



LA&PS Strategic Plan Implementation Scrolls

Context and Evolution of LA&PS' Strategic Planning Process: From Foundational Challenges to Opportunities

LA&PS Genesis

The product of a merger between the Arts and Atkinson Faculties, Canada's largest Faculty was created without a strategic plan or a feasibility/sustainability study. A key aim was thus to articulate a *raison d'être* for the new Faculty; a forward path shaped by a unifying vision.

Planning Outlook

The Faculty's planning benchmarks were not aligned with each other, and were not aligned with GTA enrolment trends. The Faculty was expected to meet two separate and inconsistent enrolment targets. Enrolment declines were forecast while in fact they were rising. In contrast to rising student enrolments, the Faculty's professors' retirements were outpacing hirings.

Policies

While a detailed committee structure was developed for the new Faculty, it lacked harmonized rules for administrative appointments (chairs, program directors, etc), compensation, merit, T&P, staffing, budgeting, etc.

Leadership Team

A leadership team had to be assembled to get the new Faculty going. A founding Dean was recruited, who then assembled a group of associate deans (including the creation of a new portfolio in External Affairs), chairs, directors and masters. In addition, a professional staff was assembled to meet the unique operational and strategic challenges of steering this massive Faculty.

Funding

The Faculty was launched with a structural deficit and an accumulated deficit. Existing allocations are inherited from the antecedent Faculties, and are not specifically related to any level of academic activity.

Milestones	Process
<p>LA&PS Strategic Planning Framework (January 2010)</p> <p>Ensured that all planning work is grounded in collegially-agreed principles.</p>	<p>The Dean's Strategic Planning Working Group was struck, comprised of the decanal team, the academic unit heads, college masters, and the Executive Director of Strategic Planning. The Working Group met thirteen times throughout Fall 2009 and built a consensus around 29 key principles. The Framework was more widely discussed in two Faculty-wide townhall sessions, and later approved by APPC and Faculty Council.</p>
<p>2010-2020 LA&PS Strategic Plan: Making Choices for our Future (June 2010)</p> <p>Articulated, 29 principles, and 142 recommendations for the Faculty, clustered along five strategic objectives/themes:</p> <ul style="list-style-type: none"> • Student engagement; • Faculty renewal & engagement; • Programming; • Internationalization & community engagement; • Resources. 	<p>The high-level principles now agreed-upon, it was important to better understand the on-the-ground reality of the Faculty. To that end, the Dean and his team embarked on an epic 35-day tour of every school, department and college in the Faculty, meeting over 1000 professors, students, and staff in the process.</p> <p>This experience was invaluable in extending the 29 principles into 142 actionable and practical recommendations. The Dean wrote the Strategic Plan, and the Executive Director, Strategic Planning, in consultation with each unit head, developed individual strategic profiles for each unit, to provide both a particular and a universal framework to inform decision-making.</p> <p>The Strategic Plan and its accompanying unit profiles were then presented to APPC and Faculty Council.</p>
<p>Implementation Documents (June 2011)</p> <p>These are designed to move from principles and broad intentions/recommendations to more specific and practical measures to be taken over the coming decade.</p>	<p>This administrative exercise was led by the decanal team and senior CPM staff, who drew on their expertise to find ways and means of realizing the Strategic Plan's recommendations.</p> <p>Some Implementation Documents required extensive consultation with academic units (such as faculty complement planning, which required 78 hours of meetings), others will require detailed future work (such as the space plan, for which an architect will be hired on a contractual basis), while others were developed more directly by the responsible associate dean or CPM manager.</p> <p>The first of these Implementation Documents (faculty complement planning) was approved by APPC and presented to Faculty Council in March 2011. The remainder were presented to the Dean's Strategic Planning Working Group in March, April and May, and presented to APPC for approval in May 2011 and for presentation to Faculty Council in June 2011.</p>

Annual Reviews & Reports to Faculty Council

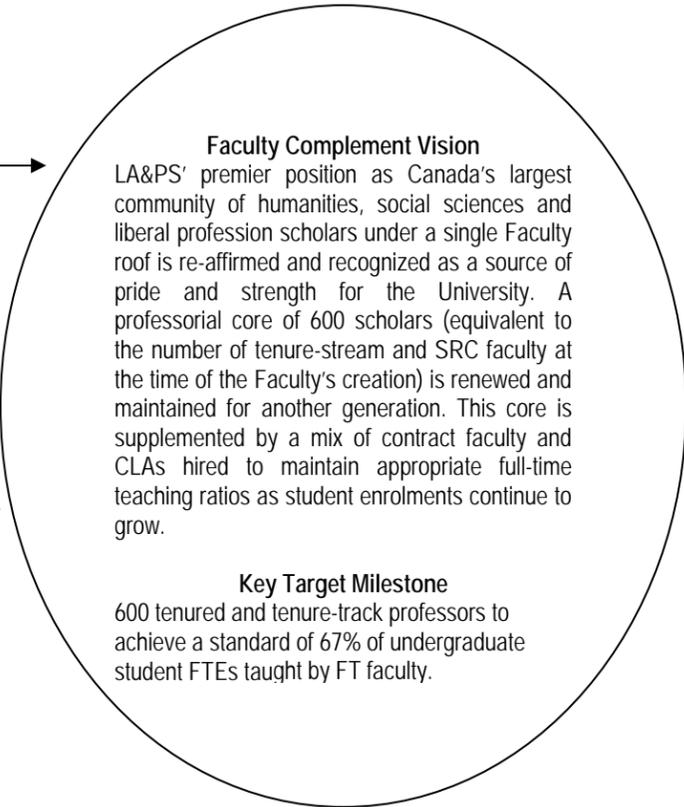
Each implementation plan is to be annually updated in light of evolving circumstances, and adjustments will be made as appropriate.

LA&PS Faculty Complement Implementation

Context & Rationale for Faculty Renewal	
The Pressure to Grow Enrolments	While admission standards will continue to rise, so too will the demand for student seats. The GTA will continue to be the Province's primary demographic growth region, especially amongst 18-24 year-olds. The cosmopolitan, multicultural spirit of the Keele campus, plus LA&PS' comprehensive portfolio of programs/disciplines, will place the Faculty at the forefront of a surge in student demand. In addition to societal/demographic pressures, there are also financial pressures to grow. The Faculty, as the University's financial and enrolment engine, will need to grow – and be healthy – in order to sustainably finance these challenges.
Faculty Attrition	While enrolments are growing, faculty ranks are thinning. Over a third (two hundred professors) of the faculty are projected to leave over the current decade, based on a very conservative retirement age of 69 – the proportion rises to over 40% if we assume a retirement age of 67.

Process	
Collegial Discussions (Principle 24)	48 meetings were held with the academic units in late 2010. Each unit (the Chair, typically accompanied by the GPD and UPD) met between two and four times with the Dean, the Associate Dean Programs, and the Executive Director, Strategic Planning, to review its outlook over the coming decade. After the individual meetings, the Dean, Chairs, Directors, and Masters met twice as a group in Winter 2011 to collegially review the results.

Factors Guiding Complement Planning	
Target Enrolments (Principle 27)	The need for full-time (FT) faculty varies proportionally with the size of the student body. Units with thousands of students will thus tend to need larger faculty complements than units with hundreds of students.
Targeted Full-time/Contract Faculty Ratios (Principle 27)	There should be a healthy mix of FT and contract faculty. A minimum of 60% FT faculty (as a % of undergraduate FTEs taught) is aimed, with a target of 67%. In contrast, the ratio was 49% in 2009-10.
Programming Needs (Principle 27)	Curricular and pedagogical considerations (such as class sizes, credit requirements, extent of graduate programming, and deployment of FT faculty in lower versus upper years) shape complement need.
Anticipated Faculty Retirements (Principle 27)	Faculty demographics, such as projected retirements, as well as other departures (resignations, denials of tenure, deaths) impact both future complement levels and hirings needed to attain these complement levels. The distribution of hiring, therefore, varied across departments/schools and was not a simple proration.
Teaching and Research Excellence, Uniqueness, or Special Community Relevance (Principle 27)	A key consideration was not to replace automatically every retiring scholar with another scholar with the same specialty. We will invest in areas of strength, in contrast to simply focusing on areas of basic coverage. Likewise, areas where York is unique, or responds to large scale needs from the local community, were factored as opportunities to differentiate York from other institutions.



		Current	In 2020
Students	Ugrad FTEs	20,928	23,000
	Majors 1&2	24,179	26,000
Instruction	Ugrad FCEs	1,783	1,630
	Grad FCEs	212	201
	Total FCEs	1,995	1,826
	Ugrad class size	58	70
Faculty	FT Ratio	49%	67%
	Complement	590	603
	Projected Departures		199+
	Hires		212+

Annual Reviews
Each unit and program's demographics, program design, and student enrolment outlook will be updated annually and faculty complement levels (and the hiring needed to attain them) will be updated accordingly.

Issues that Emerged from the Complement Planning Process	
Cross-Appointments (Principle 7)	20% and 33% appointments are counterproductive; despite counting towards the department's faculty complement, the incumbents have little visibility & presence in the unit, and are burdened with the service requirements of two or three units. Cross-appointment practices should be rationalized and simplified such that a professor should not be appointed to more than two departments, and an appointment will be of only two types; 100% or 50% (and perhaps, alternatively, 60/40 splits so long as we are on a 2.5 load).
Program Design Norms (Principles 14.3, 15.2 & 16.4)	We will aim to simplify and rationalize degree requirements, from 42 to 87 credits currently for honours majors, to 48 to 60 credits by 2020, with some exceptions granted for external accreditation-driven considerations. This would leave enough room within a 120 credit degree for students to take a major and a minor, fulfill their Gen Ed requirement, and take an elective or two. Recognizing that 4000-level courses are resource intensive, programs will, under normal circumstances, assume that they are responsible for offering enough 4000-level courses to accommodate the needs of their students. With regard to class size, a range of 25 to 50 students per 4000-level section is to be implemented, but no specific range was determined at other levels.
Program Growth (Principle 14)	Existing programs that have grown without a parallel investment in FT faculty will either reduce their enrolment or receive more FT faculty, or both. New program proposals will be expected to more transparently reflect resource implications.
Graduate Teaching (Principle 14.5)	It is our view that most faculty should have access to graduate teaching, even if this means that no one can teach more than a half course per year or every two years. The Faculty also intends to guarantee a certain number of sections for each graduate program, to be filled by LA&PS faculty regardless of home unit.
General Education (Principle 17.5)	The Faculty is committed to Gen Ed, but has reservations about its delivery. Some issues that will need to be referred to the appropriate Faculty Council committee: <ol style="list-style-type: none"> <i>Double counting</i>, whereby some courses count as both Gen Ed credits and credits towards satisfying program requirements. In addition to undermining the breadth principle, this seems to unfairly advantage student recruitment for programs that also offer a Gen Ed course (or conversely, to penalize them with an enrolment growth that is not matched with the necessary faculty resources). <i>Delivery of Gen Ed courses</i>: There has been a proliferation of units that offer Gen Ed courses. Originally, these were offered by two units (Humanities and Social Science) but the list now includes ten departments, and this list has grown without the benefit of a clear guiding framework. A fair and equitable delivery model will need to be developed. <i>Differing regimes of Gen Ed requirements for differing degrees</i>: 24 credits are required on the BA side, and 18 for professional degrees. A common requirement across all the Faculty's offerings be advisable. Reviewing the distinctions between 6 credit v 9 credit, and Humanities v Social Sciences course categories may be advisable, as well as considering new distinctions.

Constraints	
Resource Constraint	The planned faculty complement level represents a balance between University/Faculty priorities and actual resources available. This balance may fluctuate over time. As part of the annual review, the Faculty will examine ways and means of mitigating class size growth, where resources permit.
Planning Constraints	Faculty complement planning is a statement of intentions at a given point in time. Circumstances may change.

Enhance the First-Year Experience	
Initiative	Action Items
Establish a First-Year Experience Advisory Committee	<ul style="list-style-type: none"> Selected representatives of the Colleges, Departments/Schools, student groups, Alumni, ACMAPS and Centre for Student Success (CSS) key staff to serve on the FYE Advisory Committee chaired by Associate Dean Students.
Enhance College Orientation Activities (Principle 5.1;5.2)	<ul style="list-style-type: none"> Colleges to hold orientation activities in College space. Colleges to partner with CSS and Departments/schools to provide program-based orientation. Orientation events to include activities scheduled to be accessible for mature and part-time students. LA&PS and colleges to explore the use of social media to build student communities pre- and at orientation (i.e. Founders College Class of 2012 Facebook Wall).
Implementation of Programs to support student transition	<ul style="list-style-type: none"> CSS to launch pre-orientation skills-development program for academically at-risk students. CSS to partner with ACMAPS to provide pre-orientation workshops for mature and part-time students.
Support retention of 1 st year students (Principle 5.1)	<ul style="list-style-type: none"> AD Students to partner with colleges to implement special program for Undeclared Majors (<i>Transitions</i> supported by AIF) Steps to Liberal Arts students to be paired with mentors upon admission. Colleges to partner with CSS and Departments/Schools to provide a program of co-curricular activities for First-year students. College Fellows' duties to include mentoring of 1st year students. New students with entrance GPA of 90% to join the <i>Dean's Circle of Student Scholars</i>, a program for outstanding new and continuing students. CSS will separately track retention patterns for mature and part-time students, and ensure that the retention support activities reach mature and part-time students.
Integrating new graduate	<ul style="list-style-type: none"> Each GPD is encouraged to organize a start-of-the-year mixer for new and returning graduate students and faculty members of the graduate program.

Support Student Success	
Initiative	Action Items
Ensure quality of student academic services (Principle 1.1)	<ul style="list-style-type: none"> Provide training and professional development opportunities for LA&PS staff in student services. Ensure regular communication between Departments/Schools and the central student services units (CSS, RO) Ensure clarity and consistency of information to students on LA& PS website. Review and improve processes related to petitions and complaints.
Enhance access to advising services (Principle 1.5)	<ul style="list-style-type: none"> Implement extended schedule and all-day booked appointments and walk-ins in the Centre for Student Success-Academic Advising Services. Provide Skype/MSN appointments for international and out of province students. Provide clear and consistent advising-related information on website. Offer online advising-related webinars for students. Implement Degree Progress Reports for all LA&PS programs by 2012.
Enhance student success programs (Principle 4.3)	<ul style="list-style-type: none"> Double number of students involved in the Faculty-wide Mentoring for Success and SOARING programs. Offer student success workshops both in person and online (webinars).
Enhance student peer mentoring (Principle 4.5)	<ul style="list-style-type: none"> Encourage senior graduate students to mentor new graduate students and undergraduate students. Expand the number of upper-year undergraduate students mentoring new undergraduate students.

LA&PS Student Experience Implementation



	Current	In 2020
LA&PS retention rate from year 1 to year 2 (direct entry students)	83.8%(2009)	85%
LA&PS Graduation rate after 6 yrs	67.4% (2004)	75%
% of students who are part-time students	19% (2009-10)	No max.
% of students who are mature students (25 years and above)	15%	No max.
Average Ugrad entering GPA	80%	82%
Student petitions per year	5,000	1,500

Creating a Student Success-focused Academic Culture	
Initiative	Action Items
Celebrate student academic achievements (Principle 4.4)	<ul style="list-style-type: none"> Profile outstanding undergraduate and graduate students on website. Publish Dean's honour roll. Departments/Schools to organize award receptions. Identify outstanding undergraduate and graduate students for external awards.
Solicit and Encourage Student Feedback (Principle 2.4)	<ul style="list-style-type: none"> LA&PS and SCOLAPS to promote active undergraduate student participation in course evaluations. Centre for Student Success (CSS) to annually survey student satisfaction with current programs and initiatives. LA&PS to offer incentives for participation in key surveys (i.e. NSEE)
Faculty-student interaction (Principle 3)	<ul style="list-style-type: none"> Departments/schools to encourage faculty involvement in co-curricular programming. College Fellows' duties to include participation in co-curricular activities. Colleges to invite graduate students to become <i>Junior Fellows</i>.
Defining Expectations (Principle 2.3)	<ul style="list-style-type: none"> AD Students to work with student groups and faculty to design a Faculty-wide 'contract' for undergraduate students that spells out what students have a right to expect and what can be expected from them.
Recognize faculty, TAs and staff for their commitment to Student Experience (Principle 4)	<ul style="list-style-type: none"> Establish Faculty-wide awards to recognize faculty, staff, and TAs for their commitment to enhancing the student experience in LA&PS Share positive stories of faculty and staff engagement. LA&PS to offer annual recognition event for committed faculty and staff.
Students & Research (Principle 8.4)	<ul style="list-style-type: none"> Match research positions with qualified students by developing a bulletin board posting where faculty can put up research description and graduate students can apply to faculty member. Create ways to increase undergraduate and graduate student participation in research & scholarship.

Enhancing Student Engagement Outside of Classroom	
Initiative	Action Items
Increase student participation in collegial governance and other forms of student engagement (Principle 1.3)	<ul style="list-style-type: none"> Promote the role of SCOLAPS, College Student Councils and student clubs. Create incentives for participation (i.e certificates of recognition; special recognition event). Explore ways and means of enhancing graduate student participation in the Faculty's governance.
Promoting and creating awareness of student club activities and resources (Principle 1.4)	<ul style="list-style-type: none"> LA&PS Council of Student Clubs to have an internal Facebook page for information sharing and networking purposes. Clubs to use social media to promote their events to student community. Colleges to facilitate access of affiliated clubs to College Space.
Enhance support to student clubs and individual student leaders (Principle 1.4)	<ul style="list-style-type: none"> Increase financial support for club activities or student initiatives. The Centre for Student Success (CSS) to partner with SC&LD to improve processes which apply to clubs. CSS to organize the annual Student Club Leadership Retreat.
Recognize and celebrate student engagement (Principle 4.4)	<ul style="list-style-type: none"> Increase number of awards to recognize student engagement and leadership outside of classroom. LA&PS to hold an annual event to celebrate student engagement, leadership and volunteerism. LA&PS to publish award recipients (website, newspaper).

Using Collegial Governance to Balance Teaching, Research, and Service	
Initiative	Action Items
Simplify cross-appointment practices (Principle 7)	<ul style="list-style-type: none"> To improve collegial governance, faculty members should not be appointed to more than two departments. To simplify teaching expectations, an appointment will be of only two types; 100% or 50% (60/40 splits so long as we are on a 2.5 load).
Service Expectations (Principles 7.1, 12.4 & 12.5)	<ul style="list-style-type: none"> Develop, in consultation with Chairs/Directors, a document that clearly defines service expectations for faculty members of all ranks. Connect this document to the broader goal of generating a larger and more diverse pool of faculty taking on service positions commensurate with their rank.
Teaching & Learning (Principles 8.6 & 11.6)	<ul style="list-style-type: none"> Support initiatives at the unit level for teaching development and idea sharing. Through the Faculty Committee on Teaching and Learning, develop practices of supporting teaching development and sharing ideas within units.
Unit Plans (Principles 7.1, 12.1, 12.2 & 12.3)	<ul style="list-style-type: none"> Develop, in consultation with the Associate Dean Programs, five-year plans outlining curriculum development for each academic unit with the objective of balancing teaching and research as well as the equitable distribution of undergraduate and graduate teaching.
Academic Leadership (Principle 11.1)	<ul style="list-style-type: none"> Develop workshops and provide meeting time for mentoring, orientation, peer sharing and support for Chairs/Directors, Masters, UPDs. Consider developing workshops for individuals thinking about seeking administrative positions.
Chairs & Directors (Principle 8.2)	<ul style="list-style-type: none"> Ensure clearly defined service expectations within units. Chairs/Directors are to communicate the expectation that faculty members are to attend departmental meetings, participate in committee meetings and have set office hours when teaching.
Colleges (Principle 11.5)	<ul style="list-style-type: none"> Chairs/Directors or delegates and College Masters to meet annually to plan activities for first year students. College Masters to attend a faculty meeting in each unit to be introduced and to brainstorm ways to work together. Units to appoint a contact person to work with the Colleges to ensure communication and collaboration for events.

Building a Collegial Culture	
Initiative	Action Items
Fostering Collegial Conversations (Principle 8.3)	<ul style="list-style-type: none"> Encourage the expectation that units will develop new and/or expand existing teaching and research seminars for colleagues to share their research and facilitate collaboration.
Enhancing Students' Collegial Experience (Principles 8.4 & 8.5)	<ul style="list-style-type: none"> Work with academic units to ensure that seminars and other professional development activities are open to students at the graduate and undergraduate level. Chairs/Directors and College Masters to meet annually to plan co-curricular activities for students.
Building Faculty Culture (Principle 9.4)	<ul style="list-style-type: none"> Create a space for faculty to congregate; faculty club. Organize celebrations for achievements. Encourage faculty members to be on campus more often.
Contract Faculty (Principle 13)	<ul style="list-style-type: none"> Ensure that units hold annual orientation sessions for new and continuing contract faculty. Ensure that academic contract administration workshops are held annually for Chairs/Directors and UPDs and staff. Encourage units to facilitate peer sharing among contract faculty. Ensure that units invite contract faculty to departmental events and ask for their participation. These events will include research seminars, celebrations and awards ceremonies. Chairs/Directors or delegates must read all contract faculty course evaluations and meet as needed to discuss concerns and/or commend good teaching.

LA&PS Faculty Experience Implementation



	Current	In 2020
Faculty FTEs (Tenure-stream & SRC)	590	603*
Faculty FTEs (CLA)	28	85
Faculty FTEs (Contract)	314	315
Women as % of faculty	47%	50%+/-
Women as % of full professors	40%	45-50%
Visible minorities as a % of 10-year TT hirings	23%	30%
Annual applications for merit	182	300
Annual applications for Faculty Council committees	8%	10%
Full professors as % of TS faculty.	21.6%	25%
% of TS faculty with PhDs	91%	95%

* Assumes an enrolment level of 22,000 – 25,000 graduate and undergraduate FTEs beyond which this doesn't hold.

Supporting Peer Review	
Initiative	Action Items
Merit (Principle 7.2)	<ul style="list-style-type: none"> Engage in Faculty-wide consultation with the goal of reaching consensus on the principles and expectations of merit, with the goal of improving the accessibility of merit.
Tenure and Promotion (Principle 7.2)	<ul style="list-style-type: none"> Hold regular orientation sessions for tenure and promotion candidates and pre-candidates. Document and review, on an annual basis, suggestions and feedback from the Candidacy and Tenure and Promotion review process to include in tenure and promotion orientation sessions. Organize an annual session for unit staff to review the preparation of tenure and promotion files.
Assessing Teaching (Principle 7.2)	<ul style="list-style-type: none"> Consider and review approaches to student and peer review of teaching, to better substantiate impressions of teaching excellence.
Awards for service, teaching and research (Principles 7.6 & 8.1)	<ul style="list-style-type: none"> Support collegial recognition through the development of effective communications- e.g. website announcements, brochures. Deepen the development of a culture of recognition within the Faculty through celebrations and social events.

Resources to Support Faculty Members	
Initiative	Action Items
Integrate Faculty Resources	<ul style="list-style-type: none"> To facilitate coordination, establish a Faculty Relations team to operate as the premier resource for issues relating to full-time and contract faculty hiring, T&P, merit, and other personnel matters.
Departmental/School Resources	<ul style="list-style-type: none"> Consider re-aligning staff resources within units to further support faculty research.
Equity & Diversity	<ul style="list-style-type: none"> Work through the Faculty Equity Committee to ensure that equity and diversity issues are integrated in all aspects of the Faculty portfolio.

Connecting and Engaging Faculty Throughout their Careers	
Initiative	Action Items
Recruitment & Hiring (Principles 7.3 & 11.3)	<ul style="list-style-type: none"> Start a dialogue with units concerning best practices for recruitment and hiring along with any necessary organizational and informational supports for hiring and recruitment. Develop clear expectations around hiring and recruitment at the Decanal and unit level.
Mentoring (Principle 7.5)	<ul style="list-style-type: none"> Develop a "culture of mentoring" within the Faculty, for all career levels. Further develop mentoring procedures for new/pre-tenure faculty. Develop assessment tools, including workshops, to determine the efficacy and impact of mentoring procedures.
New Faculty (Principles 7.3, 11.3 & 12.5)	<ul style="list-style-type: none"> Enact a policy stating that pre-tenure faculty will not be recruited into major administrative roles. Chairs/Directors will monitor new faculty members to ensure they are being integrated into the unit and provided with support as needed. Continue to hold regular workshops for new/pre-tenure faculty to assess the adequacy of existing information and resources and to develop strategies to address gaps or absences. Continue junior faculty listserv. Collect and disseminate best practices from units across the Faculty on welcoming new faculty and helping them with orientation.
Mid-Career Faculty (Principles 7, 8 & 9)	<ul style="list-style-type: none"> Chairs and Directors should support and encourage interested associate professors to seek promotion to professor.
Senior Faculty (Principles 7, 8 & 9)	<ul style="list-style-type: none"> Professors are expected to assume leadership responsibilities in Faculty/University governance and public discourse. Develop opportunities for retiring scholars to share their accumulated wisdom.
Retiring Faculty (Principle 7.4)	<ul style="list-style-type: none"> Develop retirement procedures in conjunction with Academic Employee Relations to assist faculty members in planning retirement – including information on status options Ensure, at the Faculty level, celebrations; mentoring opportunities; research/administration.

LA&PS Research Implementation



Research Intensity & Impact (RII) Index elements	2009-10	In 2020
Refereed publications	1250	1875
Conference presentations	200	300
Research collaborations	124	186
Honorific awards	23	34
Nominations for awards/fellowships	9	13
Post-docs & Visiting Scholars	12	18
Faculty co-sponsored research events	30	45
Tri-council Grants (applications)	100	150
Tri-council Grants (successful)	52	76
External, non-tricouncil grants	10	15

Attracting Talent & Building a Research Culture	
Initiative	Action Items
Enhance the Research Culture (Principle 10)	<ul style="list-style-type: none"> Create communication channels between local units, Dean's Office, & VPRI. Create research and scholarship awards for assistant, associate, full and contract faculty, including course releases for research-intensive faculty. Provide transparent and accountable research funding procedures and policies.
New Tenure-track Hires & Junior Faculty (Principle 7)	<ul style="list-style-type: none"> Each new tenure-track hire receives a research start-up fund. Each new hire gets some course release during the pre-candidacy years. Encourage retired faculty to make themselves available to junior faculty for counsel in areas of reviewing items such as conference papers, book chapters, grant. Continue to develop and monitor research and scholarship mentoring. Hold specific workshops for junior faculty on research skills.
Mid-Career & Senior Faculty (Principle 7)	<ul style="list-style-type: none"> Research and scholarship mentoring at all ranks. Provide research and scholarship workshops. Assist faculty in moving from associate to full professor rank.
Research Chairs (Principle 10)	<ul style="list-style-type: none"> Establish research chairs, to be filled by eminent scholars.
Post-Doctoral Fellows	<ul style="list-style-type: none"> Work with units to recruit high caliber post-docs. Access point, documentation, faculty orientation, office space and support to be located with new Faculty Affairs Office.
Visiting Scholars (Principle 22.6)	<ul style="list-style-type: none"> In addition to True Visitors (who attend York by invitation only), hold high profile campaigns to annually recruit one internationally renowned full professor, to stay as a 1-2 year senior CLA. Access point, documentation, faculty orientation, office space and support to be located with new Faculty Affairs Office.
Graduate Students (Principle 8.4)	<ul style="list-style-type: none"> Match research positions with qualified students by developing a bulletin board posting where faculty can put up research description and graduate students can apply to faculty member. Create ways to increase undergraduate and graduate student participation in research & scholarship.
More Research & Scholarly Events (Principle 10.3)	<ul style="list-style-type: none"> Increase units' and Dean's Office budget for speaker series, research colloquia and other internal activities to strengthen our research and scholarship culture (Principle 10.3). Enter into MOU with VP Research & Innovation as to matching funds for research events.

More Research Grants	
Initiative	Action Items
Align with SSHRC Priorities	<ul style="list-style-type: none"> Identify faculty whose research interests align with SSHRC priorities. Transition Co-PIs to PI status. Continue to increase the number of grant applications and successes.
Tri-Council Grants	<ul style="list-style-type: none"> Increase applications to SSHRC, NSERC and CIHR. Provide pre- and post award support in the form of administrative support, space and course releases.
Non Tri-Council Grants	<ul style="list-style-type: none"> With departmental help, we will develop a database of Non-Tri-Council grant sources (general and discipline-specific, government and private foundations) as a reference tool for faculty. Increase applications to and successes with Non-Tri-Council granting agencies.
Research-related teaching releases (Principle 10.5)	<ul style="list-style-type: none"> Develop and implement transparent and equitable protocols and guidelines for course releases. Faculty members receiving non-Tri-Council grants are to request course release funds at cost in grant applications.
Research Accounting & Budgeting (Principle 10.5)	<ul style="list-style-type: none"> Ensure open and transparent research budgets in the VPRI and Faculties. Develop a policy to support the open and transparent accounting and budgeting of overhead and indirect costs derived from external research grants.

Communicating & Promoting our Research Accomplishments	
Initiative	Action Items
Research Dissemination (Principle 10.2)	<ul style="list-style-type: none"> Increase support for individual faculty presentations at international scholarly conferences. The Faculty will maintain subventions to support academic and creative publications by its scholars.
More Prestigious External Awards for LA&PS Scholars	<ul style="list-style-type: none"> Create an LA&PS external awards committee, to proactively identify opportunities, potential faculty recipients, and to help support nominations/applications /candidacies. Continue to nominate individuals for awards. Nominate faculty for regional and national awards to build dossier for larger ones.
More Visible Institutional Links (Principle 22)	<ul style="list-style-type: none"> Increase York's participation on national and international research agencies and academic associations. Enhance cross-Faculty and international research collaborations.
Refine the University Web Site to Better Promote LA&PS Research & Scholarship (Principle 10.6)	<ul style="list-style-type: none"> Create more intuitive navigation links between the Faculty, its academic units, their undergraduate and graduate programs, and their faculty members' profiles. Enhance Faculty database. In addition to helping undergraduate and graduate student recruitment, this will help faculty (at York and elsewhere) to find researchers in the Faculty to work with. Create links to sub-pages providing details for each list: <ul style="list-style-type: none"> List/profiles of recently published books by faculty. List /snapshots of recently published articles and scholarly works by faculty. List/profiles of CRCs. List/profiles of Endowed Chairs. An updated list of Journal Editors and Association executives. List/profiles of Current Post-Doctoral Fellows. List/profiles of Visiting Professors. List of LA&PS Research Workshops, Funded Events and Series.
Becoming Media Savvy (Principle 8.1)	<ul style="list-style-type: none"> Study how ORUs and other Faculties promulgate their research findings in internal and external media, and replicate their best practices with Departments and Schools. Work with York Central Communications to develop a Media "Blue Book" (paper or virtual) to raise the media profile of our Scholars. Create a gift book profiling LA&PS scholars and their research accomplishments.

Research Administration – Building Capacity	
Initiative	Action Items
LA&PS Research Council	<ul style="list-style-type: none"> Developing "best practices" for mobilizing research at unit level. Develop unit level research inventories. Work with units to ensure that research remains an agenda item at unit level meetings. Respond to pan-university research initiatives.
Foster closer links with ORUs	<ul style="list-style-type: none"> Develop protocols for range of research activities – as articulated in VPRI report, for clusters, centres and institutes. Space plans to include space for ORUs and other research clusters to be located in units.
Research Space (Principle 28)	<ul style="list-style-type: none"> To make space support for research more transparent, the Associate Dean Research's Office will allocate space for research projects and initiatives in consultation with space management staff. An application process (with an on-line form) will be developed for space to be vetted by Associate Dean's Office.
Fund-raising for Research (Principle 10.4)	<ul style="list-style-type: none"> Work closely with units to understand research strengths and direction. Work with the York Foundation and Alumni Affairs to support research strengths.
Staff Support (Principle 10.1)	<ul style="list-style-type: none"> The Faculty will consider redeploying unit-level staff along functional lines, such as research support.

Program Design	
Initiative	Action Items
Restructure degree programs to foster a combination of breadth and concentration in students' degree studies. (Principles 16.1, 16.2, 17, & 18))	<ul style="list-style-type: none"> We will simplify and rationalize degree requirements in major programs. Honours majors should require between 48 and 60 credits, with very few exceptions for majors beholden to external accreditation. This will leave enough room within a 120 credit degree for students to take a major and a minor, fulfill their Gen Ed requirement, and take an elective or two. We will develop an increased number of "compressed" double majors—on the model of ENPR—that allow students in contiguous programs to manage what is tantamount to a double major in fewer credits. We will develop structured major/minor programs that will help bridge the ampersand dividing Liberal and Professional Studies To enhance student choice, we will ensure that every program area that offers an honours major will also offer a minor and work toward structures that better enable students to combine major and minor programs. We will properly recognize that some of our students need/want a 90-credit degree program, and (re)construct programs that are adapted to meet these needs and wants; We will maintain and further develop a coherent, rigorous, trackable set of certificate programs, in partnership, in part, with Continuing Ed. We will expand the number of online and web-assisted courses to give students different ways to access our programs.
Improve the graduating-year experience. (Principles 14.3, 15.2 & 16.4)	<ul style="list-style-type: none"> We will ensure that all programs assume responsibility for providing the 18 credits at the 4000-level that are required to graduate with an Honours degree. With regard to class size, a range of 25 to 50 students per 4000-level section is to be implemented, but no specific range was determined at other levels.
Develop effective partnerships between units, Faculties, & institutions (Principles 16.3, 17.4)	<ul style="list-style-type: none"> We will work to improve and clarify relations between the disciplinary and the inter/trans-disciplinary to ensure that our academic units may better understand and communicate their distinctiveness while at the same time recognizing those intellectual nodal points that are common ground We will encourage inter-Faculty curricular initiatives. The IDS/Engineering program is a good first step, but possibilities exist between DEM and Environmental Studies, between HESO and Health Policy, between WRIT and Science (and Schulich & Osgoode). We will maintain and further develop flexible and adaptable partnerships with the Colleges of Applied Arts & Technology that will allow students to benefit from what the two different kinds of institutions do best.

LA&PS Programs Implementation



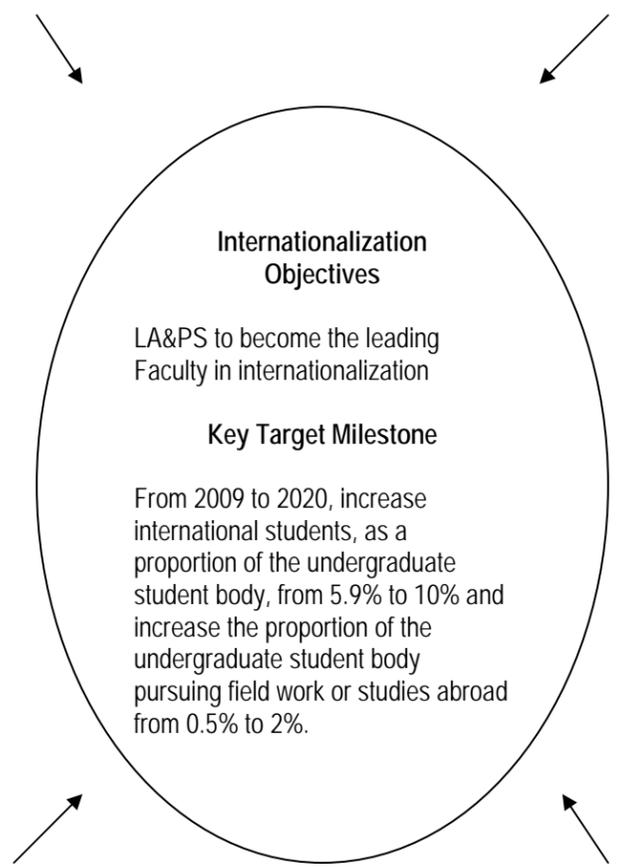
	Current	In 2020
Number of students in majors	22,600	23,000
Number of students in minors	970	2,500
% of students participating in course evaluations	23%	99%
% of students (heads) in honours programs	70%	75%
Undeclared majors	1,600	1,200
Number of programs (Ugrad)	69	75
Number of programs (Grad)	37	40
Number of undergraduate programs with fewer than 40 students.	22	15

Renewing General Education	
Initiative	Action Items
Review the practice of double counting Gen Ed credits (Principle 17.5)	Some courses count as both Gen Ed and major credits. This practice may undermine the Faculty's commitment to breadth and may unfairly advantage some programs in the matter of "in-program" student recruitment. At the same time, "gateway" courses may be the key factor in keeping some smaller programs alive. The Faculty will seek a principled and equitable solution to these issues.
Develop a rigorous but not strictured model of what a GenEd course is, and who is qualified to deliver it. (Principle 17.5)	There has been a proliferation of units that offer Gen Ed courses. Originally, these were offered by two units (Humanities and Social Science) but the list now includes ten departments, and this list has grown without the benefit of a clear guiding framework. A fair and equitable delivery model will be developed.
Review Gen Ed credit requirements (Principle 17.5)	24 Gen Ed credits are required in BA programs, and 18 for professional degrees. A common requirement across all the Faculty's offerings may be advisable.
Establish appropriate distinction and commonalities among GenEd course types (Principle 17.5)	Distinctions between 6 credit v 9 credit, Humanities v Social Sciences, and skills v breadth will be reviewed. Consideration will be given to the most effective ways of matching a determinate suite of critical skills with the teaching format in which it is most likely to flourish.

Program Mobility	
Initiative	Action Items
Align programs with the host departments and schools in which they will prosper (Principle 17.1)	<ul style="list-style-type: none"> Social Science Program Professional Writing ESL Linguistics Modes of Reasoning
Assess the suitability of converting some programs to autonomous administrative units (Principle 17.2)	<ul style="list-style-type: none"> Development of an assessment protocol that determines whether a program, or a related cluster of programs, meets prescribed departmental-status thresholds.

Evidencing Program Excellence	
Initiative	Action Items
Development of program quality standards (Principle 14.1)	<ul style="list-style-type: none"> Development of additional models and metrics that objectively document the quality of the Faculty's programs and of the teaching in these programs. Use of these metrics to a) help combat public perception of York and b) to inform unit requests that have resource implications.
Development of FT teaching standards (Principle 14.4)	<ul style="list-style-type: none"> Every undergraduate program will have a minimum of 60% of its FTEs taught by full-time faculty, with an aim of moving towards 67%.

LA&PS Internationalization Implementation



More International Students Come to LA&PS	
Initiative	Action Items
Increase the proportion of international students studying in LA&PS (Principles 22.1 & 22.2)	<ul style="list-style-type: none"> Work with the Recruitment Office and key faculty on recruitment strategies. Work to increase the numbers in the undergraduate programs from the 5.9% at the Faculty's inception to 10% over the next five years. Work with the Faculty of Graduate Studies to increase the number of international students enrolled in our graduate programs.
Increase the number of international students receiving York scholarships (Principle 22.3)	<ul style="list-style-type: none"> Provide scholarships for international students with demonstrated financial need and/or academic excellence. Develop criteria for scholarships based on financial need, academic standing and broader forms of demonstrated academic excellence. Form an committee to adjudicate applications.
Provide support for international students (Principle 22)	<ul style="list-style-type: none"> Launch a student peer mentoring program for first and second year international students. Coordinate support activities that facilitate the integration of international students, including academic advising and "life coaching". Ensure that ongoing ESL supports necessary for some of our international students are in place and appropriately funded; Work closely with YUELI. Seek to ensure that we have the capacity to address English language proficiency needs for conditionally-admitted LA&PS international students. Explore learning and living opportunities from outreach initiatives to local communities sharing cultural backgrounds with the Faculty's international students.

Providing More Global Experiences For Our Students	
Initiative	Action Items
Increase the number of students going abroad for academic exchanges and/or field work (Principle 19.5)	<ul style="list-style-type: none"> Conduct a survey to determine student interest in studying abroad. Work collaboratively with campus partners including York International to discuss study and work abroad and other forms of student exchanges and internships; create new opportunities; advertise these widely to our student body. Provide scholarships for our students who need financial assistance to study or participate in field courses abroad as part of their academic programs. Work closely with other campus and community partners to provide local/global experiences.
Co-curricular events - foster and enhance cultural understandings, dialogue and global understandings (Principles 19 & 21)	<ul style="list-style-type: none"> Host annual lectures e.g. Noor/York, Vico, Hellenic Lectures to engage faculty/student dialogue on global issues; ensure alumni and community presence. Provide an annual forum for presentations featuring students on exchange at York, students returning from an exchange or field work abroad, and international students. Continue to build bridges with our constituent local communities, jointly organizing programs of mutual interest both on and off the campus. Collaborate with York International to establish clearly defined protocols and criteria for initiating collaborative teaching exchanges and course offerings in other parts of the world. Provide ad hoc funding for students to present papers on international topics.

Creating a Physical Home for Internationalism	
Initiative	Action Items
Creating an inviting space for international students and visiting faculty (Principle 19.3)	<ul style="list-style-type: none"> 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. Continued participation in York International's Working Group on Community Engagement.

	2010-11	In 2020
International students in LA&PS (*2008-09 FTEs)	5.9%*	10%
Number of LA&PS students involved in York International Program -YIP	25	200
Number of LA&PS students involved in course-credit study abroad -YIMA	57	150
Number of LA&PS students involved in exchanges or field work abroad	125	500
Number of int'l collaborative or internationally oriented faculty research programs	291	400

Internationalizing Research & Teaching	
Initiative	Action Items
International conferences (Principle 10.2)	<ul style="list-style-type: none"> Establish a fund to support LA&PS faculty and graduate students attending and presenting papers at international conferences and other events (outside of North America); develop criteria to administer the funds.
Globalizing curricula (Principle 21.1)	<ul style="list-style-type: none"> Encourage professors to include, to the extent possible, global topics and materials that reflect diverse sources of knowledge in introductory and general education courses with the aim of recognizing links between global and local. Expand the Faculty's suite of iBA programs.
Teaching collaborations (Principle 21)	<ul style="list-style-type: none"> The Faculty and its partner institutions mutually help modernize their curricula, and share classes via technologically-enabled media.
Research collaborations (Principle 22.6)	<ul style="list-style-type: none"> Establish seed money for faculty international initiatives including: scholarly collaborations, inter-institutional partnerships, co-supervisory activities or other less formal arrangements. Integrate an international dimension into research and teaching.
Diversity and equity (Principle 19.4)	<ul style="list-style-type: none"> Work to ensure that our faculty and staff reflect the diversity of the student body and Canadian society in the 21st century. Illustrate how Internationalization will contribute to promoting, increasing, supporting and valuing diversity and equity.

Visiting Professors	
Initiative	Action Items
Visiting scholars (Principle 22.6)	<ul style="list-style-type: none"> Organize opportunities/events to meet and greet visiting faculty/scholars including true visitors and post-doctoral students. Facilitate international research collaboration including the provision of temporary office space for visiting scholars from abroad. Continue representing York at the Scholars At Risk Network, and bringing international scholars to York for short-term teaching or lectures.
York Scholars visiting abroad (Principle 22)	<ul style="list-style-type: none"> Provide administrative support to identify Visitorship opportunities for faculty, and to facilitate visits to other institutions. Provide releases for faculty on Visitorships.

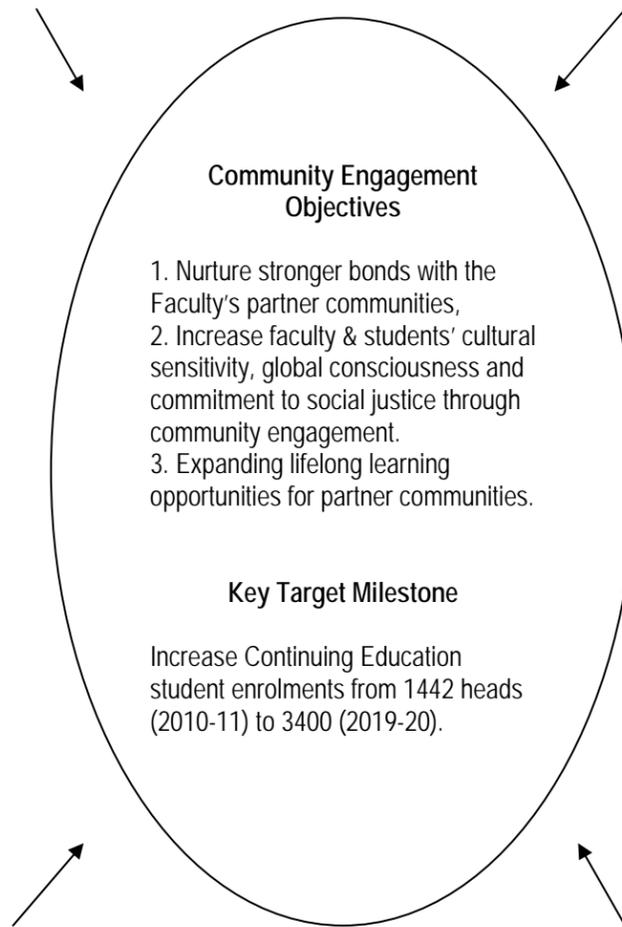
Communication, Administration & Governance	
Initiative	Action Items
Celebrate international achievements (Principle 22.7)	<ul style="list-style-type: none"> Celebrate and communicate to the public the full range of our international activities at the student, professorial and institutional levels. Prepare and disseminate an annual Faculty report on international activities.
Widen our support networks (Principle 22.8)	<ul style="list-style-type: none"> Establish a LA&PS International Advisory Board, which includes members of the faculty, alumni and current students. Make contacts with local community groups and alumni abroad to enhance our international academic activities.
Enhance our Web Presence (Principle 22.7)	<ul style="list-style-type: none"> Create a website on International with fields for: faculty collaborations; statistics on international students; student exchanges; study abroad programs; unit initiatives; visiting scholars; support for international and local students; achievements; testimonials from students, faculty, host partners, etc.
Unit support (Principle 22.7)	<ul style="list-style-type: none"> Chairs/Directors to appoint a contact person to collect information on international activities (e.g. research collaborations, visiting scholars); to be recognized as service; disseminate the findings on the International website. Unit contacts to meet bi-monthly with Associate Dean/International/coordinator Establish a fund for unit or program-specific supports in those units which have large numbers of international student enrolments.

In Red: Key initiatives funded from revenues generated by international enrolment growth.

Community-engaged scholarship: Restoring faculty members' role as engaged public intellectuals	
Initiative	Action Items
Promote faculty members' efforts to intellectually engage society (Principle 20)	Professors disseminate their scholarship to three audiences: students, peers, and the broader public. <ul style="list-style-type: none"> The Communications and Research Offices will support faculty outreach to the broader public by facilitating public speaking engagements, media interviews/appearances, and publishing mass market books and feature articles.
Become Media Savvy (Principle 8.1)	<ul style="list-style-type: none"> Study how ORUs and other Faculties promulgate their research findings in internal and external media, and replicate their best practices with Departments and Schools. Work with York Central Communications to develop a Media "Blue Book" (paper or virtual) to raise the media profile of our Scholars. Create a gift book profiling LA&PS scholars and their research accomplishments.
Public & Community Service (Principle 20)	<ul style="list-style-type: none"> The Faculty will encourage and acknowledge the public and community service of its faculty members.
Promote the Faculty's community-based projects and educational activities (Principle 20.3)	<ul style="list-style-type: none"> LA&PS web site will list faculty members' updated local-global activities. Encourage more faculty to get involved in such outreach initiatives as the <i>York-TD Community Centre</i>, the <i>Knowledge Mobilization Unit</i>, and the <i>Markham Convergence Centre</i>.
Peer review & community-based academic accomplishments (Principle 20.4)	<ul style="list-style-type: none"> Work to ensure that peer review of faculty performance appropriately recognizes community-based academic activities. Work with the Community Engagement Scholarship (CES) committee to determine guidelines for community-based scholarship.

Bringing the community into the classroom through enhanced Experiential Education (EE)	
Initiative	Action Items
Encourage more programs to build EE into their curriculum. (Principle 20.1)	<ul style="list-style-type: none"> By 2013 increase funds available to expand experiential learning, such as internships, work placements, service to the community and attending community-focused events. Create a database of EE offerings by canvassing programs. Create a website presence for EE on the LA&PS site. Create a Faculty-wide policy on whether and how EE events are counted for credit. Use the <i>Shoreham School</i> placements as a best practice to model new EE initiatives. Work with alumni networks to develop new EE linkages for programs.
Increase student participation in EE activities (Principle 20.2)	<ul style="list-style-type: none"> Increase the number of students participating in Experiential Education activities, using 2009-2010 as a base year.

LA&PS Community Engagement Implementation

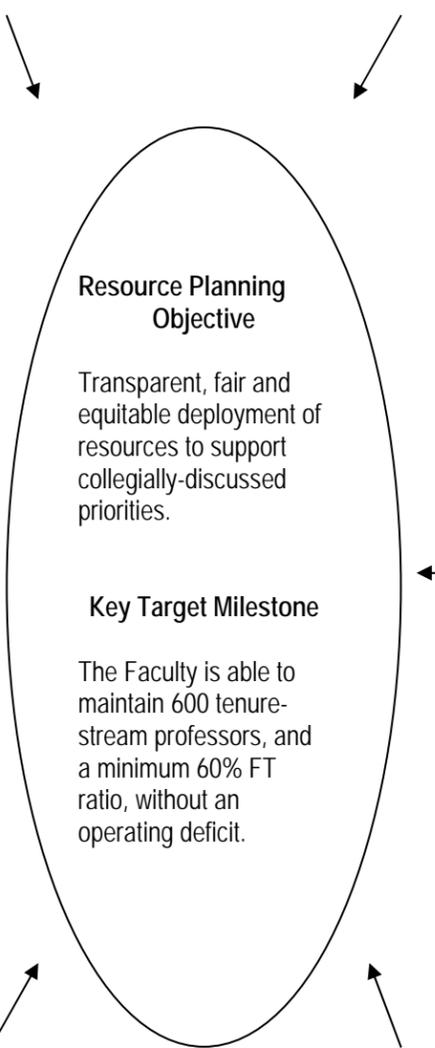


	Current	In 2020
Media appearances by faculty members	376	500
Community Engagements	82	95
EE: students participating in Community-Based Leadership projects(2009-10)	2500	5000
Internationally Educated Professional Bridging Programs	2	5
Continuing Ed: number of programs	5	12
Continuing Ed: number of courses	42	99
Continuing Ed: number of students	1442	3400
Continuing Ed: financial surplus	\$0.0M	\$1.0M

Expanding International Bridging & Continuing Education Programs	
Initiative	Action Items
Expand bridging programs for Internationally-educated Professionals (IEPs) (Principle 23)	<ul style="list-style-type: none"> Using 2009-2010 as a base year, maintain or grow enrolment in the Faculty's bridging programs for Internationally-educated Professionals (IEPs). Create, where feasible, new IEP programs Ensure process to ensure sustainability for existing programs.
Establish a Continuing Education Advisory Board. (Principle 23.2)	<ul style="list-style-type: none"> Establishment of a Continuing Education Advisory Board consisting of selected professors, alumni and members of the communities that we serve. The Board will ensure that courses and other continuing education programs are reviewed in a timely manner.
Expand the choice of subjects, both online and in the classroom, offered through Continuing Education (Principle 23.3)	<ul style="list-style-type: none"> Conduct research on community needs and work with relevant units to develop non-credit, certificate and professional development courses. Develop a revenue-sharing model for collaborative projects between Continuing Education and academic units in LA&PS. Double the number of courses offered through Continuing Education.
Enhance the portability of Continuing Education courses (Principle 23.1)	<ul style="list-style-type: none"> Design some courses to be for-credit courses; consider existing courses for degree credit as well.
Build Continuing Ed's popular appeal (Principle 23.1)	<ul style="list-style-type: none"> Double Continuing Ed student enrolments.

Enhance the Faculty's Role in Cultural Communities	
Initiative	Action Items
Enhance the Faculty's institutional profile on key societal discourses. (Principle 21)	<ul style="list-style-type: none"> Establish chairships, centres and lecture series on interdisciplinary topics of the age, in the same vein as the Noor lecture series, the Centre for Jewish Studies, the Schiff Chair in Canadian Jewry, and the Islamic Studies Centre. Work with our alumni network to help identify and realize new opportunities.
Maintain York & LA&PS visibility in ethnic community media and social/intellectual life. (Principle 20)	<ul style="list-style-type: none"> Monitor community media. Host lectures and other co-curricular events of interest, and advertize them in community media. Advertize award winners within each community. Ensure that York and the Faculty are represented at key community organized events.
Outreach to increase University participation in traditionally-under-represented ethno-cultural communities. (Principle 20)	<ul style="list-style-type: none"> Build and maintain active relationships with ethno-cultural community organizations. Create new opportunities, such as fellowships, chairs, student awards, to make the Faculty more accessible to ethno-cultural communities. Make the campus more accessible by organizing campus visits/open houses for selected high schools. Work with ethno-cultural student clubs and alumni networks to identify and develop opportunities.

LA&PS Resource Implementation



Communications: Improve and Increase LA&PS' Visibility, Reputation & Community Awareness	
Initiative	Action Items
Website improvements	<ul style="list-style-type: none"> User control for basic content within an integrated, robust, fixed and consistent framework. Make Research opportunities and successes more prominent. Make international engagement and opportunities prominent. Integrate information from departments, program, registrar, calendar, courses, recruitment, etc Search engine optimization for increased ranking in critical areas. Full accessibility for mobile-devices and persons with disabilities. Create effective online content management systems where users provide information that is narrowcasted.
Social Media Integration	<ul style="list-style-type: none"> Develop a suite of social media options to foster and incorporate regular two-way communications with local and global communities. Use text, video, audio and multimedia to promote and personalize programs, with profiles of students, alumni, researchers, research, etc.
Enhance Print Materials	<ul style="list-style-type: none"> Produce Faculty publication(s) covering LA&PS profiles, news and event coverage. Produce elegant materials for units to evoke and build pride and promote understanding of programs, faculty and research.
Event Production & Staging	<ul style="list-style-type: none"> Assist with departmental event promotion and production. Finesse processes for staging, branding and producing events with versatile, but standardized event management. Create and promulgate options for recording, distribution and publicity. Develop Faculty-level event-management protocols that blend consistency with local uniqueness.
Media Visibility Enhancement	<ul style="list-style-type: none"> Actively assist in the promotion of faculty visibility across a range of mass media. Ensure faculty who are expert in specific areas and who wish to have the visibility are accessible to media through a searchable online profile system.

Finance & Budgeting	
Initiative	Action Items
Contribution-Based Model of the Faculty Budget (Principles 24, 25)	<ul style="list-style-type: none"> Develop a model of the Faculty budget that, among other considerations, will more transparently reflect the level of revenue generated by and expenses incurred by each department. Extend the model to the program level as feasible and applicable.
Forecasting Model for the Faculty (Principles 24, 25)	<ul style="list-style-type: none"> Develop a forecasting tool for the Faculty that will allow for quick and easy modeling of changes in FTEs, class sizes, teaching resources, staff resources. Integrate this model with the Budget Model.
International Student Fee Allocation Model (Principles 24, 25)	<ul style="list-style-type: none"> Develop a model to determine how international student fee revenues will be allocated to best support the Faculty's internationalization agenda.
Provide Expertise	<ul style="list-style-type: none"> Document Faculty-specific financial policies and procedures and make these available through the Faculty website. Provide adequate training in financial matters to be delivered to all departments in the Faculty.
Transparency & Accountability (Principle 24)	<ul style="list-style-type: none"> Present the status of the Budget at least annually at Faculty Council, and present the Budget and related statistics on the Faculty's web site.

	Current	In 2020
Coms: LA&PS YouTube channels	1	21
Coms: LA&PS promotional videos	100	500
Finance: LA&PS accumulated deficit	\$10.4M	\$0.0M
IT: Fully online/hybrid courses	123	500
IT: Annual number of hits (top) and unique visitors (bottom) on the Faculty's web site	682,000 517,000	750,000 600,000
Staff: Staff FTEs	259	270
Space: square meters per student FTE	1.3	1.4

IT	
Initiative	Action Items
Infrastructure and common elements (Principles 1& 28)	<ul style="list-style-type: none"> <i>Student Teaching/Drop-in Lab Resources:</i> Adopt a 5-year replacement model for computer lab equipment. <i>Administrative computing:</i> Ensure that staff and faculty in admin roles are equipped with tools and training necessary for their work. <i>File and print services:</i> Review key admin processes (HR and Finance as test cases) and find efficiencies in workflow and records management. Pilot the use of new photocopying/printing/fax/scan "all-in-one" equipment. <i>Workgroup support:</i> Develop and promote use of remote computer management tools; use reporting tools in new ticket system to improve service turn-around time.
Online and Distance Education (Principles 4, 6, 28)	<ul style="list-style-type: none"> <i>Expanding online program choices:</i> Convert 40 courses per year into fully online/hybrid course offerings. <i>Alignment of online support:</i> Commitment to seamless, integrated and transparent support to our faculty body engaged in online activities. <i>Common technologies:</i> Harmonize online teaching technologies with those of UIT; adopt a singular LMS (Moodle), convert all WebCT courses to Moodle, develop and use standard templates. <i>Virtual Learning Environment (VLE):</i> collaborate with UIT on integration of disparate eLearning technologies.
Governance (Principle 24)	<ul style="list-style-type: none"> <i>Advisory Body:</i> Develop a Faculty IT advisory body; committee to serve as a forum to discuss IT-related issues and integrate eServices, academic and admin units, and other Faculty users in the same venue.

Non-Academic Staffing	
Initiative	Action Items
Develop guidelines and standards for staffing levels (Principles 24, 28)	<ul style="list-style-type: none"> Develop guidelines for standard departmental structures including job titles and position duties to accommodate exceptions for unique departmental requirements. Develop service standards such as minimum ratios of FTEs to staff, faculty complement to staff. Communicate these guidelines and measurements widely throughout the Faculty.
Review current operations (Principle 28)	<ul style="list-style-type: none"> Conduct departmental reviews of all academic and non-academic departments to ensure that structure and job titles and duties are properly aligned to support the academic mission.
Span of control (Principle 28)	<ul style="list-style-type: none"> Review Faculty organizational structure to optimize the span of control for CPM managers.
Training and Development (Principle 28)	<ul style="list-style-type: none"> Develop career path for all staff roles in the Faculty. Develop training and development framework to enable staff to be able to progress along their chosen path. Develop succession plans to ensure operational continuity. Develop opportunities for secondment and temporary promotions to give staff expanded job experience.
Recruitment & Recognition (Principle 28)	<ul style="list-style-type: none"> Streamline and shorten the recruiting process. Enhance staff recognition through awards, lunches, and ceremonies. Recruitment and awards should support a culture of respect and collaboration within the Faculty.

Space	
Initiative	Action Items
Unit-by-Unit Reviews (Principle 26)	<ul style="list-style-type: none"> Inventory of current space, followed by a determination of needs in 2020 based on forecast size of the student body, the faculty complement (tenure-stream, contract), the staff complement, seminar rooms, faculty and student lounges, space for research, and student club spaces. Calculate gap between current and future resources. This may suggest upgrading the existing venue or relocating to a new venue. Every academic unit is to have appropriate and contiguous space that attends to aesthetics.
Building-by-Building Reviews (Principle 26)	<ul style="list-style-type: none"> Inventory of current and anticipated University space resources in selected buildings. Assessment of the optimal bundling of units: For each building that the Faculty uses, what is the best combination of units to house in it? Each unit should be consolidated in a single building. Units sharing a building should complement each other, in terms of building a shared community of interest. These commonly-themed units should in turn be serviced by a college, located in the same building. Security considerations to be taken into account when identifying venues: which units are more vulnerable due to their demographics, class schedules, or other factors?

Faculty Profile

		STUDENTS - Heads					STUDENTS - FTEs				STU	INSTRUCTION					FACULTY					STAFF	RATIOS			
		Majors 1&2 (2010-11 prelim)	Minors (2010-11 prelim)	MA students (2010-11 prelim)	PhD students (2010-11 prelim)	Total heads - excludes minors (2010-11 prelim)	Ugrad FTEs (2010-11 prelim)	MA FTEs (2010-11 prelim)	PhD FTEs (2010-11 prelim)	Total FTEs (2010-11 prelim)	Average entering 101 GPAs (2010-11 prelim)	Ugrad FCEs (2010-11 prelim)	Grad FCEs (2010-11 prelim)	Total FCEs (2010-11 prelim)	Ugrad Class Size -all levels (2010-11 prelim)	Ugrad FT Ratio (2009- 10)	TS faculty FTEs (July 2010)	SRC faculty FTEs (July 2010)	CLA FTEs (July 2010)	Contract faculty FTEs (2010- 11 prelim)	Total Faculty FTEs (2010- 11 prelim)	Staff FTEs (2010-11 prelim)	UG FTEs per FT faculty FTE (2010-11 prelim)	UG FTEs per Staff FTE (2010-11 prelim)	Faculty FTEs per Staff FTE (2010-11 prelim)	
Schools & Depts	ADMS	3,240	23	73	0	3,313	3,607.4	41.9	0.0	3,649.3	85%	284.0	7.0	291.0	63.5	40.9%	53.4	0.7	3.0	65.1	122.2	14.0	64.0	257.7	8.7	
	Anthropology	284	46	29	38	351	519.1	20.8	34.0	573.9	79%	41.5	6.0	47.5	62.5	47.5%	18.5	0.0	0.0	6.9	25.5	3.0	28.0	173.0	8.5	
	Comm Studies	922	0	68	66	1,056	652.3	46.3	57.8	756.4	80%	32.0	0.0	32.0	101.9	72.6%	11.0	1.0	1.0	4.2	17.2	3.5	54.4	186.4	4.9	
	Economics	2,108	11	43	22	2,173	1,701.4	42.3	21.0	1,764.7	82%	83.5	15.0	98.5	101.9	53.6%	38.3	0.0	0.0	9.5	47.8	10.0	44.4	170.1	4.8	
	English	2,121	211	23	57	2,201	1,178.8	19.1	51.2	1,249.1	82%	135.0	11.5	146.5	43.7	65.1%	38.6	4.5	1.5	17.6	62.2	9.0	29.4	131.0	6.9	
	Equity Studies	574	16	0	0	574	768.0	0.0	0.0	768.0	82%	62.0	0.0	62.0	61.9	37.5%	10.8	0.3	1.4	12.0	24.5	3.0	63.0	256.0	8.2	
	French Studies	244	108	0	0	244	254.5	0.0	0.0	254.5	79%	51.0	2.0	53.0	25.0	53.2%	17.0	0.0	1.0	7.8	25.8	3.0	14.1	84.8	8.6	
	Geography	442	142	27	41	510	626.9	19.7	35.5	682.1	77%	49.0	7.0	56.0	64.0	48.1%	19.3	1.0	0.0	9.2	29.5	9.9	32.5	63.5	3.0	
	History	1,310	166	33	105	1,448	889.4	24.4	91.6	1,005.4	82%	89.0	18.0	107.0	50.0	76.5%	42.9	0.0	1.0	9.5	53.4	6.6	20.3	134.8	8.1	
	HR Management	944	0	73	7	1,024	644.6	29.9	6.7	681.2	79%	44.0	9.0	53.0	73.2	32.2%	12.0	0.0	1.0	12.5	25.5	5.0	49.6	128.9	5.1	
	Humanities	1,465	94	22	61	1,548	3,112.4	15.4	55.7	3,183.5	81%	200.5	12.0	212.5	77.6	38.3%	49.1	1.5	3.0	43.0	96.6	10.0	59.7	311.2	9.7	
	ITEC	551	2	16	0	567	213.7	5.2	0.0	218.9	78%	26.5	3.0	29.5	40.3	65.1%	11.8	0.0	0.0	2.8	14.6	3.0	18.1	71.2	4.9	
	LLL	344	73	22	15	381	1,295.7	16.2	14.0	1,325.9	76%	209.0	6.0	215.0	31.0	46.9%	41.9	0.6	4.5	44.3	91.3	4.0	27.9	323.9	22.8	
	Philosophy	554	71	9	49	612	699.9	6.9	44.5	751.3	86%	52.0	8.5	60.5	67.3	46.8%	20.2	0.5	1.0	8.0	29.7	5.0	33.0	140.0	5.9	
	Political Science	1,369	94	70	123	1,562	944.7	47.8	117.6	1,110.1	80%	86.5	27.0	113.5	54.6	59.6%	48.0	0.0	0.4	12.2	60.6	9.0	19.5	105.0	6.7	
	PPA	580	0	95	0	675	259.3	25.9	0.0	285.2	80%	33.5	9.5	43.0	38.7	35.7%	10.0	0.0	0.2	8.6	18.8	4.0	25.4	64.8	4.7	
	Social Science	3,355	70	62	4	3,421	2,423.7	45.4	2.0	2,471.1	82%	136.5	6.0	142.5	88.8	60.3%	50.5	2.0	5.5	13.3	71.3	15.5	43.3	156.4	4.6	
	Social Work	516	0	130	12	658	314.1	94.9	10.7	419.7	83%	40.0	31.5	71.5	39.3	46.9%	17.8	0.0	3.0	7.8	28.6	10.0	15.1	31.4	2.9	
	Sociology	2,552	110	38	89	2,679	1,218.6	27.8	75.6	1,322.0	80%	105.5	16.5	122.0	57.8	36.2%	41.7	1.0	3.5	15.7	61.9	9.2	27.0	132.5	6.7	
	Women's Studies	157	41	23	57	237	297.8	16.4	49.9	364.1	81%	27.0	5.5	32.5	55.1	73.5%	12.3	0.0	1.0	2.5	15.8	4.0	22.3	74.4	4.0	
	Writing	0	0	0	0	0	57.8	0.0	0.0	57.8	NA	11.0	0.0	11.0	26.3	78.5%	6.2	5.4	0.0	1.8	13.4	3.0	9.3	19.3	4.5	
	Other- ComCult, SPT, Indep, YCAR				63	84	147	11.3	38.1	74.4	123.8		3.5	11.0	14.5	16.1										
	Undecided major	1,494				1,494					80%															
Adjust for major 2s	-999				-999																					
Certificate/non-degree students	892				892																					
TOTAL	25,019	1,278	919	830	26,768	21,691.3	584.4	742.2	23,017.9	80%	1,802.5	212.0	2,014.5	60.2	49.5%	571.3	18.5	32.0	314.4	936.1	143.7	36.0	151.0	6.5		
Colleges	Founders College																								3.0	
	Vanier College																									3.0
	MacLaughlin College																									4.0
	New College																									3.0
Service & Admin	Dean's Office																									43.0
	Student Success Ctr																									25.0
	eServices																									18.0
	Multi-Language Ctr																									3.0
	IEP Bridging Prog																									5.0
	Continuing Ed																									8.0
LA&PS TOTAL	25,019	1,278	919	830	26,768	21,691.3	584.4	742.2	23,017.9	80.0%	1,802.5	212.0	2,014.5	60.2	49.5%	571	18.5	32.0	314.4	936.1	258.7	36.0	83.9	3.6		
Other Faculties	23,330	725	3,301	1,022	27,653	21,497.6	2,276.2	875.4	24,649.2	82.5%	2,329.5	568.1	2,897.6	46.1	44.6%	786.0	10.5	50.0	669.7	1,505.7	632.0	25.7	34.0	2.4		
York TOTAL	48,349	2,003	4,220	1,852	54,421	43,188.8	2,860.6	1,617.6	47,667.0	81.2%	4,132.0	780.1	4,912.1	52.3	47.1%	1,357.3	29.0	82.0	984.0	2,441.8	890.7	30.0	48.5	2.7		