



NOTICE OF MOTION – Submitted to the October 24 Agenda for action by the Senate on November 22, 2011.

- Pillar III: “Reaching Beyond: Globalism, Diversity, and Inclusion at Queen’s”
- Pillar IV: “The Importance of Non-Academic Staff”
- Appendices:
  - ’ 1. Acronyms
  - ’ 2. Unit Responses
  - ’ 3. Consultations
  - ’ 4. Sources Cited
  - ’ 5. UUDLES and GDLES
- And further that Senate endorse the process by which these draft sections were prepared the process of targeted consultations, the posting of both consultative results and interim drafts on a transparent and interactive website, and the subsequent adjustment of drafts in keeping with community feedback; and
- rather than seek to approve a ~~one~~ academic plan addressing the whole institution in all of its branches and aspects, that Senate take this opportunity to institute an ongoing, annual process in which Senate specifies each fall a new planning issue or set of issues and strikes a task force of community members who are qualified to consult and draft an academic planning section for those issues, using the process established by the APTF.

Rationale:

The essential problem is that it is unrealistic to expect ~~a~~ ~~small~~ committee to complete a full Academic Plan addressing all branches ~~aspects~~ of the university in a year. The present APTF consists of two students, one staff, one administrative, and three faculty members plus a Chair; it had from January to August to review over fifty unit responses and related documents, conduct its own consultations, and ~~draft~~ ~~posts~~. All of its members served on an overload basis, i.e., in addition to ordinary workloads, without considerations that might have enabled fully dedicated attention to the planning process; and several of them had to be absent from the process for periods, especially over the summer. ~~Yet~~ ~~nothing~~ is more certain than that to frame a comprehensive Academic Plan for an institution of the size and complexity of Queen’s will require careful research, consultation, and writing.

In most universities, academic planning results in documents full of truisms, bright slogans, and window-dressing. They are received with fanfare, shelved away, and too often forgotten. The most important reason for this is that a ~~one~~ global report is inadequate to the nature of the problem. Universities are complex organisms composed of highly specialized sub-units, each of which has different needs and challenges, and each of which experiences even the common needs and challenges in ways special to itself. Moreover, universities don’t stand still: they

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change every year in themselves, and in response to continual change in their conditions and personnel. For such organizations, the best way forward is not to seek to produce a global academic plan once every ten or twenty years, but to create a dynamic, adaptable (a) (ring-2) (person) (c) /