

The Strategic Planning Framework

for the

Faculty of Liberal Arts & Professional Studies

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

Colour key:

Research amendments

Graduate v undergraduate amendments

Amendments related to full-time faculty

Role of colleges amendments

General & other amendments

Part One: Background

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

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

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

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

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

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

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

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

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

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

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

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

Part Three: Strategic Goals and Guiding Principles of the Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part Four: Next Steps

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a) Faculty members are expected to engage in teaching, research and service, as appropriate to the category & streams of their appointment, understanding that the balance amongst these may vary at different stages in an individual's career.

- b) All three aspects will be taken into account as appropriate to the category & streams of Faculty members' appointment, in the assessment of such matters as merit and tenure and promotion.
- c) The Faculty will encourage the development of appropriate standards to assess teaching, research and service.
- d) The Faculty will encourage the development of appropriate supports for promoting scholarship and research and integrating it in undergraduate and graduate education.

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

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

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

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

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

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

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

- a) Chairs/Directors/Masters are expected to promote collegial governance which includes engaging in unit, Faculty, and University-level service.
- b) Chairs/Directors/Masters should provide leadership for instructors, students and staff to promote and facilitate respectful collegial relations.
- c) Chairs/Directors/Masters should be in frequent contact with students, staff, faculty and other York community members.

- d) Chairs/Directors/Masters should foster a climate of respect and collegiality in every aspect of the work of the department/school/college.
- e) College Masters should meet regularly with new Fellows and ensure that they are well integrated in the life of the College.
- f) Chairs/Directors should meet regularly with new faculty and ensure that they are properly mentored.
- g) Chairs/Directors are responsible for encouraging, supporting and facilitating professional development for faculty and staff.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a) The Faculty recognizes and values the essential role played by its support staff.
- b) The Faculty should prepare a long-term support staff plan which reflects its strategic priorities.
- c) Taking strategic priorities into account, the allocation of support staff resources should be equitable and transparent across the Faculty's departments and schools.
- d) The Faculty should encourage and attempt to accommodate members of its support staff who wish to upgrade their academic and/or professional qualifications.

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

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

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

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

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

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

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

Contributors:

Sheryl Abraham
Joan Allen
Kim Bird
Malcolm Blincow
Mauro Buccheri
Mark Caporiccio
Robert Cerjanec
Susan Dimock
Department of Anthropology
Department of English
Department of Equity Studies
Department of Geography
Department of Humanities
Department of Languages, Literatures and Linguistics
Department of Philosophy
Department of Political Sciences
Department of Social Science
Department of Women's Studies
Robert Drummond
Sheila Embleton
Jerry Ginsburg
Bill Gleberzon
Steven Gonclaves
Luann Good Gingrich
Nuri Jazairi
Bernie Lightman
David Leyton-Brown
Carla Lipsig Mumme
Kenneth Little
LA&PS Committee on Teaching and Learning
LA&PS Research Committee
Atsuko Matsuoka
Carlota McAllister
Susan McNaughton
Barry Miller

Nick Mule
David Mutimer
Deborah Orr
John Parkinson
Linda Peake
Douglas Peers
Adnan Raja
Penelope Reed Doob
Harriet Rosenberg
Leslie Sanders
School of Administrative Studies
School of Human Resources Management
School of Public Policy & Administration
Ingrid Spletstoesser
Brenda Spotton Visano
Joan Steigerwald
Marc Stein
Student Council of the Faculty of Liberal Arts & Professional Studies
Stanley Tweyman
Susan Warwick
Daphne Winland