

Integrating Staff into the Academic Planning Process

- Community and Student Wellness (Pillar IV)
 - Need for a significant culture shift to appreciate staff as partners in the academic success of the University since they play a critical role in supporting students' success at Queen's
 - NSSE Scores – staff are a key component to the total student experience
 - The vast majority of student support services – Career Services, HCDS, International Centre, Equity & Human Rights, Aboriginal Centre, Residence Life, not to mention IT Services, Registrar, Athletics & Recreation) – are delivered by staff
 - Creating and maintaining a sense of community – e.g., graduate assistants supporting graduate students, facilitating community and social events, answering questions, making them feel welcomed, being a confidant, celebrating their success, etc.
 - Academic structure needs to acknowledge the importance of this work to the overall success of any academic program. Recruitment, program promotion, student support (e.g., awards, student services), student experience, new quality assurance – all of these elements are essential to academic success and yet they are largely managed by staff. This means ensuring staff members are at the table during program development and review processes.
- Disciplinary and Interdisciplinary programming (Pillar I)
 - Description on the website speaks about implications interdisciplinary programming would have only for faculty hiring – it also will have significant implications for staff employees too
 - Need the expertise and support of staff to manage the mechanics of creating and supporting these programs. This expertise is more than just getting students in the door, getting them paid and getting them out. Staff bring considerable knowledge and many years of experience on how the programs operate, about the contributions by faculty to supporting students doing interdisciplinary work, etc. E.g., graduate assistants who support Neuroscience and Cultural Studies programs – this is not just to domain of the graduate assistants of those specific programs but also that of the home units. When staff are at the table and are seen as critical to the success of the program, they become advocates for programs and are often allies in bringing about change
 - Caution – should the academic plan lead to combining, collapsing departments - absolutely needs to be done with transparency and openness. Waves of fear among staff who don't know what is happening adds to what is already a workplace with low morale
- Staff as teachers, experts
 - Global Citizenship – students who are aware of their rights as individuals and their collective responsibilities (Pillar III)
 - Residence Life Coordinators, Dons, Orientation Leaders, Student government, TAs, student leaders, students travelling abroad

- Training in equity, aboriginal awareness, international relations, human rights, citizenship, accessibility – *all* of this training is delivered by staff, not faculty
- Expanding Horizons¹ – Professional Development for graduate students
 - 99% of this program delivered by staff, not faculty
- Accessible customer service – developed and delivered by staff – now a requirement for all graduate students - Queen's and McMaster
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¹ Faculty think up the ideas, staff often perceived as putting the operational brakes on. Important to consider how things get operationalized