parent of a kid dealing with these challenges, I'm not sure the hours of collective time among the highest admin and engaged faculty spent passively receiving a canned presentation was the best way to support student mental health.
- NA - attended > 4 meetings
- I have attended all Senate meetings since I became eligible
- I'm not sure if I attended 5 or more meeting this year so I've answered this question too. I had a class scheduled in the fall at the same time as Senate. This was unfortunate obviously - I didn't find out about the class timing until it was too late to do anything about it.
- I have attended all meetings (3) since being appointed.

- I attended more than 5.
- All of question 1. I assumed my seat midway through the year, so haven't had the chance to be at more than 4.
- I don't believe I attended 4 or fewer, but the couple I missed were due to other commitments as I work off campus and there are often conflicts

Q3. Which of the following best describes your participation at Senate?
(Skipped question: 1; n = 69)

	Percentage
Participated in discussions	13.0
Followed discussions with interest but did not feel my contributions were necessary	68.1
Did not always feel knowledgeable enough about items	4.4
Did not always feel confident enough to contributed	4.4
Felt unsure about rules or how to get on a speaker's list	2.9
Other	7.3

2016 and 2017

|	Participate	Followed	Knowledge	Confidence	Rules	Other
2016	23.4	61.7	2.1	6.4	0	6.4
2017	13	68.1	4.4	4.4	2.9	7.3

Comments

- I would have liked to participate more but Senate is often a space in which marginalized voices (e.g. contract faculty) are further marginalized. The terms of conversations proceed as though the only stakeholders at York are administrators and full time faculty.
- Because of my institutional role, I come prepared to participate with supporting information related to the agenda items.
- Many important matters are ruled out of Senate jurisdiction, which is problematic. Perhaps Senate should play a role in deciding what is Senate purview.
- The discussion has been dominated too much by a couple of individuals. I would very much appreciate an explicit policy that once a Senator has spoken once on an agenda item, they need to defer to any others to speak before being offered the floor again. I would also suggest that instead of immediately recognizing the first person to raise their card, the Chair allow a minute or so to allow folks to raise their hands and indicate their desire to be put on the speaker's list. Most people have not prepared speeches in advance, so they need a few seconds to think before raising their hand. We should not always hear from the same person as the first speaker on every issue. It is tiresome, and I believe it results in others becoming passive, or reacting more to that person than to the issue at hand. I sympathize with the difficult challenge for the Chair in these meetings. The solution may be to set out ground rules in advance, based on feedback from Senators, to avoid personalizing any decisions to defer someone to later on the speakers' list. It's not easy I'm sure, but the current state of affairs has impaired the quality of discussion in Senate and the engagement of other Senators, in my view.

- In actual fact, I did not feel my contributions would be considered owing to the fact that the Senate as well as the Council in LA&PS were dominated mainly by a few YUFA members often discussing issues not directly related to faculty members.
- My role does not really allow me to participate in most discussions.
- Discussions are overly monopolized by one or two long winded Senators. This discourages other contributions especially because these individuals speak at length.
- Participated occasionally
- While my role as chair means that I am well-prepared to present/comment on my reports to Senate, I can't say I always feel confident, sometimes related to procedure and at other times, related to conflicting ideologies of the many senators present. I often wonder if gender is a factor here, for me, and maybe also for others.

Q4. Do the documents provided by Committees and others convey the necessary and appropriate information to enable good governance and decision-making?
(Skipped question: 1; n = 69)

	Percentage
Always	27.1
Usually	60.0
Seldom	7.1
Never	--
Not sure / No opinion	5.7

|	Always	Usually	Seldom	Never	Not sure
2016	39.1	56.5	4.4	0	0
2017	27.1	60	7.1	0	5.7
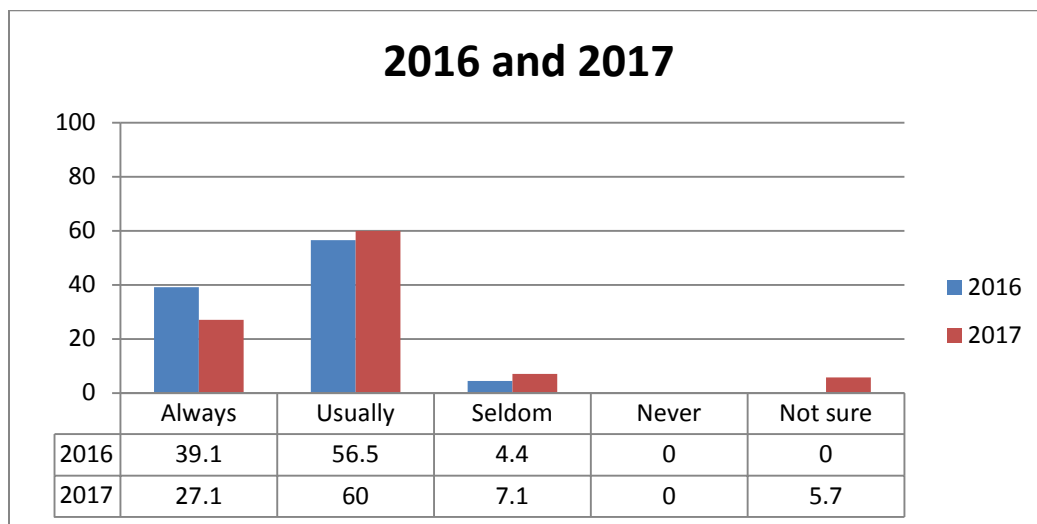
Comments

- The issue isn't format, as much as what I mentioned above, which is that Senate isn't asked important questions that are in its purview.
- Given the quantity of information often accompanying each Senate agenda, I find that it is sometimes difficult to discern what are the most important issues.
- Sometimes just too much material to get through
- I am a member of ASCP and so have inside info about the changes presented at Senate, but I don't think I would feel able to make an informed comment if I wasn't on that committee, which may explain why in the last Senate meeting I was at there was no debate about curriculum changes.
- A bit wordy and difficult to slog through. Executive summaries would be appreciated.
- We should make sure as a body that only Senate information be discussed and not issues like the interest of the Chair as it is out of order. The Senate is a body that is mandated to decision make, it is becoming driven by executive
- The Secretariat preparation for the Senate experience is, in my experience, second to none.

Q5. I feel knowledgeable about the following
(Skipped question: 0; n = 70)

|	Strongly agree	Agree	Disagree	Strongly Disagree	Not Sure / No Opinion
Senate's relationship to other governing bodies	40.0	47.1	7.1	1.4	4.3
Academic resources and allocations	21.4	60.0	11.4	2.9	4.3
Postsecondary education policy	23.2	58.0	11.6	1.5	5.8
Senate's mandates and major responsibilities	42.9	50.0	4.3	1.4	1.4

2017

2016
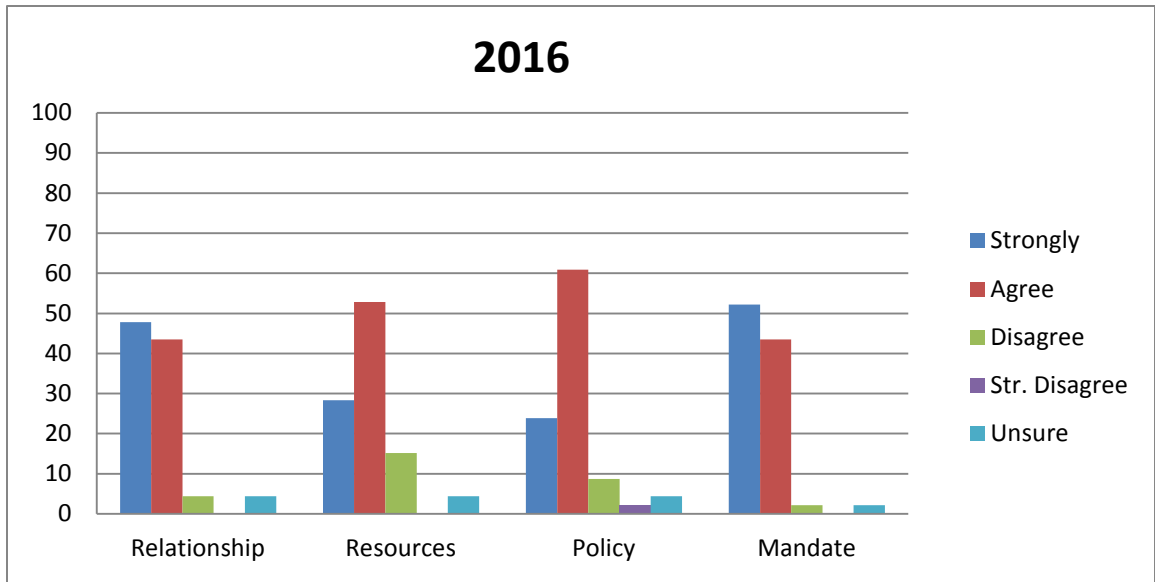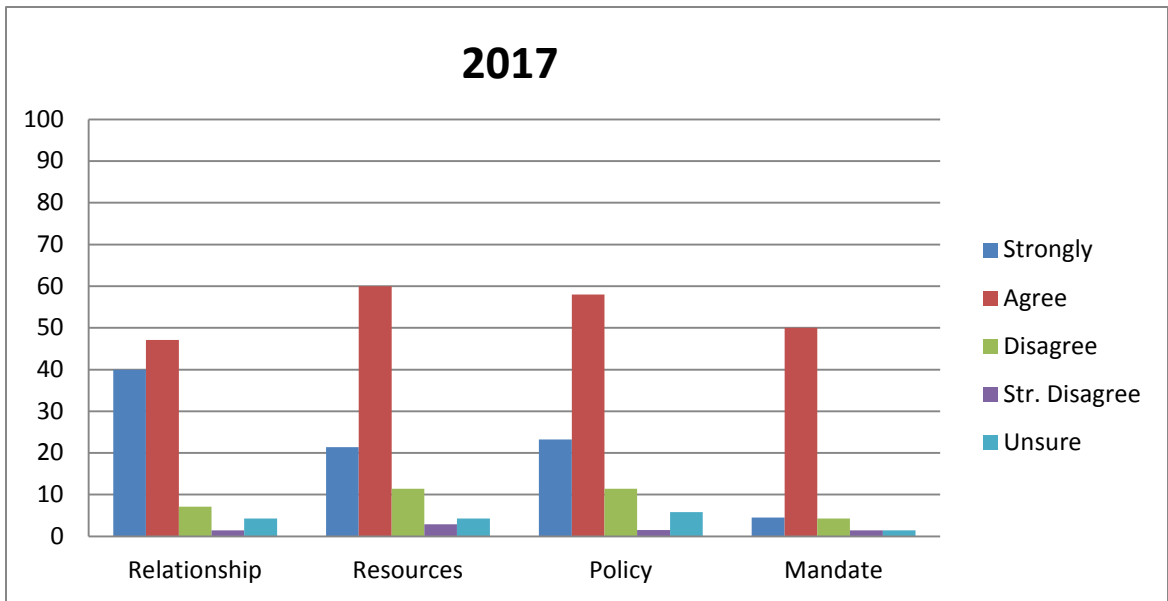
Comments

- I don't get a good sense of where things are at for Faculties and deficits, if we are investing the right way, how Faculties will adjust to SHARP.
- I'm sure that many orientations have been done but if there are ways to refresh us in small ways, for example on the role of the Board versus Senate versus Administration, as part of the discussion of particular issues, this is always welcome. We should also celebrate CAUT's finding that York has among the best, most transparent models of collegial governance in Canada.
- But I don't know what I don't know - so a guide to Senate would be very helpful
- Senate should be in charge of new Presidential appointments
- Often the responsibilities get cloudy due to tangential discussion where I am not sure if we are speaking to items that are in the purview of the Senate.

Q6. How helpful are the documents and reports (written and oral) provided to Senate been in understanding….
(Skipped question: 0; n = 70)

|	Very helpful	Somewhat helpful	Not helpful	Not sure / no opinion	Total
Progress in attaining UAP objectives	41.4	48.6	2.9	7.1	70
Quality assurance processes and objectives	24.3	51.4	14.3	10.00	70
Curriculum development	35.7	48.67	11.4	4.3	70
Academic planning challenges / opportunities	40.00	47.14	7.1	5.7	70
Major planning initiatives	46.4	43.5	5.8	4.4	69
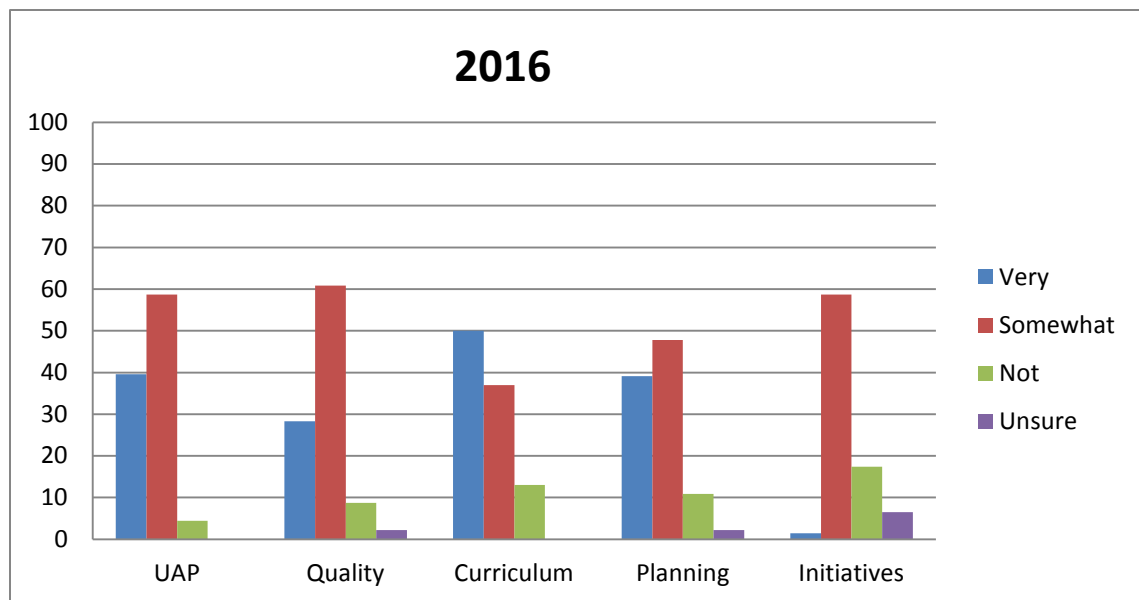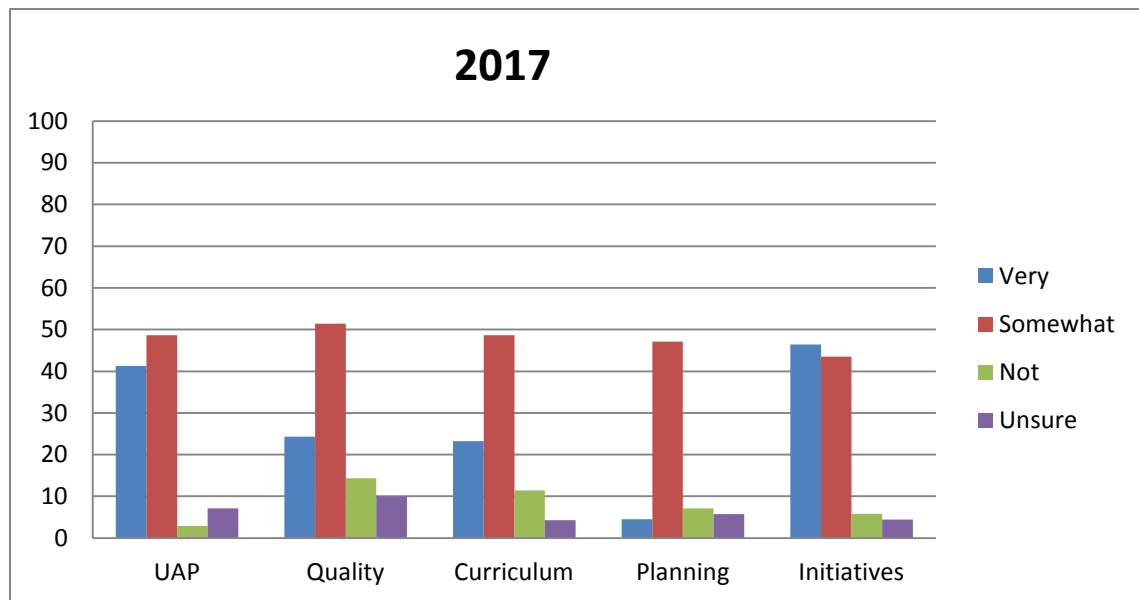
Comments

- Again, given the quantity of information, the most important issues (and their histories at Senate) are often difficult to pull out from everything else. I will go into Senate assuming that one or another thing will be at issue but then yet another topic will be the focus of discussion.
- I find that curriculum matters at Senate tend to be very specific program changes. Less apparent is the overall direction or patterns of curriculum reform that the administration or various faculties are pushing toward. On UAP objectives I sometimes wonder what has happened to targets articulated in the past, for example on minimum GPA. It's entirely possible I missed this information while I was away in the fall.
- We need to move from extensive planning to doing.
- These documents do not have buy in and it is a waste of time even reading them. The collegial process is not part of how these reports are brought to Senate -

Q7: The University Academic Plan is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?
(Skipped: 0)

	Very helpful	Somewhat helpful	Not helpful	Not sure / no opinion	Total
Committee reports	42.6	48.5	4.4	4.4	68
Faculty planning reports and APPRC overviews	33.0	52.9	5.71	8.7	70
Vice-Presidents' reports	40.00	42.9	11.4	5.7	70
Rationales in support of major initiatives	25.7	55.7	10.0	8.6	70
Final Assessment Reports for Cyclical Program Reviews	24.3	47.1	11.4	17.1	70

2017

2016
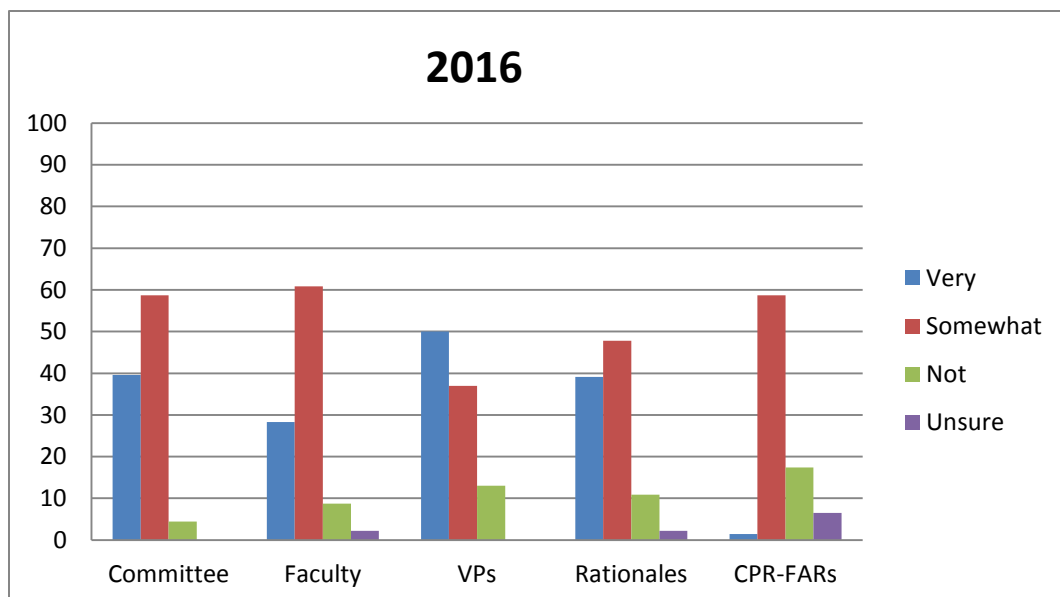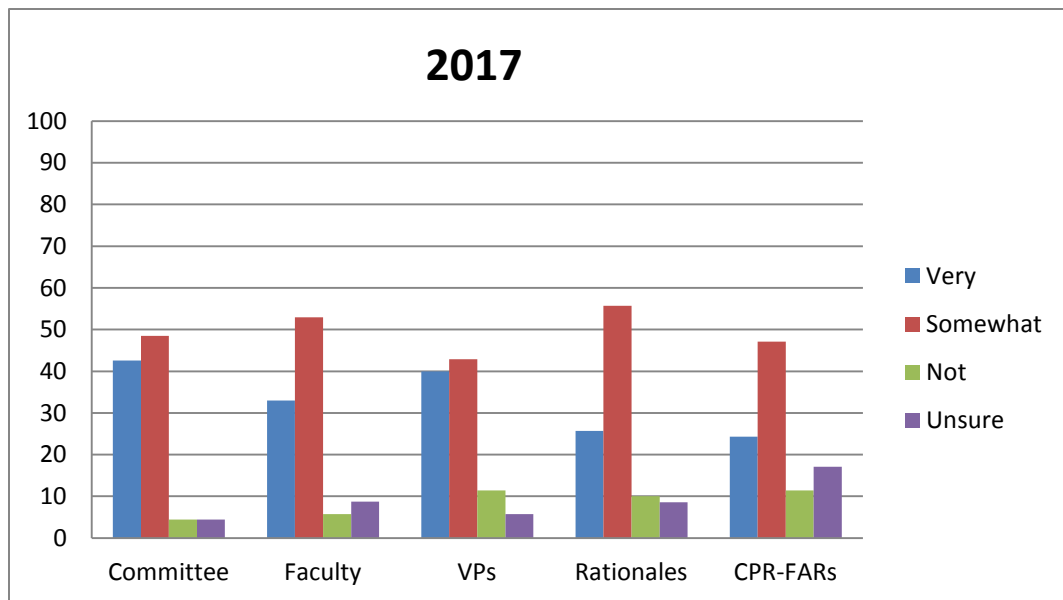
Comments

- Perhaps there should be more informational presentations by Committee chairs?
- Quite honestly, even though I've been following these things for years, I still couldn't tell you what's in the White Paper, the Green Paper, the UAP, the SMA, etc. And I'm sure that most faculty would be in a similar position.
- Time for transparency which is lacking at Senate We hear reports, but there is a lack of financial information, new campus to provide examples

Q8. What items of business – continuing or new -- should be addressed by Senate?
(Skipped question: 40; all comments included and categorized)

Items Categorized	Specific Comments
Academic Planning / University Academic Plan	• Academic planning challenges • Academic planning initiatives • Best practices shared among units (for example, the outstanding teacher should say a few words?) • Faculty planning report • Institutional progress to plan by relevant VPs • Planning priorities • Review of how we are advancing priority areas of UAP • UAP Priority Area Discussions
Academic Budgets	• Budgetary presentations • How SHARP will be used to make decisions? How much faculty input will be allowed in those decisions? • How $ for tuition is divided - financial information • More time to talk about budgets • Thinking about the recent KUDOs report and the SHARP budget, who decides which Faculty/activity/research gets subsidized and promoted and which doesn't? • University budget • University debt and related interest • Year-end budget presentation
Academic Programs and Quality	• Enhancing program quality • Faculty Program Quality Plans and Progress • Program curricular matters • Programs (too many -- closing, consolidating) • Quality of our programs / enrolments
Academic Standards	• GPA Grade Scale change • Curriculum: the strict requirement of General Education courses should be revisited • Declining quality of academic standards. • Harmonizing and reducing degree complexity • More open discussion on Teaching and Academic standards • Overly lenient petition and appeal processes.
Enrolments and Recruitment	• A better plan for student retention and academic integrity • Enrolments • Quality of our programs / enrolments • Strategies for student recruitment and retention • Student admissions/retention and impact on funding
Faculty Complement	• Complement • Faculty complement (how to increase) • Steadily increasing use of contract faculty
Fall Reading Week	• Autumn reading week • Fall reading week - pros and cons
Markham Centre Campus	• Markham • Markham campus developments • Markham campus • Markham campus • More transparency and clarity regarding the Markham Campus
Research	• How to stand up to the government re: research indicator

	- Importance of research, research success and improving research metrics - Intensifying research - Research Engagement - how and what??? - Research metrics - Research metrics (UAP, PIER)
Senate / Governance	- Any relevant topic that engages Senators, ideally leading to constructive input - Better ways for communication from Senate to community outside the senate chamber - Board of Governors information from Senate members - Faculty anomaly procedures, rules and regulations. It needs to be revisited and address the possibilities of gender, racial disciplines (humanities, social sciences, and sciences) inequalities. - Governance and the relationship with the Board, etc. - How to create a more functional practice at Senate - President's updates on external HE trends/updates - Projects in development that are open for input rather than at the summative stage - There should be a senate subcommittee dealing with issues related to discrimination based on gender, race. This subcommittee should propose policies dealing with anti-Semitism, Islamophobia, sexism, bullying and the rapid spread of Trumpism. I believe the Senate should take an active role in addressing and tackling these very important issues although, there is a center for human rights and inclusion. - University development - from the very beginning before it come from committees - Welcoming new senators
Senior Academic Appointments / Searches	- How to support the incoming president - New official appointments (e.g. President) - Open searches for president - Open searches vs. closed searches for admin positions - Setting up procedures concerning search committees in hiring senior administrators
Student and Campus Experience	- A plan for mature students and students who work 20+ hours a week - Access for students needing to study in evening hours - Clear commitment (space and dollars) to self-run but financially sound faculty club - Crumbling infrastructure in the Ross Building -- should not we fix that before adding new buildings - Developing a sustainable campus - How to move away from a negative acceptance of York as a 'commuter campus' and create a sense of community - Improving students' quality of life and academic learning. - Student Experience - Updates on developments on new buildings, TTC, etc.
Teaching and Learning	- Best practices shared among units (for example, the outstanding teacher should say a few words?) - More open discussion on Teaching and Academic standards - Teaching metrics
University Values	- Academic freedom - Collegial governance - Collegial governance - Major donations to York

We value your comments and suggestions. Please feel free to share your thoughts on any aspect of Senate and your experience as a Senator in the space below.
(Skipped question: 51)

Comments

- Might it be possible to have a collegial debate at the start of a future Senate meeting where we establish expectations and ground rules? It is the sort of thing I do with students, and I find it can be very helpful to refer back to if later in the term behaviour deteriorates. It just seems to me that not all senators are on the same page regarding what is acceptable, and it might help if we could hear from colleagues regarding what we all see as collegial positive use of Senate and respect for the time and engagement of all senators.
- Senate proceedings continue to be hijacked by a few individuals with their own agendas. It is highly disruptive and wastes everybody's time, to the point of discouraging people from even attending Senate meetings, let alone participating in discussions. Many people have lost perspective on what matters in the world. Most of what is being brought up at Senate has no relevance whatsoever to the future of the human race. The second thing that concerns me hugely is the Priority Pool. The granting of tenure-stream positions without an open competition is a ticket to mediocrity, and furthermore has "old boys' network" written all over it. A related problem is the lack of a limited term for York sessional appointments. The York system creates a welfare state that inhibits opportunity for younger people and the injection of new ideas. There should be a limit to the number of courses in which a sessional instructor can be employed. I believe that UofT has a time limit, 5 years I think. This is a Senate issue from the standpoint of achieving many of the goals of the UAP.
- Thank you
- The last meeting was unbelievable. People wanting other people to speak -- about what?We should have talked more about the SMA and the UAP items. They are important but we only heard criticisms.
- I find the behaviour of some of our colleagues unacceptable, but I am not sure whether there is anything that we can do to address the problem. It is most disturbing how a handful of Senators can cause so much disruption and monopolize entire discussions. I believe Senate and Faculty Councils to be places where we engage in constructive discussions but, at times (far too often), they are more like battlefields.
- The proceedings of Senate are too frequently dominated by very few individuals voicing the same objections and twisting procedural fluidity. This pattern has seriously impacted the potential of Senate to engage in constructive debate regarding very concrete issues facing the University. When there is space for broad discussion, excellent critical conversation emerges.
- I suggest the Chair of the Senate to act in accordance to the responsibilities bestowed upon a Chair. At times, the Chair acts as if they are a senior administrator. The discussion would be fruitful if they would be based on collegiality and respect for even disagreeable views.
- Senate discussion is dominated by YUFA challenges to the President and Provost, leaving little space for true collegial discussion. My sense is that most Senators feel bullied and intimidated, and don't participate as a result. There are too many P&VP reports. Chairs and Vice Chairs do a great job under challenging circumstances.
- I do not have much to add, save to say that I frequently felt that o**ne or** two individuals hog speaking time at Senate, often with an agenda at odds what we are trying to achieve, resulting in the loss of time. I strongly suggest that the length of time anyone can speak be limited, and that no-one can speak twice on the same issue unless there is a compelling reason.

- Not sure what can be done about certain few people who use Senate as personal soapbox. It's very tiresome!
- Senate proceedings sometimes lack in collegiality.
- **M**anaging discussion at Senate is a profound challenge. Some chairs have done a fair but firm job, but when chairs do not stay vigilante in this task, we all pay the price and the experience is deeply frustrating. I hope this remains a top goal.
- What comes to Senate seems a fait accompli. More info on how individual items fit into a broader picture is important. For example (maybe a bad one, but....) when the engineering school was passed the impact on appointments for many years was not understood....
- Senate Chair should feel free to cut off or impose limits on senators who are excessively verbose -- for the sake of the other senators who also wish to contribute.
- Senate has been prevented from acting collegially. There is very little discussion of anything meaningful in terms of policy or plans anywhere in this university. There is virtually no interest in research, the mandate and social contract of the university, no interest in issues of academic honesty and integrity of the institution-these are the thing I think senate should be concerning itself with in addition to offering opportunities for meaningful input into university level decisions. The occasional meaningless update by the President is of no value if it does not include a role for senators to shape policy and decisions.
- Senate is not working as it currently exists. We need real participation which is not happening. Why not provide questions that Senate wants members to think about on topics presented. Also, it is important for all Senators to learn to listen to different ideas and experiences
- I will recommend to all new and experienced faculty to try chairing a committee. The learning curve is steep but it is expansive and far-reaching to understand the pan-university operations and initiatives. It makes one proud to be at York. It also means contributing to major planning discussions, where the consultation process is creative, collaborative, and at times difficult. It has been a wonderful experience and I will continue to participate on Senate committees in the future.
- It would be great if the speakers list could be more actively managed - i.e. allowing people who haven't yet spoken priority to speak over those who seem to speak all the time; limiting amount of time to speak so that everyone who wishes to speak has a chance to do so; keeping comments on-topic; not constantly pandering to the most squeaky wheel.
- This year improved slightly where discussion had been dominated by one or two individuals in the previous year. I do believe it is still a room that is quite opinionated (which is great), yet there never seems to be a whole lot of 'budge' on either side of any issue. Rather, it appears that the Senate has become a sounding board focused on providing the value of Q&A at best, where I would like to see more decision making take place within the meetings regarding contentious issues (or at least go forward solutions, rather than manifestos and complaints with no proposed remedies).
- Some people monopolize time.

Senate Committee Survey 2017

A survey of Senate committee members was conducted in April 2017. A total of 43 responses were received, the highest level attained since committee member surveys were instituted in 2014.

**Survey Participation by Year
2014 to 2017**
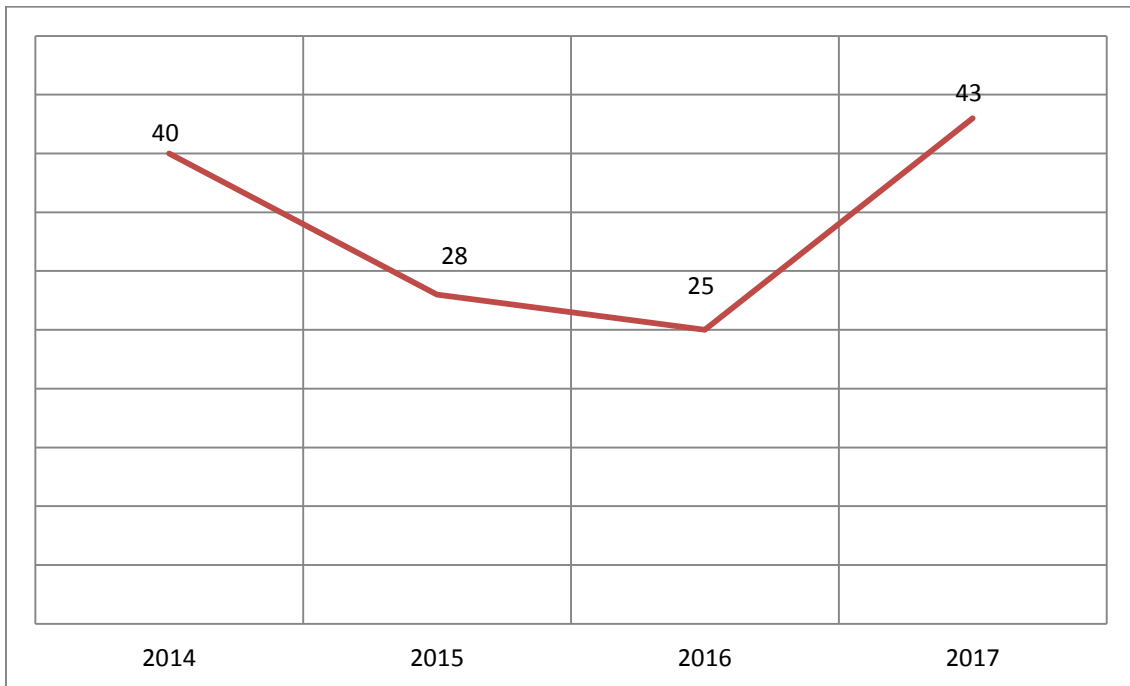
Of which Committee were you a member in 2016-2017?
(Skipped question: 0)

Table 2
Survey Participants by Committee Membership
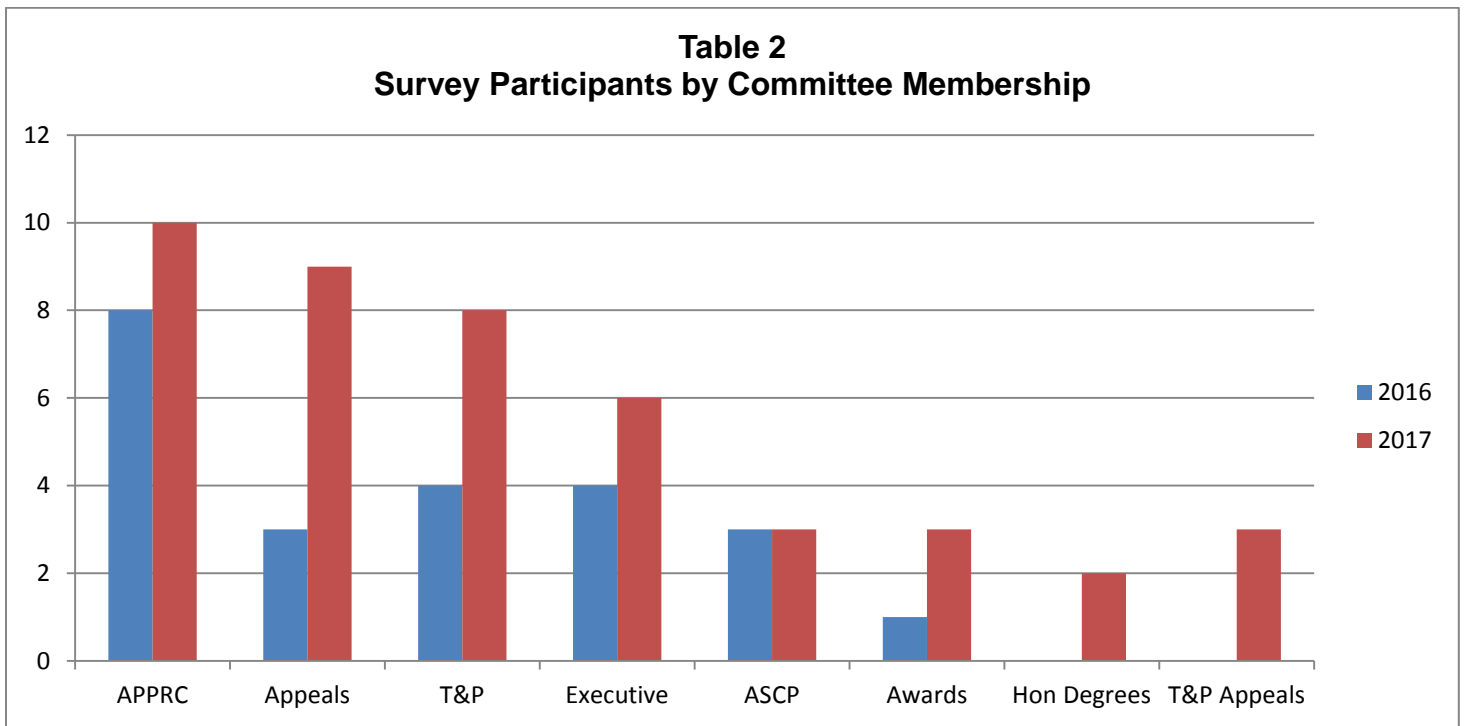
APPRC continued to have the highest response rate. Members of other committees except ASCP participated in greater numbers this year. Members of Honorary Degrees were not canvassed last year.

Q2. I feel knowledgeable about the following:
(Skipped question: 0)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure / No opinion	Total
The Committee's mandate and those of sub-committees	65.1 28	32.6 14	0.00 0	0.00 0	2.3 1	43
The Committee's relationship to Senate	53.5 23	41.9 18	2.3 1	0.00 0	2.3 1	43
Applicable policies and procedures that are relevant to decision-making (including adjudications)	44.2 19	44.39 19	7.0 3	0.00 0	4.7 2	43
University academic trends and issues	32.66 14	51.2 22	9.3 4	0.00 0	7.0 3	43
Faculty-specific academic trends and issues	33.3 14	42.9 18	11.9 5	2.4 1	9.5 4	42
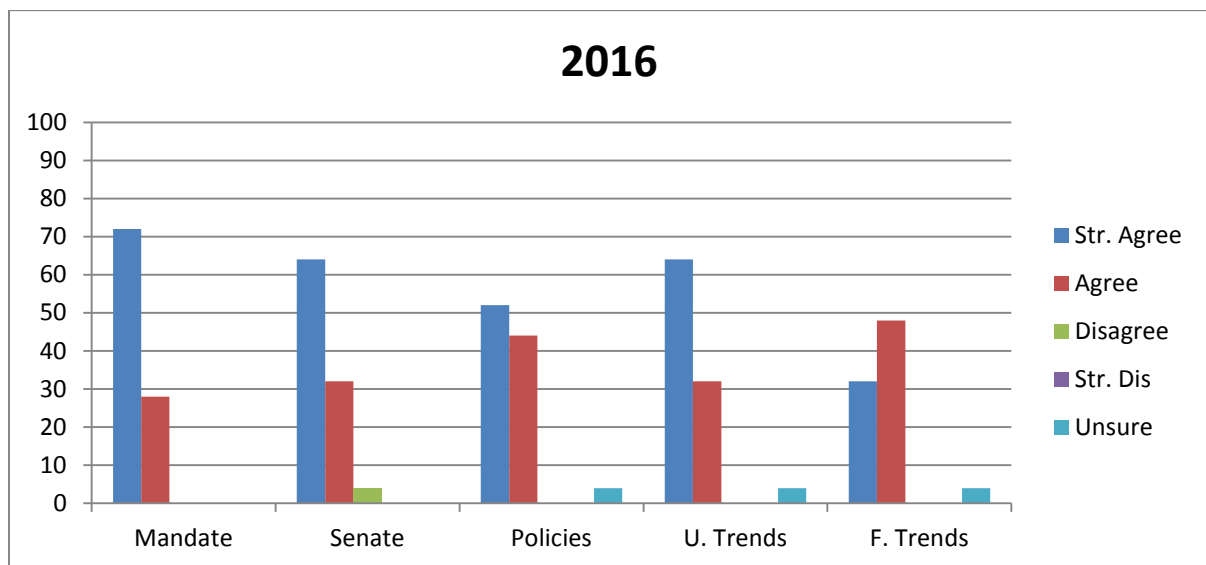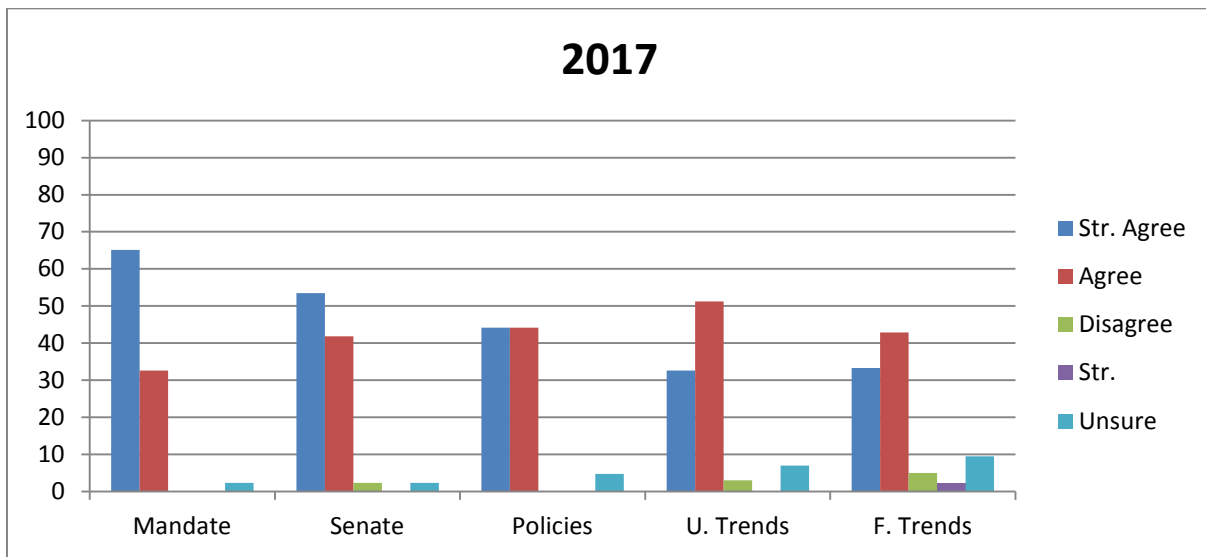
Comments

Although I feel knowledgeable about university trends, I did not gain this knowledge through participation on the Senate committee. (Awards)

This is an important survey. University collegial governance is unique in terms of how large institutions work, and it is a way of working that requires a good understanding of its structure, principles, process and, yes, limits. Committee participation advances understanding and develops a sense of stewardship for our governance system. I have become increasingly aware that the role of collegial governance as such is not well understood by some of our participants and even less so by our larger community. (ASCP)

I don't choose "strongly agree" for the last 3 items because I always learn new things that help me do my work on the committee better -- e.g., past practices, current trends, emerging challenges -- from faculty colleagues and especially from the Committee Secretary from the Secretariat. I feel my engagement with the university has been enriched by my work alongside them. (T&P)

While knowledgeable about trends and issues in my own faculty, my knowledge of other faculties is limited. Having said that, it was greatly improved from hearing the briefings made to APPRC by the various Deans and Librarian. At the first meeting of the year of APPRC, it would be useful to have an overview of applicable policies and procedures   (APPRC)

Q3 I feel well informed and prepared to participate in meetings
(Skipped question: 0)

	2017	2016
Strongly Agree	81.40 35	76.0
Somewhat Agree	18.60 8	24.0
Somewhat Disagree	0.0 0	0.0
Strongly Disagree	0.0 0	0.0
Not sure / No opinion	0.0 0	0.0
Total	43	25
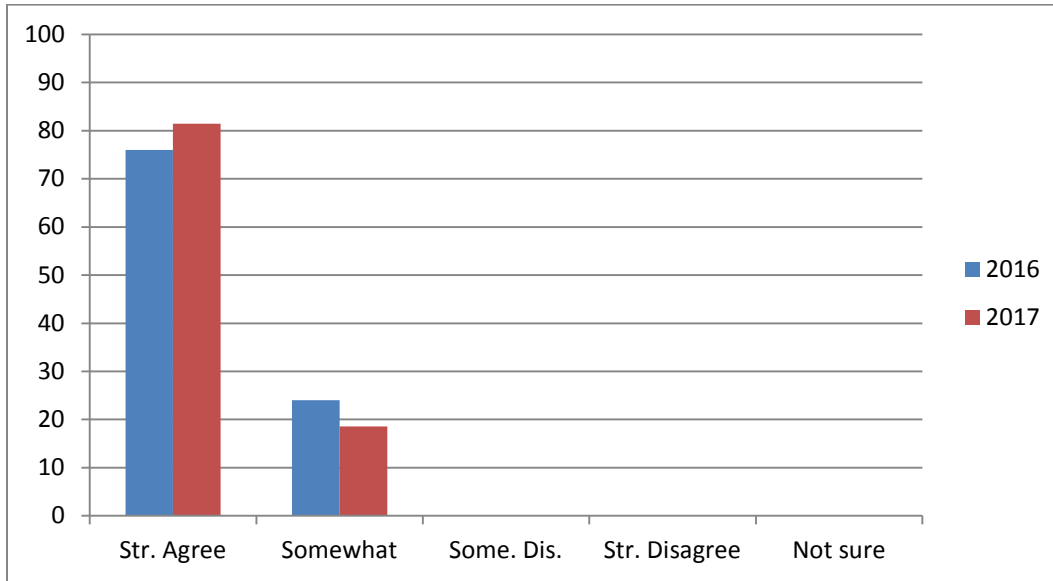
Comments

My participation was fully facilitated! (Executive)

I cannot say I felt that everyone on the committee was well prepared although it was an improvement this year over prior years. (Awards)

This is picky. I avoid print where possible. I think some more work on how documents are named to ensure clarity of date and components would be helpful. I will follow up of this (ASCP)

The mandate of the committee is to find errors (even in files in which the committee will agree with the AC recommendation). Some members seem upset when these immaterial errors are discussed. Perhaps a clarification of the committee's mandate is needed for members. (T&P)

Agenda package should be distributed earlier. (APPRC)

Q4. Were your expectations met with regard to factors influencing your decision to serve as a member of the Committee?
(Skipped question: 1)

	Fulfilled	Somewhat Fulfilled	Not Fulfilled	Not sure / No opinion	Total
Duty	88.4 38	11.6 5	0.0 0	0.0 0	43
Interest	76.7 33	18.6 8	0.0 0	4.7 2	43
Learn about University developments and directions	55.8 24	34.9 15	4.7 2	4.7 2	43
Understand decision-making processes	66.7 28	28.6 12	0.0 0	4.7 2	42
Raise issues	55.8 24	27.9 12	9.3 4	7.0 3	43
Other (please specify in comments box)	18.8 3	0.0 0	0.00 0	81.3 13	16
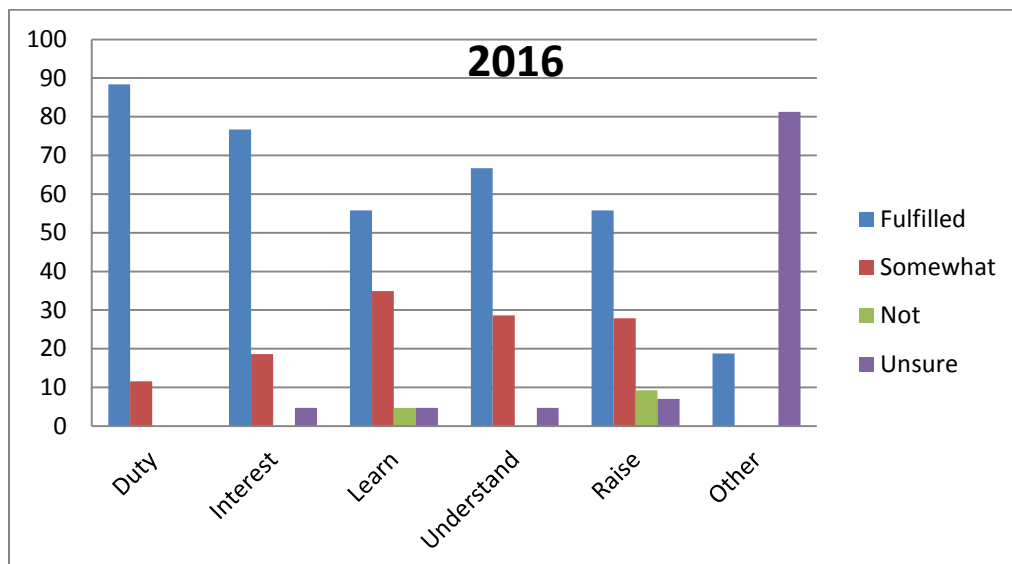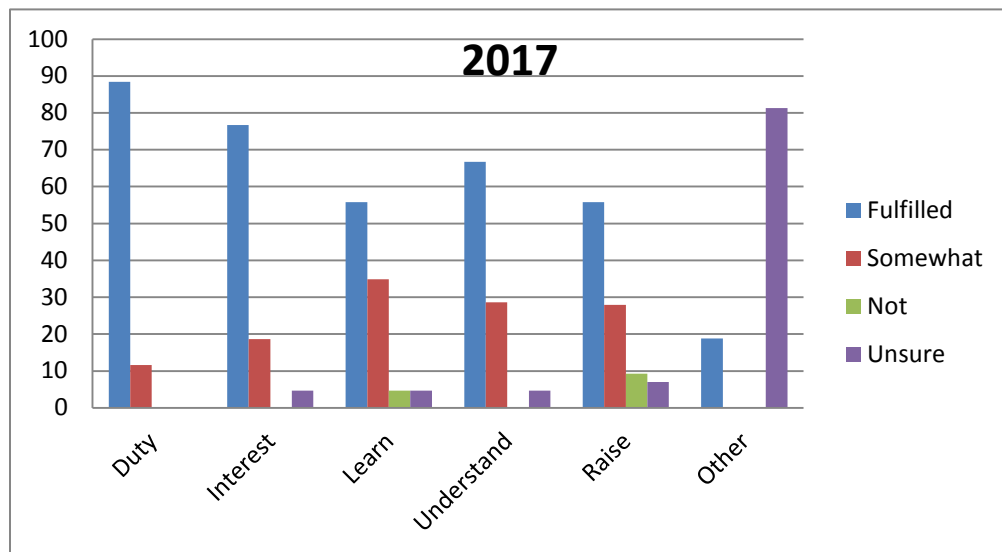
I have not sat on Executive for very long and one unanticipated and very welcome feature of the experience has been a sense of community and solidarity with colleagues on the Committee. This is largely to the credit of the Chair and Secretary and their unfailingly respectful and welcoming way of dealing with everyone. (Executive)

There were few opportunities to raise issues or concerns nor any sense that when we did so, these were taken seriously. (Awards)

I serve as part of my role. But the committee I work most closely with - ASCP - serves to help me better understand my work as an administrator. Committee members are dedicated to learning and it is always very interesting to watch as members develop an institutional perspective as we work together. (ASCP)

Understand how files expose debilities in the Senate Policy, which need to be addressed. However, when these issues are raised in the Senate floor, they seem to fall on deaf ears. (T&P)

Opportunity to work with colleagues from other departments and Faculties (Appeals)

I was behind in my committee work this year due to a heavy load of undergraduate enrollments and graduate mentorships. I very much appreciated the understanding along the way. (T&P)

Don't really understand this question (APPRC)

Q5. The University Academic Plan 2010-2015 is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

(Skipped question: 0)

	Very helpful	Helpful	Somewhat Helpful	Not Helpful	Not sure / No opinion	Total
Committee orientation	25.5 11	27.9 12	14.0 6	9.3 4	23.3 10	43
Committee agenda	33.3 14	28.6 12	14.3 6	4.8 2	19.1 8	42
Reports by administrators	26.29 11	26.2 11	21.4 9	4.8 2	21.4 9	42
Faculty and department proposals	20.9 9	23.3 10	18.6 8	4.7 2	32.6 14	43
Faculty planning submissions	18.6 8	20.9 9	16.3 7	7.0 3	37.2 16	43
Other (please use comments box to identify)	9.5 2	0.0 0	0.0 0	0.0 0	90.5 19	21
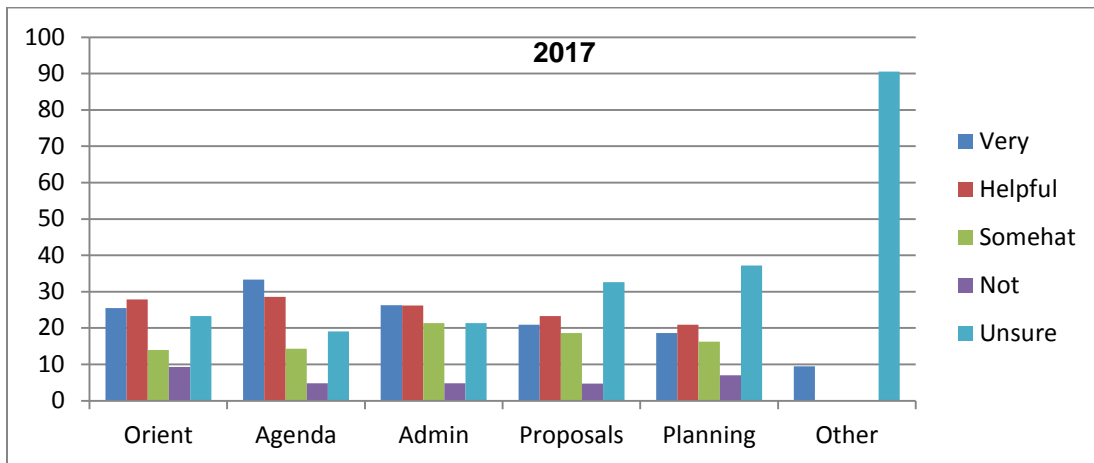
Comments

Not sure how the UAP affects STAPAC. Maybe some discussion on the specific impact from faculties and departments would help. (T&P Appeals)

I don't believe our committee had any particular relationship to the University Academic Plan. In fact, it was never mentioned. If awards were meant to have a relationship to the UAP this was not made clear. (Awards)

In the committee orientation, the relevant components of the UAP should be discussed. (Awards)

As one who reports, there is often not time in a very busy and active agenda. Our exercise in annual planning is tied to initiatives, and rightly so, that are both aspirational, in terms of capacity, and operational, in terms of scope. Not a problem! We move the peanut! But the UAP is not the centre of our discussions per se. The UAP priorities are always present as touchstones, and our policy issues are very much tied to UAP. What seems less clear to me is that the committee always understands, as it works to understand the faculty level proposals it works with, that the UAP priorities are top of mind. I think what we do is consistent with UAP, but I am not sure that members are thinking about it as they review proposals and comment on them. ASCP also works hard to advance QA commitments to ensure that programs articulate SLO's and align to curriculum and assessment, and the committee is a key player in driving change at the Faculty level. (ASCP)

Units are not forwarding their T&P standards, or take too long to respond to the letters sent back to them. There is no body in the university to press them to initiate and, most important, finalize the work on their standards. (T&P)

Q6. Committees establish their own priorities in the autumn or have a core work schedule. Do you feel that the Committee devoted appropriate time to priority items / core functions during the year?
(Skipped question: 1)

	2016	2017
Always	64.0 16	67.4 29
Sometimes	24.0 16	23.3 10
Never	0 0	0.0 0
Not sure / No opinion	12.0 3	9.3 4
Total	25	43
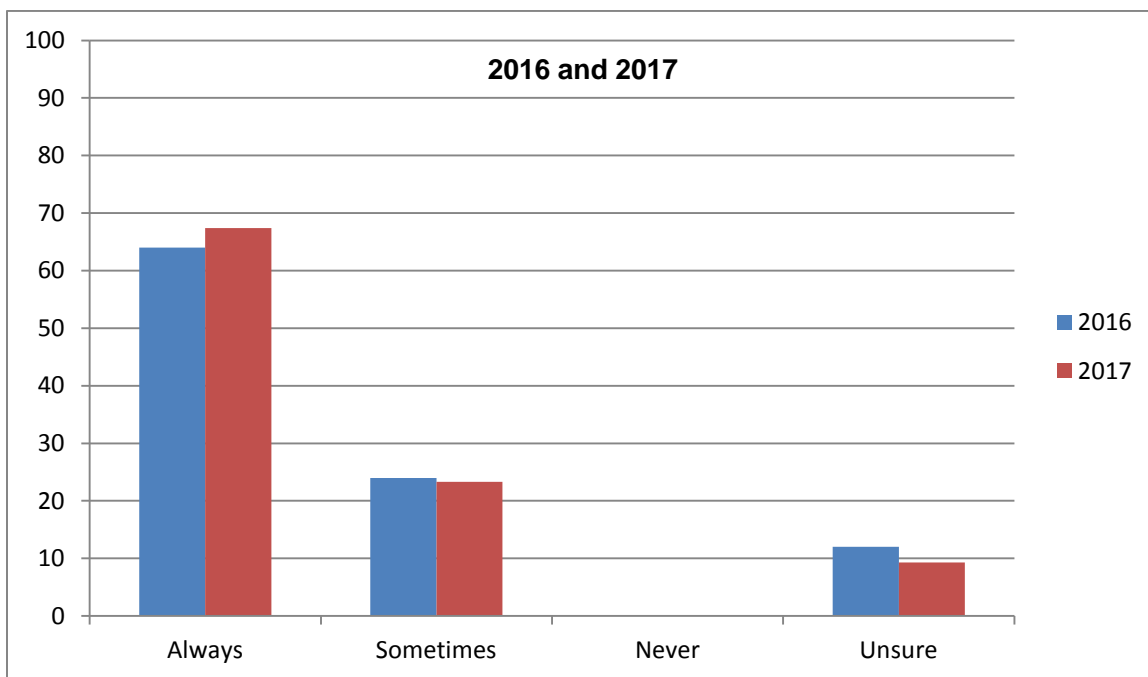
Comments

This was not an issue with STAPAC given the nature of the committee and its work. (T&P Appeals)

Time was well allocated. (Awards)

This committee is largely at the mercy of faculty T&P committees and so time planning is not in our hands. (T&P)

ASCP undertakes significant work to advance key initiatives and I think the committee has made significant contributions on policy level over the last couple of years (in addition to all the curriculum work). Having the former teaching and learning committee folded into this committee's mandate has, in my view, reduced the university's capacity to direct energy and focus on some key issues (academic integrity, responsibility for advancing a range of classroom-based issues involving human rights code related accommodations) and perhaps a more general discussion about pedagogy. At the

same time, key priorities in terms of tech enhanced and on line learning and experiential education have made tremendous strides with organizational structures put in place by the AVP T&L. Our committee is invested in the big picture, but it has not been involved in shaping the strategic directions of these priorities and, as a consequence, does not have them top of mind when proposals are reviewed. It is most welcome that the AVP T&L has joined the committee. In short, the committee's interest is capacious in terms of engaging the pedagogical aspects of its mandate, but the day to day is a challenge, and this leaves a big gap of an area that needs collegial governance stewardship. (ASCP)

The committee work depends upon the Faculties' (and their units') ability to organize the files and put them forward. This means that the volume of work is very low in September-November, but increases towards the beginning of the summer, when some committee members might be unavailable. (T&P)

The decanal visits take up an enormous amount of time, meaning that other items cannot be addressed. (APPRC)
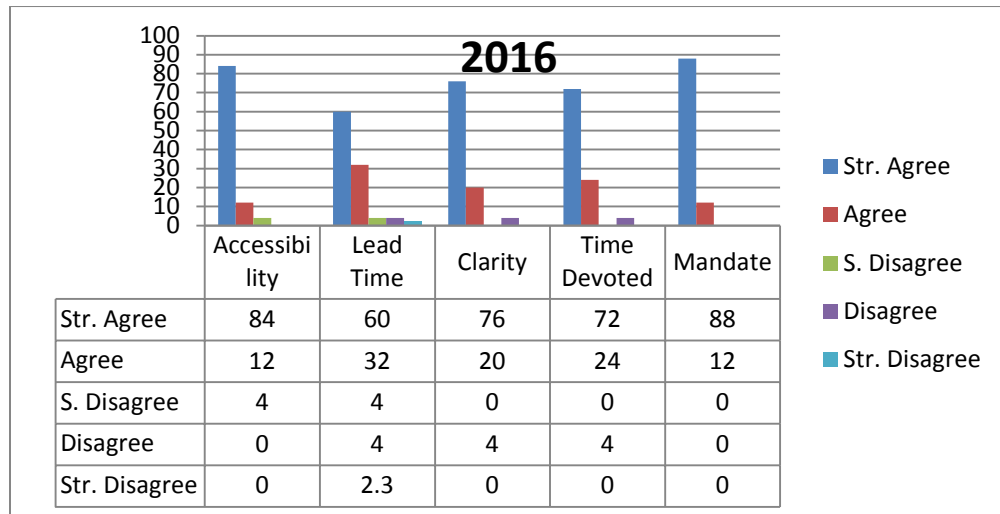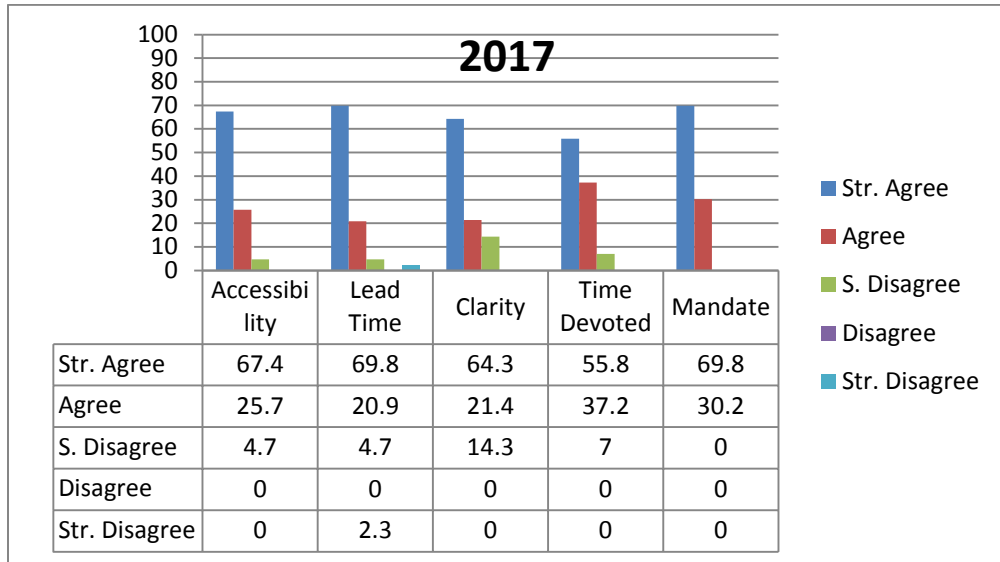
I wasn't a member in the autumn. (Executive)

Agendas are sometimes overly ambitious. (APPRC)

APPRC Member	- Decanal visits: maybe keep some of the questions for next year - Research metrics - SHARP model and planning - Quality - curriculum renewal - Impact of SHARP on academic priorities - Markham - Markham Campus programs - assessment - Markham discussions will need increased time moving forward
ASCP Members	None suggested
Appeals Members	- The detailed wording of many of the SAC policies to be more clear - Review faculty level procedures - Consistency among Faculties from which appeals emerge, including advice from Faculties to appellants
Awards Members	- Whether CRCs should be eligible for University awards. I am a CRC and I think it is unfair for CRCs to have access to these awards on top of their other privileges. - Review of past record of diversity of nominees and award winners - STEM and Humanities/Social Sciences incomparable and should have distinct competitions - Unconscious bias training
Executive Members	- Hiring policies - Prevention of disruptions of Senate - I have been worried about the Andrew Potter situation at McGill and whether we are due for another round of discussion about what is, and is not, covered by our academic freedom rights at York. I was startled by the assertion of some that the position of a research institute director is administrative such that the individual is constrained in speaking to the media on issues within their field of professional expertise, or can be fired for writing a controversial article in that field. I wonder how long it will be before one of our colleagues asks for clarification on that side of things. - Alumni
Honorary Degrees Members	Honorary Degree submissions for Indigenous candidates
T&P Members	Electronic evaluation of courses for T&P
T&P Appeals Members	As the new President takes up her position, it may be a good time to refresh our knowledge on areas raised in [question] #2 above

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Q8. Please comment on logistical matters.

	Strongly Agree	Agree	Somewhat Disagree	Somewhat Disagree	Disagree	Strongly Disagree	Total
Documents were easily accessible from the Committee's Website	67.4 29	257 11	4.7 2	0.0 0	0.0 0	2.3 1	43
Documents were available with enough lead time before meetings	69.8 30	20.9 9	4.7 2	0.0 0	2.3 1	2.3 1	43
Documents were well-organized and clear	64.3 27	21.4 9	14.3 6	0.0 0	0.0 0	0.0 0	42
Items were given the appropriate amount of time	55.8 24	37.2 16	7.0 3	0.0 0	0.0 0	0.0 0	43
Items were considered within the Committee's mandate	69.8 30	30.2 13	0.0 0	0.0 0	0.0 0	0.0 0	43

2017

	Accessibility	Lead Time	Clarity	Time Devoted	Mandate
Str. Agree	67.4	69.8	64.3	55.8	69.8
Agree	25.7	20.9	21.4	37.2	30.2
S. Disagree	4.7	4.7	14.3	7	0
Disagree	0	0	0	0	0
Str. Disagree	0	2.3	0	0	0

2016

	Accessibility	Lead Time	Clarity	Time Devoted	Mandate
Str. Agree	84	60	76	72	88
Agree	12	32	20	24	12
S. Disagree	4	4	0	0	0
Disagree	0	4	4	4	0
Str. Disagree	0	2.3	0	0	0

Comments:

- Given the nature of the committee, materials were not made available through the website. That said, the website has adequate information on the committee, mandate, etc. (Tenure and Promotions Appeals)
- Somewhat disagree and somewhat disagree are the same category. The first category should be somewhat agree. Awards criteria were often repetitive and not adequately structured for nomination files to clearly communicate strengths in each relevant area. This enabled some committee members to introduce factors which were idiosyncratic, personal, and irrelevant to criteria. We made assessment sheets to try to prevent this from occurring but writing up the awards more clearly would have prevented us from having to do this additional work. (Awards)
- Teaching evaluations (in the teaching award nominations) were not at all consistent across nomination files. Some directions should be given to nominators. Some adjudications felt rushed and insufficient time was available for a thorough discussion. (Awards)
- Just because I don't have time to read documents thoroughly does not mean they have not been provided in time! Volume! I will follow up on the naming of documents that make strong sense to someone working from index of documents provided. This is a bug a boo with me these days! I have worked with 3 chairs of ASCP and one Secretary. The Secretary has consistently provided strong support, good documentation and a keen sensitivity to the collegial process. The chair matters! The last two chairs have been effective leaders, taking advice from the Secretary and moving things along well, while also giving a good ear to discussions that, while not always directly on task, develop the sense of the group as it learns to work with the materials and with each other and get decisions. (ASCP)
- All faculties should move towards the use of electronic files. In the XXI century, it is odd the idea of having to drive to the university just to pick up a (late) heavy T&P. Or having to carry confidential documents in exposed bags on TTC - as it is the case with some committee members. All committee members should be able to access files AT LEAST one full week ahead of the meetings. (T&P)
- The Secretary to the STAPAC Committee has continuously provided excellent and knowledgeable support for this committee. (Tenure and Promotions Appeals)

- I enjoyed being on Senate Executive these past two years. (Executive)
- ASCP's mandate is very large and aspects of T&L (academic integrity, new challenges around accommodation's re human rights code and compassion (including York Lions) need attention that now seem to have fallen through the cracks of our collegial progress. (ASCP)
- The support from all members of the Secretariat is excellent! (APPRC)
- Additional meetings OK given the items (APPRC)
- A great experience. Very important work. Good colleagues and staff. (APPRC)
- I have enjoyed my membership on Senate Committees. (Tenure and Promotions)
- The Secretary Carter does an excellent job preparing the panels and as an excellent resource person during the meetings and drafting the letters. On another note, there are too many "frivolous" appeals coming from some Faculties; on the one hand, it is a student's right to appeal, there often isn't anything new in their appeal to Senate; our time could be better spent on other cases. (Appeals)
- I commend the Secretary on all her efforts this year with STAPAC. She is an exceptional asset to the University. (Tenure and Promotions Appeals)