Faculty of Arts Strategic Plan, 2013 to 2018

INTRODUCTION

The Faculty of Arts is the largest and most intellectually diverse academic unit at the University of Manitoba. Approximately 400 people are employed in our Faculty, including about 325 academic staff and 75 support staff.

In 2013 we offered over 30 undergraduate programs and 16 graduate programs across the humanities and social sciences in a range of delivery modes. We teach everything from Psychology, Sociology, and Economics through History, English, and Theatre to Judaic Studies, Labour Studies, and Women’s and Gender Studies. We also teach 22 languages in the Faculty of Arts, including North American Indigenous, European, Asian, Middle Eastern, and classical languages.

The Faculty of Arts provides a foundational education for undergraduate students in which they learn to understand and critically analyze the society and culture of which they are a part—locally, nationally, and globally. And for graduate students we provide specialized training in fields as diverse as clinical psychology and archival studies.

We have the largest number of student enrolments of all UM faculties (4,213 in 2012-13) and the largest number of undergraduate student credit hours (SCHs): 78,422 in 2012-13. Apart from University 1, Arts has the largest percentage of Aboriginal students (13.3 percent in 2012-13) as a percentage of all Aboriginal students at the university. We also provide a very significant service to the broader university because 68 percent of the undergraduate student credit hours that we teach in Arts are for students who are not enrolled in the Faculty of Arts (2012-13).

The Faculty of Arts does exciting, innovative, and cutting-edge basic and applied research across our thirty-plus areas of study. We are home to a range of research centres and institutes, including the Institute for the Humanities, the Centre for Creative Writing and Oral Culture, and the Manitoba Institute for Policy Research. We are particularly proud of the research partnerships that we have nurtured and built with a variety of communities and organizations outside of the university.

OUR PLANNING PROCESS

We commenced our current strategic planning process in May 2012. A Strategic Planning Steering Committee was struck with representation from various constituencies in the Faculty of Arts (see Appendix 2 for the Steering Committee membership and its Terms of Reference). The Steering Committee did background research during the summer of 2012 and then conducted a series of community engagements in Fall 2012 and Winter 2013. The Strategic Plan was finalized in Spring 2013.
This Strategic Plan provides a general framework for the Faculty’s development in the five-year period from 2013-2018. It is a living and rolling plan. The mission, vision and values; the themes and priorities; and the strategic influences outlined below will be reviewed and, as necessary, updated as part of the annual strategic resource planning process.

The Faculty of Arts Strategic Planning Steering Committee thanks everyone who participated in generating this plan and we look forward to working with all members of our community as we pursue our priorities over the next five years.

NEXT STEPS

More specific operational plans will flow from this Strategic Plan, providing more detail on the themes and priorities along with specific objectives and timelines. The Strategic Planning Steering Committee, expanded to include Associate Deans, will serve as an oversight body for our operational planning. We anticipate developing operational plans in at least the following areas: research, strategic enrolment management/student success, Indigenous achievement, academic programs, technology, communications, capital development, physical space, and international activity. We will begin work on the development of these operational plans no later than Fall 2013.
MISSION

Our mission is to contribute to the development of vibrant, informed and capable publics, and to the well-being of our communities. Creating and disseminating knowledge through our faculty and students’ activities of teaching and learning, research and publication, and professional training, artistic production and performance. Our students are our greatest assets and we strive to provide them with education for life.

VISION

We seek to provide an excellent, broadly based undergraduate education as well as more advanced graduate training in the humanities and social sciences. In the process, we aim to make a difference in students’ lives by exposing them to cutting-edge ideas, encouraging them to be critical thinkers, and preparing them to be active citizens in the economic, social and cultural life of the province and beyond.

An essential goal of our members is the wide dissemination of our research to all parts of the scholarly world. Moreover, the Faculty of Arts is committed to enlarging the impact of our research, scholarship and creative work on people’s lives, especially the citizens of Manitoba.

VALUES

We are committed to equity, accessibility, and diversity in the work we undertake and the programs we offer. We value collegiality, a respectful work environment, and collaborative learning. While solidly grounded in the traditional areas and programs of teaching and research, we are flexible in embracing new ways of thinking and teaching and intent on seizing opportunities to enhance the intellectual experiences of our students. Fostering the dynamism of our programs and research and encouraging fruitful interaction and exchange enable us to achieve our mission and vision.
THEMES AND PRIORITIES

Undergraduate and Graduate Education

Objective

To provide undergraduate and graduate students in the humanities and social sciences with the courses, programs, support services, and facilities they require to become critically engaged global citizens and to be well prepared for a diverse range of occupations and vocations.

Priorities

**Improve student success by:**

- Supporting small class experiences, especially in first year

- Improving communications with and advice to students regarding programs, rules and procedures, and opportunities for involvement in campus life, including coordinating advising among the Dean’s Office and departments

- Improving our advising capacity for Indigenous students

- Continuing and expanding our Arts Ambassador program, including peer mentoring and working with high school students to raise awareness of the benefits of an Arts education

- Developing an understanding of the patterns of D and F grades and withdrawals across the Faculty and, as necessary, developing strategies to address them

- Supporting intervention strategies to assist undergraduate students, including learning communities, supplemental instruction, and support with research and writing skills, in collaboration with colleges and University 1 as appropriate

- Supporting student mobility by facilitating transfer credit, challenge for credit, articulation agreements, and recognition of prior non-formal and informal learning

- Offering more practicums and research experience for undergraduates
• Supporting non-traditional approaches to teaching, including team teaching, teaching outside the credit system, and interdisciplinary teaching

**Enhance student financial support by:**

• Offering Faculty of Arts Special Awards for undergraduate students

• Providing Faculty of Arts Graduate Scholarships

• Advocating for comprehensive, sustainable, predictable, equitable and competitive funding for graduate students

**Improve instructional, study and administrative space by:**

• Renovating classrooms to ensure there are a variety of options for various pedagogical approaches, including configurable space to accommodate group work

• Increasing the number of technology-enhanced classrooms

• Relocating the Arts General Office to appropriate accessible ground-floor space

• Designing common spaces whose form and function accommodate the ways in which people relate to space

• Working with the Arts Student Body Council to review and improve study space for undergraduates

• Providing all graduate students with dedicated study space

• Ensuring all graduate programs have access to social space for their graduate students, including exploring the possibility of cross-departmental graduate student space

• Ensuring there is adequate space for staff

**Engage in more systematic program planning and ensure program quality by:**

• Facilitating more course cross-listing and team teaching

• Encouraging more global content in courses
• Encouraging more study abroad options

• Developing a Faculty enrolment plan to consider, among other matters, enrolment controls and the appropriate mix of Indigenous, international, graduate, undergraduate and other students in the context of a broader university enrolment plan

• Developing a Faculty course and program delivery plan for a range of modes from face-to-face to blended to distance and online and including a review of summer course delivery in the context of broader program planning

• Developing criteria for the allocation of academic positions

• Conducting a Faculty-wide review of the Faculty’s graduate programs, including developing criteria to determine program sustainability and expansion and reviewing retention, time to completion and other issues

• Conducting a Faculty-wide review of the Faculty’s undergraduate programs, including developing criteria to determine program sustainability and expansion and reviewing degree requirements

• Working with the Provost’s office to more closely coordinate undergraduate and graduate program reviews that are conducted under the Academic Program Reviews Policy and Procedures

• Pursuing more graduate and undergraduate program flexibility, including collaborations with other universities and exploring more options for graduate students to take courses outside of their home programs

• Developing bona fide academic requirements and learning outcomes for all programs
Research and Scholarship

Objective

To support comprehensive research questions, theories and methodologies that are driven by the academic interests and the social concerns of researchers. The Faculty of Arts is committed to building research ties between scholars and diverse community groups and organizations. The Faculty will foster networks of knowledge, partnership and cooperation that will enrich and enliven research potential.

Priorities

*Improve the research environment by:*

- Investing in infrastructure development
- Ensuring adequate space for research institutes and clusters
- Ensuring adequate space for graduate student researchers
- Developing measurements of research and scholarly activity appropriate to the humanities and social sciences
- Providing mentoring on research and writing for probationers
- Advocating for enhanced digital support for Arts research

*Enhance research activity by:*

- Providing support to interdisciplinary research clusters
- Providing support for Arts-organized conferences and workshops
- Providing support for researchers applying for major external funding

*Enhance the research profile by:*

- Supporting community-based research partnerships
- Communicating our research accomplishments
- Implementing Faculty Research Awards with an annual Faculty of Arts lecture
Workplace and Governance

Objective

Create and maintain an inclusive, transparent, collegial and participatory Faculty in which students, academic staff, and support staff have the ability to work and learn with the necessary infrastructure and supports and are supported in achieving a healthy and sustainable work-life balance.

Priorities

Optimize our administrative resources by:

- Reviewing the current departmental structure to ensure we are providing the best possible support for teaching and research, including administrative support to ensure it is comparable and equitable and that support staff workloads are comparable and equitable.
- Reviewing departmental procedures across the Faculty to ensure they are consistent and coordinated as appropriate.
- Maintaining our current support staff complement and increasing it as required.
- Ensuring that support staff receive appropriate training.

Improve Faculty governance by:

- Reviewing and updating the Faculty Council bylaw and the subcommittees of Faculty Council.
- Reviewing the composition and role of Heads’ group.

Clarify and improve our collective expectations of faculty workloads and performance by:

- Reviewing tenure and promotion procedures for clarity, fairness and equity.
- Reviewing faculty Teaching Responsibility Guidelines to determine possible adjustments.
• Reviewing faculty workloads to ensure equity across the Faculty in and between teaching, research and service

• Specifying the criteria for determining the satisfactory and unsatisfactory performance of academic staff

**Foster an inclusive and healthy academic workplace by:**

• Ensuring that the principles of equity and diversity are embedded in all of our practices

• Increasing the employment stability and predictability for sessional and other contingent academic staff

• Ensuring the integration of sessional academic staff into Faculty and departmental governance and administration, including more input into course planning and teaching schedules

• Providing professional development funds for sessional academic staff
Community Engagement

Objective

The Faculty of Arts has a long tradition of community engagement and involvement. It is a strategic priority of the Faculty of Art to better facilitate, strengthen and develop these essential community relationships. As such community partnerships and connections will involve research, teaching and service at both the individual and institutional level.

Priorities

In addition to community-engagement initiatives specified in other Themes, we shall enhance our work in this area by:

- Developing a number of Arts in the Community initiatives, including Humanities 101, University of the Unemployed, and a Speakers’ Series in ways that serve the Province of Manitoba as well as the City of Winnipeg
- Developing community-based service-learning options for students
- Developing greater ties with the Truth and Reconciliation Commission, the Human Rights Museum, and other external bodies
- Strengthening our connections with Arts Alumni
Appendix 1

STRATEGIC INFLUENCES

STRENGTHS

➢ Outstanding undergraduate & graduate students
  - Rhodes Scholars (2011) (2013); Tri-Council, Vanier, award-winning graduate students; 18 of 102 Academic all-Canadians (2012-13) are Arts Students; Leaders of Tomorrow; President’s Scholars; YMCA-YWCA Peace Award; National Aboriginal Achievement Awards; Vineberg Prize; Shastri Institute Awards

➢ Produce well-prepared students
  - Arts students are effective, engaged, innovative, critical thinkers and problem solvers; they are adaptive and bring a breadth of experience plus fresh perspectives to the workforce and to society

➢ Teaching essential, transferable skills to students in most university programs
  - Arts and other UM students learn flexible, adaptable, transferrable skills
  - Arts instructors annually teach 28% of all undergraduate student credit hours (UGSHs) taught at UM and 68% of the UGSCHs we teach are for students outside of the Faculty of Arts
  - we also teach students in other graduate programs (Peace & Conflict Studies, Disability Studies, Agribusiness)

➢ Nationally and internationally acclaimed faculty
  - competitive funding success, including from all three Tri-Council agencies; Tri-Council & international awards, prizes and honours: YM/YWCA Women of Distinction; Best Canadian Film Whistler Film Festival; Order of Manitoba (2)
  - sought-after for media comment, expert option

➢ Loyal dedicated staff receive recognition
  - awards for: outreach, long-time service, outstanding employee & leadership; service to the community evidenced in President’s Leadership Awards; YM/YWCA Women of Distinction

➢ Commitment to Equity and Diversity
  - leaders and promoters of equity and diversity in the broader university community and beyond

➢ Strong, articulate advocates of Humanities and Social Sciences objectives and areas expertise
  - on university committees, in interdisciplinary projects, in the community
 Flexible degree options accommodating a wide range of student demand
  - flexibility within and transferability between programs; opens range of job
    opportunities and offers options for personal academic growth and diversity of
    experience
  - 22 languages taught (from Arabic to Latin, Cree to Ukrainian)
  - double major and advanced major programs encourage student expertise in two
    fields of knowledge

 Leaders in innovative teaching
  - successful implementation of blended learning options
  - teach over half of all the Distance and Online courses at UM
  - course materials adaptive to contemporary issues, matters of equity and
    diversity, new teaching technology, when available
  - double-numbered courses reward the inherent interdisciplinarity of, for
    example, Russian/English or Film/German or History/Law courses

 Leaders in collaborative and interdisciplinary research within the University and
  around the world
  - Arts participates in numerous research centres/ institutes/ collaborative
    opportunities locally, nationally, internationally
  - University of Manitoba Institute for the Humanities successful research cluster
    program
  - CRCs working with Aboriginal communities and writers in Canada and South
    America; with historians in Australia/New Zealand;
  - SSHRC-funded Partnership and Partnership Development Grants

 High-impact research and community partnership initiatives
  - RESOLVE; Centre for Professional and Applied Ethics; Centre on Aging;
    Canadian Museum for Human Rights; Psychological Service Centre; St. Amant
    Centre

WEAKNESSES

 Dated, decaying infrastructure
  - incommodious, inadequate workspaces like classrooms are a detriment to job
    satisfaction and positive student experience
  - seating is often uncomfortable or unsuitable for the typical student of 2013
  - small percentage of classrooms have been upgraded to ‘smart’ status
  - we risk losing highly qualified faculty if they cannot be offered the research
    facilities they need

 Low advisor/student ratio
  - 1/918; National Academic Advising Association standard is 1/300
  - Low support staff/faculty ratio
  - 0.28 support FTE to academic FTE (UM norm is 0.45)
- Insufficient internal communication capacity
  - one FTE

- Lack of office space for current demands
  - no vacant offices available for new/visiting faculty; active senior scholars/faculty emirita have limited office/research space
  - no space for additional support staff
  - limited capacity for graduate student office/ workspace means often double/triple sharing

- Lack of faculty strength in core areas of instruction
  - limited ability to hire to replace has left many departments and programs with spotty or inadequate coverage

- Limited international experience in a globalizing world
  - more Arts students would take advantage of study abroad if credit toward degree was guaranteed and if there was more financial aid available

- Student disengagement leading to D, F, VW
  - insufficient resources for writing help, mentoring, learning assistance within the course (TAs required rather than grader/markers only)

- Inadequate representation of women and minorities among the faculty
  - increasing diversity within the Faculty in both support staff and among faculty members at the department level

- Limited interface between arts students in training and workplace opportunities
  - only a few job placement programs or co-op opportunities for Arts students

- Limited graduate funding
  - we have few department- or program-specific endowments which fund graduate study in the Arts

- High student/faculty ratio
  - 322 UGSCHs taught per tenured/prob FTE (UM norm is 277)

- Reduced frequency of courses and reduced number of sections
  - staffing shortages or lost sessional funds leave students unable to complete degrees in a timely manner
  - 165 course sections have been cut in the past seven years

- Limited tracking of Arts alumni
  - our best advertisers may not be proving they can be successful contributors to social and economic betterment with Arts degrees
OPPORTUNITIES

- Attract excellent students expecting 21st century learning environments, including through direct entry
  - stronger, well-prepared high school students will enter Arts programs earlier through direct entry
  - Arts will need to absorb more of the advising work & develop mechanisms to highlight the value of a liberal arts education for students, potentially addressing needs for career and placement advising for students

- Indigenous population & Indigenous education and research
  - continue to reach out to Indigenous students seeking Arts courses
  - continue to encourage integration of Indigenous cultures, experience into teaching and research at undergraduate and graduate levels and integrating into coursework
  - we are positioned to be at the centre of Indigenous Studies in North America hosting Canada’s largest Native Studies program
  - Truth and Reconciliation Commission and the Canadian Museum of Human Rights are two potential partners in collaborative research, co-op, experiential learning opportunities, and venues for public policy input and debate

- Collaboration with other Faculties and Units
  - Joint appointments; research collaborations; harmonizing student policies and regulations

- Spousal appointments with other units
  - greater awareness and openness to explore possibilities
  - a separate funding pool targeted to spousal hires outside of base budget would encourage retention and could foster novel hiring across the university

- Attract excellent faculty and staff
  - create the internal conditions to attract excellent faculty and staff

- Promote and support equity and diversity in the broader university community
  - Arts has an active Equity and Diversity Committee as well as a number of faculty and staff active in equity and diversity education, research and activism
  - we recently pioneered more inclusive language for academic position postings

- Development of bona fide academic requirements for courses and programs
  - will lead to clear metrics for assessment of skills in a population of students exiting the programs

- Developing strategy for blended and online learning
  - Dean of Arts has experience with online and blended teaching
  - effective methods could be further implemented where it is likely to increase both student numbers and student interest positive learning experience
➢ Acquire computer technology, online resources, and rebuild classrooms, research spaces equipped for the 21st Century
  - acquire new, shared platforms for teaching and research
  - Arts is committed to creating learning environments for teachers and learners that include technology and the ability for best practice teaching, in quality environments that encourage access to a wide range of resources offered on the internet, electronically, digitally etc.

➢ International Collaboration
  - continue to promote value of existing Memorandums of Understanding (MOUs) with international partners
  - facilitate MOUs that foster faculty-driven research & teaching collaboration, which may lead to research funding opportunities, study-abroad agreements, laddered degree programs

➢ Expanding program enrolment
  - Arts can capitalize on emerging University initiatives to attract local, national and international students
  - programs can assess capacity for future growth and to offer content that reaches out to emerging student populations such as adult learners (e.g. Bachelor of Arts Integrated Studies)

➢ Flexible learning options for non-traditional learners
  - opportunity to increase the numbers of our traditionally diverse student population with its high proportion of non-traditional learners
  - captures student interest with novel and innovative teaching methods to meet non-traditional learning demands/schedules
  - opportunity to develop co-op and other experiential learning opportunities

➢ Repurposing of existing space to meet new goals and demands
  - Arts is spearheading a proposal to establish a satellite Statistics Canada Research Data Centre (RDC) on the FG Campus
  - new RDC will offer easier, secure access to StatsCan data via Canarie to all University researchers
  - potential research partner/users will come from other social science units: Nursing, Law, Business, Social Work, Education
  - Dafoe Library has partnered and has identified a suitable space; redesign plans have already been drafted
  - development of this space would provide much needed research and teaching space for the Faculty

➢ Increasing the visibility of the Faculty of Arts
  - Arts Celebrating Arts showcases student, faculty and staff achievements of the previous year
  - promotion of successful Arts community members fosters more student-faculty interactions, peer-level interested and engagement and connection to the Faculty
  - providing advisors and support staff to engage and enhance the student experience is an opportunity to be seized
➢ Collaborative interactions with community partners and the Faculty of Arts community
   - enrich and enhance collaborative opportunities Arts has developed in the areas of language and culture (e.g., Icelandic, Chinese, German, Polish) and work to identify new links and partnerships (the Filipino community, for example, which is the third largest in Canada)
   - explore partnerships with major cultural events including Winnipeg Fringe Festival; Thin Air Writers Festival; Major Playwrights Festival

➢ Grow Arts Endowments
   - Arts undergraduate and graduate students and alumni donors can be encouraged to make annual contributions to the Arts Endowment Fund or new, targeted graduate scholarships
   - donors can be encouraged to contribute to targeted endowments such as the Institute for the Humanities and the Centre for Professional and Applied Ethics

THREATS

➢ Government funding
   - the experiences in other jurisdictions suggest that we may face declining funding in the future

➢ Increased competition for mobile, highly qualified students
   - need to be attractive to recruit and retain graduate and undergraduate students

➢ Anti-intellectualism
   - downplaying of academic opinion, scientific opinions by media, government, politicians

➢ Changing Tri-Council funding architecture
   - potentially reduces research opportunities for Arts faculty and the ability of Arts to attract undergraduate and graduate students or postdoctoral fellows

➢ Preparation of students
   - additional resources required to ensure students are meeting minimum requirements for success once admitted

➢ No university-wide spousal strategy with resources
   - need a strategy and resources to address inter-Faculty spousal appointments

➢ Challenges created for students, staff and faculty by new systems
   - CONCUR: inefficient use of faculty time in dealing with computer program
   - AURORA: organization of courses inhibits students’ ability to see the full range of courses and disciplines; system is cumbersome and counter-intuitive
- ASTRA: teaching designed with specific class spaces or requirements in mind will be undermined when enrollment numbers drive the course into a different classroom
- classroom allocation does not always result in a space suitable for students with special needs or accessibility issues; or, redistribution of rooms in spanned courses may undo a switch or accommodation that had to be made for the first part of the course
- enrolment predictions are sometimes not based on reliable data

➤ Untimely repairs and renovations to dated, decaying infrastructure
- drives students away from enrolling, or out of classes, or even switching to other institutions
- inhibits instructors from exploring other avenues of innovative teaching
- downgrades our image as a university of first choice
- disrupts Astra optimization process

➤ Inaction or severely delayed action on planned renovations
- quotes arrive months after Req 7s so that earmarked funding from early in fiscal year is reallocated or sits in carryover at 31 March
- bottlenecks in workflow of quotation process delay renovation plans beyond a fiscally viable start date
- tenders rejected by in-house trades are only retendered after rejection leading to delays in project startup

➤ Location/Public transit to University
- a commuter campus needs reasons for students to stay once here
- many Arts students are working, are part time students, don’t have cars, want to take evening classes, rely on public transit
- provide EcoPass transit pass to encourage greener transport; ease parking
Appendix 2

**Faculty of Arts SPSC Terms of Reference**

The Faculty of Arts Strategic Planning Steering Committee (FASPSC) shall oversee the development of a Faculty of Arts Strategic Plan that will guide the development of the Faculty of Arts for the period from 2013 to 2018. The membership of the FASPSC shall be as follows: six representatives from UMFA members, three support staff representatives, two representatives from CUPE 3909 sessional members, two graduate student representatives, two undergraduate representatives, and the Dean.

The FASPSC shall conduct background research using sources internal and external to the University of Manitoba, develop and conduct an extensive and inclusive engagement process with members and constituencies of the Faculty of Arts, and conduct other activities as necessary. It shall produce a final strategic plan by Spring 2013.

**Strategic Planning Committee Members**

**Chair:**

Jeffery Taylor

**Undergraduate Student Representatives:**

Arlene Young

David Churchill

Amanda McMullin

Tammy Ivanco

Al Turnbull

Warren Cariou

Nicholas Curry

Elizabeth Comack

Sarah Story

Irwin Lipnowski

**Administrative Support:**

Mark Hudson

Flyora Major

Amanda McMullin

**CUPE Academic Representatives:**

David Churchill

George Buri

Shawn Jordan

**Support Staff Representatives:**

Tammy Ivanco

Gerry Strom

Warren Cariou

Janet Sealey

Elizabeth Comack

Nicholas Curry

Irwin Lipnowski

Amanda McMullin

George Buri

Shawn Jordan

Gerry Strom

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