

**May 2008**

**Atkinson Faculty of Liberal and Professional Studies  
Integrated Resource Plan  
2008-2009**

**A) Vision**

A champion of pioneering and socially relevant liberal arts education, research and related professional programs that foster an interdisciplinary approach to the complex societies in which we live, promote community engagement, and build civic capacity.

**B) Faculty Mandate**

The Atkinson Faculty of Liberal and Professional Studies is committed to community-engaged scholarship. The Faculty offers an innovative range of professionally relevant and liberal studies programs designed to appeal to a wide range of students who seek transferable critical and analytic skills as well as the theoretical and practical knowledge required for many career paths or graduate study. Atkinson has a strong research orientation with an emphasis on socially relevant research and creative work. The Faculty is committed to a student-centered approach and is a leader in student engaged learning. The Faculty's student body includes both mature students and students proceeding directly from high school, studying on a full and part-time basis, during the day and in the evening, year round and the Faculty is thus committed to flexible and accessible programming and a wide range of co-curricular activities intended to enrich the experience of its diverse student group.

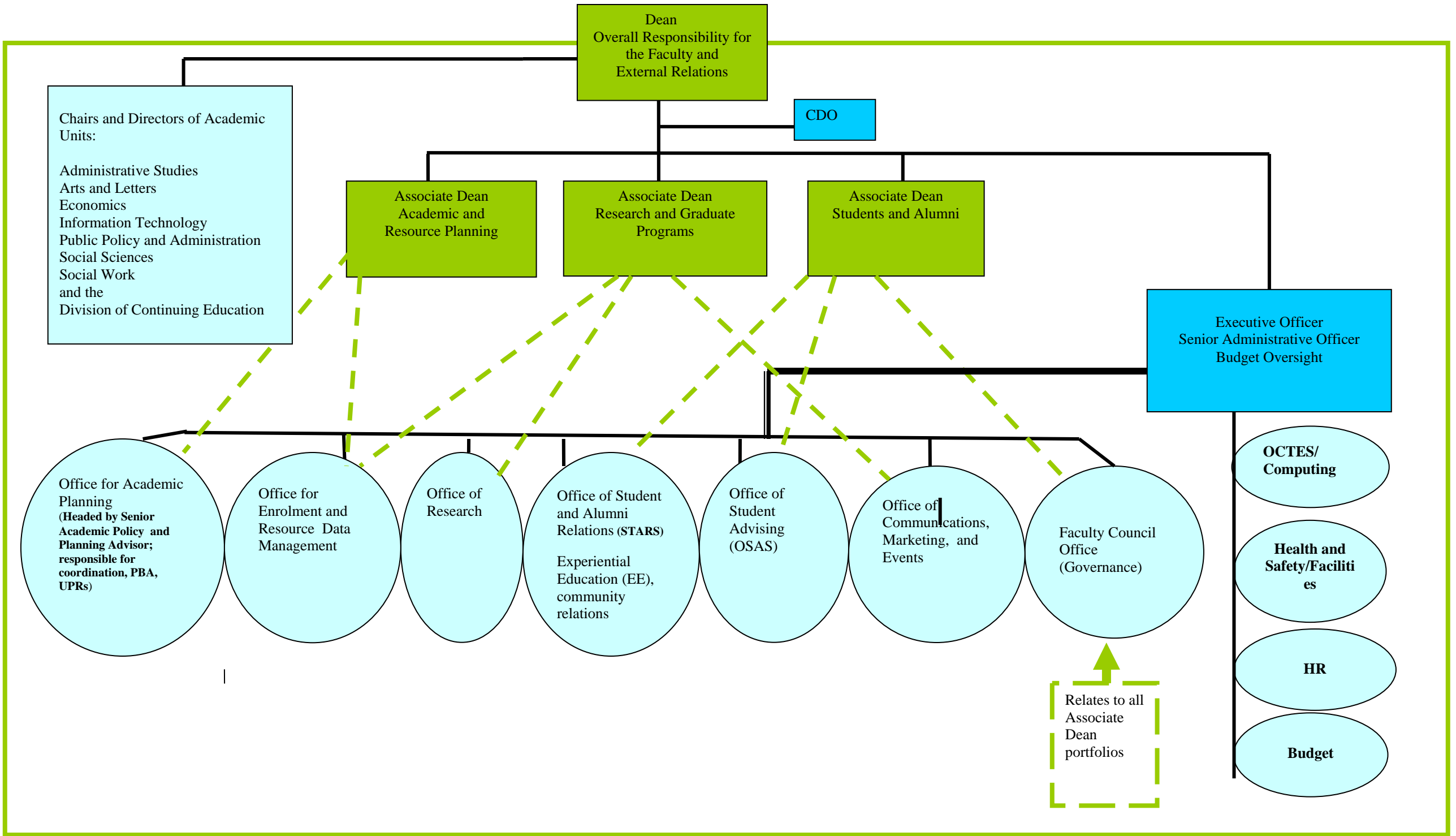
**C) Core Responsibilities**

The Atkinson Faculty of Liberal and Professional Studies has 204 full-time faculty members who are supported by 52 full-time administrative staff. The total number of students as of November 1<sup>st</sup>, 2007 is 9562 (heads) or 9217.65 FTEs (excluding the summer transfers) (Source: ERE, OIRA). The Office of the Dean is responsible for all academic and administrative activities of the Faculty including the delivery of academic programs, the support of faculty and students, and the promotion of research. It carries out these responsibilities through a variety of administrative and academic units, overseen by the Faculty Senior Team consisting of the Dean, 3 Associate Deans, and Executive Officer and in conjunction with Atkinson Council. The portfolios of the Associate Deans are: 1) Academic and Resource Planning, 2) Students and Alumni, and 3) Research and Graduate Education. The organizational chart for the Faculty is included below.

i. There are seven academic units, each headed by a Chair or Director, who is responsible for the faculty members and program offerings in their school:

School of Administrative Studies  
School of Arts and Letters  
Department of Economics  
School of Information Technology  
School of Public Policy and Administration  
School of Social Sciences  
School of Social Work

The Chairs and Directors meet monthly with the Senior Executive Team. In addition, the *Division of Continuing Education* is responsible for offering non degree credit courses and programs which complement and support the mission and strategic objectives of the Faculty. This will provide opportunities for students to enhance their professional qualifications, and acquire the background to meet admission requirements for degree programs. The Division also provides full support for faculty members or units hosting conferences, workshops or symposiums. A priority for 2008-2009 will be bringing forward a proposal to grant restricted transfer credit toward a York degree program based on completion of specified non-credit certificates.



ii. The administrative units supporting the Faculty are:

*Academic Planning unit:* The Academic Planning Unit is responsible for conducting research and developing potential models for new academic programs and initiatives; providing resources and expertise in support of the development of academic proposals from their initial conception through initial roll-out; and facilitating responsiveness to external opportunities in line with the Faculty mission, strengths within the faculty complement, and UAP goals. As such the unit supports change, innovation, and development, and ensures the Faculty's readiness to act on academic, strategic, and funding opportunities. Related activities are also supported including the year-end PBA Report and oversight of UPRs.

*Office of Enrolment and Resource Data Management:* This Office supports the enrolment planning for the Faculty and attends all meetings of the York University EM Committee. The Office also liaisons with all the academic units to facilitate the planning of course sections and the part-time teaching budget.

*Communications:* The Communications Office supports the promotion of Faculty events, public relations, marketing, and communications about the Faculty to students, parents, internal and external communities. In addition to published materials, it is responsible for maintaining a strong web presence and for liaising with the York Office of Communications and other campus offices as relevant.

*Research Office:* The Research Officer and Secretary are responsible for the development and support of research activities in the Faculty including assisting faculty members with the preparation and submission of research applications, supporting the administration of research budgets, celebrating research success, overseeing the Atkinson Research Fellowship program, and continuing to seek further opportunities to expand research and knowledge exchange.

*Office of Computing and e-Learning Services:* is a service-oriented department responsible for: the support and promotion of e-Learning and distance education; continued encouragement and maintenance of innovative research and teaching; and the provision of technical and administrative support.

*Office of Student and Academic Services (OSAS):* offers year round academic advising for all new and continuing Atkinson students. OSAS advisers offer advice, guidance and support, as well as strategies and guidelines for continued educational success.

*Office of Faculty Council:* Offers year round support for the development and administration of academic policies and standards. The Office supports the work of the committees of council to promote and enhance the student learning experience (provides support for research, tenure and promotion, student awards & scholarships, nominating curriculum, academic standards and policies).

*Student and Alumni Relations (STARS):* Offers meaningful ways for Atkinson students, alumni and faculty/staff to participate in programs, initiatives and events that promote community involvement and development, and that celebrate our accomplishments.

*Experiential Education:* assists students and faculty members by providing opportunities for experience based learning with a variety of organizations through community, internship, and in class activities which are integrated into the curriculum.

*Finance:* is responsible for the allocation, administration, monitoring and reporting of financial resources

*Facilities:* is responsible for space planning, furnishings, renovations and security

*Human Resources:* is responsible for support staff employee relations including recruitment, job evaluation, YUSA collective agreement, plus Health and safety for the Faculty

## D) Planning Context

The Atkinson Faculty of Liberal and Professional Studies was restructured in 2000 just prior to the double cohort growth in enrolment. Between 1999-2000 and 2007-2008, it grew significantly from 119 full-time faculty and 6,216 students (heads; 5302 FFTEs) to 204 full-time faculty and 9,562 students (heads; 9,217.65 FFTEs) (Note: the health units have been removed from these figures). To guide that process, Atkinson developed and unanimously endorsed a Faculty Five-Year Plan 2003-2008 that aligned with the University Academic Plan. The creation of the Faculty of Health, and the subsequent transfer of Psychology, the School of Health Policy and Management, and the School of Nursing, required some revisioning of the Faculty's strategic priorities but the Plan along with the University Academic Plan nevertheless continues to provide the context for the Integrated Resource Plan.

Two other key developments provide further contextualization. First, the creation of the Faculty of Health has been followed by a subsequent phase of restructuring involving the consolidation of the Arts and Atkinson faculties effective July 1<sup>st</sup>, 2009. This second phase is a product not only of the new health faculty but of larger trends at the University including: 1) a decrease in the demarcation between the student populations; 2) graduate expansion and the benefits associated with a closer alignment between the undergraduate cognate programs and the corresponding graduate programs; and 3) research intensification and the opportunity to build stronger research communities among faculty members working in similar fields. The consolidation of these two faculties is a major undertaking and has resulted in the need to contemplate both short and longer term plans. The second key development concerns the specific issue of business education at York. During the double cohort years, the School of Administrative Studies significantly increased both the quantity and quality of its students eventually causing the University to consider the relationship between the Schulich School of Business (i.e., the BBA program) and the SAS BAS program. The Business Resolution document, prepared by the Vice President Academic in consultation with the respective faculties, is an attempt to address the increasing overlap between these programs and to lay out a differentiation strategy that would build on the original mandates of these two academic units while also providing clarity for future growth opportunities. The School of Administrative Studies has been meeting to identify a plan for the School consistent with that document.

The short term plan therefore includes several components:

- To complete and confirm with the VPA and the Schulich School of Business the specific plan that will guide the School of Administrative Studies over the next five years and to make progress on the operationalization of that plan in 2008-2009
- To complete those steps that necessarily need to be done prior to the effective date of the consolidation of Atkinson and Arts including the establishment of the unit structures, approval of the degree programs that will be offered in the newly constituted Faculty, a tentative organizational structure for the Dean's Office and the related offices, an approved Faculty Council and committee structure, confirmation of the faculty complement associated with the various academic units, a draft business plan and merged budget.
- Maintaining the daily operation of the Faculty including the graduate expansion and the enrolment planning associated with the proportionate decrease in undergraduate FFTEs, shepherding through Senate the innovative academic programs that are in progress as well as the proposals for two new Schools of Human Resource Management and Equity Studies, continuing to support and intensify research and benchmarking those activities, contributing to the capital campaign and reputation of the University, and continuing to improve student engagement and community-university partnership.

The long term plan involves working closely with the Faculty of Arts on the implementation of all phases of the restructuring exercise to ensure:

- That the vision, mandate, values and strategic priorities of Atkinson Faculty are integrated in the newly consolidated Faculty
- That the innovation, strengths and most promising initiatives of Atkinson inform the development of the newly consolidated Faculty
- As seamless a transfer as possible for the faculty, students and staff
- A draft IRP for the new Faculty that will provide a context for the new Dean in 2009-2010

Specific constraints facing the Faculty include:

- the enrolment targets negotiated with the Office of the VPA for undergraduate and graduate programs
- the Business Resolution document
- the budget that has been most notably affected by the transfer of funds to the Faculty of Health, consecutive years of budget cuts and graduate growth that has been defined as disproportionate growth with \$0 per FFTE funding

- the relatively high student:faculty ratio
- the extra costs of having made new appointments bridged to future retirements in the context of the elimination of mandatory retirement
- the need to secure strategic appointments, attract and retain quality faculty members

## E) Guiding Principles

Atkinson Faculty is committed to:

- collaborative and responsive partnership with the community, government, industry, other educational institutions (including as an example the stewardship of the York University Satellite in Black Creek)
- the promotion of excellence and socially relevant education and research (e.g., MADEM, MPPAL, MSW, PhD in SW)
- pioneering leadership in sustainable areas (Atkinson has a reputation for developing programs in newly emerging areas including, for example, emergency and disaster management, REI, Human Rights and Equity Studies, and Human Resources Management)
- student engaged learning (including a major experiential education initiative)
- a conceptual framework for defining scholarship in terms of discovery, teaching, application, integration and professional service where relevant \*
- pedagogical innovation
- research intensification and knowledge exchange including the infrastructure to support research activities (i.e, research workshops, grant applications, research projects, publications, conferences, symposia)
- flexibility and accessibility that will ensure the on-going commitment to part-time, evening, summer and weekend education
- social justice
- harnessing opportunities of diversity
- increasing revenue through fund-raising, Continuing Education, and where appropriate the development of deregulated fee programs to support our strategic priorities

## F) Priorities

Six strategic priorities have been identified for the Faculty:

- i. Pioneering academic programs
- ii. Accessibility and community outreach
- iii. Student engaged learning and student success
- iv. Innovative and socially relevant research
- v. Restructuring and governance
- vi. University advancement and faculty development

While there is an emphasis on the short term plan for 2008-2009, the restructuring context and the impending consolidation of Atkinson and Arts necessitates some consideration of the longer term planning exercise. The relevance of restructuring is, for example, considered under each strategic priority.

\* Ernest Boyer (*Scholarship Reconsidered*, Carnegie Foundation, 1990) defines *scholarship of discovery* as research that advances knowledge and that which we most generally think of in regards to scholarly work. The *scholarship of integration* is the task of making connections across disciplines, giving meaning to isolated facts, illuminating data or bringing new insight to bear on original work. The *scholarship of application* moves us toward engagement as it asks how knowledge can be applied to consequential problems. The *scholarship of teaching* both educates and entices future scholars. The *scholarship of service* refers to activities that are tied directly to one's special field of knowledge and relate to professional activities (e.g., shaping public policy or working with community agencies).

**Priority I: Pioneering academic programs** that emphasize the distinctive integration of professional, liberal and interdisciplinary perspectives with a specific commitment to the scholarship of integration and application

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>I-1. To enhance quality of existing programming and ensure consistency with Faculty and University goals and objectives</b>	<p>a. support consolidation of cognate programs moving into new Faculty ensuring respect for the distinctive strengths and approaches of each</p> <p>b. support development of new academic requirements / structures respecting values and concerns of both originating Faculties.</p>	<p>i. Development of new consolidated programs in cognate areas that reflect Atkinson’s traditional commitment to the scholarship of integration and application</p> <p>ii. Gen. Ed. requirements for the new Faculty and CCAS-sponsored discussions of General Education reflect Atkinson’s commitment to the values of disciplinary depth, interdisciplinary breadth, and critical skills development</p> <p>iii. Requirements for degree programs approved</p>	<p>Approvals by June 2008; implementation for fall 2009</p> <p>For fall 2009</p>	<p>Units, Faculty members, Senior Academic Administrators within Faculty, Academic Planning Unit, Enrolment Management Area, OSAS, Communications, Council Office</p>	<p>Requires horizontal integration / consultation</p> <p>Transition Consulting Team (Ross, Paul Tonin and Jane Harrison)</p>	<p>“Attaining the Highest Academic Quality”</p> <p>VII “Identities and Reputations”</p>
	<p>c. Support clear identification of academic program goals and objectives and communicate effectively both internally and externally</p>	<p>iv. Complete University Undergraduate Degree Level Expectations [UUDLES] for all Faculty programs</p>	<p>For fall 2008 approval</p>			

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	<p>d. Promote existing areas of strength / excellence in the liberal and professional studies</p> <p>e. Revise/ modify existing programming based on enrolment trends, faculty capacity, changing professional requirements etc.</p>	<p>v. Analysis of strengths and opportunities</p> <p>vi. Focused communications strategy to highlight thematic areas of strength</p> <p>vii. Revise existing academic programming with an eye to building on existing strengths / to support UUDLES including:</p> <ul style="list-style-type: none"> <li>• Introduction of new BA Specialized Honours in Financial and Business Economics (replacing existing 120 credit programs in Business Economics and Economics and Business) as part of consolidation of cognate programs</li> <li>• Closure of 3 BA degree programs that exist in SPPA [PPA, PPM, PAJS] and creation of a Bachelor of Public Administration [90 credit version, an honours, and a specialized honours with 3 streams.]</li> <li>• Revision to BA ITEC and in particular to ITEC minor</li> <li>• Closure of AK BA and BSc in Computer Science and Computer Security</li> </ul>	<p>Through 2008-09</p> <p>2008-09 approval for 2009</p> <p>under review</p> <p>for 2009-10</p> <p>for 2009-10</p>			

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<p><b>I-2. To support the development of new and innovative programs that:</b></p> <ul style="list-style-type: none"> <li>• <b>enhance interdisciplinary programming</b></li> <li>• <b>integrate critical liberal studies and professionally relevant approaches</b></li> <li>• <b>link liberal and professional studies with areas of policy application</b></li> </ul>	<p>a. identify and pursue potential, fully-funded opportunities for growth and development that align with UAP goals, Faculty mission, unit plans, faculty strengths and interests, emerging priorities and developments, need and demand</p>	<p>i. develop capacity to conduct routine environmental scan</p> <p>ii. discussion of potential new initiatives</p> <p>iii. establishment of clear priorities</p> <p>iv. initiation of work on new projects</p>	<p>on-going</p>	<p>Faculty members, Senior Faculty Academic Administrators, Academic Planning Unit, Enrolment Management Area, OSAS, Communications, Council Office</p>	<p>Work collaboratively with OIRA and Office of the VPA; availability of resources; clarity of professional / community goals; availability of funding</p>	<p>VI. Maintaining and extending York’s distinctiveness including the development of programming that is “authentically innovative and sustainable” and “interdisciplinary”</p> <p>II. “selective rebalancing of enrolments into priority areas including graduate studies and professional programs”</p>
	<p>b. Facilitate discussions of program change / develop and support new initiatives</p>	<p>v. Substantial revision of existing BA in Interdisciplinary Social Science (iSS) to enhance breadth, providing a flexible and appealing general Social Science program option for students not interested in specialization</p> <p>vi. Implementation of new BA degree program in the applied liberal studies field of Human Rights and Equity Studies</p>	<p>Proposal ready Sept 2008 with Implementation for Sept 2009 admit</p> <p>2008-09 for 2009 admit</p>	<p>Faculty members, Senior Faculty Academic Administrators, Academic Planning Unit,</p> <p>Academic Planning Unit, OSAS, Communications, Council Office</p>	<p>Senate approval</p>	

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>I-3. To further differentiate the School of Administrative Studies business programming from that offered by the Schulich School of Business in order to improve clarity for students and ensure that programs and structures are aligned with UAP goals and York's mission</b>	a. Work with the School of Administrative Studies to support a planning exercise to identify strategic priorities within the context of the Business Resolution Document and that builds on faculty strengths and capacity	i. Confirm plan. ii. Develop framework for implementation	2008-09, and on-going	SAS, Senior Faculty Academic Administration, Enrolment Management Area, Academic Planning Unit,	Continue consultation with Schulich	IV. Clarity for Students  VIII. Clarity of programming and structures
	b. Work to position the generalist 120-credit BAS as a program primarily intended for 105 students	iii. Develop and implement enrolment plan that will continue to decrease the number of new 101 admits into the 120-credit BAS to approximately 125 in 2008-2009 with the aim of moving to a steady state target of approximately 50 101 students over the next few years. iv. Develop and implement aggressive marketing program for 105 students v. Make enhancements to flexibility and accessibility of BAS to better serve this distinct cohort through <ul style="list-style-type: none"> <li>• Increased distance offerings</li> <li>• Analysis of possible executive-style hybrid model designed for working/mature students</li> </ul>	2008-09 for initial plan; develop new models 2008-2010	SAS faculty, Senior Faculty Academic Administration, Enrolment Management Area, Academic Planning Unit, Communications, OCTES, Office of the VPA who coordinate /facilitate discussions with Schulich, Council Office	Work in partnership with the office of the VPA concerning the interpretation of the Business at York document; Consultation with the Schulich School of Business	



Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>I-4. To expand and strengthen existing graduate programs and to develop new graduate programs that:</b> <ul style="list-style-type: none"> <li>• support graduate growth in professionally-relevant directions</li> <li>• extend York’s ties to the broader community</li> </ul>	a. Develop faculty complement plan that integrates undergraduate and graduate program needs  b. Rebalance undergraduate and graduate enrolment: increase the ratio of graduate enrolments to undergraduate enrolments	i. Plan for undergraduate and graduate needs in integrated manner  ii. Increase in graduate growth to be balanced with proportionate reduction in undergraduate FFTEs	On-going  Beginning 2008-2009 and continuing through to 2010-2011	Faculty members, Senior Academic Administrators within Faculty, Academic Planning Unit, Enrolment Management Area, OSAS, Communications, Council Office	Work collaboratively with FGS	II. “selective rebalancing of enrolments into priority areas including graduate studies and professional programs”  III. Graduate Education  VI. Maintaining and extending York’s distinctiveness including the development of programming that is “authentically innovative and sustainable” and “interdisciplinary”  VII. Identities and Reputations: community embeddedness
	c. Build on existing capacity for growth	iii. Growth in existing programs including: iv. MHRM [increase to 30] v. PhD HRM [take 3 students in first year] vi. PhD Social Work [take 3 students in first year] vii. Maintain approximately 24 students in the MA D&EM and MPPAL programs capitalizing on innovative status and flexibility viii. Increase 2-year MSW program from 20 to 40 [* #s may need to be confirmed]	For 2008-2009			

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
		<p>x. Initial development work on two new graduate programs: a) MA in Community Leadership and Development; b) MA and/or direct entry PhD in Public Policy</p> <p>xi. Exploration of further graduate opportunities in specialized business areas consistent with the Business Resolution Document.</p>	<p>Same as above</p> <p>Long-term planning 2010-2011</p>			
<b>I-5. To strengthen educational partnerships that will enhance the programs and potential for meaningful Adjuncts</b>	a. Strengthen local partnerships	<p>i. We currently have approximately 100 teaching and/or research partnerships with local community organizations and industry related largely to EE. It is our aim to increase our community and industry partnerships as well as our partnerships with other local institutions.</p> <p>ii. Stewarding the launch of the York University Satellite in Black Creek</p>	2008-2009	Units, Faculty members, Senior Academic Administrators within Faculty, Academic Planning Unit, STARS, EE		<p>“Attaining the Highest Academic Quality”</p> <p>Priority VII “Identities and Reputations”</p> <p>Priority 1: Research - building cooperative partnerships and outreach</p> <p>Priority VI: Distinctiveness</p>
	b. Establish stronger links with professional associations, business, industry, and government etc.	<p>iii. We currently have a few links with professional associations in connection primarily with SAS and ITEC (e.g., IBM, the Accounting Association). We intend to increase these links.</p>				

**Priority II: To enhance accessibility broadly defined to include research, teaching, learning and scholarship in support of the University Academic Plan and to build capacity and sustainability.**

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurable	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>II-1. To enhance and promote community educational opportunities</b>	a. Develop a proposal for a Community Development and Leadership Certificate to improve access to educational developmental opportunities and recognition instruments for individuals engaged in community activities and/or community-university engagement.	i. A university degree certificate with a practicum achieved through the participation of community members on University-Community working groups and other engagement activities. ii. A non-credit certificate program in community development and leadership offered through the Division of Continuing Education.	For 2009-2010	DCE and PPA, ADMS, SOWK, RES, FES	Partnering with a professional association, government or not-for-profit sector in the delivery of the certificate would establish legitimacy of the certificate.	VI. Maintaining and extending York's distinctiveness including the development of programming that is "authentically innovative and sustainable" and "interdisciplinary" community engagement.  VII. Identities and Reputations: community embeddedness.
	b. Develop a proposal for a Community Development and Leadership Interdisciplinary Graduate Degree to improve access to graduate educational learning and research training opportunities for individuals in management and leadership roles involved in community development, capacity building and/or engagement.	iii. A Masters in Community Development and Leadership (CDL) that is an interdisciplinary program aimed at building capacity and furthering expertise of practitioners and others interested in community and social network capital building.	September 2010 Development of proposal.  2011/12- Approval and implementation	PPA, ADMS, SOWK, RES, FGS and other potential faculties such as FES and the Faculty of Education	Partnering with a professional association, government or not-for-profit sector in the delivery of the certificate would establish legitimacy of the certificate.	VII. Strengthening connections with local communities. IV. Student Experience – enhancement of student experiences and success.

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurable	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>II-2. To improve accessibility to Faculty programs for students</b>	a. Secure pathways to improve access to post-secondary educational opportunities through active outreach efforts and bridging programs.	<p>i. Expansion of bridging courses for the transition of mature students to university through selective preparatory courses, including offering these courses at the new York University Satellite in the Black Creek Community as well as establishing similar partnerships in east Toronto.</p> <p>ii. Start tracking enrolment and potential for improving bridging programs.</p> <p>iii. Explore potential for new and enhanced learning pathway between the Faculty and community colleges, including programs such as: disaster and emergency management, accounting, social work, and business economics, IT amongst others. For the administrative studies program, this bridging program would allow faculty members in ADMS to teach the components of the bridging program at community colleges (e.g., Seneca Markham campus).</p> <p>iv. Develop a proposal for a pilot with one community college in at least one program area</p>	<p>2008-2009</p> <p>2009-2010</p>	Faculty	<p>There is an existing bridging program established by the university so this would have to be coordinated with this program.</p> <p>ADMS and SOWK currently have bridging programs, including the accounting agreement with Seneca. Seneca currently has excess space at the new Markham campus.</p>	<b>Priority VI: Community Education</b>
	b. Increase the number of schools within the Faculty offering internet courses and programs to improve post-secondary educational opportunities that can be accessed through current technological platforms	<p>v. Establishment of an inventory of the necessary set of courses needed to permit students to gain a certificate or complete a degree from each school/program via the internet.</p> <p>Complete Bachelor's degrees through internet courses and establishing an explicit progression path for students to complete their Honour's Degree (potential model based on three years</p>	September 2010.	All schools within faculty.	Schools within the faculty. DCE should also review internet availability.	IV. Student Experience – enhancement of student experiences and success through the offering of alternative and flexible modes of learning opportunities.

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurable	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
		internet and one year in-class courses or condense in-class courses at high demand locations).  All school reviews completed and internet degree offerings established.				
	c. To maintain and, potentially, expand delivery of evening, weekend, and summer courses and programs	vi. To work with units throughout the restructuring transition phase to ensure that adequate provisions are being made for students who need access to flexible schedules.	2008-September 2009	Schools, Restructuring teams, ACMAPS	ACMAPS	IV. Student Experience – enhancement of student experiences and success through the offering of alternative and flexible modes of learning opportunities.
<b>II-3. To enhance integration/ recognition of credentials of internationally educated professionals</b>	a. To explore the potential of additional bridging programs geared specifically to internationally educated professionals that would provide transfer credit for existing international degrees and access to upper level years in programs	i. Prepare and submit two proposals in ITEC and Business in response to the new RFP from the Ministry of Citizenship and Immigration (deadline October 2008)  ii. Explore feasibility in Social Work and potentially the BAS of access to ESL and field placements/co-op	2008-2009 for potential pilot in 2009-10	SAS and SSW in conjunction with the Faculty	Ministry of Immigration and Citizenship, YUELI, SSW Association	VI. Maintaining and Extending York’s Distinctiveness through internationalization and community education by acknowledging the prior learning experience and knowledge of foreign trained professionals.
<b>II-4.To improve access to transitional post-secondary educational opportunities for professional and career</b>	a. An established mechanism for students to get university credit for the completion of selected DCE courses.	i. A formal mechanism for courses completed in the Division of Continuing Education to be transferable in whole or in part to university credit courses.	Submit proposal in 2008-2009 to begin effective 2009-10 or latest 2010-11	Faculty	Will need to consult with Curriculum Committee, Faculty Council, and CCAS.	VI. Maintaining and Extending York’s Distinctiveness through promoting community educational initiatives.

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<b>developmental purposes</b>	b. An established incentive mechanism for faculty members to participate in the development, promotion and delivery of DCE courses and programs.	ii. An incentive program for faculty and academic units to develop and offer DCE courses in support of research infrastructure. Specifically, net revenues (i.e., revenues less approved expenses) would be used to support for enhanced conference travel, research-based teaching releases, etc.	Implement in the 2009-2010 academic year	DCE, Faculty		VI. Maintaining and Extending York's Distinctiveness through promoting community educational initiatives.
	c. Explore the establishment of University Partnership between DCE and strategic industry education and training firms or organizations.	iii. Report on the potential for a joint venture with a major professional learning and career development organization for the offering Division of Continuing Education (DCE) courses and programs within Canada and international.  The joint venture would be facilitated by the issuance of a request-for-proposal and by tender process.	Review and proposal development and completion by 2009-2010.	DCE, Faculty		VI. Maintaining and Extending York's Distinctiveness through promoting community educational initiatives.
<b>II-5. To improve international access to faculty programs</b>	a. Promote teaching, research and service opportunities for faculty members and schools to become involved in international post-secondary institutional arrangements.	i. Increase relatively small number (2) of articulation agreements or MOUs with international universities including Ethiopia, China and Jamaica - to facilitate the offering of especially joint master's degrees through condensed and hybrid (in-class, video-conferencing and internet) courses.	Initiate September 2009 Implement September 2010	Faculty	Collaboration with York International will be essential and exploring potential in York Internationalization Plan.	VI. Maintaining and Extending York's Distinctiveness through internationalization. This effort would also increase York's international reputation and collaborative research.
	b. Establish an International Community Development and Leadership Interdisciplinary Graduate Degree to improve access to graduate educational learning and research training opportunities for individuals in management and leadership roles involved in	ii. A Masters in International Community Development and Leadership (iCDL) that is interdisciplinary program aimed at building capacity and furthering expertise of practitioners and others interested in community and social network capital building.	Long term planning 2010-11	PPA, ADMS, SOWK, RES, FES, FGS	Partnering with a professional association, government or not-for-profit sector in the delivery of the Masters and certificate would	VI. Maintaining and Extending York's Distinctiveness through internationalization and innovation that is authentically innovative

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurable	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	community development, capacity building and/or engagement.				establish legitimacy of the iCDL program.	
<b>II-6. To improve the access of industry, government, not-for-profit community representatives access to programs, research, and members of the faculty</b>	a. Explore the establishment of an advisory council to provide a formal, continuous liaison and mechanism for environmental scan, outreach, and supporting the identification/implementation of priorities involving partners.	<p>i. An advisory council involving industry, government, and not-for-profit sectors to assist the faculty in identifying mechanisms for disseminating research, teaching and learning activities, and faculty engagement. An advisory council providing environmental scan and a platform for external relationships.</p> <p>The advisory council would coordinate an annual conference that highlighted the application of current research and teaching and learning conducted within the Faculty and its applicability and linkage to industry, government, and non-for-profit sectors.</p>	September 2009	Faculty	Potential outcome and institutionalization of the consultation process emerging from the Presidential Task Force on University-Community Engagement.	<p>VI. Maintaining and Extending York's Distinctiveness through community education.</p> <p>VII. Identities and Reputations by reaching out to peer institutions and local communities, governments and granting agencies.</p>
	b. Enhance a faculty website to include web page-tabs and related information relevant to and outlining linkages between the faculty as well as university and industry, government, not-for-profit, international partners, and community.	<p>ii. Web pages established and demonstrated usage and effectiveness through the monitoring of clicks and contact emerging from web pages.</p> <p>Faculty web pages that allow these stakeholders to see how engagement with the faculty can assist them. Establish an "Ask the Faculty" button that permits stakeholders to ask questions relating to how the faculty can assist them and their efforts.</p>	July 2010	Faculty		VII. Identities and Reputations by reaching out to peer institutions and local communities, governments and granting agencies.

**Priority III: Enhancing Student Engaged Learning and Student Success: To create an integrated and comprehensive approach to student experience, engagement and success through curricular, co-curricular and extra-curricular initiatives across all phases of the student life-cycle.<sup>1</sup>**

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>III-1. To develop a structure for the new consolidated Faculty that will provide a fully integrated and seamless approach to student engagement, advising and success by building on the best practices of Atkinson and Arts</b>	<ul style="list-style-type: none"> <li>a. Continue to develop plan in the Student Working Group</li> <li>b. Hire a consultant to support the task</li> <li>c. Pass plan through restructuring groups and Faculty Councils</li> </ul>	<ul style="list-style-type: none"> <li>i. Approved structure and functions ready for 2009-2010</li> <li>ii. Hired/confirmed Head Student Director</li> <li>iii. Fully integrated Dean’s Office Student portfolio with College Plans</li> </ul>	2008-2009	Associate Deans Students of Atkinson and Arts  Working Group on Students  College masters		Priorities IV and VIII
<b>III-2. To improve student experience during phases of transition (orientation, first year, 1<sup>st</sup>-2<sup>nd</sup> year etc) and with systems affecting them.</b>	<ul style="list-style-type: none"> <li>d. Implement administrative and technological systems to improve access, streamline student-centred procedures, and increase student- directed advising.</li> <li>b. Support and expand group focused advising session during 1<sup>st</sup> year and 2<sup>nd</sup> year transition</li> <li>c. Continue to match advisors with peer mentors during initial transition</li> <li>d. Improve student experience with academic and governance-related systems through analysis and streamlining</li> </ul>	<ul style="list-style-type: none"> <li>iv. Improved efficiency, effectiveness and satisfaction related to initial and continuing student advising.</li> <li>v. Positive evaluation of administrative and technological systems to improve continuous access to advising services and self-directed student advising.</li> <li>vi. Implementation and evaluation of a pilot test of a totally on-line new student advising for in-coming distance students.</li> <li>vii. Identify common Faculty level academic policies and procedural impediments and recommend changes to stream-line procedures               <ul style="list-style-type: none"> <li>ie. Petitions, and improve student satisfaction.</li> </ul> </li> </ul>	2008-09	OSAS  OSAS  OSAS  Council Office  OSAS/STARS	With direction from Associate Dean Students and in consultation with the Faculty of Arts and Working Groups on Restructuring and College Masters and RO	IV. Student Experience – enhancement of student experiences and success through the offering of alternative and flexible modes of learning opportunities.

<sup>1</sup> Supporting data for outcome measures are presented in Appendix A.

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	<p>e. Provide ‘just in time’ workshops and programs for Atkinson Students through collaboration between STARS and other units</p> <p>f. Provide systematic programming through transitional periods.</p>	<p>viii. Positive evaluation from students</p> <p>xi. Satisfaction expressed by students, peer mentors and advisors</p> <p>xii. Introduction of Success Opportunities Accomplishments Realized (SOAR) program</p>	Fall 08-09	OSAS/STARS  OSAS/STARS		
<p><b>III-3. To support evening and part-time students.</b></p>	<p>a. Establish specific plans to support the transition of mature and part-time students.</p>	<p>iii. Facilitate transition of mature and part-time oversight to ACMAPS while continuing to provide mature orientation and peer mentorship opportunities</p> <p>iv. Contribute to the development of institutional parameters for evening and PT programs</p> <p>v. Develop collaborative model of consultation with the Atkinson Centre for Part- time and Mature student.</p> <p>vi. Coordinate student-related program planning efforts with Colleges and SCLD</p>	Each Term	OSAS & STARS	<p>STARS Computing, financial support for technological innovations. ACMAPS SCLD Writing Programs Counselling Other Units Colleges</p>	<p>IV. Student Experience – enhancement of student experiences and success through the offering of alternative and flexible modes of learning opportunities.</p>

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<p><b>III-4. To promote the conditions for engaged learning through experiential education and other initiatives.</b></p>	<p>a. Increase the number and variety of EE opportunities across the Faculty.  b. Increase faculty capacity and support to enable engagement with EE.  c. Deepen EE integration through curriculum.  d. Maintain and expand positive community engagement in EE (learning and research).  e. Solidification of administrative infrastructure.</p>	<p>i. Increase in numbers of students involved in EE over current level of 2,000 students  ii. Publicize ‘best practice’ EE initiatives.  iii. Develop a faculty EE primer (web/print) to guide EE  iv. Support the award of the EE Innovation Fund.  v. Implement curricular and co-curricular “pathways” across areas/disciplines.  vi. Introduce CSL Leadership course.  vii. Expand access to EE among graduate students.  viii. Support EE in selected courses in the Faculty of Arts.  ix. Increase community partners/organizations to 400 in 2008/09  x. Publish the EE Policy and Procedure Manual.  xi. Begin establishing a strategic plan with a view to the future New Faculty.  xii. Plan and hold an annual EE workshop for faculty.</p>	<p>08-09</p>	<p>EE Office under direction from Associate Dean Students and support of STARS unit</p>	<p>Faculty   Community partners and faculty.   SLD &amp; Career Centre   Work with CST to improve/ strengthen assessment tools.</p>	<p>Priority IV</p>
<p><b>III-5. To foster student retention through engagement in co-curricular and extra-curricular initiatives/activities.</b></p>	<p>a. Ensure early, effective communications with new incoming students – i.e., new students receive E-beat</p>	<p>i. Establish strategic communications – email, calling campaigns and E-beat newsletter articles, creation of online registration to orientation.</p>	<p>Each admission phase (fall, winter, summer)</p>	<p>STARS Office</p>	<p>Support from Atkinson Communications.</p>	<p>Priority IV</p>

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	<p>newsletter from conversion onwards.</p> <p>b. Increase participation of students attending orientation.</p> <p>c. Promote Peer Mentoring during academic advising, Peer Mentoring with new Students. Participation in Peer Mentorship, and participation in orientation.</p> <p>d. Encourage participation in clubs, student government and associated activities.</p> <p>e. Encourage and support student participation in conferences and events.</p> <p>f. Support development of student volunteering skills.</p> <p>g. Support student exploration of</p>	<p>ii. Expand professional development “lunch and learns” based on student identified needs.</p> <p>iii. Support club/association communications with students by liaison between students/groups and Atk Communications.</p> <p>iv. Effective budgeting and administration of the ACORN fund.</p> <p>iv. Maintain volunteer opportunities board (ACES program).</p> <p>vi. Provide workshops teaching volunteering skills with volunteer agencies and publishing opportunities on the Web.</p> <p>vi. Expand the student ambassador program (TEAM) TEAM -students participate in 4-6 events a year. Maintain the number of participating students (approximately 50 students).</p> <p>viii. Expand SHARE Peer to Peer Mentorship program [get numbers for 2007-2008]</p> <p>ix. Expand Student-Alumni</p>	08-09		<p>Various units at York ie. SCLD, Career Centre, Student Conduct etc.</p> <p>Financial ability to sustain fund.</p> <p>Community volunteer agencies, Career Centre, EE Office.</p> <p>Partners such as; - OSAS, Advising office, Career Centre, SC&amp;LD</p>	

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	career, personal and/or educational options.	<p>Mentorship program - Match students with Alumni– expand to 150 alumni mentees and mentors.</p> <p>x. In partnership with central Offices – Career Centre, SC&amp;LD – expand (from 6 – 16) sessions for Atkinson students i.e. resume writing workshops.</p>		STARS Office		
<b>III-7. To develop and maintain our connections with our alumni and support the student-alumni continuum</b>	<p>a. Encourage alumni to participate in mentoring opportunities.</p> <p>b. Continue communications through the written forms, website and invitations to events.</p>	<p>iii. Create opportunities for Atkinson Alumni to stay connected through <i>Encore</i> newsletter, invitations to attend Atkinson events – opportunities for inviting Alumni will increase this year with the U50 events.</p> <p>iv. Create Mentorship opportunities.</p> <p>v. Create Web pages for students preparing to graduate and become active alumni.</p> <p>vi. Maintain communications with the AFAA.</p>	<p>Twice annually.</p> <p>2008-09</p>	STARS, Communication	<p>Alumni Office</p> <p>York Alumni Office</p>	Priority VIII

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>III-8. To foster community celebration of academic and non-academic student achievement and success.</b>	a. Facilitate the identification of student achievement and the planning and implementation of strategies to acknowledge and celebrate.	i. Identify and communicate gaps/needs for student awards, scholarships, bursaries. ii. Plan and implement awards celebrations for academic achievement. iii. Plan and implement celebration for non-academic student achievement. iv. Facilitate communications by Associate Dean to student achievers.	2008-09  Winter, 2009  Spring, 08 and 09  2008-09	Council Office  STARS  STARS, Council Office and AD Students	CDO, SFS	Priority IV

**Priority IV: To generate innovative and socially relevant research that extends all areas of scholarship – discovery, integration, application, teaching and professional service.<sup>2</sup>**

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>IV-1. Integrate Research Support for Atkinson and Arts faculty</b>	<ul style="list-style-type: none"> <li>Environmental Scan, i.e.document summarizing the way faculty research is currently supported (in Arts and Atkinson and through centralized units) as well as best practices from within York as well as in other Universities(including budgets).</li> </ul>	An integrated plan for supporting faculty research in the new Faculty that maintains existing levels of support, incorporates best practices and reflects the needs of faculty engaged in diverse approaches to research.	August 2008	Associate Deans Research in both Arts and Atkinson  Faculty Committees of Research  Office of VPRI  ROs		Priority I Research Intensification
	<ul style="list-style-type: none"> <li>A consultation document that summarizes the environmental scan and specifies the alternatives approaches for the new Faculty.</li> </ul>		September 2008			
	<ul style="list-style-type: none"> <li>Consult faculty and produce report summarizing recommendations for enhancing and supporting research endorsed by each of the Faculties (i.e. Committees on Research)</li> </ul>		October, 2008			
	<ul style="list-style-type: none"> <li>The RWG will consider the results of the consultation from all sources and provide a report with specific</li> </ul>		December, 2008			

<sup>2</sup> Supporting data for outcome measures are presented in Appendix B.

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	recommendations for consideration by the CoRs and Faculty Councils. These recommendations, once endorsed will be forwarded to the Transition Steering Committee.)					
	Implement integration of research support based on these recommendations		January 2009-July 2009			
<b>IV-2. To maintain and enhance the research infrastructure and support within the Faculty through both an increase in grant funding and other revenues</b>	<ul style="list-style-type: none"> <li>Encourage faculty to seek greater external funding for their research activities (from Tri-council, non-Tri-council, stakeholders)</li> <li>Maintain or grow resources dedicated to research through external and internal funds, including, if possible, continued support of the enhanced conference funds and the Atkinson Research Fellowship</li> <li>Decanal team will prioritize the identification of additional funding for research from York resources and within the faculty budget</li> <li>Decanal team and Chairs will identify and pursue greater funding for research from donors</li> </ul>	<ul style="list-style-type: none"> <li>Maintain current high level of applications for external funding, i.e. 69 applications (see Appendix for trend in annual number of applications for external funding)</li> <li>2007-2008 \$4 million<sup>3</sup> in new external awards; \$460,000 Faculty support; other York support e.g. VPRI</li> </ul>	<p>2008-2009</p> <p>2008-2009</p>	<ul style="list-style-type: none"> <li>All faculty</li> <li>Decanal Research Support team, Chairs and Directors</li> </ul>	<ul style="list-style-type: none"> <li>Office of VPRI</li> <li>External funding sources such as Tri-Council policy</li> <li>Contingency: In cooperation with FGS/VPA and other faculties, to increase the access to graduate students to both provide RA support and to meet the criteria for NSERC funding</li> </ul>	Priority 1: Culture and Investment in research infrastructure (p.8)

<sup>3</sup> Note, this figure is as of April, for precise annual figures, tracked on September-September basis, see Appendix B

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	<ul style="list-style-type: none"> <li>ADR will develop and implement plan to engage DCE and faculty in developing alternative funding sources that can be dedicated to research</li> <li>Decanal team, Chairs and Directors will work with faculty members to ensure that teaching and service responsibilities facilitate and accommodate research activities wherever possible</li> </ul>	<ul style="list-style-type: none"> <li>Faculty members report that they are able to dedicate more time from existing schedules to research activities (Develop process to solicit Faculty input, 2008-2009)</li> </ul>	<p>Fall 2008-2009</p> <p>2008-2009, tool developed</p> <p>2009-2010 baseline faculty feedback</p> <p>2010-2011 increased time dedicated as measured against 2008-2009 baseline</p>			
<p><b>IV-3.To broaden knowledge exchange and mobilization and enhance the impact of faculty achievements in the discovery, integration and application of new knowledge and ways of knowing through engagement of stakeholders (eg., government, community agencies, industry, practitioners).</b></p>	<ul style="list-style-type: none"> <li>In conjunction with the Committee on Research and Schools/Departments, identify key stakeholders and the process by which recognition of faculty achievements in the discovery, integration and application of new knowledge and ways of knowing can be captured and reported in a consistent way over time</li> <li>Work at the Faculty level to increase consensus on a broad set of benchmarks for the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Increased recognition of faculty achievements among stakeholders using the agreed indicators (January 2009 initiate discussion on ways of representing faculty achievements in the discovery, integration and application of new knowledge and ways of knowing; July 2009, agree on approach to representation and develop data sources and procedures for reporting achievements to stakeholders; July 2010, target for first annual report; July 2011, target for second annual report.)</li> <li>Increased knowledge exchange and mobilization with stakeholders relevant to faculty research programs. (January, 2009,</li> </ul>	<p>2008-2011</p> <p>2008-2011</p>			<p>Priorities I and VIII</p>

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
	<p>scholarship that might include media representation, publications in peer-reviewed outlets, impact ratings of publications, conference presentations, keynote engagements, special awards or honours, notable achievements in policy, industry, community impact, university-stakeholder collaborations on knowledge creation, translation and mobilization.</p> <ul style="list-style-type: none"> <li>• In the annual reporting exercise (i.e. CV) the research office will ask faculty to indicate through their various professional activities the extent of their engagement in knowledge exchange and mobilization activities (i.e. through consulting, participation on policy-making bodies, engagement in collaboration with partners in teaching and research)</li> <li>• Consider asking each school/unit to review its tenure and promotion standards to see the extent to which the impact of scholarship is incorporated</li> <li>• Engage stakeholders in research related activities through collaborations, EE, Research E-newsletter, web seminars, DCE</li> <li>• Leverage the York Satellite in Black Creek to support university-community research collaboration</li> <li>• Build specialized partnerships with key stakeholders</li> </ul>	<p>initiate discussion of how to best represent faculty engagement with relevant stakeholders; July 2009, agree on approach to representation and develop data sources and procedures for reporting achievements to stakeholders; July 2010, target for first annual report; July 2011, target for second annual report)</p> <ul style="list-style-type: none"> <li>• Increased engagement with stakeholders (as reported by faculty)</li> </ul>				
<b>IV-4. Promote and support a research</b>	<ul style="list-style-type: none"> <li>• Recognition and celebration of research success through internal</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing amount of communication activity (i.e. press releases, hits on web-</li> </ul>	2008-2011			Priority I

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<b>intensive culture among faculty and students (undergraduate and graduate)</b>	and external communication activities <ul style="list-style-type: none"> <li>• Awards at Faculty and school/departmental levels for achievements in the creation, integration and mobilization of knowledge and ways of knowing</li> <li>• Support unit level research symposia, seminar etc.</li> <li>• Provide timely support for external grants applications and administration of research funding</li> <li>• Increase the engagement and participation of graduate and undergraduate students in faculty research activities</li> </ul>	sites, numbers of events) that focus on research activities: 2008-2009 implement new web-site with increased access to faculty research, begin development of “stakeholder” database; initiate Research E-newsletter with stakeholder database; implement SSHRC public outreach initiative; 2009-2010, develop baseline of data re: stakeholder communication activity and continue to track/report in annual report. <ul style="list-style-type: none"> <li>• Positive responses on annual survey re: faculty research support activities: (2008-2009, develop and test survey soliciting faculty feedback on research support; 2009-2010, implement survey of faculty and develop baseline data and administer and report survey results in annual report.</li> </ul>	2008-2011			
<b>IV-5. To identify strategic research strengths and potential for aligning those strengths with emerging opportunities defined by VPRI and VPA as well as external opportunities</b>	<ul style="list-style-type: none"> <li>• A continual scan of emerging priorities on the part of government, industry, and Tri-Council funding</li> <li>• Establishing concentrations of excellence in the Faculty</li> <li>• Looking for inter-faculty alliances</li> <li>• Look for community needs</li> <li>• Strategic appointments</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening ties with research clusters</li> <li>• Exploring opportunities for new research clusters</li> <li>• Submission of Proposal in response to RFP for Metis Chair.</li> <li>• Preparation and submission of appointments call for strategic appts in 2009-2010</li> </ul>	2008-2009	Dean Associate Dean Research RO	Consultation with VPA and VPRI	Priorities I and VI

**Priority V: To support the restructuring exercise and to ensure that the University has the governance structure to realize its objectives.**

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measureables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
<p><b>V-1. To develop the Administrative structure for the Dean's Office in the new Faculty in collaboration with the Faculty of Arts Dean's Office, to ensure that the new Faculty has adequate support for academic units.</b></p>	<p>a. To develop a model for the new Faculty that outlines the offices, their functions, structures and staff in the following areas: :</p> <ul style="list-style-type: none"> <li>Facilities</li> <li>Finance</li> <li>IT</li> <li>Communications</li> <li>Research</li> <li>HR</li> <li>Enrolment and Data Management</li> <li>Faculty Council</li> <li>STARS/Advising</li> <li>Experiential Education</li> <li>Academic Policy and Planning</li> </ul>	<p>i. A model for the Dean's Office organization that will include recommendations for the structure and functions of all key positions and offices</p> <p>ii. Staff confirmed in Dean's Office</p>	<p>Each workgroup is following a similar approach although timelines may vary according to the needs. Specific timelines for each workgroup are available:</p> <p><b>for April 30:</b></p> <ul style="list-style-type: none"> <li>i. List current responsibilities</li> <li>ii. identify 'client' input.</li> <li>iii. prepare interim report.</li> </ul> <p><b>for Aug 31:</b></p> <ul style="list-style-type: none"> <li>i. research best practices.</li> <li>ii. identify timelines</li> <li>iii. prepare draft reports with recommendations.</li> </ul> <p><b>for January 31, 2009:</b></p> <ul style="list-style-type: none"> <li>i. implementation and develop documentation</li> </ul> <p><b>for June 30, 2009:</b></p> <ul style="list-style-type: none"> <li>i. finalize implementation</li> <li>ii. departments operational</li> </ul>	<p>Each workgroup has been assigned to one of the 2 Executive Officers to create the group and call the meetings. Membership includes the incumbent managers from the 2 Faculties, plus representation from a third Faculty and/or the various central University divisions as appropriate, and in some cases the Associate Deans. Each has a Chair(s) which could be an EO, Associate Dean or central division representative.</p> <p>The Research group chaired by Associate Deans.</p> <p>Con Ed is stand alone and does not have a workgroup assigned.</p> <p>Advising, STARS and EE are combined into a single workgroup 'Student Experience'.</p> <p>Workgroups report back to the TCC and intervals.</p> <p>Other groups Chaired by the</p>	<p>Workgroups Executive Steering Group</p>	<p>Priority VIII Academic governance</p>

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measureables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
				VPA's office and the RO are considering governance and registrarial issues and have representation from the 2 Facilities.		
<b>V-2. To support the academic units in the consolidation of academic programs and/or other transition issues in preparation to the consolidation of Arts and Atkinson</b>	<ul style="list-style-type: none"> <li>a. To support the consolidation of degree programs</li> <li>b. To confirm the structure of the units and the faculty complement that will be associated with those units in the new Faculty,</li> <li>c. To support the related work associated with degree requirements, course harmonization, grandparenting etc.</li> <li>d. To support the faculty, students and staff throughout.</li> </ul>	<ul style="list-style-type: none"> <li>i. Confirmation of the units.</li> <li>ii. Consolidated degree programs reviewed and forwarded for Senate approval.</li> <li>iii. Voluntary redeployment of faculty confirmed.</li> <li>iv. Student legislation pertaining to the transition complete.</li> <li>v. Staff confirmed in the academic units and any workload issues resolved in conjunction with YUSA.</li> </ul>	April 2008 to April 2009 depending on item.	Atkinson Faculty All academic units DCE Working groups in some cases Ross Rudolph	Arts Executive Steering committee Senate BOG	Priority VIII: Governance  And  Priority VII: Identities and Reputation

**Priority VI: University Advancement and Faculty Development**

<b>Specific Objectives /Initiatives</b>	<b>Actions/Strategies</b>	<b>Expected Results/ Measurables</b>	<b>Results Timeline</b>	<b>Responsible Division/ Body/ Position</b>	<b>Comments</b>	<b>UAP Priority Supported</b>
<b>VI-1. To ensure that the Faculty has adequate resources to fulfill its mission</b>	<ul style="list-style-type: none"> <li>a. To expand the DCE to generate new revenue and expand professional development strategy</li> <li>b. To expand where appropriate deregulated fee programs</li> <li>c. To reinvigorate fund raising efforts now that a new CDO has been hired for the Faculty.</li> <li>d. To compete for strategic appointments.</li> <li>e. To maximize potential for graduate growth with the condition that the FFTEs will be funded.</li> <li>f. Careful enrolment planning to ensure that the Faculty receives maximum possible FFTEs funding</li> </ul>	<ul style="list-style-type: none"> <li>i. Additional revenue from DCE</li> <li>ii. Potential of deregulated fees from the MFAcc and the BAcc</li> <li>iii. New funds for IRP initiatives through fund-raising efforts</li> </ul>	2008-2009 and forward	Faculty	VPA Budget cuts	Priority VI: Identities and Reputation
<b>VI-2. To ensure that faculty and staff receive support for professional development</b>	<ul style="list-style-type: none"> <li>a. Support policy for career-relevant workshops for staff</li> <li>b. Continue to provide support for conference travel for faculty</li> </ul>	<ul style="list-style-type: none"> <li>i. Maintain current levels of number of staff who receive professional training.</li> <li>ii. Attempt to maintain a minimum of \$1,200 for conference travel for faculty.</li> </ul>	2008-2009	DCE EO Dean	Success of DCE and fund-raising efforts	
<b>VI-3. Address concerns about workload equity across academic units</b>	<ul style="list-style-type: none"> <li>a. Continue discussions with units looking to develop self-funding mechanisms to introduce a research-based teaching load reduction to 2.0 FCEs</li> </ul>	<ul style="list-style-type: none"> <li>i. uncertain depending on options available and budget cuts.</li> </ul>	Summer 2009	Faculty and academic units	VPA Budget	
<b>VI-4. Continue to develop and improve space and</b>	<ul style="list-style-type: none"> <li>a. School of Social Work</li> <li>b. School of Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>i. Kinsmen space complete</li> <li>ii. Solution for IT problems plus an additional lab</li> </ul>	By Fall 2009		Space planning Committee UEC	

Specific Objectives /Initiatives	Actions/Strategies	Expected Results/ Measurables	Results Timeline	Responsible Division/ Body/ Position	Comments	UAP Priority Supported
other facilities	c. Consolidate SAS faculty	<ul style="list-style-type: none"> <li>iii. All SAS faculty in the Atkinson Bldg.</li> <li>iv. Creation of two new Schools, Equity Studies and HRM.</li> <li>v. Plan for space and moves of both faculty and staff in the case of faculty members consolidating with Arts faculty members.</li> </ul>				
<b>VI-5. Develop a comprehensive advancement and communications strategy for the new consolidated Faculty</b>	<ul style="list-style-type: none"> <li>a. The advancement plan should begin in 2008-2009 and build on the existing advancement strategies of Arts and Atkinson.</li> <li>b. The new Faculty requires a branding strategy.</li> </ul>	<ul style="list-style-type: none"> <li>i. Success will be measured in terms of dollars raised.</li> <li>ii. Effective communications roll-out that includes a clear vision, mandate and strategic directions of the new Faculty.</li> <li>iii. Agreed-upon branding including a visual representation of the new name.</li> </ul>	During 2008-2009	Dean Communications	<ul style="list-style-type: none"> <li>Arts CDOs</li> <li>York Foundation</li> <li>External climate for philanthropy</li> <li>Communications Office</li> </ul>	

**Appendix A: STARS Unit Supporting Data**

	<b>05/06</b>	<b>06/07</b>	<b>07/08<sup>2</sup></b>	<b>08/09</b>
<b>TEAM - Student Ambassador</b>	36 students 562 hrs	46 students 822 hrs	30 students 353 hours	45 students 700 hours
<b>SHARE - Peer Mentorship<sup>1</sup></b>	101 mentors 359 students	59 mentors 656 students	57 mentors 737 students	would like to maintain a 10:1 ratio
<b>Experiential Education</b>	20 Partners (100 projects) 350 students	185 Partners (350 Projects) 1212 students	185 Partners (350 Projects) 1486 students	250 Partners (700 Projects) 2250 students
<b>Alumni - Student Mentorship</b>	87 Mentors 88 Mentees	118 Mentors 121 Mentees	76 Mentors 101 Mentees	90 Mentors 120 Mentees
<b>SOAR (New Program)<sup>6</sup></b>	N/A	N/A	N/A	N/A
<b>Professional Development - Students &amp; Alumni</b>	N/A	3 Workshops 133 participants	N/A <sup>3</sup>	3 Workshops 150 participants
<b>Workshops/Skills development</b>	N/A	178 students 4 Workshops	298 Students 8 Workshops	350 Students 10 Workshops
<b>Volunteering connections (outside University)<sup>4</sup></b>	N/A	1	2	4
<b>Peer Assisted Study Sessions (PASS/SI)<sup>5</sup></b>	N/A	N/A	2 Courses (5 Students hired) 163 students attended PASS	3 Courses (7 Students hired) Potential for increase in number of students
<b>NOTES</b>				
1. Previously reported by term, sometimes resulting in one mentor being counted twice – this has been corrected for 2007-2008 2. Decrease due to Nursing/Psychology/Health studies moving to Faculty of Health – 2005-07 years included health units 3. Relevant manager away – workshops suspended this year 4. Volunteering will be incorporated into part of SOAR program 5. Pilot yr - W term only. 08/09 plans for F/W 6. SOAR program is going to encourage participation in all aspects of student success through engagement in various categories: preparation, participation, life skills, volunteer, leadership				

**Appendix B: RESEARCH UNIT Supporting Data**

**Atkinson Research Data by Fiscal Year\***

<b>Fiscal Year</b>	<b>2005-2006**</b>	<b>2006-2007**</b>	<b>2007-2008</b>
Tri-Council applications	43	45	60
Other applications	13	19	17
<b>Total No. of Applications</b>	<b>56</b>	<b>64</b>	<b>77</b>
Tri-Council awards	11	10	25
Other awards	6	13	11
<b>Total No. of Awards Given</b>	<b>17</b>	<b>23</b>	<b>36</b>
Tri-Council dollars	\$583,813.00	\$597,989.00	\$4,180,042.00
Other dollars	\$96,345.00	\$998,755.00	\$179,877.00
<b>Total Dollars Awarded</b>	<b>\$680,158</b>	<b>\$1,596,744.00</b>	<b>\$4,350,919.00</b>

\*Dollar figures do not include the \$5 million Harris Gift in support of faculty research (annual gift of \$1m between 2005-09 led by Stuart Shanker cross-appointed between Atkinson Philosophy and Faculty of Health Psychology)

\*\* Faculty of Health awards have been excluded