

**A STRATEGIC PLAN**

**FOR THE**

**FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES,**

**2010-2020:**

**MAKING CHOICES FOR OUR FUTURE**

Prepared by the Dean's Working Group on Strategic Planning

June 2010

## **A STRATEGIC PLAN FOR THE FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES, 2010-2020: MAKING CHOICES FOR OUR FUTURE**

It was less than twelve months ago, on July 1, 2009, that York University's newest and largest Faculty, the Faculty of Liberal Arts & Professional Studies, came into existence. Building on the traditions of its York antecedents, the Faculty of Arts and the Atkinson Faculty of Liberal and Professional Studies, the new Faculty provides a breadth and depth of disciplinary and interdisciplinary teaching and research which span the humanities, the social sciences and selected professional and physical science programs. With an enrolment of more than 27,000 undergraduate and graduate students housed in twenty-five academic departments, schools and colleges, our Faculty is among the largest in Canada and is in fact larger than two-thirds of Canadian universities. The breathtaking diversity of our student body reflects the demographic growth and change in the Greater Toronto Area and it is likely that few Faculties or universities in the country more clearly reflect the new Canada that is emerging in the early 21<sup>st</sup> Century. Our more than 1,000 full-time and contract professors are drawn from around the world and are dedicated to and engaged in internationally recognized research and innovative teaching. Our long-standing commitments to accessibility, effective teaching, quality academic programming, experiential learning, community outreach and internationalization are not merely legacies of our past, but the foundation for our future. We face both unprecedented challenges and extraordinary opportunities as we plan for the future of York's largest Faculty.

### **The Strategic Planning Process:**

The first challenge for the Faculty of Liberal Arts & Professional Studies has been to work collegially to arrive at a vision of and strategic plan for our future. In fall 2009 the Dean established an ad hoc 30-member "Dean's Working Group on Strategic Planning" which, after several months of collegial discussion, produced "The Strategic Planning Framework for the Faculty of Liberal Arts and Professional Studies." That document proposed a mission statement for the Faculty, identified five strategic goals and enunciated 29 principles to guide the Faculty in its strategic planning process. After extensive public consultation and revision "The Strategic Planning Framework" received overwhelming approval at the January 21, 2010 meeting of the Faculty Council. Appendix One of this report provides the full text of "The Strategic Planning Framework," which includes more details about the process leading up to the drafting and approval of that document.

A second phase of strategic planning began in late February when the Dean initiated a series of one- and two-day site visits to each of the Faculty's 25 departments, schools and colleges. Each visit included meetings with the Chair, or equivalent, and other unit administrators; a series of meetings with faculty members organized thematically to coincide with the Faculty's five strategic goals; separate meetings with undergraduate and graduate students; a meeting with the support staff; and a tour of the facilities. During March and April the Dean (joined by the associate deans for meetings relevant to their portfolio) spent 35 days visiting 25 units. These visits served three complementary purposes. They enabled the Dean, newly appointed from outside York University, to become much more quickly familiar than any other means would allow with the people, programs and facilities of each department, program and school. They provided the opportunity to discuss the relevance of the Faculty's newly approved strategic goals and principles to each unit. Perhaps most significantly, the visits provided the occasion for frank, vigorous and collegial discussion about each unit and in some cases about the Faculty and the university overall. It was gratifying that more than 1,000 people participated in these meetings, including 474 professors, 123 graduate students and 260 undergraduate students and 138 members of the support staff. This phase of the Faculty's strategic planning culminates with the drafting of this plan and its appendices, which are based substantially on the materials

and discussions which were generated by and for the unit visits. This document is being presented to and vetted in turn by the Dean's Working Group on Strategic Planning, the Academic Policy & Planning Committee and the Executive Committee of Faculty Council. The intention is to bring it to the June 2010 meetings of the Faculty Council for discussion and approval.

**Next Steps:**

A third phase of the Faculty's strategic planning process will occur in the summer and fall of 2010 when, on the basis of an approved strategic plan for the Faculty, a series of resource-related implementation documents will be drawn up in consultation with the Dean's Working Group on Strategic Planning. Also assembled during the third phase will be a series of measuring instruments, or milestones, that will enable the Faculty to judge its progress towards its goals. These implementation documents will also be tabled at Faculty Council for information.

Finally, the Dean of the Faculty will report annually to the Faculty Council on the phases beyond the third and the progress that we are making in achieving our strategic planning goals, highlighting areas of the Faculty's strategic plan that may require updating or reconsideration.

**The Strategic Planning Context:**

Many factors define the context in which the Faculty of Liberal Arts and Professional Studies has approached its first strategic planning exercise. While these are familiar enough to many members of the community, it is perhaps useful to spell out for others our circumstances in 2010.

1. The Merger: The merger of York's two largest Faculties to create one of Canada's largest Faculties has provided both opportunities and challenges. To a considerable extent Arts and Atkinson had different cultures, different procedures and different orientations. Although the joining of Faculties and departments has for the most part been accomplished, there have been some operational difficulties. The merger was evidently an unwelcome and demoralizing experience for some professors and support staff. It appears that the Dean's recent visits to the academic units have provided opportunities directly to address the fall-out from the merger and to begin to move beyond it. But beyond the merger's immediate effects lies a Faculty of daunting complexity, which has rendered the more challenging developing a strategic plan that covers all its diversities.
2. The Provost's White Paper: The York University Senate recently approved "Building a More Engaged University: Strategic Directions for York University, 2010-2020." On the one hand, this visionary document provides a context for and is compatible with the strategic planning exercise in which our Faculty has been engaged. On the other hand, the timing of the White Paper leaves our Faculty at a disadvantage compared to other Faculties, which are more advanced in their strategic planning and more readily able to respond to resources and opportunities flowing from the approval of the White Paper.
3. Resources: The most serious challenge to the Faculty is that, notwithstanding herculean efforts to do more with less, we simply lack the resources necessary to function appropriately and to realize our potential for academic excellence. We grapple with disparities in resource allocations across the university that do not work in the Faculty's favour. The operating budget of the Faculty is increasingly inadequate given the size of the undergraduate and graduate student populations that we serve and given annual across-the-board cuts to our base operating budget. The insufficient number of full-time professors is impacting on both undergraduate and graduate

teaching. The over-extended support staff is affecting the services that we provide. The inadequate space assigned to our academic units is negatively impacting on the quality of academic life. These resource issues must be addressed for the Faculty to make significant progress in realizing its strategic goals. The three-pronged strategy that has been pursued in 2009/2010 is to simultaneously reduce expenses where possible, increase revenue from new sources and argue for a larger share of the enrolment-based revenue generated by the Faculty.

4. Enrolment Pressures: Given the shrinkage in resources and increasing student demand, the Faculty's enrolments already exceed its capacity. In 2009/2010 the Faculty enrolled almost 27,000 students in its programs, about 25,000 at the undergraduate level and 2,000 at the graduate level. Unplanned growth in enrolment at the undergraduate level has overwhelmed some programs and put severe pressure on others. Excessive and under-resourced growth at the graduate level in recent years has also impacted negatively on the full-time teaching resources available at the undergraduate level. While it is certainly true that the university's overall budget is inadequate, from the Faculty's perspective neither our base operating budget nor the marginal financing that we receive for enrolment growth is sufficient to handle the enrolment pressures emanating from our commitment to accessibility and government pressures to increase enrolment.
5. Faculty Demographics: Another challenge that we face relates to the demographic profile of our full-time professors. While there is no longer mandatory retirement in Ontario, about 35% of our full-time faculty members are likely to retire over the next decade. The implications are serious for several reasons. Many of the professors likely to retire are our best teachers and our leading researchers and their eventual retirement will have a significant negative effect on our teaching and research activities. Second, a disproportionate share of the collegial governance that is an essential part of any university is borne by those professors who are likely to retire. Finally, the impact of these retirements will not be distributed evenly across the Faculty's units, but will affect some units severely (over 50% of the professoriate in some units) while other units are much less at risk. Coping with the loss of a generation of professors will require long-term strategic planning and coordination.
6. Reputation: No matter how successful we are as a Faculty, we confront reputational issues that are largely beyond our control. Our recruitment efforts are negatively affected by lingering public memories of past labour disruptions, student protests and safety on campus and by the location and immense size of the university. Our best advocates are our graduates and our current students, many of whom are passionate about York and their home units in our Faculty. On the research front, we are too modest about our accomplishments which are very significant. We too often come across as less than the sum of our parts. We will need to make a concerted effort, mainly based on individual contacts and using both traditional and social media, to get the word out about York and particularly about our Faculty's teaching and research strengths.

### **A Strategic Plan for the Faculty of Liberal Arts & Professional Studies, 2010-2020**

After eleven months of consultation at both the unit level and the Faculty level, we—The Dean's Working Group on Strategic Planning--present below our proposal for "A Strategic Plan" for the Faculty. This plan builds on the already approved "Strategic Planning Framework," with its five strategic goals and 29 guiding principles. It is informed by submissions from each of the twenty-five departments, schools and colleges of the Faculty and by discussions in almost 300 meetings with over 1,000 participants over 35 days. Its end is achieving the state conjured by the first paragraph of the Framework document (included in this package as Appendix One) and formalized in the Faculty's mission statement.

**MISSION:** The Faculty Council of the Faculty of Liberal Arts and Professional Studies has already approved a mission statement for our new Faculty. It is reproduced here as our vision for York's largest Faculty over the next decade.

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

**STRATEGIC GOAL ONE: A FULLY ENGAGED STUDENT BODY COMMITTED TO ITS OWN EDUCATION.**

The student experience was a principal topic of discussion during the Dean's visits to each of the Faculty's departments, schools and colleges. In total, 74 meetings were devoted to this subject, including 19 meetings with professors, 12 meetings with professors and students together, 24 meetings with undergraduate students and 19 meetings with graduate students. In each meeting the Dean was accompanied by the Faculty's Executive Director of Strategic Planning and the Associate Dean, Students or her delegate. The meetings with students were held without professors or support staff present. In total the Dean met with 383 students.

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

We believe that departments and schools are central to the undergraduate and graduate student experience because they are the principal point of contact between the university and each student; because they offer the courses and programs in which the students are enrolled; and because they provide students with program-specific academic advising and administrative support. However, many of the LA&PS students that we met do not identify strongly with their department or school: they attend classes delivered across campus rather than in or near their academic unit; they do not feel that they are part of a student cohort; they have professors whose offices are not in the department; they find themselves obliged to communicate with professors and teaching assistants by email rather than in person; they do not know whom to approach for reliable program-based academic advice; and they frequently complain about inconsistent and even inaccurate advising. Those students who regard their department or school as their "home" at York typically point to more frequent interactions with professors and support staff or the availability of dedicated student space. Most LA&PS departments and schools offer at least some (typically inadequate) space for graduate students, but limited or no undergraduate student-dedicated space. The lack of space discourages students from spending

time in their home departments or schools, thereby diminishing opportunities for interaction with students in the same program and with professors and support staff. While the Faculty's four colleges provide space to some program-affiliated clubs for undergraduates, that space is often shared and frequently located in a separate building at some distance from their department or school; many program-affiliated student associations prefer to be located in or near their home department or school. Academic units regard these program-affiliated student associations as important partners in fostering a positive student experience. Depending on how active they are, these associations organize co-curricular and social events, arrange peer mentoring programs, publish student journals and magazines, promote their academic programs and create opportunities for students and faculty to interact. Student associations help to foster a sense of community in the department and, in some cases, facilitate student engagement in unit governance.

We recommend that:

- 1.1 We make our departments and schools as welcoming as possible to and supportive of students both by providing more accessible information about courses, programs and resources and by facilitating accurate and timely program-based academic advising.
- 1.2 We make increased space for student use one of our highest priorities, incorporating student-dedicated space in our long-range space plans for every academic unit and making interim arrangements wherever possible to create and share student-dedicated space.
- 1.3 We continue to encourage student participation in collegial governance and other forms of student engagement at both the Faculty and academic unit levels.
- 1.4 We encourage and support program-based student clubs and encourage student and, when appropriate, faculty and alumni participation in club activities.
- 1.5 We review advising structures across the Faculty and make what changes are necessary to ensure student access to timely and accurate information.

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

We found broad professorial support for the Faculty's reaffirmation of its commitment to undergraduate education. While we value the contribution of our contract faculty, we need a greater presence of full-time professors in the undergraduate classroom, particularly in introductory and advanced courses. Students, on the other hand, were frequently unaware of the (full-time or contract) status of their professors and those who were did not typically link the quality of teaching to the status of the professor. The students who were most aware of the status of their professors were those seeking letters of reference who found contract faculty less accessible and in some cases unacceptable as referees. A number of students emphasized the positive impact of first year courses that inspired them to choose or change their major. Students who "connected" with a particular professor tended to have a more positive academic experience. On the other hand, a number of students were critical of instructors who cancelled classes, had poor teaching skills, graded unfairly or regularly shortened class time. They also questioned whether their evaluations of professors and courses received appropriate consideration.

We recommend that:

- 2.1 We, to the extent possible, assign introductory and advanced courses to full-time faculty.
- 2.2 The Faculty encourage and facilitate the development of effective pedagogy in all courses.
- 2.3 We consider the development of a Faculty-wide “contract” with our undergraduate students, spelling out what they have a right to expect and what we have a right to expect from them.
- 2.4 We encourage higher levels of student participation in course evaluations and work toward greater transparency in the unit-level review and dissemination of course evaluation results.
- 2.5 We respond promptly and act appropriately on student teaching-related concerns.

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

We believe that our students, both undergraduate and graduate, would benefit from more opportunities to interact, both inside and outside the classroom, with full-time professors. A number of students suggest that class size is a negative factor when it comes to undergraduate students interacting with full-time professors: in large lectures some students feel too intimidated to ask questions or to approach the instructor after class, but they feel more positive about smaller tutorials. With regard to student-faculty contact outside of the classroom, students’ feedback varies: in some cases, students praise the department’s open door policy and state that as a result, they have no difficulty connecting with faculty members; others claim that it is difficult to see professors outside of classrooms even during office hours because of line-ups and cancellations. Students in smaller programs note that faculty members take the time to mentor students. The topic of email interactions gets mixed responses: some professors respond promptly to email messages, while others do not. Graduate students note that it is sometimes difficult to find a supervisor and that supervisors are often too busy to meet with them and/or provide them with prompt feedback. Some graduate students who have teaching assistantships suggest that they would benefit from more guidance from the faculty. Both undergraduate and graduate students suggest that the lack of meeting space and the absence of lecture series and other co-curricular events may also explain the low degree of student-faculty interaction outside of the classroom. They observe that full-time faculty members are more likely than contract faculty to spend time on campus and to be available to students, but many undergraduate students report that they find it challenging to get to know full-time faculty before their third or even fourth year of study. At that point it is typically the full-time professors whom students approach with requests for letters of reference and with career-related questions.

We recommend that:

- 3.1 We use our websites and publications to provide more information about each professor’s teaching and research.
- 3.2 We encourage our full-time professors who teach large classes to allow time for student-student and student-faculty interaction.

- 3.3 We encourage our full-time professors to be involved in co-curricular activities whether they are organized by their academic unit, a college or a program-based student association.
- 3.4 We remind full-time professors that it is our responsibility to mentor undergraduate and graduate students in their intellectual development and in the pursuit of their academic goals.
- 3.5 We ensure that our professors are accessible through regular office hours and, when appropriate, by electronic means.
- 3.6 We develop means to ensure the availability and appropriate distribution of faculty supervisors to graduate students, especially doctoral candidates.

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

We believe that, given the size of both our Faculty and York University, it is imperative that we create smaller communities (built around our departments, schools and colleges) with which our students can more easily identify. Based on our discussions with professors and students, we face challenges in achieving our objective. Students cite large classes spread out across the campus, the lack of a student cohort with which they can identify, the lack of spaces in which they can sit down let alone congregate, the absence of a large proportion of professors from campus, the long commute to campus, the high cost of campus parking and the need to work as reasons why they feel disengaged from the university and minimize their time on campus. It will taken concerted action by all sectors in LA&PS to address this matter effectively.

We recommend that:

- 4.1 We encourage LA&PS departments, schools and colleges to organize course offerings for their program students in ways that promote identifiable student cohorts.
- 4.2 We use available technology to promote the development of online LA&PS communities.
- 4.3 We encourage and facilitate the development of an enriched co-curricular life for both our undergraduate and graduate students.
- 4.4 We encourage and recognize student academic success and student engagement.
- 4.5 We expand peer mentoring and alumni mentoring, particularly at the program level.

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

We need to do a better job in helping first year students to make the transition to university. Our four LA&PS colleges appear to be particularly suited to that role because they are in fact communities, with spaces for students, spaces for students to mix with professors an enriched co-curricular and extra-curricular life and perhaps most important a sense of camaraderie. The college students that we met are convinced of the centrality of their college experience to their success at York, but only 10-15% of LA&PS students take advantage of college activities.



Responsibility for the transition has the added benefit of introducing more LA&PS students to the benefits of the college experience at York. This is, of course, a diffusion of benefits that brings with it, when successful, its burdens. It may well prove that four Colleges will be insufficient to serve the needs of a student body participating at much higher rates.

We recommend that:

- 5.1 We encourage our LA&PS colleges to work with their affiliated departments and schools and with the Centre for Student Success to develop and deliver orientation programs and first year activities (including program-specific activities) which enhance new students' academic success and engagement in university life.
- 5.2 We make every effort to hold college-led orientation and first year transition activities in the colleges in order to familiarize students with their location and facilities.
- 5.3 We also encourage the colleges to work closely with their affiliated departments and schools to develop enriched co-curricular activities for upper-year students and information about such activities should be widely disseminated.
- 5.4 We ask colleges to redefine the duties of college fellows to include mentoring of first-year students and active involvement in college activities.
- 5.5 We encourage college-based academic advisors to take advantage of professional development training in the areas of student retention and development.

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

One of York's strengths is the diversity of its student body. This diversity is racial, ethnic, linguistic and demographic. As well, most LA&PS students commute to campus and work outside of York. We also have a significant number of part-time and mature students. The students with whom we met and particularly mature and part-time students, emphasized the need for flexibility in course scheduling, better access to services (especially advising services), an interest in suitable opportunities to get involved in student life and a need for adequate study space. Mature students with significant professional experience also indicated that they would welcome opportunities to share their experience. A number of mature and part-time students also questioned whether, in light of the merger of Arts and Atkinson, LA&PS would maintain Atkinson's longstanding commitment to the academic success of part-time and mature students.

We recommend that:

- 6.1 We assess the quality of the student academic services offered by LA&PS, ensure the availability of core services in the evening and encourage online delivery of selected services.
- 6.2 We ensure adequate and continuing programming in the evening, on weekends, in the summer and online in order to address the needs of part-time and mature students.

- 6.3 We expand our bridging programs to ensure the success of more non-traditional and at-risk students.
- 6.4 We make available specialized training for full-time faculty, contract faculty and teaching assistants to facilitate their teaching and mentoring of mature students.
- 6.5 We take advantage of the diversity of our student body to encourage dialogues across communities.

## **STRATEGIC GOAL TWO: A RENEWED FACULTY COMPLEMENT DEDICATED TO TEACHING, RESEARCH AND UNIVERSITY CITIZENSHIP**

The faculty experience was another principal focus of the Dean's visit to LA&PS departments, schools and colleges. The Dean, accompanied by the Executive Director of Strategic Planning, the Associate Dean, Faculty and the Associate Dean, Research participated in 22 meetings on the faculty experience, as well as an additional 24 meetings with small groups of professors. In total, the Dean met with 474 faculty members, including about 65% of the full-time faculty and a smaller number of contract faculty members. These discussions covered a range of issues related to the role and experience of professors in LA&PS and at York University.

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

We must work to ensure that faculty members are equitably treated across the ranks and across academic units. Our discussions suggest that treatment of pre-tenured LA&PS professors varies considerably across the Faculty: most new professors start off with a reduced teaching load, but to varying degrees and for varying lengths of time; both research releases and research expectations vary, sometimes significantly; some units place heavy administrative demands on pre-tenured faculty, while others discourage heavy service commitments; some units have active mentoring programs for new faculty, while other have none. Among tenured professors the "balance" of activities has been difficult to maintain, particularly because of heavy emphasis on research or service activities.

#### We recommend that:

- 7.1 We expect all LA&PS professors to engage in teaching, research and service, as appropriate to the category & streams of their appointment, understanding that the balance amongst these may vary at different stages in an individual's career.
- 7.2 While recognizing that, as per York University Senate regulation, standards for tenure and promotions are established at the unit level so as to reflect specific disciplinary expectations, we establish a Faculty-wide consensus on appropriate standards by which to assess teaching, research and service across the Faculty, given that existing standards vary significantly across units.
- 7.3 We develop a Faculty-wide protocol for the recruitment and retention of new tenure-track professors.
- 7.4 We develop a Faculty protocol to facilitate senior colleagues' transition to retirement and to support the continuing contribution of those who remain as Senior Scholars.

- 7.5 We encourage the development of effective mentoring programs in every academic unit.
- 7.6 We recognize and celebrate excellence in teaching, research and service.

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

LA&PS nurtures a breathtaking diversity of research and teaching activities. In our discussions with faculty colleagues, we encountered deep commitments to both disciplinary and interdisciplinary excellence in research and teaching. Faculty members are engaged in a wide range of research activities, community partnerships and international scholarly collaborations. A number expressed the need to better integrate research and teaching. It also became clear that professors are not fully informed about the diversity of research and teaching activities in which their colleagues, both within and outside their academic units, are engaged.

We recommend that:

- 8.1 We do a better job of communicating the diversity and range of our teaching and research activities across the Faculty.
- 8.2 We encourage each academic unit head to meet annually with every professor to encourage teaching and research development.
- 8.3 We encourage all academic units to convene teaching and research seminars for colleagues to exchange experiences.
- 8.4 We ensure that our students, both graduate and advanced undergraduate, are exposed to the breadth of our teaching and research activities.
- 8.5 We encourage the integration of research and scholarship in teaching at both the graduate and undergraduate levels.
- 8.6 We strengthen those support networks that aid our colleagues in the improvement of teaching and learning in the undergraduate and graduate classroom.

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

Collegiality is the foundation for a vibrant LA&PS culture. Our discussions with faculty suggest that there is considerable variation in collegiality from one academic unit to another. Some units are notable for their collegial atmosphere and lively intellectual interaction. Other units have been less successful. Among the factors identified as contributing to a less collegial environment on campus are the absence of many professors from campus except when they teach their courses; the dispersal of faculty across campus; the lack of appropriate space for collegial interaction; and past tolerance for less than collegial behaviour by some colleagues. Pre-tenured faculty members appear to be particularly sensitive to the collegiality of their colleagues and in some cases the quality of collegial relations is a critical factor in their success at York University.

We recommend that:

- 9.1 We encourage faculty members to take a more active role in building collegial relations with colleagues, support staff, students and the broader university community.
- 9.2 We encourage more faculty participation in unit events organized by colleagues and co-curricular events organized by students.
- 9.3 We reaffirm our expectations of faculty participation in collegial governance activities, including regular attendance at departmental/school meetings and willingness to assume unit-level administrative duties.
- 9.4 We encourage faculty members to be on campus more often.

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

We recognize the centrality of research and scholarship to the mission of the Faculty and the university. In discussions at the unit level it became clear that the research culture of the Faculty is strong but variable. A common theme was that many professors are simply unaware of the research activities and accomplishments of their colleagues. Concerns emerged about the need for transparency and consistency in the awarding of research-related releases from teaching, the relationship between research centers and academic departments/schools and the availability of infrastructure and funding to encourage research activities. These concerns notwithstanding, it is clear that we have a number of colleagues who have achieved national and international recognition for their scholarly achievements.

We recommend that:

- 10.1 We continue to develop research infrastructures appropriate to the range of the Faculty's research activities and in so doing work closely with other university services supporting research.
- 10.2 We increase support for individual faculty presentations at international scholarly conferences.
- 10.3 We provide increased funding to support speaker series, research colloquia and other internal activities to strengthen our research culture.
- 10.4 We develop fund-raising initiatives to support our areas of greatest research strength.
- 10.5 We develop transparent and equitable guidelines for the awarding of research-related teaching releases for full-time professors.
- 10.6 We foster better communication between research centres and LA&PS departments and schools.

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

We have relied heavily on the leadership skills of department chairs, school directors and college masters during the inaugural year of our new Faculty. Our discussions suggest that

most colleagues appreciate the challenges of this critical role. Nevertheless, some unit heads have been more successful than others in creating and sustaining a collegial environment. A few units have encountered difficulty in recruiting a unit head who has broad-based support. In other units, one or more colleagues have made the unit head's job more challenging. Notwithstanding these difficulties, there is general agreement that the role of the unit head is critical to the success of any unit and to its relationship with the Dean and other academic units.

We recommend that:

- 11.1 We hold annual orientation sessions for newly appointed unit heads and workshops for all unit heads on critical issues and tasks, and “pre-mentor” those considering taking up administrative positions.
- 11.2 We expect unit heads to foster a climate of respect and collegiality in their unit.
- 11.3 We encourage unit heads to meet regularly with new faculty members to monitor and ease their transition to full-time faculty status.
- 11.4 We expect unit heads to encourage, support and facilitate professional development for both faculty and staff.
- 11.5 We encourage chairs/directors to meet regularly with the master of their affiliated college to coordinate relevant co-curricular and first year activities.
- 11.6 We expect chairs/directors to monitor the results of the course evaluations and to communicate those results to students in an appropriate and accessible manner.

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

We expect all tenure-stream professors to engage in teaching, research and service every year when they are not on sabbatical or leave of absence. While there was no disagreement with this principle, there were some concerns expressed about the practice. Some professors expressed concern about the equitable distribution of workload; the lack of rotation in the assignment of graduate courses; the uneven distribution of service responsibilities; and the equitable scheduling of sabbaticals. Another issue that arose was whether faculty members are normally expected to attend department meetings as part of their normal responsibilities.

We recommend that:

- 12.1 We encourage Chairs/Directors, in their capacity as the Dean's designate, to ensure that there is equity and transparency in the assignment of teaching responsibilities.
- 12.2 We reemphasize that no faculty member may reasonably expect to teach only at the graduate level, but must also expect to teach at the undergraduate level.
- 12.3 We encourage Chairs/Directors to draw up a long-term schedule for sabbaticals, which takes into account the need to sustain program integrity at the undergraduate and graduate levels.

- 12.4 We direct Chairs/Directors to inform their faculty colleagues that regular attendance at department meetings is one of their responsibilities, as is service on departmental committees.
- 12.5 We protect untenured professors from excessive service responsibilities and they should be ineligible for major administrative appointments in the department until they receive tenure.

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

We acknowledge and appreciate the important role that contract faculty play in the teaching activities of our Faculty. The contract faculty with whom we met had varied experiences. Some felt welcome and integrated in the academic units in which they were teaching. A larger number felt more marginalized and raised concerns about the lack of job security; the variety of courses that they have been asked to teach, often on very short notice; their exclusion from the collegial life of the academic unit in which they are teaching; and the lack of recognition and support for their research activities. Others pointed out that although they were contract faculty, they were teaching at York full-time, which they thought that the university should recognize. On the other hand, there was praise for both the annual “conversion” program (in which a small number of contract faculty with a certain level of teaching experience can be considered for a tenure-track appointment) and the annual “long-service teaching appointments” program (in which long-serving contract faculty may receive a fixed-term full-time teaching appointment with enhanced compensation). The tours of the academic units suggest that office facilities for contract faculty vary significantly, with many contract faculty sharing over-crowded offices.

We recommend that:

- 13.1 We encourage academic units to provide orientation sessions for newly hired contract faculty members.
- 13.2 We provide adequate office space and administrative support for contract faculty to facilitate fulfillment of their teaching responsibilities.
- 13.3 We regularly invite contract faculty member to participate in the intellectual life and co-curricular activities of the department.
- 13.4 We encourage and where possible support contract faculty members in pursuit of their academic goals.

**STRATEGIC GOAL THREE: DIVERSE, INNOVATIVE, ADAPTIVE, DISCIPLINARY AND INTERDISCIPLINARY PROGRAMS SERVING EQUALLY INDIVIDUAL STUDENTS AND THE GREATER COMMUNITY WHILE FOSTERING NEW KNOWLEDGE.**

Our academic programs were another principal focus of the Dean’s visit to LA&PS departments, schools and colleges. The Dean, accompanied by the Executive Director of Strategic Planning and the Associate Dean, Programs participated in 61 meetings on academic programs, both undergraduate and graduate, which are offered by or through LA&PS. These discussions

covered a wide range of issues related to the size, quality and staffing of programs, student enrolment and general and experiential education, all of which we attempt to capture in the comments below.

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

Most academic units in LA&PS would argue that they are offering undergraduate and graduate programs of high quality. However, most would also agree that a number of factors are preventing their programs from being of the “highest quality”. One factor is student enrolment; because of the relatively low admission standards to most programs, the quality of students is uneven and many students are not adequately prepared for university studies. A second factor is the large amount of service and elective teaching demanded of many units; this has the effect of mixing majors and honours student from their program with students from other programs who lack the skills or theoretical framework to participate in courses at an appropriate level. A third factor is the diminished presence of full-time faculty in many undergraduate courses and programs, due to a combination of increased enrolments, diminished full-time faculty resources and the increased demands of graduate programs on the teaching time of full-time professors. A final factor is class size, which varies significantly across programs and course levels, thereby posing serious pedagogical challenges.

We recommend that:

- 14.1 We develop standards to assess the quality of all of our academic programs compared to comparable programs elsewhere in Canada and internationally and that we include exit interviews of students among our methods of assessment.
- 14.2 We set the target enrolment (including the appropriate mix of program students, service students and elective students) for every program in every academic unit, while bearing in mind that the Faculty will need to fulfill its overall enrolment targets.
- 14.3 We set standards for class sizes at the undergraduate level.
- 14.4 We decide on the target proportion of full-time professors for every undergraduate program, bearing in mind the Faculty’s decision to increase the full-time faculty presence in entry-level courses.
- 14.5 We fix an appropriate distribution of full-time faculty teaching between undergraduate and graduate courses.
- 14.6 We remain committed to graduate education and our graduate students, recognizing that they are vital elements of the Faculty’s intellectual, scholarly, and pedagogical work.

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

LA&PS finds itself on the horns of a moral dilemma. On the one hand, given the impression among professors that the university is admitting some students who are poorly prepared for university studies, there is support for the White Paper decision to gradually increase the

minimum requirements for undergraduate admission. On the other hand, York's historical mission of accessibility resonates with many of us and is the rationale for the critical skills training that we provide through the Writing Department and our general education courses. Our solution is to work to improve the retention of marginally qualified students, while simultaneously creating additional bridging-type programs for students who might require them. Another area of discussion was about our responsibility to offer a range of courses at night and a full program in the summer, both of which have received general acceptance. Finally, there was some discussion about York's relatively under-developed internet-based course offerings and general agreement that we move ahead at least to a certain extent.

We recommend that:

- 15.1 We strengthen the critical skills training that LA&PS provides to students through the Writing Department and our general education courses.
- 15.2 We encourage more students to enrol in four-year honours programs, while maintaining three-year degrees for those students who require a 90-credit option or who struggle to maintain honours standing.
- 15.3 We will investigate ways of preserving access for applicants who are ineligible for admission through the normal admission process but who show academic promise. This may include developing additional bridging and qualifying year programs, possibly in cooperation with our Division of Continuing Education.
- 15.4 We reaffirm our commitment to provide a pedagogically and curricularly responsible range of evening and night courses throughout the year, as well as an expanded summer program.
- 15.5 We vigorously pursue the development of additional online courses and programs.

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

LA&PS does offer an impressive range and diversity of programs, but we face several challenges that are enrolment driven. Some academic units (Economics, Sociology and Administrative Studies, for example) have been overwhelmed by three waves of undergraduate students who pack their courses to capacity: their own program students; service students (students from other programs who are required to take a specific course outside their home unit); and elective students. This has caused challenges because of the varied preparation of the students and the drain on faculty resources, and these departments are already contemplating restricting access to their courses by non-program students, while strengthening the range of programs that they themselves offer. At the same time, interdisciplinary programs that initially wove together courses from a number of academic units have been finding it increasingly difficult to ensure that their program students have access to required courses that are drawn from other academic units. We need either to arrange for their program students to be accommodated in other units' courses or to revamp such programs' curricula so that they may offer more of their required courses themselves.



We recommend that:

- 16.1 We encourage the development of degree diversity within programs, with greater emphasis on the Minor, Specialized Honours and Joint Double Majors to supplement the existing Major and Honours degrees.
- 16.2 We work with the Registrar's Office to develop a system that effectually monitors and enforces degree program prerequisites.
- 16.3 We ensure that the distinctiveness of over-lapping programs being offered by different academic units is clarified and that those programs with overlaps should plan to share resources where feasible.
- 16.4 We develop curriculum standards for interdisciplinary programs and encourage those programs to develop greater course autonomy (including the development of capstone courses) and student cohorts.

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

We enjoy a legacy of cooperation between disciplines. For the most part, the first year of our new Faculty with its "merged" units and affiliated programs has worked well. Nevertheless, several concerns did emerge in our discussions. It is clear that a few undergraduate programs might fit better elsewhere than in the units in which they are now housed. In some current programs there are long-term ambitions to become autonomous units. We need to consider carefully what conditions need to be met for a program to have a compelling case for departmental, or school, status. In some academic units the integration between undergraduate and graduate programs could be improved. We need to take a second look at several graduate programs which are not housed in LA&PS, but which draw significantly or primarily on our resources. Collaborative programs with other Faculties and sister colleges and universities need to be more closely monitored. Most seriously, it is clear that we need to re-evaluate how we deliver general education in the Faculty. The Faculty has already confirmed its commitment to general education, but a number of implementation issues emerged during our visits. These included why access to general education courses is not available to academic units other than Social Science, Humanities, Communication Studies and Equity Studies as long as they conform to the established goals of our general education program; whether it is an unfair advantage for units which offer general education courses to count those courses as part of their program requirements; whether general education courses still deliver the critical skills component that was part of their raison d'être; and whether, given recent changes to sequencing requirements, general education courses should be all be designated as 1000-level courses. All of these implementation issues will need to be addressed in the year ahead.

We recommend that:

- 17.1 We undertake a review of the alignment of our programs to ensure that they are housed in academic units that share their curricular and hiring priorities.
- 17.2 We develop principled guidelines defining the appropriate size and scope of an independent academic unit.

- 17.3 We discuss with the Faculty of Graduate Studies our Faculty's on-going relationship with those graduate programs that we do not house but for which we provide significant or primary support.
- 17.4 We improve the monitoring and coordination of collaborative programs that we operate with other Faculties and other institutions.
- 17.5 Building on our established commitment to general education, we undertake an implementation review of how LA&PS delivers general education courses with the objective of strengthening general education courses and responding to the questions raised in the preamble to this principle.

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

Surprisingly, given the prominence awarded to “experiential education” in the White Paper, it provoked only limited discussion in our meetings. The general sentiment was the many forms of what might be encompassed by the term have long been part of the Faculty's programs. That included bringing Canadian writers to campus to speak about their work; sending our students to Shoreham School for a literacy project; placing our students in Public Policy and Administrative Affairs internships; placing Social Work students in practica; sending our Anthropology and Geography students out for fieldwork experience; and sending our language students abroad. It is clear that our students (and their parents) and the Provost would like us to develop more of these “real life” experiences and there certainly appears to be a willingness to provide them if the appropriate support mechanisms can be put in place.

We recommend that:

- 18.1 We undertake a thorough inventory and qualitative assessment of the many LA&PS experiential education-type opportunities presently available to our students.
- 18.2 We explore the expansion of experiential education opportunities for our undergraduate students, including paid internships and cooperative education placements.
- 18.3 We plan to provide appropriate infrastructure for experiential education initiatives, partially offsetting costs through an Associated Course Fee.
- 18.4 We develop principled guidelines to ensure the quality of experiential education, setting learning objectives and matching these objectives with overall degree objectives.

**STRATEGIC GOAL FOUR: STRONG, FLEXIBLE, MUTUALLY SUPPORTIVE TIES WITH LOCAL AND GLOBAL COMMUNITIES.**

Our ties with local and global communities were another principal focus of the Dean's visit to LA&PS departments, schools and colleges. The Dean, accompanied by the Executive Director of Strategic Planning and the Associate Dean, External participated in 22 meetings which focused on community relations, internationalization in its various forms and the revitalization of our continuing education activities.

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

There was a clear consensus that York students would benefit from greater exposure to the diverse communities that the university serves. This is particularly true because most of our students are drawn from the Greater Toronto Area and it appears from our discussion that most have not traveled widely and many are not so familiar with the range of Toronto's emerging communities. The diversity at York provides gateways to many of our local communities and we have the opportunity, even the responsibility, to promote dialogue between those communities that are represented on campus as well as those that are not well represented. It also became clear that there is tremendous interest in and support for increasing our "international encounters."

We recommend that:

- 19.1 We encourage and support academic events promoting cultural understanding, dialogue and global interactions.
- 19.2 We continue to build bridges to our constituent local communities, jointly organizing programs of mutual interest both on and off the campus.
- 19.3 We work to establish an International House on campus as a welcoming home for international students, visiting scholars and artists, and as an environment in which to provide opportunities for cross-cultural encounters among students, faculty and visitors.
- 19.4 We work to ensure that our faculty and staff reflect the diversity of the student body and Canadian society in the 21<sup>st</sup> century.
- 19.5 We work with such campus partners as York International to facilitate study abroad and other forms of student exchange.

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

There was general agreement that community engagement helps to increase students' cultural sensitivity and global consciousness, both of which are preconditions for educating democratic and socially active citizens. As well, the interdisciplinary nature of many of our courses and the research interests and social justice orientation of many of our professors suggests that more involvement with the communities of the Greater Toronto Area would be appropriate.

We recommend that:

- 20.1 We encourage LA&PS professors to integrate experiential learning components, such as internships, work placements and service to the community and attending community-focused events into courses and programs where appropriate.
- 20.2 We create and/or expand the support services that are necessary to facilitate students' access to off-campus learning in professional and community-based organizations.

- 20.3 We mandate the LA&PS Communications Office to publicize the Faculty's community-based projects and educational activities.
- 20.4 We encourage units to ensure that, to the extent possible, community-based academic activities are taken into account in the assessment of tenure and promotion and merit applications.

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

Our discussions suggest that considerable progress has already been made in globalizing our curriculum. Nevertheless, there remains work to be done in this regard. As to the globalizing the context of our research activities, that will require further collegial discussion.

We recommend that:

- 21.1 Recognizing the link between the global and the local, we encourage professors to include, to the extent possible, global topics and materials that reflect diverse sources of knowledge and life choices in introductory and general education courses.
- 21.2 We establish clearly defined protocols and criteria for initiating collaborative teaching exchanges and course offerings in other parts of the world.
- 21.3 We encourage further discussion about the extent and feasibility of globalizing the broad range of research that is undertaken in our Faculty.

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

This principle was the subject of extensive discussion during our visits to the various academic units. The unanimous view of those who participated was that LA&PS should move ahead with its plans to substantially increase the proportion of international students who are studying at the undergraduate level in our Faculty. There was as well considerable support for expanding opportunities for our students to study abroad as part of their academic programs. Also well received was the suggestion that a portion of the revenue generated by international students should be used for scholarship for international students from developing regions and for our students who need financial support for their study abroad programs. Similarly, there was considerable support for increasing the number of international students studying at the graduate level if it is feasible to do so. Finally, it was agreed that international exchanges activities and research collaborations require more infrastructure support if they are to succeed.

We recommend that:

- 22.1 We increase the proportion of international students studying in LA&PS undergraduate programs from the current 6.9% to 10% over the next five years.

- 22.2 We work with the Faculty of Graduate Studies to increase the number of international students who are able to enrol in our graduate programs.
- 22.3 We provide scholarships for international students from less developed areas and for our own students who need financial assistance to study abroad as part of their academic programs.
- 22.4 We introduce student peer mentoring for first and second year international students and appoint an international student advisor to coordinate our support activities for LA&PS international students.
- 22.5 We will ensure that the ESL supports that are necessary to at least some of our international students are in place and appropriately funded.
- 22.6 We facilitate international research collaboration including the provision of temporary office space for visiting scholars from abroad.
- 22.7 We celebrate and communicate to the public the full range of our international activities at the student, professor and institutional levels.
- 22.8 We consider establishing an LA&PS International Advisory Board, which would include members of the faculty, alumni and current students.

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

There was also considerable discussion about the current state and future contribution of the Division of Continuing Education. The Division was subject to a review earlier this year and we are presently in the final stages of searching for a new Director. The consensus that emerged is that there is considerable opportunity for the expansion of LA&PS Continuing Education activities. These activities would generate much-needed revenue for LA&PS, serve as a form of community outreach through the development of collaborative projects and in the long run could assist the Faculty in meeting its student recruitment targets.

We recommend that:

- 23.1 We move ahead with our plans to revitalize and expand our Continuing Education operations.
- 23.2 We establish a Continuing Education Advisory Board consisting of selected professors, alumni and members of the communities that we serve.
- 23.3 We encourage the development, in cooperation with the relevant academic units, of non-credit post-undergraduate professional development certificates courses which would be offered through the LA&PS Division of Continuing Education.
- 23.4 We work toward a revenue-sharing model for collaborative projects between Continuing Education and academic units in LA&PS.

**STRATEGIC GOAL FIVE: A JUST, APPROPRIATE, AND TRANSPARENT DISTRIBUTION OF RESOURCES TO ENABLE THE STRATEGIC PRIORITIES THAT EMERGE FROM THE ABOVE PRINCIPLES.**

There was general agreement that over time our resources need to be aligned with our strategic planning priorities. The Faculty has many needs and limited resources. The intent behind strategic planning is to guide the Faculty in its choices, so that prioritizations are not *ad hoc*, but based on collegially-derived principles articulated in clear recommendations. It was also clear that the specifics of how each type of resource will be allocated will have to wait for the implementation phase which is the third stage of our strategic planning process. There is a consensus in both the Dean's Working Group on Strategic Planning and the Faculty Council's Academic Planning and Priorities Committee that, for a variety of reasons, we need to move ahead with our strategic planning document in June 2010.

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

These principles have informed the discussions of the Dean's Working Group on Strategic Planning throughout the 2009/2010 academic year and they were endorsed by Faculty Council in January 2010. The intention is for the Dean to draft a series of implementation documents over the summer and in early fall 2010. These documents will be drawn up on the basis of this Strategic Plan (if it is approved by Faculty Council in June 2010), the planning documents drawn up by each department, school and college and the discussions that occurred during the Dean's recent visits to the academic units. The draft implementation plans will be brought to the Dean's Working Group on Strategic Planning for collegial discussion, preferably in early fall 2010. They will also be brought to the Faculty Council Academic Planning and Priorities Committee for information and, if APPC and the Executive Committee agree, will then be tabled at Faculty Council for information.

We recommend that:

- 24.1 We make resource decisions transparently.
- 24.2 We routinely collect and widely disseminate data, including comparative data from benchmark universities, relevant to resource decisions.
- 24.3 We make appropriate collegial consultations with unit representatives an integral part of the resource allocation process.
- 24.4 We insist that the allocation of resources entails accountability for their use.

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

As this draft Strategic Plan is being written, the LA&PS 2010/2011 operating budget is still under discussion. Our three-pronged approach to our unsatisfactory budget situation was mentioned earlier: we are simultaneously trying to responsibly reduce expenses; we are attempting to generate additional revenues; and we are asking for a greater share of the revenue that the Faculty generates. It should be clear however that there is little flexibility in our current operating budget. Most of our expenses are salary-related – for professors and support staff – and any budget flexibility is likely to come from the combined impact of our three strategies. As well, since our budget is primarily committed to salary expenses, the realignment of budget resources to reflect strategic planning priorities will take time to accomplish. Notwithstanding all of these factors, we are committed to draw up a budget implementation plan that reflects the reshaping of our budget as resources become available. That will need to take into account enrolment targets, full-time faculty retiring and hiring projections and staff complement, as well as the financial implications of changes to the space of each academic unit.

We recommend that:

- 25.1 We obtain and disseminate information on the revenue generated by and the operating expenses of each of our academic units.
- 25.2 We determine and disseminate as fully and accurately as possible the cost of the Faculty's programs and activities.
- 25.3 We develop budget forecasting and modeling tools to allow the Faculty to maximize the effective use of its financial resources in light of its strategic planning priorities.
- 25.4 We pursue revenue-generating activities that reflect and contribute to the realization of our strategic priorities.

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

The space allocated to the Faculty is a major obstacle to achieving both our strategic planning priorities and a number of the university-wide priorities elaborated in the *White Paper*. The problem is not just the amount of space, but also its distribution. With very few exceptions our academic units lack sufficient faculty offices to house their current full-time faculty complement; to provide reasonable shared space for CUPE instructors and teaching assistants; to provide appropriate space within the unit for both graduate students and undergraduate students in reasonable numbers; and in many cases to house the current staff complement in an efficient configuration. As well, since we will be drawing up a long-term space plan for the Faculty, the projected space needs must anticipate the target full-time faculty and full-time staff complements which will in turn be based in part on enrolment targets and in part on the strategic priorities that we set. Even our four LA&PS colleges, which have typically had more generous space for student activities, have in recent year lost control over space that may be critical for their future success given their proposed revised mandate. The space plan for the Faculty will be a challenging document to prepare, but it is an essential step to making our case for appropriate space for our future.

We recommend that:

- 26.1 We prepare a long-range space plan that anticipates the Faculty's global and unit-by-unit needs over the next decade in light of its strategic priorities.
- 26.2 We anticipate projected adjustments to full-time faculty and support staff complements in drawing up the space plan for the Faculty and each academic unit.
- 26.3 We ensure that the space allocations for each unit also reflect the Faculty's commitment to create academic communities centered on its departments, schools and colleges, with particular attention to enriched co-curricular activities for its students, including evening and mature students.
- 26.4 We ensure that to the extent possible the Faculty's departments, schools and colleges should be housed in contiguous space.
- 26.5 We strive to create Faculty-wide common space to facilitate casual and more formal collegial encounters.

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

Full-time professors are the principal resource of our Faculty. We face several challenges. The first is that 35% of our most senior professors are likely to retire over the next decade. The second is that losses in the full-time faculty ranks together with increases in graduate enrolment and in undergraduate enrolment have combined to seriously reduce the presence of full-time faculty in the undergraduate classroom. Our long-range strategic plan for full-time faculty will need to take five factors into account: anticipated faculty retirements, target enrolments, targeted full-time/contract faculty ratios, programming needs and most critically, what we determine collegially will be our areas of strategic priority based on teaching and research excellence, uniqueness and/or special relevance to the community. Given impending faculty losses, possible hiring opportunities and the one-year lead time for hiring, the drafting of the full-time faculty hiring plan will be a top priority in the months ahead.

We recommend that:

- 27.1 We prepare a full-time faculty hiring plan which anticipates our needs over the next decade and beyond, taking into account the five factors identified above.
- 27.2 We give priority in full-time faculty hiring to identified and anticipated areas of academic excellence, distinctiveness and/or special relevance to the communities that we serve.
- 27.3 We develop a Faculty protocol dealing with the recruitment, mentoring, integration and retention of the next generation of full-time professors.
- 27.4 We should, in drafting our full-time faculty hiring plan, pay particular attention to addressing the diminished presence of full-time faculty in the undergraduate classroom.



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

Our support staff is the backbone of our Faculty. During his tour of the units the Dean met with 138 members of the LA&PS support staff from 25 academic units. This group has more than a thousand years of York experience to its credit, yet its role in shaping the merger of Arts and Atkinson was apparently minimal. We need to take advantage of their York experience to improve our efficiency, to simplify our processes and to improve our service, particularly to students but also to professors. One of the concerns of the support staff is the number of individuals with temporary appointments due to the hiring freeze that resulted from our enormous operating deficit at the beginning of 2009/2010. We have already reviewed and will move to post these positions once the Faculty's strategic plan has been approved which by prior agreement will lead to a lifting of the job freeze.

We recommend that:

- 28.1 We recognize and value the essential role played by the LA&PS support staff.
- 28.2 We prepare a long-term support staff plan that reflects our strategic priorities and decisions.
- 28.3 We ensure that the allocation of support staff resources is equitable and transparent across the Faculty's departments, schools and colleges.
- 28.4 We encourage and attempt to accommodate members of the support staff who wish to upgrade their academic and/or professional qualifications.

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

Successful fund-raising is an essential factor in our ability to realize our strategic plan for LA&PS over the next decade. Once our strategic priorities have been established, we will be in a better position to concentrate our energies to fulfill what will become our top fund-raising objectives. In this regard, we expect to enlist the assistance of the Dean's Advisory Council in determining which of our priorities are most likely to be of interest to donors. We will also want to build up our alumni relationships and discuss our fund-raising priorities with generous donors from some of our constituent communities. While the Dean will play a leading role in the Faculty's fund-raising efforts, he will need the support of the relevant unit heads and professors to be successful on their behalf.

We recommend that:

- 29.1 We ensure that our fund-raising efforts reflect and are focused on the Faculty's strategic priorities.
- 29.2 We not pursue fund-raising opportunities that conflict with the faculty's strategic priorities.
- 29.3 We make a concerted effort to reach out to our alumni.

- 29.4 We expect to receive an annual report from the Dean at Faculty Council on the Faculty's fund-raising activities during the preceding year.
- 29.5 We encourage faculty members to assist in fund-raising activities.