2017 STRATEGIC PLAN

College of Social and Applied Human Sciences
Introduction from the Dean

I am delighted to present the 2017 Strategic Plan of the College of Social and Applied Human Sciences (CSAHS) at the University of Guelph.

When I arrived at the University early in 2016 to take on the role of CSAHS Dean, I quickly realized that one of my first challenges would be to lead the College in a collective visioning and planning process. The existing CSAHS Integrated Plan was in its final year, and the landscape at the University had changed significantly with new leadership and development of the University of Guelph Strategic Framework: Our Path Forward. We needed a new guide for decision-making within the College and clear direction for our actions over the coming years. It had been a number of years since members of the College had engaged in planned, collective discussions about their shared future. As a newcomer to the community, it was essential that I spend time talking with and listening to a broad range of College stakeholders to ensure that my leadership would be based on a shared vision for the College.

It has been inspiring to hear about the goals, passions, and innovative ideas people have for the College.

Through numerous planning events and conversations held over the 2016-17 academic year, I had the pleasure of getting to know many people who are part of the college community – students, staff, faculty, alumni. It has been inspiring to hear about the goals, passions, and innovative ideas people have for the College. It was a challenging process (but also an enjoyable one) to pull those thoughts together to articulate draft goals, objectives, and actions, then hone them through further engagement into the Plan presented in this document. I am proud of this Plan, and excited about working together to achieve our collective goals over the coming years.

What you will see as you read through this Plan is a guide for moving the College forward in a purposeful manner to become a world-class leader in scholarship addressing critical issues facing our world. There is an emphasis on excellence, and on being recognized locally, nationally, and internationally for the outstanding work we do. The complexity of the issues we address and the changes we seek to facilitate require that we work together across and beyond our disciplinary traditions, so there is an emphasis on putting structures, resources and incentives in place to facilitate effective interdisciplinary collaborations and engagement with academic and non-academic partners outside of the College. This does not mean that disciplinary scholarship is less valued or supported. Indeed, strong
interdisciplinary work requires strong disciplinary grounding. However, our sense is that we have solid systems in place to facilitate excellence in disciplinary work. We will continue to support those systems while we work to enhance inter- and transdisciplinary endeavors. The Plan also emphasizes enhancing College infrastructure (including work processes, policies, and financial, physical, and human resources) to ensure that we provide a supportive work- and learning-place that allows students, staff, and faculty to thrive and excel.

What you will not see as you read through this plan is a complete compendium of every action the College will take over the coming years. This is a strategic rather than operational plan; though not articulated here, we will continue to conduct the day-to-day operations involved in delivering our programs, addressing student needs, and supporting faculty in their teaching, research, and service. As well, there is no doubt that new goals will emerge and additional strategic actions be called for within the next few years as contexts change and new challenges and opportunities present themselves. However, I am confident that the processes that we engaged in to develop this Plan and the vision, mission, and goals articulated here will serve us well as we create and mobilize knowledge, work with our partners, and prepare future professionals to be effective actors in working for the changes needed to address the critical issues we face.

There is an emphasis on excellence, and on being recognized locally, nationally, and internationally for the outstanding work we do.

Gwen Chapman, Dean
History and Context

The College of Social and Applied Human Sciences is situated on the traditional territory of the Attawandaron people. From the Anishinaabe to the Haudenosaunee and the Métis, these treaty lands are steeped in rich indigenous history and modern traditions. Today, this gathering place is home to many First Nations, Métis and Inuit peoples. Acknowledging them reminds us of the College’s important connections to this land where we learn and work as well as the communities with whom we work. Our plans for moving the College forward are informed by our commitment to reconciliation with Indigenous peoples of Canada.

A dynamic and diverse college with a long history of commitment to hands-on learning, socially responsive research, local and global community engagement, and mobilization and exchange of knowledge, the College traces its roots back to Macdonald Institute, founded in 1903 to educate young women in domestic sciences and thus improve the health and well-being of families and society. Over the following decades, the Institute grew and evolved with the needs of a changing society. In 1964, it joined with the Ontario Agricultural College and Ontario Veterinary College to form the University of Guelph. A new unit, Wellington College, was formed at the University that year to deliver arts and sciences programs. Over time, Macdonald Institute was renamed the College of Family and Consumer Studies, and Wellington College was divided into three Colleges, including the College of Social Sciences. The College of Social and Applied Human Sciences was formed in 1998 from the merger of Family and Consumer Studies and Social Sciences.

The College has existed in its current form since 2006, with five diverse departments: Family Relations and Applied Nutrition, Geography, Political Science, Psychology, and Sociology and Anthropology. It is currently home to approximately 5000 undergraduate students, 365 graduate students, 125 faculty, and 70 staff.
The College provides exemplary undergraduate and graduate programs in each of its disciplines, and also delivers interdisciplinary programs such as International Development, Environmental Governance, and Criminal Justice and Public Policy. As well, the College is a partner in the interdisciplinary neuroscience program that will begin admitting students in fall 2017. The programs offered by the College span social, applied and natural sciences, as indicated by the degrees offered, which include the BA, BASc, BSc, MA, MSc and PhD. Accredited professional programs include the Masters of Applied Nutrition (MAN), MSc in Couple and Family Therapy, and the PhD in Clinical Psychology. The learner-centred programs offered by the College provide students with a solid grounding in disciplinary theory and methods, as well as the application of that learning to contemporary issues relating to justice, inequality, social change, health and well-being, the environment, and development. Throughout, there is an emphasis on experiential learning and application of knowledge in community, research, professional and policy settings.

The College of Social and Applied Human Sciences is a research-intensive unit where faculty members have active research programs of national and international stature. Research in the College is funded by all three of Canada’s federal funding agencies (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council, and Social Sciences and Humanities Research Council), as well as other public and private sources. The College houses 7 Canada Research Chairs, the Jarislowsky Chair in Families and Work, and (starting in 2018) the Arrell Chair in Food, Policy, and Society. Much of the research produced within the College aligns solidly within the scholarly disciplines represented in the College, but many faculty are also engaged in interdisciplinary work. Examples of this are found in the College’s Centre for Families, Work and Well-being, which addresses the interface between family, paid work, and contextual factors that shape workplace experiences. The College also facilitates teaching and research collaborations with community partners through the Community Engaged Scholarship Institute (CESI).

The College of Social and Applied Human Sciences is on solid footing, with a well-loved institutional history that has firm links to its current strengths in teaching and research that address societal needs.

The College of Social and Applied Human Sciences is on solid footing, with a well-loved institutional history that has firm links to its current strengths in teaching and research that address societal needs. Building on those achievements to ensure the continued success of the College requires a shared understanding of where we want to go as a community, how we want to focus our energy, and where we will allocate the financial, human and physical resources available to us in the coming years. The processes we engaged in to develop this Strategic Plan allowed us to develop and articulate that shared understanding of our path forward.
Developing the 2017 CSAHS Strategic Plan

The Vision, Mission, Values, Goals, Objectives, and Actions presented in this document were developed through a series of engagement events held between September 2016 and April 2017. These events were planned by the Dean and Associate Deans in consultation with the Strategic Planning Advisory Committee. Events included:

• **Strategic Planning Kickoff Retreat, attended by Department Chairs, Associate Chairs, Undergraduate and Graduate Coordinators.**
  This event focused on discussion about what we want the College to be known for in 5-10 years, and what areas our strategic goals should address.

• **Four workshops open to faculty, staff and students:**
  1. Enhancing and demonstrating research excellence and intensity
  2. Academic programs – what will we offer?
  3. Growing our work in community engaged research and learning
  4. Inspiring teaching and learning – how will we deliver our programs?

  Each was a half day event focusing on what we want to achieve in the topic area, and what we need to have in place to achieve those goals.

• **Specific meetings for undergraduate students, graduate students, and staff, addressing current strengths in the College, areas for improvement, and suggestions for new actions.**

• **Strategic Planning Advisory Committee Retreat, where we reflected on the collated notes from the previous events and began to map out goals to focus on and key actions to take over the next three to five years.**

We were then able to hone all of the input into the first draft of the core elements of the Plan presented here. Feedback was obtained in meetings with Dean’s Council, the Strategic Planning Advisory Committee, each Department, and the CSAHS Alumni Association executive, with revisions being made after each meeting. A full draft of the Plan was then made available to the College online for final feedback.
VISION: The College is a leader in world-class, integrated scholarship that addresses critical, complex issues facing our world.

MISSION: We address complex issues facing individuals, families, communities, societies and our world by working within, across and beyond our academic disciplines through learner-centred teaching, rigorous research, and responsible and reciprocal engagement with the people and communities with whom we work.

VALUES: We value robust, disciplinary scholarship as well as multi-, inter-, and trans-disciplinary collaborations. Our scholarship includes and integrates teaching, research, service to society, and engagement with varied communities and groups such as professions, civil society, government, industry, and alumni. We value rigorous production, critical interpretation, open communication, and responsible use of evidence. We emphasize integration of knowledge and action, including mobilization of knowledge from the academy into society, bringing knowledge from community and professional settings into the academy, and creation of knowledge through action. We value scholarly activities that contribute to positive change in our communities and our world.

We value people. We celebrate and support our students, staff, faculty, alumni, and partners, as well as the people we serve within our communities and globally. We are concerned for their health and well-being. We value and work for equity, inclusion, diversity, and accessibility, and strive to provide respectful and supportive working and learning environments.

We take responsibility for working towards reconciliation with Indigenous peoples of Canada.

We value our local and global communities, and the planet on which we live. We seek to find ways of working and living that sustain ecological, social, physical, and economic health.
‘ENGAGEMENT’ AND ‘ENGAGED SCHOLARSHIP’.

From the inception of Macdonald Institute in the early 1900s through to the current College of Social and Applied Human Sciences, we have always placed priority on outreach or extension activities that bring the knowledge and expertise of the university into the community. In recent decades, understandings of the relationships between universities and communities have broadened to focus on reciprocal partnerships and knowledge exchange. Community partners are not just the recipients of academic expertise, but can be active contributors throughout, working alongside university partners to define research questions and learning needs, decide on methodologies, gather and analyze data, and share findings.

Goals and Objectives

The following goals and objectives form the core of our Strategic Plan. They will guide our strategic actions over the coming years and focus our energy and resources on programs and processes that need to be developed or changed to help us achieve our vision. They do not define all of the activities we will engage in – in addition to these strategic directions, we will continue to support practices that contribute to our current areas of strength, such as our disciplinary teaching and research programs.

We recognize that some of the goals and objectives are more readily under our control than others. Some are constrained by resources, and others address processes that may be more the purview of administrative levels above or below that of a College. However, the College is committed to take actions as we are able (including advocating for change at other administrative levels) to achieve these goals and objectives.

GOAL 1: To be a leader in disciplinary, interdisciplinary, transdisciplinary, and engaged teaching and research that contributes to meaningful change in our communities and our world.

Objectives:

1.1 To facilitate impactful interdisciplinary research collaborations within CSAHS, within the University of Guelph, nationally and internationally.

1.2 To support and develop exemplary graduate and undergraduate programs that attract excellent students and prepare graduates for successful professional and academic careers.

1.3 To facilitate access to, recognition of, and development of engaged scholarship activities for faculty, graduate students, and undergraduate students, locally, nationally and internationally.

1.4 To take action to advance reconciliation with Indigenous peoples of Canada.
GOAL 2: To make visible and compelling the quality, value, and societal impact of our teaching, research, and engagement for prospective and current students, the University of Guelph community, alumni, and the general public.

Objectives:
2.1 To clearly articulate the scholarly and public contributions of the College in a way that defines our unique contribution to the University of Guelph brand.
2.2 To clearly articulate the scholarly and public contributions of the College in a way that differentiates us from comparator units at other universities.
2.3 To champion the quality and value of our work to the University of Guelph community, prospective and current students, alumni, and external stakeholders.

GOAL 3: To provide a healthy and productive work and learning environment where diversity is encouraged and that fosters the ability of students, staff, faculty, and alumni to thrive and succeed.

Objectives:
3.1 To foster a culture of inclusion and respect for diversity within the College.
3.2 To foster and support the well-being of students, staff, and faculty within the College.
3.3 To implement fair, transparent and just processes within the College.
3.4 To achieve fair, equitable and manageable workloads for students, staff, and faculty.
3.5 To increase and responsibly allocate financial resources available to the College to meet physical, technological, and human resource needs as best we can.

OUR RESPONSIBILITIES FOR RECONCILIATION WITH INDIGENOUS COMMUNITIES.

In response to the Truth and Reconciliation Commission of Canada’s 2015 Calls to Action, post-secondary institutions across Canada have been grappling with how to move forward to increase access to post-secondary education for Indigenous students, build respectful relationships with Indigenous communities, and ensure that the educational experiences we offer and the research we conduct support ongoing processes of reconciliation. Because of the particular responsibility post-secondary institutions have in advancing reconciliation, we have specifically named this area in our objectives and actions. In addition, reconciliation will be embedded within all of our goals and objectives, as well as specific actions that will be developed during our ongoing engagement with Indigenous peoples.
Actions

The most exciting and transformational components of the Strategic Plan are in its proposed actions – the concrete steps we will take to achieve our goals and objectives and move us towards our vision. The initiatives outlined below are comprehensive and integrated. Each of our proposed actions addresses multiple goals and objectives, and each goal and objective is addressed by multiple actions (see Table below).

Each of our proposed actions addresses multiple goals and objectives, and each goal and objective is addressed by multiple actions.

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1. This action directly addresses this goal/objective
2. This action supports this goal/objective
3. This action is relevant to this goal/objective; implementation plans for this action will include consideration of how the goal/objective will be supported
1. Enhance research support at the College and Department levels

The College Research Office, with input from the Research Advisory Committee, will develop and implement a detailed plan for building supports for research excellence and productivity in the College. This will include increasing funding available through internal grants, creation of new staff position(s) to assist with research grant administration, providing faculty with support and opportunities to improve grant-writing and other research skills, and identification of mechanisms to support achievement and national/international recognition of the impact of CSAHS research.

2. Build a profile of excellence in research, teaching and engagement for a suite of interdisciplinary Centres and Institutes

The College will provide support to existing and newly established interdisciplinary Centres and Institutes by working with each Centre/Institute Director to identify current strengths, challenges and opportunities, and develop and implement plans to enhance the work, profile, and national and international engagement of the Centre/Institute.

3. Establish and build an ‘Interdisciplinary Hub’ to foster and support multi-, inter- and trans- disciplinary research/teaching/engagement clusters

In addition to supporting well-established interdisciplinary collaborations through formal Centres and Institutes (Action 2), the College will establish an infrastructure to stimulate and incubate emerging interdisciplinary activities, bringing together new groups of researchers, students, practitioners and/or community stakeholders to work on complex, real-world issues. The infrastructure will include all or some of providing an interactive, physical space for this work, staff support, and funding for seed grants, graduate students, and visiting researchers/professionals. It is expected that CESI will play a prominent role in setting up and supporting the Interdisciplinary Hub, but the Hub will support a range of research/teaching clusters, some of which will involve community engagement. Participation in Interdisciplinary Hub activities is expected to involve not just members of the College of Social and Applied Human Sciences community, but also people from across the University, throughout the Guelph community, across Canada, and other countries. Over the life of this Strategic Plan, some of the clusters might lead to new Centres, Institutes, or academic programs, while other clusters might be shorter term collaborations.

Centres and Institutes provide a nexus for building signature areas of inter- and trans-disciplinary scholarship. They support development of strong teams and give visibility to activities and achievements. They also provide sustainable infrastructure for their work, including clarity of leadership, governance and affiliations, consolidation of resources, and staff support. The College is currently home to four well-established Centres and Institutes: Community Engaged Scholarship Institute (CESI); Centre for Families, Work and Well-being (CFWW); Centre for Psychological Services (CPS); Couple and Family Therapy Centre (CFTC). A proposal for Re•Vision: The Centre for Art and Social Justice has recently been approved and will have an official launch in fall 2017. Over the life of this Strategic Plan, other areas of interdisciplinary scholarship within the College may reach a stage of significance and maturity where Centre/Institute status would be appropriate.

Each action will involve multiple steps, processes, engagement, and oversight. Some will be easier to achieve than others. Accomplishing the plans that are set out here will require energy, commitment and financial and human resources. We will be more successful with some actions than others, and will need to adjust our plans as we go along. But by focusing our energy and resources in these areas, we will undoubtedly enhance the work that is already being done in the College.
During the strategic planning engagement events, as we talked about advancing our leadership in interdisciplinary teaching and research, issue-focused themes emerged that resonated with and excited faculty and students across departmental and disciplinary lines. More discussion needs to take place before we land on any of these as areas we want to develop into a teaching/research cluster or a new graduate or undergraduate program. However, this brainstormed list can form a starting place for further discussions:

- Conflict and power and social justice
- Data, technology, and society
- Democracy, resilience and the digital world
- Gender, sexualities, (dis)abilities, race
- Indigenous studies
- Law, politics and social justice
- Migration and displacement
- People and environments: Adaptation, resilience, health promotion/prevention, well-being
- Sustainable societies

4. Establish a ‘Hub for Teaching and Learning Excellence’ in the College

With leadership and support from the office of the Associate Dean Academic, and in partnership with Open Learning and Educational Support, the College will establish a staffed unit within the College to work closely with departments and interdisciplinary groups to foster excellence in teaching and learning. This unit will facilitate curricular innovation, course and program development, production and use of scholarship of teaching and learning, adoption and use of experiential learning and other high impact teaching practices, and curriculum embedded community engagement, among other strategies. The unit will have an advisory board that includes graduate and undergraduate students, faculty, and staff (including representation from CESI).

WHAT IS A ‘HUB’?

In planning our actions to stimulate innovation in teaching, learning, and interdisciplinary scholarship, we started using the term ‘hub’ to signal the collaborative, facilitative, and dynamic nature of the infrastructure we want to set up. Both the ‘Interdisciplinary Hub’ and the ‘Hub for Teaching and Learning Excellence’ are meant to bring together people from existing units and provide support for building on their expertise and skills. The new Hubs will have their own staff, but this will be complementary to, not duplicating other available expertise that can be pulled into the Hub as needed.

5. Establish new interdisciplinary undergraduate and graduate programs

The College will provide support for developing and implementing new interdisciplinary graduate and undergraduate programs. Specific programs that are currently being considered are professional masters’ degrees in Food Security (led by the International Development program) and Conservation Leadership (led by Geography), and a PhD program in Social Practice and Policy (led by the CSAHS Office of Research and Graduate Studies). Proposals for interdisciplinary programs that emerge over the life of the Strategic Plan (e.g., through research/teaching clusters incubated in the Interdisciplinary Hub) will be welcomed and supported as appropriate.
6. **Enhance graduate student experience**

Graduate students have a unique place within the University, taking on multiple roles as students, employees, and researchers in addition to the roles they play outside of their university life. They may face distinct issues relating to balancing these multiple roles and the relationships those roles entail, as well as concerns relating to finances, health, relocation, and family. The College will develop initiatives to enhance graduate students’ experience, recognizing the complexity of the issues they face. Initiatives will include hiring a Graduate Programs Manager and establishing a Graduate Advisory Committee that includes graduate students, staff and faculty representation. This committee will address issues relevant to graduate programs across the College, such as student funding, expectations of the student-supervisor relationship, development of professional skills, workload management, connecting students within and between departments, and establishing a mechanism so that graduate students can safely raise concerns. The Committee may propose policy changes to Dean’s Council. The Committee will also sponsor networking and skills development opportunities such as a graduate student speaker series and/or a student research conference.

7. **Develop and implement an Indigenous strategy**

In consultation with Indigenous and settler members of our communities, we will identify and act on strategies by which the College can foster reconciliation and mutual understanding. This may include building positive relations between the College and local Indigenous communities, recognizing and promoting Indigenous perspectives in hiring, teaching, supervision, research, pedagogy, and curriculum development, and creating a safe, respectful and welcoming environment for Indigenous students, staff and faculty.

8. **Develop and implement an internationalization strategy**

A committee will be struck to review current internationalization activities in the College, including faculty research collaborations, existing Memoranda of Understanding (MOUs) at the University and College level, student participation in international studies abroad, and numbers of international students in graduate and undergraduate programs. Findings will be used as a baseline and to establish targets in all of these areas. The Committee will provide recommendations to identify universities where we might develop active partnerships, to develop strategies to support international research collaborations and increase student mobility, and to foster opportunities for increasing the number of international students in the College.
9. Develop and roll out a comprehensive marketing/communication strategy for the College to enhance communication with external and internal audiences

Our new marketing/communication strategy will enhance and streamline internal communication with faculty, staff, and undergraduate and graduate students, using a variety of media channels (e.g., website, email, social media, digital signage). Communication to external audiences (e.g., prospective undergraduate and graduate students, alumni, national and international academic colleagues, prospective public and private funders, the general public) of the importance and excellence of social and applied human sciences at Guelph will also be key.

10. Establish processes to promote recognition of the excellence and skills of students, staff, faculty, and alumni

We will establish a College Honours and Awards committee and processes within the offices of the Associate Dean Academic and the Associate Dean Research and Graduate Studies to identify and nominate students, staff, faculty, and alumni for local and national awards. We will also develop digital communication streams to publicize significant achievements of students, staff, faculty and alumni.

11. Strengthen relationships between the College and its alumni

We will work to develop and maintain relationships with a range of College alumni, representing all of our programs. Through consultation with alumni, we will identify and generate a variety of opportunities for interaction, such as mentorship programs, professional continuing education programs, and research partnerships.

12. Develop and implement strategies to enhance the College’s provision of a supportive work and learning environment

We will work collaboratively and at multiple levels (College, Department, and in partnership with central University resources) to develop policies and programs to enhance the sense of student, staff and faculty that the College is a supportive community where individuals are seen as a whole person and their needs for balance and connection are recognized. Specific actions may include development of college-wide events for staff, faculty and students that have social, professional development and/or wellness goals, programs to recognize and reward exemplary achievements, and strategies to address workload concerns. As well, we will work to streamline policies and procedures to, as much as possible, allow people to focus on their core work.

13. Develop and implement actions to foster diversity and inclusion in the College

In April 2017, the University Senate and Board of Governors endorsed an inclusion framework that challenges the University to “foster a culture of inclusion for everyone, irrespective of culture, circumstance, race, aboriginality, ethnicity, gender, age, religion, language, abilities, sexual orientation, gender identity and expression, socioeconomic status, and place of origin.”
The College of Social and Applied Human Sciences will respond to this challenge by supporting University-wide initiatives and, where appropriate, taking College-specific actions to foster diversity and inclusion in the College. A steering committee led by the Dean with representation of faculty, staff, and graduate and undergraduate students will be formed to direct these processes. Specific areas to be addressed may include representation of minority and marginalized populations within our workforce and student body, development of resources to promote the success of underserved populations, support for faculty/staff training to increase cultural competence and awareness of diversity, and review of College policies, practices, and actions to ensure alignment with principles of inclusion.

14. Develop a suite of fundraising priorities that support the College, and actively work to identify and attract appropriate funding sources

We will work with Alumni Affairs and Development to articulate College funding priorities, identify possible funders, and bring new financial resources into the College.

15. Enhance the quality and visibility of our physical presence on campus

We will work with external consultants to review existing spaces used by the College and identify existing and future needs. Primary consideration will be given to enhancement of research, teaching, and learning spaces (including both classroom and informal learning spaces), improving accessibility of our spaces, ensuring availability of appropriate technology, and consolidation of space where possible so that we are less spread out across campus and have a more significant presence in the spaces we occupy. Based on the recommendations that come out of this review, we will work with the University executive, alumni, and other funders to renovate, rejuvenate and enhance College spaces.

Implementing the Strategic Plan

This Strategic Plan document will be accompanied by an internal Implementation Plan that details how each of the planned actions will be operationalized. For each action, the Implementation Plan specifies who is responsible for implementation, who will be contributing, a timeline with the steps that will be taken, anticipated one-time and on-going costs, space implications, and an evaluation/monitoring plan. In addition to the metrics specified in the evaluation/monitoring plan for each action, the Implementation Plan will also identify a limited number of key metrics to assess overall progress on goals and objectives.

We look forward to presenting progress reports at the end of 1, 3 and 5 years, describing the progress that has been made on each planned action and outcomes achieved.

The coming years promise to be an exciting and transformational era for the College of Social and Applied Human Sciences, as we advance our contributions as a leader in innovative scholarship that catalyzes change in response to the pressing issues facing our communities and our world.
Strategic Planning Advisory Committee

Ben Bradshaw (Geography)
Mary Lou Cairney (Senior Development Manager)
Susanne Cooper (Manager, Marketing and Communications)
Carol Dauda (Political Science)
Katherine Ferus (Manager, Finance and Administration)
Emma Franklin (Undergraduate Student)
Andy Hathaway (Criminal Justice and Public Policy)
Linda Hawkins (Community Engaged Scholarship Institute)
Spencer Henson (International Development)
Leon Kuczynski (Family Relations and Applied Nutrition)
Mavis Morton (Sociology and Anthropology)
Thomas Sasso (Graduate Student)
Leanne Son Hing (Psychology)

Belinda Leach (Associate Dean Research and Graduate Studies)
Byron Sheldrick (Associate Dean Academic)

Gwen Chapman (Dean)